

**THE USE OF VIDEO
IN TEACHING WRITING REPORT TEXT
FOR SENIOR HIGH SCHOOL STUDENTS**

PAPER



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ABSTRAK

Dewi, Nining Fermai Lisva. 2010. Pengajaran *Writing Report Text* dengan menggunakan Video untuk siswa kelas 2 SMA Makalah. Jurusan Bahasa Inggris, Universitas Negeri Padang.

Pembimbing : Rusdi Noor Rosa, SS. M. Hum

Menulis adalah salah satu *skill* yang harus diajarkan diantara empat *skill* dalam belajar bahasa Inggris yang harus dikuasai siswa. Menulis seringkali dianggap sebagai *skill* yang paling sulit.

Untuk itu dibutuhkan peran aktif seorang guru untuk mempermudah kesulitan siswa tersebut. Salah satunya dengan penggunaan media yang tepat. Apalagi untuk penulisan teks report sebagai salah satu *genre* yang harus dikuasai siswa pada kelas 2 SMA, yang terkadang mereka harus memberi informasi atau memberi ciri-ciri tentang suatu objek yang belum pernah mereka lihat sebelumnya atau belum begitu mereka ketahui. Oleh karena itu makalah ini mengusulkan penggunaan video sebagai salah satu alternatif media yang bisa digunakan guru dalam pengajaran bahasa Inggris. Selain video memuat berbagai macam media, seperti gambar, suara yang bisa sekaligus untuk *integrated skill*, menonton juga salah satu aktivitas yang diminati siswa.

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The writer

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Teaching English as a foreign language needs a good teacher that can arouse students' attention and able to deliver the material well. For some students, English subject is interesting, but for most of them English is boring. As a result, they dislike it, as it has high difficulty. To be a good teacher in such condition, of course is not an easy job. A lot of efforts must be done to overcome students' problem in learning English, and to make them like to learn English. The effort is required at every moment and must be maintained over a long period of time. Those can be creating comfortable condition in the class, trying to become a humorous teacher, improving the way of teaching, using a new technique of teaching, simplifying the material so it is easy to be understood, using media in delivering the material, or providing the challenging and interesting activities, tasks or exercises.

One of the efforts as it is stated above is using appropriate, attractive media which enable to support the lesson. Gerlach and Ely (1971:241) explain that a medium is any person, material or event that establishes conditions which enable the learner to acquire knowledge, skill and attitude. The media can be pictures, graphics, audio recordings, songs, motion pictures, and others. Many advantages can be obtained by using these media in teaching language. Media can bring authenticity to the classroom situation and reinforce the direct

relation between the language classroom and the outside world. Media also can make teacher's job in controlling class become easier because they can attract students' attention. Besides that, most of the classes in Indonesia can be classified as a big class, because they contain almost 40 students in each class. It needs a lot of efforts in handling such big class, so using media in teaching is strongly suggested to teachers. Moreover media also provide the way of addressing the needs of both visual and auditory learners. As Gerlach and Ely (1971:225) states that teaching large groups of students almost always requires the use of media. Moreover media also provide with a way of addressing the needs of both visual and auditory learners.

Unfortunately, not all teachers realize these advantages and use media in delivering material. There are some factors discouraging teachers to use media, such as the limitation of time, skill, and fund in making a good media. For instance, when the teachers want to provide pictures as the media, but they do not have the skill, they tend to take the pictures from books and copy that. However, the quality is not good especially the color and it is also should be kept very carefully so it can be used for another class and hopefully it will last until the next semester. But sometimes if it is kept too long, the condition of it is not as good as it is used to be and it cannot be revised or updated up to the objective of teaching and learning. In addition, the size of the picture can not be seen by all students, because it is too small. Some teachers some time charge others to make a good picture in huge size but it is costly.

Along with the problems, teachers prefer not to use the media in delivering material. In case teachers use media it will be perfunctory. Teachers just bring the small, black-white copied pictures. Then in teaching process such as teaching writing report text, teachers only explain about what report text is, explain the language feature and generic structure of the text, give the students the examples of the text, and after some reading activity, teachers begin to charge the students to write the text.

In fact, writing is not easy especially writing in foreign language. To enable students to write, they need the information that supports the idea and related to the topic they are going to write. Although they have idea, and they know what topic, they are going to write, it does not mean they will able to produce a good writing. They need to think it deeper. According to Boardman (2002), writing can be defined as a process of thinking and organizing, rethinking, and reorganizing that is done by students continuously. In the process of organizing and thinking, of course students should be provided with more detailed information in order to make them easier to express their idea in writing.

A report itself as the focus of writer in this paper is one of genre that students have to master in the second grade of Senior High School. Reports text can be defined as a kind of text used to storage information about a class of things. As it is to document, organize and store factual information on a topic, it will be quite difficult for the students if they just imagine it, without really seeing it. The students who learn report text are hopefully able to

understand the generic structure of the text and able to express their idea in constructing the text as language feature of it. In fact the students have the difficulties to do it as what they are hoped to, particularly in writing skill. Although they have learned the generic structure of the text, they have been given the example, and do some exercises, students need to be provided with the media related the topic, that can build their knowledge about the thing they have to report.

Moreover, in some topic, students need to report about the unknown things that they have never seen before. Even though, they have ever seen or they have known the object before, it is still not enough to make them able to describe the idea in written report. So that, if teachers do not provide the media or give the insufficient media, it means that teachers increase the students difficulty in learning English in general, or in this case, learning report text.

In line with the problems, writer intends to offer video in teaching writing report text. As Davis (1998) points out well-designed video-based activities can be successfully reused for years without ever becoming obsolete. If a picture speaks a thousand words then motion pictures must express millions. Video can be used as a stimulus to write in a variety of genres, styles and persuasive forms (Tatsuki: 1998).

Besides the reasons above, video offers many advantages in teaching writing for report text. Video includes other media such as pictures, sounds

that also can help students to develop their listening skill. As it is stated on the curriculum 2006, writing skill is taught after the listening, speaking, and reading skill. The video used is the authentic material that will also enrich students' vocabularies. More specifically, to describe the unknown things or the things they do not know well, students surely will have limited vocabulary.

To apply this media in the classroom, teachers use in focus, so that the whole class can see it well. One thing that has to consider as important thing in choosing this media is, watching which is favorable by students and many people. Almost all schools have a digital video, television, and in focus. Government provides these facilities in order to support teaching and learning process. Video will be the perfect media in teaching writing skill because it includes the listening, speaking and reading at once.

1.2 Limitation of the Problem

Many factors may influence the students in learning foreign language. The factors can be from themselves or from the teacher. It can be good factors that can arouse their motivation, or the bad one that can be a problem. The problems may come from the material, from the way of teaching used by the teacher, media, environment, and also from the students itself. There are some ways have been used to solve the problem, such as to find suitable material, create the situation, use media, and etcetera that make teaching and learning English interestingly and easily for both students and teacher.

This paper, it is limited to teach writing report text to second grade of senior high school students by using video.

1.3 Formulation of the Problem

The problem can be formulated into the following question “How can video be used as media in teaching writing report text?”

1.4 Purpose of the Paper

The purpose of this paper is to explain the ways of using video in teaching writing a report text.