

The Implementation of “Discovery Channel Video” to Teach Writing Ability of Students About Descriptive Text

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**Abstrak**

Menulis adalah representasi visual dari pikiran, perasaan, dan ide-ide dengan menggunakan simbol-simbol sistem bahasa penulis untuk tujuan komunikasi atau rekaman. Dalam pengajaran menulis, guru harus mendorong siswa untuk meningkatkan / kemampuannya berbicara padanya. Studi ini fokus pada penggunaan "Discovery Channel" Video untuk mengajar menulis teks deskriptif. "Discovery Channel" Video yang video tertentu yang terdiri dari deskripsi singkat tentang karakteristik umum beberapa hal. Disamping penerapan media tersebut, peneliti juga mendeskripsikan respon siswa dalam penggunaan media tersebut dalam menulis teks narrative. Penelitian ini adalah descriptive qualitative dengan menggunakan catatan lapangan, checklist observasi, dan angket sebagai instrument untuk mengumpulkan data. Penelitian ini dilakukan di SMPN 50 Surabaya pada siswa kelas IIIV- B yang terdiri dari 38 siswa pada tiga pertemuan. Berdasarkan data, penggunaan "Discovery Channel" Video untuk mengajar menulis teks deskriptif berhasil karena siswa dapat menulis teks deskriptif dengan baik setelah mereka menyaksikan "Discovery Channel" video. Kemampuan menulis mereka meningkat di pertemuan kedua dan selanjutnya di pertemuan ketiga Sebagai saran, guru bahasa Inggris dapat menggunakan "Discovery Channel" video sebagai Media alternatif untuk mengajar menulis teks deskriptif untuk delapan siswa kelas SMP.

**Kata Kunci:** Video Discovery Channel, menulis, teks deskriptif

**Abstrack**

Writing is a visual representation of thoughts, feelings, and ideas using symbols of the writers' language system for the purpose of communication or recording. In the teaching writing, the teacher must encourage the student to increase his/her speaking ability. This study focus on the use of “Discovery Channel” video to teach writing descriptive text. “Discovery Channel” video which specific video that consist of short description about general characteristic some specific thing. Besides the implementation the media, the researcher also describes the students' responses toward the use of the media to write narrative text. This research was a descriptive qualitative which used field note, observation checklist, and questionnaires as instruments to gather the data. This reseach conduct at SMPN 50 Surabaya in the eight grade students of IIIV- B which consist of 38 students on three meetings. Based on the data, the use of “Discovery Channel” video to teach writing descriptive text was successful because the students can write descriptive text well after they watched the “Discovery Channel” video. Their writing ability increased in second meeting and furthermore in third meeting As suggestion, English teacher can use “Discovery Channel” video as alternative Media to teach writing descriptive text to the eight grade students of junior high school.

**Keyword:** Discovery Channel video, writing, descriptive text

**INTRODUCTION**

In language study especially learning English as foreign language, the learners have to be able to communicate in English. They must be able

to understand and produce spoken and written product which are realized into four skills ; listening, speaking, reading, and writing (Depdiknas, 2006:216). writing is considered as the important skill beside listening, reading, and speaking. It is continued that today , the ability has

become an indispensable skill in our global literate community. Moreover, writing is very necessary for both academic and vocational needs.

However, most students argue that writing is agony (Babbage, 2010:01). It is because writing demands more time rather than the other skills because writing is a process (Eggenschwiler and Biggs, 2001:134). It demands the series of long activities, from getting information or sources up to revising. As the result, most students feel that doing writing is such a boring activity. Therefore, in order to make them interested in and make a successful writing activity, firstly, the teacher has to shift the student's perception on writing. The teacher has to make them believe that this skill is important and joyful as the other skills. Secondly, the teacher has to be able to create an interesting and learning activity through various activities, methods or techniques. So this is the need for the teacher to do something different in the activity of teaching writing.

One thing that can be done by the teacher in order to help the student to improve their writing skill is the implementation of video in teaching learning process. Nowadays, videos and film captures audience not only in the field of entertainment but also in many works majorities, including education. There are several reasons why a video can be used as a media in teaching learning process. The first is a video can invite student's interest when they are having a lesson, as Stempleski and Tomalin (1990:3) state that children and adults feel their interest quicken when language is experienced in a lively way through television and video. Moreover, a video can practice their writing ability. It is supported by Lonergan in Stoller (1995: 62) that activity, they only present the materials and instruct students to write with guidance. An example of video that can be used is discovery channel video.

Discovery channel videos tend to emphasize on technology and internet application as better alternative media in the new globalization era. The downloaded videos from the internet apparently provide better media than the conventional ones, as it is stated by Crystal (cited in Jarvis, 2005) that the internet is changing the language partly because it gives rise to vocabulary, but more importantly because the medium and its user drive the language in certain direction. Meanwhile, pictures only emphasize on the use of graphic or visual with no sound or speech so that they may still need so that

they may still need some additional information delivered from the teacher as the instructor.

based on the statement of the study, the problems can be:

1. How is the implementation of discovery channel video to teach writing ability about descriptive text to the students of SMPN 50 Surabaya ?
2. How is the writing ability of students of SMPN 50 Surabaya after the implementation of discovery channel video to teach writing ability about descriptive text ?
3. How are the responses of the student after receiving the lesson about descriptive text through discovery channel video ?

## RESEARCH METHOD

Related to the problem and the objectives of the study, the writer used descriptive qualitative research. Seeing that the purpose of this study is to describe how video is implemented in teaching writing of descriptive text, the subject of the study were observed without direct involvement with the writer during the process in order to get result as genuine as possible. Also the subject's writing ability, as an inseparable aspect of the language learning, was measured descriptively. In addition, student responses toward the activity were also taken into account.

The subject of the study were the seventh graders of SMPN 50 Surabaya because the recommendation given by the English teacher of the class. And also descriptive text was included in their syllabus so it's important for them to learn it

The setting of the study is SMPN 50 Surabaya. It is located in Jl. Sukomanunggal 93 C, Surabaya. It is a new school, so the writer hopes that this method of research will be useful as alternate teaching process for English teacher.

The instrument of the study used observation checklist, task, and questionnaire :

1. Observation checklist is used to describe the phenomena dealing with the implementation of discovery channel video in teaching descriptive text. From observation checklist it was hoped that the material of listening comprehension, techniques that are used, teacher activity before, during, and after

the lesson, student activities and problem can be recorded to be analyzed then described. It will be useful to record event which occur in the process of data gathering that will be insignificant for reflection and enrich the description of the findings of the study.

2. Questionnaire is used to investigate the student responses toward the implementation of discovery channel video in teaching writing descriptive text. Questionnaire is extremely flexible and can be used to gather information on almost any topic involving large or small number of people (Saedi, 2002). As mentioned earlier, from the questionnaire it was hoped responses toward the teaching and learning activities to implement discovery channel video in teaching writing would be drawn from the student.

3. Student writing is used to investigate the student writing ability after the implementation of discovery channel video. According to Nunan (1991), the value of the task is that they provide a purpose for the activity which goes beyond the practice of language for its own sake. From the student task it was hoped writing ability, after the teaching and learning activities of writing by discovery channel video, can be described.

The researcher used three processes to collect data. First is doing observation to watch the activities in classroom. It was used to record the detailed occurrences which enrich the description of the data. Anything that might be relevant or significant for further reflection in describing and understanding the phenomena and aiding more complete picture to the description so that it will not be partial, was written down.

Second was getting student writing task to take the result after being taught by using discovery channel video in writing class. Student task was used to measure student writing ability in order to find out whether the student understand the material.

After that, the researcher gave questionnaire for all the student in the classroom to know how the student responses. It will provide reflection useful to the description that will be presented

## RESULT AND DISCUSSION

This chapter presents the result of analysis and the discussion of the observation in this research. The researcher observed the teaching learning process in the classroom. The data was obtained from the observation checklist that was fulfilled during three meetings. The research was conducted three times, on October 24th, 25th, and 31st, 2013. The time allocated for each meeting was 2 x 40 minutes or 80 minutes. In this section, the writer will describe about learning process in the classroom, the teacher activity and the result of student writing.

The first meeting was held on Thursday, October 24th, 2013. It was conducted in VIII B. There were 41 students in the classroom. The class started at 10.20 AM until 11.40 AM. Before it began, the teacher prepared the medias such as laptop and LCD.

The researcher divided the process into three steps. There were pre-writing, whilst-writing, and post-writing. In pre-writing stage, The teacher started the class with opening session. After checking the attendance list, the teacher prepared the media and the video player. After that the teacher preparing the media and then explained to the students about the goal of the lesson and the activities that they were going to do that day. The teacher asked students' prior knowledge about the components of descriptive text. The teacher also explained the generic structures and language features of descriptive text. The teacher explained that generic structures of descriptive text are goal, material, and steps. After that, the teacher told the students that that day they would watch "Discovery Channel" video. This video is a kind of video about something they should describe. In the first meeting, the teacher played the video under the title "Albert Einstein". Before the teacher played the video, he asked the students to pay attention during viewing the video. He also asked the students to make notes related with the video because the students had to compose a descriptive text related to the video and gave them the word related to the video. As for the student, they are very interested in watching the video. Most of them pay attention on video carefully. As for the student, they are very interested in watching the video. Most of them pay attention on video carefully.

In whilst-writing, When the video finished, the teacher arranged a short discussion about the video. Then they were made a descriptive text based on the video. When the student are writing, the teacher walk around to check the students who got difficulties in writing and help them to solving the problem. These activities took about 20 minutes

In post-writing, five minutes before the time was up, the teacher reminded the students to finish their work. learning process that day. The teacher asked the students what difficulties that they faced during writing a descriptive text. After the teacher greeted, he left the class. These activities took about 40 minutes

In second and third meeting, This time ,the teacher did not ask about student prior knowledge anymore, but he just concluded again about previous lesson to remind the student. he gave a brief review about the students' work that had been created in the first meeting. He played the video twice, and the student must He told that there were some mistakes made by the students, such as, the use of adjective, vocabulary, and the use of grammar in descriptive text. And also, the teacher explained that they would watch different videos, but still doing the same activity. Like the first meeting, teacher watch it seriously. During the first video, students watch the video and the teacher remind them to take some notes for their later assignment.

After the video finished, the teacher arranged some short discussion about it. Then the students were made a descriptive text based on the video. While the students writing descriptive text, the teacher walked around to help the student if they found some difficulties about it. In second meeting, the student more easy to made descriptive text because they more understood about descriptive text so most of the student finished their work before 30 minutes.

In post writing, the teacher asked the students to submit their work. Almost all students could finish their work on time. Then, the teacher reviewed about their teaching learning process that day. The teacher asked what difficulties that they faced during writing a descriptive text. In the end of class, the teacher made some conclusion about the topic and their activities on that day. After the teacher greeted, he left the class.

After the researcher had finished observing the implementation of Discovery Channel , the writer found that this kind of video could be implemented to teach writing of descriptive text. During the pre-viewing, The teacher Brief them on the video's contents and list the key points to direct attention to specific aspects of the video relating

with what will be wrote. For recapitulation or further discussion, The teacher said will re-play the video to consolidate information which was previously presented rapidly. This contributes to the overall learning experience as students will have the opportunity to see what they have missed in the first showing.

The while-viewing activity was included Describe from memory Take the topic or object that students are going to write base on the video that being watched and picture it in the mind. The student need to imagine the topic that are close enough to touch and feel the object in the video. They Look at it closely and identify its story and Write every detail about the object that can be remembered

Post-viewing activity was included When the teacher reviewing students' papers, teachers tell specific details about what they are supposed to do during the revision process. If students are a part of the editing process, the revisions will be more meaningful to them.

students' composition that were scored by using scoring rubric. There were 4 components that were valued from the students' writings. They were organization, content, grammar, and vocabulary. Each component had four criteria. They are excellent, good, average, and poor.

The organization of the text dealt with the generic structure of the text. In the descriptive text, the generic structure should consist of two aspects. They were identification and description. The scoring of text organization depended on how the students could make the understandable text. It means that the text had to be well organized. Although generic structure of descriptive text is simple, there were only three students who got excellent point in the first meeting. In the second meeting, there were four students got excellent point. And In the third meeting, there were 10 students got excellent criteria.

Content of the text dealt with the ideas written by the writer. It was an important aspect in writing composition. Through a good writing in content, the reader would understand and know the message that wanted to be extended by the writer. Content of the text dealt with the ideas written by the writer. It was an important aspect in writing composition. Through a good writing in content, the

reader would understand and know the message that wanted to be extended by the writer. In the second meeting, the researcher could know that there were five students who got excellent criteria. And In the third meeting, There were ten students got excellent criterion.

Grammar dealt with the language features of the text. The analysis of the language use or grammar should include the language features of descriptive text. They were the use of action verb in the form of adjectives, tenses and the use of conjunction or sentence connectors. In first meeting, There were only two student who got excellent criteria. Only two students got good criterion in second meeting. And In the third meeting, the researcher found that there were four students got excellent criterion.

The term of vocabulary dealt with the style and quality of expression that used in writing composition. It was related to the word choice. The analysis of vocabulary was based on the use of appropriate words, precise vocabulary usage and the variety of words. In the first meeting, there were four students got good criterion and seven student got poor criterion. From the second meeting, the researcher found that there were eighteen students got good criterion. In the third meeting, there was no student got excellent and poor criterion.

Dealing with students' difficulties in writing descriptive text, although most of students comprehended about the concept of descriptive text well. technical difficulties in the students' writing descriptive text are related to the teacher's role as the facilitator who gives the students guidance to compose their writing well. Besides, the teacher was also willing to answer and explain any question asked by the students during the writing activity.

Most of the students were able to know and understand about the content of the video. They stated that the video was very helpful to assist them in writing descriptive text. Using video that was in good condition is very important to ease the students to catch and understand about the content and the passage of the video itself.

## CONCLUSION

Based on the observation in the use of "Discovery Channel" video as media to teach writing Descriptive text in the classroom, the

researcher can conclude that the teacher played the "Discovery Channel" video to help the students in writing Descriptive text correctly. By using "Discovery Channel" video, the students were motivated to write Descriptive text optimally. "Discovery Channel" video helped the students to brainstorm and develop their ideas in making composition. It can be concluded that "Discovery Channel" video was successful enough to be used as a media to teach writing Descriptive text including the material and the implementation in the classroom.

## SUGGESTION

For teacher : The teacher should create supporting condition to encourage the student's motivation in teaching and learning process in the classroom. The student can be easily to absorb the lesson material when the teacher used interesting technique and media.

For researcher : the researcher hopes that the study will give benefit to the reader. The study would be developed by conducting the other research at the same field which gives contribution to the educational research.

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