**CHAPTER I**

**INTRODUCTION**

This chapter consists of background, research question, objective of the research, significance of the research, and the scope of the research.

1. Background

There are four basic language skills that students need to learn English, those are listening, speaking, reading and writing. Reading and listening are receptive skills: students receive and understand the input; the productive skills are speaking and writing because they involve the students in producing language (Pollard, 2008:14). Writing is component known difficult because of its process in transferring ideas. Besides, writing is a way of communicating a message in written form to reader for a purpose. Through writing, someone can explain or describe things and as a result, other people can get information by written message.

Writing deals with many aspects of language that should be covered. It requires not only grammatical systems, patterns and role devices but also conceptual and judgment elements. That is why teaching writing is more difficult than the other language skills. Therefore, there are some assumptions mentioned that many students still encounter difficulties in writing. Many students who are studying in tertiary level still often make errors in writing, even though they have learned it for many times.

Regarding to writing difficulties faced by students, Yahya and Hashim (2013) identify five categories of writing difficulties, namely: 1) comprehension and conception of ideas, 2) composition, 3) language accuracy and appropriate, 4) vocabulary, and 5) lack of time. Furthermore, in writing process, the students need good idea in order to produce a composition or written material. If students have not good ideas, they will feel difficult to write. For writing subject, students must have ideas about what they will write and how far they will know the topic. They have to decide theme and then choose one topic in order to find and explore their ideas.

To explore the students’ ideas, they need to know and understand the kinds of text in the writing process. Descriptive text is one of the texts which is generally not only taught in the secondary school but also in the tertiary level. According to Meer (2013), descriptive text refers to a style of writing which focuses on describing a character of person, event or place in great details. The purpose of descriptive text is to describe a particular person, thing, or place.

In teaching and learning process, many lecturers make efforts to make their class more interesting and more enjoyable with various methods, techniques, and materials in order to stimulate learning of writing skill effectively. The lecturers create situation that provides opportunities and stimulates the students especially to write English effectively. Besides, the lecturers should give more attention in teaching writing in order to increase the students’ ability to write. For example,the lecturers used learning materials completed with multimedia.

Based on the preliminary observation toward the teaching and learning process at Muhammadiyah University of Makassar, most of the lecturers teach writing skill without using multimedia. They only use materials from textbook or the other sources. Besides, in the teaching of writing skill, they mostly focus on asking students to arrange jumble words, answer the questions from the text, and complete the paragraph or dialogue. They only give writing practice in English and guidance to the students to revise the content and language of their writing without stimulate and facilitate the students in the writing process. And, the last is the students are not active-creative since the lecturer rarely acts as a facilitator and motivator in the teaching and learning process. Besides, the lecturer didn’t provide interesting media to stimulate the students to explore their ideas in writing descriptive text. Therefore, the students’ ability to write is still low and needs more improvement, especially in writing it.

In relation to the importance of meaningful teaching and learning, the researcher provides one of the alternative media in teaching writing skill. That is the product of Ulead Video studio program. It is expected that the media will facilitate the students to increase their writing skill. According to Chandra (2005), Ulead video studio program product is an editing video which is easy to use. Also, this program does not need a computer with high specific features. UVIOPro can be used to integrate a video view setting, transition effect, audio setting, and text view setting. Therefore, this program can help the user to produce the authentic appropriate video learning materials. Through UVIOPro, it is expected to overcome the students writing difficulties, especially to find and organize their ideas in order to construct a good writing based on the five components of writing, such as content, organization, vocabulary, language use, and mechanics. It can create situation that provides opportunities and stimulates the students in writing process. Besides, the products of this program are expected to become one of the media in order to make the students more enjoy and easy in the writing process. Furthermore, the researcher is interested in conducting a research under the title “The use of Ulead video studio program products (UVIOPro) to improve the students’ writing skill”.

1. Research Question

Based on the research background, the researcher presents research question that is explored as follows:

Is the use of UVIOPro effective to improve the students’ writing skill in terms of content, organization, mechanics, vocabulary, and language use?

1. Objective of the Research

Regarding to the research question above, the objective of the research is to find out whether or not the use of UVIOPro is effective to improve the students’ writing skill in terms of content, organization, mechanics, vocabulary, and language use.

1. Significance of the Research

Specifically, this research is covered by two kinds of significance, namely theoretical and practical significance. Theoretically, this research is expected to give useful information for lecturer and students about innovative media in teaching and learning English, particularly in the writing skill.

Practically, the findings of this research are expected to provide useful information or reliable reference for lecturers and students in order that they are able to better understand to appropriate media in learning and teaching writing skill. In this case, UVIOPro are expected as an innovative teaching media. Besides, the findings are expected to be useful information about UVIOPro which can make the students more interest and enjoy learning, especially in learning writing. The students can be helpful to get more information about the content of what they are going to write through using UVIOPro.

For lecturers, using the UVIOPro can develop the strategy instruction and teaching innovative media in order to facilitate the teaching and learning process. In addition, the results of this research are also expected to give information as the basic reference and empirical evidence for further researches.

1. Scope of the Research

To avoid the research broadening, the research makes the limitation of this research. Therefore, the scope of this research is covered or limited to some issues as follows:

1. By discipline, this research is under applied linguistic which deals with the teaching and learning pedagogy. It is restricted to the UVIOPro as one of the teaching media.
2. By content, this research focuses on the use of UVIOPro in teaching writing which is dealing with descriptive text. Ulead video studio program refers to a video editing program to process the result of video editing. In this case, the researcher uses it as a program to produce learning materials of writing skill. Meanwhile, the writing skill refers to the five components of writing which consist of content, organization, mechanics, vocabulary, and language use. Besides, this research is also focused on the descriptive text. Therefore, the characteristics of descriptive text consist of the generic structure and language features. The generic structure deal with identification and description while the language features deals with the grammatical features, such as simple present tense, nouns, adjectives and adverbs.
3. By activity, this research was conducted at the second semester students of Muhammadiyah University of Makassar. The researcher gave six treatments in order to teach writing skill for experimental and control class. In the experimental class, the researcher used UVIOPro as media in teaching writing skill. Meanwhile, the researcher used the sequence pictures as media to teach writing skill in control group. Then, the researcher analyzed the data using statistic package for the social science (SPSS) version 20 for windows.