

The Use of Documentary Video to Teach Writing News Item Text to the Tenth Grade Students in SMAN 4  
Bangkalan

**Hasan Haris**

English Education, Faculty of Language and Art, State University of Surabaya  
Hasanharis85@yahoo.com

**Advisor:**

**Dra. Hj. Syukriah Abdullah**

Lecturer of S-1 English Education, Faculty of Language and Art, State University of Surabaya

**Abstract**

Some people may find difficulties in writing something or express their ideas. They have a lot of ideas in their mind, but they cannot decide what they want to write. When the first problem solved, other problem appear that they do not know how to write correctly. Those difficulties faced by students, too and make them frustated and not confident in writing. The teacher has a job to give some stimulus and let the students' imagination free by not forcing the students directly to write and not giving them the same boring strategy all the time. The teacher can use a video in teaching. The combination of audio and visual media that presented by a video, can help the students to be more interested in the material and have them get some new ideas, especially can release the boredom. In this case, the teacher asked the students to write composition of news item based on the documentary video. The research is a descriptive qualitative and the objective of this study to find out how the documentary video is applied in teaching writing of news item, the students' writing ability, and the students' responses toward the documentary video. The subject of this research was the tenth grade students of SMA Negeri 4 Bangkalan which consisted of 36 students in class X-1. The instruments that are used by the researcher are observation checklist, students' tasks and questionnaire. The data which are obtained in this research will be served in the form of sentences.

Based on the analysis data, the researcher collected the data from three observations. The first observation, teacher did not play the video and the students were not asked to write composition. In the second and third observations the teacher played documentary video and the students were asked to write composition based on the documentary video. The students' tasks were analyzed using ESL composition profile which contains elements of writing. Those were described whether its categories were very good, good, fair, and poor criteria. In the last meeting, the researcher gave questionnaire to know students' response towards the documentary video.

In conclusion, the researcher found that video was a helpful medium to release boredom and made the students understood about the material easily. The result of the students' tasks indicated that their ability in writing increased. Though, it was not significant, but, still There were progress from the students' writing in terms of content, organization, vocabulary, language use and mechanic. Most of the students gave a positive responses toward the use of documentary video.

**Key Words:** Video, Documentary video, teaching writing, news item text, learning medium.

**Abstrak**

Beberapa orang menemukan kesulitan dalam menulis sesuatu atau mengekspresikan ide mereka. Mereka memiliki banyak ide dalam pikiran mereka, namun mereka tidak mampu memutuskan apa yang ingin ditulis. Ketika masalah tersebut teratasi, muncul masalah lain, yaitu mereka tidak mampu menulis dengan benar. Masalah-masalah tersebut juga dihadapi oleh para siswa dan mengakibatkan mereka frustrasi serta tidak memiliki kepercayaan diri dalam menulis. Oleh sebab itu, guru memiliki tugas untuk memberikan stimuli dan membebaskan imajinasi mereka dengan tidak memaksa mereka untuk secara langsung menulis dan tidak menggunakan strategi membosankan yang sama dalam mengajar. Guru dapat menggunakan media video dalam pembelajaran. Kombinasi media suara dan gambar yang ditampilkan, dapat membantu para siswa lebih tertarik kepada materi yang diberikan dan memunculkan ide-ide baru, terutama juga untuk menghilangkan kebosanan. Dalam hal ini, guru memberikan perintah kepada para siswa untuk menulis komposisi news item berdasarkan video dokumentasi. Penelitian ini menggunakan

method deskriptif kualitatif dan tujuan penelitian ini adalah bagaimana penerapan video dokumentasi dalam pembelajaran menulis news item, untuk mengetahui kemampuan siswa dalam menulis, serta respon siswa terhadap video dokumentasi. Subjek dari penelitian ini adalah siswa kelas X SMAN 4 Bangkalan yang terdiri dari 36 siswa dikelas X-1. Instrumen penelitian yang digunakan oleh peneliti adalah form observasi, tugas siswa, beserta kuesioner. Data yang didapat kemudian akan disajikan dalam bentuk kalimat.

Berdasarkan data analisis, peneliti mengumpulkan data dari tiga pertemuan. Pada pertemuan pertama, guru tidak menampilkan video dokumentasi dan siswa tidak diminta untuk menulis komposisi. Pada pertemuan kedua dan ketiga, guru menampilkan video dokumentasi serta meminta siswa untuk menulis komposisi berdasarkan video dokumentasi tersebut. Tugas siswa di analisis menggunakan ESL composition profile yang berisi lima elemen dalam menulis. Penilaian tugas siswa tersebut dijelaskan dalam kriteria sangat baik, baik, cukup dan kurang. Pada pertemuan terakhir, peneliti menyebarkan kuesioner untuk mengetahui respon siswa terhadap video dokumentasi.

Pada kesimpulannya, peneliti menemukan bahwa video dapat membantu siswa dalam menghilangkan kebosanan serta mempermudah siswa menangkap materi yang diberikan. Hasil tugas siswa memperlihatkan bahwa kemampuan menulis mereka meningkat. Walaupun peningkatan tersebut tidak cukup signifikan, tetapi tetap ada kemajuan dari kemampuan menulis siswa berdasarkan isi, organisasi, kosakata, grammar, serta mechanic. Hampir seluruh siswa memberikan respon yang positif terhadap penggunaan video documenter.

**Kata Kunci:** Video, video dokumentasi, pengajaran menulis, teks news item, media pengajaran

## INTRODUCTION

For many years, English has been considered as a global language and dominant in all six continents. It has become the main language in books, newspapers, airports, international business, science, technology, medicine, diplomacy, sports, international competitions, music and also advertisement. Considering the importance of English, Indonesian government decided to put English as a compulsory subject at school. It has been taught from kindergarten up to the university level.

Based on the curriculum, the aim of English teaching and learning is students are able to communicate in oral or written with other people by using English, which is stated in Depdiknas (2004:3) that English is a medium to communicate in oral and written. The definition of communicate is understand and show the information, ideas, and developing of knowledge, technique, and culture by using that language.

In learning English, there are two basic elements that must be developed. Those are language skills (speaking, listening, writing, and reading) and language components (grammar, vocabulary, pronunciation). All of those skills must be integrated each other and cannot be separated. Listening and reading are the receptive skills, while speaking and writing are the productive skills. These language skills and language components become the target language of teaching English as a foreign language. By

mastering those four skills and components, students hopefully can communicate either in oral or written without any hesitation.

As we know that to be good in communication, we have to master speaking and writing skill but, some people may think differently by focusing only on speaking. They think if they are good in speaking, they will be good in writing, too. Unfortunately, people who could speak fluently not always good in writing, too. Writing take an important part when we cannot do any conversation in communication, for example, people who disabled to speak. Through writing we can express our idea and do some changes in the life. By writing, one can express what he wishes to tell in written forms (Byrne, 1984:1).

Writing also gives us profit when we can write novels or books like J.K. Rowling. Unfortunately, some people may find difficulties in writing something or express their ideas. Learning writing is a difficult task not only for foreign language learners, but also for natives or first language learners (Nunan, 1989:35). The first problem, they are difficult to find some ideas. It does not mean that they do not have idea. Actually, they have a lot of ideas, but they cannot decide what they want to write. When the first problem can be solved, another problem is that they do not know how to write or how they start to write. Then, They have to write a composition which sometimes make them bored and confused. In addition, Richards and Renandya (2003:303) state that the difficulty in writing lies not only generating and

organizing ideas, but also in translating these ideas into readable text. Those difficulties make the students feel frustrated and not confident in writing. Furthermore, it will make the students create a barrier in writing and avoid anything related to writing. That is why the teachers have to give some stimulus and let the students' imagination free so that the students can be relaxed and ready to write.

English Standard Competence puts the form of narrative, descriptive, spoof / recount, procedure, report, news item, anecdote, exposition, explanation, discussion, commentary, and review as genres which have to be taught in the classroom (Depdiknas, 2006a:5). For the tenth grade students in the second semester, they are introduced to news item genre. News item is a text which informs the readers about events of the day that happened in the society. The events definitely considered as newsworthy or important. The purpose of the text is to inform the readers about events or actions that are worthy to tell. News item is a factual text which informs readers of daily newspaper about events of the day which are regarded as newsworthy or important (Eltis, 1990:34).

Improving students' ability in writing is not easy. It needs a long time to make the students master in writing news item or any other texts. In this case, the teachers' job to guide and motivate them not directly ask the students to write. Teachers should explain news item to the students before asking them to write. The explanation is about the generic structure, grammar, or vocabulary that are used in news item. Then, the teachers should give some examples of news item text. Some of the students consider that explaining and giving an example text is an old technique and can reduce their motivation in writing. In addition, the teacher also give uninteresting and strange topic to the students so that they feel bored and do not have any passion to write. Abbot (1981:142) stated that in writing class, using only a teacher's instruction is not sufficient. That statement actually make the teachers realize that they have to find solution and different technique in teaching writing news item in order to motivate and get students' writing passion back. The teachers can use some new media for teaching and one of the media is video.

The use of video in language teaching and learning is considered as an effective way to present teaching material. Video can be used as teaching aids which help teachers in explaining the materials and definitely get the students' motivation back. It is supported by Mc Keachie (1978:131) that presenting many pictures is more effective than presenting words

in teaching foreign language. The video can be used as teaching aids which help teachers in explaining the materials and definitely motivate the students. The combination of moving pictures and sound can present language more comprehensively and effectively than any other teaching media. In addition, video can reveal students' imagination and obtain wonderful ideas to make a good writing composition, especially in this case, writing news item.

In this research, the teacher uses the documentary video as a multimedia in teaching writing of news item text to the tenth grade students. The researcher will give some documentary videos not only about natural disaster but also technology which are downloaded from the internet. In the classroom, the students will be shown some documentary videos and they have to catch the important information from the video. By watching the documentary video, they will learn what they should do in reporting news, what part of information they should report, and how to write a good report.

The last one, by using documentary video in teaching writing news item, teachers can improve students' writing ability. Hopefully, this research can help both the teachers and the students.

## **METHOD**

In this research, the researcher used descriptive qualitative design to conduct this study. Descriptive studies described an event occurred in a society and did not examine any hypothesis. The researcher had one classroom to be observed. He observed the process of teaching and learning writing of news item using documentary video. He also observed the improvements' ability of writing skill in news item after being taught using documentary video. He asked the teacher to play three videos with different topic and gave tasks in every video. Then he would compare the scores of the tasks whether there was good progress or not. The researcher also gave some questionnaire for the students.

The subject of the study were the tenth grade students of SMA Negeri 4 Bangkalan. The researcher chose them as subjects because they came from different background and intelligence. Beside that, they would get news item material. The classroom was consist of 36 students and all of them would get the material about news item text. Besides in this school, there was a problem in writing skill because the students lack of confident and motivation.

The instruments used by the writer to get the data were Observation checklist, Students' tasks, and



questionnaire. The first instrument was used to know the application of documentary video in teaching writing news item text. The observation did in three times. In the first observation, the researcher collected the data and information about the application of this media as much as possible. The researcher checked the material, the students' and teacher's activities that written in observation checklist with the activities in the classroom. In the second and third observations, The researcher did the same activity as in the first observation. The second instrument was used by taking the students' writing tasks score to know the students' writing ability after the application of the documentary video., and the last instrument, the researcher gave the students a questionnaire to get an information about the students' responses to the application of the documentary video in teaching of writing news item text.

Firstly, The results of the observation checklist were analyzed descriptively based on the fact that the researcher met during the teaching learning process. The researcher analyzed the data got from the observation naturally based on the phenomenon that had happened in the writing class during the application of documentary video in teaching writing news item text in order to get the whole view of classroom activities.

Secondly, The researcher analyzed the students' writing ability after the application of video through students' writing task. The researcher gave a task in each meeting, in this case the total task was two tasks. The results of the students' writing tasks were analyzed using rubric score writing which was presented in a word or description.

Thirdly, The researcher gave each student a questionnaire to find out the students' response toward the application of video in teaching of writing news item text. The result of the questionnaire were analyzed descriptively in the form of paragraph.

Fourthly, The researcher made conclusion and interpretation

## **FINDINGS**

In this study the teacher used three meetings. In the first meeting, the teacher came to class late, because of the flag ceremony and the meeting that held by the principal, so the class only ran thirty minutes. There were two students who could not come to the class. After greeting and checking the attendance list, the teacher reviewed about the last material and directly introduced the material that day by telling the news of "kematian ustadz Jefry Al-Buchori". The teacher explained the general

knowledge about news item text contains, generic structure and language features. Then, the teacher showed the example of news item text entitled *Pamekasan student wins Math contest in Rumania*. The students could identify the generic structure of the text. The documentary video was not played in the first meeting because of the limitation of time.

In the second meeting, after all the regular activities did by the teacher (greeting and checking attendance list), the material in the first meeting was reviewed. The teacher asked the students about generic structure and language features of news item text. Then, the teacher played unsubtitled documentary video entitled, *Jakarta, hits by flood* for three times while the students took some notes about information related to the documentary video. The students found some difficulties because of the video was not accompanied by subtitle, so the teacher helped them. After watching the video, the teacher asked the students to write composition based on the information that they got. When all finished, the teacher asked one of the students to write his composition on the whiteboard. The teacher corrected the student composition. Then, the teacher asked the students to submit their composition.

In the third meeting, after all the regular activities did by the teacher (greeting and checking attendance list), the teacher still reviewed the last material before playing the video. The second documentary video entitled *Japan's early warning system in tsunami is one of the best in the world* played for three times. This time, the documentary video was accompanied by subtitle, so it made the students easy to get the information. The same as the second meeting, After watching the video, the teacher asked the students to write composition based on the information that they got. When all finished, the teacher asked one of the students to write his composition on the whiteboard. The teacher corrected the student composition. Then, the teacher asked the students to submit their composition. Before the class ended, the researcher gave questionnaire to the students.

Then, the analysis of students' writing tasks was analyzed using Jacob's ESL composition profile. The evaluation based on five elements of writing (content, organization, vocabulary, language use, and grammar).

In terms of content, the result showed that in the first students' task, none of the students who got very good criterion. Most of them or 21 students got the poor criteria, six students got fair criteria, and six students got good criteria. It did not means that they

could not write, but the way they expressed their ideas and all the information they got were not right. They still felt confuse to write and it affected to their writing which were not easily understood by the reader. In the second students' task, none of the students who got very good criteria, but the amount of the students who got good criteria were increased. There were fourteen students who got good criteria, eleven students got fair criteria, and ten students got poor criteria. Though the improvement is not significant, still there were some improvement from the students. One of the factor, the documentary video was accompanied by subtitle so it made the students easily got the information and express their idea. Besides that, the reporter was not speaking very fast. In this second task, the students are more ready and not too confused anymore.

In terms of organization, there were several result which described students' ability in writing in terms of organization. In the first task, three students who got very good criteria, five students got good criteria, sixteen students got fair criteria, and nine students got poor criteria. In the first meeting, most of the students felt confused to write the text in line with the generic structure, they still got difficulty to present the information into the text. In the second task, there were eight students who got very good criteria, sixteen students got good criteria, ten students got fair criteria and one student got poor criteria. In the second meeting, the teacher tried to explain one more time about the generic structure before playing the video just in case to remind the students. That factor gave a positive effect, it could be seen from the improvement of the students from the first task to second task which was significant, though, there was one student got poor criteria, at least most of them were ready to understand how to organize the text.

In terms of vocabulary, it could be seen that in the first students' task only one person who got very good criterion. Meanwhile, in the second students' task, there were six students got very good criterion. It means that the combination of words that they used was good. They also good in word choice and usage. Then, there were six students who got good criterion in the first students' task. In the second students' task, the students who got this criterion were ten students. They made occasional error of word choice and usage (... today brought to its *kness*, Jakartan's are *used dealing* with ....., ..... have been *lift* stranded in road, One of *sacrifice* said....., .... school are *forst close* because that flood) which should be (*knees, used to dealing, left, the witness, forced to close*), but the meaning was still understandable. The students chose the correct words to build the sentences. The students

who got fair criterion in the first students' task were twenty students and it reduced to seventeen students in the second students' task. The students did frequent errors of word choice and usage, inappropriate register used of pararell structure (..... because of *tervandal* rain, A *powerfull eaique sturuk* .., .... two forty-sik p.m...., There are two *reason* why this event happened) which should be (*torrencial rain, powerful earthquake, two forty-six, two reasons*) For the poor criterion, in the first students' task there were six students, but in the second students' task, the number was reduced into two students.

In terms of language use, there were two students who got very good criterion in the first students' task, but it was increased into four students in the second students' task. The students got few errors in using tense, word order/function, pronouns, and preposition (..... brought to *it's* knees, ..... have broken down and *motorcycle* have been left, ..... large earthquake *happening*.....) which should be (*its, motorcycles have, happened*). For the good criterion, there were twelve students who got it in the first students' task and the number increased into eighteen students in the second students' task. It means that they made several errors in using tenses, word order/function, pronouns, preposition but meaning seldom obscured (..... brought to *it's* knees, ..... have broken down and *motorcycle* have been left, ..... large earthquake *happening*....., Many Jakartans have *struggle* to get to....., ..... earthquake happened *of* the coast of a Japan) which should be (*its, motorcycles have, happened, struggled, in the coast*) . Furthermore, the students who got fair criterion were fifteen students in the first students' task, but the amount was decreased into eleven students in the second students' task. It means the students did frequent errors in using tenses, word order/function, pronouns, preposition, and meaning confused or obscured. For the poor criterion, there were four students who got it. Fortunately, the number of the students was decreased in the second students' task into two students.

In terms of mechanics, four students got very good criterion in the first students' task and ten students got it in the second students' task. The students did few errors of spelling, punctuation (*they had a warning. I think what went wrong is that they had not anticipated the size of this event*) no apostrophe in the source of information when the statement in form of direct speech, it should be ("they had a warning. I think what went wrong is that they had not anticipated the size of this event") and capitalization (*jakarta, deling, lose*) which should be

(*Jakarta, dealing, lost*) . Next, there were fifteen students who got good criterion in the first students' task and the number increased into nineteen students in the second students' task. Twelve students got fair criterion in the first students' task and its number decreased into four students who got it. Meanwhile, for the poor criterion there were only two students in the first students' task and decreased into one student in the second students' task. The most common error found when the students wrote the indirect speech in the source of information.

The result of questionnaire The questionnaire is divided in five indicators so that the analysis can be done easily. Those indicators are, (1) questions 1-2 dealing with students' impression toward the video, (2) questions 3-7 dealing with material and medium that used in learning process, (3) questions 8-11 dealing with presentation material to the students, (4) questions 12-15 dealing with students' impression toward writing skill, (5) questions 16-17 dealing with improvements of writing skill. The researcher will explain briefly the result based on each indicator.

Most students agreed that the use of video in learning process is an interesting medium which can help the students to get their attention. Moreover, the students also could release their boredom toward English lesson because of the limited technique or media used by the teacher. Only few students thought that video was not interesting. Some of the students said that video can be used not only for writing but also for other skills.

The students' response on questions 3-7 dealing with material and medium that used in learning process shows that the topic was interesting and appropriate for the students. The quality of sound and picture of the video were clear and good enough. The students could get some helpful information from the video for their writing tasks, but some students found some difficulties in gathering the information such as understanding the new vocabularies.

The third indicator (questions 8-11 dealing with presenting material to the students). In this case, the material was presented by the teacher herself. Most of the students could follow the learning process without any problems. The teacher presented the material and the video briefly and clearly, that made the students have no difficulties to understand the material. Furthermore, the teacher also gave some explanations when the students found difficulty in their writing.

The students' response on question 12-15 dealing with students' impression toward writing skill showed that most of the students said that writing is

one of the harder skill to be learned but not the hardest one. Some difficulties that they faced in writing were, (1) hard to find an appropriate word or vocabulary, (2) difficult to write in order or based on grammar, (3) difficult in expressing the idea when they were writing. On the other hand, a few students said that they did not find any difficulties in writing skill.

The fifth indicator (question 16-17 dealing with the improvement of writing skill) shows that more than half of the students agreed that their writing skill significantly increased after being taught by using video. The rest of the students thought that their writing skill did not improve.

## **DISCUSSION**

In every meeting the teacher started the class by greeting the students and checked the attendance list. Then, it continued by reviewing lesson in the last meeting and introducing the new lesson that they would learn that day. The teacher explained about the news item text started from the generic structure of news item text and the language feature of the text. They also did short discussion about the news item text after the teacher showed an example of news item text. This activity had an aim to encourage the students to understand every detail information of the about news item text. There was a little misunderstanding in the first meeting, the learning process was held shortly, because the teacher had a meeting and started the class thirty minutes before the class ended, so the video was played in the second meeting and the third meeting.

In the second and third meeting the video was played for three times and the students were asked to write some important points or information for their composition. The documentary video without subtitle was played in the second meeting, otherwise the documentary video with subtitle was played in the third meeting. After watching the video, the teacher asked the students to write composition based on the information that they got. Then, before the task was submitted, the teacher always discussed it together. The problem in the second meeting appeared when some of the students did not catch the information because there was no subtitle so that the teacher had to explain it to the students.

From the three meetings, the students could understand more about news item text after watching the video. They knew what they should write in newsworthy event, background of event and source of information. Moreover, some of the students said that through the video, they did not feel sleepy and be



more interested in learning process. Those some facts are supported by Tomalin (in Stempleski and Arcarion, 1994:48-49) which stated that one of the benefits of using video in language teaching learning process is that video is visual and highly motivating.

In choosing the video, the teacher paid attention to the sequence of length. The best length to view the video should be not too long. This factor is in line with Tomalin (in Stempleski and Arcario, 1994:50) who recommends that the use of time in viewing video between 30 seconds and 4 minutes. The length of videos that had played to the students in the second meeting was 1 minutes and 54 seconds. Meanwhile, in the third meeting the length of the video was 3 minutes and 57 seconds. The type of the videos were documentary videos because they were taken from TV program.

Actually, there was one activity that should be done before the teacher asked the students to do individual task. Since writing is one of productive skill, the teacher should ask the students to do task in group (join work) before they were asked to do individual task. Unfortunately, the teacher did not aske the students to do group work but directly to individual work.

The discussion of the students' tasks, data from the task was taken in the second and third meeting. The result of the students were totally different, because the difficulty of the videos were different, too. From the first to the second task, the researcher found some improvement, though the improvement was not much and mostly dominated by the same students. In the terms of content, not many students got good mark in the second meeting, but it increased in the third meeting. It happened because the students got difficulties to catch the information from the video without subtitle in it. Some students also found difficulty to develop the topic to be more detail.

In the terms of organization, the result of the second meeting was not too bad, because there were three students who got very good criterion, but nine students got poor criterion. Fortunately, the result increased in the third meeting and left only one students who got poor criterion. Actually, most of them understood about the organization which related to the generic structure, but they still made a few mistakes to write it. The total students who got very good criterion were eight students.

In terms of vocabulary, the result in the second meeting mostly dominated by the students who got fair criterion. Mostly, the level of the students in the term of vocabulary was average. In the

second meeting, the vocabulary in the composition of some students were limited, but in the third meeting, the vocabulary of the composition wider than before. In the terms of grammar or language use, the students seemed to have no difficulties, but still some mistakes were made by them in using the tenses. Fortunately, there was improvement from the second meeting to the third meeting. The poor criterion was always made by the same person. In the terms of mechanics, the researcher could conclude that most of the students were good in mechanics. They really paid attention to the capitalization, punctuation and spelling. Though, there was one student who got poor, most of the students got good criterion.

From the explanation above, it can be concluded that there were many students who were able to produce complete news item composition with correct generic structure of news item text, grammar, vocabulary, and mechanic, but they have to pay more attention to content. The difficulty appears because the video played in the second meeting which not have any subtitle.

From the questionnaire, the researcher found that the video could be applied in teaching writing news item text to the tenth grade students in SMA Negeri 4 Bangkalan. Most of the students said that using video can help them release the boredom especially in writing skill, because sometimes they feel bored with the same technique or media. Furthermore, they can understand the material more than the material from the textbook.

In choosing the video, the teacher has to pay attention to the topic and find the interesting one, like what the teacher played in the class. Most of the students said that the quality of the video was good and the sound was clear. Even, when they got some difficulties in understanding the information, the teacher was ready to explain it. That is why all students gave positive response to the use of video in the class.

Video can be used as a variety in teaching English so that the boredom can be avoided. It will be good to play the video if it is not too long or not more than 4 minutes. Many students agreed that video help them to increase their ability in writing skill. The evidence can be seen from the data in the students' task.

## CONCLUSION

In this research there were three research questions which should be taken into consideration, the application of the documentary video in teaching writing news item, the students' writing ability in news item text after being taught using the video, and the response of the students toward the documentary video.

1. Based on the first research question, the teacher did three meeting, but the teacher applied the documentary video in the second and third meeting, because in the first meeting the time was limited. After greeting and checking the attendance list, the teacher explained the news item text, the function, the generic structure, and the language feature. Then, she played the video for three times and the students had to pay attention to the video while taking a note. The documentary video in the second meeting was not accompanied with subtitle, but in the third meeting was accompanied with subtitle. After watching the video, the students were asked to write the composition using their information that they got in their own word.
2. Based on the data for answering second research question, the result of students' writing ability was satisfactory. From five elements, only in term of content that none of the students got very good criterion, but for other elements, there were some students who got very good criterion. Only one student who stayed in poor criteria from first task until second task in all element.
3. From the questionnaire, the answer of the third research question, most of the students gave positive response toward the documentary video in language learning. They also said that documentary video could help them to reduce the boredom and as a variety in language learning. It also made the language learning process became fun and interesting. They also added that video could be used to other skills, too.

## SUGGESTION

After finishing the study, the researcher would like to give suggestions which could help the others to develop the quality of the teaching learning process and to make the teaching learning process of writing news item using video successfully applied.

### a. For the teacher

It is a must for the teacher to be more creative in teaching and try to figure out other media to prevent boredom in the learning process. The media used must be relevant to the material so that the objective of teaching learning activity will be achieved. The media can be inform of picture, video, and music. It can help the students learn the target language easily and at the same time it will reduce their restlessness and boredom.

### b. For other researcher

The other researchers are encouraged to conduct the research on the development of other techniques and methods which can be applied in writing class. It will make the students interested in the material and improved their motivation. The researcher would also like to invite other researchers who really concern with the use of video as media in teaching news item text. There are still many areas that can be analyzed by the other researchers to continue this study and make it better.

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