USING DOCUMENTARY VIDEOS IN DISCOVERY LEARNING TO IMPROVE REPORT TEXT WRITING OF THE ELEVENTH GRADERS OF SMA METHODIST 2 PALEMBANG

A Thesis

By

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THESIS DEDICATIONS

1. My parents, Bapak Damanik and Ibu Damanik. Thank you for your love, patience, prayers, support. I may not a good daughter, but you are the best parents for me.
2. All of my sibling, Abang DJ, Kak Yessi, Mas Andha, Ebouy, Abang Bahtor, and Kakak Rica, my nephews Kavka and Niel, and my beautiful niece Benaya.

MOTTO

Takut akan Tuhan adalah permulaan pengetahuan.

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Using Documentary Videos In Discovery Learning to Improve Report Text Writing of the Eleventh Graders of SMA Methodist 2 Palembang

ABSTRACT

Writing is one of the skills in English that is taught to students with various way in order to improve students achievement and using technology product is one of the way to develop activity in teaching and learning process. The objectives of this study were to find out whether or not (1) there was any significant difference in report text writing achievement between before and after the students were taught by using documentary videos in discovery learning and (2) there was any significant difference in report text writing achievement between the students who were taught by using documentary videos in discovery learning and those who were not. The sample of this study was 63 of the eleventh graders of SMA Methodist 2 Palembang chosen by using convenience sampling method. There were two groups, namely experimental group and control group. To collect the data, pretest and posttest were given. The data were analyzed using paired sample t-test and independent sample t-test in SPSS version 24. The results of paired sample t-test showed that there was a significant difference in report text writing achievement between before and after the students were taught by using documentary videos in discovery learning. The results of independent sample t-test showed that there was a significant difference in report text writing achievement between the students who were taught by using documentary videos in discovery learning and those who were not as. In brief, using documentary videos in discovery learning is effective to improve report text writing achievement of the eleventh graders of SMA Methodist 2 Palembang.

Keywords: Report Text Writing, Documentary, Discovery Learning

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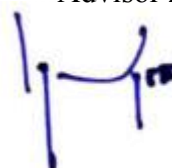
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CHAPTER I

INTRODUCTION

This chapter describes: (1) the background, (2) the problems, (3) the objectives, and (4) the significance of the study.

1.1 Background of the Study

In this 21st century, technology has spread into almost all aspect in this life, either in social, politics, industry, fashion, economy, even education. It happens because it is one of the needs in this digital era, being update, which is one of the requirements to be one step ahead. Inderawati (2017) states that by the help of technology applied with some variation ways and strategy to teach and learn in 21st century, it will be the key component of sophisticated classrooms. It means that technology is not worth if it is not being touched and used by the teacher and the students. Aliyew & Ismayilova (2017) state that in educational field, learners nowadays more often are taught by using the help of visual, such as images, videos, or movies. One of the reasons is because visual is more interesting. Visual can be used as teaching assistance that helps teachers in explaining the materials and the motivation of the students' increase. It is supported by Mc Keachie (1978) that showing many pictures is more powerful than providing words.

Indonesia as a developing country is trying to catch up the technology advance, especially in education by improving the newest curriculum. This is one of the ways to gain more knowledge and prepare students ready to compete in the world. Since Curriculum 2013 has been applying, the use of technology has been the priority in teaching and learning process. Education and Culture Ministerial Regulation No. 22 year 2016 was the Standard of Elementary and Secondary Level states that, (1) learners find out; (2) learning based on various learning resources; (3) applicative skill learning; (4) learning implements the values by giving exemplars (*ing ngarso sung tulodo*), building the willingness (*ing madyo mangun karso*), and developing the creativity of learners in the learning process (*tut wuri handayani)*; (5) learning takes place at home, at school, and in the community; (6) the use of information and communication technology to improve the efficiency and effectiveness of learning. It requires many kinds of source and way in the teaching learning process. One of the subjects to teach is English and English is considered as compulsory subject based on Indonesian

Government Regulation, No. 32, 2013. As the compulsory subject, there are several kinds of English skills, such as listening, speaking, reading, and writing.

One of the English skills is writing. According to Harmer (2004), a form of communication to express feeling through written form is called writing. Writing can help people to communicate each other even in impossible condition without any verbal conversation, for example for people who disable to speak. Some changes can be done through writing because ideas, wishes, and thoughts can be drawn by writing in written forms (Byrne, 1984). Being a novels or books writer is one of the benefit if we have ideas and supported by a good skill of writing. Unfortunately, some difficulties come to people not only for foreigners but also the natives when they can not state their ideas well (Nunan, 1989). In line with that, Gama (2016) states that writing is such an important skill because it is one of the ways to communicate. However, he insists that many students in Indonesia have difficulties in writing because of the difference between Bahasa Indonesia and English either in structural and grammatical terms or in style. Figuring out some ideas is the first problem coming up in writing. It does not happen because the absence of ideas, but because people can not determine what to write. Not knowing how start writing is the second problem because of some considerations. Dempsey, Pytlikzillig & Burning (2009); Gao (2007); O'Muircheartaigh (1990) state that writing has been ignored because most did not like it. Writing is a difficult skill since it is the productive skill, besides speaking. To start writing, someone needs idea, background, knowledge, etc. Then, writing is not as easy as the other skills because it needs more attention in using words, grammar, good punctuation, even the content of the writing. That is one of many reasons why writing is such an unhappy activity and not all people like to write. Heaton (1975) states that writing skill is more complicated than the other skills because writing skill contains grammar and vocabulary as well as concept and idea. Harmer (2004) states that writing is categorized as a difficult skill because it needs some aspects such as content, organization, aim, vocabulary, punctuation, and spelling. Richards and Renandya (2002) say that those aspects need to be translated into readable text not only generated and organized well. The good writing is when people can communicate the knowledge that writer knows and feels by doing discovery (Ploeger, 2000).

While writing becomes an unpleasant activity, experts try to change that perception and implement documentary as an assistance media in educational field. The experts Aliyev and Ismayilova (2017) state that documentary video also helps students to improve their listening like intonation, stress, and enrich their new vocabulary and use it properly in a sentence. In terms of pre-writing activity, documentary film is used as brainstorming or

developing critical thinking, creating writing activity appealing. Morley and Lawrence (1971) state that modality of writing skill can raise because the existence of communication that stimulates by documentary videos. As a teaching media, documentary videos provide more information that can be explored by the students since it is a special approach to communication with motion pictures. Lestiyanawati (2011) states that documentary videos help students to stimulate their creativity in building their idea and constructing a text. Moving pictures and sounds describing things to develop students' imagination and their ability in constructing idea is contained in documentary videos.

Documentary videos are beneficial in teaching and learning process especially in writing. The use of documentary videos in classroom will make students more enjoyable, keep on their task and develop their ability in writing through the teaching learning process. It is also a good way to keep students attention to the lessons. Lestiyanawati (2011) state that there are some rationale using of documentary videos to promote critical thinking in the English language: (1) documentary videos are a rich source of context for learning and language development, so the students can gain more actual and contextual knowledge in using and writing English language. (2) Documentary videos are a form of visual stimuli. Documentary videos can add variety to language instruction and if appropriately used, they can create a far-reaching impact. Students' motivation to learn the English will increase if language instruction is coupled with interesting and varied learning activities. Consequently, students' chances of mastering the language will also be higher. (3) Documentary videos provide greater exposure to natural language. They are a rich teaching source of authentic spoken language in context. (4) Documentary videos can be a tool to be brought in group disscussion that help students to get more idea in writing and construct a text. Documentary videos help the teaching-learning process in writing effectively since they enable the process of transferring the materials being taught more effectively. They also gain and enhance students' motivation and interest to actively engage themslves into the instructional process. They assist students to understansd more besides the teacher's explanation. The quality of the learning process can be gained, as well as creating an interactive, effective, and meaningful teaching learning process and the most important is the attainment of the lesson objective effectively.

To support the current study, these are some previous studies; 1) a study done by Farha, Rahman, Sahrir, Nordin (2017) they used the term authentic input to emphasize the word documentary film. There are some previous studies related in foreign language to this efficacy of an audio-visual mass media program. Macwan (2015) stated learners can gain

knowledge in learning language by watching clips, documentary videos, film of English. Shu-Qing (2009) cites that through language learning, behavior and attitude of leaners can transform into a good way by the help of stories, self-reading, song, and children's letters. Morley and Lawrence (1971) found that besides enternaining, visual aids can be that educative and significat to learn not only listening but also writing skill. Soong (2012) claimed as an effective aids to help teacher presents materials, documentary videos fit to low and intermediate level learners in teaching speaking. Bernardo (2011) found that documentary videos help classroom instruction in reading skill becomes more clear, complete and enforced.

Based on the interview conducted on January 16, 2019 with the eleventh graders teacher at SMA Methodist 2 Palembang, there were some problems faced by the students in writing English text. First of all, the students were varied. Their abilities in English were different, some of them had good understanding, but others did not. This problem may cause gaps in the writing result. Second, they did not accustomed to use English in classroom, as a result they lacked of vocabulary. Vocabulary affected the writing they made and the understanding of a topic or material. The writing had less diction, and used the same words frequently. While their misunderstanding about something in material or topic caused a different idea or got less information.

Therefore, based on the explanation above, the writer would like to use documentary through discovery learning to teach writing of the students of SMA Methodist 2 Palembang. The writer proposed an experimental study entitled **"Using Documentary Videos in Discovery Learning to Improve Report Text Writing of the Eleventh Graders of SMA Methodist 2 Palembang"**

1.2 The Problems of the Study

The problems of the study were formulated into the following questions:

1. Was there any significant difference in report text writing achievement of the eleventh graders at SMA Methodist 2 Palembang between before and after they were taught by using documentary videos in discovery learning?

2. Was there any significant difference in report text writing achievement between the eleventh graders at SMA Methodist 2 Palembang who were taught by using documentary videos in discovery learning and those who were not?

1.3 The objectives of the Study

Based on the problems above, the objectives of the study are to find out whether or not:

1. There was any significant difference in report text writing achievement of the eleventh graders at SMA Methodist 2 Palembang before and after they were taught by using documentary videos in discovery learning.

2.There was any significant difference in report text writing achievement between the eleventh graders at SMA Methodist 2 Palembang who were taught by using documentary videos in discovery learning and those who were not.

1.4 The Significance of the Study

The writer hope that the study will give an improvement for the students in their writing at SMA Methodist 2 Palembang and give meaningful contribution about the effect of the use of documentary, especially for education purposes. For the teacher, the writer hopes she can use documentary as one of the media to support students' creative and valuable writing. For the students, the writer hopefully can give a new paradigm that documentary is not only as entertainment, but can be a medium to learn more, especially to improve their writing. For the writer herself, this study will be a valuable and meaningful experience in conducting educational research, and this study is expected to bring a help for the future researchers.

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