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TRIGGERING STUDENTS' ABILITY
IN DELIVERING IDEAS OF NEWS ITEM TEXT
THROUGH VIDEO

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ABSTRAK

Studi ini ditujukan untuk mengetahui efek dari video di dalam kegiatan mengajar teks news items pada para siswa SMA Miftahul Huda Purwodadi tahun ajaran 2014/2015. Video digunakan untuk membantu para siswa mengingat bermacam informasi yang diberikan untuk dibuat ke dalam bentuk tertulis. Selanjutnya, studi ini dilakukan secara spesifik untuk memicu kemampuan para siswa di dalam menyampaikan ide-ide news items melalui video. Terdapat 34 siswa kelas X yang terlibat di dalam studi ini. Studi ini berbentuk penelitian tindakan kelas (classroom action research) yang dilakukan dalam tiga siklus yang terdiri dari perencanaan (planning), tindakan (action), observasi (observation),

dan refleksi (reflection). Terjadi peningkatan dalam kemampuan siswa di dalam menyampaikan ide-ide, yang terlihat dari persentasi skor mean dari siklus I (59.9%), siklus II (68.3%) dan siklus III (76.5%). Artinya bahwa penggunaan video dapat membantu para siswa dalam mengonstruksikan ide yang mereka miliki untuk diimplementasikan ke dalam teks news item.

Kata Kunci: siswa, argumen, teks news item, video.

INTRODUCTION

Based on Kurikulum Tingkat Satuan Pendidikan (KTSP), the purpose of English is taught to the senior high school students is developing the competence to communicate both in written and spoken forms to reach the level of informational literacy. In this level, the students are expected to access their knowledge with the language they master. For tenth grade students, the standard competence is only focused on revealing the meaning of the written texts of a short functional and the simple form.

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¹ Unoriginal text: 8 words
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One of the written text that must be learnt and mastered by the students is news item text. News item text is a kind of genre having a purpose to inform the readers, listeners, or viewers about events of the day which are considered newsworthy or important ² (Gerrot and Wignell: 1998: 192).

² Unoriginal text: 16 words
slideplayer.com/slide/1482419/

Writing a text in English for Indonesian students of senior high school is not easy. The students are not accustomed to write eventhough in a simple form. Consequently, the English teacher needs some efforts of teaching to stimulate and motivate the students in writing. The teacher must introduce the stages of writing in order to compose a written form. Harmer (2007: 113) states that writing has various stages; planning, drafting, reviewing, editing, and producing. It is in line with Oshima and Hogue (2006: 3) mention that writing is a process of prewriting, planning, revising draft and final copy. ³ The teacher needs to encourage the students to do those stages in order to achieve the goal of writing. Eventhough in teaching learning process of writing, it will be time-consuming and sometimes makes them bored.

³ Unoriginal text: 12 words
eprints.walisongo.ac.id/928/2/083411..

One of the students big problems in writing news item text was about the way of delivering the ideas. It was difficult for the students as they never learnt how to ask the question, express their opinion, and/or deliver their argument either in written or oral form. Furthermore, they did not know how to start to write the text eventhough the teacher had taught them about the generic structure and the language features of news item text. It was not surprised when the teacher asked about it, they could explain the definition of it well, even mention the generic structure

and the lexicogrammatical features used. Unfortunately, their knowledge of news item text was limited on their memorization. They looked like very upset to organize the ideas to be written. Whereas, to write a good text, Weighe cited in Harmela (2012: 3) reminded that in writing a text, the students could not ignore about the component of writing; content, organization, vocabulary, language use, and mechanic. Those components are important and corellated each others in order to produce a good writing.

To help the students in facing the problem of writing could be prevented by the way of the teacher in teaching writing. The approach and the use of appropriate media used by the teacher in the classroom could help the students in comprehending and practising of writing. Video that is one of the media offered in teaching writing of news item text is convinced to stimulate the students in joining the writing class and

make the students easy in remembering and comprehending how to compose the ideas. Riyana (2007: 5) states that video is a media or device servers audio and visual containing good learning messages such as concept, principle, procedure, and theory of knowledge application to help in comprehending toward learning material. By showing the events or information created in a video, it will also help the teacher in transferring the material to be more understandable to the students.

This research was purposed to apply the the use of video in teaching writing and to know the effect of using video

in triggering the students' ability in delivering the ideas of writing news item text.

RESEARCH METHODOLOGY

This research used a classroom action research which ⁴ has a purpose to improve the process of learning. There were three cycles consisted of four stages of planning, action, observation, and reflection (Arikunto, 2004: 92). Those stages correlated from one cycle to another cycle.

The subject of the study was the X students of SMA Miftahul Huda Purwodadi taken by purposive sampling. The data were gotten from the test given for each cycle. The criteria used in scoring the writing were based on content, organization, vocabulary, language use, and mechanic (Hughes cited in Ulfi, 2010: 50-52).

FINDINGS AND DISCUSSION A. Findings

Having known the students' problem of writing news item text, the English teacher tried to help the students in teaching writing by using video. It was done in order to stimulate the students' interest in learning English especially writing a text. Based on the teacher's experience in teaching English without using media, it was so hard to the students to comprehend the material given. Conventional teaching through lecturing; even, made them bored in learning English. They had no motivation to learn English more which is a foreign language in Indonesia and needs some efforts to master it well. Whereas, by looking at the standard competence of X grade, it is not easy for both the teacher

⁴ Unoriginal text: 8 words
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and the students when they do not have a strategy and effort to achieve the goal of it.

Based on the result of writing test in initial condition, it showed

that there were many students (85.3%) who could not achieve KKM (Kriteria Ketuntasan Minimal). It happened because most of them did not understand what they had to write. They just knew about the generic structure of news item text but they did not understand how to write the components of it; newsworthy events, background events, and sources (Bamanti, 2011: 52). It was difficult for them to imagine and memorize the information of the events happened. Besides in teaching English, they had never been practised yet to write from the simplest sentence they could.

The treatment of teaching writing through video was given three times; cycle I, cycle II, and cycle III. The use of video was chosen based on the characteristic of genre taught that was news item text. By delivering the factual information through video, it would help the students in memorizing and imagining the events happened referring to the structure used. The result of writing test for each cycle could be seen in Table 1.

Table 1: The Result of Writing Test of News Item Text

Cycle

Students	Passed	Failed	Mean
	score		

Pre- Cycle

34

14.7

85.3

53.9

Cycle I

34

29.4

70.6

59.9

Cycle II

34

55.9

44.1

68.3

Cycle III

34

79.4

20.6

76.5

Percentage (%) Number of

From the table above, it showed that there was an improvement of students' writing of news item text. It was proven from the result of mean score got by the students in which the increase of mean score for each cycle was about

7.5%.

The percentage of students writing in passing KKM also improved from pre-cycle to cycle III. The increase of students passing KKM from cycle I to cycle II was 26.5%. While the increasing of students passing KKM from the cycle II to cycle III was only 23.5%. Slowly but surely, there was an increasing from cycle 1 to cycle III as

shown in Table 1. It meant that the use of video was effective to help the students in composing the ideas to be well-organized.

B. Discussion

The use of video in teaching writing news item text helped both teacher and students in gaining the goal of English learning. Eventhough teaching writing was a complex one because it demands the writer to explore thoughts, ideas, and make both are visible concrete (Agusferani, 2013: 3). To combine and/or compose the ideas or information needed in writing was not easy for the students. The teacher needed to explain clearly how to get and compose the ideas well. The steps of writing must be implemented well in order they knew how to write from the easiest thing. Through the video, the teacher taught how to plan, draft, review, and edit the final product of writing news item text referring to the structure of it.

In order to stimulate the students in writing, the teacher also create fun learning in the classroom. Forming the

students into some groups by using cooperative learning was chosen in order the students learnt much from the other students. Besides that, the collaboration of cooperative learning and the use of video gave the positive effects to the students in comprehending, appreciating, analyzing, and sharing the information to the others. Discussing and collaborating together formed the positive characters and gave a chance to optimize their competence in mastering the material. The information got from discussing in groups helped the students in composing the ideas in writing.

In implementing the use of video by using jigsaw model, for example; the teacher prepared some materials to be distributed to the students in either home team or expert team. The instruction was conveyed clearly to the students in order they really understood what they had to do for themselves and their team. The job description for the students based on the generic structure and language features of news item text was distributed well. They shared the information got from the material given by the teacher.

The students ability to analyze the video based on generic structure in cycle I happened in oral form. They were able to determine the structure of news item text by mentioning the events happened through video. The discussion in expert team looked like more active because they had to have the same perception of they had listened and

watched. Besides they had to tell their home team the different information from the other member of the group.

In cycle I, the students' ability in writing had not shown the improvement yet. They could tell the factual information from the video but they were not able to write the events based on the generic structure. The problem was lied on the students' language use.

In cycle II, the treatment was given by emphasizing to the transforming from the oral form to the written one. It happened because in cycle I, the students got difficulties in explaining the information in the written form. The teacher focused on the steps of writing consisted of planning, drafting, reviewing, and editing the students' writing (Hammer, 2007: 113).

Cooperative learning was still a part of technique used to make it easy in comprehending the material.

Collaborating between friends enabled the teacher to create the process of learning became more effective. The teacher planned the scenario of learning by plotting some students to have the different topic to be discussed in the classroom based on the video watched.

Think pair share was chosen by the teacher in order to stimulate the students in learning writing. It was also chosen by remembering that in writing process, the number of students in a group would influence the effectiveness of its group. Comparing the result of writing test from cycle I to cycle II, there was an improvement of students' ability in writing. More than half percent of students passed the test. Their ability in composing sentences referring to the generic structure of news item text showed an improvement than in cycle I although it was not satisfying yet.

Meanwhile, in cycle III the teacher only focused on the students developing sentences based on the structure of news item text. Looking at the result of students writing in cycle II had shown an improvement, the teacher tried to show the students an interesting and challenging video to be watched and analyzed together. The appropriate video to be given to the students influenced the success of learning in the classroom. Peer reviewing was a part of process of learning writing.

The students not only learnt how to write but they also learnt how to review the other s writing. The condition gave a positive effect to the students in developing their ability in writing a good text. By guiding

from the teacher, it enabled the teacher and the students in achieving the goal of learning settled in the beginning of the lesson.

CONCLUSION

From the result of the research, it could be concluded as follow: (1) Video helped the students in composing the ideas based on information got referring to the structure of a text. It was proven from the result of students writing from cycle I to cycle III in which there was an improvement of students passing of KKM.

(2) Cooperative learning enabled the students in exploring their ability in delivering their opinion to the others effectively.