



**IMPROVING THE STUDENTS' ACHIEVEMENT IN WRITING NEWS  
ITEM TEXT BY USING VIDEO AT MADRASAH ALIYAH AL-MANAAR  
ASAHAN**

**A THESIS**

*Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic  
University of North Sumatera Medan as Partial Fulfillment of the  
Requirements for the Degree of Sarjana Pendidikan*

**By**

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**STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN**

**2019**



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Assalamualaikum Wr.Wb

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Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqosyahkan dalam sidang munaqosyah skripsi Fakultas Tarbiyah UIN – SU Medan.

Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih.

Wassalamualaikum, Wr, Wb.

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Saya berani menerima segala konsekuensi bila pernyataan saya ini tidak benar.

Demikian surat pernyataan keaslian skripsi ini saya buat dengan sebenarnya.

Medan, 24 Juli 2019

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## ABSTRACT

**AYU LESTARI, 34153114, IMPROVING THE STUDENTS' ACHIEVEMENT IN WRITING NEWS ITEM TEXT BY USING VIDEO AT MADRASAH ALIYAH AL-MANAAR ASAHAN.**

**Thesis. Department of English Education, Faculty of Tarbiyah Science and Teachers Training. The State Islamic University of North Sumatera, Medan 2019.**

Keywords: Writing, News Item text, Video, Improvement.

This research was aimed to find out the improving of the students' achievement in writing News Item text by using Video. The subject of this research were the tenth grade of MAS Al-Manaar Asahan which consisted of 29 students. This research applied classroom action research. The data of this research were qualitative and quantitative data. The qualitative data were taken from observation sheet, interview sheet, and diary notes. The quantitative data were taken from tests, that were carried out in the end of every cycle. The tests were given to the students in form of pre-test, post test 1 in the first cycle and the post test 2 in the second cycle. The result of the data analysis showed that the score of students increased from the first post-test I to post-test II. It were showed from the mean of orientation test was 63,9 there was 27,6% (8 students) who got point 75 or more. In the post test of cycle I, the mean was 71,4,(16 students) it was higher than orientation test. There was 55,2%(16 students) who got point 75 or more. The percentage of the students' score in the orientation test to post-test I was improvement 27,6%. In the post test II, the mean was 79,6 and the percentage of students who got point 75 or more was 79,3% (23 students). It indicated that the use of Video can improve the students' ability in writing News Item text.

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This *thesis* is submitted to the Department of English Education, Faculty of Tarbiyah and Teachers training, State Islamic University of North Sumatera as a Partial Fulfilment of the Requirements for the Degree of Sarjana Pendidikan. In the process of completing this thesis, the writer has received many supports and help from many people. Therefore, the writer would like to thanks for:

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## CHAPTER I

### INTRODUCTION

#### **A. Background of the Study**

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. As an international language, English is very important and has many interrelationship with various aspects of life owned by human being. English is a foreign language which is widely used in communication by people in most countries in the world. There are four important skills in English. They are listening, speaking, reading, and writing.

The purpose of teaching English in the curriculum includes: (1) Developing the ability to communicate in the language both oral and written. These capabilities include listening, speaking, reading, and writing; (2) Improving awareness of the nature and importance of English as a foreign language to become the main tool of learning; (3) Developing an understanding of the relationship between language and culture. Thus students have cross-cultural perception and involve themselves in cultural variety.<sup>1</sup>

Among those four skills, writing is one of language skills and productive skills that always important to be learned by students. Writing is one of media communication. It purposes to express ideas, feelings, opinions, experiences, or information in form of writing language.

As we know that to be good in communication, we have to master speaking and writing skill, but some people may think differently by focusing

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<sup>1</sup>([http://file.upi.edu/Direktori/Fpbs/Jur.\\_Pend.\\_Bahasa\\_Ingggris/195802081986011wachyu\\_Sundayana/Esp\\_Material\\_Development/Pedoman\\_Guru\\_Ing\\_Sma\\_05\\_Bag\\_I.Pdf](http://file.upi.edu/Direktori/Fpbs/Jur._Pend._Bahasa_Ingggris/195802081986011wachyu_Sundayana/Esp_Material_Development/Pedoman_Guru_Ing_Sma_05_Bag_I.Pdf))

only on speaking. They think if they are good at speaking, they will be good at writing, too. Unfortunately, people who can speak fluently are not always good at writing, too. Writing takes an important part when we cannot do any conversation in communication, for example, people who are disabled to speak. Through writing, we can express our ideas and do some changes in the life. By writing, one can express what he or she wishes to tell in written forms.<sup>2</sup>

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. So, writing is a skill in which students have some difficulties when studying English due to some rules of writing itself.<sup>3</sup> As the product of writing is written language, it includes mastery of grammar, it is different from spoken language that sometimes ignores grammar. Besides, in having writing activity, students need to understand about what kind of text that they focus on. There are some genres in English which make the students confuse about the differences between them. Usually students only remember the genres and finally they will forget it because the students do not get experience about their material.

In this case, the researcher focused on News Item Text in her research.

According to Pardiyono:

News item text adalah jenis teks yang memberikan beberapa informasi berita (news) tentang peristiwa yang pantas diberitakan (newsworthy event). Tujuan news item text adalah suatu teks yang menginformasikan pembaca tentang peristiwa yang layak diberitakan dan fenomena alam lainnya dalam bentuk berita. (The news item text is a kind of text which gives some information (news) about newsworthy events of the day. The purpose of news item text is a text that informs the readers

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<sup>2</sup> Donn Byrne, *Teaching Writing Skill*, (Hongkong : Longman Group Ltd, 1984), p.1

<sup>3</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (Malaysia : Longman, 2003), p. 86

about newsworthy events of the day and other natural phenomena in the form of news).<sup>4</sup>

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.<sup>5</sup> A teacher has a responsibility to maximize students' achievement by using some media which are needed in the teaching and learning process, because media is a set of tools which can support students to reach the goal of a learning process. Because of the importance role of a media, teachers should be able to select an appropriate media for some specific skills, for example what kind of media that will be suitable for supporting students' achievement on writing, especially news item text.

In this case, the media used in the research is video. The use of video in language teaching and learning is considered as an effective way to present teaching material. The video can be used as teaching aids which help teachers in explaining the materials and definitely motivate the students.<sup>6</sup> Videos are used to transport students to locations across the world and to demonstrate concepts that cannot otherwise be practically illustrated in the classroom, and they are thought to provide more motivation and interest to students in learning a language.<sup>7</sup>

Therefore, video will make a process of learning a language more interesting for students because a video presents materials in audio, visual, or even audio-visual effect. Video also gives students more motivation in learning a

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<sup>4</sup> Pardiyono, *Pasti Bisa! Teaching Genre Based Writing*, (Yogyakarta : CV. Andi Offset, 2007), p. 245

<sup>5</sup> Jeremy Harmer, *How To Teach Writing*, (England : Longman, 2004), p.20

<sup>6</sup> Hasan Haris, *The Use of Documentary Video to Teach Writing News Item Text to Tenth Grade Students in SMAN 4 Bangkalan*, (Surabaya : State University of Surabaya, 2014), p. 3

<sup>7</sup> Douglas Fisher and Nancy Frey, *Using video and Film in the Classroom*, (San Diego : Internationa Reading Association, 2011), p. 96

language by providing them some background information that activates prior knowledge, which is essential in stimulating subsequent writing activity in the classroom. By watching a video, it will help students to get some ideas to write.

In this research, students are divided into some groups, and then they watch a “you tube video”. The video contained of some news which happened in some countries in the world. After watching the video, the students were asked to write down a text based on the video that they watch. Previously, they had been taught about news item, the social function of a news item, the rhetorical structure of news item, and the language feature of news item. Finally, they write down a news item based on the video that they watch.

Madrasah Aliyah Al-Manaar Pulu Raja is one of the Senior High Islamic Schools in Pulu Raja which located at PTPN IV Pulu Raja, Asahan, North Sumatera. Based on my observation in MAS Al-Manaar Pulu Raja, it was found that the students of that school had some difficulties in writing English text. The Tenth Grade students have some errors in writing, especially news item text. The errors happened because they did not understand about the kind of text. When the writer observed the Tenth Grade of Senior High School, she found that the students had problems in writing skill. So, the students’ achievement in English especially in writing is still low. However, if students understand about the kind of text, it will be easier for them to write a text a correctly in terms of social function of the text, rhetorical structure of the text, and also language feature (grammar) of text. It was also found that students have a difficulty in writing a text, including a news item text, because they do not have any idea about a topic



that they will write about. Facing this situation, the writer try to use a media that can help them to get some ideas in writing a news item text.

The researcher has some reasons why she chooses the topic about improving students' achievement in writing news item text by using video. First, teaching English to the students is not an easy task because it requires a lot of creativities. Some students think that learning English especially in writing is boring. It is not enough for some teachers just give explanation to their students, but teachers also give students a new and good method in order to make them easily product their sentences. Second, students will be difficult to determine how to write the text and they feel bored because they didn't know about the technique but if the students have a good technique they will be interested to make a text with their own words. By using video, the teacher makes students' writing skill be better because the students can get inspiration or motivation that can help them in getting ideas to make a text.

Based on the explanation above, the writer interest in doing research with the title. **“Improving Students’ Achievement in Writing News Item Text By Using Video at Madrasah Aliyah Al-Manaar Pulu Raja, Asahan”**.

## **B. Identification of the Study**

1. The students have studied English writing, but their ability in writing is still low.
2. The students have studied how to make news item text, but they do not have any ideas to write.
3. The students have not motivation and interest in studying English.

4. The teacher has used media in teaching English but the teacher just use the same media, so the students boring and noisy in the class.

### **C. Limitation of the Study**

This study is focuses on the students' ability in writing a news item after watching video in the Tenth Grade students at MAS Al-Manaar Pulu Raja, Asahan.

### **D. The Formulation of the Study**

Based on the background above, the problem of study is formulated as follow. "How can video improve the student's ability in writing news item text ?"

### **E. The Objective of the Study**

The objective of the study is to know the improvement of students' achievement is writing news item text by using video.

### **F. The Significance of the Study**

#### 1. Theoretically

The finding of the study is expected to master the theories of writing.

#### 2. Practically

- Teacher, through this research, teacher can find the effect of using video as a media in language teaching to improve students' achievement, especially on writing news item text.
- Students, through this research, students can increase their motivation and mastery of writing news item text by using videos as media.

- Others, this research can give them some data, sources about improving students' achievement on writing news item text.

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Theoretical Framework

Theory may be defined as a set of interrelated statements, principles and propositions that specify the relationships among variables.<sup>8</sup>In theoretical research framework, it is necessary to give information on what the case informs the readers about. It is useful to minimize or avoid misunderstanding between the writer and the readers concerning the topic. In this case, the writer is going to elaborate the references related to the topic which are important for the purpose of this study.

#### 1. Achievement

Achievement is the result of what an individual has learned from some educational experiences. Achievement is something that is accomplished particularly by great effort, courage or special skill. Achievement means recognition granted to learner when all required learning outcome have come successfully demonstrated.<sup>9</sup>

Based on opinions above, the writer concludes that achievement is the result, the successfulness, the ability, the progress in learning educational experiences that the individual indicate in relation with his/her educational learning. In other words, achievement is a success in reaching goal or standard by skill, courage,

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<sup>8</sup> Donald Ary, Lucy Cheser Jacobs, & Asghar Razavieh, *Introduction to Research in Education*. Eight Edition, (Canada : Wadsworth Group, 2010), p. 45

<sup>9</sup> John P. Travers, *Fundamental of Educational Psychology*, (Scranton, Pennsylvania : International Textbook Company, 1970), p. 447

effort, and so on. In students' achievement, the achievement will be measured by the teacher. The measuring will be seen based on the reaching from the test that given by the teacher.

## 2. Writing

Writing is a process when the people want to show the ideas on their mind into written language. in a process of writing people use the words to express their feeling, idea, or intention into written form to communicate each other. It is expressing the ideas or information through organizing our thought into good arrangement of written text. This statement is supported by Al-Qur'an. Allah states in the glorious Al-Qur'an (Al-Qalam : 1) :

(1). نَّ ۖ وَلِقَلَامٍ وَمَ ۖ يَاسْطُرُونَ ۖ

*“Nun. By the pen and by the (record) which (men) write”.*<sup>10</sup>

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. Because writing contains ideas, desires, and expressions that will be expressed.

When people will write something, they must have already been thinking about what they are going to say and they are going to write it. After they have finished writing, they read over what they have written and make correction of their writing.

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<sup>10</sup> Ali Yusuf, *The Holy Qur'an Text, Translation and commentary*, (Jeddah: Dar Al-Arabia, 1968), p.1585

Writing is important as a type of communication within form in expressing idea, feeling and opinion. The important of writing is conveyed by surah Al-Alaq verse 1-5.

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) اقْرَأْ وَرَبُّكَ  
الْأَكْرَمُ (3) الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

*Meaning : “Read! In the name of your Lord who has created (all that exists) (1) He has created man from a clot (a piece of thick coagulated blood) (2)Read! And your Lord is the Most Generous (3) Who has taught (the writing) by the pen (4) He has taught man that which he knew not (5)”.*<sup>11</sup>

In verses 1-5 of Surah Al-Alaq, God delivers important foundation for humans to develop scientific principles. Because of its importance, Allah revealed this verse as the first revelation given to the Prophet. Iqra, “Read!”. In some context, “Read!” that does not just mean reading, but also read nature. The khalaq or “create” mentioned here and after, signifies God wants people also read from anything the He created the universe.

After performing the process of “reading” is Allah commands people to “write”. This is expressed in the third paragraph which reads Who taught (man) with representation of Qalam (pen). Qalam said that paragraph many interpreted as Lawhul Mahfudz, which is the book in which it is written all things in the

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<sup>11</sup> Muhammad Taqi-ud-Din al-Hilali and Muhammad Muhsin Khan, *Translation of the Meaning of The Noble Qur’an In the English Language*, (Madinah : King Fahd Glorious Qur’an Printing Complex), p.846

universe. Like wise man, of course, must have a record to store anything that has “read”, be it in the form of written text, the data in the computer, or other.<sup>12</sup>

If seen from Sura Al-Alaq verses 4-5, then Allah SWT teaches people how to write using a pen. This is a very great pleasure from Him, and as an intermediary for mutual understanding between humans as the ability to give verbal expressions. If there was no written culture, surely that knowledge would be lost from the earth. Because writing is the binder of knowledge, writing as an intermediary limits and retains information and expressions from earlier people. Writing is a tool for connecting and relaying knowledge from people to people, generation after generation and time after time, so that knowledge is maintained and protected, then from that writing knowledge becomes developed and increases according to what Allah SWT wants. In an Atsar mentioned: “tie knowledge with writing”.

Writing systems use sets of symbols to represent the sounds of speech, and also have symbols for such things as punctuation and numerals. According to Qui, writing is as the process of transforming the material discovered by research inspiration, accident, trial or error, or whatever into a message with definite meaning.<sup>13</sup> Writing is a process of deliberate decision. From the quotation above, it can be explained that writing needs to conduct a message and a meaning.

Today, learning to write is not only about the product of writing but also give more intensive attention on the process to produce writing. The upshot of the

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<sup>12</sup> Maftukhul Ngaqli, *Tafsir Ayat Al-Qur'an Tentang Anjuran Menulis*, <http://aineganteng.blogspot.com/2017/05/tafsir-ayat-al-quran-tentang-anjuran.html>, 2017.

<sup>13</sup> Qui, *Integrating Reading and Writing Teaching to Improve VNUH-ULIS First Year English Major Students Writing Skill*. Academic Journal, 2011, p. 4

compositional nature of writing has produced writing pedagogy that focuses students on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conversations to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product.<sup>14</sup>

Pardiyono states that writing is not just giving some information, messages, or ideas in an appropriate arrangement of sentences grammatically. In fact, the information, messages, or ideas need to be conveyed through a form of text which is conventionally agreed generally by the society of the language; some criteria which are bounded are : (1) purpose of the text, (2) rhetorical structure or generic structure of the text, and (3) linguistic realization or grammatical patterns of the text.<sup>15</sup>

From the statement above, it can be explained that writing is bounded by three things; those are purpose of the text (social function), rhetorical structure of the text (generic structure), and linguistic features of the text (grammatical patterns). Social function of a text is the aim of the text; for example : to give some information, to amuse, to describe, to explain, etc. Generic structure of a text is the parts of a text; for example: headline or title, summary of events, background of events, sources, etc. Grammatical pattern of a text is the grammar or rule of language of the text; for example: using simple past tense, using simple present tense, using declarative sentences, etc.

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<sup>14</sup> Douglas H. Brown, *Language Assessment : Principles and Classroom Practices*, (Longman, 2004), p. 335

<sup>15</sup> Pardiyono, Op.cit, p. 2



### a. The Process of Writing

According to Harmer, the writing is a process that is stages a writer goes through in order to produce something in final written form. Every follows his or her own writing process. Often the process is a routine that comes naturally and is not a step-by-step guide to which refer. Here are four steps of the process of writing :<sup>16</sup>

- 1) Planning : the students plan what they are going write. The students have to think about three main issues, they are :
  - a. Considering the purpose of their writing.
  - b. Thinking of audience they are writing for. It will influence not only the shape of writing but also the choice of language.
  - c. Considering the content structure of piece.
- 2) Drafting : as the writing process proceeds into editing, a number of draft may be produced on the way the final version.
- 3) Editing : after producing a draft, the students need to check their works, perhaps the other of the information is not clear, the way of something is written ambiguous or confusing.
- 4) Final draft : after editing, making changes their consider to be necessary, and they produce their final version.

The steps can be presented in the following way




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<sup>16</sup> Jeremy Harmer, *Op.cit*, p. 4-5

### **b. The Purpose of Writing**

Written language is used to communicate with others who are not bound by space and time, or for events they are permanent or semi-permanent record is required as a proof. Every written language has a purpose to the writer or the reader. The students have to consider the purpose of their writing since this will influence not only on the type of text they wish to produce but also including the language that the use and the information that they choose.

According to Halliday suggests that written language is used for the following purposes :

- (1) For action (for example, public signs, product labels, television and radio guides, bills menus, telephone directories, ballot papers, computer manual); (2) For information (for example, newspaper, current affairs magazines, advertisements); (3) For entertainment (for example, comic strips, fiction books, poetry and drama, film subtitles).<sup>17</sup>

### **c. Genres**

According Pardiyo, says that genre can be defined as a kind of text that function as frame of reference so a text can be made effectively; effective in term of accurancy goals, the selection and preparation of the elements, and precision in the use of grammar.<sup>18</sup>

For many people, genre is a concept that helps to organize the common sense labels we use to categorize texts and the situations in which they occur. According

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<sup>17</sup> David Nunan, *Second Language Teaching & Learning*, (Boston: Heinle & Heinle Publishers, 1999), p. 275

<sup>18</sup> Pardiyo, *Op.cit*, p.2

to Harmer genre is a type of writing which members of a discourse community would instantly recognize for what it was.<sup>19</sup>

Based on the explanation above, we can know that genre is type or kind of the 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.

From the various kinds of genre in writing, this study only focuses on the news item writing.

#### **d. The Measurement of Writing Skills**

In this study, the writer uses analytic scale to evaluate the students' achievement in writing. According to O'Malley and Pierce, analytis scale separates the features of a composition into components that are each scored separately. This analytic score has five aspects which are used as consideration in scoring and each aspect scores five. The aspects are :

##### a) Grammar

Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence.

##### b) 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

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<sup>19</sup> Jeremy Harmer, *Op.cit*, p. 113

communication. Students cannot make a communication especially in writing if they master little vocabulary.

c) 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 mechanics are capital letter, quotation, comma, semicolon, and others.

d) Relevance

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

e) Fluency

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 be confused about the purpose of writing.<sup>20</sup>

### 3. News Item Text

We can find news items in two forms. The first is spoken, the news that we hear on the radio and television. The second is written, we can find it on magazines, newspapers, social media, etc. News item text is written form.

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<sup>20</sup> O'Malley and Pierce, *Aspects of Writing*, (Germany : Blackwell Publishing, 1996), p.144

According to Pardiyo, news item text is factual text which informs readers about events of the day which are considered newsworthy or important.<sup>21</sup> 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.

a. Text Function

The function of news item text to inform the readers about an event of the day which are considered newsworthy.<sup>22</sup>

b. Generic Structure

a) Headline or Title

It expresses the point to be reported to readers or listeners. It must be eye catching.

Example : Big Changes Made After Aceh Tsunami

b) Summary of Event/Newsworthy Event

It contains the summary of the phenomena or event to be reported.

Example : It might be true that Indonesians tend to react, not anticipate. A warning system was built just after a big disaster occurred.

c) Background of Event

It contains the elaboration of what happened, to whom, and in what circumstance (how it was like). The event or phenomena must be in the past, or happened in past time.

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<sup>21</sup> Pardiyo, *Op.cit*, p. 246

<sup>22</sup> Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta : Graha Ilmu, 2008), p. 61

Example : it was not until a year ago – after 9.3 magnitude earthquake triggered a devastating tsunami in Nanggroe Aceh Darussalam and parts of North Sumatera – that the Meteorology and Geophysics Agency (BMG) was equipped with a system that could immediately report such a disaster.

d) Source

It directly follows each of background events. It contains a comment given by person or participant, or authority on the subject.

Example : “After the Aceh quake, the government, supported by Germany, Japan, China and France, started building a system that by 2008 will connect 160 seismographic stations nationwide,” BMG earthquake division head Suharjono said Tuesday.<sup>23</sup>

c. Grammatical Features

- a) Short telegraphic information about story captured in headline.
- b) Use of material processes to retell the event (in the text below, many of the material processes are nominalized)
- c) Use of projecting verbal processes in sources stage.
- d) Focus on circumstance (in the text below, mostly within qualifiers).<sup>24</sup>
- e) Using declarative sentences.
- f) Using past tense, past perfect, past continuous tense.
- g) Need conjunction
- h) Using reported speech, especially in source.<sup>25</sup>

d. The example and structure of the text.

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<sup>23</sup> Pardiyo, *op.cit*, p. 256-267

<sup>24</sup> Sanggam Siahaan and Kisno Shinoda, *Op.cit*, p.62

<sup>25</sup> Pardiyo. *Op.cit*, p. 247

### **Kelud Mountain's Alert**

Kediri- The national experts of volcanic announced a new development of Kelud Mountain activities. Samiran, one of the experts is the first who announced the activities of Kelud Mountain activities in Kediri. The previous day, in the morning, the mountain released 500 metric ton poisonous ashes and materials. It endangered the life surround. At the mid day, it reacted again. At that time, it released a great deal of thick cloud that made the area be dark. In the afternoon, it threw away stones and others materials. It started to react more than the day before. The national volcanis institution was later to describe it as the “alert” for all people surround and they were asked to vacant the areas to the shelters.

The text structure

- **Headline**

Kelud Mountain's Alert

- **Newsworthy Event**

Kediri- The national experts of volcanic announced a new development of Kelud Mountain activities. Samiran, one of the experts is the first who announced the activities of Kelud Mountain activities in Kediri.

- **Background Event**

Samiran, one of the experts is the first who announced the activities of Kelud Mountain activities in Kediri. The previous day, in the morning, the mountain released 500 metric ton poisonous ashes and materials. It endangered the life surround. At the mid day, it reacted again. At that time, it released a great deal of thick cloud that made the area be dark. In

the afternoon, it threw away stones and others materials. It started to react more than the day before.

- Source

The national volcanis institution was later to describe it as the “alert” for all people surround and they were asked to vacant the areas to the shelters.<sup>26</sup>

#### 4. Video

##### a. Definition

The word media comes from latin : medius which means “middle” “via” or “through”. In Arabic, media is an mediator (ولئاسد) or an introduction to a message from the sender to the recipient of the message. Garlech and Ely in Azhar Arsyad’s book stated that media is generally defined as human being, material or event which build a certain situation allowing the students to obtain knowledge, skill, or behavior. In addition, Gagne and Briggs that was cited on Arsyad Azhar’s book said that “medium” is device used to deliver content of material which includes some of books, recorder, video, film, photograph, picture, television, and computer.<sup>27</sup>

Media of learning process consist of two components, they are tool element or hardware, and message/software. Therefore we should know that media of learning needs instrument to deliver message, the most important is not that

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<sup>26</sup> Sanggam Siahaan and Kisno Shinoda, Op.cit, p.64

<sup>27</sup> Azhar Arsyad, *Media Pembelajaran*, (Jakarta : Raja Grafindo Persada, 2014), p.3



instrument, but the most important is the message or information of learning that is brought by media itself.<sup>28</sup>

From the definition above, the writer can conclude that media is a kind of means or instrument used by teachers on conveying the materials to the students. The use of a medium is very needed to reach the purpose of teaching and learning process.

Hamalik in Azhar Arsyad's Book stated that the use of learning media in the teaching and learning process can generate new desires and interests, generate motivation and stimulation of learning activities, and even bring psychological influences to students.<sup>29</sup> Many teachers know that media will be helpful. Media gives students something new, but not all of teachers know how to implement it correctly, so sometimes media disturbs learning process instead of helping students in learning process. This situation cause problem. The use of media is questioning whether it really helps teaching-learning activities or not. Based on that assumption, the writer wants to find out the fact of the use of media in teaching-learning process, whether media can help teaching-learning process or not.

Using media in English teaching learning process is a good way of method. Media can be a function to communication between students and teacher, because it makes student to stimulate their mind. Besides, by using media in English teaching and learning process, students will be more interested, so they are more

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<sup>28</sup> Rudi Susilana and Cepi Riyana, *Media Pembelajaran*, (Bandung : Wacana Prima, 2009), p.7

<sup>29</sup> Azhar Arsyad, *Op.cit*, p.15-16

active in classroom. Video is widely believed to have a great impact on teaching at a distance.

Video is too often seen as a means of imitating traditional techniques rather than making use of its distinctive features as a medium which requires the development of particular skills on the part of the teacher before it can be used effectively.<sup>30</sup>

In the other hand, video offers the possibility of showing still or moving pictures in black and white, or, at higher cost, in color with or without accompanying sound.<sup>31</sup> Based on Oxford dictionary, video is a type of magnetic tape used for recording television pictures and sound.<sup>32</sup>

Based on some definition above, it is clear that video is the audio-visual media featuring motion, it is good for teaching and learning process which is purpose to develop student's skills.

#### **b. The Advantages of Using Video in writing skill**

Providing good and creative media is one of teachers' task to make the process of learning and teaching more interesting. One of interesting media that teachers can easily get is video. Video is also richer than picture even audio. Bal-Gezegin stated in his research that "the use of video can enhance learning specific

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<sup>30</sup> Ortrun Zuber Skerrit, *Video in Higher Education*, (Great Britian : Nichols Publishing Company, 1984), p.247

<sup>31</sup> John McGovern, *Video Applications in English Language Teaching*, (British Council : Pergamon Press, 1983), p.17

<sup>32</sup> Oxford Learner's Pocket Dictionary, (Oxford University Press, 2015), p. 493

fixed expression and when students are presented with visual aids such as video clips, they enjoy it and find it motivating".<sup>33</sup>

Harmer in the book of Practice of English Language teaching explains five advantages of using video in teaching English.<sup>34</sup>

1) Seeing language-in-use

Students do not just hear language, they see it too. All such paralinguistic features give valuable meaning clues and help viewers to see beyond what they are listening to, and thus interpret the text more deeply.

2) Cross-cultural awareness

Video uniquely allows students a look at situations far beyond their classroom. Video is also of great value in giving students a chance 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 the potential to create something memorable and enjoyable. The camera operators and directors suddenly have considerable power. The task of video-making can provoke genially creative and communicative uses of the language, with students finding themselves 'doing new things in English'.

4) Motivation

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<sup>33</sup> Betül Bal-Gezegin, *An Investigation of Using Video vs. Audio For Teaching Vocabulary*, Procedia - Social and Behavioral Sciences143, 2014, p. 455.

<sup>34</sup> Jeremy Harmer, *The Practice of English Language Teaching (3rd Ed)*, (Harlow: Pearson Education Limited, 2001), p. 282.

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.

**c. The Disadvantages of Using Video in writing skill**

According to Harmer, when teachers want to use video in the classroom they have to aware with some disadvantages or problems that may occur. There are some disadvantages of video as follows :<sup>35</sup>

1) The ‘nothing’ syndrome

Just switching on the monitor in a class is not special exciting for viewing population, the teacher have to provide video activities that are unique learning experiences and do not just replicate home television viewing.

2) The length of extracts

Some people think that more than two or three minutes of video sends students to sleep or become sleepy. However, others like to show students whole programs. Such short extracts are usually the best option where teachers want to use the longer ones because of the topic or because it is impossible to extract a good shot extract. Teacher need to design activities to keep the students involved.

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<sup>35</sup>*Ibid*, p. 283

## B. Related Studies

1. Efa Silfia, 2018, FKIP UNBARI, has done a research *The Use of Picture Series to Improve Students' Writing Ability In News Item Text*.<sup>36</sup> the objective of this study are to explain whether picture series can improve students' abilities and describe the factors that influence changes in writing news item text using picture series. The population of the study is tenth grade students of SMA N 7 Kerinci academic year 2011/2012. It consist of 35 students, they are 25 female and 10 male. The reserach use action research in research method, the researcher uses two types of research instruments which are quantitative (writing test) and qualitative (observation and chose one of the teachers as collaborator to observe and fill in the note field when the reseacher taught during the research). In this study, the researcher use Kemmis and Mc Taggart's action research, there are cycle I and cycle II, in each cycle were treatment in each meeting and evaluation at the end of the cycle. Based on the data analysis, the students' average score in first meeting (treatment) of cycle I is 54.26. It was still low, the second meeting (treatment) is 60.66 and the third meeting (evaluation I) is 63.29. Beside that after the implementation of Cycle I, the students' average score in first meeting of cycle II is 65.63, second meeting is 70.89 and the third meeting (evaluation II) is 77.14. It means, that using picture series can improve students' writing skills. Factors that influence changes in students' writing ability using this media are visible from classroom management, media used by teachers, and learning methods.

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<sup>36</sup> Efa Silfia, *The Use of Picture Series to Improve Students' Writing Ability in News Item Text*, Scientific Journals of Economic Education SJEE, Volume 2, Nomor 2, September 2018.

2. Rizqi Amalia, 2011, Semarang State University, has done a research *Improving Students' Ability in Writing News Item Text By Using Old and New Information (An Experimental Research of Tenth Grade Students of SMA Negeri 1 Slawi in the Academic Year of 2010/2011)*.<sup>37</sup> The objective of this research are to describe the writing test achievement for the students taught using old and new information, and to describe the writing test achievement for the students taught jumbled sentences, and to investigate whether there is any significant difference in students' writing test achievement between the students taught using old and new information and those who were taught by using jumbled sentences. Based on review of related theories, frame of thinking the hypothesis of this research is purposed of follows: the use of old and new information is more effective than jumbled sentences, the Old and New information makes the students' writing more coherent and well organized in writing news item text of tenth grade students of SMA N 1 Slawi in the academic year of 2010/2011. The population of this study is the tenth grade students of SMA N 1 Slawi in 2010/2011 academic year. The total number of tenth grade students in SMA N 1 Slawi is 300 students divided into ten classes (X-1 until X-10). The writer used two groups design as research method and also the writer used take 10-25% or more percent out of the population, since the number of population is 300 students, therefore 20% out of the population (60 students). The sample of this study are X-5 as experimental group taught using old and new information and X-10 students as the control group is taught by using

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<sup>37</sup> Rizqi Amalia, *Improving Students' Ability in Writing News Item Text By Using Old and New Information*, English Department Faculty Of Languages And Arts Semarang States University 2011.

jumbled sentences. The form of the test is writing test. Based on the data analysis, the t-test is 2.207, for  $\alpha = 5\%$  with the number of students ( $n$ ) = 30 and  $t_{table} = 1.67$ . The computation shows that t-test is higher than t-table ( $2.207 > 1.67$ ). It means that the hypothesis of the research is accepted.

### **C. Conceptual Framework**

Writing is an activity to express people's feelings, ideas and desires through organizing our thought into good arrangement of written text. The important of writing is to convey the ideas to the readers in communication. It involves the mastery of all elements in writing such as organization, content, grammar, punctuation, spelling, mechanics, and also style and quality of expressions. It involves complex process.

Writing is an activity of producing language in form of written language. As an activity of language production, writing needs creativity in it. In other words, someone needs creativity in conveying their ideas when having writing activity. Before it, someone needs to get some ideas that they will transfer into written language which can be read by the readers.

Unfortunately, it is not easy for some students to get some ideas which can be transferred into written language as a product of their writing. There are many students who have difficulty in getting some ideas when they write a text.

For facing this problem, teachers should try to find an appropriate media in language teaching which can help students getting some ideas and it can make the

students have interest to join the lesson, so that they can study more serious and their achievement will be better, especially in writing News Item Text.

In this case, one of media that can be used in language teaching is video. by using this media, the students can get inspiration or motivation that can help them in getting ideas to be written in building a text. It is applied by asking the students to discuss and work together to their friends to make their own concept to their writing.

#### **D. Actional Hypothesis**

Based on theoretical review and conceptual framework above, the hypothesis of this research is the students' achievement in writing News Item Text can be improved by using Video.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Setting

The research was conducted at MAS Al-Manaar Pulu Raja Kecamatan Pulau Rakyat Kabupaten Asahan, Sumatera Utara. This research would be conducted at the Tenth Grade students. The subject of this study were students of Tenth Grade of MAS Al-Manaar Pulu Raja. The students of Tenth Grade of IPA at MAS Al-Manaar which consist 29 students. The reason for choosing this school had some problems in writing an English text, particularly in writing news item text.

There are some considerations why the research chooses as the location of the research, such as:

1. The researcher is a student who graduated from the school.
2. The research was never done before in this location
3. The researcher found the problem that the students still difficult in writing.
4. The school welcomed that aimed to improve the teaching learning quality.

#### B. Research Method

This study belongs to a Classroom Action Research. The Classroom Action Research is a model of research which is done in a classroom. The Classroom Action Research is a study conducted in order to improve the quality

of learning practices carried out systematically from planning to reflection. In conducting a Classroom Action Research, there were cycles. Each cycle consisted of four steps; they were planning, action, observation, and reflection.<sup>38</sup>

1. Plan

Plan is to start by identifying problems that are focused on the problems faced by students and then formulate alternatives as a strategy to solve the problem.

2. Act

Act is to carry out actions by applying the strategies that have been formulated in solving the student's problems.

3. Observe

Observe that is related to the activity of recording all activities that occur in the process of action.

4. Reflection

Reflection, which is related to reflecting all recorded events to be used as improvement material used to do the revised plan in the next cycle.

Classroom action research needs to do to improve the quality of teaching and learning processes that can be seen through students' achievement; the higher achievements that the students get, it means the better quality of teaching and learning process takes place in the classroom.

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<sup>38</sup> Rusydi Ananda, Tien Rafida, and Syahrum, *Penelitian Tindakan Kelas*, (Bandung : Citapustaka Media, cet.1, 2015), p. 20

In this study, there are two cycles for four meetings. Each cycle is conducted in two meetings. The data is also collected and analyzed by computing the score of writing test; it is used to know the development of students' score in each cycle. The score of the students in writing news item text by using video are used to see the improvement of the students' achievement in writing news item text.

In conducting this study, there are four steps in each cycle, namely planning, action, observation, and reflection. The four steps could be seen in the following figure :

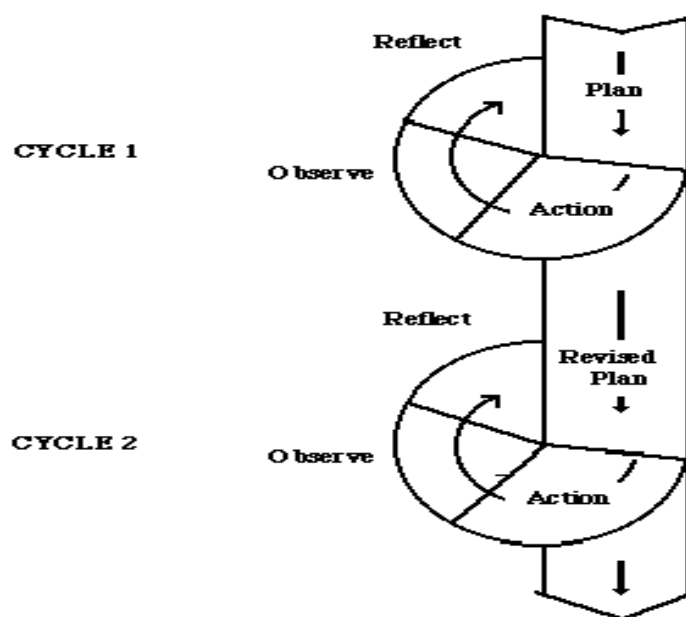


Figure 3.1 Kemmis and McTaggart's Action Research

The procedure of Action Research in each cycle are as follows.

a. Planning

Planning is the first step in conducting an action research to make the process run well. There are some steps in this step, they are as follows.

- 1) Making a lesson plan
- 2) Preparing facilitation and media that will be used
- 3) Preparing present list in order to know students activeness in joining teaching learning process.
- 4) Preparing the assignment needed.

b. Action

Action is step of core in this study. By having this step, the writer had an application of what had been planned in planning step. In this study, there are some activities which are done in action step.

Activities	Teacher's Activities	Student's Activities
Opening	<ol style="list-style-type: none"> <li>1. Explaining the goal of the study</li> <li>2. Apperception by asking the students about : (definition and the characteristics of news item text)</li> </ol>	<ol style="list-style-type: none"> <li>1. Paying attention and answer the teacher's question</li> <li>2. Answer the teacher's question</li> </ol>
Main activity	<ol style="list-style-type: none"> <li>1. Explaining news item text (definition of news item text, generic structure of news item text, communicative purpose of news item text, and language features of news item text).</li> <li>2. The teacher asks the</li> </ol>	<ol style="list-style-type: none"> <li>1. Listening to the teacher's explanation about news item text and asking to the teacher if there is a problem in learning news item.</li> <li>2. The students stand in</li> </ol>

	<p>students about some hot news happened in this country</p> <ol style="list-style-type: none"> <li>3. The teacher shows video about news and asks the students to write some information in the video.</li> <li>4. The teacher divides the students into six groups, and each group is consist of 4-5 students.</li> <li>5. The teacher asks the students to write the news in form of news item text in group based on the video.</li> <li>6. The teacher invites some groups to present their news in front of the class</li> </ol>	<p>front of class and tell the others about a news that he knows.</p> <ol style="list-style-type: none"> <li>3. Pay attention and watch the video carefully and write the data/information from the video.</li> <li>4. The students sit in pairs.</li> <li>5. The students do the assignment in group.</li> <li>6. The students present their news in front of the class.</li> </ol>
Post Activity	<ol style="list-style-type: none"> <li>1. Asking the question about the lesson that they have learn.</li> <li>2. Giving the students an assignment (writing news item text individually to be reviewed for the next meeting)</li> </ol>	<ol style="list-style-type: none"> <li>1. Stating the result of the lesson they have learnt.</li> <li>2. Making a note about the task given by the teacher.</li> </ol>

### c. Observation

Observation is a step of noticing the teaching-learning process while conducting the study. Observation is applied to find out the information that is used to be evaluate and it is be the basic reflection.

- 1) Observing the teacher's step during the teaching-learning process.
  - 2) Observing the teaching-learning process focus on students ability that indicates their understanding and concern on the lesson.
  - 3) Observing the effectiveness students in learning process.
- d. Reflection

Reflection is the evaluation of the action that had been done. Reflection is feedback process from the action that done. In reflection, the data is about the process, the problem, and the difficulties which are found. Reflection is used to help the teacher to make decision for what to do or to revise. Dealing with the purposes of the research improve the students' achievement in writing news item text.

### **C. Data and Data Sources**

Data are materials which are used in research, some data were needed to find out the solution to the problems posed in the previous chapter.<sup>39</sup> In this research, the data would be used are quantitative and qualitative data. Quantitative data is score of students' writing and qualitative data is the result of interview, observation, diary note and documentation.

In this research, the researcher used the data source such as: interview guide, observation guide, diary note and documentation to collect data and test.

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<sup>39</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta : Rineka Cipta, 2010), p. 114

## **D. Technique of Collecting Data**

Data collecting method is the way that can be used by researcher to collect data. There are some techniques of data collecting applied in this study, they are observation sheet, interview, test, and diary note.

### **1. Quantitative Data**

Quantitative data was used to describe what can be counted or measured. In quantitative data, the researcher gives written assessment to the students as the instrument. The students are asked to answer the tests.

#### **Test**

Test is an instrument used to measure the quality and performance of something in Classroom Action Research, generally one of the things assessed is student achievement, especially in writing news item text.

In this case, the researcher gives a test in each cycle. The test in the form of writing because the researcher makes a research for students' in writing skill. The test give to the students focus on writing news item text. The test is pre-test and post-test. Pre-test is the first test before the writer apply the video and Post-test is the second test, to know how far the increase of developing students' ability in writing. The purpose of this test is to measure the students' ability in writing news item text.

## 2. Qualitative Data

Qualitative data is used to describe data which are not able to be counted. Therefore, observation sheet, interview, and diary note, is used in this study. The explanation about those kinds of data was explained as below:

### a. Observation

Observation is direct observation of the learning process that takes place in the classroom. It contains the writer's personal evaluation about the class and the progress of the project. The researcher observed about the condition in the class when teaching learning process go on and the condition of the students.

### b. Interview

Interview is used in order to acquire important information to the main research. Interview is data collection instruments that require direct communication between researchers and research subjects / resource persons. The researcher asked a set of question orally to the English teacher and to the students who can give the information to complete the data.

### c. Diary note

Diary note is used to record the students' achievement while research is taking place. By having diary note, the researcher had some notes about what happened in the classroom when research took place and how the students' achievement improved in every cycle.



d. Documentation

Documentation used to show the teaching and learning process by using the photograph. The researcher took the picture when they were studying. It can show them that are serious or not when learning and teaching process and document in this research.

**E. The Scoring System of the Test**

There are five components present in the analytical scoring rubric for writing: content, organization, vocabulary, language use/grammar, and mechanics. The specific criteria are described as follows.

**Table 3. Scoring Scale of Students' Writing Test**

<b>Content</b>	
30-27	Excellent to Very Good : knowledgeable, substantive through development of topic sentences relevant to assigned topic.
26-22	Good to Average : some knowledge of subject adequate range-limited development of topic sentences – mostly relevant to topic, but lacks detail.
21-17	Fair to Poor : limited knowledge of subject – little substance – inadequate development topic.
16-13	Very Poor : does not show knowledge of subject – non substantive-not pertinent or not enough to evaluate.

<b>Organization</b>	
20-18	Excellent to Very Good : fluent expression – ideas stated/supported – succinct – well organized – logical sequencing – cohesive.
17-14	Good to Average : somewhat choppy – loosely organized but main ideas stand up – limited support – logical but incomplete sequencing.
13-10	Fair to Poor : Non fluent – ideas confused or disconnected – lacks logical sequencing and development.
9-7	Very Poor : does not communicate – no organization – or not enough to evaluate.
<b>Vocabulary</b>	
20-18	Excellent to Very Good : sophisticated range – effective word/idiom choice and usage/word form mastery – appropriate register
17-14	Good to Average : adequate range occasional errors of word/idiom form, choice, usage but meaning not obscured.
13-10	Fair to Poor : limited range – frequent error of word/idiom forms, choice, usage – meaning confused or obscured.
9-7	Very Poor : does not communicate – no organization – or not enough to evaluate.
<b>Language use</b>	
25-22	Excellent to Very Good : Effective complex construction – few errors of agreement, tense, number, word

	order/function, articles, pronoun, precision.
21-19	Good to Average : effective but simple constructions – minor problems in complex constructions – several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured.
17-11	Fair to Poor : major problems in simple/complex construction – frequent errors of agreement, tense, number, word order/function, articles, pronouns, preposition, and/aor fragments, deletion – meaning confused or obscured.
10-5	Very Poor : virtually no mastery of sentence construction rules – dominated by errors – does not communicate – or not enough to evaluate.
<b>Mechanics</b>	
5	Excellent to Very Good : demonstrate mastery of conventions – few errors of spelling, punctuation, capitalization, paragraphing.
4	Good to Average : occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
3	Fair to Poor : frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting – meaning confused or obscured.
2	Very Poor : no mastery of conventions dominated by errors of spelling,

	punctuation, capitalization, paragraphing – handwriting illegible – or not enough to evaluate.
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## F. Technique of Analyzing Data

The technique of data analysis of this study was applied by using qualitative and quantitative data. The qualitative data analyzed from observation, interview, and diary note which described the improvement of students' achievement in writing news item text by using video.

To find out the class mean score in each cycle, the following formula would applied:

$$X = \frac{\sum x}{n}$$

Where  $X$  = the mean of the students

$\sum x$  = the total score

$N$  = the number of students

To categorize the number of master students, the following formula would applied:

$$P = \frac{R}{T} \times 100\%$$

Where  $P$  = percentage of students whose score reaching the KKM 75

$R$  = number of students whose score reaching the KKM 75

T = total number of students taking the test

## **G. Technique of Establishing Trustworthiness**

In the research, the factor in the data validity is also very considered because the result is not has a sense if it doesn't get the admission or trustworthiness. To get the admission in this research result, site o the validity of research data have collected. Oriented on the opinion of Lincoln and Guba, to get the trustworthiness is required the technique of credibility, transferability, dependability, and confirmability, which is related to the process of collecting and analysing data.<sup>40</sup>

### **1. Credibility**

As for the effort to make it more trusted (credible process), interpretation and findings in this research is by: prolonged engagement, presistent observation, triangulation, colleague discussion, reference adequacy and negative case analysis.

### **2. Transferability**

Transferability is pay attention to suitable meaning of the meaning of the function of the elements contained in the study of phenomena and other phenomena outside the scope of the study. The way to reach the transferability is by a detailed breakdown of data of theory, or from a case to other case, so the reader can apply it in the similar context.

### **3. Dependability**

Dependability is identical with reliability, in this study the dependability was built since from data collection and field data analysis as well as presentations of

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<sup>40</sup> Salim and Syahrums, *Metodologi Penelitian*, (Bandung : Ciptapustaka Media, 2015), p. 165

research report data. In the design development of data validity is built, start from the selection of cases and focus, perform field orientation and development of the conceptual framework.

#### **4. Confirmability**

Confirmability is identical with research objectivity or validity of the descriptive and interpretative. The validity of data and research reports is compared with using techniques, they are: consult every step of activity to the promoter or consultant since the development of the design, rearrange the focus, determination of context and sources, determination of data collection techniques, and data analysis and presentation of research data.<sup>41</sup>

In this research, the technique of getting the trustworthiness that used by the researcher is the credibility. In the credibility, there are some techniques, one of them is triangulation. Sugiyono<sup>42</sup> says that “triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures”. Triangulation is really important to improve the aspect of authenticity and credibility from the data has collected by the other method. Many researcher opine that there is no a tool to collect the data that can measure the phenomena of the subject perfectly. The tool of collecting data is only able to measure the phenomena of human from one perspective.<sup>43</sup>

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<sup>41</sup>*Ibid.*, pp. 165-166

<sup>42</sup>Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2006), p. 372

<sup>43</sup>Bambang Setiadi, *Penelitian Tindakan untuk Guru dan Mahasiswa*, (Yogyakarta : Graha Ilmu, 2015), p. 33

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

#### **A. Research Findings**

The kinds of data were analyzed by qualitative and quantitative data. The qualitative data were taken from interview, observation sheet and book notes. The quantitative data was taken from the mean of the students' score in taking test. The researcher conducted in one class with 29 students from 132 population number of tenth grade students MAS Al-Manaar, Asahan. It was accomplished in two cycles. Each cycle consisted of four steps, they are planning, action, observation and reflection. Each cycle was conducted for two meetings. And one meeting for pre-test. So, there were five meetings for this research.

##### **1. Preliminary Study**

The preliminary study was conducted to find out the fundamental problem related to the research. It was important to the research before carrying out the research in order to know from where and how the research done. In this preliminary study, the researcher gave a test. The test was given for the students before treatment of using video. The researcher noted that the score which passed of 75 was success depending on KKM in the school. It was found that the mean of students' score was kept improving from pre-test until post-test of the second cycle.

Below the students' score of Pre-test as follow:

**Table 4. The Students' Score of Pre-Test**

No.	Initial of Students	Pre-Test Score	
		Pre-Test	Criteria of Success $\geq 75$
1	Abdul Jailani	54	Unsuccessful
2	Ahmad Fikri	65	Unsuccessful
3	Aisyah Novita Sari	47	Unsuccessful
4	Alvi Nur Fadillah	75	<b>Successful</b>
5	Arvina	62	Unsuccessful
6	Ayu Asmarita	61	Unsuccessful
7	Bambang Syahroni	77	<b>Successful</b>
8	Dedek Putri Aulia	72	Unsuccessful
9	Dewi Novianti	40	Unsuccessful
10	Diki Ardiansyah	69	Unsuccessful
11	Isa Ramadhani	68	Unsuccessful
12	Miftahul Jannah	47	Unsuccessful
13	Muhammad Suffin	76	<b>Successful</b>
14	Nova Afreza	68	Unsuccessful
15	Novita Sari	70	Unsuccessful



16	Nur Asia Br. Rambe	61	Unsuccessful
17	Nurhalimah Siregar	79	<b>Successful</b>
18	Ridwan Fahmi	72	Unsuccessful
19	Rika Andani	76	<b>Successful</b>
20	Riki Ramadhana	76	<b>Successful</b>
21	Rini Syahputri	62	Unsuccessful
22	Rizky Maulana	76	<b>Successful</b>
23	Silvia Putri Ardani	48	Unsuccessful
24	Sofi Wandira	59	Unsuccessful
25	Syarifuddin Siahaan	47	Unsuccessful
26	Tiara Lestari	78	<b>Successful</b>
27	Tika Sari	76	<b>Successful</b>
28	Wilda Fransiska Tampubolon	60	Unsuccessful
29	Yulistia Rahayu	43	Unsuccessful
	<b>Total</b>	$\Sigma X =$ <b>1864</b>	
	<b>Mean</b>	$\bar{X} = 64,3$	

From the table of pre-test, the students that got success the test was 8 students and the students did not get success was 21 students. In addition, the total

score of the students was 1855 and the number of the students who took the test was 29 students. So, the mean of the students was:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1862}{29}$$

$$\bar{X} = 64,3$$

From the analysis above, the students ability in writing news item text was low. The mean of the students' score was 64,3. The percentage of the students who got success in writing test was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{9}{29} \times 100\%$$

$$= 31\%$$

And,

$$P = \frac{R}{T} \times 100\%$$

$$P2 = \frac{20}{29} \times 100\%$$

$$= 69\%$$

**Table 4.1 Table the Percentage of Students Score in Pre-Test**

	Criteria	Total Students	Percentage
P1	Successful	9	31%
P2	Unsuccessful	20	69%
Total		29	100%

From the table above, the students' ability in writing news item text was low. It could be seen from the mean of the students' score was 64,3. The percentage of the students score was 9 students got success or it was 31%. In the other hand, 20 students got unsuccess score or it was 69%. It can be concluded that the students' writing ability in pre-test was low. Therefore, the researcher would do post-test in the first cycle.

## 2. Cycle I

The researcher gave the test in post-test I, the test was given after applied the video. The researcher found improvement of the students' score in post-test of the first cycle. The students' score of post-test in the first cycle can be seen in the table below :

**Table 5. The Students' Score of Post -Test I**

No.	Initial of Students	Post Test of The first Cycle	
		Post-Test	Criteria of Success $\geq 75$
1	Abdul Jailani	63	Unsuccessful
2	Ahmad Fikri	80	<b>Successful</b>
3	Aisyah Novita Sari	61	Unsuccessful
4	Alvi Nur Fadillah	68	Unsuccessful
5	Arvina	79	<b>Successful</b>
6	Ayu Asmarita	78	<b>Successful</b>
7	Bambang Syahroni	76	<b>Successful</b>

8	Dedek Putri Aulia	76	<b>Successful</b>
9	Dewi Novianti	78	<b>Successful</b>
10	Diki Ardiansyah	77	<b>Successful</b>
11	Isa Ramadhani	65	Unsuccessful
12	Miftahul Jannah	60	Unsuccessful
13	Muhammad Suffin	64	Unsuccessful
14	Nova Afreza	78	<b>Successful</b>
15	Novita Sari	78	<b>Successful</b>
16	Nur Asia Br. Rambe	77	<b>Successful</b>
17	Nurhalimah Siregar	78	<b>Successful</b>
18	Ridwan Fahmi	76	<b>Successful</b>
19	Rika Andani	62	Unsuccessful
20	Riki Ramadhana	79	<b>Successful</b>
21	Rini Syahputri	78	<b>Successful</b>
22	Rizky Maulana	77	<b>Successful</b>
23	Silvia Putri Ardani	60	Unsuccessful
24	Sofi Wandira	68	Unsuccessful
25	Syarifuddin Siahaan	62	Unsuccessful
26	Tiara Lestari	59	Unsuccessful

27	Tika Sari	76	<b>Successful</b>
28	Wilda Fransiska Tampubolon	73	Unsuccessful
29	Yulistia Rahayu	67	Unsuccessful
	<b>Total</b>	$\Sigma X =$ <b>2073</b>	
	<b>Mean</b>	$\bar{X} = 71,5$	

From the table of post-test in the first cycle, the students who got success the test was 16 students, and the students did not get success was 13 students. Total score of the students was 2073 and the number of students who took the test was 29 students, so the mean of the students was:

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{2073}{29}$$

$$\bar{X} = 71,5$$

From the data analysis above, the students' writing news item text in the post test I was still low. It could be seen of the mean score of the students was 71,5. It's mean that the score did not get success categorize. The percentage of students who got success in writing news item text was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{16}{29} \times 100\%$$

$$= 55,2\%$$

And,

$$P = \frac{R}{T} \times 100\%$$

$$P2 = \frac{13}{29} \times 100\%$$

$$= 44,8\%$$

### 5.1 Table of the Percentage of Students Score in Post-Test I

	Criteria	Total Students	Percentage
P1	Successful	16	55,2%
P2	Unsuccessful	13	44,8%
Total		29	100%

From the table above showed that the students' score was low. It could be seen from the mean of the students' score was 71,5. There were 16 students passed the test and 13 students are failed in the test. Because the students' ability in writing news item text post-test I in the first cycle was categorized unsuccessful, the researcher would continue in the second cycle.

The qualitative data was analyzed from observation sheet and interview sheet. The researcher also have done some steps in the first cycle, they were planning, action, observation and reflection. The first cycle was conducted into two meeting. It was done on Monday and Tuesday, April 29<sup>th</sup> and May 2<sup>nd</sup> 2019. Here the activities that have done in every steps:

### 1) Planning

In the planning step, the researcher prepared the teaching learning design, such as, arranging lesson plan based on the teaching materia. Then researcher prepared the teaching learning process resources, such as the materials, the example of News Item text, observation sheets, test evaluation, and attendance list in order to know students' activity in joining teaching learning process.

### 2) Acting

In this step, the teacher conducted activities according to the schedule that was arranged in the planning stage. As acting, the teacher implemented the Video as learning media. The teacher also explained about the advantages of Video in learning process especially in the making News Item text. The teacher began the class by asking the students to take seat well and asking them to focus on teacher's explanation, then giving some explanations that related to the material in order to bring them to enter to the theme would be given.

### 3) Observing

Observation sheet was used to measure the level of the students' activities during teaching learning process. The observation was focused on situation of teaching learning process in which Video as media was applied students' activities and behavior students' ability in learning News Item text and interaction between teacher and students.

Based on the observation sheet, the researcher encouraged the students to be brave in expressing their ideas and made a little joke. The

students listened and paid attention to the teacher's explanation and instruction. However, they made a little bit noisy in the classroom when the researcher was making joke.

#### 4) Reflecting

The researcher evaluated the teaching learning process in the end of the meeting. The researcher asked the students how the students felt when learning writing by using Video, the students' difficulties and got some problems while learning process. It would be asked by the teacher in the end of the meeting. Through the reflection, the researcher knew the problems and the result of the students when did test.

From the students' response and the students' scores, the researcher continued in the cycle two in hoping it could be better than before. Second cycle was held to improve score of the students' ability in writing News Item text.

### **3. Cycle II**

The researcher was continued the research in cycle two. The aim was to improve the students' score in writing news item text by using Video after doing post-test in the first cycle. The students' score of post-test 2 in the second cycle can be seen from the table below:



**Table 6. The Students' Score of Post -Test II**

No.	Initial of Students	Post Test of The second Cycle	
		Post-Test	Criteria of Success $\geq 75$
1	Abdul Jailani	72	Unsuccessful
2	Ahmad Fikri	84	<b>Successful</b>
3	Aisyah Novita Sari	81	<b>Successful</b>
4	Alvi Nur Fadillah	83	<b>Successful</b>
5	Arvina	82	<b>Successful</b>
6	Ayu Asmarita	84	<b>Successful</b>
7	Bambang Syahroni	82	<b>Successful</b>
8	Dedek Putri Aulia	80	<b>Successful</b>
9	Dewi Novianti	84	<b>Successful</b>
10	Diki Ardiansyah	86	<b>Successful</b>
11	Isa Ramadhani	72	Unsuccessful
12	Miftahul Jannah	68	Unsuccessful
13	Muhammad Suffin	85	<b>Successful</b>
14	Nova Afreza	83	<b>Successful</b>
15	Novita Sari	81	<b>Successful</b>

16	Nur Asia Br. Rambe	71	Unsuccessful
17	Nurhalimah Siregar	83	<b>Successful</b>
18	Ridwan Fahmi	83	<b>Successful</b>
19	Rika Andani	82	<b>Successful</b>
20	Riki Ramadhana	80	<b>Successful</b>
21	Rini Syahputri	81	<b>Successful</b>
22	Rizky Maulana	80	<b>Successful</b>
23	Silvia Putri Ardani	74	Unsuccessful
24	Sofi Wandira	63	Unsuccessful
25	Syarifuddin Siahaan	83	<b>Successful</b>
26	Tiara Lestari	81	<b>Successful</b>
27	Tika Sari	81	<b>Successful</b>
28	Wilda Fransiska Tampubolon	80	<b>Successful</b>
29	Yulistia Rahayu	81	<b>Successful</b>
	<b>Total</b>	$\sum X = 2310$	
	<b>Mean</b>	$\bar{X} = 79,6$	

From the data above, the students that got success the test were 23 students, and the students did not get success were 6 students. The total score of

the students was 2310 and the number of students who took the test was 29 students, so the mean of the students was:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2310}{29}$$

$$\bar{X} = 79,6$$

From the analysis data above, the students' ability in writing news item text in post-test II was improved. It could be seen of the mean score of the students was 79,6. It means that the score was categorized success. The percentage of students who were success in writing text was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{23}{29} \times 100\%$$

$$= 79,3\%$$

And,

$$P = \frac{R}{T} \times 100\%$$

$$P2 = \frac{6}{29} \times 100\%$$

$$= 20,7\%$$

### 6.1 Table of the Percentage of Students Score in Post-Test II

	Criteria	Total Students	Percentage
P1	Successful	23	79,3%
P2	Unsuccessful	6	20,7%
Total		29	100%

From the table above, the researcher concluded that the students' ability in writing news item text was improved. It could be seen from the mean of the students' score was 79,6. The percentage of the students' score was 23 students got success or it was 79,3%. In the other hand, 6 students got unsuccess score in the post test 2 or it was 20,7%. It can be concluded that the students' ability in writing news item text post-test 2 in the second cycle was categorized success and improved. So the researcher stopped the research in this cycle.

The cycle II was done on Friday and Saturday, May 7<sup>th</sup> – 11<sup>st</sup> 2019. The steps that were done by the researcher in the cycle II were :

1) Planning

In the planning, the researcher arranged lesson plan based on the teaching material, improved the teaching media, prepared the teaching aid, and prepared the observation sheet.

2) Acting

In this step, the researcher prepared all the things better than the firstcycle. The researcher had good motivation to conduct the second cycle was carried out in two meetings. In this step, there were some activities that had been done by the researcher. First, the researcher explained about News Item text, and give some example to make the student more understood about News Item text. After they were know the generic structure of News Item text and the language features of News Item text, the teacher was applied the video to improving the students' ability in writing News Item text. And then, the researcher ask to the students to write News Item text by using the Video then collect has finished.

### 3) Observing

As the previous meeting, in this stage the researcher also observed the learning process that was helped by the English teacher as the collaborator. Based on the observation sheet, the researcher could manage the classroom effectively. The researcher was serious in teaching learning process. The students' activity during teaching and learning process had been observed.

### 4) Reflecting

In this cycle, the researcher motivated the students before writing News Item text. the students' activities in learning process were maximum enough, they were more interesting and enthusiastic in the learning process. In this cycle many students asked to the researcher about the meaning of difficult words.

Based on the observation and the result of the students' test, researcher concluded that the students had improved in writing News Item text by using Video.

**Table 7 The Percentage of Students who got point up to 75**

<b>Competence test</b>	<b>Percentage</b>
Pre –test	27,6%
Cycle I	55,2%
Cycle II	79,3%

Based on the table above, the result of analysis data showed that there was an improvement on the students' ability in writing news item text by using Video.

It was showed from the mean of pre-test was 64,3 the mean of post-test I in the first cycle was 71,5 and the mean of post-test II in the second cycle was 79,6. The percentage of the students' score in pre-test who got point up to 75 was 9 students. It means that there was improvement about 31%. The percentage of the students' score in post-test 1 of the first cycle who got point up to 75 was 16 students. It means that there was improvement about 55,2% . Then, The percentage of the students' score in post-test 2 of the second cycle who got point up to 75 here were 23 from 29 students. It means that improvement was about 79,3%.

From the data, it indicated that by using video in learning news item text in writing was effective. In addition, by using video also can make the students' more enjoyable and interested in writing news item text and the data above can be concluded that the student's ability in writing news item text have been increased by the video.

## **B. Discussion**

This research was conducted to find out the improvement of the students' ability in writing News Item text by using Video. It is one of the strategy that could be used by the teacher in teaching English to improve the students' ability in writing News Item text. The research that had been done by the researcher indicated that the Video was effective and could be used in teaching writing. It could be seen from the tables that showed us the improvement of the students' score from pre-test, post-test 1 of cycle I and post-test 2 of cycle II. The improvement because of the teacher knew how to control the class and created the

active class. Besides that, the Video helped the students to understand the subject easily.

Based on quantitative data could be seen the students' ability in writing News Item text improved and became well in the first meeting to the next meeting. The mean of the students' score in the pre- test was 64,3, the mean of the students' score in post-test I was 71,5, and the mean of the students' score in post-test II was 79,6.

Based on the result of the qualitative data which was taken from the observation sheet, interview and diary notes, it was found that the class ran effectively. In cycle, the researcher was arranged planning before conducting the research, the researcher had been prepared : lesson plan, material about News Item text, Exercise as the instrument of collecting data by applied the Video. Furthermore, the action of researcher explained the material that is News Item text, gave the example of News Item text by using the Video, and applied the Video.

The students paid attention to the researcher during teaching learning process in the classroom. The students' also feel interested and keep spirit in doing the task by using Video. It showed that Video could be motivated the students became more interested in learning English especially in English writing.

It could be concluded that the result of the research showed that Video could improve the students' ability in writing News Item text. It can make the students more excited in learning writing News Item text. It could be proven by the quantitative data which showed the students' score get more better from the

pre-test to the post-test I of cycle I and from the post-test I to the post-test II in cycle II.

It also could be proven by the qualitative data which showed that the teacher got better in controlling the class and the students' were more active and pay attention in learning writing News Item text.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

To Improve The Students' Ability At Writing News Item Text At The Tenth Grade of MAS Al-Manaar Asahan by using Video, the researcher gave test in the cycle I and II to know how far the students' ability, it could be concluded that:

1. The students' ability at writing News Item text before implementing Video, the students felt difficulties to learn writing News Item text, and students still had low ability at writing News Item text. Before implementing Video, the researcher gave tests to the students. The result of the analysis data showed that mean of the pre-test was 64,3 and only 9 students (31%) who got score 75 and passed the test.
2. The students response in teaching learning process the implementation Video, the students more active in teaching learning process, and the students felt interesting and enjoy at writing News Item text by using Video. When used Video, the researcher gave test to the students. The result of analysis data showed that mean of post-test I was 71,5 and only 16 students (55,2%) who got score 75 and passed the test.
3. The students' ability at writing News Item text after implementing Video, the students felt enjoy and happy in teaching learning process by using Video. This strategy make the students more active and do the test best on their understanding. After implementing Video, the researcher gave test to

the students. The result of analysis the data showed that the mean of the students' writing skill post test II was 79,6 and 23 students (79,3%) who got score 75 and passed the test. The score continuously improved from the first evaluation to the third evaluation. The observation result showed that the students gave their good attitude and responses during teaching and learning process by applying the Video in third meeting.

## **B. Suggestion**

Some suggestions were offered namely:

1. For Principal of MAS Al-Manaar Asahan, to encourage the teacher to apply video as a media in teaching and learning English.
2. For the English teacher, it is useful to apply video as one of alternative strategies in teaching writing News Item text.
3. The researcher should develop video in teaching writing News Item text, because the students' ability at writing can improve especially in writing News Item text.
4. For the other researcher, it is very useful as the additional and become reference in conducting a research which relate to this research.

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## APPENDIXES

### Appendix I

#### RENCANA PELAKSANAAN PEMBELAJARAN

#### (RPP)

Nama Sekolah : MAs Al-Manaar Asahan

Mata Pelajaran : Bahasa Inggris

Kelas : X

Materi : News Item text

Aspek/Skill : Menulis

Alokasi Waktu : 4 x 45 menit

#### A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong,), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangka pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/ teori.

### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.	1.1.1 Mengungkapkan rasa syukur atau kesempatan dapat belajar bahasa Inggris.
3.1 Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.	2.1.1 Menggunakan bahasa yang baik saat berkomunikasi. 2.1.2 Menunjukkan sikap saling menghargai dan menghormati. 2.1.3 Menunjukkan sikap bersahabat
3.8 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis news item teks dengan sederhana terkait tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk pada waktu terjadinya, sesuai konteks penggunaannya.	3.8.1 Mengidentifikasi tujuan teks <i>news item</i> . 3.8.2 Mengidentifikasi struktur teks untuk news item. 3.8.3 Mengidentifikasi unsur kebahasaan dari news item teks
4.9 Menyusun teks interaksi transaksional, lisan dan tulis	4.9.1 Mendemonstrasikan teks berita sederhana dari koran/radio/TV

<p>dengan sederhana yang melibatkan tindakan memberi dan menerima informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>dengan menggunakan tata bahasa, pengucapan, pemilihan kata yang tepat dan lancar.</p> <p>4.9.2 Menulis teks berita sederhana dari koran/radio/TV tentang kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>
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### C. Tujuan Pembelajaran

1. Siswa dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk teks tulis berbentuk news item dengan benar dari koran/radio/TV.
2. Siswa dapat menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau sesuai dengan konteks penggunaannya.
3. Siswa dapat menulis teks berita sederhana dari koran/radio/TV tentang kejadian yang dilakukan/terjadi di waktu lampau dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.



## **D. Materi Pembelajaran**

### a. Definition of News Item Text

A news item text is a factual text which informs readers of daily newspapers about events of the day which are regarded as newsworthy or important.

### b. Generic Structure of News Item Text

- 1) **Headline or Title** (the point to be reported to readers or listeners. It must be eye catching).
- 2) **Newsworthy event** (recounts the events in summary form)
- 3) **Background events** (elaborate what happened, to whom, and in what circumstances)
- 4) **Source** (comments by participants on, witnesses to, and authorities expert on the event).

### c. Grammatical Features

- 1) Use of material processes to retell the event (in the text below, many of the material processes are nominalized)
- 2) Use of projecting verbal processes in source stage.
- 3) Focus on circumstance.
- 4) Using declarative sentences.
- 5) Using past tense, past perfect, and past continuous tense.
- 6) Need conjunction.
- 7) Using reported speech, especially in source.

## **E. Metode Pembelajaran**

Scientific Approach

## **F. Media, Alat dan Sumber Pembelajaran**

1. Media : Video, Laptop/Notebook, Infocus
2. Alat : Whiteboard, Spidol
3. Sumber Pelajaran : Internet, Jakarta post

## **G. Langkah-Langkah Kegiatan Pembelajaran**

### **1. Pendahuluan**

- a. Guru menyapa siswa dan mengawali kegiatan belajar dengan berdoa
- b. Guru menanyakan keadaan siswa
- c. Guru melakukan presensi siswa
- d. Guru mempersiapkan teks terkait dengan materi yang akan dipelajari

### **2. Mengobservasi**

- a. Guru menampilkan video terkait dengan berita dalam bahasa Inggris yang akan digunakan untuk materi news item teks.
- b. Guru membimbing siswa mengamati tentang makna, fungsi sosial, struktur teks dan contoh terkait dengan kalimat simple past tense dan past perfect tense yang terdapat dalam news item text.
- c. Siswa membaca teks berita sederhana dari koran dan majalah, atau buku teks wajib Bahasa Inggris SMA tersebut untuk memahami isi pesannya.
- d. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk gagasan utama dan informasi rinci) dari teks berita sederhana dari koran/radio/TV *news item* tersebut.

### 3. Menanya

- a. Guru memberikan kesempatan kepada siswa untuk bertanya tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari kalimat simple past tense dan past perfect tense tentang gejala dan peristiwa alam dan sosial tersebut.
- b. Guru memberi kesempatan kepada siswa untuk bertanya tentang informasi apa yang ingin mereka ketahui terkait dengan kalimat simple past tense dan past perfect tense terkait kejadian/peristiwa alam dan sosial tersebut.
- c. Guru menanyakan kepada siswa tentang informasi apa saja yang mereka dapat terkait dengan kalimat simple past tense dan past perfect tense.

### 4. Mengeksplorasi

- a. Guru menjelaskan kepada siswa penggunaan kalimat simple past tense dan past perfect tense dalam news item text.
- b. Guru menjelaskan kepada siswa perbedaan antar berbagai *past simple* dan *past perfect* yang ada dalam news item teks.
- c. Siswa secara berkelompok membahas teks berita untuk menemukan berbagai informasi.
- d. Guru meminta siswa membuat beberapa contoh kalimat simple past tense dan pas perfect tense.
- e. Siswa membahas pemilihan kata dan tata bahasa yang digunakan dalam teks tersebut.

## **5. Mengasosiasi**

- a. Guru memberikan feedback atau koreksi kepada siswa.
- b. Guru memberikan koreksi pada siswa yang masih salah dalam penulisan struktur teks dan penggunaan kosa kata sederhana dalam menulis kalimat simple past tense dan past perfect tense.
- c. Guru dan siswa menyimpulkan pelajaran terkait dengan informasi yang digunakan untuk memberikan informasi terkait penggunaan simple past tense dan past perfect tense.

## **6. Mengkomunikasikan**

- a. Siswa diminta mempresentasikan hasil kerja kelompok kepada teman dan guru di depan kelas
- b. Setiap kelompok bergantian maju di depan kelas satu per satu memberikan hasil kerja terkait dengan news item teks secara lisan.
- c. Siswa mengelola feedback dari guru dan teman tentang hasil analisis terkait fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok untuk memperbaiki tindakan.
- d. Guru memberikan tindak lanjut atau koreksi.

## **7. Penutup**

- a. Guru menyimpulkan pelajaran.
- b. Guru menanyakan kesulitan siswa.
- c. Guru memotivasi siswa.
- d. Guru menutup pelajaran dengan berdoa.

## H. Penilaian

1. Bentuk : teks tertulis
2. Teknik : The teacher asks the students to write 1 news in form of news item text. The aspects to be assessed are grammar, vocabulary, mechanics

### Latihan

Instruction:

Please make a news item text using the appropriate tenses!

Title : \_\_\_\_\_

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3. Cognitive and psychomotoric

Elements	Score
1. The content mastery	30%
2. The organization mastery	20%
3. The vocabulary mastery	20%
4. The grammar mastery	25%
5. The mechanic mastery	5%
Total score	100%

## 4. Affective

## Observation sheet of activeness

No	Indicators	Yes	No
1	The students involve in group works		
2	The students ask question to either teacher of their peers to clarify their understanding.		
3	The students solve the problem in a group work.		
4	The students present their writing.		

Medan, 13 Mei 2019

The English Teacher

The Researcher

Rika, S.Pd

Ayu Lestari

The Headmaster of Mas Al-Manaar

Hj. Sangkot Hasibuan, S.Pd

## Appendix II

### RENCANA PELAKSANAAN PEMBELAJARAN

#### (RPP)

Nama Sekolah : MAs Al-Manaar Asahan

Mata Pelajaran : Bahasa Inggris

Kelas : X

Materi : News Item text

Aspek/Skill : Menulis

Alokasi Waktu : 4 x 45 menit

#### A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong,), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkang pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar,

dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/ teori.

### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.	1.1.1 Mengungkapkan rasa syukur atau kesempatan dapat belajar bahasa Inggris.
2.1 Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.	2.1.1 Menggunakan bahasa yang baik saat berkomunikasi. 2.1.2 Menunjukkan sikap saling menghargai dan menghormati 2.1.3 Menunjukkan sikap bersahabat
3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks news item berbentuk berita sederhana dari koran/radio/TV/video sesuai dengan konteks penggunaannya.	3.9.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks news item berbentuk berita sederhana dari koran/radio/TV 3.9.2 Mengidentifikasi situasi-situasi penting dalam kejadian yang terdapat dalam teks meliputi waktu, pelaku, dan waktu kejadian peristiwa. 3.9.3 Menguraikan struktur teks dengan menyatakan dan menanyakan tentang teks news item lisan dan tulis, dalam bentuk berita sederhana koran/radio/TV.



<p>4.9 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan menerima informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.9.1 Mendemonstrasikan teks berita sederhana dari koran/radio/TV dengan menggunakan tata bahasa, pengucapan, pemilihan kata yang tepat dan lancar.</p> <p>4.9.2 Menulis teks berita sederhana dari koran/radio/TV tentang kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>
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### C. Tujuan Pembelajaran

1. Siswa dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk teks tulis berbentuk news item dengan benar dari koran/radio/TV.
2. Siswa dapat menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau sesuai dengan konteks penggunaannya.
3. Siswa dapat menulis teks berita sederhana dari koran/radio/TV tentang kejadian yang dilakukan/terjadi di waktu lampau dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

## **D. Materi Pembelajaran**

### a. Definition of News Item Text

A news item text is a factual text which informs readers of daily newspapers about events of the day which are regarded as newsworthy or important.

### b. Generic Structure of News Item Text

- 1) **Headline or Title** (the point to be reported to readers or listeners. It must be eye catching).
- 2) **Newsworthy event** (recounts the events in summary form).
- 3) **Background events** (elaborate what happened, to whom, and in what circumstances).
- 4) **Source** (comments by participants on, witnesses to, and authorities expert on the event).

### b. Grammatical Features

- 1) Use of material processes to retell the event (in the text below, many of the material processes are nominalized).
- 2) Use of projecting verbal processes in source stage.
- 3) Focus on circumstance.
- 4) Using declarative sentences.
- 5) Using past tense, past perfect, and past continuous tense.
- 6) Need conjunction.
- 7) Using reported speech, especially in source.

## **E. Metode Pembelajaran**

Scientific Approach

## **F. Media, Alat dan Sumber Pembelajaran**

4. Media : Video, Laptop/Notebook, Infocus
5. Alat : Whiteboard, Spidol
6. Sumber Pelajaran : Internet, Jakarta post

## **G. Langkah-Langkah Kegiatan Pembelajaran**

### **1. Pendahuluan**

- a. Guru menyapa siswa dan mengawali kegiatan belajar dengan berdoa.
- b. Guru menanyakan keadaan siswa.
- c. Guru melakukan presensi siswa.
- d. Guru mempersiapkan teks terkait dengan materi yang akan dipelajari.

### **2. Mengobservasi**

- a. Guru menampilkan teks terkait dengan berita dalam bahasa Inggris yang akan digunakan untuk materi news item teks.
- b. Guru menjelaskan tentang makna, fungsi sosial, struktur teks terkait dengan news item teks.
- c. Siswa mengamati teks terkait dengan news item dalam bahasa Inggris.
- d. Siswa membaca teks berita sederhana dari koran dan majalah, atau buku teks wajib Bahasa Inggris SMA tersebut untuk memahami isi pesannya.
- e. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk gagasan utama dan informasi rinci) dari teks berita sederhana dari koran/radio/TV *news item* tersebut.

### 3. Menanya

- a. Guru memberikan kesempatan kepada siswa untuk bertanya tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks berita sederhana dari koran/radio/TV *news item* tentang gejala dan peristiwa alam dan sosial tersebut.
- b. Guru memberi kesempatan kepada siswa untuk bertanya tentang informasi apa yang ingin mereka ketahui terkait dengan gejala/peristiwa (*news item*) alam dan sosial tersebut.
- c. Guru menanyakan kepada siswa tentang informasi apa saja yang mereka dapat terkait dengan *news item text*.

### 4. Mengeksplorasi

- a. Guru memberikan contoh video terkait dengan *news item text* di depan kelas.
- b. Guru meminta siswa untuk memperhatikan video terkait *news item text*.
- c. Siswa secara berkelompok membahas teks berita untuk menemukan berbagai informasi.
- d. Guru meminta siswa menganalisis fungsi sosial, struktur, dan unsur kebahasaan *news item text* dari video tersebut.
- e. Siswa membahas pemilihan kata dan tata bahasa yang digunakan dalam teks berita.

## **5. Mengasosiasi**

- a. Guru memberikan feedback atau koreksi kepada siswa.
- b. Guru memberikan koreksi pada siswa yang masih salah dalam penulisan struktur teks dan penggunaan kosa kata sederhana dalam menulis news item teks.
- c. Guru dan siswa menyimpulkan pelajaran terkait dengan informasi yang digunakan untuk memberikan informasi suatu kejadian atau peristiwa alam maupun sosial secara sederhana.

## **6. Mengkomunikasikan**

- a. Siswa diminta mempresentasikan hasil kerja kelompok kepada teman dan guru di depan kelas.
- b. Setiap kelompok bergantian maju di depan kelas satu per satu memberikan hasil kerja terkait dengan news item teks secara lisan.
- c. Siswa mengelola feedback dari guru dan teman tentang hasil analisis terkait fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok untuk memperbaiki tindakan.
- d. Guru memberikan tindak lanjut atau koreksi.

## **7. Penutup**

- a. Guru menyimpulkan pelajaran.
- b. Guru menanyakan kesulitan siswa.
- c. Guru memotivasi siswa.
- d. Guru menutup pelajaran dengan berdoa.

## H. Penilaian

1. Bentuk : teks tertulis
2. Teknik : The teacher asks the students to write 1 news in form of news item text. The aspects to be assessed are grammar, vocabulary, mechanic.

### Latihan

Please make a news item text using the appropriate tenses!

Title : \_\_\_\_\_

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3. Cognitive and psychomotoric

Elements	Score
1. The content mastery	30%
2. The organization mastery	20%
3. The vocabulary mastery	20%
4. The grammar mastery	25%
5. The mechanic mastery	5%
Total score	100%

## 4. Affective

## Observation sheet of activeness

No	Indicators	Yes	No
1	The students involve in group works		
2	The students ask question to either teacher of their peers to clarify their understanding.		
3	The students solve the problem in a group work.		
4	The students present their writing.		

Medan, 13 Mei 2019

The English Teacher

The Researcher

Rika, S.Pd

Ayu Lestari

The Headmaster of Mas Al-Manaar

Hj. Sangkot Hasibuan, S.Pd

**Appendix III****PRE TEST****Name :****Class :**

Please make a news item text using the appropriate tenses!

Title : \_\_\_\_\_

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**Example :****Mini-Tornado, Hail Strikes South Bandung**

A mini-tornado coupled with a hail storm hit some areas in South Bandung on Wednesday afternoon for approximately 30 minutes.

The weather panicked residents as hailstones penetrated corrugated iron rooftops. The wind swirled things around while hail stones made thudding sounds on our roof. Residents reported that the authorities had shut down the electricity in the area to prevent short circuits.

“There was no sign of rain. All of a sudden, we saw dark clouds above followed by strong winds. Afterwards, it rained hard with hailstones,” said a resident.



**Appendix IV****POST TEST I****Name :****Class :**

Please make a news item text using the appropriate tenses!

Title : \_\_\_\_\_

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**Example :****Mini-Tornado, Hail Strikes South Bandung**

A mini-tornado coupled with a hail storm hit some areas in South Bandung on Wednesday afternoon for approximately 30 minutes.

The weather panicked residents as hailstones penetrated corrugated iron rooftops. The wind swirled things around while hail stones made thudding sounds on our roof. Residents reported that the authorities had shut down the electricity in the area to prevent short circuits.

“There was no sign of rain. All of a sudden, we saw dark clouds above followed by strong winds. Afterwards, it rained hard with hailstones,” said a resident.

**Appendix V****POST TEST II****Name :****Class :**

Please make a news item text using the appropriate tenses!

Title : \_\_\_\_\_

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**Example :**

**North Sulawesi Vulcano Erupts in North Sulawesi**

Manado : After several days of increased activity, the National Disaster Mitigation Agency (BNPB) has announced that North Sulawesi's Mounth Lokon erupted at 10:20 a.m. on Tuesday.

The height at which lava shot out of the volcano was unknown as clouds blocked the full view. The agency declared areas within a 2.5 kilometer radius from the mountain's peak dangerous and urged nearby residents to stay alert.

There are no residential areas within that zone. "There might be other eruptions. We call on the residents to stay calm," agency spokesman Sutopo Purwo Nugroho said in a statement sent to the Jakarta Post. The agency said that the residents living outside the zone did not need to evacuate yet.

## Appendix VI

### INTERVIEW SHEET

#### Interview between the researcher and the English teacher.

The researcher : Sudah berapa lama anda mengajar di sini?

(How long have you been teaching here?)

Teacher : Saya sudah mengajar selama 10 tahun

(I have been teaching 10 years.)

The researcher : Apa pendapat anda mengenai respon siswa dalam belajar bahasa Inggris?

(What do you think about the students responses in study English?)

Teacher : (Baik, respon mereka baik. Mereka memperhatikan ketika saya mengajar dan mereka selalu mengerjakan tugas dengan baik ketika saya memberikan tugas. Sebenarnya mereka siswa yang pintar, mereka suka bertanya, tetapi kadang mereka sangat ribut karena kamu tahu bahwa mereka masih remaja.

(Well, Their response is good. They paid attention when I teach and they always do their task well when I give them exercise. Actually they are smart students, they love asking

question, but sometimes they are so noisy because you know that they are still teenagers).

The researcher : Apa masalah yang anda hadapi dalam mengajar bahasa Inggris khususnya writing?

(What are the problem that you are face in teaching English especially in writing?)

Teacher : Masalah yang saya hadapi ketika saya mengajar bahasa Inggris adalah bahasa itu sendiri, karena banyak siswa yang tidak tahu kosa kata bahasa Inggris. Tetapi saya selalu memberi mereka beberapa kosa kata baru.

(The problem that I face when I teaching English is the language itself, because so many students didn't know many vocabulary. But when I alway give them some new vocabulary.)

The researcher : Bagaimana anda mengajar bahasa Inggris khususnya writing News Item text kepada siswa di kelas?

(How do you teach English especially writing news item text to the students in the classroom?)

Teacher : Oke, saya mengajar mereka tanpa media, saya hanya menggunakan buku pelajaran. Ya, saya menyuruh mereka untuk membaca buku setelah itu saya bertanya mereka siapa yang mau menjelaskan mengenai apa yang mereka

baca. Terakhir, saya menyuruh satu orang lagi untuk membaca definisi dari News Item text dengan suara yang keras kemudia menjelaskannya).

(Well, I teach them without my own media, as usual I just use hand book to teach them. Ya, I ask them to read their book by theirselves after that I ask them who want to explain about what they read. At the last, I ask one of the person again to read the definition of the News Item text aloud in the book then I explain it to them).

The researcher : Apakah anda pernah menggunakan video untuk mengajar News Item text, Mam?

(Have you ever used video to teach News Item text, Mam?)

Teacher : Saya rasa, saya tidak pernah menggunakan media ini sebelumnya, dan ini pertama kalinya untuk saya dengar dan melihat media ini.

(I think, I have never used this media yet, and it is still the first time to me to hear and see this media).

The researcher : Apa yang pendapat anda mengenai strategi saya, menggunakan video mengajar News Item text?

(What do you think about my strategy, using the video in writing news item text?)

Teacher : Saya rasa media ini sangat bagus untuk mengajar News Item text karena membuat siswa tertarik. Seperti yang kita tahu siswa suka menonton dan media ini sesuai untuk mengajar writing. Media ini juga memancing pemikiran siswa mengeksplor materi.

(I think this media is very good for teaching News Item text because it make students interesting of it. As we know students love watching and this media appropriate to teach writing. This media also elicite the students mind to explore the material).

The researcher : apa oendapat anda dengan strategi menggunakan video dapat meningkatkan kemampuan siswa dalam writing News Item text?

(Do you think the strategy using the video can improve the students' ability in writing news item text?)

Teacher : Ya, saya pikir metode ini dapat meningkatkan kemampuan siswa dalam writing News Item text, karena media ini membuat siswa enjoy ketika siswa belajar bersamadalam kelompok dan mereka lebih mengerti tentang News Item text).

(Yes, I think this method can improve the students' ability in writing news item text, because this media make enjoy

when the students learn together in group and they understand more about news item text).

The researcher : Thanks for the support and helping in this research, Mam.

## Appendix VII

### INTERVIEW SHEET

#### Interview between the researcher and the students.

The researcher : Apakah kamu suka bahasa Inggris?

(Do you like English?)

Student 1 : Suka Miss.

(I like it, Miss)

Student 2 : Saya tidak suka Miss, karena susah dipelajari apalagi tulisan dan cara bacanya berbeda.

(I don't like, Miss. Because it's so hard to learn especially writing and how to read it differently)

The researcher : Bagaimana dengan writing, apakah kamu menyukainya?

(How about writing, do you like it?)

Student 1 : Tidak Miss, saya suka menonton

(No Miss, I like watching)

Student 2 : Tidak Miss, saya suka listening. Apalagi kalau mendengar musik

(No Miss, I like listening. Especially listening music)

The researcher : Jadi, kamu tahu writing itu apa?

(So, do you know about writing?)

Student 1 : saya tahu Miss, writing itu menulis kan Miss.

(I know Miss, writing is written language)



- Student 2 : Ya saya tahu Miss, writing adalah menulis menggunakan bahasa Inggris  
(Yes I know Miss, writing is written language with English)
- The researcher : Ya, writing adalah salah satu komunikasi atau penyampaian ide kitakepada orang dalam bentuk tulisan.  
Apakah menurut kamu belajar writing itu sulit?  
(Yes, writing is one of communication or how to transfer our ideas to people by written. Do you think learning writing is difficult?)
- Student 1 : Iya Miss, writing sulit apalagi nulisnya harus pakai bahasa Inggris. Saya harus bolak-balik buka kamus untuk mencari kosa katanya Miss.  
(Yes Miss, writing is difficult especially when we write English. I should open a dictionary to find vocabulary, Miss)
- Student 2 : Iya saya setuju dengan dia Miss, Kami harus bawa kamus untuk tahu kosa katanya, terkadang waktunya habis karena lama banget mencari artinya di kamus Miss.  
(Yes I agree with her, Miss. We must bring a dictionary to know meaning of words, sometimes time is finish because we are very long to find meaning of words in dictionary).
- The researcher : Kamu pernah belajar News Item text?  
(Have you ever learn News Item text?)
- Student 1 : Ya Miss, kami belajar News Item text. Tentang

sebuah beritakan Miss.

(Yes I have, we learn News Item text about news, Miss)

Student 2 : Itu pelajaran bagaimana cara menulis berita kan Miss.

(It is a lesson about how to write a news, Miss)

The researcher : Ya, News Item text itu adalah teks yang memberikan informasi kepada pembaca tentang berita yang lagi hangat-hangatnya.

(Yes, News Item text is a text that inform to the reader about newsworthy event.)

The researcher : Apakah kamu sudah pernah belajar bahasa Inggris dalam menulis dengan menggunakan media Video?

(Have you ever learned English in writing using a video?)

Student 1 : Belum pernah Miss,

(Not yet, Miss)

Student 2 : Belum Miss, kami belajar bahasa Inggris dari buku paket atau LKS saja Miss.

(Not yet Miss. We learn English by handbook or LKS only, Miss).

The researcher : Bagaimana pendapat kamu ketika belajar menulis News Item text dengan menggunakan Video ini?

(What do you think when you learn writing News Item text using this video?)

Student 1 : Menurut saya belajar menulis menggunakan media video sangat menyenangkan Miss, karena selain bisa melihat

gambar di dalamnya, saya juga suka kalau ada guru pakai proyektor gak capek-capek nulis di papan tulis lagi Miss, di kelas menjadi tidak membosankan Miss.

(According me, learning writing use videos are very happy Miss, besides I can see picture in it, I also like when the teacher use infocus Miss. So, in the class not bored Miss)

Student 2 : Sangat mengasyikkan Miss. Belajar dengan video sangat membantusaya menemukan ide untuk menulis berita, saya juga dapat menggambarkan berita tersebut melalui video yang saya lihat tadi Miss.

(Very happy Miss. Learning with videos really helped me find ideas for writing news, I can describe a news through videos that I saw, Miss).

The Researcher : Ok, Thank you.

## Appendix VIII

### OBSERVATION SHEET CYCLE I

Give a checklist in column “yes” or “no” based on your observation

No	Topic	Yes	No
<b>The Teacher</b>			
1	The teacher comes on time	✓	
2	The teacher greets the students and check the attendance list	✓	
3	The teacher motivates the students		✓
4	The teacher prepare the teaching material and gives ice breaker to the students		✓
5	The teacher divides the students into four or five groups that consisted of five students	✓	
6	The teacher explains about news item teaxt, generic structure, and language features.	✓	
7	The teacher gives examples by showing the videos	✓	
8	The teacher gives the chance to the students to ask about news item text	✓	
9	The teacher responds to the students’ question	✓	
10	The teacher shows a video to the students		
11	The teacher asks the students in group to write a news item text by considering the video	✓	
12	The teacher concludes the material	✓	
<b>The Students</b>			
1	The students come on time to the class	✓	
2	The students respond to the teacher’s greeting and listen the motivation	✓	
3	The students pay attention to the teacher’s explanation		✓

4	The students sit in group and participate actively in the group	✓	
5	The students make a noisy in the class	✓	
6	The students discuss the material given	✓	
7	The students do the teacher's instruction		✓
8	The students do the test in group seriously		✓
9	The students asks the teacher about something that is not clear	✓	
10	The students interest and feel enthusiastic during the teaching learning process		✓

## Appendix IX

### OBSERVATION SHEET CYCLE II

Give a checklist in column “yes” or “no” based on your observation

No	Topic	Yes	No
<b>The Teacher</b>			
1	The teacher comes on time	✓	
2	The teacher greets the students and check the attendance list	✓	
3	The teacher motivates the students	✓	
4	The teacher prepare the teaching material and gives ice breaker to the students	✓	
5	The teacher divides the students into four or five groups that consisted of five students	✓	
6	The teacher explains about news item teaxt, generic structure, and language features.	✓	
7	The teacher gives examples by showing the videos	✓	
8	The teacher gives the chance to the students to ask about news item text	✓	
9	The teacher responds to the students' question	✓	
10	The teacher shows a video to the students		
11	The teacher asks the students in group to write a news item text by considering the video	✓	
12	The teacher concludes the material	✓	
<b>The Students</b>			
1	The students come on time to the class	✓	
2	The students respond to the teacher's greeting and listen the motivation	✓	
3	The students pay attention to the teacher's explanation	✓	

4	The students sit in group and participate actively in the group	✓	
5	The students make a noisy in the class		✓
6	The students discuss the material given	✓	
7	The students do the teacher's instruction	✓	
8	The students do the test in group seriously	✓	
9	The students asks the teacher about something that is not clear	✓	
10	The students interest and feel enthusiastic during the teaching learning process	✓	

## **Appendix X**

### **DIARY NOTE**

#### **First Meeting (Saturday, 27 April 2019)**

In the first meeting, the researcher introduced herself and explained the purpose of her coming. The students gave a good response of the researchers coming. The researcher made discussion about writing news item text with the students. The students answered by using Indonesian language. And then, the researcher explain about writing news item text. After the students understand, the researcher give the test and explain the test to the students. The researcher gave thirty minutes to the students to write news item text under title “Mini-Tornado, Hail Strikes South Bandung”. The students can write news item but students ask some vocabulary to the researcher. The students write the news item text in a paper. After finish it, the researcher collected the students’ worksheet.

#### **Second Meeting (Thursday, 29 April 2019)**

In the second meeting, the researcher explain about news item text to the students for the next meeting that’s post-test 1. The researcher explain the video as mediato the students. Where, the procedure is the first step student make some groups and students have to sharing their news to their friends, and their friends write about news item paragraph from their story. The lesson was focused on understanding of news item text and the example of news item text by using video. But the students have some difficult in vocabulary.



**Third Meeting (Friday, 2 May 2019)**

In the third meeting, the researcher remained the students about writing news item text by using Video. The researcher is giving the post-test 1 to the student. The students look felt interested to write news item text by using Video with title “Mini-Tornado, Hail Strikes South Bandung” and the students was very enthusiastic to write news item text by using Video. The researcher give thirty minutes to the students to write news item text. The students finish write news item text by using Video, the researcher collected the students’ worksheet.

**Fourth Meeting (Thursday, 9 May 2019)**

In this meeting was fun. Students felt enjoy during the learning process because this meeting was to continue the material. The researcher gave post-test II to the students. The researcher explain more deeply again about writing news item text by using Video. The students also give nice response with the explanation of the researcher. The students more active in learning process. The researcher giving the exercise for post-test II to the students with title “North Sulawesi Vulcano Erupts in North Sulawesi”. The researcher give thirty minutes to the students for write news item text in their worksheet. The students finish write news item text, the researcher collected the students’ worksheet.

**Fifth Meeting (Saturday, 11 May 2019)**

After conducting these two cycles, the researcher interviewed the students and the teacher in order to get their opinions, responses, and perceptions about the implementation of video as a media to improve the students’ achievement in writing news item text. The transcript had been written by the researcher in interview sheet.

## Appendix XI

### DOCUMENTATION

The researcher explain news item text



The students watch video and discuss about news item text



The students write news item text with group work

