



**THE EFFECTIVENESS OF DOCUMENTARY VIDEO ON STUDENTS'
ABILITY IN BUILDING UP REPORT TEXT AT THE ELEVENTH GRADE OF
SMA SWASTA AL-HIDAYAH IN ACADEMIC YEAR 2018/2019**

THESIS

*Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-SU
Medan as a Partial Fulfillment of the Requirements for the Degree of
Educational Bachelor S.1. Program*

By:

PINNA FITRI POHAN

34.14.3.041

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERAMEDAN**

2018



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PINNA FITRI POHAN

34.14.3.041

Advisor I

Advisor II

Dr. Siti Zubaidah, M. Ag
NIP. 19530723 199203 2 001

Ernita Daulay, S. Pd., M. Hum
NIP. 19801201 200912 2 003

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA UTARA
MEDAN**

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Nomor : Istimewa

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Kepada Yth;

Prihal : Skripsi

Bapak Dekan Fakultas Tarbiyah

a.n **Pinna Fitri Pohan**

UIN-SU

di –

Tempat

Assalamualaikum Wr. Wb

Setelah membaca, meneliti, dan memberikan saran-saran
perbaikan seperlunya terhadap skripsi mahasiswa :

Nama : Pinna Fitri Pohan

NIM : 34.14.3.041

Jur / Prodi : Pendidikan Bahasa Inggris

**Judul : “The Effectiveness of Documentary Video on Students’
Ability in Building Up Report Text At The Eleventh Grade Of
SMA Swasta Al-Hidayah In Academic Year 2018/2019”**

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 terimakasih.

Wassalam,

Advisor I

Advisor II

Dr. Siti Zubaidah, M. Ag
NIP. 19530723 199203 2 001

Ernita Daulay, S. Pd., M. Hum
NIP. 19801201 200912 2 003

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertandatangan di bawah ini :

Nama : Pinna Fitri Pohan

NIM : 34.14.3.041

Jur / Prodi : Pendidikan Bahasa Inggris

Judul : **“The Effectiveness of Documentary Video on Students’ Ability in Building Up Report Text At The Eleventh Grade Of SMA Swasta Al-Hidayah In Academic Year 2018/2019”**

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.

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kemudian hariterbuktiataudapatdibuktikanskripsiinihasiljiplakan, makagelarijazah yang diberikan Universitas batalsayaterima.

Medan, 2018

Yang Membuat Pernyataan

Pinna Fitri Pohan
NIM. 34.14.3.041

ABSTRACT



Pinna Fitri Pohan. The Effectiveness of Documentary Video on Students' Ability in Building Up Report Text At The Eleventh Grade Of SMA Swasta Al-Hidayah In Academic Year 2018/2019. Thesis. Department of English Education. Faculty of Tarbiyah Science and Teachers training. State Islamic University of North Sumatera Medan. 2018

The aim of this research is to find the effectiveness of documentary video on the Students' ability in building up report text which was observed and analyzed from students of eleventh grade of SMA Swasta Al-Hidayah Medan Tembung in academic year 2018/2019. The method applied in this research was the quantitative method with the experimental research design. The instrument of research was observation, interview and test. The population of this study was the students of SMA Swasta Al-Hidayah Medan Tembung. This study was conducted with two groups namely experimental group (32 students) and control group (32 students). Then the researcher taught in the experimental class by using documentary video and in control class without using documentary video. After treatment, the researcher gave the post-test to both classes. The scores of pre-test and post-test were collected from written test, then, it was analyzed by using SPSS V20. The finding of this research shows that teaching report text by using documentary video was effective. It is proved by t_{value} (4.368) which is higher than t_{table} in the degree significance 5% (1.669). Furthermore, the test of hypotheses showed that sig 2 tailed (p) was 0.000\0 while alpha (α) was 0.05 (0.000 < 0.05) it means that H_0 (Null Hypothesis) was rejected and H_a (Alternative Hypothesis) was accepted. In others words, the use of documentary video in teaching report text give significant effectiveness in improving the students' ability in building up report text.

Keywords: Documentary Video, Writing and Report Text

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Medan, 25Juni2018

Pinna Fitri Pohan
NIM. 34.14.3.041

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CHAPTER I

INTRODUCTION

A. The Background of the Study

English has a very important role and position in a globalization era. It is very important for the development of knowledge, science, culture, and relationship among countries. It goes without saying that globalization era requires change in every aspect of life. It impacts on the role of English as the most important International language all over the world to communicate.

The improvement of human resource quality is one of the requirements needed for surviving in this globalization. Actually, it is greatly related and depended on the quality of education in a country, the better education quality of a country will be the greater quality of human.

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

Indonesian learners who want to be master of English should learn and comprehend all aspects. There are four major skills such as listening and speaking, reading and writing. Writing is one way to communicate in English by expressing the ideas through organizing our thought into good arrangement of written text. Olshtain stated that viewing writing as an act of communication suggests an interactive process which takes place between the writer and the reader via text.¹ According to the statement above, it is said that written text is able to present an act of communication which can be easily understood and

¹ Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language* (Boston:Thomson) Learning Inc, 2001), p.207

involved the writer and the readers. Writing skill should be taught in order to produce a high quality written text which can convey the content through informal literacy such as short functional text, monologue, and essay in the form of procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, and public speaking. To improve and develop students' writing skill, English teachers should provide recommended materials which are appropriate with the curriculum.

According to school-based curriculum there are four kinds of text taught in the eleventh grade of senior high school that are: functional, report, analytical exposition, and narrative text. In this study, the writer focuses on report text in several aspects of generic structure, social function and language feature which are produced by the eleventh grade students of senior high school in their writing result. The writer considers that writing is the hardest skill for people who learn English because in writing process, students will face many difficulties in transferring thought and ideas in writing form.²

To make the students motivated and enjoyable to learn, the teacher should use interesting teaching methods, Media are clearly to help the teacher to convey and deliver the material being taught more easily and effectively. And not to mention, media are also able to gain the student's motivation and encourage them to take part actively in teaching and learning process. Teaching media such as audio-visual aids, media that provide both of pictures and sound, are important in providing sources for teaching learning foreign language. Documentary video are audio-visual media that can be used in teaching and learning process.

Media will offer different situation which will increase students' interest in the lesson. Media can be used by both teachers and students. It gives more detail information and focuses the student on the material and skill that is being taught. The use of

²Minanur Rohman (073411085), "*The Effectiveness of Using Documentary Films to Teach Written ReportText*". (Education Faculty: Walisongo State Institute For Islamic Studies, Semarang, 2014), p. 2.

media also allows the students to be involved in teaching and learning process. It gives the teachers and students opportunity to do activity together. Then, teacher has to know the appropriate media for the students. They are suggested to find teaching method to create fun-learning activity.

Teaching aids can be used to stimulate students' concentration, attention and desire. Beside that, teaching aids can help the students to increasing their learning achievement. Teaching media such as audio-visual aids that provide both of pictures and sound, are important in providing sources for teaching learning foreign language. Documentary video are one of audio-visual media that can be used in teaching and learning process. Documentary video, for instance, can be extremely useful and documentary is one of the genres of the film scape.

The word documentary was first applied to films of this nature in review of Robert Flaherty's film *Moana*, published in New York on 8 February 1926 and written by "The Moviegoer", a pen name for documentarion Jhon Grierson.³

A documentary film is a movie that attempts in some way, to document reality. Even though the scenes are carefully chosed and arrenge, they are not scripted, and the people in a documentary film are not actors⁴. Sometimes, a documentary film may rely on voice-over narrative to describe what is happening in the footage, in other films, the footage will speak for itself. Often a documentary film include interviews with the people in the film. The documentary film is a special media approach for teaching writing bycommunication with motion picture. Documentaries depict essentially true stories about real-life, situations and real people. They also reflect the view point of the film maker, and poetic narration authentic music, sound effect, and dialogue are often directed to word building moods to streng then the message.

³<http://www.wikipedia.com>. retrived on March 7rd, 2018

⁴<http://www.nature.com/embor/journal/v8/n8/full/7401037.html>, retrived on March 2nd, 2018

The use of documentary film in teaching writing is considered not only as a good way for encouraging the students' writing practice, but also able to make teaching-learning language become more communicative. Because based on CBSA (Cara Belajar Siswa Aktif)/SAL (Student Active Learning) approach, media like documentary film can stimulate the students' to involved be physically, mentally, intellectually, and emotionally so that students' can gain the maximum learning experience. Learning language is not only learning about the material but also learning about the function of language itself.⁵

In writing, people can express their ideas or convey feeling a piece of information fluently and accuracy. Writing is an effective action for the students to improve their skill. By writing, they also convey a piece of information effectively. In Islam, writing is the skill that taught by Gabriel to the prophet Muhammad SAW when he got the first revelation from Allah, beside he is taught to read, he is also taught to write, Allah has stated in the holy Qur'an surah Al-Alaq: 4

بِالْقَلَمِ عَلَّمَ الَّذِي

“Who taught by the pen.”⁶

The word Qalam in verse 4 of surah al-Alaq has meaning of the tool to write (pen). It means that pen used to write, and the result of using pen is written. One generation can transfer their knowledge to the next generations. It shows that the tool of written and writing have important roles.

Writing skill is often perceived as difficult skill in learning English. Because it involves several sub-skills which related to the accuracy. The sub-skills are about the using of correct forms of language, using grammar correctly, choosing the right vocabulary, and using

⁵Minanur Rohman (073411085), *The Effectiveness of Using Documentary Films to Teach Written ReportText*. (Education Faculty: Walisongo State Institute For Islamic Studies, Semarang, 2014), p. 2.

⁶Mahmud Y. Zayid, *The Meaning of the Quran an English Translation*, (Lebanon: Dar Alchoura, 1980), p.457.

paragraph correctly. Writing is not just the accuracy. It is also about having some criteria are related to the user of language itself : (1) purpose, (2) rhetorical structure, (3) linguistics realizations or grammatical patterns.

To make learning writing more interesting and enjoyable, the teacher can use interest strategy or interest media. There are so many medium that can be used to teach writing, one of them is documentary video. Documentary video are audio-visual media that can be used in teaching and learning process. Documentary video, for instance, can be extremely useful and effective teaching tools since they can especially present real life as it is and can motivate students in developing the idea to construct the meaningful report. Thus, in this study, the writer attempts to investigate **“The Effectiveness of Documentary Video Media on Student’s Ability in Building Up Report Text”**

B. The Identification of the Study

Based on the researcher delivered in Background of Study above, it can be identified the problems that related to this research as follows:

1. Student had learnt about report text, but their abilities in building up report text sometimes unsatisfactory
2. Students’ ability in report text is low because the teacher’s strategy method in teaching descriptive text still conventionally without media, which is by using media can makes easier the students to increase their ability in build up report text.
3. The students unable to develop the topic sentence into supporting sentences for each paragraph.
4. The students still get difficulties to develop idea in supporting paragraph/s.
5. The students unable to make the correct report text. The students get difficulties to make their writing coherent

C. The Scope and Limitation of the Study

In this “Thesis”, the writer only focuses on the eleventh grade of SMA Islam Terpadu Al-Hidayah at the second semester and to make a description of this “thesis” deeper, the problem will be limited in The Effectiveness of Using Documentary Video on Students’ Ability in Building Up Report Text.

D. The Formulation of the Study

This research aimed to find the answer of the formulation of study. So, the problem is formulated as follows:

Is there any significant difference students’ ability in building up report text between the students who were taught by using documentary video and who were taught without documentary video?

E. The Aims of the Study

Based on the formulations above, the objective of the study were:

To know the significant difference of students’ ability in building up report text between the students who were taught by using documentary video and who were taught without using documentari video.

F. The Significance of the Study

This finding research is expected to be useful and significance in some ways:

1. Theoritically
 - a. The research can be used as reference or relevant research for anybody else (other researchers) who has same interest in the same field.
 - b. The research can be useful as the reference in choosing the media in teaching writing skill, especially in writing report text.

2. Practically

- a. For students, this research can be useful input and information or knowledge to increase their skill in building up a good report text.
- b. By conducting this research, hopefully the writer will get some experiences and knowledge directly how to implement teaching report text using documentary film. This research can be an evaluation for the writer who frequently used monotonous media and technique in teaching writing in the classroom.
- c. The finding of this research can be used by teachers as reference to improve their media in teaching writing and to find the suitable media for increasing students' ability in writing report text. So the student's would get a better result in their study
- d. For readers, especially at UIN-SU library would had a lot of information about teaching and learning writing report text.
- e. For school or institutions, this finding research can be useful as a references of writing research to the next generation, or can be as result of students' production in writing.
- f. For education, commonly the research is useful in innovating and improving of using media in teaching and learning process.

CHAPTER II

THEORITICAL FRAMEWORK

A. Theoretical Framework

In conducting a research, theories are needed to explain some concepts or terms which are applied in the research. Some terms in the study and they needed to be theoretically explained. Thus, the following explanation the researcher aimed toward the clear explanation.

A.1. Defenition of Writing

Writing is an activity used to a wide variety of purposes. It is produced in many different forms. Writing process is the stages a writer goes through in order to produce something in its final written form. This Process may be affected by the content (subject matter) of the writing, the type of writing, and the medium.¹

Writing can be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out, or speaking.² Writing is the expression of language in the form of letters, symbols, or words. The primary purpose of writing is communication. People have used many tools for writing including paint, pencils, pens, typewriters, and computers.³ Writing is an activity writes or describe something that aims to giving information, to persuade or to amuse.

Writing is one of the language skills that everyone can develop through application and practice. There are some acts of writing, which can be used as the base for conveying the meaning of writing. Those acts of

¹Jeremy Harmer, *How to Teach Writing*, (New York: Longman, 2004), p.4

²*Ibid.* P.33

³Utami dewi, *How to write*. (Medan, La-Tansa Press, 2011) p. 1

writing are in line with the development of learning to write through which the writer should pass.

in Hadits our prophet Muhammad (peace be upon him)⁴

قَيِّدُوا الْعِلْمَ بِالْكَتَابِ

حَدَّثَنَا وَكَيْعٌ، عَنْ أَبِي كَيْرَانَ، قَالَ: سَمِعْتُ الشَّعْبِيَّ، قَالَ: " إِذَا سَمِعْتَ شَيْئًا فَارْتَبِهُ

وَلَوْ فِي الْحِطِّ

The meaning: Have told us Wakii, from Abu Kiiran, he said: I heard Asy-Sya'biy said: "when you hear something (knowledge), record or write it eventhough in the walls." [Narrated from Abu Khaitamah in Al-'Ilmu number. 146; shahih. Also narrated Ad-Duulabiy in Al-Kunaa number. 1632].

Based on the Hadits above explained that the students should be spirit of remembering or memorizing what he has learned, either by rote in the chest or by writing. Indeed, man is a place forgotten. Then if he was not eager to repeat the lessons he got, the science has achieved could be lost in vain or he will forget it.

At the time of Rasulullah, even encouraged to write a knowledge that he had heard, eventhough in the walls. In order that they are not forgotten and recalled. It means that writing has important role in human life.

Learning to write fluently and expressively is the most difficult of the macro skills for all language users regardless of whether the language in question is a first, second or foreign language.⁵

⁴ Abul Jauzaa, 2011. Antara mencatat dan tak mencatat ilmu. (<http://abul-jauzaa.blogspot.co.id/2011/10/salaf-antara-mencatat-dan-tak-mencatat.html>) accessed on february 26th 2018. 9.50.

A.1.1. Writing Styles

Personal styles is the way you express yourself in writing. The qualities that contribute to writing style are diction, tone and sentence variety.⁶

- a. **Diction** : diction refers to words choice. The words that you choose contribute to a paragraph become a different levels of formality. You can use the connotations.
- b. **Tone** : tone is attitude you take when you write about the subject. If you are writing an explanation of a process, your paragraph will have a serious, formal tone. Otherwise, if you are writing a letter to a friend, your paragraph will have informal tone.
- c. **Sentence variety**: the lengths and structures of the sentences you use contribute to the effect of your writing. Longer, more complex sentences create a sophisticated, mature style.⁷

A.1.2. Types of Writing

There are two types of natural writing system (alphabet and picture) which exist in the native language, that is an important factor in determining to easy of speech which students learn to write.

There are two types of writing:

- 1) Practical or factual writing

This type deals with facts. We can find it in writing of letter or summaries.

⁵ David Nunan, *Designing Task for the Communicative Classroom*, (New York: Cambridge University Press, 1989), p.35.

⁶Utami Dewi, *How to Write*. (Medan, La-Tansa Press, 2011)

⁷*Ibid*. P. 6-7.

2) Creative of imaginary writing

This type usually exists in literature, for example: novel, romance, science fiction, etc.⁸

A.1.3. The Process of Writing

There are many models of writing process. The writing process is a systematic approach to writing that includes prewriting, drafting, revising, editing and publishing.

Prewriting

Prewriting is anything you do before you write a draft of your document. It includes thinking, taking notes, talking to others, brainstorming, outlining, and gathering information (e.g., interviewing people, researching in the library, assessing data).⁹

There are five prewriting techniques that will help you think about and develop a topic and get words on paper: (1) freewriting, (2) questioning, (3) making a list, (4) diagramming, and (5) preparing a scratch outline. These technique help us to think about and create material. And they are central part of the writing process.¹⁰

Drafting

Drafting occurs when you put your ideas into sentences and paragraphs. Here you concentrate upon explaining and supporting your ideas fully. Here you

⁸Marry Finnochiaro, *English as a Second Language: From Theory to Practice*, (New York: Regents Publishing Company Inc., 1974), p. 85-86.

⁹Utami Dewi, *How to Write* (Medan, La-Tansa Press, 2011) p. 11

¹⁰John Langan, *College Writing Skills* (New York, McGraw Hill, 2004) p. 23

also begin to connect your ideas. A draft is a work in progress. A good essay undergoes several revisions-don't assume that your first draft is your best draft.¹¹

When you write a first draft, be prepared to put in additional thoughts and details that did not emerge during prewriting, don't worry if you hit a snag. Just leave a blank space or add a comment such as "Do Later" and press on to finish the paper. Also don't worry yet about grammar, punctuation, or spelling. You don't want to take time correcting words or sentences that you may decide to remove later. Instead, make it your goal to state your thesis clearly and develop the content of your paper with plenty of specific details.¹²

Revising

Revising is as much a stage in the writing process as prewriting, outlining, and doing the first draft. Revising means rewriting a paper, building on what has already been done, in order to make it stronger.

There are three stages to the revising process:

- a. Revising content
- b. Revising sentences
- c. Editing

To revise the content of your essay, ask these questions:

1. Is my paper **unified**?
2. Is my paper **supported**?
3. Is my paper **organized**?¹³

¹¹Utami Dewi, *How to Write* (Medan, La-Tansa Press, 2011) p. 20

¹²John Langan, *College Writing Skills* (New York, McGraw Hill, 2004) p.31

¹³*Ibid*, p. 33

Editing and Proofreading

These are the broad categories for proofreading:

- a. Check for such things as grammar, mechanics, and spelling
- b. Check the facts: if your writing includes details, be sure you have included the information correctly
- c. Confirm legibility: if you have written your final draft, make sure that each word is legible.¹⁴

Publishing

The final step of the writing process is publishing. This means different things depending on the piece you are working on.

- a. Bloggers need to upload, format and post their piece of completed work
- b. Students need to produce a final copy of their work, in the correct format. This often means adding a bibliography, ensuring that citations are correct, and adding details such as your student reference number
- c. Journalists need to submit their piece (usually called “copy”) to an editor. Again. There will be a certain format for this
- d. Fiction writers may be sending their story to a magazine or competition. Check guidelines carefully, and make sure follow them. If you have written a novel, look for an agent who represents your genre.¹⁵

¹⁴*Ibid*, p. 22

¹⁵Utami dewi, *How to Write*. (Medan, La-Tansa Press) p. 23

A.2. Ability

Ability has means (1) capacity power (2) cleverness, talent.¹⁶ Ability also means the physical or mental skill or qualities that someone needs to do something.¹⁷

Ability is a present state of being able to make certain responds perform certain tastes, we say that a person has an ability to do something, we mean that he/she can do that.

Ability is power or capacity to act physically, mentally, illegally, morally. The ability is someones' skill to know the problem and new condition, able to thinking, able to work, able to mastering the instinctive attitude, and able to receive complex relation included what we mean mention with intelligence.

Allah SWT stated in the Holy Qur'an An nahl ayat 78:¹⁸

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ
وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ

Meaning: And God takes you out of your mothers' belly in a state of not knowing anything, and He gives you hearing, sight and heart, so that you may be grateful.

Based on the verse above, we were born in this world without know anything and then Allah gave or bless us by sight, hearing and heart so we can be grateful. Grateful here refers to we should use what we have all and optimize our

¹⁶Pocket Oxford Dictionary, Oxford University Press 1994, p.1

¹⁷Cambridge Learner's Dictionary, Cambridge University Press 2004 Version 2.0

¹⁸Muhammad Muhsin Khan and Muhammad Taqi-ud-Din Al-Hilali. 1999. *Interpretation of the Meanings of the Noble Qur'an in the English Language*. (Riyadh-Saudi Arabia: Darussalam Pucation), p. 745

sight, our hearing and heart to achieve the knowledge and make it became an ability.

A.3. Text

Text is a discourse or composition on which a note or commentary is written; the original words of an author, in distinction from a paraphrase, annotation, or commentary.¹⁹

A.3.1. Types of Text (Genre)

If we want to write a text, we should know the purpose of our writing so that we can decide the type of text that we want to use. There are some type of text as follows:²⁰

1. Recount Text

Recount text is used to retell events for the purpose of informing or entertaining.

Its generic structure as follows:

- a. Orientation : provide the setting and introduces participants.
- b. Events : tell what happened, in what sequences.
- c. Reorientation : optional-closure of events.

2. Report Text

Report text is used to describe the way things are, with referance to a range of natural, man- made and social phenomenon in our environment.

Its generic structure is as follows:

¹⁹Rinastuty, *Understanding Report and Description Text*. (Jakarta, Pt. Wadah Ilmu) p. 1

²⁰*Ibid*, p. 1-7

- a. General classification : tells what the phenomenon under discussion is
- b. Description : tells what the phenomenon under discussion is like in terms or parts, qualities, habits, or behaviors, if living; uses if non-natural.

3. Discussion Text

The purpose of discussion text is to present (at least) two points of view about an issue.

Its generic structure is as follows:

- a. Issue : it contains statement and preview
- b. Arguments : point and elaboration
- c. Conclusion or recommendation

4. Explanation Text

It has function to explain the processes involved in the information or workings of natural or socio-cultural phenomenon.

Its generic structure is as follows:

- a. General statement : to position the reader
- b. Explanation : a sequenced explanation of why or how something occurs
- c. Conclusion

5. Hortatory exposition text

Its function is to persuade the reader or listener that something should or should not be the case.

Its generic structure is as follows:

- a. Thesis : announcement of issue concern
- b. Argument : reasons for concern, leading to recommendation.
- c. Recommendation : statement of what ought or ought not to happen

6. News item text

It has function to inform readers, listners, or viewers about events of the day which are considered newsworthy or important.

Its generic structure is as follow:

- a. Newsworthy events : recounts the event in summary form.
- b. Background events : elaborate what happened, to whom, in what circumstances.
- c. Sources : comments by participants in, witness to and authorities' expert on the event.²¹

7. Narrative text

It has function is to amuse, entertain, and to deal with actual or vicarious experience in different ways; narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.²²

Its generic structure is as follows:

- a. Orientation : sets the scene and introduces the participants.
- b. Evaluation : a stepping back to evaluate the plight.
- c. Complication : a crisis arise.
- d. Resolution : the crisis is resolved, for better or for worse.

²¹*ibid*, p. 2-3

²²*ibid*, p. 3-4

- e. Reorientation : optional.

8. Procedure text

It is to describe how something is accomplished through a sequence of actions or steps. Its generic structure is as follows:

- a. Goal
- b. Materials (not requires for all procedural text)
- c. Steps 1-n (i.e. goal followed by a series of steps oriented to achieving the goal).

9. Descriptive text

Descriptive text is to describe a particular person, place or thing. Its generic structure is as follows:

- a. Identification : identifies phenomenon to be described.
- b. Description : describe parts, qualities, characteristics.

10. Anecdote text

It is to share with others an account of an unusual or amusing incident. Its generic structure as follows:

- a. Abstract : signals the retelling of an unusual incident.
- b. Orientation : sets the scene.
- c. Crises : provides details of the unusual incident.
- d. Reaction : reaction to crise.
- e. Coda : optional-reflection on or evaluation of the incident.²³

²³Rinastuty, *Understanding Report and Description Text*. (Jakarta, Pt. Wadah Ilmu) p. 4

A.4. Report Text

A.4.1. Defenition

Report is a type of text that is made to provide information to readers in the form of general science about various things in our environment, knowledge of living things or inanimate objects, about natural phenomena, social, political, etc. Whose exposure is made on the basis of reality scientific.²⁴ Report text is a text type that contains factual information.

Report text is a text which presents information about something , as it is. It is a result of systematic observation and analysis.²⁵

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

A.4.2 Building Up Report Text

Building up has means to develop or increase something in gradually, to make someone or something bigger and stronger.²⁶ So, building up report text is any process of construction or arrangement report text that showing development or increasing and make the text stronger and better.

A.4.3 Generic Structure

Report text has generic structure as follows:

a. General classification

It states the classification of general aspect of things; animal, public place, plant, etc which will be discussed

²⁴ Pardiyono, *Sure You Can! GENRE: Mastering English through Context Panduan Praktis Penguasaan Genre, Vocabulary dan Grammar*. (Yogyakarta, CV. Andi, 2016) p.107

²⁵Rinastuty, *Understanding Report and Description Text*. (Jakarta, Pt. Wadah Ilmu) p. 6

²⁶ <https://idioms.thefreedictionary.com>

b. Description

It describes the things which will be discussed in detail; part per part, customs or deed for living creature and usage for material.

Description is part of the text that contains explanations or more details about the general statement. For example, provide definitions (definition), about living things, type of living things, classification, characteristics, etc.²⁷

According to Either, the organizer of report text as follows²⁸:

1) Introduction (definition or classification of the subject) It is include a definition, classification or brief description.

2) Description(important fact of the subject) Facts about the subject set out in paragraphs. Subheadings are often used. For example:

Animal : appearance, habitat, movement, food, behavior, lifecycle.

Person : name, age, appearance, personality, occupation, achievements, history.

Object : appearance, parts, functions, features, uses, value.

3) Conclusion, is the summary or comment (optional).

²⁷ Pardiyono, Sure You Can! GENRE: Mastering English through Context Panduan Praktis Penguasaan Genre, Vocabulary dan Grammar. (Yogyakarta, CV. Andi, 2016) p. 108

²⁸Jenny Eather, Writing Fun, www.teachr.ash.org.au/jeather/-writingfun/writingfun.html. retrieve on March, 2nd 2018.

A.4.4 Significant Features

Report text has generic structure as follows:

- a. Focuses on generic participant
- b. Use of relational processes to state what it is and which it is
- c. Use of simple present tense
- d. No temporal sequence
- e. Formal and impersonal language (avoiding first and second pronoun like I and you instead using the third pronoun like it and they).²⁹

EXAMPLE

Rice

Rice is plant that produces an edible grain; the name is also used for the grain itself. Rice is the primary food for half the people in the world. In many regions, it is eaten with every meal and provides that more calories than any other single food. **(General Statement)**

According to the United Nations Food and Agricultural Organization (FAO), rice supplies an average of 889 calories per day per person in China. In contrast, rice provides an average of only 82 calories per day per person in the United States. Rice is a nutritious food, providing about 90 percent of calories from carbohydrates and as much as 13 percent of calories from protein. **(Description)**

²⁹Rinastuty, Understanding Report and Description Text. (Jakarta, Pt. Wadah Ilmu) p. 6

A.5. Media

A.5.1 Definition of Media

The word media comes from the Latin *medius* which literally means 'middle', 'intermediary' or 'introduction'. In Arabic, the media is an intermediary (or an introduction of the message from the sender to the recipient of the message). According to Gerlach & Ely in Azhar Arsyad said that the media when understood in broad outline is human, material, or events that create conditions that make the student acquire knowledge, skills, or attitudes. In this sense, teachers, textbooks and school environments are the media. More specifically, the notion of media in the teaching and learning process tends to be interpreted as graphic, photographic, or electronic tools to capture, process, and rearranging visual or verbal information.³⁰

Heinich, and friends put forward the term medium as an intermediary that delivers information between source and receiver. Thus, television, film, photographs, radio, audio recording, projected images, printed materials, and the like are media communications. If the media carries messages or information that is instructional or contains instructional purposes then the media is called learning media.hal.³¹

Meanwhile, Gagne and Briggs in Azhar implicitly say that instructional media includes tools physically used to convey the content of teaching materials, composed of, among other books, tape recorders, tapes, video cameras, graphics, television, and computer.³²

³⁰ Azhar Arsyad, *Media Pembelajaran*. (Jakarta: PT. Raja Grafindo Persada, 2011) p. 3

³¹ *Ibid*, p. 4

³² *Ibid*, p. 4

In other words, the media is a component of a learning resource or physical vehicle that contains instructional materials in a student environment that can stimulate students to learn. Media is everything that can help the learning process, which is used to facilitate the teacher deliver the material and make it easier for students to understand the learning materials.

In teaching and learning activities, often the use of the word learning media is replaced with terms such as hearing instrument, instructional material, hearing-visual communication, visual education, educational technology, visual aids and explanatory media.

Based on the description of some of the restrictions on the media above, the following are presented common traits contained in each boundary.³³

- a. Educational media has a physical sense that today is known as hardware, that is something that can be seen, heard, or touched with the senses.
- b. Educational media has a nonphysical understanding known as software, the content of messages contained in the hardware that is the content to be conveyed to students.
- c. The emphasis of educational media is on visual and audio.
- d. Educational media has a sense of aids on the learning process both inside and outside the classroom.
- e. Educational media is used in the rangkan of communication and interaction of teachers and students in the learning process.
- f. Educational media can be used in bulk (e.g. radio, television), large

³³*ibid*, p. 6-7

groups and small groups (eg movies, slides, videos, OHP), or individuals (e.g. modules, computers, tape radio/lasers, video recorders).

g. Attitudes, actions, organizations, strategies, and management related to the application of a science.

Pen as one of the media to write was explained by Allah in surat Al Qolam:³⁴

ت وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾ مَا أَنْتَ بِنِعْمَةِ رَبِّكَ بِمَجْنُونٍ ﴿٢﴾ وَإِنَّ لَكَ لَأَجْرًا غَيْرَ مَمْنُونٍ ﴿٣﴾ وَإِنَّكَ لَعَلَىٰ خُلُقٍ عَظِيمٍ ﴿٤﴾ فَسَتُبْصِرُ وَيُبْصِرُونَ ﴿٥﴾ أَغْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ﴿٦﴾

The Meaning:

1. “Nun. By the pen and what they write”, 2. “By the grace of your Lord, you are not made”, 3. “An unfailing recompense awaits you”, 4. “Surely you have a Sublime Character”, 5. “You shall (before long) see-as they will see-which of you is mad.”

Based on the verse above, the word “*qolam*” explains the tool to write (pen). It still has relation with the meaning of the word “*qolam*” that is on the surah Al-alaq verse four. Allah explained that He taught man by pen, especially what written by pen. Both simple medium like a pen, pencil and

³⁴M. Quraish Shihab, *Tafsir Al-Quran Al-Karim Atas Surat-surat Pendek Berdasarkan Urutan Turunnya Wahyu*, (Bandung: Pustaka Hidayah, 1997), p.98.

sophisticated medium like a computer or others technology have important role in writing.

A.5.2 Classification of Instructional Media

Media classification is based on the shape and physical characteristics basically distinguish the media into two, namely two-dimensional media and three-dimensional media. Two-dimensional media is a media that looks without projection and size length times wide and can only be observed from one direction only view, Examples are, maps, drawings, charts, and more. While the media three-dimensional media that appearance without projection, the size of the long times the width of the high times and can be observed from any point of view. Examples are, globe, human skeleton model, and others.

A simple experience-based media classification can be categorized into three levels of experience, namely (a) direct experience of experience through direct involvement in an event, (b) artificial experience of modeling, dramatization and recording of objects or events. Experience of words ie spoken words, recording words of recording media and written or printed words.

Classification based on sensory perception classifies learning media in three groups, namely (a) visual media, e.g., books and graphics media, (b) audio media, eg radio (c) audio-visual media, such as television and film. Classification based on its use classifies the media in three parts, namely (a) individual learning media, (b) learning media using group, (c) instructional media that use in bulk.³⁵

The classification of media through the presentation form and manner of presentation can be classified into seven groups, namely (a) group unity, graphics,

³⁵Ali mudiofir and Evi fatimatur, *Desain Pembelajaran Inovatif*. (Jakarta: PT Raja Grafindo Persada) p.139-140

print and still images, (b) second group, silent projection medium (c) third group, audio medium, (d) the fourth group, the fifth audio-visual media (e), the sixth living picture/fim (f) group, the seventh group television, the multimedia media.³⁶

A.5.3 Functions of Education Media

Hamalik argues that the use of learning media in teaching and learning can generate new desires and interests, generate motivation and stimulation of learning activities, and even bring psychological influences on students. The use of learning media at the learning orientation stage will greatly help the effectiveness of the learning process and delivery of messages and content of the lesson at that time. In addition to generating student motivation and interest, learning media can also help students improve understanding, present data attractively and reliably, facilitate interpretation of data, and compact information.³⁷

Furthermore, Ibrahim explained the importance of learning media because learning media brings and excites students and renews their spirits and helps to consolidate knowledge in students' minds and live lessons.

In general, educational media has the following functions:³⁸

- a. Clarify the presentation of the message so as not to be too verbalistic
- b. Overcoming the limitations of space, time and sensory power
- c. Can overcome the passive attitude of students

³⁶ *Ibid* p.139-140

³⁷ Azhar arsyad, *Media Pendidikan*. (Jakarta: PT. Raja Grafindo Persada, 2011) p. 15-16

³⁸ Arief Sadiman, Dkk, *Media Pendidikan. Pengertian, Pengembangan dan Pemanfaatannya*. (Jakarta: Rajawali Press, 2010) p.17

- d. Gives the same incentive.

A.5.4 Benefits of Instructional Media

Some of the practical benefits of using instructional media in teaching and learning are as follows:

- a. Learning media can clarify the presentation of messages and information so as to facilitate and improve the process and learning outcomes.
- b. Learning media can improve and direct the attention of children so that it can lead to learning motivation, more direct interaction between students and their environment, and the possibility of students to learn individually according to their abilities and interests.
- c. Learning media can overcome the limitations of the senses, space, and time.
- d. Learning media can provide students with similar experiences about events in their environment, as well as allow for direct interaction with teachers, communities, and the environment eg through field trips, museum visits or zoo.³⁹

A.5.5 Movies and Video

Movies or live images are images in frames where frame by frame is projected through the lens of the projector mechanically so that on the screen it appears that the image is alive. Movies move quickly and alternately so as to provide a continuous visual. Just like with movies, videos can represent an object moving along with a natural voice or an appropriate sound.

³⁹Azhar Arsyad, *Media Pembelajaran*. (Jakarta: PT. Raja Grafindo Persada) p. 26-27

The ability to film and video depict live images and sounds gives it its own charm. Both types of media are generally used for entertainment, documentation, and education purposes. They can present information, describe the process, explain complex concepts, teach skills, abbreviate or lengthen the time, and influence attitudes.⁴⁰

Videos and movies are very useful in learning, lectures, seminars and discussions. It serves as an information storage system, a means that combines audio-visual information, capital facilities, stimulants for discussion, as well as lead-in to the subject.⁴¹

A.6 Audio Visual Used in Teaching

Audio and audio visual media is a form of cheap and affordable learning media. Besides attracting and motivating students to learn more material, audio-visual material can develop listening skills and evaluate what has been heard.⁴²

A.7 Documentary Video

A.7.1 Defenition of Documentary

Documentary is a visual audio-based media that tells the real events that are not engineered as a supporter in the delivery of the material so as to facilitate the teacher in making material explanations and facilitate students in capturing or understanding the material because through real events that really happen.⁴³

⁴⁰*Ibid*, p. 49

⁴¹Yayan G.H. Mulyana, *A practical Guide English for Public Speaking*. (Jakarta: Kesaint Blanc, 2004) p.81-82

⁴²Mohamad Syarif Sumantri, *Strategi Pembelajaran* (Jakarta: PT. Raja Grafindo Persada, 2016) p. 322

⁴³Novia Ayu Puspitasari, *Penggunaan Film Dokumenter Sebagai Media Dalam Meningkatkan Prestasi Belajar Siswa*, p.2

Documentary film is one type of film which is an actual creative report based on reality. Documentary films are based on facts rather than fiction, nor are they defining facts or performing deceit or falsification of factual events, and important patterns in documentaries illustrate the problems of a human life.⁴⁴

A.7.2 Documentary Video Used in Teaching

Using media is one way to optimize the learning activity especially teaching writing where some students think that writing is not easy. Douglas Brown asserts that educational media of all types play increasingly important role in enabling students to reap benefits from individualized learning. It is fortunate that the potentialities of modern technology may be combined with educational planning to provide resources needed for this purpose.⁴⁵

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

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

The writer modifies teaching report text by using documentary film in the following step:⁴⁶

⁴⁴Irnawati hutagalung, *Pengaruh Media Film Dokumenter Terhadap Kemampuan Menulis Kreatif Puisi*, (Journal of Education, 2013) p.3

⁴⁵Minanur Rohman (073411085), *The Effectiveness of Using Documentary Films to Teach Written Report Text*. (Education Faculty: Walisongo State Institute For Islamic Studies, Semarang, 2014), p.23

⁴⁶*ibid*, hal.24

1) Explain report text, characteristic of report text, steps to make a report

text and give example of report text.

2) Let students watch documentary film.

3) Ask some questions to the students about the film.

4) Let students construct sentences according to the video.

5) Ask students to write a report text based on the sentences they have

constructed.

A.7.3 Advantages and Disadvantages of Film and Videos

Advantages of Film and Videos

- a. Movies and videos can complement the basic experiences of students as they read, discuss, practice, and more. Film is a substitute for nature and can even show objects that are not normally seen, such as the way the heart works when it pulsates.
- b. Film and video can describe a process that can be seen repeatedly if deemed necessary. For example, the steps and the correct way of doing wudoo.
- c. Besides encouraging and enhancing motivation, film and video instill affective attitudes and other aspects. For example, health films presenting the onset of diarrheal disease or eltors can make students aware of the importance of food hygiene and the environment.
- d. Films and videos that contain positive values can invite thinking and discussion in groups of students.

- e. Films and videos can present dangerous performances when viewed live like a fire.
- f. Movies and videos can be shown to large groups or small groups, heterogeneous groups as well as individuals.
- g. With the capability and technique of frame-by-frame shooting, movies that in normal speed take one week can be displayed in a minute or two. For example, the process of metamorphosis of butterflies.⁴⁷

Lack of movies and videos

- a. Film and video procurement generally requires expensive and time-consuming fees.
- b. At the time the film is shown, the pictures move so that not all students are able to follow the information to be conveyed through the film.
- c. Available movies and videos do not always match the needs and desired learning objectives; unless the film and video are designed and manufactured specifically for their own needs.⁴⁸

B. Related Study

Many researchers have conducted the research about writing skills. Related to this study, the writer chooses some literatures about previous researches, which are relevant to the teaching of report writing and using documentary film as media aid.

The research are following :

⁴⁷Azhar Arsyad, *Media Pembelajaran*. (Jakarta: PT. Raja Grafindo Persada) p.49-50

⁴⁸*Ibid*, p. 50

1. Thesis entitled, *The Use of Picture in Teaching Writing Report Text* by Siti Mahmudah. In her research, she was using picture to teach writing of report text. The objectives of her study were to find out the students' achievement in writing of report text. She was using picture as media to teach writing of report text. She was taking 2 classes of 8th grade students of M.Ts. N Jekerto Grobogan as experimental and control class. The result is that picture can improve students' achievement in writing report text.⁴⁹

Those thesis can show the reader that the use of media is important to improve students' learning achievement. Based on CBSA (Cara Belajar Siswa Aktif)/SAL (Student Active Learning) approach, media can stimulate the students' to involved be physically, mentally, intellectually, and emotionally so that students' can gain the maximum learning experience. Beside that, the concept of Active Student Learning (SAL) can help teachers improve students' cognitive. Its a good experiment from the writer above that she can inspiring the reader to get the other effective media to be used in English learning process.

2. Rabiah Al Adawiyah UNIMED, 2015. Entitled "*The Effect of Using Storytelling through Video on the Students' Speaking Ability*". This study was focused on the investigation of the effect of using storytelling through video on the students' speaking ability. It was conducted by uysing

⁴⁹Siti Mahmudah (3105286), *The Use of Picture in Teaching Writing Of Report Text*, (Semarang: Education Faculty, Walisongo State Institute For Islamic Studies, 2010), Unpublished

experimental research design. The population of this research was grade XI students of SMA Negeri 1 Pantai Cermin divided into two groups, namely experimental and control group. The experimental group was taught by using storytelling through video, while the control group was taught by using lecturing method. The instruments were used to collect the data was writing recount text. After the data were analyzed, it was found that the value of *t-observed* was 3.909 with the degree of freedom (df)= 38 at the level of significance, 0,05 was higher than *t-table* (3.909 > 2.024). The result of this study showed that teaching speaking by using storytelling through video was higher than that by using lecturing method. It implies that storytelling video is appropriate to be applied for speaking.⁵⁰

3. The research entitled *The Use of Animated Film to Improve Students' Ability in Writing Narrative Text (A Classroom Action Research at the Tenth Grade of Madrasah Aliyah Negeri Pematang in the Academic Year of 2010/2011)*.

The background of the study is the students still have difficulties in retelling the narrative story. The teacher still uses the conventional methods; the teacher only delivers verbally. She doesn't use the media. So, the students are easy to get bored. To improve retelling narrative story, teacher can use an animated film as a teaching medium to help them in teaching learning process.

⁵⁰ Masdiana (Student Number: 34123051), *The Effect of Projected Movie as Media on The Students' Ability at Writing Hortatory Exposition Text At MAN 1 Medan in Academic Year 2015/2016*. (Faculty of Tarbiyah and Teachers' Training, UINSU: 2016)

In the research, the researcher analyzed the result from observation and achievement test from each cycle. The ability of students X.5 at MAN Pematang here is ability to write narrative text. The mean of pre cycle test was 46.2. The result of the test from cycle 1 the mean was 50.8, 63.3 for cycle 2, and 70.7 for the cycle 3.

The result of the research shows that the students improve their retelling narrative story by using animated film as a medium in the teaching speaking.⁵¹

C. Conceptual Framework

Conceptual framework is the concept used to give limitation to the theoretical framework in order to avoid misunderstanding and misinterpretation in this research. In carrying out this research, it is necessary to clarify the variable use in analysing the data. In this research, there are two variables; they are (1) using documentary video as X variable and (2) Students ability in building upreport text as Y variable. Because this research is experimental research, the researcher will divide the classes into two classes, experimental class and control class.

The data will be taken by using test (pre-test and post-test). The researcher in this case will do the research to the samples separated into two classes. The experimental class will be treated by using documentary video and the control class will be taught without the media. However, the test that will be given is the same between both classes; the difference is only on the treatment which will be

⁵¹Mandala Putra (student number: 34123050), *The Effectiveness of Using Movie in Speaking Descriptive Style Teaching At The Eleventh Grade of MAN Kutacane*. (Faculty of Tarbiyah and Teachers' Training, UINSU: 2016)

given. The treatment will be used for the students' ability in building up report text.

D. Hypothesis

Based on the theoretical and conceptual framework above, the following hypothesis were formulated by the researcher :

H_a : It describes that there are significant difference of documentary video as media on the students' ability in writing report text

H_o : It describes that there is no significant difference of using documentary video as media on the students' ability in writing report text.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Location of Research

This research was conducted in SMA Swasta Al-Hidayah Tengah, Jl. Letda Sujono, Kecamatan Medan Tembung and the researcher cooperated with the English teacher of the eleventh grade to find out the answer of the problem.

The reasons of choosing this location are:

1. Based on the observation, the students are still confused to build a report text
2. The students have low ability in writing report text
3. The students have low motivation to learn English, especially in writing report text.
4. The English teacher rarely uses audio-visual media in the teaching process to increase the students' motivation in writing report text, especially documentary video media.

B. Population and Sample

1. Population

Population is the generalization which consists of object/subjects who have certain qualities and characteristics that are set by the writers to learn and then take the conclusion.¹ So, the population of this research is the eleventh grade senior high in academic year 2018/2019, totally 119 students. The focus of this research is only the students at class XI IPA 1 and XI IPS 1. The students of this level are

¹Sugiono, statistika untuk penelitian, (Bandung: Alfabeta, 2009), p. 61

taken as the population because they have been studying about report text. They have schedule for English class in Thursday 14.00 pm and Thursday 14.45 pm.

Table 3.1

Number of Population

No.	Class	Population
1	XI-IPA 1	32
2	XI-IPA 2	29
3	XI-IPS 1	32
4	XI-IPS 2	26
	Total	119

2. Sample

Syahrum and Salim stated that sample is a part of population that is as research object. In determination/sampling of population has rules, that is sample was representative (representing) to population.² In a sampling at least consist of four underlying, namely:

- a. Limitation of time, effort and cost
- b. Faster and easier
- c. Provide more information and more in-depth³

Based on the opinion above the sample of this research were a population study. The writer choose class XI IPA 1 and XI IPS 1 as the sample with the amount of students is 64 students.

²Syahrum dan Salim, metodologi penelitian kuantitatif, (Bandung: Cipta Pustaka Media, 2007) p. 113-114

³ibid, p.114

Table 3.2
Number of sample

No	Class	Number
1	XI-IPA 1	32
2	XI-IPS 1	31
	Total	63

C. Research Designed

This research was conducted by applying Experimental method. The key feature of experimental design was that a treatment variable was manipulated.⁴

Experimentation is the classic method the science laboratory where elements manipulated and effects observed can be controlled .

An experiment involves the comparison of the effects of a particular treatment with that of a different treatment or of no treatment. The experimental group is exposed to the influence of the factor under consideration, the control group is not. Observation are then made to determine what difference appears or what change or modification occurs in the experimental as contrasted with the control group.⁵

In conducting the experimental reserach, the writer first selected a sample of students and divided them to into two groups: the experimental and control

⁴Borg, Walter and Gall, Maredith, 1983. Educational research: An Introduction 4th ed. New York: longman. P.355

⁵John W. Best and James V. Kahn. Research in Education. P. 160-161

groups. The experimental group was administered a treatment and the control group did not receive the treatment.⁶

The research was conducted by the researcher called experimental research because this research needs two group of sample: experimental and control group.

The design of this research can be seen as follow:

Table 3.3

Design of Research

Group	Step I	Step II	Step III	Class
Experimental	Pre-test	Treatment by using documentary video	Post-test	XI-IPA 1
Control	Pre-test	Treatment without the media	Post-test	XI-IPS 1

D. Definition Operational and Variable of Study

In this research, there are two variables; they are (1) using documentary video as X variable and (2) Students ability in building up report text as Y variable. Because this research is experimental research, the writer will divide the classes into two classes, experimental class and control class.

A. X variable is using documentary video as media. Documentary is a visual audio-based media that tells the real events that are not engineered as a supporter in the delivery of the material so as to facilitate the teacher in making material explanations and facilitate students in capturing or understanding the material because through real events that really happen.

⁶ibid, p.355

Report is a type of text that is made to provide information to readers in the form of general science about various things in our environment, knowledge of living things or inanimate objects, about natural phenomena, social, political, etc.

According to Stempski in Richard and Renandya, there are several stages to apply the video/movie in language class, including:⁷

1. The teacher prepares the students to watch the video/movie by tapping/review their background knowledge about the movie that want the teacher is used, stimulating interest in the topic, and lessening their fear of unfamiliar vocabulary.
2. The teacher primarily facilitates the actual viewing of video/movie. They involve playing and replaying the entire sequence or relevant parts.
3. The teacher requires students to focus on important aspects such as factual information, plot development, or the language used in a particular situation first.
4. The teacher then will have students do a series of task that require them to concentrate on specific detail, such as sequence of events or a particular utterances used.
5. The teacher requires students to react to the video/movie or to practice some particular language points. The range

⁷Jack C. Richard, and Willy A. Renandya, *Methodology in Language Teaching*, (USA: Cambridge University Press, 2002), p. 364

of post viewing activities is enormous; in this term is writing activity.

B. Y variable is the students' ability in writing report text is the intelligence of the student's to write or build up report text well and correctly.

The indicators of the students' ability in building up report text are:

1. Students understand what is report text, the generic structure, and language features
2. Students can write a paragraph correctly
3. Students can build report text which is coherence and good

E. The Instrument of Collecting Data

1. Test

According to Aiken in a book Syahrudin and Salim , Test is an instrument or a tool to measure the behaviour or performance a person. Made measuring tool in the form of a series of question to each of the issues discovering cognitive task.⁸

The researcher gave a set of questions to the respondents and these are doing individually, then researcher will analyzing the answer. It is chosen because researcher want to know their ability in building up report text. To measure the students' achievement in learning english in doing the test, the students controlled by the researcher and the students' answer sheet also be returned at the same. This test divided into two test, pre-test and post-test. The test can be seen in appendix IV and V.

⁸Syahrudin and Salim, Metode Penelitian Kuantitatif (Bandung: Citapustaka Media, 2014) p. 141

a. Pre –test

Pre-test was designed in order to know the students' ability in building up report text before the treatment given. The pre-test aimed seeing whether two class of the students are relatively homogeneous.

b. Treatment

In order to find the effectiveness of documentary in teaching report text. The experimental was taught by using documentary media and the control group will be taught without documentary media.

c. Post-test

After the treatment have conducted, the post-test was administered to both experimental group and control group. The result of both groups are evaluated to find out the effectiveness of using documentary media on their ability in building report text.

2. Validity

Validity is the extent to which it measures what it is supposed to measure.⁹ For obtain the validity of test, the face and content validity were used by adjusting the test with SKKD (*Standar Kompetensi dan Kompetensi Dasar*)

3. Reliability

Reliability is a necessary characteristic of any good test, for it to be valid at all a test must first be reliable as a measuring test.¹⁰ Then, to make the test reliable, an analytical scale is use as the students' assessment in writing. It

⁹J.B. Heaton. 2000. *Writing English Language Test*. London: Longman. p. 159.

¹⁰*Ibid*, p. 159.

assesses some aspects, such as content, organization, vocabulary, language use, and mechanical skill.

F. Data Analysis

The researcher used the data from students' tests to find out the result of students' ability in building up report text by using documentary video which was applied in the experimental class, then without using documentary video in the control class. After all students' scores were obtained, next the researcher conducted prerequisite data analysis: normality and homogeneity. The normality test and homogeneity test were tested by using SPSS. After analyzed normality test and homogeneity test, the researcher will used T-test to find out the differences between students' score that are taken from pre-test and post-test in experimental class and control class.

1. Prerequisite for Data Analysis

Before doing hypothesis test, there are two requirements that have to be done. They are normality and homogeneity test.

a. Normality Test

Normality test is to determine whether the data normally or not. The data were considered normal if score of the test is more than 0.05. To count the normality test, the writer used SPSS, with steps as follows:¹¹

1. Open SPSS program.
2. Input all the data.

¹¹ Andrew Garth. 2008. *Analysis Data Using SPSS (A Practical Guide for those Unfortunate Enough to Have to Actually Do It)*. Sheffield: Sheffield Hallam University. p. 73

3. Click Analyze from the top menu, choose descriptive statistics and click explore.
4. Move the data from the left box into the box in Dependent List.
5. Click plot and make sure that under the boxplots choose none, remove any checklists under Descriptive, and tick in Normality plots with tests, and remove any ticks under Spread vs Level with Levene Test.
6. Click Continue and OK.

b. Homogeneity Test

Homogeneity test is to determine the similarity between two groups. To get the homogenous data, the significant level of the test is more than 0.05.

Homogeneity test used in this study were SPSS, with steps as follows:¹²

1. Open SPSS program.
2. Input the data in the data view.
3. Click Analyze in the top of the menu, choose compare means and click oneway ANOVA.
4. Move the data of experimental into Dependent List, meanwhile, move the data of controlled group into Factor.
5. Click the Options tab to open the options dialogue box.
6. Give a tick in Homogeneity of variance tests.
7. Click continue, and then OK

c. T-test

Pre-test and post-test were done in order to see the difference of writing ability before and after the students were taught by using documentary video.

¹²*Ibid.*, 71-72

After the data were collected from the tests, they were analyzed by using SPSS 20. Hypothesis test could be done if the data of the tests showed that they were both homogeneous and normal. The t-test is used to see whether there is a difference between two variables in this research. In SPSS 20, T-test was done through Independent-Samples t-test. Here are the steps to analyze the data: ¹³

1. Open SPSS 20 program.
2. Click Variable View, type the name such as class and score, and in the Values, the name of the class is differentiated into two kinds; experimental is 1 and controlled is 2.
3. Click Data View, insert the data
4. Click Analyze, choose Compare Means and click Independent-Samples T-test.
5. Move the score into the column of Test Variable(s), and move the class into Grouping Variable. Define group as the number exactly like the number that has been typed in Values. Click continue and OK.

d. Statistical Hypothesis

After obtaining the t-test, the researcher compares t-test and t-table. Testing hypothesis uses criteria with significant degree 5% (0.05). The conclusion is obtained as follows:

H_a is accepted if $t_o > t_{tabel}$ or if the Sig. (2-tailed) < 0.05 .

H_o is accepted if $t_o < t_{table}$, or if the Sig. (2-tailed) > 0.05 .

¹³*Ibid.*, 45-46

The hypotheses of this research are:

- a. Alternative Hypothesis (H_a): “There is a significance difference of students’ ability in building up report text between students who are taught by documentary video and students who are taught without using documentary video.”
- b. Null Hypothesis (H_0): “There is no significance difference of students’ ability in building up report text between students who are taught by documentary video and students who are taught without using documentary video.”

1. Scoring The Test

In scoring the test, the researcher used score ranging from 0-100.

Table 3.4

The Assessment of Writing Skill

No	Components	Criteria	Score
1.	Content	Excellent to very good: knowledge, substantive, thorough development thesis, relevant to assigned topic.	30-27
		Good to average : some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail	26-22
		Fair to poor: limited knowledge of subject, title, substances, inadequate development of topic.	21-17
		Very poor : does not show knowledge of subject, non-substantive, not pertinent, or no enough to evaluate	16-13
2.	Organization	Excellent to very good: fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive	20- 18
		Good to average: somewhat choppy, loosely organized but mind ideas stand out, limited	17-14

		supported, logical but incomplete sequencing.	
		Fair to poor: not-fluent, ideas confused or disconnected, lack logical sequencing and development.	13-10
		Very poor: does not communicate, not organization, or not enough to evaluate.	9-7
3.	Vocabulary	Excellent to very good: sophisticated range, effective word/idiom choice and usage, word from mastery, appropriate register.	20-18
		Good to average: adequate range, occasional error of word/idiom from: choice, usage but meaning not obscured.	17-14
		Fair to poor: limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured.	13-10
		Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.	9-7
4.	Language use	Excellent to very good: effective complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	25-22
		Good to average: effective but simple construction, minor problem in complex constructions, several errors agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured	21-18
		Fair to poor: major problems in simple/complex construction, frequent errors of negation; articles, pronouns, preposition and fragment, run-ons, deletion, meaning confused or obscured.	17-11
		Very poor: virtually no mastery of sentence construction rules, dominated by errors, does communicate, or enough to evaluate.	10-5
5.	Mechanical Skill	Excellent to very good: demonstrate mastery of conventions, few errors of spelling, punctuations, capitalization, paragraphing.	5
		Good to average: occasional errors of spelling, punctuations, capitalization,	4

		paragraphing, but meaning not obscured.	
		Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting no mastery of conventions, dominated by errors of spelling.	3
		Very poor: punctuation, capitalization, paragraphing, handwriting, illegible, or not enough to evaluate, meaning confused or obscured.	2

Table 3.6

The Classification of Students' Score¹⁴

Score	Categories
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

G. Research Procedure

In conducting the research, there were some procedures that applied for taking the data :

1. In order to determine the problem, the researcher observed the students' learning process (the students' ability in writing report text is still low)

¹⁴ Suharsimi Arikunto. 2009. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara. p.245

2. The researcher will be made the research planning through lesson plan.
3. The researcher chooses two classes that will be the control and experimental class
4. The researcher conducts pre-test for control and experimental class.
5. The researcher gives treatment for experimental class.
6. The researcher conducts post-test to give evaluation in control and experimental class
7. The researcher analyzes the data collected from, pre-test, and post-test.
8. The researcher concludes the research from the result of the data analysis.

The meetings procedures of experimental and control group can be seen as follows:

Table 3.7
Experimental Group Activity

Meeting	Activity	
	Teacher	Students
1.	<ul style="list-style-type: none"> ✓ Teacher greet the students ✓ Teacher gave the pre-test 	<ul style="list-style-type: none"> ✓ Students did pre-test
2.	<ul style="list-style-type: none"> ✓ The teacher gave brainstorming to the students (asked them to give their opinion about the topic) ✓ The teacher gave the example of report text ✓ Teacher explained about report text, its language features ✓ Teacher asked the students to analyze the example of 	<ul style="list-style-type: none"> ✓ Students' did teacher's instruction ✓ Students responded ✓ Students read the text given

	report text	<ul style="list-style-type: none"> ✓ Students paid attention to the teacher ✓ Students did the teachers' instruction
3.	<ul style="list-style-type: none"> ✓ The teacher showed documentary video that has connection with report text for the students ✓ The teacher persuade the students to discuss the movie that has connection with report text for the students ✓ Teacher discussed together how a report construct by using documentary video ✓ Teacher asked the students to make the report text based on the topic given in video that have showed 	<ul style="list-style-type: none"> ✓ Students paid attention on teacher`s explanation ✓ Students paid attention on teacher`s explanation ✓ Student`s listening the teacher ✓ Students did the practice
4.	<ul style="list-style-type: none"> ✓ Teacher reviewed about documentary video ✓ Teacher asked the students to make a report text individually ✓ Teacher guided and motivated the students ✓ The teacher asked students to use Peer-Review to check their work and discuss it together with the teacher ✓ The teacher gave feedback and correction positively and encouragingly to the content of what the students have written 	<ul style="list-style-type: none"> ✓ Students paid attention to the teacher ✓ Students did the instruction given ✓ Students follow the teachers' guidance ✓ Students' did the instruction and ask what they don't know or unclear ✓ The students' paid attention to teachers' feedback and correction
5.	<ul style="list-style-type: none"> ✓ Teacher gave direction related to the Post-test ✓ Teacher gave post test 	<ul style="list-style-type: none"> ✓ Students paid attention to the direction

		✓ Students did the post test
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Table 3.8
Control Group Activity

Meeting	Activity	
	Teacher	Students
1.	<ul style="list-style-type: none"> ✓ Teacher greet the students ✓ Teacher gave the pre-test 	<ul style="list-style-type: none"> ✓ Students did pre-test
2.	<ul style="list-style-type: none"> ✓ The teacher gave the example of report text ✓ Teacher explained about report text, its language features ✓ Teacher asked the students to analyze the example of text given 	<ul style="list-style-type: none"> ✓ Students read the text given ✓ Students paid attention to the teacher ✓ Students did the teachers' instruction
3.	<ul style="list-style-type: none"> ✓ Teacher asked students to make a narrative text individually 	<ul style="list-style-type: none"> ✓ Students did the instruction
4.	<ul style="list-style-type: none"> ✓ Teacher gave direction related to the Post-test ✓ Teacher gave post test 	<ul style="list-style-type: none"> ✓ Students paid attention to the direction ✓ Students did the post test

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

1. Description of the Data

The data of this research were collected from the eleventh grade students of SMA Swasta Al-Hidayah. There were two classes namely XI-IPA 1 and X1-IPS 1, documentary video was used in XI-IPA 1 and Conventional method was used in X1-IPS 1. A test was given to the students to get the data about the differences of the students' ability in building up report text text by documentary video and without using documentary video.

2. Data Presentation

In this research there is data presentation presented by the researcher. The data consisted of information of students' ability in building up report text gathered by using pre-test and post-test.

The students' writing test was scored by calculating the five component scale such as contents, organization, vocabulary, language use, mechanics and tasks. After conducting the research, the researcher got the data of the students' scores in pre-test and post-test from both experimental and control group. For more detail, it can be seen in the following table.

a. Students' Writing Score On Pre-Test and Post-Test

Table 4.1
The Score of Experimental Class

Students' Number	Experimental Class		
	Pre-Test	Post-Test	Gained Score
1	60	75	15
2	75	90	15
3	60	75	15
4	70	80	10
5	70	75	5
6	50	60	10
7	55	65	10
8	65	70	5
9	55	70	15
10	55	65	10
11	60	70	10
12	60	65	5
13	55	65	10
14	50	60	10
15	60	70	10
16	65	70	5
17	60	60	0
18	60	70	10
19	60	70	10

20	50	65	15
21	50	60	10
22	55	60	5
23	40	65	25
24	50	60	10
25	50	55	5
26	45	60	15
27	40	70	30
28	60	65	5
29	50	60	10
30	50	55	5
31	50	60	10
32	65	70	5
$\sum n = 32$	$\sum X_0 = 1800$	$\sum X_1 = 2130$	$\sum X_2 = 330$
Average	56,25	66,56	10,31
Min	40	55	0
Max	75	90	30

From the Table above, it can be seen that the average of the pre-test in experimental class is 56,25 while in post-test is 66,56. The lowest score in pre-test is 40 and the highest score in pre-test is 75. While in post-test, the lowest score is 55 and the highest score is 90 points. And gained score in control class is 10,31.

Table 4.2
The Score of Control Class

Students' Number	Control Class		
	Pre-Test	Post-Test	Gained Score
2	75	85	10
3	55	50	-5
4	60	50	-10
5	60	45	-15
6	75	75	0
7	50	45	-5
8	50	40	-10
9	55	65	10
10	55	70	15
11	55	60	5
12	50	60	10
13	50	50	0
14	45	60	15
15	45	40	-5
16	45	60	15
17	55	60	5
18	50	75	25
19	60	70	10
20	55	55	0
21	60	65	5

22	60	70	10
23	50	55	5
24	45	55	5
25	70	80	10
26	40	55	10
27	60	55	-5
28	40	50	10
29	55	65	10
30	50	60	10
31	45	50	5
32	60	55	-5
$\Sigma n = 32$	$\Sigma X_0 = 1680$	$\Sigma X_1 = 1830$	$\Sigma X_2 = 160$
Average	52,5	57,19	5
Min	40	40	-15
Max	70	80	25

From the table above, it can be shown that the average of the pre-test in control class is 52,5 while in post test is 57,18. The lowest score in pre-test is 40 and the highest score in pre-test is 70. While in post-test, the lowest score is 40 and the highest score is 80 points. And gained score in control class is 4,374.

Based on the two tables above the average score of both experimental and control group increased. However, the experimental class's score increased more significantly rather than the control class. This can be seen through the range points gained by the two groups. The experimental class increased 10,31 points,

from 56,25 to 66,56 while the control class increased 4,375 points from 52,5 to 57,19.

3. Analysis of Data

1) Prerequisite for Data Analysis

a) Normality Test

In this research, normality test was tested by using Lilliefors in SPSS V 20 to count the normality of each test. The test would be normal distribution if the result of absolute differences number showed less than the result in Lilliefors table with the number of sample (n) is 32.

Table 4.3

Normality of Pre-test

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-Test Experiment	,151	32	,061	,952	32	,167
Pre-Test Control	,176	32	,013	,937	32	,063

a. Lilliefors Significance Correction

Based on the data in Table 4.3, it shows that the normality is significant. It is shown by the significance in Lilliefors table of Experiment Class data is 0.061. Meanwhile, the significance in Lilliefors table of Control Class data is 0.013. Both significances of Experiment class data and Control class data are much less than the calculation Lilliefors table with critical points of $32 = 0,1542$. It can be concluded that the pre-test results in both experimental class and control class are normally distributed.

Table 4.4
Normality of Post-test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Post-Test Experiment	,166	32	,025	,906	32	,009
Post-Test Control	,135	32	,149	,965	32	,367

a. Lilliefors Significance Correction

Based on the data in Table 4.4, it shows that the data of experiment class is 0.025 while the data of control class is 0.149. It can be stated that the data of experiment and control class are much less than the calculation Lilliefors table with critical points of $32 = 0,1542$. So, the posttest result in both experiment and control class are normally distributed.

Below is presented the frequency distribution of pre-test and posttest scores of the control and the experimental classes as the details for the normality test.

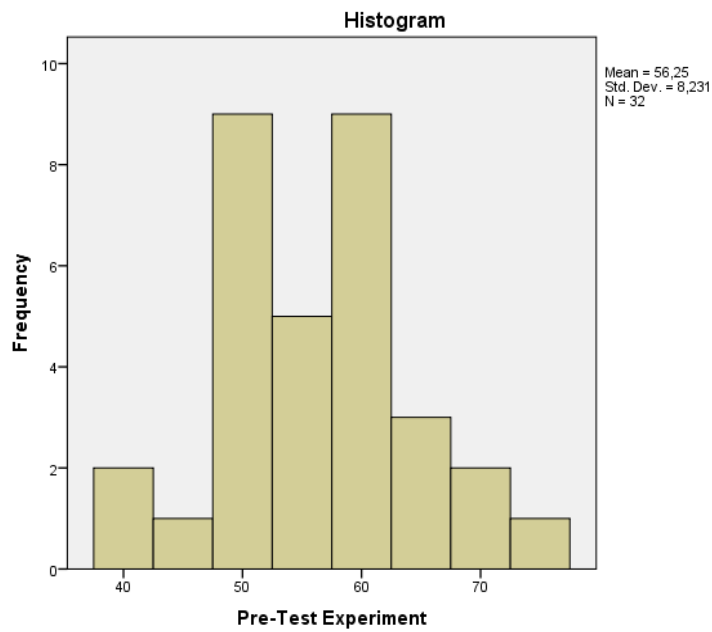


Figure 4.1
The Frequency Distribution Of Pre-Test Score Of Experiment Class

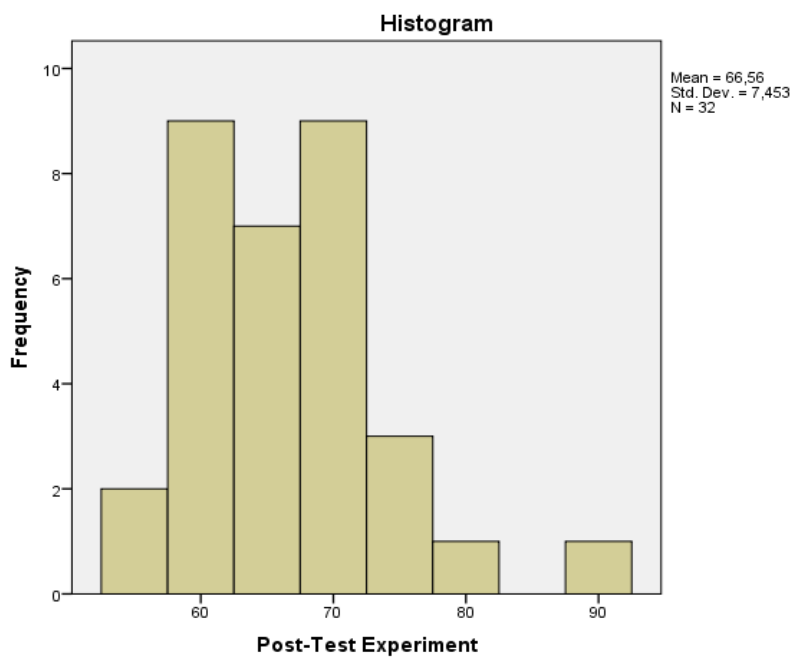


Figure 4.2
The Frequency Distribution Of Post-Test Score Of Experiment Class

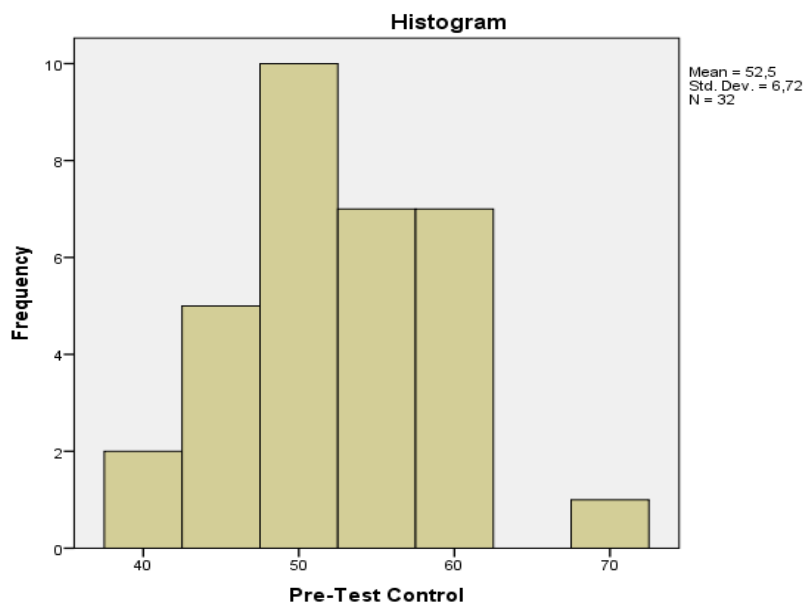


Figure 4.3

The Frequency Distribution Of Pre-Test Score Of Control Class

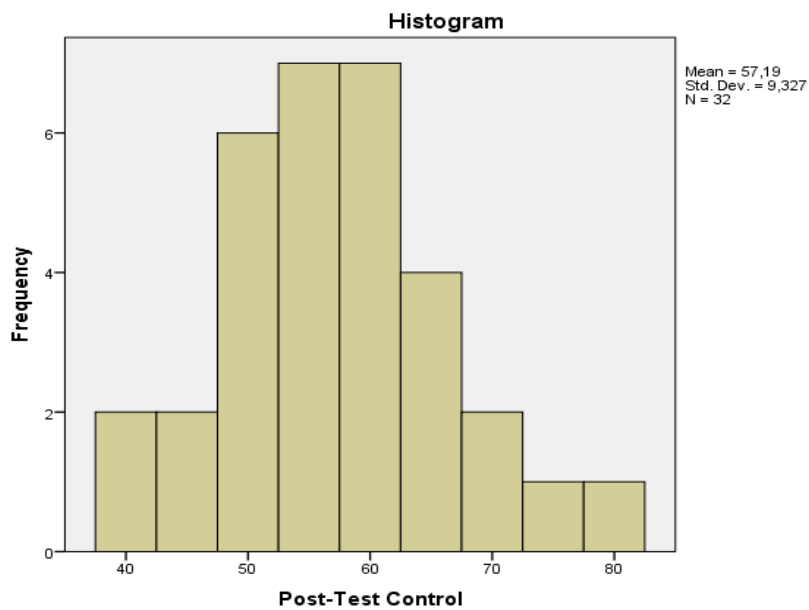


Figure 4.4

The Frequency Distribution Of Post-Test Score Of Control Class

2) Homogeneity test

After doing the normality test, the researcher did the homogeneity test that would be calculated by using SPSS V 20 in order to test the similarity of the both classes, experiment class and control class. The researcher used Levene statistic test to calculate the homogeneity test. The data would be homogenous if the result of data calculation is higher than 0.05. The results are presented as follows :

Table 4.5

Pre-test of Homogeneity of Variances both Control and Experiment

Test of Homogeneity of Variances

Pre-Test Experiment and Control

Levene Statistic	df1	df2	Sig.
,563	4	26	,691

The result of the data in Table 4.8 showed that the significance of pre-test between experiment class and control class was 0.691. Therefore, the data of pre-test was homogenous because it was higher than 0.05.

Table 4.6

Post-test of Homogeneity of Variances both Control and Experiment

Test of Homogeneity of Variances

Post Test Experiment and Control

Levene Statistic	df1	df2	Sig.
1,176	6	23	,353

The result of the data in Table 4.6 showed that the significance of post-test between experiment class and control class was 0.353. Therefore, the data of post-test was homogenous because it was higher than 0.05.

Nilai	Equal variances assumed	2,022	,160	4,368	62	,000	9,375	2,146	5,085	13,665
	Equal variances not assumed			4,368	58,456	,000	9,375	2,146	5,080	13,670

The result of posttest both experiment class and control class was conducted after doing the treatment. Based on the data in Table 4.10, it can be seen that there was a significant different between the experiment class ($M = 66,56$ and $SD = 7,453$) and control class ($M = 57,19$ and $SD = 9,583$).

Next, the researcher was compared t_{value} and t_{table} to know whether using documentary video in teaching writing documentary video is effective to improve students' ability in building up report text or not. Reviewing to the data in Table 4.10, it shows the result of $t_{\text{value}} = 4.368$ with the Sig. (2-tailed) = 0.000. And t_{table} of 0.05 (5%) as the significance level is 1.669 with 62 the degree of freedom (df). It can be found that $t_{\text{value}} = 4.368 > t_{\text{table}} = 1.669$ and the Sign. (2-tailed) is $0.000 < 0.05$. It means that the documentary video is effective toward students' ability in building report text.

4. Hypothesis Test

Testing the hypothesis becomes the important one because the calculation of hypothesis test is to answer the formulation of the problem of this research: "Is there any significant effectiveness of documentary video on the students' ability in building up report text at SMA Swasta Al-Hidayah? The conclusion is obtained as follows:

H_a : There is a significance effectiveness of students' ability in building up report text between students who are taught by documentary video and students who are taught without using documentary video.

H_0 : There is no significance difference of students' ability in building up report text between students who are taught by documentary video and students who are taught without using documentary video.

And then, the criteria of hypotheses test as follow:

1. H_a is accepted if $t_o > t_{tabel}$ or if the Sig. (2-tailed) < 0.05 .
2. H_0 is accepted if $t_o < t_{table}$, or if the Sig. (2-tailed) > 0.05 .

Based on the result of posttest of experiment class and control class, it can be found that the $t_{value} = 4.368 > t_{table} = 1.669$ in the significance level of 0.05 (5%) and the Sig. (2-tailed) is $0.000 < 0.05$. To sum up, the $t_{value} > t_{table}$ and the Sig. (2-tailed) < 0.05 , it means that H_a is accepted. So, researcher can be concluded that the documentary video is effective toward students' ability in building up report text.

B. Discussion

Based on the analysis of data in eleventh grade students' of SMA Swasta Al-Hidayah Medan Tembung, the students' ability in building up report text is improved by using documentary video. The results of data from the test were divided pre-test and post-test. The students that were taught by documentary video had higher score than those who were taught by without documentary video.

To sum up, the data of research had been conducted based on the procedures. As the research findings and discussion above, there is significance by

using documentary video toward the students' ability in building up report text, because the resultsshow that the hypothesis of H_0 is rejected and H_a is accepted. The significance differences are between by using documentary video and without using documentary video. Furthermore, it can be happened because the students in experiment class can building up report text and enjoying to writing especially writing report text in the class.

Based on the explanation above, the researcher concluded that the implementation of documentary video had significant effect to the students' ability in building up report text atSMA Swasta Al-Hidayah Medan Tembung.

CHAPTER V

CLOSING

A. Conclusion

After doing the experiment in teaching building up report text by using documentary video in experiment class and without using documentary video in control class, the researcher analyzed the data of the experiment, then the researcher continues to conclude the research.

Based on the data which has been calculated, the researcher concludes the answer of the formulation of the problem that there is a significance difference of students' ability in building up report text between students who are taught by documentary video and students who are taught without using documentary video. It is got from the results of statistic calculation in chapter 4. The students' mean score of post-test in experimental class (66,56) is higher than pre- test (57,19) with gained score was 9.37 point. From the data analysis, the test hypothesis was determined by t-test that $t_{\text{value}} > t_{\text{table}}$ in significance 0.05 (5%). Thus, the value of the t_{value} is 4.368 while the value of t_{table} with df 62 in the significance 5% is 1.669. So the alternative hypothesis (H_a) is accepted. It means that there is significant difference between students' ability in building up report text which was taught by using documentary video and without using documentary video at the eleventh grade of SMA Swasta Al-Hidayah.

B. Recommendation

Based on the result of the research, the researcher would like to give some suggestions as follow:

1. Stakeholder

For the principle of SMA Swasta Al-Hidayah Medan Tembung, it is good to motivate the teachers, especially English teacher to teach the students by using documentary video.

2. Teachers

For English teachers, the English teachers can use documentary video as an alternative in learning report text. English teachers make the learning activity not monotonous and enjoyable.

3. Students

For students, it is suggested to foster their writing ability. By applying documentary video, the students could improve their writing ability because this media give students ideas to writing report text, remember the story inside the video, and use the vocabulary that make them familiar with the words. So, students will have a habit and ability to write and use the words in classroom activity even in outside classroom activity.

4. Researcher

For the researcher, the researcher hopefully can be operated in conducting further research/ study for obtaining better result.

5. Further Researcher

For other researcher, the result of this research can give information or reference about implementation of documentary video on the student's ability in building up report text.

C. Implication

Implication are drawn from the research finding. The discussion of the data from research finding points out that teaching and learning report text by using documentary video is effective toward students' ability in building up report text. It was showed by the students' ability in building up report text by using documentary video are performed better than the students' who did not have the treatment of documentary video. Moreover, it can be happened because the students have to convey their ideas, then it can be output for the students to easily in building up report text.

*Appendix III***The Assessment of Writing Skill**

No	Components	Criteria	Score
1.	Content	Excellent to very good: knowledge, substantive, thorough development thesis, relevant to assigned topic.	30-27
		Good to average : some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail	26-22
		Fair to poor: limited knowledge of subject, title, substances, inadequate development of topic.	21-17
		Very poor : does not show knowledge of subject, non-substantive, not pertinent, or no enough to evaluate	16-13
2.	Organization	Excellent to very good: fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive	20- 18
		Good to average: somewhat choppy, loosely organized but mind ideas stand out, limited supported, logical but incomplete sequencing.	17-14
		Fair to poor: not-fluent, ideas confused or disconnected, lack logical sequencing and development.	13-10
		Very poor: does not communicate, not organization, or not enough to evaluate.	9-7
3.	Vocabulary	Excellent to very good: sophisticated range, effective word/idiom choice and usage, word from mastery, appropriate register.	20-18
		Good to average: adequate range, occasional error of word/idiom from: choice, usage but meaning not obscured.	17-14
		Fair to poor: limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured.	13-10
		Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.	9-7
4.	Language use	Excellent to very good: effective complex	25-22

		construction, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	
		Good to average: effective but simple construction, minor problem in complex constructions, several errors agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured	21-18
		Fair to poor: major problems in simple/complex construction, frequent errors of negation; articles, pronouns, preposition and fragment, run-ons, deletion, meaning confused or obscured.	17-11
		Very poor: virtually no mastery of sentence construction rules, dominated by errors, does communicate, or enough to evaluate.	10-5
5.	Mechanical Skill	Excellent to very good: demonstrate mastery of conventions, few errors of spelling, punctuations, capitalization, paragraphing.	5
		Good to average: occasional errors of spelling, punctuations, capitalization, paragraphing, but meaning not obscured.	4
		Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting no mastery of conventions, dominated by errors of spelling.	3
		Very poor: punctuation, capitalization, paragraphing, handwriting, illegible, or not enough to evaluate, meaning confused or obscured.	2

Name	Aspect of Scoring					
	Content	Organizatio n	Vocabulary	Language use	Mechani cal skill	Tota l

Appendix VI

TABLE OF LILIEFORS (L)

$n \backslash \alpha$	0.01	0.05	0.10	0.15	0.20
4	0.4129	0.3754	0.3456	0.3216	0.3027
5	0.3959	0.3427	0.3188	0.3027	0.2893
6	0.3728	0.3245	0.2982	0.2816	0.2694
7	0.3504	0.3041	0.2802	0.2641	0.2521
8	0.3331	0.2875	0.2649	0.2502	0.2387
9	0.3162	0.2744	0.2522	0.2382	0.2273
10	0.3037	0.2616	0.2410	0.2273	0.2171
11	0.2905	0.2506	0.2306	0.2179	0.2080
12	0.2812	0.2426	0.2228	0.2101	0.2004
13	0.2714	0.2337	0.2147	0.2025	0.1932
14	0.2627	0.2257	0.2077	0.1959	0.1869
15	0.2545	0.2196	0.2016	0.1899	0.1811

$n \backslash \alpha$	0.01	0.05	0.10	0.15	0.20
16	0.2477	0.2128	0.1956	0.1843	0.1758
17	0.2408	0.2071	0.1902	0.1794	0.1711
18	0.2345	0.2018	0.1852	0.1747	0.1666
19	0.2285	0.1965	0.1803	0.1700	0.1624
20	0.2226	0.1920	0.1764	0.1666	0.1589
21	0.2190	0.1881	0.1726	0.1629	0.1553
22	0.2141	0.1840	0.1690	0.1592	0.1517
23	0.2090	0.1798	0.1650	0.1555	0.1484
24	0.2053	0.1766	0.1619	0.1527	0.1458
25	0.2010	0.1726	0.1589	0.1498	0.1429
26	0.1985	0.1699	0.1562	0.1472	0.1406
27	0.1941	0.1665	0.1533	0.1448	0.1381
28	0.1911	0.1641	0.1509	0.1423	0.1358
29	0.1886	0.1614	0.1483	0.1398	0.1334
30	0.1848	0.1590	0.1460	0.1378	0.1315
31	0.1820	0.1559	0.1432	0.1353	0.1291
32	0.1798	0.1542	0.1415	0.1336	0.1274
33	0.1770	0.1518	0.1392	0.1314	0.1254
34	0.1747	0.1497	0.1373	0.1295	0.1236
35	0.1720	0.1478	0.1356	0.1278	0.1220
36	0.1695	0.1454	0.1336	0.1260	0.1203
37	0.1677	0.1436	0.1320	0.1245	0.1188
38	0.1653	0.1421	0.1303	0.1230	0.1174
39	0.1634	0.1402	0.1288	0.1214	0.1159
40	0.1616	0.1386	0.1275	0.1204	0.1147
41	0.1599	0.1373	0.1258	0.1186	0.1131
42	0.1573	0.1353	0.1244	0.1172	0.1119
43	0.1556	0.1339	0.1228	0.1159	0.1106
44	0.1542	0.1322	0.1216	0.1148	0.1095
45	0.1525	0.1309	0.1204	0.1134	0.1083
46	0.1512	0.1293	0.1189	0.1123	0.1071
47	0.1499	0.1282	0.1180	0.1113	0.1062
48	0.1476	0.1269	0.1165	0.1098	0.1047
49	0.1463	0.1256	0.1153	0.1089	0.1040
50	0.1457	0.1246	0.1142	0.1079	0.1030
OVER 50	1.035	0.895	0.819	0.775	0.741
	f(n)	f(n)	f(n)	f(n)	f(n)

Appendix VII

TABLE OF T DISTRIBUTION

Titik Persentase Distribusi t (df = 41 – 80)

Pr df	0.25	0.10	0.05	0.025	0.01	0.005	0.001
	0.50	0.20	0.10	0.050	0.02	0.010	0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

Appendix VIII

TABLE OF R DISTRIBUTION

Tabel r untuk df = 1 - 50

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392
33	0.2826	0.3338	0.3916	0.4296	0.5322
34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189
36	0.2709	0.3202	0.3760	0.4128	0.5126
37	0.2673	0.3160	0.3712	0.4076	0.5066
38	0.2638	0.3120	0.3665	0.4026	0.5007
39	0.2605	0.3081	0.3621	0.3978	0.4950
40	0.2573	0.3044	0.3578	0.3932	0.4896
41	0.2542	0.3008	0.3536	0.3887	0.4843
42	0.2512	0.2973	0.3496	0.3843	0.4791
43	0.2483	0.2940	0.3457	0.3801	0.4742
44	0.2455	0.2907	0.3420	0.3761	0.4694
45	0.2429	0.2876	0.3384	0.3721	0.4647
46	0.2403	0.2845	0.3348	0.3683	0.4601
47	0.2377	0.2816	0.3314	0.3646	0.4557
48	0.2353	0.2787	0.3281	0.3610	0.4514
49	0.2329	0.2759	0.3249	0.3575	0.4473
50	0.2306	0.2732	0.3218	0.3542	0.4432

*Appendix IX***RESEARCH DOCUMENTATION****Picture 1. Pre Test****Picture 2. Treatment**



Picture 3. Post Test





