TEACHING WRITING NEWS ITEM TEXT THROUGH DOCUMENTARY VIDEO AT THE TENTH GRADE OF SMA N 1 KALIWUNGU KENDAL IN THE ACADEMIC YEAR OF 2010-2011

THESIS
Submitted in Partial Fulfillment of the Requirement for Gaining the Degree of Bachelor in English Language Education

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EDUCATION FACULTY
WALISONGO STATE INSTITUTE FOR ISLAMIC STUDIES
2011
A THESIS STATEMENT

I certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writer’s opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

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ABSTRACT

Title: Teaching Writing News Item Text Through Documentary Video at the Tenth Grade Students of SMA N 1 Kaliwungu Kendal in the Academic Year of 2010/2011

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Writing is one way to communicate in English by expressing the ideas through organizing our thought into good arrangement of written text. It involves the mastery of all elements in the target language such as organization, content, grammar, punctuation, spelling, mechanics, and also style and quality of expressions. It involves complex process. The writer considers that writing is the hardest skill for people who learn English because in writing process, students will face many difficulties in transferring thought and ideas in writing form. One of this problem’s solving is by using interactive medium such as documentary video. This study is about the effectiveness of documentary video as media to improve news item text writing skill of the tenth grade of SMA N 1 Kaliwungu Kendal in the academic year of 2010/2011. The statement of the problem in this study is; how effective is the use of documentary video to improve students’ ability in writing news item text at the tenth grade students of SMA N 1 Kaliwungu Kendal in academic year of 2010/2011? The objective of this study is to find out the effectiveness of documentary videos as media in the teaching of news item text writing for the tenth grade students of SMA N 1 Kaliwungu Kendal. The population of this research was the tenth grade students of SMA N 1 Kaliwungu Kendal. The research method was an experimental research, which conducted in two classes; the experimental group (XC) and control group (XF) was. The XC was taught by using documentary video, while the XF was taught without documentary video (using text). The writer gave writing test to gather the data. There were two test; pre test and post test. The formula that was used to analyze the data was t-test. It was used to determine whether there was a significance difference between students’ score in experimental group and students’ score in control group.

After the data had been collected by using test, it was found that the pre-test average of the experimental group was 63.6 and control group was 62.7. While, the post-test average of the experimental group was 76.7 and control group was 70.7. The obtained t-test was 3.029, whereas the t-table was 1.67 for a = 5%. The t-test score was higher than the t-table (3.029 > 1.67). It was meant that Ha was accepted while Ho was rejected. Since t-test score was higher than the t-table, documentary video was effective media in improving students’ news item text writing in SMA N 1 Kaliwungu Kendal. Based on the finding, the writer assumes that documentary video may be used as one of alternative medium in the teaching writing of news item text. Based on the data, there was a significance difference in the achievement between students in class XC who were taught news item text through the use of documentary video and students in class XF who were taught
news item text without using documentary video (using text only). It was meant that the use of documentary video as media in the teaching of writing news item text was very effective. Documentary video could be used to stimulate students’ concentration, sensation, attention and desire. Beside that, documentary video constructed students’ critical thinking and built students’ ideas. Finally, documentary video could help the achievement of learning success.
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Shalawat and salam for the Prophet Muhammad who brings us from darkness to the brightness.

Teaching Writing News Item Text through Documentary Video at the Tenth Grade Students of SMA N 1 Kaliwungu Kendal in Academic year of 2010/2011) is a thesis for readers who want to know the use of documentary video to improve students’ ability in writing news item text. Documentary video is one of media that can be used in teaching learning process especially in the teaching writing of news item text. It contains of the real data and chronological action that can help students to catch an idea to write news item text. The use of documentary video is in line with the function of news item text which was mentioned in KTSP curriculum. By using this media, students will be motivated in learning writing. For teachers, the use of documentary video can help the students write a news item text well since they face difficulties in writing news item texts, which contain generic structures (headline, newsworthy events, background events and sources) and linguistic features.

The writer realizes that he can not complete this thesis without support, cooperation, help and encouragement from a lot of people. Therefore, he would like to extend my appreciation to all of them, especially to:

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Semarang, 1st December 2011

The writer,

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CHAPTER I
INTRODUCTION

A. Background of Study

People as a part of social life can not be separated from their community. Language has an essential role as a media for communication. Hornby defines language as the system of communication in speech and writing that is used by people of a particular country. Communication is understanding and expressing information, ideas, feeling, and improving knowledge, technology, and culture. English as an international language enables people all around the world to cope each others and create harmonious life.

In Indonesia, English is very important and get special attention to be learnt. English is taught not only for adult but also in formal school such as kindergarten, elementary school, junior high school, senior high school and vocational school. The main aim of teaching English is to make it as an easy learn language and they can use it as well as Indonesian.

Indonesian learners who want to be master of English should learn and comprehend all aspects. There are four major skills such as listening and speaking, reading and writing. Writing is one way to communicate in English by expressing the ideas through organizing our thought into good arrangement of written text. Olshtain stated that viewing writing as an act of communication suggests an interactive process which takes place between the writer and the reader via text.

According to the statement above, it is said that written text is able to present an act of communication which can be easily understood and involved the writer and the readers. Writing skill should be taught in order to produce a high quality written text which can convey the content through informal literacy such as short functional text, monologue, and essay in the form of procedure,

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descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, and public speaking. To improve and develop students’ writing skill, English teachers should provide recommended materials which are appropriate with the curriculum.

According to school-based curriculum there are five kinds of text taught in the tenth grade of senior high school that are: recount, procedure, narrative, descriptive, and news item. In this study, the writer focuses on news item text in several aspects of generic structure, social function and language feature which are produced by the tenth grade students of senior high school in their writing result.

The writer considers that writing is the hardest skill for people who learn English because in writing process, students will face many difficulties in transferring thought and ideas in writing form.

To make the students motivated and enjoyable to learn, the teacher should use interesting teaching methods, as Jeremy Harmer said that teacher’s method in teaching could be intrinsic motivation which motivates the students to learn. Therefore, it is important for teachers to gain some knowledge. Harmer’s statement is supported by Al-Quran. Allah states in the glorious Al-Quran:

\[
\text{ن وَالْقَلَمِ وَمَا يَسْطُرُوْنَ (القلم : ۱)}
\]

"Nun. By the pen and by the (record) which (men) write".

The verse above contains an order to write by using qalam (pen). Writing is a great gift coming from Allah. Writing has a function as a means to understand human-interest. If there are not writings, the knowledge will be lost, religion track will not exist, and life will not be comfortable.

Al-Quran above said that when we teach the lesson to students, we should give them new things or we should use the interesting method or strategy in teaching. One of the strategies that can be used by teacher in teaching is by using media to support the teaching and learning process.

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According to Hadits:

عَنْ أَبِى هُرَيْرَةَ قَالَ: قَالَ رَسُولُ الله صَلَى الله عَلَيْهِ وَسَلَمُ كَافِلُ الْيَتِيمِ لَهُ أَوْلِيَاءُهُمُ الَّذِينَ یُؤْتِيهِمُ إِلَى جَنَّةٍ أَوْ هُوَ كِتَابٌ یُنَبِّئُ فِيْهَا وَآثَارُ يُسْتَنَكَرُ بِالسَّبَاتِ وَالأَوْسَطِ (رواه مسلم)

“Narrated Abi Hurairah: the prophet Muhammad said, someone who has responsibility to the orphan, it means that I and he / she are a couple in the heaven, while Muhammad showed his index finger and his middle finger.” (HR Muslim)\(^5\)

From that Hadits Muhammad showed his index-finger and middle finger. He used his fingers as a media to make his explanation clear, about him and someone who has responsibility to orphan that will not be separated in heaven.

Media will offer different situation which will increase students’ interest in the lesson. Media can be used by both teachers and students. It gives more detail information and focuses the student on the material and skill that is being taught. The use of media also allows the students to be involved in teaching and learning process. It gives the teachers and students opportunity to do activity together. Then, teacher has to know the appropriate media for the students.

They are suggested to find teaching method to create fun-learning activity. Brown stated that a method is a generalized set of classroom specifications for accomplishing linguistic objectives.\(^6\) The originators of a method have arrived at decisions about types of activities, roles of teachers and learners, the kinds of material which will be helpful and some model of syllabus organization. Using a variety of teaching aids is kind of method which can help teachers in giving explanation and engage students to cope with the learning activity. Teaching aids can be used to stimulate students’ consentration, sensation, attention and desire. Beside that, teaching aids can help the achievement of learning success.\(^7\)

Teaching with video is one of visual aid that enable teacher to maximize teaching and learning process. Documentary video is chosen as the media for

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teaching writing. It contains factual events which are recorded according to the real happen events. Therefore, the writer would like to use this visual aid for teaching writing news item text.

News item text as one of informational literacy has function to informs the reader, listeners, or viewers about events of the day which are considered newsworthy or important as stated by Gerot and Wignel.8

Through this research the writer would like to analyze the effectiveness of documentary video and students’ improvement writing skill. This study wants to know how documentary video giving effectively contribution toward the improvement of students’ writing skill. From explanation above, the writer hopes that this study can help teachers find best media to teach English, especially writing news item text, that is by using documentary video as media.

B. Research Question

In this study the writer would like to discuss the following problems:
1. Is the use of documentary video in teaching writing news item text effective when applied in the tenth grade of SMAN 1 Kaliwungu Kendal?
2. What extent is the effectiveness of documentary video as media to teach writing news item text when applied in the tenth grade of SMAN 1 Kaliwungu Kendal?

C. Objective and Benefit of The Study

The objective of the study as follows:
1. To identify whether the use of documentary video in teaching writing news item text is effective or not.
2. To identify the extend of its effectiveness.

This study is expected to give some positive outcome as follow:
1. For Students

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This research is hoped to improve their ability in writing news item text which is helped by documentary video as teaching media and hopefully they will learn English more enjoyable.

2. For Teachers

This research is hoped to encourage teacher to increase their knowledge on how to teach English attractively and motivate students to be interested in learning English.

3. For the writer himself

This research is able to enrich writer’s knowledge about how to teach English particularly writing attractively.

4. For the readers

It is hoped can give more information and contribution to the knowledge.

5. For the school

It can be a supported way to improve teaching and learning process.
CHAPTER II
REVIEW OF RELATED LITERATURE
Teaching Writing News Item Text through Documentary Video

A. Previous Research

In composing this proposal, the writer considers some previous researches related to this study, those are:

Thesis entitled, *The Use of Series Pictures as Media in Writing News Item Text*. This is a case of the tenth grade of SMAN 1 Brebes in the academic year of 2009/2010. The result from this research can be known if there was an improvement of students’ ability in writing news item text because the use of series pictures to construct news item text of ten year student of senior high school an effective technique.¹

The similarities between his research and the writer’s are on the use of media and object of the study (genre). The differences are on the research approach, participant and the data analysis.

One of the previous research that the writer found it was conducted by Tristy entitled *Improving Students’ Skill in Writing Report Text with All about Animals VCD*. It was done in order to find out whether teaching by using Animals VCD as media enable students to improve their skill in writing report text. She conducted this research since teaching using visual media make students are more enthusiastic in learning English particularly writing.

Based on her discussion and investigation, she concluded that the teaching report text through watching animal VCD is attractive technique. The students can enjoy their English class more than before. They are able to write down the story according to what they have watched.²

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¹Indra Gunawan (2201406624), *The Use of Series Pictures as Media in Writing News Item Text*, (Semarang: English Department and Education Faculty UNNES, 2009), Unpublished thesis.
²Tristy, r.t. (2201406673), *Improving Students’ Skill in Writing Report Text with All about Animal VCD*. (Semarang: English Department and Education Faculty UNNES, 2010), Unpublished thesis.
The similarities between her research and the writer’s are on the use of media and object of the study (genre). The differences are on research approach, participant, and the data analysis.

Based on description above, then the writer is interested to formulate this research by using title “Teaching Writing News Item Text through Documentary Video (An Experimental Research at The Tenth Grade Of SMA N 1 Kaliwungu Kendal in The Academic Year of 2010-2011)” because this study is quite different as it is explained above and may this study give us enlightenment toward the significances of using some various way such as documentary video to teach writing news item text in order to be well-understood by the learners and also to vary our teaching methods in order not to be monotonous.

B. Theoretical Review

1. Media
   a. Definition of Media.

   Media is the plural form of medium. According to Celce Murcia, "Media are tools or physical things used by the teacher to motivate the students by bringing a slice of real life into the classroom and presenting language in its more complete communication complex." The writer can say that media is important in teaching and learning English. On the one hand, media help the teacher to deliver the material being taught easier. On the other hand, the students can understand the material easily. Moreover, media is a good way to engage the students in learning English.

   b. Classification of Media

   According to Arsyad teaching media can be classified into three categories. They are:

   1) Visual Media

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3 M. Celce and Murcia Elite Olstain, Teaching English as a Second or Foreign Language. (USA: Thomson Learning, 2001) p.142
4 Azhar arsyad, Media Pembelajaran (Jakarta: PT.Raja Grafindo Persada, 2003), p 3
They are media that can be seen. It would captivate visual sense eyes mostly. It can be formed of picture, moving picture or animation and flashcard, etc.

2) Audio Media

They are media that can be listened from audio media. It means that audio media has sound which is listened by us. And to mean as thinking that the contents message in audiotape form such as vocal cord /tape recorder and video compact disk which can stimulus thought feeling, idea and students it happens on teaching and learning process.

3) Audio visual media

They are media that have sound and picture. Video is an example from audio visual media in teaching and it has a sound because it is produced to get to appear the reality picture in the original form it describes science theory and animated.

In this study, the writer uses audio visual media named documentary video as the interaction media, because by using video it can motivate the students to learn and pay attention to the material given.


Media play important roles in teaching learning process. The followings are the brief explanation on the roles of media:

1) To serve as an important motivator in the language teaching process
2) To provide the students with content, meaning and guidance
3) To lend authenticity to the classroom situation
4) To provide the teacher with a way of addressing the needs of both visual auditory learners.⁵

2. Writing
   a. Definition of Writing

   Writing is a process of expressing the ideas by putting words into good arrangement in the written form. According to Meyers, writing is a way to produce language which does naturally when someone speaks. Writing also an action – a process of discovering and organizing the ideas, putting them on a paper and reshaping and revising them.\(^6\) This means that when we first write something down, we have already been thinking about what we are going to say and we are going to say it. Then after you have finished writing, we read over what we have written and make changes and corrections.

   Harmer states that writing is a process that what we write is often heavily influenced by constraints of genres than these elements has to be presented in learning activities.\(^7\)

   Olsthain as quoted by Murcia defines that viewing writing as an act of communication suggests an interactive process which takes place between the writer and the reader via text.\(^8\)

   b. Steps of Writing

   According to Meyers writing well is divided into six steps.\(^9\) They are as follows:

   1) Exploring ideas

   Writing first needs discovering ideas. Before writing, let students explore their mind freely. Then convey what they have been thought writing activity.

   a) Consider the subject

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\(^8\) Celce-Murcia, Marianne. *Teaching English as a Second or Foreign Language.* (Boston: Thomson Learning Inc, 2001) p.207
Before writing, students need to know about what material that they should write and what they know about it.

b) Consider the purpose
After knowing and deciding the subject, the purpose of writing should be decided. Each of written text must have certain purpose such as to inform, persuade, or to entertain.

c) Consider the audience
After considering the subject and the purpose, the audience is one of the most important factors.

2) Pre writing
The second step of the writing process involves writing the thoughts on paper or on computer. This step is called pre writing. “Prewriting is the thinking, talking, reading and writing you do about your topic before you write a first draft. Prewriting is a way of warming up your brain before you write, just as you warm up your body before you exercise”.\(^{10}\) It is time to relax, to write quickly and begin organizing the thoughts.

In prewriting step, you gather ideas to write about. Take notes is one of way to gather ideas. There are several ways to warm up before you write.

a) Brainstorming
Brainstorming is one way to capture the thought then let the mind generate more ideas about what they will write.

b) Clustering
In clustering, the subject of the writing can be written in the middle

c) Free writing

Another way to get started is free writing. It is simply to write about the subject without worrying about sentence, structure, spelling, logic and grammar. Write everything that the writer would speak so that they can get our ideas down fast.

3) Organizing
After the ideas have been put into words, it is the time to organize them. This process involves selecting, subtracting and adding. Think again about the purpose and audience.

a) Selecting
Selecting can be done by these several ways:

i. Underline or highlight the best ideas in the brainstorming list, putting related ideas together.

ii. Choose the part of clustering diagram that has the best ideas. Do a second clustering diagram that explores those ideas in greater details.

iii. Circle or highlight the best parts of the free writing.

b) Outlining
After selecting, subtracting and adding, the writer can make an informal outline.

4) Writing the first draft
It is important to do some pre writing, selected the best ideas, expands on them and arranged them in some reasonable order. The writers can write the first paragraph by ignoring about being perfect. Some steps for drafting can be stated as follows:

a) Say something about before writing process
b) Write fast by hand or by computer
c) Use only one side of the paper
d) Leave wide margins and double space to make room for the changes
5) Revising the draft
Revising is among the most important steps in writing, especially for people who write in a second language. Revising means improving what we have already written. These are some tips for revising:

a) Make notes in the margin or write new material on separate sheets of paper
b) Circle words that are thought misspelled or need changes later
c) Type or staple additions where we want them to go
d) On the computer, use cut and past or insert commands to move things around
e) Print out a double space copy for revising: slow down and revise in pencil

6) Producing the final copy
There are two steps in producing the final copy, they are:

a) Editing
Focus on grammar, words choice, verbs form, punctuation, and spelling. Read the paper more than once. This draft should be neat and should represent the best efforts.

b) Proofreading
The final stage in the revision process is proofreading. That means carefully reading the draft more than once to check that the revisions and the editorial change were mad correctly.

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3. Text
   a. Definition of Text

   In general, text is an article we often read. We know that human beings are different from other creatures. We live in a world of words. When these words are put together to communicate a meaning, a piece of text is created. They will think to express their expression. We can say that human need to express their own in many ways that can be understood by others. Human can use a text as one of the ways to express their own.

   “A text is any stretch of language which is held together cohesively through meaning”.\(^\text{14}\) It means that when we use language to write, we are creating and constructing a text. When we read, we are interpreting texts. Moreover, when we talk and listen, we are also creating and interpreting texts.

   Halliday and Hasan said that a text is a social exchange of meanings.\(^\text{15}\) The meaning of a sentence may have different meaning according to the context. For example, *I am buying a drink for everybody here*, and the mean of that sentence is *one drink for all* or *one drink for each*. Therefore, if we are a teacher, we must be able to develop students’ abilities to exchange the meanings in different points of sentence.

   b. Types of Text

   There are two main categories of text. They are literary and factual. Within these are various text types. Each text type has a common way of using language.

   1) Literary text

   Literary text is a text that appeals to our emotions and imaginations. Literary text can make laugh or cry, think about our

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\(^{14}\) Susan Feez and Helen Joyce, *Text-Based Syllabus Design*, (Sydney: Macquarie University, 2002), p. 4.

own life or consider our beliefs. Literary text includes aboriginal dreaming stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes and soap operas. Media text such as films, videos, television shows and CDs can fall in this category.

There are three main text types in this category: recount, poetic and dramatic.16

2) Factual text

Factual text is a text that presents information or ideas and aim to show, tell, or persuade the audience. This text includes advertisement, announcement, internet website, current affairs shows, debates, recipes, reports, and instructions. The main text types in this category are recount, response, explanation, discussion, information report, exposition, and procedure.17

4. Genre

Hyland states that genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations.18 For many people, it is intuitively attractive concept that helps to organize the common-sense labels we use to categorize texts and the situations in which they occur.

Based on Hartono the term genre is used to refer particular text types, not to traditional varieties of literature. It is type or kind of text, defined in terms of its social purpose also the level of context dealing with social purpose.19

According to Harmer genre is a type of writing which members of a discourse community would instantly recognize for what it was.20

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19 Rudi Hartono, *Genre Based Writing*. (English Department of Semarang State University. Unpublished, 2005) p.5
20 Jeremy Harmer, *How to Teach English*. (England: Longman, 2007) p.113
Based on the explanation above, we can know that genre is type or kind of text, defined in terms of its social purpose also the level of context dealing with social purpose. By using genre, we can construct appropriate texts that can be understood clearly by others.

Based on School-Based Curriculum, there are many texts taught in senior high school. They are procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, discussion, review, and public speaking. Each genre has specific language features. According to Gerrot and Wignel, there are kinds of genre: 

a. Spoof
   Spoof is genre which has social function to retell an event with a humorous twist.

b. Recount
   Recount is genre which has social function to retell event for the purpose of informing or entertaining.

c. Report
   Report is a genre which has social function to describe the way things are, with reference to a range of natural, man-made, and social phenomenon in our environment.

d. Analytical Exposition
   Analytical exposition is a genre which has social function to persuade the reader or listener that something is the case.

e. News Item
   News item is a genre which has social function to inform the readers, listeners, or viewer about events of the day which are considered newsworthy or important.

f. Anecdote
   Anecdote is a genre which has social function to share with others an account of an unusual or amusing incident.

g. Narrative
Narrative is a genre which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways: narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.

h. Procedure
Procedure is a genre which has social function to describe how something is accomplished through a sequence of actions or steps.

i. Description
Description is a genre which has social function to describe a particular person, place or thing.

j. Hortatory Exposition
Hortatory exposition is a genre which has social function to persuade the reader or listener that something should or should not be the case.

k. Explanation
Explanation is a genre which has social function to explain the processes involved in the formation or workings of natural or social cultural phenomenon.

l. Discussion
Discussion is a genre which has social function to present (at least) two points of view about an issue.

m. Review
Review is a genre which has social function to critique an art work or event for a public audience. Such works of art include movies, TV shows, books, plays, operas, recordings, exhibition, concerts, and ballet.22

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5. News Item Text

News item is factual text which informs readers about events of the day which are considered newsworthy or important.\(^\text{23}\) As English learners, we have to know and understand the genre. By knowing genre, we can write the text correctly. For example, if we want to write the text about newsworthy events of the day, we can use news item text to write it.

1) The Use of News Item Text
Hammond, Burn, Joice, Brosnan, and Gerot explain that news item text has function to inform readers or listeners about events of the day which are considered newsworthy or important.\(^\text{24}\)

2) Schematic Structure of News Item Text
According to Gerot and Wignel and Hartono the schematic structures to construct news item text are as follows:

1) Headline
   Headline contains the title of the text. It will be explained further in the background events.

2) Newsworthy event
   Recounts the event in summary form.

3) Background event
   Elaborate what happened to whom in what circumstances.

4) Sources
   Comments by participants in, witnesses to and authorities expert on the event.\(^\text{25}\)

3) Significant Lexicogrammatical Feature of News Item Text
Gerot and Wignel state the significance lexicogrammatical features of news item text are as follows:

1. Short, telegraphic information about story captured in headline.
2. Use material process to retell the event.
3. Use of projecting verbal processes in sources stage.
4. Focus on circumstances.\(^{26}\)

4) Examples and structures of the text

**Russian Nuclear Catastrophe**

**Newsworthy events:**

Moscow – A Russian journalist has uncovered evidence of another Soviet nuclear catastrophe, which killed 10 sailors and contaminated an entire town.

**Background Events:**

Yelena Vazrshavskya is the first journalist to speak to people who witnessed the explosion of a nuclear submarine at the naval base of shkotovo – 22 near Vladivostock.

The accident, which occurred 13 months before the Chernobyl disaster, spread radioactive fall-out over the base and nearby town, but was covered up by officials of the Soviet Union. Residents were told the explosion in the reactor of the Victor-class submarine during a refit had been a ‘thermal’ and not a nuclear explosion. And those involved in the clean-up operation to remove more than 600 tons of contaminated material were sworn to secrecy.

**Source**

A board of investigators was later to describe it as the worst accident in the history of the Soviet Navy.\(^{27}\)


6. Documentary Video

Hornby defines that documentary is giving a record or report of the facts about something. 28

According to the definition above it concludes that documentary video is video recording which gives a record or report of the facts about something.

News documentary video contains of several acts which happen naturally without any giving engineering work. Each of video consists of an act that is presented clearly and briefly. The duration is not more than 10 minutes. Due to it provides with interesting motion pictures, students become more interesting during learning activity. They are easily to get information through the sequence of acts and finally they can construct writing news item text.

a. Reasons for Using Video in the Classroom

Based on Sheerin as quoted by Geddes and Sturtridge, there are at least four good reasons for using video in the classroom:

1) There is the obvious but nevertheless very important factor of added interest provided by a visual stimulus. The added interest increases learner motivation.

2) Video provides for learners to hear authentic language used in context.

3) Video provides practice in listening comprehension

4) Video effectively stimulates further activity. 29

It is supported by Maggs through his journal entitled “Teaching Video Summary Technique to ESL/EFL Students”. He said that students are more interested in watching videos; particularly news videos have one major advantage over text books. 30

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b. The Aims of Using Video

According to Harmer for some people videotape is merely a glorified version of audiotape and the use of video in class just listening with pictures. But there are many reasons why video can add a special, extra dimension to the learning experience:

1) Seeing language-in-use

One of the main advantages of video is that students do not just hear language, they see it too. This greatly aids comprehension, since for example; general meaning and moods are often conveyed through expression, gesture and other visual clues.

2) Cross-cultural awareness

Video uniquely allows students to look at situations far beyond their classroom. Video is also of great value in giving students a change to see such things as what kinds of food people eat in other countries and what they wear.

3) The power of creation

When students use video cameras themselves they are given potential to create something memorable and enjoyable.

4) Motivation

For all of the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it and when this is coupled with interesting tasks.

31

c. Teaching Writing News Item Text through Documentary Video

English is a foreign language in Indonesia. That’s why teaching Indonesian students is rather difficult than students in English spoken country. Teacher should be creative in grabbing students’ attention.

Using media is one way to optimize the learning activity especially teaching writing where some students think that writing is not easy.

Douglas Brown asserts that educational media of all types play increasingly important role in enabling students to reap benefits from individualized learning. It is fortunate that the potentialities of modern technology may be combined with educational planning to provide resources needed for this purpose.32

According to the definition above, the writer concludes that teaching written news item text by using media has good advantage. Media may increase students’ motivation learning writing and hopefully it will give good result. Therefore, the writer uses documentary video as the media.

Using documentary video enables students to learn news item text easily and enjoyably. Through the video they will see sequence of acts which is presented naturally.

The writer modifies teaching news item text by using documentary in the following step:
1) Explain about news item text, characteristic of news item text, steps to make a news item text and give example of news item text.
2) Let students watch documentary video.
3) Ask some questions to the students about the video.
4) Let students to construct sentences according to the video.
5) Ask students to write a news item text based on the sentences they have constructed.

7. Characteristics of Senior High School Students
   ✤ Teaching English Writing for Senior High School Students
   “Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of

English. Writing has always been used as a means of reinforcing language that has been taught.\(^{33}\) It means that writing is a good instrument for students to learn English. They can put their ideas on the paper by using grammar and vocabulary which have been studied.

When writing, students need more time to think. Teacher asks students to focus on accurate language use and ideas what they will write. It will provoke their language development by finding ideas which will put on a text. Teaching writing for Senior High School is not an easy job, because the range of age of Senior High School students varies between thirteen to seventeen years old.

“Adolescence interpreted as a transition-period from children to adult including change of biological, cognitive and emotional-social”.\(^ {34}\)

“They are so much less motivated, and they present outright discipline problems”.\(^ {35}\)

Based on the statement above, the writer concludes that the teacher’s role is very needed to motivate students in teaching learning process while students in transition-period. Therefore, they will have good discipline and responsibility, if a teacher encourages their students to learn to write in the target language.

There are some characteristics of adolescent’s learner, they are;

1) They seem to be less lively and humorous than adults,
2) Identity has to be forged among classmates and friends; peer approval may be considerably more important for the student than the attention of the teacher,
3) They would be much happier if such problems did not exist,
4) They may be disruptive in class, and


5) They have great capacity to learn, have a great potential for creativity, and a passionate commitment to things, which interest them.\(^{36}\)

Therefore, adolescents are a period of change, new experiences learning, instability and the most trying times in life school and teacher should provide adolescent with opportunities to explore and experiment in a stable and supportive atmosphere. Teacher’s job is to provoke intellectual activity by helping them to be aware of constructing ideas, which they can resolve by their own though still with the teacher’s guidance.

High school learners are qualitatively different than younger learners. You certainly can teach them by understanding the cognitive and social characteristics of high school learners. Using the right instructional strategies to maximize the learning advantages and address the learning challenges of high school learners can make all the difference in their success.

C. HYPOTHESIS

“Hypothesis consists of words hypo and thesis. Hypo is under or less or weak. Thesis is theory or proposition that showed as a proof.” \(^{37}\) Hypothesis is a temporary answer of problems in research until proved from the data which collected. \(^{38}\) So, hypothesis can define a weak truth statement towards problems on research and need to prove the truth after collecting data. The hypothesis of this research is: The use of documentary video as media to teach writing news item text is effective for the Tenth Grade of SMAN 1 Kaliwungu Kendal in the academic year of 2010/2011.


CHAPTER III
METHOD OF RESEARCH

This chapter discussed research design, research variable, subject and setting of research, instruments, procedures of experimentation, scoring technique, and method of data analysis.

A. Research Design

In this study, the writer uses an experimental research. An experimental research involved two groups: experimental group and control group. An experimental group received a new treatment while control group received a usual treatment. According to Nunan, experiment is designed to collect data in such a way that treats to the reliability and validity of the research are minimized.¹ This study used pre-test and post-test.

The design of the experiment could be described as follows:

\[
\begin{array}{cccc}
E_01 & X & 02 \\
C_03 & Y & 04 \\
\end{array}
\]

Adopted from Arikunto.²

Where:

- \( E \) = experimental group
- \( C \) = control group
- \( 01 \) = pre-test for experimental group
- \( 02 \) = post test for experimental group
- \( 03 \) = pre-test for control group
- \( 04 \) = post test for control group
- \( X \) = treatment by using documentary video
- \( Y \) = treatment without documentary video

From the design above, subjects of research were grouped into an experimental group (top line) and a control group (bottom line). The quality of subjects was first checked by pre-test them (01 and 03). Then, the experimental treatment (taught by using documentary video) was applied to the experimental group, while the control group was taught without the aid of documentary video. The test was held in the form of composition. The results of post-test (02 and 04) were then computed statistically.

B. Research Variable

According to Fred D. Kerlinger as cited by Arikunto, that all experiments have one fundamental idea behind them; to test the effect of one or more independent variables on a dependent variable (it is possible to have more than one dependent variables in experiments).³

This research, that used documentary video as medium in the teaching of news item text, had two variables. Those variables were:

1. The independent variable

   According Larry B. Christensen states that “Independent variable is the variable that the experimenter changes within a defined range; it is the variable in whose effect the experimenter is interested.”¹ The independent variable in this research was the use of media in the teaching learning process for both groups. The experimental group wrote news item text through documentary video while the control group wrote news item text without the aid of documentary video (by using text only).

2. The dependent variable

   Larry B. Christensen states, Dependent variable is variable that measures the influence of the independent variable.⁵ The dependent variable in this study was the students’ achievement in the test score.

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¹Larry B. Christensen, Experimental Methodology, (Massachusetts: University of South Alabama, 2001), 8th Ed, p. 145.
⁵Larry B. Christensen, Experimental Methodology, (Massachusetts: University of South Alabama, 2001), 8th Ed, p. 145
C. Subject and Setting of The Research

This study was conducted in SMAN 1 Kaliwungu Kendal located at Jalan Kaliwungu-Boja Kecamatan Kaliwungu Selatan 51372. The subjects of this study were the tenth grade students of SMAN 1 Kaliwungu Kendal in the academic year of 2010/2011. This study was conducted in the second semester. Due to limitation of time, the researcher did not take all students as the subjects of the study, but drew a sample.

1. Population and Sample

According to *Encyclopedia of Educational Evaluation* as cited by Arikunto, population is a set (or collection) of all elements possessing one or more attributes of interest.\(^6\) The population of this research was the tenth grade students of SMAN 1 Kaliwungu Kendal in academic year 2010/2011.

Sample is a representative group from population to serve as respondents.\(^7\) Arikunto said that sample is a part that can represent all the population observed. It is called sample research when we want to generalize the sample research result.\(^8\) The researcher selected two groups of students from the population as sample in this study. The total number of the population was 264 students which were divided into seven classes. The process of selection would be discussed in the sampling technique.

Table III.1. List of population

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>X A</td>
<td>38</td>
</tr>
<tr>
<td>2</td>
<td>X B</td>
<td>38</td>
</tr>
<tr>
<td>3</td>
<td>X C</td>
<td>36</td>
</tr>
<tr>
<td>4</td>
<td>X D</td>
<td>38</td>
</tr>
<tr>
<td>5</td>
<td>X E</td>
<td>38</td>
</tr>
</tbody>
</table>


2. Sampling Technique

The research is an experimental research, so the researcher needs to take two classes that will be an experimental and control class as the sample from seven classes of the population. To determine the two classes, the researcher used *purposive sampling technique*. This technique was done by taking the subject/sample which is not based on strata, random or area but it is based on the consideration of a certain purpose. The consideration that the researcher tried to complete in preliminary research was the sample that will be chosen has to be homogeneity, so that the research will be a good and valid research. Because we know that something that can be compared is something that has the similar characteristic. The researcher took class XC and XF, because based on the result of the summative test of the first semester, these two classes gained similar average achievements and considered as homogeneous class. Each class consisted of 36 students. Students in class XC was using documentary video and considered as experimental group. While students in class XF was taught without using documentary video (using text) and considered as control group.

D. Technique of Data Collection

The techniques of collecting data in this study were:

1. Test

Brown states that a test is a method of measuring a person’s ability, knowledge, or performance in a given domain. In this study, the writer

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carried out the writing test to collect data. Writing test is used to measure students’ writing ability would be to have them write. Writing is an appropriate test for measuring the students’ mastery of the whole language aspects that have been taught in the teaching learning process.

There are two kinds of writing test, namely composition test and objective test of writing. In this study, the writer used composition test of writing. In this assignment, the students are required to compose a short paragraph of news item text based on video, which consists of 10-15 sentences. The test is used to collect the students’ writing that must be analyzed to identify students’ achievement on writing news item text.

Based on the statements above, the researcher conducted the achievement test in his research. This test was used to measure students’ achievement. The test, which was conducted before the treatments, called pre-test. It was used to find out the initial condition of students before treatment. The test, which was done after all treatments, called the post-test. The researcher gave an assignment to write a news item text based on theme. The students had to use at least 75 words in 35 minutes. Students had to pay attention to the five aspects of writing which would be used in the assessment. These five aspects were as follow; grammar, vocabulary, mechanic, relevance and fluency.

2. Interview

Interview is a dialogue between interviewer and interviewee. It was done by the researcher to get more information that the researcher did not get from observation. The researcher took 12 experimental class’ students as interviewee. The researcher used structured interview and the result or the interview was unrecorded.

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3. Observation

Observation was the activity that was done by the researcher to get data. There were two kinds of observation, they were:

a. Non systematic observation’ which was done by the researcher without using instrument.

b. Systematic observation which was done by the researcher using instrument as the guide of the research.\(^\text{14}\)

The observation focuses on teacher and students activity in classroom. In this part, the researcher used checklist as instrument to take information related to the activity in the classroom.

4. Documentation

Document is a piece of written or printed material that provides a record of evidence or event an agreement, ownership, identification etc.\(^\text{15}\) Documentation is the accumulation, classification, and dissemination of information.\(^\text{16}\) It refers to the archival data that help the researcher to collect the needed data. In this study, this method was used to get the data that related to the object research such as students name list were included in the population. In this case, the data was gained by the help of the English teacher.

E. Scoring Technique

In this study, the writer used analytic scale to score or evaluate the students’ achievement in writing. O’Malley and Pierce state that analytic scale separates the features of a composition into components that are each scored separately.\(^\text{17}\) This analytic score has five aspects, which are used as consideration in scoring and each aspect scores five. So, the maximum score is


25. But it will be multiplied with 4, so the final maximum score will be 100. The aspects are:

1. Grammar

   Brown states that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence.\(^{18}\)

2. Vocabulary

   Vocabulary plays important role in writing; it is the basic thing that should be owned by students. The lack of vocabulary means the failure in the communication. Students cannot make a communication especially in writing if they master little vocabulary.

3. Mechanics

   Mechanic is connecting with the appropriate punctuation or spelling that is used in writing. Mechanic will make students’ writing well and reasonable to be read. The examples of mechanic are capital letter, quotation, comma, semicolon, and others.

4. Relevance

   It contains reasonable sentences (supporting sentences) that support to the main idea. If students write paragraph without state the main idea, the reader will confuse to decide the main topic of the text.

5. Fluency (style and ease of communication)

   Fluency refers to the sentences that flow easily and not too hard to understand by audiences (readers). If the researcher uses strange vocabulary, the readers will confuse what the purpose of writing.

Table III.2. Analytic Scoring of Writing

<table>
<thead>
<tr>
<th>Writing Component</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>5</td>
<td>Mastery of grammar taught on course – only 1 or 2 minor mistake.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>A few mistakes only (prepositions, articles, etc.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Only 1 or 2 major mistakes but a few ones.</td>
</tr>
<tr>
<td>2</td>
<td>Major mistakes, which lead to difficulty in understanding, lack of mastery of sentence construction.</td>
</tr>
<tr>
<td>1</td>
<td>Numerous serious mistakes – no mastery of sentence construction – almost unintelligible.</td>
</tr>
</tbody>
</table>

**Vocabulary**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Use of wide range of vocabulary taught previously.</td>
</tr>
<tr>
<td>4</td>
<td>Good use of new word acquired – fairly appropriate synonyms, circumlocution.</td>
</tr>
<tr>
<td>3</td>
<td>Attempts to use word acquired – fairly appropriate vocabulary on the whole but sometimes restricted – has to resort to use of synonyms, circumlocution, etc., on few occasions.</td>
</tr>
<tr>
<td>2</td>
<td>Restricted vocabulary – use of synonyms [but no always appropriate] imprecise and vague-affect meaning.</td>
</tr>
<tr>
<td>1</td>
<td>Very restricted vocabulary-inappropriate use of synonyms seriously hinders communication.</td>
</tr>
</tbody>
</table>

**Mechanic**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>No errors.</td>
</tr>
<tr>
<td>4</td>
<td>1 or 2 minor errors only [e.g. ei or ie].</td>
</tr>
<tr>
<td>3</td>
<td>Several errors – do not interfere significantly with communication – not too hard to understand.</td>
</tr>
<tr>
<td>2</td>
<td>Several errors – some interfere with communication – some words very hard to recognize.</td>
</tr>
<tr>
<td>1</td>
<td>Numerous errors – hard to recognize several</td>
</tr>
<tr>
<td>Relevance</td>
<td>Score</td>
</tr>
<tr>
<td>-----------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fluency</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>Flowing style – very easy to understand – both complex and simple sentences – very effective.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Quite flowing style – mostly easy to understand a few complex sentences – very effective.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Style reasonably smooth – not too hard to understand mostly [but not all] simple sentences – fairy effective.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Jerky style – an effort needed to understand and enjoy – complex sentences confusing – mostly simple sentences or compound sentences.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Very jerky – hard to understand cannot enjoy reading – almost all simple – complex sentences confusing – excessive use of “and”.</td>
</tr>
</tbody>
</table>
Based on Heaton’s grid as cited by Novie Fatmawati.¹⁹

F. Method of Data Analysis

There were some steps to do the research; one of the most important steps was collecting data. It influenced the result of the research.

1. The Activities of Experimental Group

a. Pre-test

Pre-test was given before the treatments. First, the researcher came to the class. Then, he explained to the students what they had to do. Finally, he distributed the instruments and asked them to do the test.

b. Activities in Experimental Group

There were some activities in experimental group (Class X C) as follows:

Table III.3. Activities in Experimental Group

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Time Allotment</th>
</tr>
</thead>
</table>
| 1  | 1) Teacher lets students watch the documentary video.  
    2) Teacher asks students to make notes about the events of the documentary video and other information that relates to the documentary video. | 2x45’          |
| 2  | 1) Teacher explains about the generic structures of news item text.  
    2) Teacher shows the documentary video to students and lets them watch it.  
    3) Teacher asks students to discuss the                                                                 | 2x45’          |

c. Post-test

Post-test was held after all treatments were conducted. This test was used to measure students’ achievement after they were given treatments. The result of test was analyzed statistically.

2. The Activities of Control Group

a. Pre-test

Pre-test was given before the treatment. First, the researcher came to the class. Then, he explained to the students what they had to do. Finally, he distributed the instruments and asked them to do the test.

b. Activities for control group

There were some activities in control group (class X F) as follows:
Table III.4. Activities in Control Group

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Time Allotment</th>
</tr>
</thead>
</table>
| 1  | 1) Teacher distributes news item text.  
     2) Teacher asks students to make notes about the events of the news and other information that relates to the text. | 2x45’ |
| 2  | 1) Teacher explains about the generic structures of news item text.  
     2) Teacher distributes the news item text to the students and lets them read it.  
     3) Teacher asks students to discuss the generic structures of the text in pair. | 2x45’ |
| 3  | 1) Teacher explains about the linguistic features of news item text.  
     2) Teacher lets students read the story.  
     3) Teacher asks students to analyze the linguistic features from the text. | 2x45’ |
| 4  | 1) Teacher reminds students about previous lesson.  
     2) Teacher asks students to write a news item text. | 2x45’ |

c. Post-test

Post-test was held after all treatments were conducted. This test was used to measure students’ ability after they were given treatments. The result of test was analyzed statistically.

3. Analyzing the Data

After conducted the test, data analysis was carried out to find out the data normality and the homogeneity of sample. It was meant to check
if the research result met the requirement of good research or not. Data analysis discussed two main things:

a. Test of data normality

The first step that had to be done before doing the research was to test the data normality. It was aimed to know whether the data came from normal distribution or not. The researcher used Chi-Quadrate formula, as follows:

\[ X^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i} \]

Cited from Sudjana.\(^{20}\)

Where:

- \( X^2 \) = Chi-square
- \( O_i \) = Frequency that was obtained from data
- \( E_i \) = Frequency that was hoped
- \( k \) = the sum of interval class

If the obtained score was lower than t-table score by using 5% alpha of significance, Ho was accepted. It was meant that Ha was rejected. So, the data is normal.

b. Test of homogeneity

It was meant to get the assumption that sample of research came from a same condition or homogenous. The researcher used the formula as follows:

With this formula\(^{21}\):

\[ \chi^2 = (\ln 10)\{B - \sum (n_i - 1)\log s_i^2\} \]

With:

\[
B = \left( \log s^2 \right) \sum (n_i - 1) \quad \text{and} \quad s^2 = \frac{\sum(n_i - 1)s_i^2}{\sum(n_i - 1)}
\]

Where:

\[\chi^2 = \text{chi quadrate}\]
\[s_i^2 = \text{i-variance}\]
\[n_i = \text{number of participant}\]
\[k = \text{the sum of interval class}\]

If \( \chi^2 \text{ count} \geq \chi^2 (l-a)(k-1) \) with significance 5% and \( dk = k - 1 \) so Ho was refused, the data is not homogeneous. If the participant is homogenous, the writer uses the formula below to measure the hypothesis:

\[F = \frac{\text{Biggest Variance}}{\text{Smallest Variance}}\]

Cited from Sugiono.\(^{22}\)

Hypothesis: \( H_0: a_1^2 = a_2^2 \)
\( H_a: a_1^2 \neq a_2^2 \)
Ho is accepted if \( F < F_{1/2a}(nb-1):(nk-1) \)

4. Analyzing The Result of The Test

Firstly, the test was done in both groups, experimental and control group. Secondly, the result of the test was scored by using analytic scale. Thirdly, the means score of the two groups were determined. Finally, the two means were compared by applying t-test formula. T-test was used to differentiate if the students’ result of writing a news item paragraph by using documentary video and without using documentary video was significant or not.

\[t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}\]

\(^{22}\) Sugiyono, Statistika Untuk Penelitian, (Bandung: Alfabeta, 2007), p. 140.
Where:

\[ s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}} \]

Cited from Sudjana.\(^{23}\)

Where:

- \( \overline{x}_1 \) = the mean score of the experimental group
- \( \overline{x}_2 \) = the mean score of control group
- \( n_1 \) = the number of the experimental group
- \( n_2 \) = the number of the control group
- \( s \) = standard deviation
- \( s^2 \) = variance

If the obtained score was higher than t-table score by using 5\% alpha of significance, Ho was rejected. It meant that Ha was accepted:

“There was a significant difference in writing achievement between the experimental and control group.”

G. Research procedures

The data was collected by the researcher by doing some efforts. In this research, there were three procedures in applying experiment research:

1. Administering a pre-test

The test administered before the treatment section. The students in both of class (control class and experimental class) asked to free write news item text based on their background knowledge.

2. Giving Treatment

It was given in two formations; those are using documentary video in experimental class and without using documentary video in control class. The treatment was done twice for each class.

\(^{23}\) Sudjana, *Metoda Statistika*, (Bandung: Tarsito, 2002). p. 239.
3. Administering a post-test

After given the treatment in both of class, the writer gave the post-test to measure the students’ achievement on writing news item text. From this test, the data obtained in form students’ test score.

The procedures of collecting the data could be seen in the following table.

Table III.5. Schedule of the experiment

<table>
<thead>
<tr>
<th>Group</th>
<th>Agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-test</td>
</tr>
<tr>
<td>Control class</td>
<td>Wednesday, May 18th, 2011</td>
</tr>
</tbody>
</table>
CHAPTER IV
FINDINGS AND DISCUSSION

This chapter presents the data that were collected during the experimental research. The writer presents the result of pre-test and post-test which were done both in experimental and control group.

A. Analysis of Data

1. Analysis of Pre-test

The experimental group (class X C) was given a pre-test on May 19\textsuperscript{th}, 2010 and control group (class X F) was given a pre-test on May 18\textsuperscript{th}, 2010. They were asked to make a news item text based on their own concept.

a. Test of Normality

Test of normality was used to find out whether data of control and experimental group which had been collected from the research come from normal distribution or not. The result computation of Chi-quadrate ($X^2_{\text{score}}$) then was compared with table of Chi-quadrate ($X^2_{\text{table}}$) by using 5\% alpha of significance. If $X^2_{\text{score}} < X^2_{\text{table}}$ meant that the data spread of research result distributed normally.

Based on the research result of X F students in the control group before they were taught news item text without documentary video, they reached the maximum score 76 and minimum score 44. The stretches of score were 32. So, there were 6 classes with length of classes 6. From the computation, the average score ($\bar{X}$) was 62.67 and the standard deviation (S) was 7.5. After counting the average score and standard deviation, table of frequency distribution was needed to measure Chi-quadrate ($X^2_{\text{score}}$).
Table IV. 1 Table of the Frequency distribution of Control Group

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>x</th>
<th>pz</th>
<th>p</th>
<th>z</th>
<th>Ei</th>
<th>Oi</th>
<th>(Oi-Ei)^2</th>
<th>Ei</th>
</tr>
</thead>
<tbody>
<tr>
<td>44.00 - 49.00</td>
<td>43.50</td>
<td>-2.56</td>
<td>0.4947</td>
<td>0.0343</td>
<td>1.233</td>
<td>1</td>
<td>0.044</td>
<td></td>
</tr>
<tr>
<td>50.00 - 55.00</td>
<td>49.50</td>
<td>-1.76</td>
<td>0.4604</td>
<td>0.1300</td>
<td>4.682</td>
<td>3</td>
<td>0.064</td>
<td></td>
</tr>
<tr>
<td>56.00 - 61.00</td>
<td>55.50</td>
<td>-0.96</td>
<td>0.3304</td>
<td>0.2686</td>
<td>9.669</td>
<td>14</td>
<td>1.940</td>
<td></td>
</tr>
<tr>
<td>62.00 - 67.00</td>
<td>61.50</td>
<td>-0.16</td>
<td>0.0618</td>
<td>0.3022</td>
<td>10.880</td>
<td>5</td>
<td>3.178</td>
<td></td>
</tr>
<tr>
<td>68.00 - 73.00</td>
<td>67.50</td>
<td>0.64</td>
<td>0.2404</td>
<td>0.1853</td>
<td>6.762</td>
<td>10</td>
<td>1.660</td>
<td></td>
</tr>
<tr>
<td>74.00 - 79.00</td>
<td>73.50</td>
<td>1.44</td>
<td>0.4257</td>
<td>0.0619</td>
<td>2.228</td>
<td>3</td>
<td>0.268</td>
<td></td>
</tr>
<tr>
<td></td>
<td>79.50</td>
<td>2.24</td>
<td>0.4876</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[ \chi^2 = 7.694 \]

Based on the Chi-square table \((X^2_{table})\) for 5% alpha of significance with df \(6 - 3 = 3\), it was found \(X^2_{table} = 7.815\). Because of \(X^2_{score} < X^2_{table}\), so the initial data of control group distributed normally.

While from the result of X C students in experimental group, before they were taught news item text by using documentary video, was found that the maximum score was 78 and minimal score was 44. The stretches of score were 34. So, there were 6 classes with length of classes 6. From the computation, the average score \((\bar{X})\) was 63.6 and the standard deviation (S) was 9.3. After counting the average score and standard deviation, table of frequency distribution was needed to measure Chi-square \((X^2_{score})\).

Table IV. 2 Table of the Frequency distribution of Experimental Group

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>x</th>
<th>pz</th>
<th>p</th>
<th>z</th>
<th>Ei</th>
<th>Oi</th>
<th>(Oi-Ei)^2</th>
<th>Ei</th>
</tr>
</thead>
<tbody>
<tr>
<td>44.00 - 49.00</td>
<td>43.50</td>
<td>-2.16</td>
<td>0.4847</td>
<td>0.0495</td>
<td>1.782</td>
<td>3</td>
<td>0.833</td>
<td></td>
</tr>
<tr>
<td>50.00 - 55.00</td>
<td>49.50</td>
<td>-1.52</td>
<td>0.4352</td>
<td>0.1277</td>
<td>4.597</td>
<td>3</td>
<td>0.555</td>
<td></td>
</tr>
<tr>
<td>56.00 - 61.00</td>
<td>55.50</td>
<td>-0.87</td>
<td>0.3075</td>
<td>0.2198</td>
<td>7.913</td>
<td>9</td>
<td>0.149</td>
<td></td>
</tr>
<tr>
<td>62.00 - 67.00</td>
<td>61.50</td>
<td>-0.22</td>
<td>0.0877</td>
<td>0.2525</td>
<td>9.089</td>
<td>5</td>
<td>1.839</td>
<td></td>
</tr>
<tr>
<td>68.00 - 73.00</td>
<td>67.50</td>
<td>0.43</td>
<td>0.1647</td>
<td>0.1935</td>
<td>6.967</td>
<td>10</td>
<td>1.320</td>
<td></td>
</tr>
<tr>
<td>74.00 - 79.00</td>
<td>73.50</td>
<td>1.07</td>
<td>0.3583</td>
<td>0.0990</td>
<td>3.564</td>
<td>6</td>
<td>1.666</td>
<td></td>
</tr>
<tr>
<td></td>
<td>79.50</td>
<td>1.72</td>
<td>0.4573</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[ \chi^2 = 6.362 \]
Based on the Chi-square table ($X^2_{table}$) for 5% alpha of significance with df $6 - 3 = 3$, it was found $X^2_{table} = 7.815$. Because of $X^2_{score} < X^2_{table}$, so the initial data of experimental group distributed normally.

b. Test of Homogeneity

Test of homogeneity was done to know whether sample in the research came from population that had same variance or not. In this study, the homogeneity of the test was measured by comparing the obtained score ($F_{score}$) with $F_{table}$. Thus, if the obtained score ($F_{score}$) was lower than the $F_{table}$ or equal, it could be said that the Ho was accepted. It meant that the variance was homogeneous. The analysis of homogeneity test could be seen in table IV. 3.

Table. IV. 3 Test of Homogeneity (Pre-test)

<table>
<thead>
<tr>
<th>Variant</th>
<th>Sources</th>
<th>Experimental G</th>
<th>Control G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum</td>
<td>2288</td>
<td>2256</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>36</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>$\bar{X}$</td>
<td>63.56</td>
<td>62.67</td>
<td></td>
</tr>
<tr>
<td>Variance ($s^2$)</td>
<td>85.9683</td>
<td>56.2286</td>
<td></td>
</tr>
<tr>
<td>Standard deviation (s)</td>
<td>9.27</td>
<td>7.50</td>
<td></td>
</tr>
</tbody>
</table>

By knowing the mean and the variance, the writer was able to test the similarity of the two variants in the pre-test between experimental and control group. The computation of the test of homogeneity as follows:

$$F = \frac{Biggest \ Variance}{Smallest \ Variance}$$

$$= \frac{85.97}{65.23}$$

$$= 1.3289$$

On a 5% with df numerator ($nb - 1$) = $36 - 1 = 35$ and df denominator ($nk - 1$) = $36 - 1 = 35$, it was found $F_{table} = 1.96$. Because
of $F_{\text{score}} \leq F_{\text{table}}$, so it could be concluded that both experimental and control group had no differences. The result showed both groups had similar variants (homogenous).

c. Test of difference two variants in pre-test between experiment and control group

   After counting standard deviation and variance, it could be concluded that both group have no differences in the test of similarity between two variances in pre-test score. So, to differentiate whether the students’ results of writing a news item text in experimental and control group were significant or not, the writer used t-test to test the hypothesis that had been mentioned in the chapter two. The writer used formula:

   $$t = \frac{x_1 - x_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

   Where:

   $$S = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2}}$$

   Based on table IV. 3, first the writer had to find out S by using the formula above:

   $$S = \sqrt{\frac{(36-1)85,97 + (36-1)56,23}{36 + 36 - 2}}$$

   $$= 8,43199$$

   After S was found, the next step was to measure t-test:

   $$t = \frac{63,56 - 62,67}{8,43199 \sqrt{\frac{1}{36} + \frac{1}{36}}}$$

   $$= 0,447$$
After getting t-test result, then it would be consulted to the critical score of \(t_{\text{table}}\) to check whether the difference is significant or not. For \(a = 5\%\) with df \(36 + 36 - 2 = 60\), it was found \(t_{\text{table}}(0.95)(60) = 1.67\). Because of \(t_{\text{score}} < t_{\text{table}}\), so it could be concluded that there was no significance of difference between the experimental and control group. It meant that both experimental and control group had same condition before getting treatments.

2. Analysis of Post-test

The experimental group was given post test on May 28\(^{th}\), 2011 and control group was given a post test on May 26\(^{th}\), 2011. Post-test was conducted after all treatments were done. Documentary video was used as aid in the teaching of news item writing to students in experimental group. Meanwhile, the students in control group were given treatment without documentary video. Post-test was aimed to measure students’ ability after they got treatments. They were asked to make a news item text after they read the text (for students in control group) and they watched documentary video (for students in experimental group).

a. Test of Normality

Test of normality was used to find out whether data of control and experimental group, which had been collected after they got treatments, came from normal distribution or not. The formula, that was used, was Chi-square. The result computation of Chi-square (\(X^2_{\text{score}}\)) then was compared with table of Chi-square (\(X^2_{\text{table}}\)) by using 5% alpha of significance. If \(X^2_{\text{score}} < X^2_{\text{table}}\) meant that the data spread of research result distributed normally.

Based on the research result of X F students in the control group after they got usual treatments (using text) in the teaching of news item writing, they reached the maximum score 92 and minimum
score 56. The stretches of score were 36. So, there were 6 classes with length of classes 6. From the computation, the average score ($\bar{X}$) was 70.7 and the standard deviation (S) was 7.5. It meant that there was an improvement of students’ score after they got treatments. After counting the average score and standard deviation, table of frequency distribution was needed to measure Chi-square ($X^2$). For the complete analysis could be seen in appendix 9.

Table IV. 4 Table of the Frequency distribution of Control Group

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>x</th>
<th>pz</th>
<th>p</th>
<th>z</th>
<th>Ei</th>
<th>Oi</th>
<th>(Oi-Ei)^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>56,00 - 61,00</td>
<td>55,50</td>
<td>-2,01</td>
<td>0,4780</td>
<td>0,0897</td>
<td>3,230</td>
<td>4</td>
<td>0,184</td>
</tr>
<tr>
<td>62,00 - 67,00</td>
<td>61,50</td>
<td>-1,22</td>
<td>0,3883</td>
<td>0,2253</td>
<td>8,112</td>
<td>5</td>
<td>1,194</td>
</tr>
<tr>
<td>68,00 - 73,00</td>
<td>67,50</td>
<td>-0,42</td>
<td>0,1630</td>
<td>0,3096</td>
<td>11,147</td>
<td>16</td>
<td>2,113</td>
</tr>
<tr>
<td>74,00 - 79,00</td>
<td>73,50</td>
<td>0,38</td>
<td>0,1467</td>
<td>0,2330</td>
<td>8,388</td>
<td>7</td>
<td>0,230</td>
</tr>
<tr>
<td>80,00 - 85,00</td>
<td>79,50</td>
<td>1,17</td>
<td>0,3797</td>
<td>0,0959</td>
<td>3,454</td>
<td>2</td>
<td>0,612</td>
</tr>
<tr>
<td>86,00 - 92,00</td>
<td>85,50</td>
<td>1,97</td>
<td>0,4756</td>
<td>0,0225</td>
<td>0,812</td>
<td>2</td>
<td>1,740</td>
</tr>
<tr>
<td></td>
<td>92,50</td>
<td>2,90</td>
<td>0,4981</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$\chi^2 = 6,072$

Based on the Chi-square table ($X^2_{table}$) for 5% alpha of significance with $dk = 6 - 3 = 3$, it was found $X^2_{table} = 7,815$. Because of $X^2_{score} < X^2_{table}$, so the data of control group after getting treatments distributed normally.

Meanwhile from the result of X C students in experimental group who were taught news item text through the use of documentary video, was found that the maximum score was 92 and minimal score was 58. The stretches of score were 34. So, there were 6 classes with length of classes 6. From the computation, the average score ($\bar{X}$) was 76.7 and the standard deviation (S) was 9.2. By seeing the average score of students in experimental group, it could be concluded that there was an improvement of students’ score after they got treatments.
by using documentary video. After counting the average score and standard deviation, table of frequency distribution was needed to measure Chi-square ($X^2$). For the complete analysis could be seen in appendix 10.

Table IV. 5 Table of the Frequency distribution of Experimental Group

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>x</th>
<th>pz</th>
<th>p</th>
<th>z</th>
<th>Ei</th>
<th>Oi</th>
<th>$(O_i - E_i)^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>58,00 - 63,00</td>
<td>57,50</td>
<td>-2,08</td>
<td>0,4814</td>
<td>0,0575</td>
<td>2,071</td>
<td>3</td>
<td>0,416</td>
</tr>
<tr>
<td>64,00 - 69,00</td>
<td>63,50</td>
<td>-1,43</td>
<td>0,4239</td>
<td>0,1418</td>
<td>5,105</td>
<td>6</td>
<td>0,157</td>
</tr>
<tr>
<td>70,00 - 75,00</td>
<td>69,50</td>
<td>-0,78</td>
<td>0,2821</td>
<td>0,2316</td>
<td>8,338</td>
<td>7</td>
<td>0,215</td>
</tr>
<tr>
<td>76,00 - 81,00</td>
<td>75,50</td>
<td>-0,13</td>
<td>0,0505</td>
<td>0,2509</td>
<td>9,032</td>
<td>8</td>
<td>0,118</td>
</tr>
<tr>
<td>82,00 - 87,00</td>
<td>81,50</td>
<td>0,53</td>
<td>0,2004</td>
<td>0,1802</td>
<td>6,487</td>
<td>5</td>
<td>0,341</td>
</tr>
<tr>
<td>88,00 - 93,00</td>
<td>87,50</td>
<td>1,18</td>
<td>0,3806</td>
<td>0,0858</td>
<td>3,089</td>
<td>7</td>
<td>4,952</td>
</tr>
<tr>
<td></td>
<td>93,50</td>
<td>1,83</td>
<td>0,4664</td>
<td></td>
<td></td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>

$\chi^2 = 6,199$

Based on the Chi-square table ($X^2_{table}$) for 5% alpha of significance with df $6 - 3 = 3$, it was found $X^2_{table} = 7,815$. Because of $X^2_{score} < X^2_{table}$, so the data of experimental group after getting treatments distributed normally.

b. Test of Homogeneity

The writer determined the mean and variance of the students’ score either in experimental or control group. By knowing the mean and variance, the writer was able to test the similarity of the two variance in the post-test between experimental and control group.

Table. IV. 6 Test of Homogeneity (Post-test)

<table>
<thead>
<tr>
<th>Variance Sources</th>
<th>Experimental G</th>
<th>Control G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum</td>
<td>2760</td>
<td>2544</td>
</tr>
</tbody>
</table>
### Table 1

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>( \bar{X} )</th>
<th>Variance ((s^2))</th>
<th>Standard deviation ((s))</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>76.67</td>
<td>84,5714</td>
<td>9.20</td>
<td>36</td>
</tr>
</tbody>
</table>

The computation of the test of homogeneity as follows:

\[
F = \frac{\text{Biggest Variance}}{\text{Smallest Variance}}
\]

\[
= \frac{84.57}{56.69}
\]

\[
= 1.4919
\]

On a 5% with df numerator \((nb - 1) = 36 - 1 = 35\) and df denominator \((nk - 1) = 36 - 1 = 35\), it was found \(F_{\text{table}}(0.025)(35,35) = 1.96\).

Because of \(F_{\text{score}} \leq F_{\text{table}}\), so it could be concluded that both experimental and control group had no differences. The result showed both groups had similar variance (homogenous).

c. Test of difference two variants in post-test between experiment and control group

After counting standard deviation and variance, it could be concluded that both groups have no differences in the test of similarity between two variances in post-test score. So, to differentiate if the students’ results of writing a news item paragraph in experimental and control group after getting treatments were significant or not, the writer used t-test to test the hypothesis mentioned in chapter two. To see the difference between the experimental and control group, the writer used formula:

\[
t = \frac{x_1 - x_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}
\]

Where:
Based on table IV. 6, first the writer had to find out S by using the formula above:

\[ S = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}} \]

\[ S = \sqrt{\frac{(36-1)84.57 + (36-1)56.69}{36 + 36 - 2}} \]

\[ = 8.40408 \]

After S was found, the next step was to measure t-test:

\[ t = \frac{76.67 - 70.67}{8.40408 \sqrt{\frac{1}{36} + \frac{1}{36}}} \]

\[ = 3.029 \]

After getting t-test result, then it would be consulted to the critical score of \( t_{table} \) to check whether the difference is significant or not. For \( a = 5\% \) with \( df = 36 + 36 - 2 = 70 \), it was found \( t_{table(0.95|70)} = 1.67 \). Because of \( t_{score} > t_{table} \), so it could be concluded that there was significance of difference between the experimental and control group. It meant that experimental group was better than control group after getting treatments.

Since the obtained t-score was higher than the critical score on the table, the difference was statistically significance. Therefore, based on the computation there was a significance difference between the teaching of news item writing using documentary video and the teaching of news item writing without documentary video for the tenth grade students of SMA N 1 Kaliwungu Kendal. Teaching news item with documentary video seemed to be more effective than teaching news item without documentary video. It can be seen from the result of the test where the students taught writing by using documentary video got higher scores than the students taught writing without documentary video.
B. Discussions

The data were obtained from the students’ achievement scores of the test of writing news item paragraph. They were pre-test and post-test scores from the experimental and control group. The average score for experimental group was 63,6 (pre-test) and 76,7 (post-test). The average score for control group was 62,7 (pre-test) and 70,7 (post-test). The obtained t-test was 3.029, whereas the t-table was 1.67 for α = 5%. The t-test score was higher than the t-table (3.029 > 1.67). It was meant that Ha was accepted while Ho was rejected. Since t-test score was higher than the t-table, documentary video was effective media in improving students’ news item text writing in SMA N 1 Kaliwungu Kendal. Based on the finding, the writer assumes that documentary video may be used as one of alternative medium in the teaching writing of news item text. There was a significance difference in the achievement between students in class X C who were taught news item text through the use of documentary video and students in class X F who were taught news item text without using documentary video (using text only). It was meant that the use of documentary video as media in the teaching of writing news item text was very effective. The following was the simple tables of pre and post-test students’ average score and students’ average score of each writing components. The complete computation can be seen in appendix 13 – 16.

Table IV. 7 The Pre-test and Post-test Students’ Average Values of the Experimental and Control Group

<table>
<thead>
<tr>
<th>No</th>
<th>Group</th>
<th>The Average Percentage of Pre-test</th>
<th>The Average Percentage of Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Experimental</td>
<td>63,6</td>
<td>76,7</td>
</tr>
<tr>
<td>2</td>
<td>Control</td>
<td>62,7</td>
<td>70,7</td>
</tr>
</tbody>
</table>

Table IV. 8 The Pre-test and Post-test Students’ Average Scores of the Experimental and Control Group
<table>
<thead>
<tr>
<th>No</th>
<th>Component of Writing</th>
<th>Group</th>
<th>The Average Score of Pre-test</th>
<th>The Average Score of Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Experimental</td>
<td>3.13</td>
<td>3.62</td>
</tr>
<tr>
<td>1</td>
<td>Grammar</td>
<td>Control</td>
<td>2.86</td>
<td>3.19</td>
</tr>
<tr>
<td>2</td>
<td>Vocabulary</td>
<td>Experimental</td>
<td>3.02</td>
<td>3.73</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Control</td>
<td>3.11</td>
<td>3.32</td>
</tr>
<tr>
<td>3</td>
<td>Mechanic</td>
<td>Experimental</td>
<td>3.32</td>
<td>3.98</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Control</td>
<td>3.17</td>
<td>3.84</td>
</tr>
<tr>
<td>4</td>
<td>Relevance</td>
<td>Experimental</td>
<td>3.32</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Control</td>
<td>3.35</td>
<td>3.65</td>
</tr>
<tr>
<td>5</td>
<td>Fluency</td>
<td>Experimental</td>
<td>3.16</td>
<td>3.81</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Control</td>
<td>3.16</td>
<td>3.54</td>
</tr>
</tbody>
</table>

1. Students’ Condition in Control Group

In this study, source of data that was become as control group was class X F. In the control group, there was not a new treatment in a teaching learning process. They were given a usual treatment. They were taught news item writing using text as they had got. By using text as an aid in the teaching learning process, teacher had used a monotonous media that could not increase students’ news item writing. Students could not enjoy in writing and explore their ideas because they had to write what they had read from the text. It was proven with the control group’s average in the post-test (70,7) which was lower than the experimental group (76,7); although, the control group’s average in the pre-test (63,6) was higher than the experimental group (62,7).

2. Students’ Condition in Experimental Group

a. Analysis of Students’ Writing Before Treatment (Pre-test)
In the pre-test, students’ ability in writing news item text was low. Pre-test was conducted before the treatment. From the result of pre-test, it was known that students faced many difficulties in news item writing. Sentences which were made by students, were influenced by Indonesian language. Students’ ability was in low level when they had to arrange sentences to be a good paragraph by considering main idea. It meant that the idea was not clearly stated and the sentences were not well-organized to support the main idea. Students’ word choice (fluency) was also far from being perfect. Not only the sequence of sentences which were made by students were not complete but also there were many difficulties in grammar and mechanic; therefore, students’ ability of news item writing could not be understood. To minimize the number of students’ mistakes in their writing, the researcher collected students’ writing, gave correction, and returned the paper to them. From the correction of their mistakes, students’ were supposed to learn more and improve their ability in news item writing.

b. Analysis of Students’ Writing After Treatment (Post-test)

In the term of the product of the students’ work, students’ ability were collected and analyzed on the basis of Heaton Gird which had been provided. Based on the analysis of students’ ability, it was found that students’ ability after getting treatment improved. In the treatment, students were given documentary video that was in line with the function of news item text, its linguistic features, and its generic structure. The content was complete and relevance to the topic and the ideas were easy to understand. The sentences were well organized to support the main idea and in accordance with the sequence of event in the documentary video; however, there were mistakes in grammar.

Based on Heaton Grid as the indicator of the students’ ability in news item writing, the finding showed that students’ ability was in good level; although, there were still some mistakes that students had
made like grammar. So, it could be concluded that the implementation of using documentary video as media in the teaching of news item writing was very effective. It was proven with students’ average score in experimental group was higher than control group. By considering the students’ final score after getting treatment, the teaching of news item writing using documentary video as media was better than without documentary video (text).

Based on t-test analysis that was done, it was found that the t-score (3.029) was higher than t-table by using 5% alpha of significance (1.67). Since $t_{	ext{score}} > t_{	ext{table}}$, it proved that there was a significant difference between the improvement of students achievement that was given a new treatment (using documentary video) and the improvement of students achievement that was given a usual treatment (using text).

C. The Advantages and Disadvantages of Using Documentary video in the Teaching of News item Writing

1. The Advantages of Using Documentary video in the Teaching of News Item Writing

   After conducting the research, there were some advantages of using documentary video in the teaching of news item writing:

   a. The documentary video gave students the real data of a chronological action. It helped students express their ideas not only based on their imagination but also reality. The use of documentary video was actually meant to help them catch and express their ideas easily.

   b. Students’ boredom in learning news item could be minimized. The treatment gave students different nuances of teaching and learning process so they were interested in the lesson. Documentary video that contained motion picture could attract students’ attention to interpret it and express their ideas related to the documentary video.
2. The Disadvantages of Using Documentary video in the Teaching of News Item Writing

The disadvantages were described below:

a. It spent a lot of time to prepare the equipments like computer, LCD projector, and others.

b. It was not easy to find the appropriate documentary video that is related to the function of news item text. In selecting documentary video, teacher has to consider documentary video duration and time for writing activity.

D. Limitation of Research

The writer realized that there were some hindrances and barriers in doing this research. The hindrances and barriers which occurred were not caused by inability of the researcher but caused by the limitation of the research like time, fund, and equipment of research.
A. Conclusions

Based on the finding and discussion in chapter IV, it could be concluded that

1. The use of documentary video in teaching writing news item text was effective when applied in the tenth grade of SMAN 1 Kaliwungu Kendal. Based on the result of research, there was a significance difference in the achievement between students in class X C who were taught news item text through the use of documentary video and students in class X F who were taught news item text without using documentary video (using text only). It was meant that the use of documentary video as media in the teaching of writing news item text was effective.

2. The use of documentary video as media in the teaching of writing news item text was very effective. It was proved by the result of t-test. The t-test showed that t-score 3.029 was higher than t-table 1.67. It means that Ha was accepted and Ho was rejected. Since the t-score was higher than the t-table, there was a significance difference in the achievement between students in class X C who were taught news item text through the use of documentary video and students in class X F who were taught news item text without using documentary video (using text only). The average score of experimental group was 76.7 and the average score of control group was 70.7. It means that the experimental group (class XC) was better than the control group (class XF). It could be concluded that the use of documentary video as media was very effective to teach writing news item text at the tenth grade of SMA N 1 Kaliwungu Kendal in the academic year of 2010/2011.
B. Suggestions

From the conclusion above, there are some suggestions that are proposed by the writer:

1. For Teacher
   a. Teacher may consider the use of documentary video in the teaching of writing news item text because it can inspire students’ mind what they have to write. By watching a documentary video, students will not find difficulties in getting an idea to write.
   b. Teacher should prepare the equipment well. It means that before using a documentary video as a medium in the teaching of writing news item text, it will be better for teacher to make sure that the qualities of equipment used are good.
   c. Teacher should plan the time well. They should be careful in selecting the documentary video and considering its duration and the length of time for writing activity.

2. For Students
   a. Students should study more and respond in learning process.
   b. Students should be more interested in English study.
   c. Students should improve their ability in English

3. For other researchers

The writer hopes that the other researchers who intend to use documentary video in teaching learning process; he or she must prepare the principle of audio lingual method by having a good preparation.
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7. Independent Samples Pre Test Between Experimental Group And Control Group
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23. Worksheet post test of writing news item text text
24. Worksheet post text of writing news item text text for control class
NORMALLITY TEST FOR PRE TEST OF THE CONTROL

Hypothesis

Ho : The data distributed normality
Ha : The data not distributed normality

The Calculation

Formula :

\[ \chi^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i} \]

Ho is accepted if \( \chi^2 < \chi^2_{\text{table}} \)

Maximum score = 76,00   Panjang Kelas = 5.3
Minimum Score = 44,00   Mean (\( \bar{X} \)) = 62,7
Range = 32,00   S = 7.5
Class with = 6.0   N = 36

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>x</th>
<th>pz</th>
<th>p</th>
<th>z</th>
<th>Ei</th>
<th>Oi</th>
<th>(Oi-Ei)^2</th>
<th>Ei</th>
</tr>
</thead>
<tbody>
<tr>
<td>44,00 - 49,00</td>
<td>43.50</td>
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<td>0.0343</td>
<td>1.233</td>
<td>1</td>
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<td>9.669</td>
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<td>6.672</td>
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<td>0.4257</td>
<td>0.0619</td>
<td>2.228</td>
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<td>79,50</td>
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<td>0.4876</td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

\[ \chi^2 = 7.694 \]

for \( \alpha = 5\% \), \( dk = 6 - 3 = 3 \), \( \chi^2 \text{table} = 7.815 \)

Because \( \chi^2 < 7.81 \) then the post test is said to be normally distributed.
NORMALITY TEST FOR PRE TEST OF THE EXPERIMENT

Hypothesis
Ho : The data distributed normality
Ha : The data not distributed normality

The Calculation
Formula :
\[ \chi^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i} \]

Ho is accepted if \( \chi^2 < \chi^2_{\text{table}} \)

Maximum score = 78,00 Panjang Kelas = 5,7
Minimum Score = 44,00 Mean (\( \bar{X} \)) = 63,6
Range = 34,00 S = 9,3
Class with = 6,0 N = 36

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>x</th>
<th>pz</th>
<th>p</th>
<th>z</th>
<th>Ei</th>
<th>Oi</th>
<th>(Oi-Ei)^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>44,00 - 49,00</td>
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<td>-2.16</td>
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<td></td>
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</table>

\[ \chi^2 = 6,362 \]

for \( \alpha = 5\% \), \( dk = 6 - 3 = 3 \), \( \chi^2_{\text{table}} = 7,815 \)

Because \( \chi^2 < 7,81 \) then the post test is said to be normally distributed.
**NORMALITY TEST FOR POST TEST OF THE CONTROLL**

**Hypothesis**

- **Ho**: The data distributed normality
- **Ha**: The data not distributed normality

**The Calculation**

Formula:

\[
\chi^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}
\]

Ho is accepted if \( \chi^2 < \chi^2_{table} \)

Maximum score = 92,00  Panjang Kelas = 6,0
Minimum Score = 56,00  Mean (\( \bar{X} \)) = 70,7
Range = 36,00  S = 7,5
Class with = 6,0  N = 36

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<th>pz</th>
<th>p</th>
<th>z</th>
<th>Ei</th>
<th>Oi</th>
<th>(Oi-Ei)^2</th>
<th>Ei</th>
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</table>

\[
\chi^2 = 6,072
\]

for \( \alpha = 5\% \), \( dk = 6 - 3 = 3 \), \( \chi^2_{table} = 7,815 \)

Because \( \chi^2 < 7,81 \) then the post test is said to be normally distributed.
NORMALITY TEST FOR POST TEST OF THE EXPERIMENT

**Hypothesis**
Ho : The data distributed normally
Ha : The data not distributed normally

**The Calculation**
Formula :
\[ \chi^2 = \sum_{i=1}^{k} \left( \frac{(O_i - E_i)^2}{E_i} \right) \]

Ho is accepted if \( \chi^2 < \chi^2 \text{table} \)

<table>
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<th>Class Interval</th>
<th>x</th>
<th>pz</th>
<th>p</th>
<th>z</th>
<th>Ei</th>
<th>Oi</th>
<th>(Oi-Ei)^2</th>
</tr>
</thead>
<tbody>
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</table>

\[ \chi^2 = 6,199 \]

For \( \alpha = 5\% \), \( dk = 6 - 3 = 3 \), \( \chi^2 \text{table} = 7,815 \)

Because \( \chi^2 < 7,81 \) then the post test is said to be normally distributed.
LEVENE’S TEST FOR EQUALITY OF VARIANS PRE-TEST DATA BETWEEN EXPERIMENTAL GROUP AND CONTROL GROUP

Hypothesis

Ho: \( \sigma_1^2 = \sigma_2^2 \)
Ha: \( \sigma_1^2 \neq \sigma_2^2 \)

The Calculation

Formula:

\[
F = \frac{V_b}{V_K}
\]

Ho is accepted if \( F \leq F_{1/2\alpha \,(nb-1):(nk-1)} \)

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<tr>
<td>( \bar{x} )</td>
<td>63.56</td>
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<tr>
<td>Variance (s^2)</td>
<td>85.9683</td>
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</tr>
<tr>
<td>Standart deviation (s)</td>
<td>9.27</td>
<td>7.50</td>
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\[
F = \frac{85.97}{56.23} = 1.5289
\]

For \( \alpha = 5\% \) with:

\[
df1 = n1 - 1 = 36 - 1 = 35
\]
\[
df2 = n2 - 1 = 36 - 1 = 35
\]

\[
F_{(0.025)(35.35)} = 1.96
\]

Since \( F \) value < \( F \) table, the experimental and control group have the same variance.
INDEPENDENT SAMPLES PRE TEST BETWEEN EXPERIMENTAL GROUP AND CONTROL GROUP

Hypothesis

Ho : \( \mu_1 \leq \mu_2 \)
Ha : \( \mu_1 > \mu_2 \)

The Calculation

Formula :

\[
t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}
\]

Which,

\[
s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}
\]

Ho is accepted if \( t > t_{(1-a)(n_1+n_2-2)} \)

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<tr>
<td>Sum</td>
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<td>Standart deviation ( (s) )</td>
<td>9.27</td>
<td>7.50</td>
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\[
s = \sqrt{\frac{36 - 1}{36} \cdot \frac{85.97}{36} + \frac{36 - 1}{36} \cdot \frac{56.23}{36}} = 8.43199
\]

\[
t = \frac{63.56 - 62.67}{8.43199 \sqrt{\frac{1}{36} + \frac{1}{36}}} = 0.447
\]

For \( \alpha = 5\% \) and \( dk = 36 + 36 - 2 = 60 \), \( t_{(0.95)(60)} = 1.67 \)

Since \( t \) table > \( t \) value, mean there is no significant difference between experimental and control class on the pre test.
LEVENE’S TEST FOR EQUALITY OF VARIANS POST-TEST DATA BETWEEN EXPERIMENTAL GROUP AND CONTROL GROUP

Hypothesis

Ho: \( \sigma_1^2 = \sigma_2^2 \)
Ha: \( \sigma_1^2 \neq \sigma_2^2 \)

The Calculation

Formula:

\[
F = \frac{V_b}{V_K}
\]

Ho is accepted if \( F \leq F_{1/2; \alpha}(nb-1):(nk-1) \)

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<td>( \bar{x} )</td>
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<td>Variance (s^2)</td>
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<td>Standart deviation (s)</td>
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<td>7.53</td>
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\[
F = \frac{84,57}{56,69} = 1,4919
\]

For \( \alpha = 5\% \) with:

\[
df1 = n1 - 1 = 36 - 1 = 35
\]
\[
df2 = n2 - 1 = 36 - 1 = 35
\]

\[
F_{(0.025)(35:35)} = 1,96
\]

Since \( F \) value < \( F \) table, the experimental and control group have the sama variance.
INDEPENDENT SAMPLES POST TEST BETWEEN EXPERIMENTAL GROUP AND CONTROL GROUP

Hypothesis
Ho :  \( \mu_1 \leq \mu_2 \)
Ha :  \( \mu_1 > \mu_2 \)

The Calculation
Formula :
\[
t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{n_1 + \frac{1}{n_2}}}\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}
\]
Which,
\[
s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}
\]
Ho is accepted if  \( t > t_{(1-\alpha)(n_1+n_2-2)} \)

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<tr>
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<td>Standart deviation (s)</td>
<td>9.20</td>
<td>7.53</td>
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</table>

\[
s = \sqrt{\frac{(36 - 1)84.57 + (36 - 1)56.69}{36 + \frac{1}{36} - 2}} = 8.40408
\]
\[
t = \frac{76.67 - 70.67}{8.40408} \sqrt{\frac{1}{36} + \frac{1}{36}} = 3.029
\]

For  \( \alpha = 5\% \) and  \( dk = 36 + 36 - 2 = 70 \),  \( t_{(0.95)(70)} = 1.67 \)

Since \( t \) value > \( t \) table mean there is a significant difference between experimental and control class on the test the experimental is higher than the control one
# The Pre-test Score of the Control Group

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## The Post-test Score of the Control Group

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LESSON PLAN FOR EXPERIMENTAL CLASS (I)

School : SMA N 1 Kaliwungu Kendal
Subject : English
Class/Semester : X / 2
Skill : Writing
Material : News item text
Time : 2 X 45 minutes

I. Competency Standard : Expressing meaning in short functional text and monologue in narrative, descriptive, and news item in the daily-life context.

II. Basic Competency : To express meaning and rhetorical stage in essay written language accurately, fluently, and acceptably in the daily-life context in narrative, descriptive, and news item.

III. Indicator : - Students are able to use grammar, vocabulary and punctuation accurately.
                - Students are able to write a news item text.

IV. Learning Outcome : By the end of the learning, the students will have been able to analyze generic structure and grammatical feature of news item text.

V. Method of Learning : Audio lingual method
Teacher uses documentary video as a media for teaching writing news item text.


VII. Media :
- Video (Tsunami on Japan)
- LCD
- Laptop
VIII. Learning Material:

1. **News Item Text**
   a. Definition of News Item Text
      “News item is a text type that informs readers about events of the day which are considered newsworthy or important”.
   b. Social Function of News Item Text
      “The social function of news item text is to inform readers about events of the day which are considered newsworthy or important”. It means that the purpose of news item text is to inform the reader about newsworthy events.
   c. Generic Structure of News Item Text
      There are some steps for constructing a written news item, they are:
      1) **Headline**
         Headline contains the title of the text. It will be explained further in the background events.
      2) **Newsworthy event**
         News items the event in summary form.
      3) **Background event**
         Elaborate what happened to whom in what circumstances.
      4) **Sources**
         Comments by participants in, witnesses to and authorities expert on the event.
   d. Significant Lexicogrammatical or Language Feature of News Item Text
      The significant lexicogrammatical or language features of news item are:
      1) Short, telegraphic information about story captured in headline.
      2) Use material process to retell the event.
      3) Use of projecting verbal processes in sources stage.
      4) Focus on circumstances

**Example of News Item Text**

**Generic Structure**

TEXT I

**Man Jailed for Striking RI Maid**

**Newsworthy events:**

SINGAPORE: A supervisor was jailed for two months for repeatedly striking his Indonesian maid on the head and back with a television remote control, news reports said on Thursday.
**Background Events:**

Muhamad Shafiq Woon Abdullah admitted in a Singapore court he physically abused the women on several occasion between June and October 2002, *The Straits Times* said.

The magistrate’s court heard that Shafiq, 31, began striking Winarti 22, about a month after she started working for him.

He hit her on the head with the TV set’s remote control because he was unhappy with his work. On one occasion, he punched her on the back after accusing her of daydreaming.

**Source**

S.S. Dhillon, Shafiq’s lawyer, said his client lost his “better senses” when he saw his daughter’s face covered as she lay in bed. He said his client thought the maid had put the child in danger. - DPA.

Questions:
1. Why was the man jailed?
2. What made this event newsworthy?
3. Find the fact why the man should be jailed.
4. Why did the man abuse the maid?
5. Mention the source of the news. What did he/she say?

**TEXT II**

**Earthquake Jolts Japan Capital**

Newsworthy events:

TOKYO (Reuters) – A slight earthquake jolted the Japanese capital last night but authorities said there were no immediate reports of casualties or damage.

**Background Events:**

A spokesman for the Japan meteorological agency said, “An earth tremor was registered in Tokyo but there are no reports of casualties or damage.

The earth tremor struck shortly after midnight Tokyo time.

**Source**

Residents of central Tokyo said the tremor was the strongest in several months in the capital.

(Taken from: *Bangkok Post*, 2004)

Questions
1. What is the headline of the news?
2. What is the topic of the news?
3. What happened? Where? When?
4. Where there are any victims and damage?
5. Who said that there was an earth tremor?
6. What did the Tokyo residents say?
7. Did you find anything that made you surprised?

IX. Learning Activities:

1. Pre Activities
   - Teacher opens the class by greetings.
     "Good morning students, how are you today?"
   - Teacher checks students attendance.

2. Main Activities
   a. BKOF (Building Knowledge of the Field)
      - Teacher gives introduction about materials by asking some questions.
      "Do you know news item text?"
      "What do you think about news item text?"
      - Students answer the questions orally.
   b. MOT (Modeling of the Text)
      - Teacher explains students about news item text (about the social Function, Generic structure, Lexico grammatical features)
      - Teacher gives an example of news item text by using slide of power point.
      - Teacher explains to students about the function of documentary video in news item text.
   c. JCOT (Joint Construction of the Text)
      - Teacher asks students to watch the video
      - Teacher asks students to take a note
      - Teacher asks students to decide the topic based on the video
   d. ICOT (Independent Construction of the Text)
      - Teacher asks students to write a news item text based on the video show.
3. Post Activities
   - Teacher reviews the material.
   - Teacher gives suggestion to students to study hard and to memorize new vocabulary.
   - Teacher closes the class.

X. Assessment

   The teacher asks students to write a news item text based on the video show.

Aspects to be assessed
   - content, organization, vocabulary, grammar and mechanic

Semarang, 21st May 2010

The Researcher,

Hasan Basri
NIM.073411033

Approved by

Headmaster

Asari, S.Pd
NIP. 19631121 198901 1 002

English Teacher

Siti Uswatun Khasanah, S.Pd
NIP. 19895521 200501 1 003
LESSON PLAN FOR EXPERIMENTAL CLASS (II)

School : SMA N 1 Kaliwungu Kendal
Subject : English
Class/Semester : X / 2
Skill : Writing
Material : News item text
Time : 2 X 45 minutes

I. Competency Standard : Expressing meaning in short functional text and monologue in narrative, descriptive, and news item in the daily- life context.

II. Basic Competency : To express meaning and rethorical stage in essay written language accurately, fluently, and acceptably in the daily- life context in narrative, descriptive, and news item

III. Indicator : - Students are able to use grammar, vocabulary and punctuation accurately.
- Students are able to write a news item text.

IV. Learning Outcome : By the end of the learning, the students will have been able to analyze generic structure and grammatical feature of news item text.

V. Method of Learning : Audio lingual method
Teacher uses documentary video as a media for teaching writing news item text.


VII. Media :
- Video (Tsunami on Japan)
- LCD
- Laptop
VIII. Learning Material:

1. News Item Text
   a. Definition of News Item Text
      “News item is a text type that informs readers about events of the day which are considered newsworthy or important”.
   b. Social Function of News Item Text
      “The social function of news item text is to inform readers about events of the day which are considered newsworthy or important”. It means that the purpose of news item text is to inform the reader about newsworthy events.
   c. Generic Structure of News Item Text
      There are some steps for constructing a written news item, they are:
      1) Headline
         Headline contains the title of the text. It will be explained further in the background events.
      2) Newsworthy event
         News items the event in summary form.
      3) Background event
         Elaborate what happened to whom in what circumstances.
      4) Sources
         Comments by participants in, witnesses to and authorities expert on the event.
   d. Significant Lexicogrammatical or Language Feature of News Item Text
      The significant lexicogrammatical or language features of news item are:
      1) Short, telegraphic information about story captured in headline.
      2) Use material process to retell the event.
      3) Use of projecting verbal processes in sources stage.
      4) Focus on circumstances

Example of News Item Text
Generic Structure

TEXT 1

The Flood-Borne Diseases

Newsworthy Events:
   JAKARTA: Jakarta residents have been advised to be on the alert for flood-borne diseases, including leptospirosis, which is transmitted through urine.

Background Events:
   “Aside from diarrhea, residents must be wary of leptospirosis since the floodwaters could contain the leptospirosis bacteria,” a senior official
with the Central Jakarta Health Office, Maryana, was quoted as saying by 
*Beritajakarta.com*

**Source**

Maryana said residents could avoid contracting the disease by ensuring good hygiene in their environments.

“They should wear boots when walking through water that might be contaminated by rat urine,” he said.

Those infected by the disease display various symptoms, including a prolonged fever, yellowish eyes and pallor, and require immediate medical treatment.

*Taken from: The Jakarta Post*

**Question:**

1. Who has been advised to be on the alert for blood-borne disease?
2. What disease is mentioned in the first paragraph?
3. What causes leptospiroses?
4. How can residents avoid contracting the disease?
5. Do you agree with Maryana’s statement that residents must be worried about getting leptospirosis? Why? Discuss with your partner.

**TEXT II**

**Russian Nuclear Catastrophe**

**Newsworthy Events:**

Moscow – A Russian journalist has uncovered evidence of another Soviet nuclear catastrophe, which killed 10 sailors and contaminated an entire town.

**Background Events:**

Yelena Vazrshavsky is the first journalist to speak to people who witnessed the explosion of a nuclear submarine at the naval base of shkotovo – 22 near Vladivostock.

The accident, which occurred 13 months before the Chernobyl disaster, spread radioactive fall-out over the base and nearby town, but was covered up by officials of the Soviet Union. Residents were told the explosion in the reactor of the Victor-class submarine during a refit had been a ‘thermal’ and not a nuclear explosion. And those involved in the clean-up operation to remove more than 600 tons of contaminated material were sworn to secrecy.

**Source**

A board of investigators was later to describe it as the worst accident in the history of the Soviet Navy.

**Questions**

1. Who found evidence of another soviet nuclear catastrophe?
2. How many sailors were killed in the accident?
3. What contaminated an entire town?
4. Who interviewed the whitenesses of the accident?
5. Where did the accident happen?

IX. Learning Activities:

1. Pre Activities
   - Teacher opens the class by greetings.
     “Good morning students, how are you today?
   - Teacher checks students attendance.

2. Main Activities
   a. BKOF (Building Knowledge of the Field)
      - Teacher gives introduction about materials by asking some questions.
      “Do you know news item text?”
      “What do you think about news item text”?
   b. MOT (Modeling of the Text)
      - Teacher explains students about news item text (about the social Function, Generic structure, Lexico grammatical features)
      - Teacher gives an example of news item text by using slide of power point.
      - Teacher explains to students about the function of documentary video in news item text.
   c. JCOT (Joint Construction of the Text)
      - Teacher asks students to watch the video
      - Teacher asks students to take a note
      - Teacher asks students to decide the topic based on the video
   d. ICOT (Independent Construction of the Text)
      - Teacher asks students to write a news item text based on the video show.

3. Post Activities
   - Teacher reviews the material.
• Teacher gives suggestion to students to study hard and to memorize new vocabulary.
• Teacher closes the class.

X. Assessment

The teacher asks students to write a news item text based on the video show.

Aspects to be assessed
- content, organization, vocabulary, grammar and mechanic

Semarang, 26th May 2010

The Researcher,

Hasan Basri
NIM.073411033

Approved by

Headmaster

Asari, S.Pd.
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English Teacher

Siti Uswatun Khasanah, S.Pd
NIP. 19895521 200501 1 003
LESSON PLAN FOR CONTROL CLASS (I)

School : SMA N 1 Kaliwungu Kendal

Subject : English

Class/Semester : X / 2

Skill : Writing

Material : News item text

Time : 2 X 45 minutes

I. Competency Standard : Expressing meaning in short functional text and monologue in narrative, descriptive, and news item in the daily- life context.

II. Basic Competency : To express meaning and rhetorical stage in essay written language accurately, fluently, and acceptably in the daily- life context in narrative, descriptive, and news item

III. Indicator : - Students are able to use grammar, vocabulary and punctuation accurately.

- Students are able to write a news item text.

IV. Learning Outcome : By the end of the learning, the students will have been able to analyze generic structure and grammatical feature of news item text.

V. Method of Learning : Audio lingual method

Teacher uses documentary video as a media for teaching writing news item text.


VII. Media :

➢ LCD
➢ Laptop
VIII. Learning Material:

1. **News Item Text**
   a. Definition of News Item Text
      “News item is a text type that informs readers about events of the day which are considered newsworthy or important”.
   b. Social Function of News Item Text
      “The social function of news item text is to inform readers about events of the day which are considered newsworthy or important”. It means that the purpose of news item text is to inform the reader about newsworthy events.
   c. Generic Structure of News Item Text
      There are some steps for constructing a written news item, they are:
      1) **Headline**
         Headline contains the title of the text. It will be explained further in the background events.
      2) **Newsworthy event**
         Recounts the event in summary form.
      3) **Background event**
         Elaborate what happened to whom in what circumstances.
      4) **Sources**
         Comments by participants in, witnesses to and authorities expert on the event.
   b. Significant Lexicogrammatical or Language Feature of News Item Text
      The significant lexicogrammatical or language features of news item are:
      1) Short, telegraphic information about story captured in headline.
      2) Use material process to retell the event.
      3) Use of projecting verbal processes in sources stage.
      4) Focus on circumstances

**Example of News Item Text**

**Generic Structure**

*TEXT I*

**Man Jailed for Striking RI Maid**

*Newsworthy events:*

SINGAPORE: A supervisor was jailed for two months for repeatedly striking his Indonesian maid on the head and back with a television remote control, news reports said on Thursday.
**Background Events:**
Muhamad Shafiq Woon Abdullah admitted in a Singapore court he physically abused the women on several occasion between June and October 2002, The Straits Times said.

The magistrate’s court heard that Shafiq, 31, began striking Winarti 22, about a month after she started working for him.

He hit her on the head with the TV set’s remote control because he was unhappy with her work. On one occasion, he punched her on the back after accusing her of daydreaming.

**Source**
S.S. Dhillon, Shafiq’s lawyer, said his client lost his “better senses” when he saw his daughter’s face covered as she lay in bed. He said his client thought the maid had put the child in danger. - DPA.

Questions:
1. Why was the man jailed?
2. What made this event newsworthy?
3. Find the fact why the man should be jailed.
4. Why did the man abuse the maid?
5. Mention the source of the news. What did he/she say?

**TEXT II**

**Earthquake Jolts Japan Capital**

**Newsworthy events:**
TOKYO (Reuters) – A slight earthquake jolted the Japanese capital last night but authorities said there were no immediate reports of casualties or damage.

**Background Events:**
A spokesman for the Japan meteorological agency said, “An earth tremor was registered in Tokyo but there are no reports of casualties or damage.

The earth tremor struck shortly after midnight Tokyo time.

**Source**
Residents of central Tokyo said the tremor was the strongest in several months in the capital.

Questions
1. What is the headline of the news?
2. What is the topic of the news?
3. What happened? Where? When?
4. Where there are any victims and damage?
5. Who said that there was an earth tremor?
6. What did the Tokyo residents say?
7. Did you find anything that made you surprised?

IX. Learning Activities:

1. Pre Activities
   - Teacher opens the class by greetings.
     “Good morning students, how are you today?”
   - Teacher checks students attendance.
   - Giving review about news item text

2. Main Activities
   a. BKOF (Building Knowledge of the Field)
      - Teacher gives introduction about materials by asking some questions.
        “Do you know news item text?”
        “What do you think about news item text”? 
      - Students answer the questions orally.
   b. MOT (Modeling of the Text)
      - Teacher explains students about news item text (about the social Function, Generic structure, Lexico grammatical features)
      - Teacher gives an example of news item text by using slide of power point.
   c. JCOT (Joint Construction of the Text)
      - Teacher gives students a jumbled paragraph and asks them to arrange it.
      - Teacher checks students work and shows the correct text.
      - Teacher and students identify together about generic structure and language feature of news item text.
   d. ICOT (Independent Construction of the Text)
      - Teacher gives a news item text to students.
      - Teacher asks students to read and identify the news item text.
• Teacher asks students to write a news item text based on their own language

3. Post Activities
• Teacher reviews the material.
• Teacher gives suggestion to students to study hard and to memorize new vocabulary.
• Teacher closes the class.

X. Assessment
The teacher asks students to write a news item text based on the video show.
Aspects to be assessed
- content, organization, vocabulary, grammar and mechanic

Semarang, 19th May 2010
The Researcher,

Hasan Basri
NIM.073411033

Approved by

Headmaster

English Teacher

Asari, S.Pd
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Siti Uswatun Khasanah, S.Pd
NIP. 19895521 200501 1 003
LESSON PLAN FOR CONTROL CLASS (II)

School : SMA N 1 Kaliwungu Kendal
Subject : English
Class/Semester : X / 2
Skill : Writing
Material : News item text
Time : 2 X 45 minutes

I. Competency Standard : Expressing meaning in short functional text and monologue in narrative, descriptive, and news item in the daily-life context.

II. Basic Competency : To express meaning and rhetorical stage in essay written language accurately, fluently, and acceptably in the daily-life context in narrative, descriptive, and news item

III. Indicator : - Students are able to use grammar, vocabulary and punctuation accurately.

IV. Learning Outcome : By the end of the learning, the students will have been able to analyze generic structure and grammatical feature of news item text.

V. Method of Learning : Audio lingual method
Teacher uses documentary video as a media for teaching writing news item text.


VII. Media :
- LCD
- Laptop
VIII. Learning Material :

8. News Item Text
   a. Definition of News Item Text
      “News item is a text type that informs readers about events of the day
      which are considered newsworthy or important”.
   b. Social Function of News Item Text
      “The social function of news item text is to inform readers about events of
      the day which are considered newsworthy or important”. It means that the
      purpose of news item text is to inform the reader about newsworthy
      events.
   c. Generic Structure of News Item Text
      There are some steps for constructing a written news item, they are:
      1) Headline
         Headline contains the title of the text. It will be explained further in
         the background events.
      2) Newsworthy event
         Recounts the event in summary form.
      3) Background event
         Elaborate what happened to whom in what circumstances.
      4) Sources
         Comments by participants in, witnesses to and authorities expert on
         the event.
   c. Significant Lexicogrammatical or Language Feature of News Item Text
      The significant lexicogrammatical or language features of news item
      are:
      1) Short, telegraphic information about story captured in headline.
      2) Use material process to retell the event.
      3) Use of projecting verbal processes in sources stage.
      4) Focus on circumstances

Example of News Item Text

Generic Structure

TEXT I

The Flood-Borne Diseases

Newsworthy Events:
   JAKARTA: Jakarta residents have been advised to be on the alert
   for flood-borne diseases, including leptospirosis, which is transmitted
   through urine.

Background Events:
   “Aside from diarrhea, residents must be wary of leptospirosis since
   the floodwaters could contain the leptospirosis bacteria,” a senior official
with the Central Jakarta Health Office, Maryana, was quoted as saying by 
Beritajakarta.com

Source

Maryana said residents could avoid contracting the disease by ensuring good hygiene in their environments.

“They should wear boots when walking through water that might be contaminated by rat urine,” he said.

Those infected by the disease display various symptoms, including a prolonged fever, yellowish eyes and pallor, and require immediate medical treatment.

Taken from: The Jakarta Post

Question:
1. Who has been advised to be on the alert for blood-borne disease?
2. What disease is mentioned in the first paragraph?
3. What causes leptospirosis?
4. How can residents avoid contracting the disease?
5. Do you agree with maryana’s statement that residents must be worried about getting leptospirosis? Why? Discuss with your partner.

TEXT II

Russian Nuclear Catastrophe

Newsworthy Events:

Moscow – A Russian journalist has uncovered evidence of another Soviet nuclear catastrophe, which killed 10 sailors and contaminated an entire town.

Background Events:

Yelena Vazrshavsky is the first journalist to speak to people who witnessed the explosion of a nuclear submarine at the naval base of shkotovo – 22 near Vladivostock.

The accident, which occurred 13 months before the Chernobyl disaster, spread radioactive fall-out over the base and nearby town, but was covered up by officials of the Soviet Union. Residents were told the explosion in the reactor of the Victor-class submarine during a refit had been a ‘thermal’ and not a nuclear explosion. And those involved in the clean-up operation to remove more than 600 tons of contaminated material were sworn to secrecy.

Source

A board of investigators was later to describe it as the worst accident in the history of the Soviet Navy.

Questions
1. Who found evidence of another soviet nuclear catastrophe?
2. How many sailors were killed in the accident?
3. What contaminated an entire town?
4. Who interviewed the whitenesses of the accident?
Where did the accident happen?

IX. Learning Activities:

1. Pre Activities

- Teacher opens the class by greetings.
  “Good morning students, how are you today?”
- Teacher checks students attendance.
- Giving review about news item text

2. Main Activities

a. BKOF (Building Knowledge of the Field)
   - Teacher gives introduction about materials by asking some questions.
   “Do you know news item text?”
   “What do you think about news item text”? 
   - Students answer the questions orally.

b. MOT (Modeling of the Text)
   - Teacher explains students about news item text (about the social Function, Generic structure, Lexico grammatical features)
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d. ICOT (Independent Construction of the Text)
   - Teacher gives a news item text to students.
   - Teacher asks students to read and identify the news item text.
• Teacher asks students to write a news item text based on their own language

3. Post Activities
• Teacher reviews the material.
• Teacher gives suggestion to students to study hard and to memorize new vocabulary.
• Teacher closes the class.

X. ASSESSMENT
The teacher asks students to write a news item text based on the video show.
Aspects to be assessed
- content, organization, vocabulary, grammar and mechanic

Semarang, 25th May 2010
The Researcher,

Hasan Basri
NIM.073411033

Approved by

Headmaster English Teacher

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NIP. 19631121 198901 1 002 NIP. 19895521 200501 1 003
A. OBSERVATION CHECK LIST OF CONTROL CLASS

- Check list

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<th>Activities</th>
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<td>2</td>
<td>Inappropriate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Inappropriate enough</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Appropriate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Very appropriate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Score of Class Situation

\[ \frac{31}{40} \times 100 = 77.5 \%
\]

In which, Percentage

- poor: 0 - 35
- fair: 40 - 59
- average: 60 - 74
- good: 75 - 84
- excellent: 85 - 100

So, the result of the observation in control class is **Good**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Students’ enjoyment in learning process.</td>
</tr>
<tr>
<td>1</td>
<td>Very uninterested</td>
</tr>
<tr>
<td>2</td>
<td>Uninterested</td>
</tr>
<tr>
<td>3√</td>
<td>Interested enough</td>
</tr>
<tr>
<td>4</td>
<td>Interested</td>
</tr>
<tr>
<td>5</td>
<td>Very interested</td>
</tr>
</tbody>
</table>
## B. OBSERVATION CHECK LIST OF EXPERIMENTAL CLASS

- **Check list**

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher’s clarity in explaining material.</td>
<td>1</td>
<td>Very unclear</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Unclear</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Clear enough</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4√</td>
<td>Clear</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>Very clear</td>
</tr>
<tr>
<td>2</td>
<td>Classroom management.</td>
<td>1</td>
<td>Very unmanaged</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Unmanaged</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Managed enough</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Managed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5√</td>
<td>Very managed</td>
</tr>
<tr>
<td>3</td>
<td>Teacher’s motivation to the students.</td>
<td>1</td>
<td>Worst</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Bad</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Good enough</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4√</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>Very good</td>
</tr>
<tr>
<td>4</td>
<td>The appropriateness of teaching media.</td>
<td>1</td>
<td>Very</td>
</tr>
<tr>
<td></td>
<td>Students’ attention towards teacher’s presentation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------</td>
<td>---</td>
<td></td>
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<tr>
<td>1</td>
<td>Worst</td>
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<tr>
<td>2</td>
<td>Bad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Good enough</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Good</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5√</td>
<td>Very good</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Students’ enthusiasm to join the class.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very Low</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>High enough</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>High</td>
<td></td>
</tr>
<tr>
<td>5√</td>
<td>Very high</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Students’ seriousness in understanding material.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very unserious</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Unserious</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Serious enough</td>
<td></td>
</tr>
<tr>
<td>4√</td>
<td>Serious</td>
<td></td>
</tr>
</tbody>
</table>
Score of Class Situation

\[ \frac{36}{40} \times 100 = 90 \]

In which,

- poor 0 - 35
- fair 40 - 59
- average 60 - 74
- good 75 - 84
- excellent 85 - 100

So, the result of the observation in control class is **Excellent**
## A. RESULT OF INTERVIEW TO THE STUDENTS (X2)

<table>
<thead>
<tr>
<th>No.</th>
<th>Students</th>
<th>Question 1</th>
<th>Question 2</th>
<th>Question 3</th>
<th>Question 4</th>
<th>Question 5</th>
<th>Question 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Devita Anggrarini</td>
<td>Are you interested in writing news item text?</td>
<td>Do you find difficulties in writing news item text? If any, what are they?</td>
<td>Do you enjoy learning writing news item text by using documentary video?</td>
<td>Does documentary video help you in learning writing news item text? What are the advantages that you get?</td>
<td>Do you find difficulties in writing news item text by using documentary video?</td>
<td>According to you, is it important to continue learning to write news item text by using documentary video?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No, I am not</td>
<td>Yes, I do, I have difficulties in arranging words to be good sentences.</td>
<td>Yes, I do.</td>
<td>Yes, I do. Because documentary video is more understandable.</td>
<td>Yes, I do. We have to replay the video if there is part that I forget it. It is so terrible</td>
<td>Yes, I am.</td>
</tr>
<tr>
<td>2.</td>
<td>Dian Putri Chasanah</td>
<td>No, I am not</td>
<td>Yes, I do. I often get some difficulties in using pronoun.</td>
<td>Yes, I do.</td>
<td>Yes, I do. There are many moving pictures that make me more understand the events.</td>
<td>Yes, I do. Sometimes I forget the sequence of event.</td>
<td>Yes, I am.</td>
</tr>
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<td></td>
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</tr>
<tr>
<td></td>
<td>Name</td>
<td>My Opinion</td>
<td>Reason</td>
<td>My Opinion</td>
<td>Reason</td>
<td></td>
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<tr>
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<td></td>
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</tr>
<tr>
<td>4</td>
<td>Inaratul Uliya</td>
<td>Yes, I am</td>
<td>Yes, I do. It is about grammar and vocabulary, cause I don’t like grammar</td>
<td>No, I don’t.</td>
<td>Yes, I do. I know the event in sequence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes, I do.</td>
<td>By using documentary video, I am confused to arrange the event from the first until the end.</td>
<td>Yes, I do.</td>
<td>By using documentary video, I can imagine the event easily.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Rahmadania</td>
<td>No, I am not</td>
<td>No, I don’t</td>
<td>Yes, I do.</td>
<td>Yes, I do. By using documentary video, I can imagine the event easily.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>No, I don’t.</td>
<td>Yes, I am.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Anieq Nihlah</td>
<td>Yes, I am</td>
<td>Yes, I do. I feel difficult in the vocabulary.</td>
<td>Yes, I do.</td>
<td>Yes, I do. Documentary video is more enjoy than read the text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>No, I don’t.</td>
<td>Yes, I am.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Nanda Aji Destiawan</td>
<td>Yes, I am</td>
<td>Yes, I do. I often get difficulties in changing verb into past form.</td>
<td>Yes, I do.</td>
<td>No, I don’t.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes, I do.</td>
<td>Yes, I do. I often forget the arranged event.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>No, I am not</td>
<td>Yes, I do. I have some difficulties in grammar.</td>
<td>Yes, I do.</td>
<td>Yes, I do. I get my imagination freely.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Abdullah Farhan</td>
<td>No, I am not</td>
<td>Yes, I do. I have some difficulties in grammar.</td>
<td>Yes, I do.</td>
<td>No, I don’t.</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td>Yes, I am.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Name</td>
<td>9.</td>
<td>10.</td>
<td>11.</td>
<td>12.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>No, I don’t.</td>
<td>Yes, I do. By using documentary video, I can get my good inspiration and choose good diction.</td>
<td>Yes, I do. By using documentary video, It can give me clear event so I don’t make own event in writing news item.</td>
<td>Yes, I do. By using documentary video, It can give me clear event so I don’t make own event in writing news item.</td>
<td>Yes, I am.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Yes, I do. I feel difficult in arranging word to be good sentences.</td>
<td>No, I don’t.</td>
<td>Yes, I do. I can write easily because I get more information as data to my writing.</td>
<td>Yes, I do.</td>
<td>Yes, I am.</td>
</tr>
<tr>
<td>11.</td>
<td>Syarif Luqman Yahya</td>
<td>No, I am not</td>
<td>Yes, I do. I feel difficult in arranging word to be good sentences.</td>
<td>No, I don’t.</td>
<td>Yes, I do. I can write easily because I get more information as data to my writing.</td>
<td>Yes, I do. I am confused because any series in the documentary video.</td>
<td>Yes, I am.</td>
</tr>
</tbody>
</table>
B. CONCLUSION OF THE INTERVIEW

From the interviewee’s answers above, the writer concludes some points, as follow;

1. Most of them answered that they interest to learn writing news item text
2. Most of them considered that writing news item text is one of difficult skill in learning English, it is because of they do not good enough mastery of vocabulary items and the grammar.
3. Most of them said that they enjoy learning writing news item text by using documentary video.
4. Most of them said that documentary video really help them to express more ideas.
5. Most of them said that they have difficulties in writing news item text by using documentary video.
6. Most of them considered that learning writing news item text by using documentary video have to continue in learning writing news item text.
**WORKSHEET**

**TEST OF FREE WRITING NEWS ITEM TEXT (pre-test)**

**PRE TEST**

**Instruction**

1. Write down your name, student’s number and class on the top left hand side of your sheet!
2. Write a news item text based on the fact below.
3. You work individually, and feel free to create the news item text.
4. The duration of writing is 35 minutes.
5. You have to write at least 15 sentences.
6. If you need, you can open your dictionary.

Theme: Powerful quake, tsunami kills hundreds people in Japan

Sequence of events:

What: Tsunami kills hundreds people in Japan

When: March, 11, 2011 at 02.46 p.m.

Where: Sendai and Miyagi prefecture, northeast Japan

Who: Hundreds people died and others missing

Why: The tsunami is caused by 8,9 Richter Scale earthquake.

How:
- Powerful quake destroyed hundreds houses
  - A huge wave rolled anything
  - Hundreds people died and others missing
  - SAR team did evacuation
Headline: .........................................................

Newsworthy event:
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Background events:
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Good luck
WORKSHEET

TEST OF WRITING NEWS ITEM TEXT (post-test for experimental class)

POST TEST

Instruction

1. Write down your name, student’s number and class on the top right hand side of your sheet!
2. Write a news item text based on the documentary video.
3. You work individually, and feel free to create the news item text.
4. The duration of writing is 35 minutes.
5. You have to write at least 15 sentences.
6. If you need, you can open your dictionary.

Theme: The Attack on Ahmadiyah

Sequence of events:

What: Hundreds people attacked Ahmadiyah in Pandeglang-Banten
When: February, 11, 2011 at 08.30 a.m.
Where: Desa Umbalai, Cikeusik-Pandeglang in Banten
Who: Three people died and others injured
Why: The attackers want to dissolve Ahmadiyah
How: - Hundreds people attacked Ahmadiyah
   - Ahmadiyah’s people responded and give an adversary
   - Ahmadiyah attacked is expected planned
   - The police did investigation
Headline:…………………………………………

Newsworthy event:

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Background events:

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Sources:

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Good luck
WORKSHEET

TEST OF WRITING NEWS ITEM TEXT (post-test for control class)

POST TEST

Instruction

1. Write down your name, student’s number and class on the top right hand side of your sheet!
2. Write a news item text based on the fact below.
3. You work individually, and feel free to create the news item text.
4. The duration of writing is 35 minutes.
5. You have to write at least 15 sentences.
6. If you need, you can open your dictionary.

Theme: The Attack on Ahmadiyah

Sequence of events:

What: Hundreds people attacked Ahmadiyah in Pandeglang-Banten
When: February, 11, 2011 at 08.30 a.m.
Where: Desa Umbala, Cikeusik-Pandeglang in Banten
Who: Three people died and others injured
Why: The attackers want to dissolve Ahmadiyah
How: - Hundreds people attacked Ahmadiyah
    - Ahmadiyah’s people responded and give an adversary
    - Ahmadiyah attacked is expected planned
    - The police did investigation
Appendix 22

Headline: .....................................................

Newsworthy event:

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Background events:

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Sources:

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Good luck
<table>
<thead>
<tr>
<th><strong>Name</strong></th>
<th>Hasan Basri</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Place and Date of Birth</strong></td>
<td>Kendal, June 5(^{th}) 1987</td>
</tr>
<tr>
<td><strong>Student Number</strong></td>
<td>073411033</td>
</tr>
<tr>
<td><strong>Address</strong></td>
<td>Gg. H.M. Ilyas Rt.3/I No.14 Kelurahan Jetis</td>
</tr>
<tr>
<td></td>
<td>Kecamatan Kendal, Kendal 51315</td>
</tr>
<tr>
<td><strong>Telp/HP</strong></td>
<td>085 726 925 216</td>
</tr>
<tr>
<td><strong>Academic Background</strong></td>
<td>1. SD Negeri Bugangin, Kendal</td>
</tr>
<tr>
<td></td>
<td>2. SMP N 3 Patebon, Kendal</td>
</tr>
<tr>
<td></td>
<td>3. SMA N 1 Kendal</td>
</tr>
<tr>
<td></td>
<td>4. IAIN Walisongo Semarang</td>
</tr>
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</table>