

CHAPTER I INTRODUCTION

1.1 Background of the Study

There are four fundamental language skills that should be cultivated during language learning: listening, speaking, reading, and writing. Among these, writing is a productive skill used for indirect communication (Bora, 2023). Writing goes beyond simply recording words—it serves as a tool for thinking and organizing thoughts in a structured manner (Lindsay, 2020). The writing process typically includes several steps: brainstorming ideas, arranging them logically, drafting, and revising to ensure clarity of the intended meaning.

Within the educational setting, writing holds an essential role, as it significantly impacts students' academic achievement and their ability to think critically. Despite its importance, many learners encounter difficulties in writing, especially in English. A key reason behind this is the lack of ideas and insufficient motivation to write. Frequently, students view writing tasks as tedious and challenging (Rahmat et al., 2017).

In reality, especially among eighth-grade students of SMPN 6 Tanjungpinang, their ability to write narrative texts remains low. Students frequently face difficulties in developing storylines, identifying characters, and selecting appropriate vocabulary. As a result, the narratives they produce are often incomplete, unengaging, or inconsistent with the expected narrative structure. This is supported by the findings of Nurfadilah et al. (2025), who revealed that senior high school students also struggled with grammatical accuracy and mechanical aspects such as punctuation, spelling, and tense consistency when

writing narrative texts.

To address this issue, an instructional strategy that can spark students' interest and creativity in writing is needed. One promising strategy is the video review strategy, which involves watching relevant video content and then asking students to reflect and rewrite the content in the form of a narrative text (Nur, 2023). This strategy can activate imagination, enrich vocabulary, and provide visual context that helps students build a coherent story.

Moreover, this strategy aligns with the current shift towards digital media-based learning, which is increasingly relevant in today's educational landscape. Video review can serve as an effective stimulus to generate students' writing ideas and make the learning process more engaging and meaningful (Nur, 2023).

While the video review strategy has been extensively explored in international research, studies focusing on its application in writing instruction at the junior high school level in Indonesia are still scarce. In particular, no previous research in Tanjungpinang has examined how effective this strategy is in enhancing students' skills in writing narrative texts. Thus, this study is considered significant as it aims to contribute empirical evidence to the field of writing instruction and serve as a practical guide for educators in implementing innovative and engaging teaching methods (Aziz & Fathiyaturrizqi, 2017).

In light of the discussion above, the researcher is motivated to carry out a study entitled: "The Effect of Video Review Strategy on the Narrative Writing Ability of Eighth Grade Students at SMPN 6 Tanjungpinang."

1.2 Identification of the Problem

Drawing from the background described earlier, a number of issues can be observed in the process of teaching and learning writing—especially in composing narrative texts among the eighth-grade students at SMPN 6 Tanjungpinang:

1. Students have low motivation and interest in writing English texts, especially narrative texts.
2. Students find it difficult to develop ideas and organize them into well-structured narrative texts.
3. Teachers have not fully utilized varied and engaging media or strategies to support writing instruction.
4. There is a lack of local research on the use of video review strategy in teaching writing, especially at the junior high school level.

1.3 Limitation of the Study

This research is limited to examining the use of the video review strategy in teaching students to write narrative texts. The participants were restricted to eighth-grade students at SMPN 6 Tanjungpinang during the 2024/2025 academic year. The study does not explore other genres of text, alternative instructional strategies, or different English language skills such as speaking, reading, or listening.

1.4 Research Question

This study aims to answer the following question: Is there any significant effect of using video review strategy on the narrative writing ability of eighth-grade students at SMPN 6 Tanjungpinang?

1.5 Research Objective

The objective of this research is to find out whether the use of video review strategy has a significant effect on the narrative writing ability of eighth-grade students at SMPN 6 Tanjungpinang.

1.6 Significance of the Study

This study intends to contribute both theoretically and practically:

1. Theoretically

The findings of this study are expected to enrich the body of knowledge in the field of English language teaching, particularly in writing instruction. It may support the theory that multimedia-based strategies such as video review can effectively enhance students' writing performance, especially in constructing narrative texts.

2. Practically

a. For English Teachers

This study may serve as a reference for English teachers to use video-based materials as an engaging strategy to improve students' writing skills.

b. For Students

This study is expected to help students improve their narrative writing skills through an enjoyable and visually engaging learning experience using video reviews.

c. For Researchers

The findings of this study may serve as a foundation for further research in related areas, particularly those exploring the use of media-based strategies in teaching writing.

1.7 Definition of Key Terms

The following terms are defined for clarity in this study:

1. Video Review Strategy: A teaching technique that uses video content as a learning medium. In this study, it involves narrative-themed videos that students watch, analyze, and use as a reference to write narrative texts.
2. Narrative Text: A type of text that tells a story, aiming to entertain or inform readers. It generally consists of orientation, complication, and resolution. In this study, the focus is on students' ability to write narrative texts that are coherent, grammatically accurate, and well-structured.
3. Writing Ability: The students' skill to express ideas, experiences, or information in written form, with appropriate organization, vocabulary, grammar, and coherence. This study specifically addresses their ability to write narrative texts.