CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is a tool of communication in the spoken or written form that is arbitrary and conventional by the group of people to share or communicate the ideas, feeling or opinion to another and has a meaningful. People use language to communicate with another by using language in the world. They talk, share, and express their feeling with language. Basically, language is a means to comunicate ideas, thoughs, opinions and feelings. Language is very important tool of comunication. There are so many languages in this world, for example English language.

In Indonesia, English is very improtant and get special attention to be learnt. English is taught not only for adult but also in formal school such as kindergarten, elementary school, junior high school, senior high school and vocational school. The main aim of teaching English is to make it as an easy learn language and they can use it as well as Indonesian.

Indonesian learners who want to be master of English should learn and comprehend all aspects. There are four major skills such as listening and speaking, reading and writing. Writing is one way to communicate in English by expressing the ideas through organizing our thought into good arrangement of written text. There are eleven genres in writing, they are Spoof, Narrative, Expository, Descriptive, Explanation, Anecdote, Report, Recount, Procedure, News Item, Discussion and Analytical Exposition. In this study, the writer focuses on News Item Text in several aspects generic structure, social function and language feature which are produced by the tenth grade students of senior high school in their writing result.

In the classroom the teacher and the students must have good participant like teacher as a counselor and student as clients. Teacher as counselor try to find out the solution of the students' problem and reach what the students want to learn. To develop this ability, teacher should know the students' problem. Teacher should approach the students, and try to figure out the greatest difficulty that they have so that they lead very difficult to write. In this case the teacher should be able to be counselor and students become clients.

Based on the writer's experience at teaching practice in a real class (PPL), most of the students less interested in writing. They just made the simple sentence without meaning. The example is in "*a girl beautiful*" for *a beautiful girl*. This phenomena occoured since the first language interference. The writer find some students' problem in writing such as content (does not show knowledge of subject, inadequate development topic), organization (idea confusing and disconnected, lack logical sequencing or development, paragraph unclear or non-existent), vocabulary (limited range, occasional errors of word or idiom form, choice and usage) and language use (major problem in simple construction, frequent errors of negation, agreement, tense, article, number, word, order, pronoun, preposition and fragment, meaning something obscured) that still fair to poor even very poor. When the students learn about something, they seen so listless and also noisy, as consequence the teaching process cannot run well. This situation also occurs because the methodoly or the approach which is used not suitable for them. The teacher usually used the bored method like just explained the material orally without supported by teaching media technique. The average KKM value in school 75.

Table 1.1

Students Score on Observation Second Tenth Grade-1 of SMK N 1 Medan

No	Name of the Students	C	O	V	G&M	Total
1	AG	13	14	14	12	**53**
2	LS	14	12	10	13	**49**
3	BM	15	17	14	15	**51**

4	LH	13	17	12	14	**56**
5	AB	14	15	13	16	**58**
6	NS	15	16	15	15	**61**
7	LD	15	15	17	15	**62**
8	NH	13	14	19	14	**60**
9	WL	14	16	16	16	**62**
10	MS	14	16	15	15	**60**
11	JS	15	15	14	13	**57**
12	SM	14	16	17	15	**62**
13	PP	14	15	16	17	**62**
14	CC	15	15	16	14	**63**
15	IH	15	13	15	14	**57**
16	FM	16	14	16	15	**61**
17	DB	13	15	15	13	**56**
18	SM	15	13	15	17	**60**
19	SN	16	13	15	13	**57**
20	KL	16	15	18	13	**62**
21	AL	14	15	14	13	**56**
22	BD	15	16	16	15	**62**
23	LY	13	14	15	11	**53**
24	AS	14	14	13	10	**51**
25	SG	15	14	15	15	**59**
	Average	**14,4**	35,5	**15**	**14,12**	**58**

Table 1.2

Students Score on Observation Second Tenth Grade-2 of SMK N 1 Medan

No	Name of the Students	C	O	V	G&M	Ttal
1	AB	12	14	15	16	**57**
2	FS	13	13	12	15	**52**
3	ML	15	14	15	13	**57**
4	GB	14	12	11	14	**51**
5	GY	14	13	14	15	**56**
6	LK	14	15	13	15	**57**
7	KC	13	13	14	16	**56**
8	CH	12	14	15	16	**57**
9	WL	14	15	13	15	**57**
10	FR	16	16	14	15	**61**
11	KN	15	13	15	14	**57**
12	SM	14	14	12	16	**56**
13	DH	14	17	13	15	**59**
14	MY	15	14	14	14	**57**
15	DG	13	12	14	13	**52**
16	MD	14	13	15	15	**57**
17	DP	14	12	12	15	**53**
18	WR	13	14	14	15	**56**
19	AF	15	16	15	14	**60**
20	LA	15	17	15	14	**61**
21	LD	14	14	14	13	**55**
22	HM	13	18	15	15	**61**
23	BH	15	13	16	14	**58**

24	AD	14	14	16	13	**57**
25	MK	13	15	17	12	**57**
	Average	**13.92**	**14.2**	**14.16**	**14.48**	**56.68**

Analytic Scoring

(Language Assessment: Principles and Classroom Practices)

Categories	Maximal Score
Content	30
Organization	30
Vocabulary	20
Grammar and mechanics	20
Total	**100**

Adapted from BrownHaswell (2007:56)

For this purpose, the writer found that the best way to help students in writing is the teacher must use an interesting media, like using instructional media to make the students motivated and fun to learn. Documentary video can be used by teacher and students. This provides more detailed information and to focus on the material and skills students are taught. The use of documentary video also allows students to engage in the learning process. It gives teacher and students the opportunity to undertake activities together.

Documentary video is a video that contains the facts or factual news that happens in the life of society. Video is a type of audiovisual media that displays images and sound. When students asked to read they just need to use their vision to know the contents of the text that they read. Different to the video, when the video is shown to the students, they do not just use their vision but also their hearing. When sight and hearing is line, the material presented will be more easily flow to the brain. Therefore when video is used as a medium to deliver learning material, it will make students more easily perceive about the learning materials. That is why learning writing news item by using documentary video media can be one alternative to be used in teaching learning process.

This is a way to make the students can understand step by step to face some difficulties when they ask to write English. Therefore, the writer used this visual aid for teaching writing news item text. News item text as one of informational literacy has function to inform the readers, listeners, or viewer about events of the they which are considered newsworthy or important as stated by Gerot and Wignel (1994:190).

In this research, the writer chose this media since Jernita (2014) already conducted a similar research. She found that documentary video has a good contribution on news item text. Based on her finding, the writer choose documentary video as media to improve students' writing ability on news item text. Hopefully, this research can give a positive impact and as alternative way in teaching writing. Based on explanation above, the writer decides to conduct a research about the documentary video as the media of teaching and can be applied to the learning writing.

1.2 The Problem of the Study

Based on the explanation in the background of the study, the problem can formulated as follow "Does the use Documentary Video Effect Students' Achievement in Teaching Writing News Item Text at the Tenth Grade of SMK N 1 Medan?

1.3 The Objective of the Study

Based on the problem above, the objective of the study is to find out the effect of using documentary video on Students' Achievement in Teaching Writing News Item Text at the Tenth Grade of SMK N 1 Medan.

1.4 The Scope of the Study

The are many genres of writing, namely spoof, exposition, report, anecdote, procedure, news item, explanation, discussion, narrative, description, recount, and review, but the writer focuses on generic structure of news item text.

According to Pardiyono (2007:245) states that the steps for creating a generic structure of news item text are:

1. Newsworthy Event(s) : It contains the summary of the phenomena or
   event to be reported.

2. Background Events : It contains the elaboration of what happened, to
   whom andin what circumtance (how it was like) the
   event or phenomena must be in the past, or happened in the
   pasttime.

3. Source : It directly follows each of the background events.
   It contains a comment given by a person or
   participant, or authority on the subject.

There are three classification of media. They are Visual Media, Audio Media and Audio Visual Media. In this study, the writer uses the audio visual media named documentary video as the interaction media in teaching writing news item text at the tenth grade of SMK N 1 Medan.

1.5 The Significances of the Study

This research is expected to be useful for other people, there are two kinds of significance in scientific study. Those are theoritically and practically significance.

1. Theoritically
   a. The result of the research can be perspective in teaching writing news item text.

b. The result of the research can be a new media in developing teaching writing news item.

2. Practically

a. For the students, this research is hoped to improve their ability in writing news item text which helped by documentary video as teaching media and hopefully they will learn English more enjoyable.

b. For the teachers : this research hoped to encourage teacher to increase their knowledge on how to teach English attractively and motivate students to be interested in learning English.

c. For the writer herself : this research is able to enrich writer's knowledge about how to teach English particularly writing attractively.

1.6 Hypothesis

The hypothesis will be formulated as the following:

Ha   : There is no significant effect of using documentary video as media on students' achievement in teaching writing news item text.

Ho   : There is a significant effect of using documentary video as media on students' achievement in teaching writing news item text.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoritical Framework

In this chapter, the theoritical framework is presented in order to give clear concepts in this study. The concepts will give much better understanding the significances of using some various way such as documentary video to teach writing news item text in order to be well understood by the learners and also to vary our teaching methods in order not to be monotonous.

2.2 Writing

2.2.1 The Definition of Writing

Writing is a process of putting thought, ideas, opinions, experiences, events, and histories such as writing letters, notes, shopping list, etc. Writing is also a piece of a written text about the topic in a writer in a context. Writing can also be a hobby to spend our time, but finally in this modern life, people can get money from doing their writing, like a journalist, novelist or script writer.

According to Byrne (1983:23), writing is more than the production of the graphic symbols. Writing requires a conscious effort in which one can put his well-arranged sentences in particular order and involves encoding message in which is understood by both writer and readers. Hedge (2002:32) views that writing is thinking process and as a process of discovery. Writing is the result of some strategies to manage the composing process , which is one way to develop a text. She also says writing involves a number of activities: setting goal, generating idea, organizing information, selecting appropriate language, making a draft, reading and reviewing, and revising and editing.

Writing is not a one-step activity. Harmer (2007:12) explains that writing is a complex activity which has some processes to be followed. The first processes are planning. In planning process, the writers have to think about three main issues: purpose of writing, audience, and content structure. Next process is drafting that is the first version of writing. Third process is reviewing. In this process, the writer can read and make some revising of the draft. Then, the last process is editing what the writer has written before producing a final version. He adds the result of final form of writing is influenced by the content that is discussed.

From defenitions of writing above, it can be concluded that writing is the result of our ideas or opinions that is developed become sentences and paragraphs who have a process that takes time and work are involving some stages oe process in order to get readable writing. Writing is the process of language which gives the information to the people.

2.2.2 Components of Writing

Haris (1969:68-69) states that most teachers would agree in recognizing at least the following five general components of writing.

1. Content   : The subtance of the writing the idea expressed.

2. Form   : The organization of the content.

3. Grammar   : The employment of grammatical forms a tactic patterns.

4. Style   : The choice of structures and lexical items to particular to

   particular tone flavor to the writing.

5. Mechanics   : The use of the graphic conventions of language.

2.2.3 The Process of Writing

Harmer (2004:12) states that process writing is a way of looking at what people do when they compose written text. According to Zemack and Rumisek (2005:3) good writers go through several steps to produce a piece of writing.

1. Pre-writing

      Pre-writing is first step of process writing. This step is where the writers try to find what she/he wants to write. Pre-writing stages involves the writers in choosing a topic, gathering ideas about that topic, organizing those ideas to talk about first to last.

2. Drafting

In this stage is where the writers produce the ideas into words on a computer or paper about that topic. At the drafting stages, the writers are focused on the fluency of writing on organization and language to be used in order to the readers can understand the ideas easily. The content might be written without considering the grammatical aspect first.

3. Reviewing and Revising

Reviewing stage is checking what had written, from the structure until content. The writers can ask to classmates to exchange texts. Readers' opinion is a good way to kow if the writing is clear and effective. Revising is not merely checking for language errors. It is done to improve the global content and the organization of ideas so that the writers' intent is made clearer to the reader.

4. Rewriting

Rewriting can be called *editing*. Editing occurs after revising. The goal is to give your paper a professional appearance. The editing process is an extension of the writing stage, the outcome of the writing process. The students can ask to teacher to give opinion about the writing. The teacher helps the students through are revision to shape and reshape the writing into final form, and it is focused more on organization, content of writing, and sentence stuctures. The students check their final text for some mistakes they have made.

From the explanation above, it can be conclude that in writing there are four steps; pre-writing(deciding the topic), drafting(writing keywords), reviewing and revising (checking the composition), rewriting (revising the composition until become a good composition).

2.2.4 The Purpose of Writing

Nunan (2015:78) argues that there are some of the reasons why writing systems may have evolved:

1) To provide a more-or-less permanent record of some event. Records come in many shapes and forms: from records of the weather for a particular city over the course of a year, to a personal diary kept by someone over the course of their life.

2) To communicate with someone else who is distant in time and space by means of letters, postcards, or emails.

3) To entertain or instruct through creative literature such as stories, novels and poems.

4) To present complex arguments that would be beyond the spoken word in the form of essays, journal articles, and so on.

5) To remind ourselves of things we need to do: shopping list, notes in a weekly planner.

Besides, there are three purpose of writing in everday life according to Halliday in Nunan (1991:84) as follows:

1) Primarily for action

Public signs, e.g. on roads and stations: product label and instructions, e.g. on food, tools or toys purchased; recipes; maps; television and radio guides; bills; menus; telephone directories; ballot papers; computer manuals, monitors and printouts. For social contact: personal correspondence; letter, postcards, greeting cards.

2) Primarily for information

Newspaper (news, editorials) and current affairs magazines; hobby magazines; non-fiction books, including textbook; public notices; advertisement; political pamphlets; scholastic, media, ect. Reports; guidebooks and travel literature.

3) Primaliry for entertainment

Light magazines, comic strip; fiction books; poetry and drama; newspaper features; film subtitles; games, including computer games.

From the theories above, it can be concluded that generally the purposes of writing are to give information and to entertain the readers. Writing also is used to communicate with other in different time place(e.g. letter, short message service, etc.

2.2.5 The Types of Genre

The word genre comes from the French and original Latin word for kind or class. Each genre is characterized by a distinctive schmatic structure, that is, by a distinctive beginning middle, and end structure through which the social function of the genres is realized. According to Gerot and Wignal in Frisca (2014) state that there are fourteen genres in writing they are Spoof, Report, Anecdote, Procedure, News Item, Explanation, Discussion, Narrative, Description, Review, Hortatory Exposition, Recount and Analytical Exposition. In each kind of genre have a different language function, generic structure, lexicogrammatical features.

a. Spoof

Social function: to retell an event with a humorous twist. The generic structure of spoof text are orientation, events, and twist. The significant lexicogrammatical features of spoof text are focus on individual participants, use material processes, circumstances of time and place, and use past tense.

b. Hortatory exposition

Social function: to persuade the reader or listener that something should or should not be the case. The generic structures of hortatory exposition are thesis, arguments and recommendations. The significant lexicogrammatical features of hortatory exposition are focus on generic human and non-human participants, except for speaker or writer reffering to self, use of mental processes, material processes, relational processes, and use of simple present tense.

c. Report

Social function: to describe the way things are, with reference to arrange of natural and social phenomenon in our environment. The generic structures of report text are general classification and discription. The significant lexicogrammatical features of report text are focus on generic participants, use relational processes, use simple present tense, and no temporal sequence.

d. Anecdote

Social function: to share with others an account of unusual or amusing incident. The generic structures of the anecdote text are abstract, orientation, crisis, reaction, and coda. The significant lexicogrammatical features of anecdote text are use of exclamations, rhetorical questions, and intensifiers (really, very, quite, ect) to point up the significance of the events, use of material process to tell what happened, and use of temporal conjunctions.

e. Procedure

Social function: to describe how something is accomplished through a sequence of actions or steps. The generic structures of procedure text are goal, material and steps.

The significant lexicogrammatical features of procedure text are focus on generalized human agents, use of simple present tense, often imperative, use mainly of temporal conjunctions, use mainly of material processes.

f. News item

Social function is to inform the readers, listeners or viewers about events of the day which are considered newsworthy or importance. The generic structures of news item text are newsworthy event, background event, and sources. The significant lexicogrammatical features of news item are short, use of material process, use verbal process.

g. Explanation

Social function: to explain the processes involved in the information or working of natural or socio cultural phenomena. The generic structures of explanation text are a general statement, and a sequenced explanation of why or how something occurs. The significant lexicogrammatical features of report text are focus on generic, non-human participants, use mainly of material and relational processes use mainly of temporal and causal circumstances and conjunctions, use of simple present tense. And some use of passive voice to get theme right.

h. Discussion

Social function: to present (at least) two points of view about an issue. The generic structures of discussion text are issue, arguments, conclusions and recommendations. The significant lexicogrammatical features of discussion text are focus

on generic human and generic non-human participants, use of material process, relational process, mental process, use of comperative; contrastive, consequential conjunctions, reasoning expressed as verbs and nouns.

i. Narrative

Social function: to amuse, entertain and deal with actual or vicarious experience in different ways: Narrative deals with problematic event which lead to a crisis or turning point of some kind, which in turn finds a resolution. The generic structures of narrative text are orientation, evaluation, complication, resolution, reorientation. The significant lexicogrammatical features of narrative text are focus on specific and usually individualized participants, use of material process, use of relational process, use of temporal conjunctions and temporal circumstance, and use of past tense.

j. Description

Social function: to describe a particular person, place or thing. The generic structures of description text are identification and description. The significant lexicogrammatical features focus on specific participant, use of attributive and identifying processes, frequent use of epithets and classifiers in nominal groups, use of simple present tense.

k. Reviews

Social function: to critique an art work or event for a public audience. The generic structures of review text are orientation, interpretative recount, evaluation and evaluative summation. The significant lexicogrammatical features of reviews text are focus on particular participants, direct expression of opinions through use of attitudinal epithets in

nominal groups; qualitative attributes and affective mental processes. Use of elaborating and extending clause and group complexes to package the information (evident especially in paragraphs 1, 2, 3, 4, 5 and 6 below), and use of metaphorical language.

l. Recount

Social function: to retells events for the purpose of informing and entertaining. The generic structures of recount text are orientation, events and re-orientation. The significant lexicogrammatical features of recount text are focus on specific participants, use of material process, circumstances of time and place, use of past tense, focus on temporal sequences.

m. Analytical Exposition

Social function: to persuade the reader or listener that something in the case. The generic structures of analytical exposition text are thesis, arguments and reiteration. The significant lexicogrammatical features of analytical exposition text are focus on generic human and non-human participants.

2.3 Types of Text

Generally, text is an article we often read. We know that human beings are different from other creatures. We live in a world of words. When these words are put together to communicate a meaning, a piece of text is created. They will think to express their expression. We can say that human need to express their own in many ways that can be understood by others. Human can use a text as one of the ways to express their own.

"A text is any stretch of language which is held together cohesively through meaning". It means that when we use language to write, we are creating and constructing a text. When we

read, we ae interpreting text. Moreover, when we talk and listen, we are also creating and interpreting texts.

Halliday and Hassan (1984:11) said that a text is a social exchange of meanings. The meaning of the sentence may have different meaning according to the context. For example, *I am buying a drink for everybody here,* and the mean of that sentence is *one drink for all or one drink for each.* Therefore, if we are a teacher, we must be able to develop students' abilities to exchange the meanings in different points of sentence.

There are two main categories of text. They are literary and factual. Within these are various text types. Each text type has a common way of using language.

1. Literary text

Literary text is a text that appeals to our emotions and imaginations. Literary text can make laugh or cry, think about uor own life or consider our beliefs. Literary text includes aboriginal dreaming stories, movie scripts, limericks, fairy tales, plays, novels, song lirics, mimes and soap operas. Media text such as films, videos, television show an CDs can fall in this category.There are three main types in this category: recount, poetic and dramatic.

2. Factual text

Factual text is a text that presents information or ideas and aim to show, tell, or persuade the audience. This text includes adversitement, announcement, internet website, current affairs shows, debates, recipes, reports, and instructions. The main text types in this category are recount, response, explanation, discussion, information report, exposition and procedure.

Delahunty and Garvey (2010:6) state that when people communicate, they produce text. From the statement above the writer conclude that text not only in written form but also in oral

form. Richard and Schmidt in Frisca (2014:29) defines text as a segment of spoken or written language that has the following characteristics:

a. It is normally made up of several sentences that together create a structure or unit, such as a letter, a report, or an essay (however one word text also occur, such as DANGER on a warning sign).

b. It has distinctive structural and discourse characteristics.

c. It has a particular communicative function or purpose.

d. It can often only be fully understood in relation to the context in which it occurs.

2.4 News Item Text

Pardiyono (2007:245) says news item is something in their daily lives that there are a lot of things or events that deserve to be informed to others, to start making text news item first made headlines statements which are usually summarized. Headlines are eye caching so that the eyes of the reader to be interested to see the read and find out more.

News item is a type of the text that has the main function or communicative purpose to inform readers or listeners or viewer about events of the day that are considered newsworthy or important. The purpose of news item is telling stories or informing about events in chronological order.

1. The Generic Structures of News Item Text

4. Newsworthy Event(s) : It contains the summary of the phenomena or
event to be reported.

5. Background Events : It contains the elaboration of what happened, to

whom andin what circumtance (how it was like) the

event or phenomena must be in the past, or happened in the

pasttime.

6. Source : It directly follows each of the background events.

It contains a comment given by a person or

participant, or authority on the subject.

2. Social Function of News Item

Social function also can be called as a purpose. The social function of news item text is to inform the readers about an events of the day considered newsworthy or important.

3. Language Features of News Item Text

Language features are about general grammatical petterns to form the information, message and ideain effective sentences, especially in this case.

Language Features of News Item are:

1. Short, telegraphic information about the story captured in headline.

2. Use of material processess to retell the event.

3. Use of projecting verbal processes in sources stage.

4. Focus on circumstances.

4. Example of News Item Text

Town'contaminated'

Newsworthy events:

Moscow-A Russian journalist has uncovered evidence of another Soviet nuclear catastrophe, which killed 10 sailors and contaminated an entire town.

Background events:

Yelena Vazrshavskya is the first journalist to speak to people who witnessed the explosion of a nuclear submarine at the naval base of shkotovo-22 near Vladivostock.The accident, which occured 13 months before the Chernobyl disaster, spread radioactive fall-out over the base and nearby town, but was covered up by officials of the then Soviet Union. Residents were told the explosion in the reactor of the Victor-class submarine during a refit had been a "thermal" and not nuclear explosion. And those involved in the clean-up operation to remove more than 600 tonnes of contaminated material were sworn to secrecy.

Source:

A board of investigators was later to describe it as worst accident in the history of the Soviet Navy

2.5 Media

2.5.1 Definition of Media

Media is the plural form of medium. According to Celce Murcia (2001:142) says media are tools or physical things used by teacher to motivate the students by bringing a slice of real life into the classroom and presenting language in its more complete communication complex. Media are being used to send messages to the students and stimulate them to learn, as Gagne et. Al. (1992:8) defines that media are various components in learners' environment which support the learners learn. This may include traditional material such as handouts, book, newspaper, magazine, charts, slides, overheads, real objects, flash card and videotape or film, television and radio, as well newer materials and methods such as computer, internet, and interactive video

conferencing. And also blackboard, which is being used by a teacher to inform learners about what they are teaching, at the same time we also talk about instructional media and teaching aids. The board is teaching aids and what is on the board is instructional media.

Media are considered as the way of communication used to carry message with an instructional purpose or intent, for example to facilitate communication. Latuheru (1988) as cited by Kasbolah (1995:10) states that instructional media are the media whose function is integrated in the instructional objectives stated in the syllabus. It can say that media bring information or messages from the information resources, here teacher as sender to the students as receivers which intended to increase the learning outcome and to attain certain educational objectives which can be specified in different ways.

From the definitions above, it can be concluded that media is important in teaching and learning English. On the one hand, media help the teacher to deliver the material being taught easier. On the other hand, the students can understand the material esily. Moreover, is a good way to engage the students in learning English.

2.5.2 Classification of Media

Teaching media can be classified into three categories. They are:

a) Audio Media

Audio media offer a wide range of opportunities for group or individual are that can deliver instruction involving verbal information and guiding the learning of intellectual and motor skills. Example: (cassette recorder or tape recorder) song, music, reading story,

etc. With the same examples, Kemp and Smellie (1989) in Onasanya (2004:130) defines that audio aids are media that can be listened to.

- Tape recorder and cassette recorder

- Radio

- Smart phone

b) Visual Media

They are media that can be seen. It would captivate visual sense eyes mostly. It can be formed of:

- Book or textbook

- Magazine or newspaper

- Flashcard, picture or poster

- Real object / Realia / Model / Mock up

- Puzzel

- Blackboard or whiteboard

- Stick figure

c) Audio Visual Media

The instructional madia that involve the senses of sight and hearing are named: audio-visual media (Kasbolah, 1995:19). In language teaching, Richards, et al (1985:21) defines that audio-visual media is a great help in stimulating and facilitating the learning of a foreign language. The examples of audio-visual media are: television, and computer, video, ect.

2.5.3 The Advantages of Using Media in Teaching Learning Process

According to Ruis at al (2009:4) there are some advantages of using media in teaching learning process. Those are:

1. To increase to learners' motivation.

2. To avoid the learners bored.

3. To make the learners easy to understand the instructional material.

4. To make the teaching learning process more systematic.

5. To achieve the learning goals.

2.5.4 The disadvantages of Using Media in Teaching Learning Process

1. It will spend much money if the media used is sophisticated media.

2. Sometimes, students or teacher do not understand well about how to use media.

3. If there is extinguishing of electricity, electric media cannot be used.

2.6 Documentary Video

Hornby (2000:432) defines that documentary is giving a record or report of the facts about something. News documentary video contains of several acts which happend naturally without any giving engineering work. Each of video consists of an act that is presented clearly and briefly. The duration is not more than 10 menitus. Due to it provides with interesting motion pictures, students become more interesting during learning activity. They are easly to get information through the sequence of acts and finally they can construct writing news item text.

2.6.1 Reason for Using Video in the Classroom

based on Sheerin as quoted by Geddes and Sturtridge (1982:123) there are at least four good reasons for using video in the classroom:

1. There is the obvious but nevertheless very important factor of added interest provided by a visual stimulus. The added interest increases learner motivation.

2. Video provides for learners to hear authentic language used in context.

3. Video provides practice in listening comprehension.

4. Video effectively stimulates further activity.

   It is supported by Maggs (2011:124) through his journal entitled "Teaching Video Summary Technique to ESL/EFL Students". He said that students are more interested in watching videos; particularly news videos have one major advantage over text books.

2.6.2 The Aims of Using Video

According to Harmer (2001:282) for some people videotape is merely a glorified version of audiotape and the use of video in class just listening with pictures. But there are many reasons why video can add a special, extra dimension to the learning experience:

1. Seeing language-in-use

   One of the main advantages of video is that students do not just hear language, they see it too. This greatly aids comprehension, since for example; general meaning and moods are often convey through expression, gesture and other visual clues.

2. Cross-culture awareness

   Video uniquely allows students to look at situations far beyond their clasroom. Video is also of great value in giving students a change to see such things as what kinds of food people eat in other countries and what they wear.

3. The power of creation

When students use video cameras themselves they are given potential to create something memorable and enjoyable.

4. Motivation

For all of the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it and when this is coupled with interesting tasks.

2.6.3 Teaching Writing News Item Text by Using Documentary Video

English is a foreign language in Indonesia. That's why teaching Indonesian students is rather difficult than students in English spoken country. Teacher should be creative in grabbing students' attention. Using media is one way to optimize the learning activity especially teaching writing where some students think that writing is not easy.

Douglas Brown (2004:36) asserts that educational media off all types play increasingly important role in enabling students to reap benefits from individualized learning. It is fortunate that the potentialities of modern technology may be combine with educational planning to provide resources needed for this purpose.

Using documentary video enables students to learn news item text easly and enjoyable. Through the video they will see sequence of acts which is presented naturally.

The writer modifies teaching writing news item text by using documentary video in the following steps:

1. Explained about news item text started from the generic structure of news item text and the language feature of the text.

2. The students did short discussion about the news item text after the teacher showed an example of news item text.

3. Let students watch documentary video.

4. Ask some questions to the students about the video.

5. Let students to construct sentences according to the video.

6. Ask the students to write a news item text based on the sentences they have constructed.

From explanation above, the writer concludes that teaching writing news item text by using media has good advantage. Media may increase students' motivation learning writing and hopefully it will give good result.

2.7 Previous Research

In this research, the writer takes two previous research. The first is *"Teaching Writing News Item Text Through Documentary Video at the Tenth Grade of SMA N 1 Kaliwungu Kendal in the Academic Year of 2010-2011"* by Hasan (2011). He discussed about of effectiveness of documentary video and students' writing skill. The similarity between Hasan research and the writer's research is using the same research design, which is experimental design research. And also using the same instrument of collecting data. The differences of this research are the writer will do this research at SMK N 1 Medan Senior High School however Hasan done his research at Kaliwungu Kendal Senior High School, research setting (sample, place and time) is different.The result showed that the documentary video had gave contribution to ward the effectiveness of teaching writing news item text.
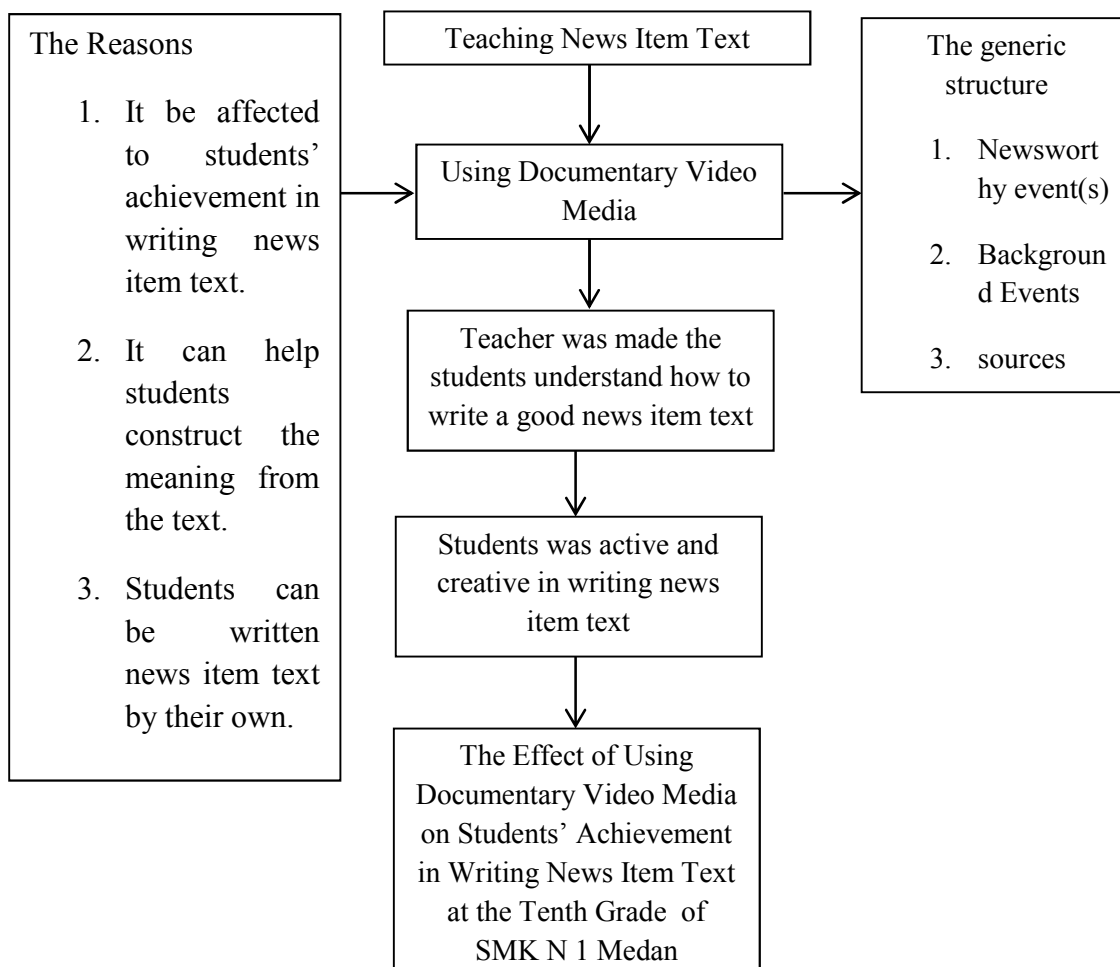
The second is " The Effect of Teaching Writing News Item Text Through Documentary Video at the Tenth Grade of SMA Swasta Singosari Deli Tua" by Jernita (2014). She discussed about the effect of using of documentary video on students' achievement in writing news item

text. The similarity between Nita and the writer research are the instrument of collecting data is same, using same research design which is experimental design research. The differences of this research are the writer will do this research at SMK N 1 Medan Senior High School however Jernita done his research at Singosari Deli Tua Senior High School, research setting (sample, place and time) is different. The result showed that the documentary video had gave contribution to ward the effect of teaching writing news item text.

The contribution of this research as writer are know how the documentary video giving effectively contribution toward the improvement of students' writing skill. The writer hopes that this study can help the teachers find best media to teach English, especially writing news item text, that is by using documentary video as media.

2.8 Figure The Conceptual Framework of Teaching Writing at Tenth Grade of SMK N 1 Medan

The Reasons	Teaching News Item Text	The generic structure
1. It be affected to students' achievement in writing news item text.	↓	1. Newsworthy event(s)
	Using Documentary Video Media →	2. Background Events
2. It can help students construct the meaning from the text.	↓	3. sources
	Teacher was made the students understand how to write a good news item text	
3. Students can be written news item text by their own.	↓	
	Students was active and creative in writing news item text	
	↓	
	The Effect of Using Documentary Video Media on Students' Achievement in Writing News Item Text at the Tenth Grade of SMK N 1 Medan	

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                              ▼
              ┌─────────────────────────────┐
              │           Ho-Ha             │
              │                             │
              │  Wheter there is significant │
              │  effect in writing news item │
              │  text by using  documentary  │
              │           video             │
              └─────────────────────────────┘
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CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research design of this study is an experimental design research. The experimental design has two kinds, they are experimental group and control group. The control group was given a particular treatmen or stimulus in accordance with the purpose of research. The results of the reaction of the two groups were compared. Both groups was given pre-test and post-test. The experimental group was taken by using documentary video while the control group was taught without documentary video. This research design is figured out in Table 3.1

Table 3.1
Research Design

GROUP	PRE-TEST	TREATMENT	POST-TEST
Experimental Group	✓	Using Documentary Video Media	✓
.Control Group	✓	Without Using Documentary Video	✓

3.2 Population and Sample

3.2.1 Population

Population is any group of individual that are interesting to the writer.It can be people, animal, thing, etc. Accordimg to Arikunto (2006:130) says that population is a set (or collection) of all elements possessing one or more attributes of interst. The population of this research is a number people observed to get data. The population of this research is the tenth grade of SMK N 1 Medan.The researcher took two classes. They are X Pm1 class has 20 students and X Pm2 class has 20 students. The total of population is 40 students.

3.2.2 Sample

Bailey (1994:83) says that sample is part of the population to be observe. Therefore, the sample should be viewed as an estimate of the population and not the population itself. The writer only took two classes as the sample of this study, the writer makes name of each classes in paper and the writer took paper, one X-Pm1 for experimental class has 20 students and other X-Pm2 as control class has 20 students as the sample to collect the data.

3.3 Research Instrument

In this research, the writer used writing test as an instrument to collect the data. The students were asked to write news item text. The test will give twice before and after the treatment called by pre-test and post-test.

3.4 The research Procedure

In order to get the data in this study, three procedures was carried out namely: pre-test, treatment (teaching presentation), and the post test.

1. Pre-test

   The pre-test was given to both groups (experimental group and control group) beforethe treatment. The pre-test was usedto know the mean scores of the experimental group and

control group before receiving treatment. The students were asked to write news item text.

2. Treatment

After the pre-test was carried out to both experimental and control group, the experimental group was taught by using documentary video in writing news item text. In conrol group, the students were taught without documentary video on students writing.

Table 3.4.1a
Teaching Procedure of Experimental Group

Steps	Teacher Activities	Students Activities
1	Teacher enters to the classroom and greats the students.	The students gave the responds to show their politeness.
2	Teacher was given pre-test to students at 30 minutes to measure students' writing skill before using media.	The students did the pre-test.
3	Teacher explained some steps how to write a good paragraph.	The students pay attention the teacher.
4	Teacher lets students watch the documentary video and asks the students to make the notes about the newsworthy events of the documentary video and other information that relates to the documentary video.	The students watch the documentary video and make the notes about newsworthy events of the documentary video and other information that relates to the documentary video.
5	Teacher explained about the generic structures and lexicogrammatical features of news item text and asks students to discuss the generic structures lexicogrammatical features of the documentary video in pair.	Students pay attention to teachers' explanation and discuss the generic structures lexicogrammatical features of the documentary video in pair.
6	Teacher asked the students to write news item text based on the video.	The students write news item text.
7	At the end the writer collected all the students' task and teacher does reflection about the subject.	The students say their difficulties while doing the task.

Table 3.4.2b
Teaching Procedure of Control Group

Steps	Teacher Activitis	Students Activities
1	Teacher enters to the classroom and greats the students.	The students gave the responds to show their politeness.

2	Teacher was given pre-test to students at 30 minutes to measure students' writing skill before using media.	The students did the pre-test.
3	Teacher explained some steps how to write a good paragraph.	The students pay attention to the teacher.
4	Teacher explained by orally without media. The teacher explained text structure of news item text, like newsworthy events, background events, sources, and show the example of news item text.	The students pat attention to the teacher's explanation.
5	Teacher asked the students to write news item text without video.	The students write news item text.
6	Teacher asked some students to write down their task on the white board.	The students come in front of the class and write down their task in the white board.
7	The teacher corrected the students' task that have written in the white board and evaluates the students' work as well as possible.	The students pay attention to the teachers' correction and short explanation.
8	At the end the writer collected all the students' task and teacher does reflection about the subject.	The students say their difficulties while doing the task.

3. Post-test

Post-test was given to both of the experimental and control group after conducting the treatment in order to get the mean score between experimental and control group. Moreover, it porpuses to know whether documentary video had a significant effect on the students' achievement in writing news item text.

3.5 Scoring the Test

The test was given to the students must have test specification to know that how specific the test. According to Pardiyono (2007:245) the generic structures of news item text are newsworthy Event(s), background events and source. There are described as the test specification in news item text.

Table 3.5
The Specification of News Item Text

Scoring Aspects	Indicators	Total Score

	Newsworthy event(s)	30
Generic Structures	Background event	40
	Source	30
Total Score		100

3.6 The Procedure of Analyzing Data

The data is analyzed by using steps:

1. Tabulating the mean score of each group.

2. Calculating the data for control group and experimental group.

3. Comparing the score of pre-test and post-test by using t-test.

4. Answering the hypothesis.

5. Writing the finding.

3.7 The validity and the Reliability

The validity and reliability of the test are very important in a research. The purpose is to know both be accuracy of measurement and the consistency of the test. It is better to know whether the test is valid and reliable or not to be tasted to the sample. In this below, the writer will explain the validity and reliability.

3.7.1 The Validity of the Test

Validity is measurement which shows the levels of the instrument's validity. Arikunto (2010:211) states that "a test is says to have content validity when measuring certain specific goals that align with the subject matter or content that already given". To measure the validity of the test, the writer tries to give the essay writing test to the students. After that, the student's

score will become the result to conclude that the test is valid in tasting the student's news item test.

Table 3.7.1 Specification of News Item Text

News Item Text (Generic Structure)	Test Item	Validity	Score
Newsworthy Event(s)	3	Essay	30
Background Events	4	Essay	40
Source	3	Essay	30
Total	10		100

3.7.2 The Reliability of the Test

Reliability test is the degree of consistency that the instrument of procedure demonstrates; whatever it is measuring, it does so consistently (best and Kahn 2006). "Reliability is a necessary but not sufficient condition of validity". A test must be reliable for it to be valid, but a test can reliable and still not valid. The test is called reliable if we can show stable outcome. To achieve the reliability of the test, Kuder Richardson formula (KR21) in Arikunto(2010:103) will be applied:

$$(\textbf{KR21}) = \frac{k}{K-1}\left\{1 = \frac{M(K-M)}{K.SD^2}\right\}$$

Where:

      (KR21)   = Reliability of the test

      K   = Number of item in the test

      R   = The square of standard deviation of the score

      M   = Mean of the score

      SD   = Standard Deviation

According to best (2002) the categories of coefficient correlation are as the following:

0,00-0, 20 : The reliability is very low

0,21-0, 40 : The reliability is low

0,41-0, 60 : The reliability is moderate

0,61-0, 80 : The reliability is high

0,81- above: The reliability is very high

3.8 The Technique of Data Analysis

To know the development of the students, the mean of the student test is computed and analyzed the data. In analyzing the data the writer do the strategies, namely:

1. Tabulating the data from the scoring the pre-test and post-test of experimental and control group.

2. calculatingthe data from the scoring the pre-test and post-test of experimental and control group.

3. Comparing the score by using t-test. A t-test was used in this research in order to prove the hypothesis that stated. "There is effectiveness of documentary video media in teaching writing news item text".

The formula of the test is:

$$t = \frac{Mx - My}{\sqrt{\left[\frac{Dx^2 + Dy^2}{Nx + Ny - 2}\right]\left[\frac{1}{Nx} + \frac{1}{Ny}\right]}}$$

Where: Mx   = mean of experimental group

My   = mean of control group

dx   = standard deviation of experimental group's score

dy   = standard deviation of control group's score

Nx = total number sample of experimental group

Ny = total number sample of control group

4. Answer the testing hypothesis.

5. Writing the research finding.