

**USING A SCAVENGER HUNT VIDEO IN TEACHING READING A
DESCRIPTIVE TEXT TO JUNIOR HIGH SCHOOL STUDENTS**

PAPER

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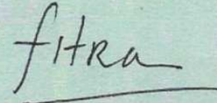
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ABSTRAK

Risnanda. 2012. “Using Video Scavenger Hunt in Teaching Reading a Descriptive Text to Junior High School Students”. *Paper*. Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Makalah ini membahas tentang pengajaran membaca teks deskriptif untuk siswa tingkat Sekolah Menengah Pertama. Kebanyakan siswa Sekolah Menengah Pertama mengalami kesulitan dalam memahami sebuah teks singkat seperti deskriptif teks. Masalah yang dihadapi diantaranya adalah kurangnya kosakata dalam bahasa Inggris, materi yang diberikan kurang menarik, aktivitas yang digunakan di dalam kelas cenderung monoton dan jarang penggunaan media yang menarik dalam proses belajar mengajar. Salah satu usaha yang dapat digunakan dalam meningkatkan pemahaman membaca teks deskriptif adalah dengan menggunakan *video scavenger hunt*. *Video scavenger hunt* merupakan sebuah media pembelajaran yang dapat membantu siswa memahami teks bacaan. Dalam kegiatan ini, murid diminta untuk mencari orang tertentu di dalam video sesuai dengan teks yang dibacanya. Apabila murid bisa menemukan nama pemeran yang ada dalam video, berarti murid telah mampu memahami isi bacaan dengan baik. Setelah murid membaca teks mereka disuruh untuk mencari nama karakter yang ada dalam video dan menjawab beberapa pertanyaan yang berhubungan dengan karakter tersebut. Dalam *pre-reading activity* guru akan memberikan beberapa pertanyaan yang berhubungan dengan topik dan materi yang dipelajari kepada siswa yang yaitu deskriptif teks tentang orang. Tujuan guru memberikan pertanyaan ini adalah untuk menghubungkan pengalaman siswa dengan apa yang akan mereka pelajari. Pada tahap *whilst-teaching activity*, guru memberikan materi dan membahas materi tersebut dengan menggunakan media berupa *video scavenger hunt*. Teks yang diberikan disesuaikan dengan isi video. Pada tahap *post-teaching activity*, guru memberikan kesimpulan serta memberikan tanggapan positif dan saran terhadap proses belajar mengajar.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

There are four skills in English taught at junior high schools such as listening, speaking, reading, and writing. Among these four skills, reading is one of the most important skills to be mastered. Through reading, the students will be able to learn to think in a new language, build the vocabulary, help the students in writing and help them to plan to study in English speaking country. These reading benefits are not only worthy for their educational needs but also in the daily life one. Reading is the process of understanding or comprehending the information of what is read. To comprehend the information, students must have better vocabularies and know the good strategies in reading. Reading skill itself taught from elementary school to university level.

Based on the curriculum that is used in Indonesia which is known as School Based Curriculum (2006), reading for junior high school students is considered as the skill that supports three other skills in language learning. Through reading, students will be able to master listening, speaking, and writing better.

One of the standard competencies of reading for second semester of seventh grade of junior high school is to understand the meaning of a simple short monologue written text in the forms of description and procedure related to students' immediate environment. The basic competency is to respond the meaning of simple short monologue written text in the form of description and procedure related to students' immediate environment. Consequently, based on

the standard competency and basic competency, students are expected to be able to understand and respond these types of texts.

Based on the basic competency above, there are two simple short monologue written texts in reading taught for second semester of seventh grade of junior high school and one of them is descriptive text. Wahidi (2008) states that the descriptive text is the text that describes particular place, person, or thing. It has a function to give information about something in details. The generic structures consist of identification which identifies phenomenon to be described and description part which describes part, qualities and characteristics. Moreover, it uses simple present tense and adjective for the language features. Through reading descriptive text, the students will be able to understand more about how to describe place, person, or thing.

However, based on the writer's experience in the teaching practice at one of the junior high schools in Pariaman, the writer found that there were some factors which made the students difficult in understanding the descriptive text. The first factor was the students have a lack of vocabulary. Since the descriptive text includes a lot of adjectives, students with low vocabulary had to check the dictionary for several of times but a lot of students felt lazy to check the meaning of the words. Thus, it would be hard for them to understand the whole meaning of the text, if they did not know the meaning of the words. As the result, they needed a long time to comprehend the text which they did not fully understand.

The second factor that made students difficult in understanding the descriptive text was the material or the text given. The material which was not

based on the students' interest or level of understanding would make them lazy and bored to read the text. They only read it because of necessity not because of the curiosity. As the result, they would not be able to comprehend the text that they have read easily.

The third factor was the teaching and learning activity that is applied in the classroom. The activity which was given was not interesting and it tended to be monotone. For instance, the teacher asked the students to read the text and answered the question on the exercise book without discussing the text first. This activity was done almost in every meeting of reading class. Hence, it would be difficult for them to understand the text and they would feel bored with the same old activity.

The last factor was the media. The teacher rarely used interesting media in teaching and learning process. As a result, it made the process of learning in the classroom became boring and uninteresting. As the result, it would be more difficult for students to understand the text without the assistance of media.

In order to solve the problems above, it is important for teacher to find the effective and innovative way to improve students' interest in reading in order to increase their reading ability. One of the ways is providing them with an interesting media to encourage enthusiasm and excitement in learning reading the descriptive text. Therefore, the writer proposes to use "video scavenger hunt" in teaching reading a descriptive text to junior high school students. The video scavenger hunt is the media which can help the students to find the specific person, place, or thing which are showed in the video based on the text given for

them. The students are given the text first before seeing the video. The video used in the activity can be taken from a part of movies, a series of TV commercials or any type resource that students are familiar with. In this activity, the writer chooses to use the video that is taken from a part of movie. The choice of the movie is adjusted based on the curriculum and syllabus. It also has to be appropriate with the students' level of understanding and interest. "Invisible Sign" is one of the examples of the movie used in video scavenger hunt. This is an interesting movie to be watched by students because most of the scenes in this movie are closed to students' daily life. For instance, the scene in this part of the movie is settled in the classroom which shows the teaching and the learning process. The text is about the description of one of people in the video. The students' job is guessing the name of the person in the video that is described in the text. Hence, the students have to focus on reading the text in order to find the specific person that is described in the text. If the students can guess it, it means that they have comprehended the text well.

B. Limitation of the Problem

Related to the background of the problem above, this paper was focused on how to use Video Scavenger Hunt in teaching reading a descriptive text to junior high school students

C. Formulation of the Problem

Based on the limitation above, the problem could be formulated as follows: "How can a teacher use a scavenger hunt video in teaching reading a descriptive text to junior high school students?"

D. The Purpose of the paper

The purpose of this paper is to show and explain how to use video scavenger hunt in teaching reading to improve students' ability in reading descriptive text especially for teaching reading to junior high school students.