



**THE USE OF DOCUMENTARY FILMS IN BBC VCD
AS ALTERNATIVE MEDIA IN IMPROVING STUDENTS'
ABILITY IN WRITING REPORT**

**(An Experimental Study of the Eleventh Graders of SMA Negeri 2
Wonosobo in the Academic Year 2010/2011)**

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in English

by

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THE USE OF DOCUMENTARY FILMS IN BBC VCD

AS ALTERNATIVE MEDIA IN IMPROVING STUDENTS' ABILITY IN WRITING REPORT

An Experimental Study of the Eleventh Graders of SMA Negeri 2

Wonosobo in the Academic Year 2010/2011

Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, pemaparan atau ujian. Semua kutipan baik yang langsung maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi atau tugas atau final project ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab sendiri. Jika kemudian ditemukan ketidakberesan, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini digunakan seperlunya.

Semarang,

Yang membuat pernyataan

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MOTTO

Those who do good deeds even as big as a crumb will see the result. And those who do misdeed even as big as crumb will also see the result.

(Al Zalzalah , 7-8)

We make a living by what we get, we make a life by what we give.

(Sir Winston Churchill, 1874-1965)

Life is just a mirror, and what you see out there, you must first see inside of you.

(Wally 'Famous' Amos, 1936)

DEDICATION

I proudly dedicate this final project to my beloved parents my father H. Masrukin, S.Ag, S.H and my mother Supriyati Lestari, S.Pd for their great support and effort till I finished this final project: to my 'young but mature' brother Muhammad Syukron Ginanjar who guides and advises to be more mature (you teaches me a lot bro!); to my sweet sister Nurull Kamilawati who always asks me to be tough; all the students of English Department '06; the unpredicted association of E-Paralel '06 (Cicik, Inung, Fia, Rekso, Zakky, Dhika, Mona, etc.) ; the family on Kinanthi Kost, Puspa Kost (Mega, Dyah, Raffi), and the crazy Aries Kost residences (Windy, Fitri, Tuti, etc) who support and raise me up in struggling to finish my final project after the tragedy of 'my lost laptop'; all of my close friends of 'TENK-Society' (Risty, Yoga, Shella, Yay, Bayoe, Must, etc) who always keep in touch; and all of those who inspire and teach me a lot of things who I am not able to mention.

ABSTRACT

Lestyanawati, Rochyani. 2011. *The Use of Documentary Films in BBC VCD as Alternative Media in Improving Students' Ability in Writing Report (An Experimental Study of the Eleventh Graders of SMA Negeri 2 Wonosobo in the Academic Year of 2010/2011)*. Final Project. English Department. Semarang State University. Supervisor: I. Prof. Dr. Mushid Saleh, M.A. II. Intan Permata Hapsari, S.Pd, M.Pd.

Key words: documentary films in BBC vcd, writing, report

This study is about the use of documentary films in BBC VCD as alternative media in improving students' ability in writing report. The objectives of this study are to explain and describe the use of documentary films in BBC VCD to teach writing report texts to the eleventh graders of SMA Negeri 2 Wonosobo and to find out how well the use of documentary films in BBC VCD as alternative media in teaching writing improves the students' ability in writing report texts.

This study is an experimental research. The subject of the study was 50 students of the eleventh graders of SMA Negeri 2 Wonosobo in the academic year 2010/2011. They were divided into two groups, experimental group and control group. There were five meetings for each group. Before being given the treatment, those two groups were given pre-test. The experimental group then was given treatment by using documentary films in BBC VCD; while the control one was given treatment without using documentary films in BBC VCD. The control was given treatment by using picture as the comparison of the experimental group. The post-test was given after conducting the treatment to investigate the effectiveness of the treatment.

The data were collected through the writing test in the form of report text. The test scores were used as the sources of data obtained. The results of the pre-test and post test of the experimental group were 58.40 and 74.40; whereas, the results of the control group were 59.04 and 69.60. The result of the study shows that the experimental group gains better than the control one. From the calculation of applying the t-test, the mean different test showed that the t_{value} (2.442) was higher than the t_{table} (2.01). It means that there is a significant difference in the achievement between the students taught by using documentary films in BBC VCD and those taught without using documentary films in BBC VCD, proving that the media used in this study are applicable.

Based on the data analysis, the writer concludes that the strategy by using documentary films in BBC VCD is applicable for the eleventh graders of SMA N 2 Wonosobo in the academic year 2010/2011 since the strategy helps the students solve their problem in writing report. The media enable the students to actively engage to the instructional process. Furthermore, the media are able to give students more information and improve their ability in building idea to write. The writer suggests English teachers to use this media to anticipate students' boredom

and reduce students' difficulty during writing class, particularly report text. Then, for the next researcher, they could conduct deeper research by developing all various kinds of media in teaching English.



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The writer also would say special appreciation to father and mother, who always give support, contribution and also effort for the writer's life. My brother who always supports me to complete my final project, and my sister who always teaches me to be tough. For all my friends in English Department, especially E-

parallel class '06. The last, but not least, to all of people who teach and inspire the writer a lot of things.

The perfect is only belonged to God, the Most Merciful. The writer realizes that there are a lot of weaknesses and incompleteness within this final project. Suggestions and criticisms are always needed for the better, therefore. The writer hopes that this final project will be useful for all the readers either for English teacher or English students. And not to mention, this final project is to give contribution to the next researchers.

Semarang, February 2011

Rochyani Lestyanawati

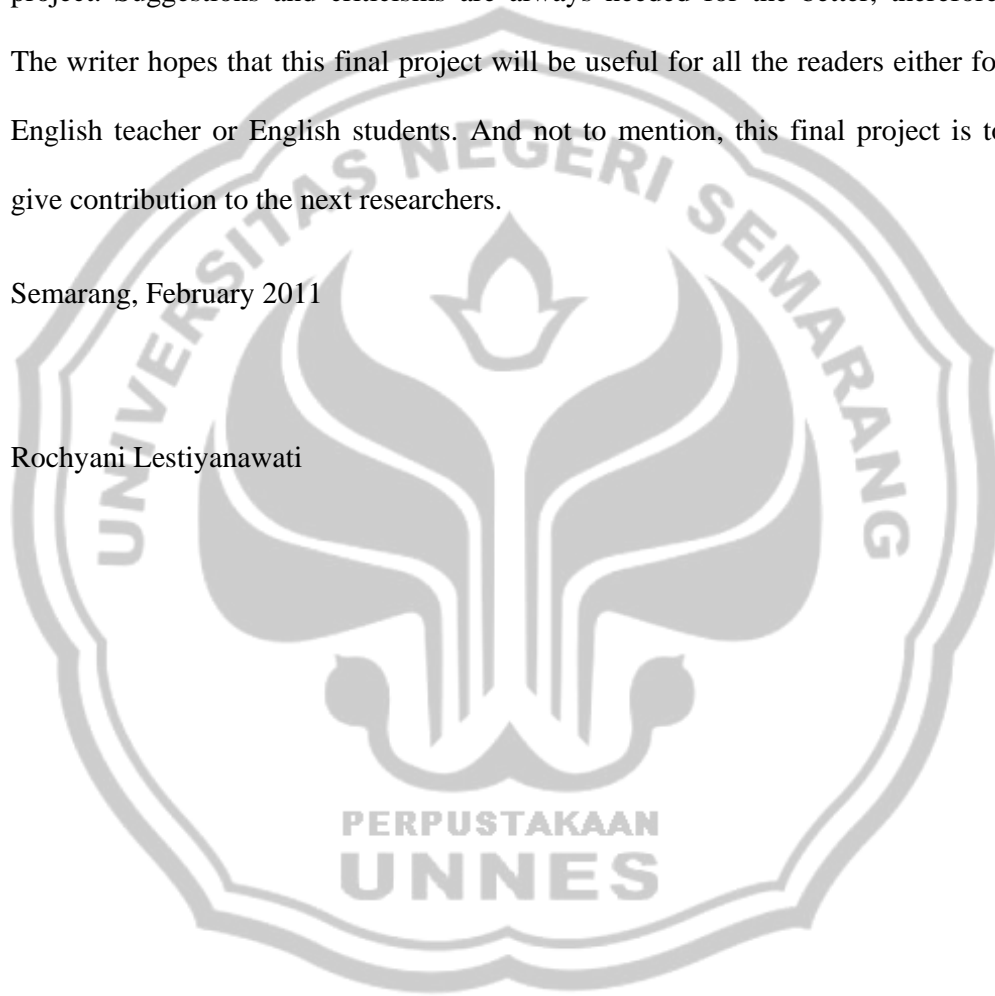


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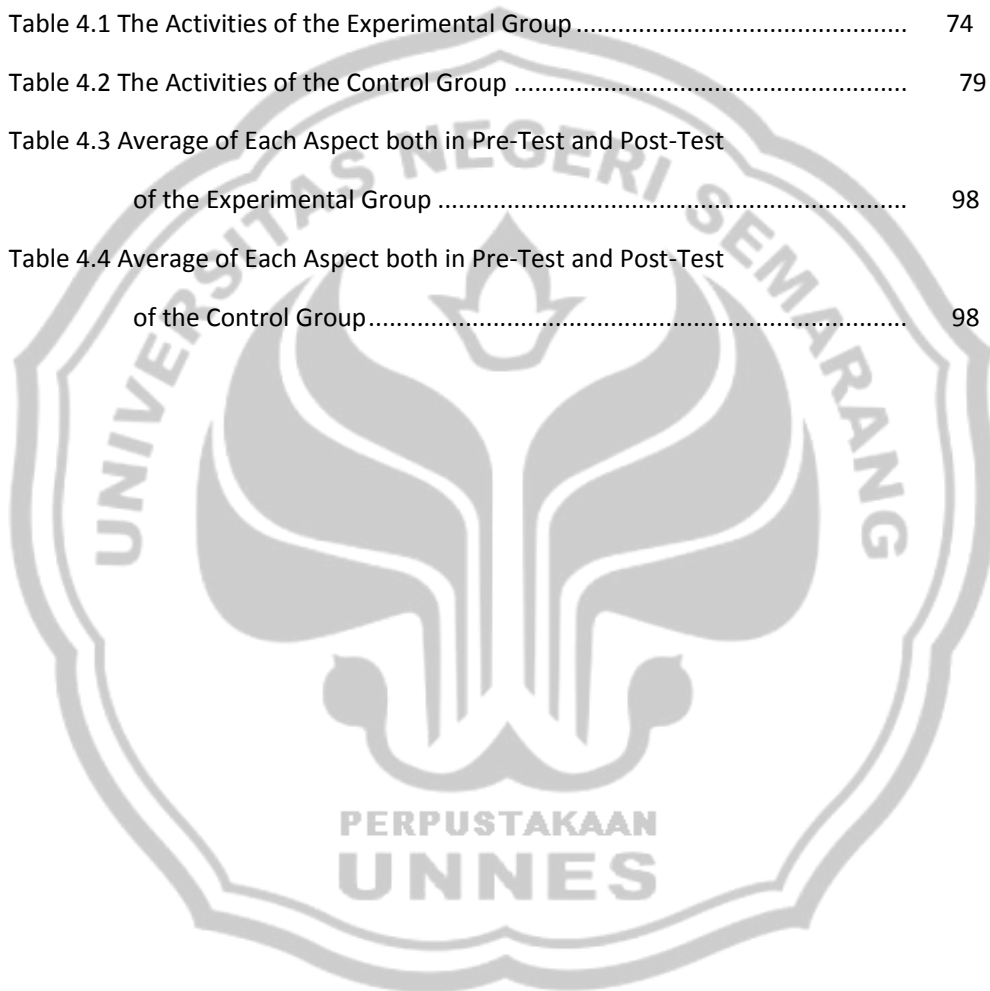
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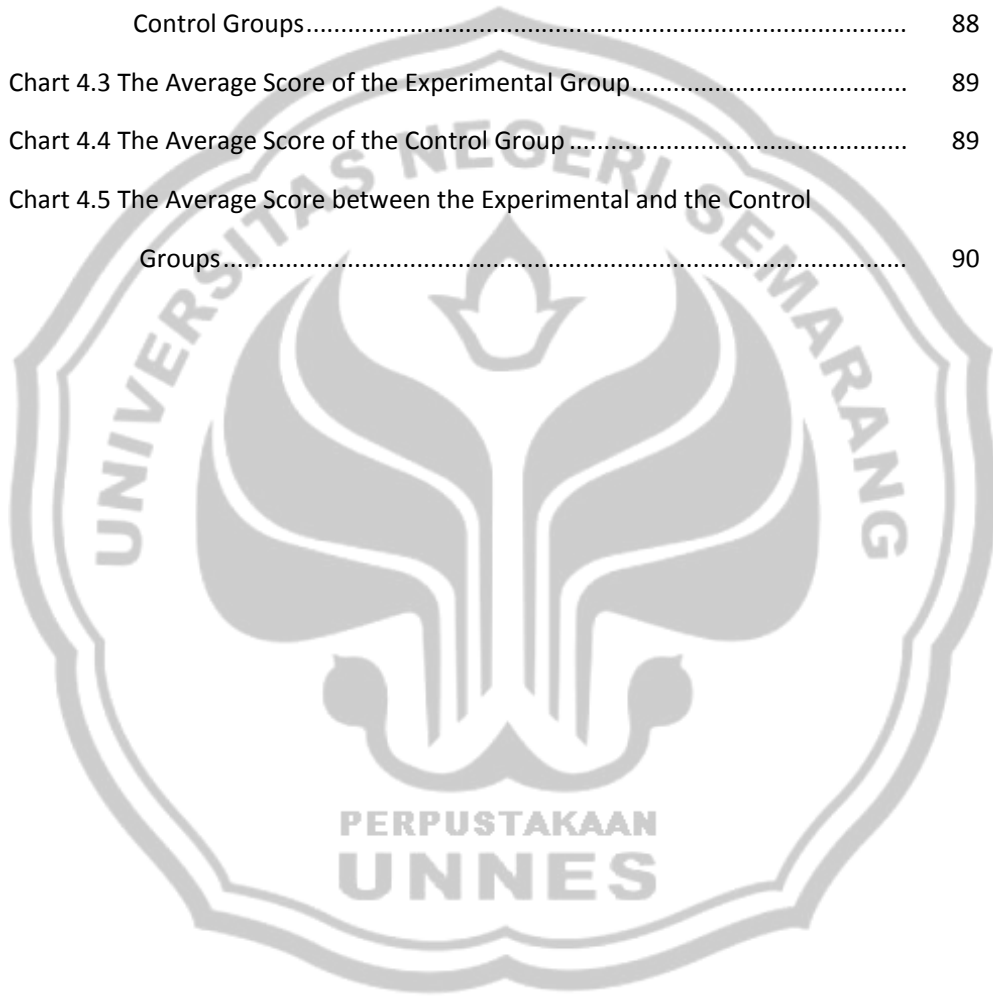
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CHAPTER I

INTRODUCTION

This chapter is the first chapter in which the writer would like to discuss the background of the study, reasons for choosing the topic, statements of the problems, objectives of the study, statement of the hypothesis, significance of the study and outline of the report.

1.1. Background of the Study

Nowadays, all of us face a globalization era, in which everything demands competitive ability in technology, management, human resource, and almost every aspect of human life. We, whether we like or not, need to have a competitive competence reached through the high international standard level of knowledgeable and skillful of human resource in order to develop ourselves and compete in this changing era.

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. Harmer (2003:1) states that “English has become a lingua franca”. According to Harmer (2003:1), “a lingua franca can be defined as a language widely adopted for communication between two speakers whose native languages are different from each other’s and where one or both speakers are using it as a ‘second language’.” The use of English language in both English and non-English countries in International economical, socio-

political, scientific contacts, and commerce as well, proves the significance of this language. Moreover, English is also applied as a foreign language or the second language in most of countries in the world.

Regarding to the fact that English is the international language most often used, people from various non-English speaking countries, including Indonesia, try to learn English. It is English that is the first foreign language taught in formal educational institutions in Indonesia. It becomes a compulsory subject in Senior High Schools, Junior High Schools, and even in Elementary Schools. It, however, is used primarily as an object of study rather than as a means of communication. Consequentially, the Indonesian students have less chance and exposure to use English naturally outside the classroom. It means that the students are not emotionally involved for the need of English since there is little or even no use of English in their environment. Meanwhile, this language is the most important language in this competitive era. Therefore, good and appropriate strategy is needed to achieve the success in teaching and learning English in Indonesia.

The improvement of human resource quality is one of the requirements needed for surviving in this globalization. It, actually, is greatly related and depended on the quality of education in a country, the better educational quality of a country the greater quality of human resource will be. Thus, the Indonesian government has set up curriculum as a fundamental principle for teaching English in avoiding the failure in the teaching and learning process. Curriculum is a set of planning, strategy, and rules about the goals, contents, materials, and strategy as the principle to hold teaching and learning process to achieve a specific

educational purpose. The system of teaching English in Indonesia as the first foreign language has changed from time to time based on what curriculum used. Since 2006, the government has applied a new curriculum known as School-Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan*) in improving the quality of education in Indonesia. In the School-Based Curriculum, English is understood as a tool which is used to communicate either in spoken or written forms (Depdiknas, 2006: 307). Based on the curriculum, the language components (vocabulary, pronunciation, structure, and sound system) are taught communicatively in order to improve the four language skills; they are: listening, speaking, reading, and writing.

Writing as one of the skills that the students have to master is sometimes difficult to be taught. As Brown (2001:335) states that “the process of writing requires an entirely different set of competencies.” Therefore, “written products are often the result of thinking, drafting, and revising procedures that requires specialized skills, skills that not every speaker develops naturally.” It means that writing is not a simple task, needs the process of building the idea and constructing a text. Moreover, Heaton (1974:138) also states that “writing skills are more complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgement.” As the result, the students get difficulty and face some problems in the writing process. The students often get difficulty in building the idea since they do not know what they have to write and construct. Moreover, the students are confused to write based on rhetorical structures of a text . Sometimes they are unaware of the

linguistic and rhetorical structures of a text. And in addition, the students are confused to write a text in English grammatical system appropriately. Therefore, the students need a lot of practice in order to improve their writing ability.

In facilitating the students to master the four language skills, English teachers should also provide materials that are appropriate with the curriculum and find suitable methods in teaching and learning process. Thus, media are to solve those problems. Media are important in teaching and learning English since they help both of the teacher and the students. They are assumed as the gate between the teacher and learners in transferring the materials being taught more easily during teaching learning process.

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 students' 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 sound and pictures, are important in providing sources for teaching learning foreign language. Documentary films are audio visual media that can be used in teaching-learning process. Documentary films in VCD, 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 written report texts. Thus, in this study, the writer attempts to investigate the use of documentary films in BBC VCD as media in teaching writing report text.

1.2 Reasons for Choosing the Topic

Report is one of the text types based on genre of the text. As Hammond (1992:90) states that report is “to provide information about natural and non-natural phenomena.” And in addition, according to Gerot and Wignell (1994:196), the social function of report is “to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment.”

Lots of different kinds of people write reports, including the eleventh grade students of senior high school as stated in KTSP for SMA/MA. It is one of the text types students have to master. Unfortunately, it is common that in the writing process the students are getting confused in building the idea. Therefore, they need something to help them to get the idea and build it more easily. Teaching media are to help the teacher and students to solve this problem. In this case, the writer has chosen documentary films in BBC VCD as the alternative teaching media, especially in teaching writing report text.

In this case, there are some reasons why the writer chooses the topic:

- (1) The students' ability in writing is sometimes unsatisfactory since they do not know what exactly they are to share and write.
- (2) Students sometimes get difficulty to distinguish between descriptive text and report text. Thus, through documentary films showed, they will catch the core of the distinction between descriptive and report texts more easily.
- (3) Documentary films are to stimulate students' creativity in building their idea and constructing a text. Documentary films, contain of

moving pictures and also sounds describing things, are to develop students' imagination and their ability in constructing idea.

(4) Documentary films in BBC VCD usually capture amazing or unique moments about things in the world.

(5) Documentary films in BBC VCD can be easily gotten, adopted, applied and adapted to a variety of setting, give contribution to improve the quality of teaching learning process, especially in the use of teaching media.

1.3 Statements of the Problem

Specifically the research questions posed in this study are as follows:

- (1) How are documentary films in BBC VCD used to teach writing report text to the eleventh graders of SMA Negeri 2 Wonosobo?
- (2) How well does the use of documentary films in BBC VCD as alternative media in teaching writing improve the students' ability in writing report texts?

1.4 Objectives of the Study

The main objectives of this study are:

- (1) to explain and describe the use of documentary films in BBC VCD to teach writing report texts to the eleventh graders of SMA Negeri 2 Wonosobo.

- (2) to find out how well the use of documentary films in BBC VCD as alternative media in teaching writing improves the students' ability in writing report texts.

1.5 Statements of the Hypothesis

The hypothesis may be formulated as follows:

(Hi) The use of documentary films in BBC VCD as alternative media in teaching writing report texts is effective in improving the students' ability in writing report texts.

(Ho) The use of documentary films in BBC VCD as alternative media in teaching writing report texts is not effective in improving the students' ability in writing report texts.

1.6 Significance of the Study

The significance of this study is classified into two parts, for the students and for the teachers. For the students, documentary films in BBC VCD will give them motivation and interest in writing report. In addition, since they are able to catch idea of what they are to write, it will make the writing process easier. On the other hand, the teachers will get new media in improving their teaching creativity. Their creativity will definitely affect the teaching quality and the result or achievement of the teaching learning process. In short, the writer hopes that this study will give a contribution to improve the ability in writing, particularly in writing report.

1.7 Outline of the Report

This final project consists of five chapters. Chapter 1 presents the introduction which contains of background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, statement of the hypothesis, significance of the study, and outline of the report.

Chapter II deals with three subchapters; they are review of previous study, review of related literature and concept of the study. Review of previous study describes about some previous studies related to this study; whereas review of related literature deals with the theory and ideas related to the study, such as: general concept of media, documentary films on BBC VCD as media, pictures as teaching media, general concept of writing, text genres and teaching writing report text using documentary films in BBC VCD. The concept of the study, the third subchapter, concerns with the limitation of the study.

Chapter III deals with the method of investigation used in collecting the data of research. It consists of subject of the study, variables, research design, procedures of experiment, instrument of the study, procedure and methods of data collection, and technique of data analysis.

Chapter IV discusses about data interpretation. It discusses the research findings and discussion.

Chapter V is the conclusion of the study and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with some theories and ideas integratively related to the study. It is divided into three subchapters. The first subchapter is the review of previous studies. The second chapter is the review of related literature in which the writer would like to discuss the general concept of media, documentary films in BBC VCD as media, picture as teaching media, general concept of writing, text genres, and teaching writing report using documentary films in BBC VCD. The last one, concept of the study, concerns with the limitation of this study.

2.1 Review of Previous Study

Education is something that is necessary to improve the human resources quality in this competitive era. Thus, government has been trying to search the best way in improving the quality of our education. In reaching its goal, education is actually influenced by many factors, both internal factors and external ones. The internal factors are any factors which support or resist from the inside, while the external factors are from the outside. Teaching and learning process is one of the internal factors affecting to the quality of education. Avoiding the failure in teaching learning process, materials which are appropriate with the curriculum and suitable methods in teaching and learning process are really unavoidable. Thus, media are to help to solve teaching learning problems. Media are important in teaching and learning since they help both of the teacher and the students in transferring and receiving the materials more easily. According that reason, there are many researches are conducted in order to investigate

the contribution of media in teaching and learning process. In this part, the writer would like to discuss some previous researches dealing with the use of media in teaching and learning process, particularly researches relevant to this study.

Ee and KAUR (2007) in a book entitled *Engaging Films and Music Videos in Critical Thinking* edited by TAN (2007) write an article entitled "The Use of Films to Promote Critical Thinking in the English Language". The article aims at exploring the various ways in which films are able to provoke and stimulate critical thinking in language instruction. According to this article, English language instruction can be made more engaging with the use of this medium for films are a very rich source of material allowing the teacher to execute the four main skills in the English language: reading, speaking, listening and writing. It is assumed that films, if effectively exploited, can be a bridge between the real world and classroom environment as the spoken tracts mirror the actual conversations taking place in real-life settings.

The research related to the use of media, especially documentary films, was held by Amalia (2010) on her final project entitled *The Use of Animal Documentary Films as Media in Teaching Spoken Report Text*. Based on the study, it deals with the use of animal documentary films to improve students' ability in speaking. The result of this research showed that the post test was better than the pretest after having been given the treatment using documentary films. It means that there was a significant difference between the students' result before and after being given the treatment. Based on the result, animal documentary films are effective to improve students' ability to perform spoken report text. She also suggests the teacher to use animal documentary films as one of media in teaching speaking and use it to make students more motivated in speaking English.

The other research which is relevant to the use of documentary films as media in teaching was conducted by Tristy (2010). It was stated on her final project entitled *Improving Students' Skill in Writing Report Text with All About Animals VCD* that documentary films enabled the students to improve their skill in writing report text. Based on the result of this research, which was an action research at the ninth grade students, the pre-test result was better than the post-test, proving that the students' achievement in writing report text improved. It was founded that All About Animals VCD seem to be effective in improving students' ability in writing report. In the end of the study, the writer suggests that the technique, by using media in teaching learning process, is able to be used to enable the students to write report.

In line with the review of previous study above, Kurniawati (2010) also attempted to prove the significance of using media in teaching learning process. Her final project entitled *The Effectiveness of Documentary Films and Photographs to Improve the Students' Ability in Writing Report Text* is to investigate the effectiveness of teaching using documentary films and photographs to improve the students' ability in writing report text, and to investigate whether there is any significant difference of the two experimental groups. The result of the research showed that the post test of the two groups after being given two different media increased. Yet, the result of the first experimental group using documentary films was higher than the second one using photographs. It means that there was a significant difference between the students who were taught using documentary films as the media and those who were taught using photographs. The writer concluded that documentary films are effective media to improve students' ability in writing report text. She suggests that the teacher should use documentary films as one of media in teaching writing, especially in report text, to make

the students more motivated in writing since the needed of enjoyable learning experiences. She also advises the teacher to have good plan and organize the films to fit them with the teaching and learning process.

As stated on those previous studies above, it is undoubtful that documentary films prove in giving good contribution in teaching and learning process. They, however, have not been used in proper or wider way since there are few teachers using them as media in their teaching learning process in order to build the better learning experiences and achieve the better goal. Thus, in this this study, the writer will conduct a research related to the use of documentary films in improving students' ability, particularly in writing report text. Then, the result of the research to investigate the result of the experimental group taught by using documentary films and those taught without using documentary films are compared. The study itself will be conducted on the eleventh graders of Senior High School.

2.2 Review of Related Literature

2.2.1 General Concept of Media

Media are important in teaching and learning English since they help both of the teacher and the students. Media, on the one hand, help the teacher to convey and deliver the material being taught easier and more effective. On the other hand, the students can be more motivated, resulting in their ability to catch the core of the material delivered more easily and effectively. In this chapter, the writer discusses the definition of media, types of media, and the roles of media in teaching-learning process.

2.2.1.1 Definition of Media

Media, the plural form of medium, are derived from Latin word “medium”, which means between. Heinich et.al. (1996:8) argue the term of media refers to “anything that carries information between a source and a receiver,” and there are considered “instructional media when they carry messages with an instructional purpose.” In supporting this idea, Romiszowski (1981:339) defines media as “the carries of messages, from some transmitting source (which may be a human being or an inanimate object), to the receiver of the message (which in our case is the learner). These carries of information interact with the learner through his senses.”

According to Gerlach and Ely (1980:41), “media are any persons, materials, or events that establish conditions, which enable learners to acquire knowledge, skills and attitudes.” Another definition defined by Murcia (2001:461), “media are tools or physical things used by the teacher to motivate the students by bringing a slice of real life into the classroom and by presenting language in its more complete communication complex.”

The other definition of media taken from the internet presented by <http://www.techterms.com/definition/media> that, in general, media refers to” various means of communication for example, television, radio, and the newspaper are different types of media.”

Media, here, are narrowly viewed as instructional media to include only those any forms of equipments that enable the teacher to deliver knowledge and support the presentation of material so the students will get the meaning easily since the purpose of this study is to investigate the use of media in teaching learning process.

2.2.1.2 Types of Media

The use of media is very needed to reach the purpose of teaching and learning and it should be various as stated by Harmer (2001:134) that “as a language teacher, we use variety of teaching aids to explain language meaning and construction, engage students in topic or as the basis of a whole activity.”

Gerlach and Ely (1980:246-248) state that “the term instructional media includes a wide range of material equipment, and techniques: chalkboards, bulletin boards, filmstrip, slides, motion pictures, television, programmed instruction, models, demonstrations, charts, maps, books, and combination of these.” They also add that each of these materials and their associated equipment and techniques can be classified into six types of media, they are:

(1) still pictures

A still picture is a record or a copy of a real object or event which may be larger or smaller than the object or event it represents;

(2) audio recordings

Audio recordings are reproduction of actual events or of motion picture sound tracks;

(3) motion pictures

A motion picture or videotape recording is a moving image in color or black and white produced from live action or from graphic representations;

(4) television

This category includes all types of audio-video electronic distribution systems which eventually appear on a cathode ray tube (television monitor);

(5) real things, simulations, and model

This category includes people, events, objects, and demonstrations; and

(6) programmed and computer-assisted instruction

Programs are sequences of information (verbal, visual, or audio) which are designed to elicit predetermined responses. The most common examples are programmed textbooks or instructional programs prepared for computers.

While Harmer (2003:134-145), adding the classification, explains that there are six categories of teaching media. They are:

(1) pictures and images

Pictures can be in the form of flashcards, large wall pictures, photographs, or illustrations;

(2) the overhead projectors (OHPs)

OHPs allow the teacher to prepare visual or demonstration material;

(3) the board

White board can be used as a note pad, explanation aid, picture frame, public workbook, game board, and notice board;

(4) bits and pieces

Bits and pieces deal with realia, language cards, and cuisenaire rods;

(5) the language laboratory; and

(6) computers

Computers can be used as reference and teaching program.

The notion of instructional media are categorized differently, each expert has different point of view. As Heinich et.al. (1996:8) also classify media used for instruction as the following:

- (1) nonprojected media such as photographs, diagrams, displays, and models;
- (2) projected media such as slides, filmstrips, overhead transparencies, and computer projection;
- (3) audio media such as cassettes and compact discs;
- (4) motion media such as video and film;
- (5) computer-mediated instruction;
- (6) computer-based multimedia and hypermedia; and
- (7) media such as radio and television used for distance learning.

Moreover, Sadiman et al. (2003:28-79), as quoted by Amalia (2010:9) on her final project entitled *The Use of Animal Documentary Films as Media in Teaching Spoken Report Text*, states that instructional media for teaching learning process especially in Indonesia can be classified into five categories. They are:

- (1) games and stimulation, for example: words, puzzle, and roles playing;
- (2) visual media. It is media that can be seen and the function of visual media is distributing the message from the sources to the receiver.

Some of the examples are pictures/ photo, sketch, diagram, chart, graphs, cartoon, poster, map, globe and flannel board;

- (3) audio media. Audio media is media that is useful because of their sounds. Some of the examples are radio and tape recorder;
- (4) audio-visual media. Audiovisual media are media that provide both of sound and pictures. The examples are television and video;
- (5) still projected media. Still projected media are almost the same as visual media. The examples are film and slide.

In this final project the writer uses audio visual media as instructional media. It is audio visual media that are appropriate for the students to give contribution in delivering the information to be transmitted easily in the instructional process. It is also assumed that visual and sound contained on the teaching media is to stimulate students' interest and motivation to engage themselves into the classroom activities more actively.

2.2.1.2 The Roles of Using Media in Teaching-Learning Process

Media serve important roles in teaching learning process to deliver the message effectively since “the purpose of media is to facilitate communication” (Heinich et.al., 1996:8). Heinich et.al. (1996:19-21) also define that media are classified into these following fields based on their use for instructional purposes:

(1) Instructor-Directed Instruction

The most common use of media in an instructional situation is for supplemental support of the 'live' instructor in the classroom. Properly designed instructional media can enhance and promote

learning and support teacher-based instruction although the effectiveness depends on the instruction.

(2) Instructor-Independent Instruction

Media can also be used effectively in formal education situation where a teacher is not available or is working with other students. In informal education settings, media such as videocassettes and computer courseware can be used by trainees at work site or at home. While in some instances an instructor may be available for consultation via telephone.

(3) Distance Education

The distinguishing characteristic of distance education is the separation of the instructional team and the student(s) during the learning process. As a consequence, the course content must be delivered by instructional media.

(4) Special Education

Media play an important role in the education of students with exceptionalities. Adaptation of media and specially designed media can contribute enormously to effective instruction of students with disabilities and can help prevent their unwarranted (albeit unintentional) neglect by the busy regular-classroom teacher.

Based on the discussion related to the role of media in instruction as stated above, it is clear that media are not simply used in formal education. They are also to give contribution in the scope of informal, distance and special education as

well. Media serve different role in different context of situation. Nevertheless, the functions of media are to help the message is transmitted easily to the learners.

Referring to the arguments related to the role of media in teaching, Murcia (2001:461) states that “media help teachers to motivate students by bringing a slice of real life into classroom and by presenting language in its more complete communicative context.” Then, the rationales for using media in the language classroom are:

- (1) media serve as an important motivator in the language teaching process;
- (2) media create a contextualized situation within which language items are presented and practiced;
- (3) media materials can lend authenticity to the classroom situation, reinforcing for the students the direct relation between the language classroom and the outside world;
- (4) media provide us with a way of addressing the needs of both visual and auditory learners;
- (5) by bringing media into the classroom, teachers can expose their students to multiple input sources. Thus, while decreasing the risk of the students’ becoming dependent on their teacher’s dialect or idiolect, they can also enrich their language experiences;
- (6) media can help students call up existing schemata and therefore maximize their use of prior background knowledge in the language learning process; and

(7) media provide teacher with a means of presenting material in a time-efficient and compact manner, and stimulating students' senses, thereby helping them on process information more readily.

In addition, Kemp and Dayton (1985: 3-4) list the function of media to the learning process as follows:

- (1) the delivery of instruction can be more standardized;
- (2) the instruction can be more interesting;
- (3) learning becomes more interactive through applying accepted learning theory;
- (4) the length of time required for instruction can be reduced;
- (5) the quality of learning can be improved;
- (6) the instruction can be provided when and where desired or necessary;
- (7) the positive attitude of students toward what they are learning and to the learning process itself can be enhanced; and
- (8) the role of the instructor can be appreciably changed in positive directions.

In spite of the advantages of using media in teaching learning process, they should be selected and prepared appropriately to make the definite contribution to the achievement of the lesson objectives since “not all media seem to be as well adapted to a given lesson content” (Romiszowski, 1981:340). Romiszowski (1981:340) argues that “the media that we use for instruction must be capable of transmitting all the information, supplying all the instructional stimuli which the

lesson content requires, and, second, the media should also help the learner to engage in the appropriate learning activities”. In this case, Gerlach and Elly (1980:251-254) recommend the steps in carrying out the media selection in teaching learning process. They are:

- (1) write an objective;
- (2) determine the domain in which the objective can be classified:
cognitive, affective, psychomotor;
- (3) select an appropriate strategy within the domain determined in step 2.

In the cognitive domain, there are five strategies: identifying, naming, describing, ordering, and constructing. In the affective domain the strategies are interest or motivation and attitude or value.

And the last one, the psychomotor domain, there are three strategies: self-paced, mixed-paced and externally paced; and

- (4) select appropriate media.

Referring to the description above, we can draw conclusion that media are not simply give contribution in teaching and learning process. The role of media in teaching and learning process should be organized appropriately by selecting the proper media into the given lesson. The suitable choice of media in teaching may then lead the instructional process to a more effective way in enhancing students’ motivation and gaining their achievement.

2.2.2 Documentary Films in BBC VCD as Media

In this section, the writer discusses several points. The first is the general concept of films, the second is the general concept of documentary films in BBC VCD and the last

one, the third, is the advantages of using documentary films in BBC VCD as instructional media.

2.2.2.1 General Concept of Film

Selecting the most appropriate form of instructional media is a critical task in achieving the goal of teaching-learning process. There are many forms of instructional media applied in teaching learning process. Film is one of the instructional media to carry the message to the learner on the instructional context of situation. "Film refers to the celluloid material on which a series of still images is chemically imprinted" (Heinich et.al., 1996:210). Meanwhile, Hornby (2000:473) states that "film is a series of moving pictures recorded with sounds that tell a story, shown on television or at cinema or movie theater."

TAN (2007:56) argues that "film as a pedagogical tool that has the ability to capture the attention of students in a way that theoretical lessons can never achieve." It also "helps students visualize a hypothetical concept or decontextualize a familiar situation so as to see the things from different point of view."

Then, based on the definition above, it can be concluded that film is a kind of media containing moving pictures and sounds displaying a story being played through a screen.

Since films here are attempted to be implemented on instructional process, it is important that the teachers select appropriate films engaging the students and

relevant to the objectives of the lesson. TAN (2007:58) suggests that in finding suitable materials, teacher should do the following steps:

(1) Know your audience

Make sure that teacher finds a film that appeals to the students.

Interest is an essential component in getting the students' attention.

(2) Find film that is related to the ideas that teachers are trying to teach.

Therefore, based on TAN's suggestion, it is obviously that teacher should find the appropriate film that gain students' interest since it is very important to grasp the students' attention towards the lesson in order to engage them in teaching learning process. Films capture the attention and interest of the students, as they involve moving imagery and the use of visual and sound. The film, however, should also fit to the materials of the objectives of the lessons.

Films are beneficial in teaching and learning process. The use of films in classroom will make students more enjoyable, keep on their task and develop their ability through the teaching learning process. It is also a good way in getting students attention to the lessons. Ee and KAUR (2007) on TAN (2007:141-143) argues the rationale using of films to promote critical thinking in the English language is as follows:

(1) Films are a rich source of context for learning

Films provide a rich context for learning and language development.

The visual images which accompany the soundtrack provide learners

with a novel and unique experience. This provides contextual information and facilitates comprehension.

(2) Films are a form of visual stimuli

Films can add variety to language instruction and if appropriately used, they can create a far-reaching impact. Students' motivation to learn the English will increase if language instruction is coupled with interesting and varied learning activities – this is especially true during the post-examination periods. Consequently, students' chances of mastering the language will also be higher.

(3) Films provide greater exposure to natural language

Films are a rich teaching source of authentic spoken language in context.

(4) Films are a tool for discussing important moral values

Films, however, should be chosen appropriately based on the needed of the lesson objectives. Ee and KAUR (2007) on TAN (2007: 143-144) give the following general guidelines on using films in English language instruction:

- (1) Choice of films
- (2) Allow sufficient time for preparation

The teacher should have previewed the film before the lesson to check for objectionable material, technically poor copies and other related problems. This is also to enable the teacher to design appropriate activities to match the learning objectives.

(3) Active viewing is the key

Students are required to watch the film actively. This means that teachers should have clear instructional objectives when they show films in their class. Films should be used as a platform or springboard for language activities and not to replace the teacher as a facilitator of language instruction.

(4) Provision of transcripts

For weaker students, the teacher may provide a transcript of certain film segments that he or she wishes the students to focus on.

So, it can be concluded that films can be extremely useful and effective teaching tool: they can be especially appealing to visual or visual/ auditory learners, and can motivate students in ways that other materials may not if they applied properly.

2.2.2.2 Film Genre

Films are varied according to their forms and the elements from which they are constructed. Thus, there are many types of films or called film genre. Dirks (2010) in <http://www.filmsite.org/genres2.html> gives his definition related to film genre

Film genres are various forms or identifiable types, categories, classifications or groups of films that are recurring familiar or instantly-recognizable patterns, syntax, filmic techniques or conventions - that include one or more of the following: settings (and props), content and subject matter, themes, mood, period, plot, central narrative events, motifs, styles, structures, situations, recurring icons (e.g., six-guns and ten-gallon hats in Westerns), stock characters (or characterizations), and stars.

He assumes that “by isolating the various elements in a film and categorizing them in genres, it is possible to easily evaluate a film within its genre and allow for meaningful comparisons and some judgments on greatness also lists some of the common films.” Dirks (2010) points out “the most common categories of film genre, among others are: (1) action films, (2) adventure films, (3) drama films, (4) horror films, (5) animated films, (6) science-fiction films, (7) documentary films, etc.”

2.2.2.3 Documentary Films in BBC VCD

Documentary is one of the genres of the film scope. The word *documentary* was first applied to films of this nature in a review of [Robert Flaherty's](#) film *Moana* (1926), published in the [New York Sun](#) on 8 February 1926 and written by "The Moviegoer", a pen name for documentarian [John Grierson](#) (<http://www.wikipedia.com>).

Dirk (2010) in <http://www.filmsite.org/genres2.html> gives definition that “documentary films are non-fictional, factual works of art. Originally, the earliest documentaries were either short newsreels, instructional pictures, or travelogues (termed *actualities*) without any creative story-telling or staging. But they have branched out and taken many forms, and have sometimes become propagandistic and non-objective.”

[Http://www.yourdictionary.com](http://www.yourdictionary.com), also defines that “documentary is designating of a film, TV program, etc. that dramatically shows or analyzes news events, social conditions, etc., with little or no fictionalization”.

According to <http://www.wisegeek.com/what-is-a-documentary-film.htm>

“A documentary film is a movie that attempts, in some way, to document reality. Even though the scenes are carefully chosen and arranged, they are not scripted, and the people in a documentary film are not actors. Sometimes, a documentary film may rely on voice-over narration to describe what is happening in the footage; in other films, the footage will speak for itself. Often, a documentary film will include interviews with the people in the film.”

The documentary film is a special approach to communication with motion pictures. Documentaries depict essentially true stories about real-life situations and real people. They also reflect the viewpoint of the filmmaker, and poetic narration, authentic music, sounds effect, and dialogue are often directed toward building moods to strengthen the message (Brown, Lewis, and Harclerod, 1983:258).

BBC (British Broadcasting Corporation) is one of famous TV channels around the world. Based on <http://www.bbc.com>, it has a lot of programs, one of them is documentaries. Formerly, the program is broadcasted on television. However, now, BBC documentaries programs are also available on VCD. It includes a lot of documentary films which are useful and helpful in educational, especially teaching and learning process.

Since the documentary films used as the media in teaching are in the form of VCD, the writer also wants to give a brief description related to the notion of VCD. VCD is one of the examples of audio-visual media used in teaching learning process. VCD stands for ‘Video Compact Disc’ which basically is a Compact Disc (CD) that contains moving pictures and sound capturing a unique thing in the world. According to Brown, et.al. (1964:7) on Tristy (2010) , video

compact disc is “thing that helps teacher implants the idea of what is presented in the mind of students.” The term VCD (Video Compact Disc) is able to be interpreted as many substances playing an important role in teaching and learning processes in implementing the core of the idea being transferred to the students through the moving pictures and also sounds.

Teaching media help students to master the subject which is presented by the teacher more easily. They, however, will be more useful in teaching learning process if they are carefully prepared by the teacher and they then are used effectively to support the lesson.

In this study, the documentary films in BBC VCD are chosen as the teaching media since “documentary films usually deal with ‘reality’- with things are they are” (Harclerod, 1983:257). Documentary films in BBC VCD usually capture amazing or unique moments about things in the world. Moreover, documentary films in BBC VCD can be easily gotten, adopted, applied and adapted to a variety of setting, gives contribution to improve the quality of teaching learning process, especially in the use of teaching media. The BBC VCD itself is easily to be gotten and applied into the instructional process.

Documentary films in BBC VCD are provided in many variation and topics. The writer limits the scope of documentary films into the term of nature documentary films, especially animal, for it is appropriate to the topic of the report text based on KTSP of Senoir High School. Animal documentary films in BBC VCD are the products of professional filmmakers capturing the live of

animals in their natural habit completed by the factual information given by the expert related to the animal being shown.

As a teaching media, documentary films provide more information to be explored by the students since it is a special approach to communication with motion pictures. Therefore, documentary films in BBC VCD are to stimulate students' creativity in building their idea and constructing a text. Documentary films, contained of moving pictures and also sounds describing things, are to develop students' imagination and their ability in constructing idea.

2.2.2.4 The Advantages of Using Documentary Films in BBC VCD

Documentary films in BBC VCD is an audio-visual media useful in creating how to communicate effectively. They help the teacher to deliver the message more effectively.

Video and film are both "media of motion". They should be considered for use whenever motion is inherent in a subject, or when it is necessary to communicate an understanding of a subject. Video or film can be more effective than other instructional media for relating one idea to another, for building a continuity of thought, and for creating a dramatic impact (Kemp and Dayton, 1985: 39). Here are the advantages of video and film as media in teaching:

- (1) particularly useful in describing motion, showing relationships, and giving impact to topic;
- (2) allow instant replay of video recording;
- (3) videotape reusable;

- (4) easy to record lip sync on videotape;
- (5) may include special filming techniques (animation time lapse);
- (6) combine still and motion on video disc; and
- (7) standardized film projector available everywhere.

(Kemp and Dayton,1985:42)

According to Hammer (2003:282), there are many reasons why video can add special extra dimension to the learning experience:

- (1) seeing language in use: one of the advantages of video is that students do not just hear language but they can see it too;
- (2) cross cultural awareness: video uniquely allows students to look at situations beyond their classroom;
- (3) the power of creation: when students use video cameras themselves they are given the potential to create something memorable and enjoyable;
- (4) motivation: for all the reason so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is cup led with interesting tasks.

Teacher's creativity including in using media will affect the students' result in learning. Documentary film is one of the media that is appropriate to be used in teaching English as the target language. Thus, the documentary films in BBC VCD as an alternative media in teaching are to give several advantages and contribution in teaching-learning process. The documentary films BBC VCD are

to help the teaching-learning process effectively since they enable the process of transferring the materials being taught more effectively. They also are to gain and enhance students' motivation and interest to actively engage themselves into the instructional process. Watching them, students hopefully are able to be more interested and motivated, teacher's explanation clearer, the quality of the learning process can be gained, as well as creating an interactive, effective, and meaningful teaching learning process. And not to mention, the most important is the attainment of the lesson objective effectively.

2.2.3 Picture as Teaching Media

In spite of the fact that the purpose of this study is to investigate the use of documentary films in BBC VCD as media in teaching, especially writing report, pictures are used as the comparison of these media. Therefore, the discussion related to the notion of picture must be presented briefly in this chapter. This chapter discusses the definition of picture, categories of picture, and picture as one of media in teaching.

2.2.3.1 Definition of Picture

Picture is one of media applied in order to help and facilitate teaching and learning process in achieving its objectives. As Gerlach and Elly (1980:273) state that "a picture may not only be worth a thousand words – it may also be worth a thousand years or a thousand miles" since "through pictures, learners can be shown people, places, and things from areas far outside their own experiences."

Harmer (1983:3) explains that "pictures are clearly indispensable for language teachers since they can be used in many ways." Therefore, it is a

common that “teachers have always used pictures or graphics, whether drawn, taken from books, newspaper and magazine or photograph to facilitate their teaching and learning process” (Harmer, 2001:134).

In short, picture can be interpreted as media in teaching in the form of two-dimensional visual showing people, places and things far outside the experiences. It is also the medium to help in facilitating teaching-learning process.

2.2.3.2 Categories of Picture

Pictures are varied based on their forms. As Gerlach and Ely (1980:273-308) categorized pictures into four types, which can be found in the forms of (1) still picture, (2) filmstrip, (3) slides, and (4) overhead transparencies. They state that “still picture are visual representation of person, places, or things, which are two dimensional and have characteristics, such as they may be drawn, printed, or photographically processed, abstract and they vary in size and color.”

A filmstrip is a film, which contains a series of still pictures intended for projection in sequence. Sound filmstrip, which comes from a tape or disc recording sometimes, is run automatically with proper equipment.

A slide is film transparencies contained in frame. The most common is two-in by two-inch slide. Slides can be used with a slide projector or viewer.

An overhead transparency is a copy of something on plastic, which has been prepared for used on overhead projector. An overhead projector is a device, which project plastic on a screen. It can be placed on the table in front of the learners.

2.2.3.3 Picture as one of Media in Teaching

The success of teaching learning process is not determined only by a single factor for there are many factors related beyond. Those factors are tied-together affecting the success in achieving the goal. Thus, all of the components should be brought into the classroom and applied properly.

Picture is one of media which is to help the teacher draws the students' interest and encourages their motivation. The motivated students will certainly participate actively and learn better during the teaching and learning process. Yet, the teacher should be able to plan and organize the instructional design, the conducive learning atmosphere, and the attractive learning activities to stimulate the students in engaging themselves to produce and use English communicatively. Therefore, teachers use media to incorporate their strategy in fulfilling their lesson objectives.

It is necessary for teacher to select the appropriate the suitable pictures used in the classroom. The picture must be selected in a way that is appropriate to the topic being presented and relevant to attract students' interest. In this case, the writer uses still picture as media to help the students receive the materials delivered easily and express their ideas and feelings as the comparison method for using documentary films in teaching process.

2.2.4 General Concept of Writing

2.2.4.1 Definition of Writing

Language is an important thing used by human being to share their opinion and thinking through communication process. The notion of language itself can be divided into spoken and written form. Writing is considered as a means of communication through

written form. Writing basically is not simply drawing a sequence of orthographic written symbols, but it is in fact a complex process elaborating the aspects of brain, ideas and the writing rules as well. Writing tends to involve the thinking process in which the writers attempt to organize the composition and make it works together into a meaningful text. Murcia (2001:213) states that “writing is a skill which enables the learners to plan and rethink the communication process.”

Meyers (2005:2) states that “writing is an action- a process of discovering and organizing ideas, putting them on paper, reshaping, and revising them.” As a language skill, “the skill of writing enjoys special status-it is via writing that a person can communicate a variety of messages to a close or distant, known or unknown reader or readers” (Murcia, 2001:207).

Furthermore, Hornby in Oxford Advanced Learner’s University (2000:1382) also explains that “writing is an activity to put an information on a sheet of paper or to compose something in written form.”

In teaching, writing is not easy to be taught. According to Heaton (1974:138), “writing requires mastery not only of grammatical and rhetorical devices but also of conceptual and judgment elements.” He also attempts to group the skills necessary for writing as follows :

- (1) Grammatical skills: the ability to write correct sentences;
- (2) Stylistic skills: the ability to manipulate sentences and use language effectively;
- (3) Mechanical skills: the ability to use correctly those conventions peculiar to the written language – e.g. punctuation, spelling;

- (4) Judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevance information.

Writing requires a series of process and rules as well. From the definition above, the writer concludes that writing is a way to produce language by putting down words or ideas to some medium through a series of process elaborating the idea, thinking process and the writing rules in order to create a worked-together written composition.

2.2.4.2 The Purposes of Writing

The purposes of writing influence the writing products. Kreidler (1965: 41) states that “the ultimate aim of writing is to give the students the opportunity to express their own ideas facilely; using the language pattern they have learned. Consequently, the purpose of writing process directs and controls all the decisions of the students thought.”

According to Hugo (1986:24) on Sari (2008:9), the seven purposes in writing activities are as follows:

- (1) Assignment Purpose: the writer just completes the task given;
- (2) Altruistic Purpose: the writer intends to entertain the reader through his writing order, so they can serve the life in the easy, simple and enjoyable way;
- (3) Informative Purpose: the writer introduces and expresses what he really feels or thinks to the readers;

- (4) Creative Purpose: the writer wants to perform artistic norms by him/herself;
- (5) Problem Solving Purpose: the writer wants to explain and analyze the problem in his/her mind so that the reader understands it;
- (6) Persuasive Purpose: the writer wants to persuade or convince the reader about his/her idea; and
- (7) Self Expression Purpose: the writer introduces and expresses what he/she really feels or thinks to the reader.

As stated on the description above, then it could be said that the purpose of writing will affect the language choose and how to use the language to deliver the message through written form. It is the writing purpose which guides the writers to make decision on their writing to make a meaningful written text. Consequently, “effective writers usually have a purpose in mind and construct their writing with a view to achieving that purpose “(Harmer, 2004:39). In this study, the purpose of the students in writing is classified into assignment purpose since they are to write one of the text types, that is report text, based on the appropriate curriculum standard.

2.2.4.3 Types of Writing

Peoples’ writings are classified into different purposes and types. Brown (2004:220) describes that there are four types of writing skill area, those are:

(1) Imitative Writing

The category includes the ability to spell correctly. This level is usually for Elementary School Students.

(2) Intensive (Controlled) Writing

In this category, most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design. It is applied for Junior High School.

(3) Responsive Writing

This level requires the students to perform a limited discourse level, creating logically connected sequence of two or three paragraphs. It is usually intended for Senior High School level.

(4) Extensive Writing

It implies successful management of all the processes and strategies of writing for all purposes, such an essay, a term paper, a thesis, etc. This level is usually for advanced learners.

2.2.4.4 Writing Process

Brown (2001:335) states, "Written products are often the result of thinking, drafting, and revising procedures that requires specialized skills, skills that not every speaker develops naturally." It means that writing is not a simple task, needs the process of building the idea and constructing a text.

"Process of writing is a way of looking at what people do when they compose written text" (Harmer, 2004: 12). Meyers (2005: 2) states that "writing comes from working through a process of writing. The process of writing falls into some steps." Meyers (2005:3-11) also states "No two writers approach writing in exactly the same way." However, they generally follow a series of actions as follows:

(1) Explore ideas

In this step, a writer usually considers three main things, subject, purpose, and audience.

(2) Pre-write

Pre-writing is a process in which a writer puts his/her ideas into words. This process can be done through several methods such as brainstorming, clustering, or free writing.

(3) Organize

Organizing is the process of selecting, subtracting, and adding ideas, and then outlining them.

(4) Write a first draft

In this step, a writer writes quickly to record his or her thoughts and then puts notes and new ideas in the margins.

(5) Revise the draft

Revising is an important step, especially in writing in the second language. In this step, a writer should change and correct his or her work.

(6) Produce the final copy

Producing the final copy is the final step in which a writer edits the writing once again and makes a copy which is cleaned from errors.

Related to the writing process, Ron White and Valerie Arndt (1991:5) as quoted by Harmer (2003:258) assist that “process writing is an interrelated set of recursive stages which include (1) drafting, (2) structuring (ordering information,

experimenting with arrangement, etc.), (3) reviewing (checking context, connections, assessing impact, editing), (4) focusing (that is making sure you are getting the message across you want to get across), and (5) generating ideas and evaluation (assessing the draft and/or subsequent drafts).”

2.2.5 Text Genres

“Text is the words that are put together, whether spoken or written, to communicate a meaning” (Anderson and Anderson, 1997:1). Derewianka (1990:17-29) tells, “Text is any meaningful stretch of language whether oral or written. Texts are structured in different ways to achieve their purposes. In a written text, all information has to be in the text itself because the reader is usually distant in time and space and cannot ask for clarifications or extra details.”

2.2.5.1 Concept of Genre

Gerot and Wignell (1994:17) state that “a genre can be defined as a culturally specific text type which results from using language (written or speaking) to (help) accomplish something. Genres are culture specific and have particular purposes, stages, and linguistic features.”

Hyland (2004:4) argues that genre is “a term for grouping texts together, representing how writers typically use language to respond to recurring situation. The concept of genre is based on the idea that members of a community usually have little difficulty in recognizing similarities in the texts they use frequently and are able to draw on their repeated experiences with such texts to read, understand, and perhaps write them relatively easily.”

Hyland (2002:61) also give another argument that “genre theorists assume that the organization of a text can be described in relation to others like it, and to the choices and constraints acting on the writer in a particular social context...Genre theorists thus seek to reveal the salient features and conventions which are shaped by communicative purpose.”

2.2.5.2 Genre-Based Writing

Writing is considered as a means of communication. The communicative purpose of writing, however, is determined by the culture in which the text is used for different culture affects different meaning to a given text.

Harmer (2001:154) states that “writing is a process that what we write is often heavily influenced by the constraints of genres, then this elements have to be presented in learning activities.” For writing teachers, therefore, “genre is useful concept because it pulls together language, content, and contexts, offering teachers a means of presenting students with explicit and systematic explanations of the way writing works to communicate” (Hyland 2004:6).

So, this concept of teaching guides the students in achieving their purposes effectively by relating language to context which “is not just the background against which writing takes place; it is a co-constructed by the writer and reader to anticipating each other’s responses and needs” (Hyland, 2004:25). As the result, “students who are writing within a certain genre need to consider a number of different factors. They need to have knowledge of the topic, the convention and the style of the genre, and the context in which their writing will be read, and by whom” (Harmer, 2001:259). Or, in other words, students who are attempting to write within a given genre are to consider many factors related to the genre and the context as well.

According to Gerot and Macken as quoted by Hartono (2005:6-9):

Genre can be divided into Story Genres and Factual Genres. Story Genres include narrative, anecdote, recount, and spoof. Meanwhile, factual genres include procedure, explanation, report, exposition, discussion, description, review, commentary, and news item. Every text-type has different social function, schematic structures, and language features.

Genre is viewed as the gate between the language and the communicative purpose of language. Through genre, the language can be transmitted based on the given text and the context appropriately. The classification of the genre will basically let the use of the language effectively into the text and the context.

Based on School-Based Curriculum (KTSP) (2006:36), "there are many texts taught in senior high school. They are procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, and public speaking." Thus, all of the senior high school students are to recognize and master those types of texts and the features within to help them use English communicatively, both in written and spoken form.

2.2.5.3 The Advantages of Genre-Based Writing

"A number of advantages are often given for the use of genre-based writing instruction" (Hyland, 2004:10). The following are the advantages of genre-based writing instruction summarized by Hyland (2004:10-15):

(1) Genre-based writing is explicit

Genre-based writing instruction seeks to offer writers an explicit understanding of how target texts are structured and why they are written in the ways they are.

(2) Genre-based teaching systematically addresses text and contexts

Genre orientation incorporates both discourse and contextual aspects of language use that may be neglected when attending to only structures or processes.

(3) Genre-based teaching is based on writer needs

Genre also offers a principled way of determining the context and organization of a writing course by basing instruction on the typical patterns and choices available to students in the texts they will need to write.

(4) Genre-based teaching is supportive

It provides support for writers as they gradually develop control of a genre.

(5) Genre-based teaching is empowering

It offers the capacity for initiating students into the ways of making meaning that are valued in English speaking communities.

(6) Genre-based teaching facilitates critical understanding

Potentially aiding students to reflect on and critique the ways that knowledge and information are organized and constructed in written English texts.

(7) Genre-based teaching assists teacher development

Draw teachers into considering how texts actually work as communication.

2.2.5.4 Report as one of Text Genres

Hammond (1992:75) points out “some types of genre, includes: descriptive, narrative, recount, report, anecdote, analytical exposition, hortatory exposition, explanation, discussion, review, and news item.” Report is one of the text types presenting information about a subject.

According to Gerot and Wignell (1994:197), “report retells phenomenon under discussion is and tells what the phenomenon under discussion is like in terms of parts, their function qualities and habits or behaviors and uses. The social function of report text is to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment.”

“Genres are staged, goal-directed and purposeful“ (Gerot and Wignell, 1994:192). Thus, within each genre we can find its social function, generic (schematic) structure, and lexicogrammatical features.

Social function of a text presents the communicative purpose of the text influencing the formation of genres. A text is structured in a way to attain the communicative purpose. As stated before, Gerot and Wignell (1994:197) explain that “the social function of report is to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment.” Thus, report is constructed in order to fulfill its social function since every genre has its distinctive purpose.

The distinction of structure of the texts are varied according to their communicative purpose. Gerot and Wignell (1994:196) explain that the generic structure of report are:

- (1) General classification: tells what the phenomenon under discussion is.
- (2) Description: tells what the phenomenon under discussion is like in terms of parts (and their functions), qualities, and habits or behaviors (if living); uses (if non-natural).

Meanwhile, Hammond (1992:90) classifies the generic structures of report into the following parts:

- (1) Title : indicates topic of report
- (2) General statement : introduces the topic of report
- (3) Description : provides details of topic such as physical appearance, behaviors, landforms, and uses (typically organized in paragraph)

Every genre has particular lexicogrammatical feature. It also plays important role in structuring certain genre. Gerot and Wignell (1994:190) argue that “lexicogrammatical features of various genres are integral to those genres, for it is through the lexicogrammatical choices that meaning is built up in a text.” They also state that there are several significant lexicogrammatical features of report text, as follows:

- (1) Focus on generic participants.
- (2) Use of relational processes to state what is and that which it is.
- (3) Use of simple present tense (unless extinct).

(4) No temporal sequence.

(Gerot and Wignell, 1994:198)

Hammond (1992:90), in addition, mentions the lexicogrammatical features of report as follows:

- (1) Focus on generic participants (human and non-human);
- (2) Use of present simple tense to indicate 'timeless' nature of information;
- (3) Some technical vocabulary;
- (4) Use of long nominal groups to compact information; and
- (5) Principally the use of verbs of being and having rather than action verbs.

2.2.6 Teaching Writing Report Using Documentary Films in BBC VCD

Teaching English as foreign language, especially writing, is not easily to be done. The gaps between those two different language cultures, the mother language and the target language, also sometimes abuse the process of mastering the target one. Or, in other words, it is a complex process in which the teachers need to integrate all of the components of methods, teaching and learning atmosphere, and effective teaching and learning activities. And not to mention, the role of media is also unavoidable for their contribution to help transferring the message of the materials being taught easily. Thus, the success of the attainment of teaching and learning objectives are influenced by many factors integrated within its process.

The writer draws a conclusion that using media to teach writing report is very important to help the students get the core of the material and build their knowledge to construct a report text. However, considering the notion of media in teaching, Gerlach

and Ely (1980:260) assert that “the effectiveness of any medium depends on the creativity of the teacher using it.” Thus, though documentary films in BBC VCD, the students will get what they really need to combine their ability to write the report text. Documentary films in BBC VCD provide students any information and knowledge related to the topic of films being shown. Seeing the motion pictures and also sound of the documentary films provided, they will catch the idea of how to make into account of their idea of report text to a worked-together written text composition. Through documentary films, moreover, teacher will be able to stimulate students’ motivation and interest in engaging themselves into an attractive and enjoyable teaching and learning process. As consequently, they will be able to foster their ability in comprehending what is being taught.

The writer assumes that in teaching writing report text using documentary films in BBC VCD can be implemented through the following steps:

- (1) Building knowledge of the fields related to the report text.
- (2) Giving model of report text to the students
- (3) Explaining briefly about report text, the purpose, the generic structures and language features of report text.
- (4) Showing the documentary films in BBC VCD based on the given topic.
- (5) Discussing some questions related to the films.
- (6) Giving keywords and explaining them.
- (7) Asking students to build their idea of what they watch on the films.

- (8) Giving students chance to construct their report text based on the documentary films showed.

2.3 Concept of the Study

In this study, the writer concerns on two main terms in order to limit and focus the study to search the data easily, they are:

- (1) Documentary films in BBC VCD

In this study, the writer will apply the documentary films in BBC VCD as teaching media. The writer will select documentary films in BBC VCD appropriately to be played for the students to help them get the idea of what they are to write and construct their own text in the form of written report text. The writer assumes that teaching media in the form of documentary films will be effective aids since they are the audio visual media which provide moving pictures and also sounds. Thus, they are able to make the students be more interested and motivated in teaching learning process. The information provided on the films will also enlarge their vocabularies and knowledge.

- (2) Writing

In this study, writing is an activity in teaching and learning process in which the students are able to express their idea and build their knowledge to construct their own text. Applying the information got from the documentary films in BBC VCD, the students are to create written report text. The writer will also give some clues for the students to help them in writing their report texts.

CHAPTER III

METHOD OF INVESTIGATION

In this study the writer uses a method which is an experimental study, because the writer tries to investigate possible cause-and-effect relationship between two phenomena by exposing one experimental group to one treatment condition. Experimental research describes what will happen when certain variables are carefully controlled or manipulated. Here, the writer, having an intention to see what will happen to students' achievement when they are taught by using documentary films in BBC VCD, wants to use documentary films in BBC VCD in teaching writing report text as treatment. This chapter, consisting of some parts, discusses Subject of the Study, Variables, Research Design, Procedure of Experiment, Instrument of the Study, Procedure and Methods of Data Collection, and Technique of Data Analysis. Those parts will be described as follows:

3.1 Subject of the Study

3.1.1 Population

In doing research, the researchers deal with a large number of groups of individual they are attempted to study. Those groups they are about to discover is called population. The definition of population might be different from one researcher's opinion to the others' in spite of the similar meaning. As Best (1981:7) defines population as "a complete set of individuals or subjects having common

observable characteristics. The population may be all the individuals of a particular type or more restricted part of the group. The objects in a population are investigated, analyzed, concluded and then the conclusion is valid to the whole population.” In addition, Tuckman (1978:227) defines population as “a group about which the researcher is interested in gaining information and drawing conclusion. “ In line with Tuckman, Saleh (2001:170) argues that population is “a group of people, object, items, or phenomenon, a group of which the researcher would like the results of the study to be generalized, a group from which information is collected.”

With regard the definition above, the writer chose the population for this study. The population used to conduct the experiment in this study was the eleventh grade students of SMA Negeri 2 Wonosobo in the academic year of 2010/2011. The number of the students is 233, which are divided into 7 classes. They are three classes of Science Program Classes (IPA), three classes of Social Program Classes (IPS), and one Language Program Class.

3.1.2 Sample

According to Saleh (2008:39), “the final purpose of a research is actually to investigate population. Yet, if the population is too big to be observed, reaching the purpose by the sample is sufficient.” Thus, after determining the population, the samples were selected. A good sample is one that representative of the population from which it was selected.

Saleh (2008:39) also defines sample as “actually part, which is considered as a representative of a population.” In addition, Best (1981:8) states that “a

sample is a small proportion selected for observation and analysis. By observing the characteristics of the sample, the researcher can make certain inference about the characteristics of the population is drawn.”

Nunan (1992:232) argues that “sample is a subset of individuals or cases from within a population.” Based on Gall (2003:167), sampling refers to “the process of selecting a sample from a defined population with the intent that the sample accurately represents that population”. In line with Gall, Tuckman (1978:200) defines sample as “representative group of the population to serve as respondent.”

“Specifying the group that is to constitute the population is an early step in the sampling process that affects the nature of the conclusions that may be drawn from a study” (Tuckman 1978:227). So, it can be concluded that the core part of population that is about to be investigated is sample.

There are many techniques in taking sample in order to represent the population accurately. Saleh (2008:40) states that “there are some techniques in taking sample commonly used; they are: simple random sampling, systematic random sampling, stratified random sampling, and cluster random sampling”.

In this study, the sample is made up of the students divided into 7 classes from the whole population who are chosen to participate in the study. In taking the sample, the writer used the simple random sampling technique of those seven-groups of students which enabled them to get the same chance to be involved in this study.

Tuckman (1978:104) suggests that “randomization (also called random assignment) is a procedure for controlling selection variables without first having to identify them. Its purpose is to avoid introducing a systematic basis of selection by reducing to chance the probability that more of one type of person than another is in the experimental or control group.”

There were two classes from the seven classes of the eleventh grade students of SMA Negeri 2 Wonosobo chosen randomly as sample. The first group, the experimental group, was given treatment by using documentary films in BBC VCD as media. And the second one, taught without using documentary films in BBC VCD, was the control group. They were XI IPS 1 as the experimental group and XI IPS 2 as the control one of which consisted of 30 and 32 numbers of students. The aim of this study was comparing the result of the written products of those two groups.

3.2 Variables

Brown (1988:7) states that “a variable is something that may vary, or differ.” He also elaborates that there are two types of variable, the independent variable and dependent variable (1988:10). Moreover, Best (1981:59) defines that “variables are the condition or characteristics that an investigator or researcher manipulates, controls, or observes.”

3.2.1 Independent Variable

Tuckman (1978:58) defines that independent variable is “that factor which is measured, manipulated, or selected by the experimenter to determine its relationship to an observed phenomenon.” Brown (1988:10) also adds that

“independent variable is variable selected by the researcher to determine their effect on or relationship with the dependent variable”.

3.2.2 Dependent Variable

“Dependent variable is the one that is observed to determine what effect, if any, the other types of variables may have on it; it is the variable of focus- the central variable- on which other variables will act if there is any relationship” (Brown 1988:10).

It can be said that independent variable is a stimulus variable or input affecting to dependent variable, while the dependent variable is the response variable or output. Based on the definition, the independent variable of this study is the use of documentary films on BBC VCD in teaching writing report. And the other hand, the dependent variable of this study is the students' achievement in writing report texts, which is indicated by the score of written test.

3.3 Research Design

This research deals with quantitative research, particularly experimental research design. Hornby (2000: 1035) states that “quantitative is connected with amount of number of something rather than with how good it is.” Based on Best (1981:68), “experimental design is the blueprint of the procedures that enable the researcher to test hypotheses by reaching valid conclusions about relationships between independent and dependent variables.” Experimental research describes what will happen when certain variables are carefully controlled or manipulated.

“The adequacy of experimental designs is judged by the degree to which they eliminate or minimize threats to experimental validity. Three categories are presented here:

- (1) True experimental design – employs randomization to provide for control of the equivalence of groups and exposure to treatment.
- (2) Quasi – experimental design – provides a less satisfactory degree of control, used only when randomization is not feasible.
- (3) Pre-experimental design – the least effective, for it either provides no control group, or no way of equating groups that are used.”

(Best 1981:69)

In line with Best, Baker and Schutz (1972:140) also defines “some types of research design, they are: unassessed treatment design, case study design, one group pretest-posttest design, nonequivalent control group design, pretest-posttest control group design, posttest only control group design, and interrupted time series design.” Having an intention to see what will happen to students’ achievement when they are taught by using documentary films in BBC VCD, the writer wanted to use documentary films in BBC VCD in teaching written report text as treatment. The writer chose true experimental design pretest - posttest design as the design for this study.

This is the scheme:

E	R	M ₁	X ₁	M ₂
C	R	M ₁	X ₂	M ₂

(Baker and Schutz, 1972:148)

Where:

R : Randomization

E : the symbol for experimental group

C : the symbol of control group

M_1 : pretest

M_2 : post-test

X_1 : treatment using documentary films in BBC VCD

X_2 : treatment using other treatment, that is picture

From the scheme above, it could be explained that after forming the groups by randomization procedures, the first group was assigned as the experimental group, whereas the second one as the control group. In checking the quality of the subjects, they were given a pretest (M_1). Later on, the experimental group was given treatment by using documentary films in BBC VCD, while the control group was given treatment without using documentary films in BBC VCD, but pictures. After receiving the treatments, the test was given to both groups as the posttest (M_2). The aim of doing posttest was to measure the two groups' achievement after having been given the treatment. The achievement of the two posttests between experimental and control groups then were compared. Afterwards, the difference between two means of the experimental and control groups were analyzed to conclude the result of the study.

3.4 Procedure of Experiment

Procedure of an experiment is the guideline for conducting the experiment. In this study, the writer applied some steps, they were:

- (1) choosing the eleventh grade students of SMA Negeri 2 Wonosobo in the academic year of 2010/2011 as the population,
- (2) taking two groups from the population and choosing them as the experimental group and the control group by using simple randomization sampling technique,

- (3) doing try out to investigate the validity and reliability of the test
- (4) giving pre-test to obtain first data,
- (5) conducting real experiment,
- (6) giving post-test to obtain second data, and
- (7) making comparison and analyzing the data.

3.5 Instrument of the Study

Instrument is important thing in an experiment since it will affect on the data obtained. As Kerlinger states as quoted by Kurniawati (2010:52) in her final project entitled *The Effectiveness of Documentary Films and Photographs to Improve the Students' Ability in Writing Report Text*, “an instrument plays an important role in a study in the sense that the reliability of data obtained.” Arikunto (2002:136) also defines that research instrument is “a device used by the researcher while collecting data to make his work easier and get a better, complete and systematic result in order to make the data easy to be processed.” According to Saleh (2001:31) “the word instrument refers to research tools for data collecting. It is therefore, a fundamental thing to be well thought - out by a researcher before she/he conducts an experiment.” It is important to use instrument in doing experiment. In this study, the test was used as the instrument to obtain the data that is the students' ability in writing. Test can be defined as “a set of techniques, procedures, or items of measuring a person ability, knowledge, or performance in a given domain” (Brown, 2004:3).

The writer carried out the writing test in this research since the aim of this study is to investigate the students' achievement in writing after having been given the treatment. The writer particularly chose writing composition test to be implemented on this study. "The writing of a composition is a task which involves the students in manipulating words in grammatically correct sentences and in linking those sentences to form a piece of continuous writing which successfully communicate the writer's thoughts and ideas on a certain topics" (Heaton, 1974:127). Having gathered the data, then the students' result was scored based on a scoring guidance.

3.6 Procedure and Method of Data Collection

There were some steps in gathering the data in this study, they are scoring technique, try out, pre-test, and post-test.

3.6.1 Scoring Technique

Heaton (1974:135) points out "three types of method in grading writing score; they are: the impression methods, analytic method and the mechanical accuracy." In facilitating to analyze the students' test result in writing report of the two groups of this study, the writer attempted to apply analytic method which "consists of an attempt to separate the various features of a composition for scoring purposes" (Heaton, 1974:136). The writer only limited to the items as follows:

- (1) Grammar refers to appropriate tenses;
- (2) Vocabulary refers to diction;
- (3) Mechanics refers to punctuation and spelling;

- (4) Fluency refers to style and ease of communication; and
- (5) Relevance refers to the content in relation to the task demanded of the students.

(Heaton,1974:137)

According to Heaton (1974:136), analytical method is “ideally suited to the classroom situation: because certain features have been graded separately, each student is able to see how his particular grade has been obtained.” Here, underlying such reason, the writer attempted to use Heaton’s Grid and Categories as the scoring system of this study.

Table 3.1

Scoring Guidance Taken from Heaton’s Grid and Categories

Criteria of Mastery	Score	Criterion of Scoring
Fluency	5	Excellent: flow style, very easy to understand, both complex and simple sentences, very effective.
	4	Good: Quite flowing in style, mostly ease to understand, and a few complex sentences, very effective.
	3	Fair: style reasonably smooth, not too hard to understand mostly (but not all), simple sentence, fairly effective.
	2	Inadequate: bad style, an effort to understand and enjoy, complex sentences, confusing, mostly simple

	1	sentences or compound sentences. Unacceptable: very hard to understand, cannot enjoy reading, almost all simple sentences, complex sentences, confusing, excessive use of “and”.
Grammar	5 4 3 2 1	Excellent: mastery of grammar taught on course, only 1 or 2 minor mistakes. Good: a few mistakes only (preposition, articles, etc). Fair: only 1 or 2 major mistakes but a few minor ones. Inadequate: major mistakes, which lead to difficult to understand, lack of mastery sentence construction. Unacceptable: numerous serious mistakes, no mastery of sentence construction, almost intelligible.
Vocabulary	5 4 3 2 1	Excellent: use of wide range of vocabulary taught previously. Good: good use of new words acquired, fairly appropriate synonym, and circumlocutions. Fair: attempt to use words acquired, fairly appropriate vocabulary on the whole but sometimes restricted, has to resort to use of synonyms, circumlocution, etc on a few creation. Inadequate: restricted vocabulary, use of synonyms (but always inappropriate), imprecise and vague, affects meaning. Unacceptable: very restricted vocabulary, inappropriate use of synonyms seriously hinders

		communication.
Content	5	Excellent: all sentences support the topic, highly organized, clear progression of ideas well linked, like educated native speaker.
	4	Good: ideas well organized, links could occasionally be clearer but communication not impaired.
	3	Fair: some lack of organization, re-reading required for clarifying ideas.
	2	Inadequate: little or no attempt at connectivity, though reader can deduce some organization, individual ideas, may be clearer but very difficult to deduce.
	1	Unacceptable: lack of organization to serve that communication is seriously imparted.
Spelling	5	Excellent: no error.
	4	Good: 1 or 2 minor errors only.
	3	Fair: several errors, not too hard to understand.
	2	Inadequate: several errors, some interfere with communication, some words very hard to recognize.
	1	Unacceptable: numerous errors, hard to recognize, several words communication made very difficult.

Based on the scoring guidance above, the maximum score is 25 for there are five aspects and each is scored five. The scoring was based on the analytical method. To get the score of each student, the scoring considered the five

components above. Each student should be able to write 10-15 sentences related to the topic and construct them into a report text and the students' score were multiplied by 4, so the maximum score was 100.

In classifying the score, the writer used the measurement of students' achievement suggested by Harris (1969:134) that is placing the score into some categories as follows:

Table 3.2
Scoring Guidance by Harris

Grade	Criteria of Mastery	Level
A	91 – 100	Excellent
B	81 – 90	Very good
C	71 – 80	Good
D	61 – 70	Fair
E	51 – 60	Poor
Less than 50		Very poor

3.6.2 Try Out

The instrument to collect the data will clearly affect to the quality of the data obtained. A good instrument is to fulfill two important qualifications, they are valid and reliable. Therefore, to measure the validity and reliability of the

instrument it should be tried out first to the students in another class. Try out is also important since “try out is a kind of pre-testing, which provides opportunities for the test-maker to try out the test directions and to check the estimated time required to work the items of the test. If the directions are not clear to the subjects, this should certainly be noted at the time of pre-testing, so that the instructions can be clarified in the final form” (Harris, 1969:104). Thus, through try out, it could be identified whether the test instrument is valid and reliable or not. This try out was also to identify the appropriateness of the scoring system applied on the instrument.

3.6.2.1 Validity of Test

The instrument was checked in terms of its validity. According to Best (1981:153) validity is “that quality of data-gathering instrument or procedure that enables it to determine what it was designed to determine.” In line with Best, Gronlund (1988:226) cited by Brown (2004:22) also states validity test is “the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment .” To support this idea, Heaton (1974:153) states that “validity of the test is the extent to which it measures what it is supposed to measure and nothing else.” Or in other words, it is clearly that validity refers to what extent the test measure what is intended to be measured. Thus, if a test claims to measure the ability in writing, then it should test that ability.

In this study, the product moment formula was used to calculate validity:

$$r_{XY} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}} \quad (\text{Best, 1981:58})$$

Where :

r = the correlation of the scores on the two halves of the test,

N = number of students,

X = the score of each component of writing scoring,

Y = the score of total item score

$\sum XY$ = the sum of the products of paired X and Y scores

$\sum X^2$ = the sum of the squared X scores

$\sum Y^2$ = the sum of the squared Y scores

If the obtained coefficient of correlation is higher than the critical value for r product moment, it means that the test is valid at 5% alpha level of significance.

3.6.2.2 Reliability of Test

“Reliability is the quality of consistency that the instrument or procedure demonstrates over a period of time. A test is reliable to the extent that it measures consistency, from one time to another” (Best, 1981:199).

Harris (1969:14) also states that “reliability is defined as the stability of test score.” A test is said to be reliable if it has consistency of the result score when it is administered at different times. There are a number of ways in estimating reliability of a test. The reliability of the test in this study was measured by the following formula:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right) \quad (\text{Arikunto, 2006:196})$$

Where :

r_{11} = index reliability

k = number of item

$\sum \sigma_b^2$ = item variance

σ_t^2 = total variance

Meanwhile, in order to find out the variance of each item, the formula is:

$$\sigma^2_b = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

Then, the formula to calculate the total variance is:

$$\sigma^2_t = \frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N}$$

Having obtained the t-value, each number of items is then checked by critical value of t-table. If the t-value is bigger than t-table, the test is said to be reliable.

3.6.2.3 Difficulty Level

The difficulty level of test shows how easy, sustain, or difficult the item is. If the index of difficulty is high, an item is considered as an easy item, or vice versa. It is indicated by the percentage of the students who get the items right. In this

study, it is proved by the students' score of each item maximum score. In order to compute difficulty level, the formula used is :

$$P = \frac{B}{JS}$$

In which,

P = item difficulty

B = the number of students who answer the item correctly

JS = the number of students

Table 3.3
The Criteria of Difficulty of the Test

Interval of Difficulty Level	Criteria
0.00 < P ≤ 0.30	Difficult
0.30 < P ≤ 0.70	Medium
0.70 < P < 1.00	Easy

3.6.2.4 Discriminating Power

Harris (1969:106) states that the discriminating power is “a measure of the effectiveness of an item discriminating between high and low scores of the whole test.” In addition, Heaton (1974:173) also views that “the discrimination index of an item indicates the extent to which the item discriminates between testers, separating the more able testers from the less able.”

Discriminating power will measure how well the test items arranged to identify the differences in the students' competence. In order to find out the

discriminating power of each item of the scoring system in this study, the following steps were done:

- (1) Arranging the score of the students in rank order from the highest score to the lowest.
- (2) Classifying the students into two groups, namely the upper group and the lower one. The upper group is the students having high score, while the lower group is the students having low scores. The number of students in both groups should be the same.
- (3) Counting the number of the upper group students who did the aspect items of writing correctly. Then, the number of students in the lower group who did the aspect items of writing incorrectly was counted.
- (4) Computing discriminating power by using the following formula:

$$t = \frac{(MH - ML)}{\sqrt{\left\{ \frac{\sum X_1^2 + \sum X_2^2}{n_i(n_i - 1)} \right\}}}$$

Where:

- t : Item discrimination
- MH : Mean for upper group
- ML : Mean for lower group
- $\sum X_1^2$: The sum of deviation scores for upper group
- $\sum X_2^2$: The sum of deviation score for lower group
- n_1 : The number of students for upper or lower group (27% x N)
- N : The number of students taking the test

The t value then was compared by the t table. If the t value is higher than the t table, so the test could be categorized significantly discriminate the students.

3.6.3 Pre-Test

Pre-test was given before doing the experiment in starting the data collection to identify the writing report achievement. The test was in the form of writing test. The pre test for experimental and control groups were held on 3rd and 4th September 2010. After having been explained about what they were going to do, the students were given the instrument. They were to write about “Giraffe” in the form of report text in 40 minutes.

3.6.4 Post-Test

Post-test was given after conducting all the activities during treatment. It was to measure the students’ achievement in writing report after the treatment. The test was also as the same as the pre-test, i.e. writing report text with the same topic about “Giraffe”. The experimental group was shown a documentary film on BBC VCD before starting to do their post – test. The control group, on the other hand, was not given the similar method with the experimental one. The students of the control group were only given a picture to help them in doing post-test.

3.7 Technique of Data Analysis

The writer did some procedures to analyze the data. First, the writer scored the result of the test based on the writing components and the scoring system. Then, the writer counted the mean of the test result of the group. The formula used in this case is;

$$\text{Mean} = \frac{\sum x}{N}$$

Notes:

$\sum x$ = the total number of test

N = the number of the students

Since there were two groups of students, the experimental and the control groups, the means of the two groups were computed as follows:

$$\bar{X}_e = \frac{\sum X_e}{N_e}$$

$$\bar{X}_c = \frac{\sum X_c}{N_c}$$

The third, calculating the individual standard deviation of each group by using the following formula:

$$SD_1 = \sqrt{\frac{\sum f x_1^2}{n}}$$

The fourth, analyzing the data by using t-test. It was used to interpret the t obtained. Yet, firstly the writer found the normality and homogeneity of the two groups. Afterward, the t-test was applied.

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

Notes :

t : t-value

\bar{x}_1 : mean of the experimental group

\bar{x}_2 : mean of the control group

S : standard deviation of the group

n_1 : the number of students of the experimental group

n_2 : the number of students of the control group

Since the aim of this study is to investigate the students' achievement after the given treatment, the improvement of mean between post-test and pre-test of the two groups should be compared. The mean different test then was applied. In this case, the difference between two means of the experimental and the control groups were analyzed. Yet, the standard deviation of the difference mean was computed firstly by using the formula below:

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

Notes :

s : standard deviation of the mean difference

s_1 : variance of the difference between pre-test and post test of the experimental group

s_2 : variance of the difference between pre-test and post test of the control group

n_1 : the number of students of the experimental group

n_2 : the number of students of the control group

Finally, the writer applied the value into the t-test:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Notes :

t : t-value

\bar{x}_1 : difference mean of pre-test and post-test of the experimental group

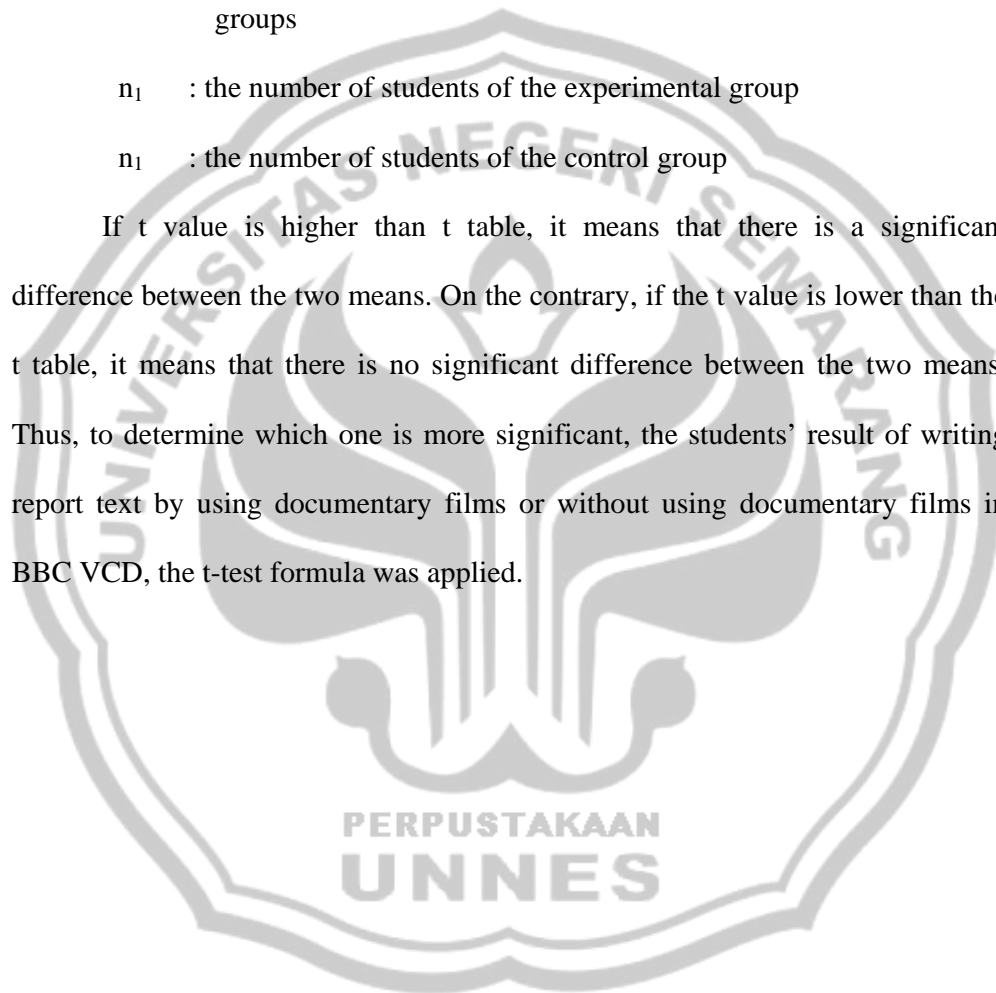
\bar{x}_2 : difference mean of pre-test and post-test of the control group

S : standard deviation of the difference between mean of the two groups

n_1 : the number of students of the experimental group

n_2 : the number of students of the control group

If t value is higher than t table, it means that there is a significant difference between the two means. On the contrary, if the t value is lower than the t table, it means that there is no significant difference between the two means. Thus, to determine which one is more significant, the students' result of writing report text by using documentary films or without using documentary films in BBC VCD, the t-test formula was applied.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This study was conducted to find out the use of documentary films in BBC VCD as alternative media in teaching writing report text. The aim of this study is to investigate the use of documentary films in BBC VCD in improving students' ability in writing report. The data were obtained through the result of the writing composition test.

In this chapter, the writer would like to discuss the process of teaching writing report text in SMA Negeri 2 Wonosobo, result of the study, test significance between the experimental and control groups and discussion that includes of students' writing ability in report text by using documentary films in BBC VCD as the media.

4.1 Teaching Writing Report Text in SMA Negeri 2 Wonosobo

Sometimes, Senior High School students have some difficulties when they are asked to produce a written text since they do not know what to write. The lack of information about what they are to write is the basic reason of their difficulties. Therefore, considering the teaching of writing Report Text by providing the students documentary films in BBC VCD is to overcome those problems. Watching documentary films in BBC VCD will enhance students' motivation in instructional process and help them in building their idea of what they are to write through the information and description provided.

In conducting the teaching and learning process in this research, the writer covered all of the teaching procedure according to the current curriculum, School Based Curriculum 2006 (*Kurikulum Tingkat Satuan Pendidikan*). The teaching procedures are

Building Knowledge of the Field (BKoF), Modelling of the Text (MoT), Join Construction of the Text (JCoT) and Independent Construction of the Text (ICoT).

The first step is Building Knowledge of the Field (BKoF) as the warming up section by giving basic questioning before the lesson begins. In this step, teacher leads the students to learn the new material by connecting it with the previous material or the context of situation surrounding students' life. Next step is Modelling of the Text (MoT), the step in which the sample of the materials students will learn are showed. Then, the third step is Join Construction of the Text (JCoT), concerns in guiding the students to engage themselves in the teaching and learning process. The last step is Independent Construction of the Text (ICoT) as the section to ask the students practice and apply the knowledge got from the teaching and learning process.

Below are the brief discussion related to the activities in the instructional process of the experimental and control groups:

4.1.1 The Activities of the Experimental Group

The experimental group was XI Social Class 1 which consisted of 30 students. The students were taught by using documentary films in BBC VCD as the media in improving their ability in writing report text. During the treatment, they were shown three documentary films in BBC VCD; they were: All About Animal VCD 12 "Tara the Tiger", Journey of life, and Big Sky Bear.

While watching the documentary films shown, they were asked to pay attention to the information on the film and write them as their sources in constructing their report texts. Thus, the documentary films were to enhance the students' motivation in engaging themselves into instructional process and give them information related to the topics as well. The treatment was conducted on September 22nd, 24th, and 29th 2010. The

following is the table of the activities in doing the treatment. The brief explanation of the activities in doing the treatment is presented on the lesson plan of the experimental group (Appendix 1, 110).

Table 4.1
The Activities of the Experimental Group

Date	Materials	Activities
September , 3 rd 2010	Pictures of Giraffe	<ol style="list-style-type: none"> (1) Looked at the several pictures showed by the teacher. (2) Gave responses related to the picture being showed. (3) Discussed the part of the animal on the picture to notify the vocabulary. (4) Wrote down the vocabulary they found. (5) Did the pre-test. (6) Made a short written report text.
September, 22 nd 2010	Documentary films in BBC VCD All About Animal entitled "Tara the Tiger"	<ol style="list-style-type: none"> (1) Paid attention to the picture showed by teacher. (2) Gave response to the questions related to the pictures. (3) Watched documentary films in BBC VCD entitled "Tara the Tiger" and wrote any information they got. (4) Paid attention to a report text and discussed the difficult words related to the text. (5) Were stimulated to find the social function and generic structure of the report text.

		<p>(6) Identified the significant lexicogrammatical features of report.</p> <p>(7) Listened to the explanation of how the report text organized.</p> <p>(8) Discussed and answered several questions based on the text.</p> <p>(9) Answered several questions based on the text given by the teacher.</p> <p>(10) Analyzed the social function, generic structure, and lexicogrammatical of the given text.</p> <p>(11) Wrote sentences with the given key words</p> <p>(12) Looked for a short report text.</p>
September, 24 th 2010	Documentary films in BBC VCD entitled "Journey of Life"	<p>(1) Reviewed on the last material.</p> <p>(2) Students discussed and analyzed their text together with the teacher.</p> <p>(3) Watched documentary films in BBC VCD "the Journey of Life" and wrote any information based on the films.</p> <p>(4) Paid attention to the teacher's explanation about Simple Present Tense and Relational Processes.</p> <p>(5) Paid attention to the teacher demonstration in using the simple present tense and relational process based on</p>

		<p>the documentary films they had watched.</p> <p>(6) Paid attention to the teacher's demonstration of how to use simple present tense and relational process in a report text.</p> <p>(7) Wrote sentences with the given keywords on the white board using simple present tense and relational process.</p> <p>(8) Worked in group of four to discuss several pictures given by teacher.</p> <p>(9) Answered several questions related to the given pictures.</p> <p>(10) Worked in group writing several sentences based on the pictures and made a short report text.</p> <p>(11) Were asked to do the exercises on the text book as homework.</p>
September, 29 th 2010	Documentary film in BBC VCD entitled "Big Sky Bear"	<p>(1) Discussed about the previous materials.</p> <p>(2) Watched the documentary films in BBC VCD entitled "Big Sky Bear."</p> <p>(3) Identified and recognized the vocabulary related to the films.</p> <p>(4) Wrote any information in the documentary films they watched.</p> <p>(5) Paid attention to a short report text on their text book.</p> <p>(6) Were stimulated to find the</p>

		<p>social function, generic structure, and language features of the text.</p> <p>(7) Paid attention to the teacher's explanation and correction related to their previous group made report text.</p> <p>(8) Worked in pair to discuss and made sentences based on the documentary films they watched.</p> <p>(9) Combined their sentences and constructed a short report text in pair.</p> <p>(10) Exchanged their works to the other students and analyzed the generic structure and language features of the text.</p> <p>(11) Discussed in identifying the generic structure and language features of the report text made by the students.</p> <p>(12) Worked individually to write sentences based on the film had been watched and composed a short report text.</p>
October, 1 st 2010	Documentary film in BBC VCD All About Animal entitled "George the Giraffe."	<p>(1) Brushed up on their materials about report text.</p> <p>(2) Gave response to the teacher's questions related to the materials they had learned.</p> <p>(3) Watched documentary films in BBC VCD All About Animal "George the Giraffe" and identified any</p>

		<p>information from the film.</p> <p>(4) Wrote down the vocabulary they found.</p> <p>(5) Did the <i>post-test</i>.</p> <p>(6) Made a short written report text.</p>
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4.1.2 The Activities of the Control Group

The XI Social Class 2 was the control group, taught without using documentary films in BBC VCD, which consisted of 32 students. This class was taught by using pictures to be compared with the treatment done to the experimental group. They were given several pictures related to the given topics; among others were: horse, polar bear, tiger, and hippopotamus. During the instructional process, teacher helped the students in collecting the vocabulary and information based on the topics while showing the pictures to them. The instructional activities of this group during this study were held on September 23rd, 25th and 30th 2010. The table below shows the activity during the treatment of the control group. The further description of the activities of the control group is presented on the lesson plan of the control group (Appendix 2, 123).

Table 4.2

The Activities of the Control Group

Date	Materials	Activities
September , 4 th 2010	Pictures of Giraffe	<ol style="list-style-type: none"> (1) Looked at the several pictures showed by the teacher. (2) Gave responses related to the picture being showed. (3) Discussed the part of the animal on the picture to notify the vocabulary. (4) Wrote down the vocabulary they found. (5) Did the pre-test. (6) Made a short written report text.
September, 23 rd 2010	Pictures of tiger	<ol style="list-style-type: none"> (1) Paid attention to the picture showed by teacher. (2) Gave response to the questions related to the pictures. (3) Listened to the teacher information related to tiger. (4) Paid attention to a report text and discussed the difficult words related to the text. (5) Were stimulated to find the social function and generic structure of the report text. (6) Identified the significant lexicogrammatical features of report. (7) Listened to the explanation of how the report text

		<p>organized.</p> <p>(8) Discussed and answered several questions based on the text.</p> <p>(9) Answered several questions based on the text given by the teacher.</p> <p>(10) Analyzed the social function, generic structure, and lexicogrammatical of the given text.</p> <p>(11) Wrote sentences with the given key words.</p> <p>(12) Looked for a short report text.</p>
September, 25 th 2010	Pictures of animals; they are: peacock, cockatoo, and hippopotamus.	<p>(1) Reviewed on the last material.</p> <p>(2) Students discussed and analyzed their text together with the teacher.</p> <p>(3) Paid attention to the pictures showed by teacher.</p> <p>(4) Identified the pictures and recognized the vocabulary related to the picture.</p> <p>(5) Paid attention to the teacher's explanation about Simple Present Tense and Relational Processes.</p> <p>(6) Paid attention to the teacher's demonstration in using the simple present tense and relational process based on the pictures being discussed.</p>

		<p>(7) Paid attention to the teacher's demonstration of how to use simple present tense and relational process in a report text.</p> <p>(8) Wrote sentences with the given keywords on the white board using simple present and relational process.</p> <p>(9) Worked in group of four to discuss several pictures given by teacher.</p> <p>(10) Answered several questions related to the given pictures.</p> <p>(11) Worked in group writing several sentences based on the pictures and made a short report text.</p> <p>(12) Were asked to do the exercises on the text book as homework.</p>
September, 30 th 2010	Pictures of bear and hippopotamus.	<p>(1) Discussed about the previous materials.</p> <p>(2) Paid attention to the pictures of animals provided by teacher.</p> <p>(3) Identified and discussed the given pictures.</p> <p>(4) Listened and wrote any information given by teacher related to the animals being discussed.</p> <p>(5) Paid attention to a short report text on their text book.</p> <p>(6) Were stimulated to find the social function, generic structure, and language</p>

		<p>features of the text.</p> <p>(7) Paid attention to the teacher's explanation and correction related to their previous group made report text.</p> <p>(8) Worked in pair to discuss and made sentences based on the pictures provided.</p> <p>(9) Combined their sentences and constructed a short report text in pair.</p> <p>(10) Exchanged their works to the other students and analyzed the generic structure and language features of the text.</p> <p>(11) Discussed in identifying the generic structure and language features of the report text made by the students.</p> <p>(12) Worked individually to write sentences based on the pictures given by the teacher and composed a short report text.</p>
October, 2 nd 2010	Pictures of giraffe.	<p>(1) Brushed up on their materials about report text.</p> <p>(2) Gave response to the teacher's questions related to the materials they had learned.</p> <p>(3) Paid attention to several pictures showed by the teacher.</p> <p>(4) Discussed the animal on the picture to notify the vocabulary.</p>

		<p>(5) Listened and discussed any information related to the animal being discussed.</p> <p>(6) Wrote down the vocabulary they found.</p> <p>(7) Did the <i>post-test</i>.</p> <p>(8) Made a short written report text.</p>
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4.2 Result of the Study

In gathering the data of this study, there were 3 types of test conducted in order to get the actual data. Those types of test are: try-out test, pre-test, and post-test, and their result would be discussed in this chapter. The try-out test was given to the class outside the study. Meanwhile, the pre-test and post-test were conducted in both of the experimental and control groups to analyze the students' achievement after being given the treatment.

4.2.1 Try Out Test

Before conducting pre-test, the writer did try out test in order to measure the validity and reliability of the test. The try out was given on Saturday, September 28th 2010 in IX Social Class 4 since it didn't either belong to experimental nor control group. In spite of the writing test, the try out was held to check the validity and reliability of the five-aspect of the scoring system; they are: fluency, grammar, vocabulary, content, and spelling.

There were 28 students given the try out. The steps in analyzing the try out test were discussed in the following section:

4.2.1.1 Validity

In order to find validity, the following formula was used:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

The item is valid if $r_{xy} > r_{table}$. The computation of validity of each aspect in writing scoring could be seen in Appendix 8. Based on the analysis of validity (Appendix 8), for $\alpha = 5\%$ and number of subject $n = 28$, with $r_{table} = 0,374$, the five-aspects of writing; they are: fluency, grammar, vocabulary, content and spelling, had $r_{xy} > r_{table}$. Thus, those aspects were valid.

4.2.2.2 Reliability

The formula used for computing reliability was

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right)$$

The test is considered reliable if $r_{xy} > r_{table}$ for $\alpha = 5\%$. By using the formula above, the writer considered that the try out was reliable. The computation of reliability was shown in Appendix 9.

4.2.2.3 Difficulty Level

The formula used finding the difficulty level of each aspect is:

$$P = \frac{B}{IS}$$

In which : P = item difficulty

B = the total score of each item

JS = the maximum score of each item

Below are the criteria in defining difficulty level of the test item:

Interval of Difficulty Level	Criteria
0.00 < P ≤ 0.30	Difficult
0.30 < P ≤ 0.70	Medium
0.70 < P < 1.00	Easy

According to the computation of difficulty level (Appendix 10, 164), the aspect item number 1 was considered medium. The Appendix 12 shows that the results of the difficulty level of the whole aspects are medium.

4.2.2.4 Discriminating Power

The following formula was used to find the discriminating power:

$$t = \frac{(MH - ML)}{\sqrt{\left\{ \frac{\sum X_1^2 + \sum X_2^2}{n_i(n_i - 1)} \right\}}}$$

The computation of the discriminating power was presented in Appendix 11, 165. In defining discriminating power, the test is considered significant if t value > t table. Thus, based on the computation, the five-aspects in writing was considered significant (Appendix 11, 165).

4.2.2 Pre-Test

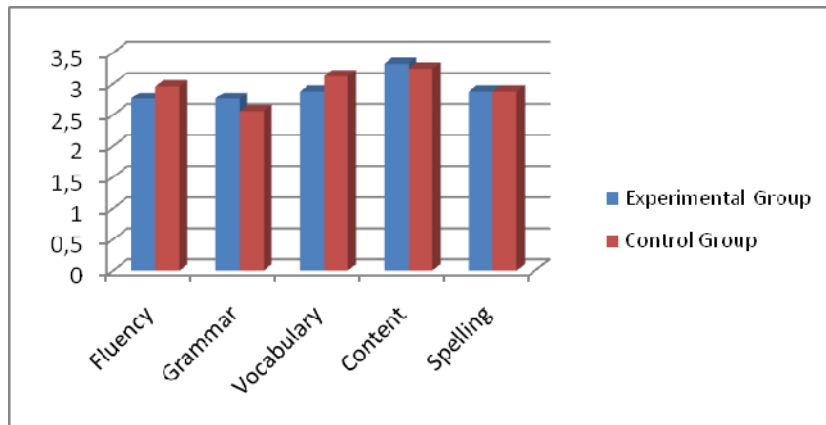
The students were given pre-test in order to measure their ability before the treatment was given. In this case the pre-test is aimed to find out the students' prior ability in

writing report. The experimental group, XI IPS 1 class, was given pre-test on Friday, September 3rd 2010. On the contrary, XI IPS 2 class, as the control group, was given pre-test on Saturday 4th 2010. XI IPS 1 class actually consisted of 30 numbers of students and XI IPS 2 consisted of 32 numbers of students. However, the pre-test data gathered from the experimental and control groups were only 27 and 28 numbers of students. Meanwhile, the post-test data gathered were 26 for the experimental group and 27 numbers for the control one. Avoiding the problem caused by the difference numbers of student who involved the pre-test and post-test of those groups, the writer then took only 25 numbers of valid students who did both pre-test and post-test in gathering the data analyzed for each group. Thus, during pre-test there were only 25 data gathered. The result of the pre-test is presented in Appendix 13 for the experimental group and Appendix 15 for the control one.

After analyzing the pre-test result, it was found that the average score of the experimental group was 58.40, while the control group was 59.04. It meant that the students' achievement of the two groups was relatively the same since there was no slight difference of the pre-test score between the experimental and control groups. Or, in other words, the students of both experimental and control groups had similar ability in writing report before the treatment was conducted. The computation of the t-test in Appendix 17 also proved that there is no significant difference between data pre-test of the two groups. The chart of the students' average score of those two groups, covering the five-elements in writing scoring system, is presented below.

Chart 4.1

The Average Score of Pre-Test of Experimental and Control Group



4.2.3 Post-Test

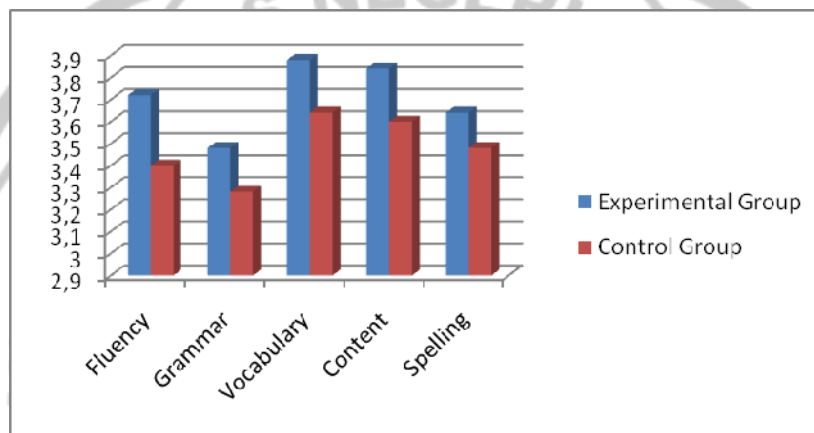
Considering the result of the students' achievement after having been given the treatment, the post-test was conducted to measure the students' achievement. By conducting post-test, it was to prove the effectiveness of the treatment given. Through the post-test result, then, it was assumed that the students' achievement before and after the treatment was able to be analyzed.

The post-test of the experimental group, XI IPS 1 class, was held on Friday, 1st October 2010. Meanwhile, the control group, XI IPS 2, was given the post test on Saturday, 2nd October 2010. The purpose of the post-test is actually to find out the difference of students' achievement before and after the treatment. As had been stated before, because of the problem of the number students who did the test, the writer only took 25 numbers of valid post-test data. The result of the post-test of the experimental group is shown in Appendix 18, whereas the control group's is presented in Appendix 20.

After gathering the post-test score results, the data then were analyzed. Based on the post-test result, the average scores of the experimental group and control group were 74.40 and 69.60. It shows that the students' achievement of the experimental group is higher than the control group. Below is the students' average post-test score covering the five-elements of the writing scoring system.

Chart 4.2

The Average Score of Post-Test of Experimental and Control Groups



4.2.4 Level of Students' Achievement

Regarding to the fact that this study is to investigate the use of documentary films in BBC VCD in teaching writing report, the data were obtained from the students' achievement of writing report text. The following are the charts showing the students' achievement covering the five-writing components of the experimental group using documentary films in BBC VCD and the control group without using documentary films in BBC VCD.

Chart 4.3

The Average Score of the Experimental Group

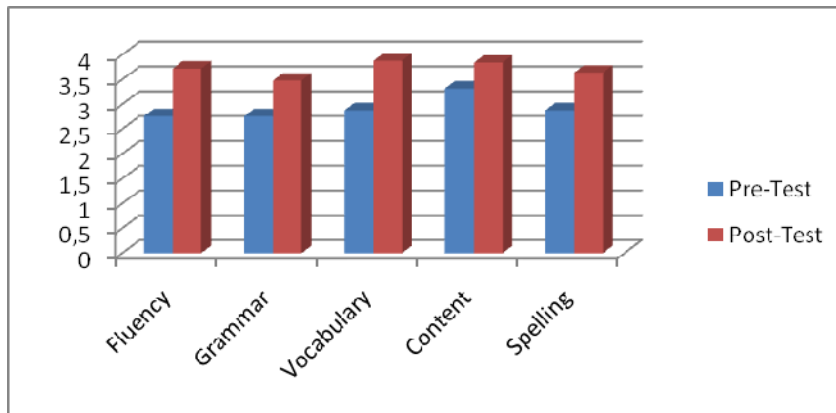
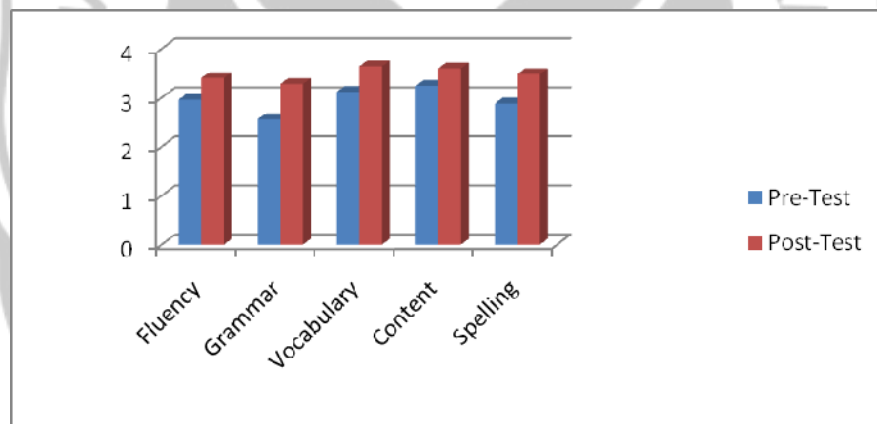


Chart 4.4

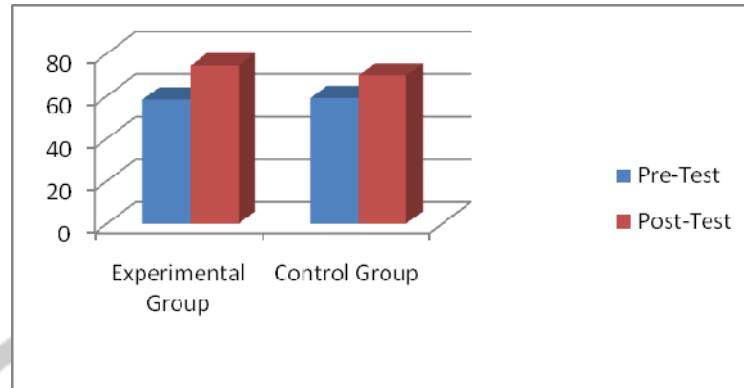
The Average Score of the Control Group



According to the charts presented above, the average scores of each component of the writing test on the two groups improves on the post-test. Then, to investigate which group gained higher on the post-test, the test result of the two groups were compared and analyzed. The chart below shows the average score of the improvement on pre-test and post-test of the experimental group and the control group.

Chart 4.5

The Average Score between the Experimental and the Control Groups



The chart above shows the different average score of the two groups on the pre-test and the post-test. Based on the chart, it shows that the average score of the experimental group on pre-test was 58.40 and on the post-test was 74.40. From those scores, the improvement of the students' pre-test and post-test score was 16 (Appendix 24). Meanwhile, the pre-test of the control group was 59.04 and the post-test was 69.60, resulting with the improvement of the two test score on 10.56 points (Appendix 25). It shows that the difference of the improvement scores of the experimental group is higher than the control group. Referring to the scoring guidance stated by Harris (Table 3.2), the average scores of the experimental group were categorized as good. On the contrary, the average scores of the control group were fair. Thus, it could be concluded that there is good improvement of the experimental group's achievement after they were given the treatment by using documentary films in BBC VCD.

4.3 Analyzing the Data

As the data were gathered, then the normality and homogeneity were checked whether the data were normally distributed and homogeneity or not before computing the data

further. The data, then, were analyzed the difference between two means of the experimental and control groups. Afterwards, the t-test formula was applied in order to determine the significance between the two means, resulting with the conclusion of the data finding by examining the hypotheses.

4.3.1 Normality

It is necessary to make sure that the data are normal before computed by the t-test computation. Thus, the normality of the data were analyzed after the data gathered. The data of this study found that the χ^2_{value} of pre-test and post-test of the experimental group were 4.269 and 6.093, while the pre-test and post-test of the control group were 5.362 and 6.221.

The next step was consulting those data result with critical value of $\chi^2_{value}(\alpha)(dk)$ with $\alpha = 0.05$ and $dk = 3$, resulting in 7.815 points. Since the value of $\chi^2_{value}(\alpha)(dk)$ of the pre-test and post-test score of those two groups were lower than 7.815, the data then were considered to be normally distributed. The computation of the normality tests can be seen in Appendices 14, 16, 19, and 21.

4.3.2 Homogeneity

Either normality or homogeneity is important to be checked before analyzing the data further. Through homogeneity it is able to be checked whether the data are homogeneity or not. The formula in computing homogeneity is:

$$F = \frac{V_1}{V_2}$$

By using such formula, the homogeneity of pre-test of the experimental group and control group is calculated as follows:

$$F = \frac{144.37}{98.67} = 1.4632$$

Then, the result was consulted with the value of F table with dk numerator $v_1 = 25 - 1 = 24$, dk denominator $v_2 = 25 - 1 = 24$, and $(\alpha) = 0.05$, squared to $v_1 = 25$ and $v_2 = 25$, which is 2.27. It could be considered that the data were homogeneity for the F value $(1.4632) < F$ table 2.27.

The result of the post-test of those two groups was also computed with the same formula in calculating the homogeneity as follows:

$$F = \frac{73.33}{52.00} = 1.4103$$

The result was also consulted with the value of F table with dk numerator $v_1 = 25 - 1 = 24$, dk denominator $v_2 = 25 - 1 = 24$, and $(\alpha) = 0.05$, squared to $v_1 = 25$ and $v_2 = 25$, which is 2.27. Since the F value $(1.4103) < F$ table (2.27), the post test of the experimental and control groups were also said to be homogeneity. The computation of homogeneity can be seen in Appendices 17 and 22.

4.3.3 Mean Difference Test

In order to identify the significant difference between the experimental and control groups, the means of the two groups should be compared. The data being compared were the difference between the two means of the pre-test and post-test for the result of the treatment could be seen through those data.

The difference between the two means was computed by using the formula stated by Arikunto (2002:264) below:

$$\bar{X}_e = \frac{\sum X_e}{N_e}$$

$$\bar{X}_c = \frac{\sum X_c}{N_c}$$

The mean of the experimental group on pre-test is

$$\begin{aligned}\bar{X}_e &= \frac{\sum X_e}{N_e} \\ &= \frac{1460}{25} = 58.40\end{aligned}$$

The mean of the post-test of the experimental group is

$$\begin{aligned}\bar{X}_e &= \frac{\sum X_e}{N_e} \\ &= \frac{1860}{25} = 74.40\end{aligned}$$

Whereas, the mean of the pre-test of the control group is

$$\begin{aligned}\bar{X}_c &= \frac{\sum X_c}{N_c} \\ &= \frac{1476}{25} = 59.04\end{aligned}$$

The mean of the control group on the post-test is

$$\begin{aligned}\bar{X}_c &= \frac{\sum X_c}{N_c} \\ &= \frac{1740}{25} = 69.60\end{aligned}$$

The calculation above shows that the mean score of the experimental group on the pre-test was 58.40 and the post-test was 74.40. From those scores, the different mean

between pre-test and post-test of the experimental group was 16. Meanwhile, the pre-test and post-test scores of the control group were 59.04 and 69.60, with the difference between two means fell at 10.56 points. It could be seen that the different mean of the experimental group is higher than the control group.

It, therefore, could be concluded that there is good improvement of the experimental group after having been given treatment by using documentary films in BBC VCD in writing report text. Yet, it had not been concluded that the difference between two means of the pre-test and post test was significant. Thus, the t-test formula was applied in determining whether the difference of the two means was statistically significant or not.

4.3.4 The T-Test Analysis

The study was conducted to investigate whether there is any significant difference of ability in writing report text between the students taught by using documentary films in BBC VCD and without using documentary films in BBC VCD as media in teaching writing, particularly report text. It was hypothesized that there is significant mean difference between the experimental and control groups.

The t-test was applied to measure the significance between pre-test and post-test of the experimental group and the control one. Yet, the standard deviation should be computed first before applying the t-test. The formula is as follows:

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

Thus:

$$s = \sqrt{\frac{(25 - 1)74.667 + (25 - 1)47.840}{25 + 25 - 2}}$$

$$s = \sqrt{\frac{1792.008 + 1148.16}{48}}$$

$$s = \sqrt{61.2535} = 7.83$$

Afterwards, the t-test formula was applied to measure the significant difference between the experimental and control groups as follows:

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

Therefore,

$$t = \frac{16 - 10.56}{7.83 \sqrt{\frac{1}{25} + \frac{1}{25}}}$$

$$t = \frac{5.44}{2.2115} = 2.442$$

Then, the t-value obtained from the computation should be consulted with the critical value in the t-table before verifying the hypothesis. The 5% (0.05) level of significant was used. If the t-value is higher than the t-table, it means that there is significant difference between the two means of the experimental and control groups. On the contrary, if the t-value is lower than the t-table, meaning that there is no significant difference between the two means.

The number of subject in this study for the experimental and control groups were 50 with the degree of freedom $(df) = N_x + N_y - 2 = 25 + 25 - 2 = 48$. At the 5% (0.05) alpha level of significance, the obtained t-value was 2.442 and t-table was 2.01 (see Appendix 26). The result shows that t-value is higher than the t-table, proving that there is significant difference between the students' achievement of the experimental group and control group. Therefore, there is significant difference between the students who were taught by using documentary films in BBC VCD and without using documentary films in BBC VCD in teaching writing report.

It could be concluded that the research findings revealed that the result of the treatment by using documentary films in BBC VCD proved the hypothesis that "Documentary films in BBC VCD is effective in improving students' ability in writing report texts at the eleventh grade students of SMA Negeri 2 Wonosobo, in the academic year 2010/2011." Therefore, the null hypothesis that "Documentary films in BBC VCD is not effective in improving students' ability in writing report texts at the eleventh grade students of SMA Negeri 2 Wonosobo, in the academic year 2010/2011" was unproved and rejected.

4.4 Discussion of the Research Findings

This study is aimed to investigate the students' achievement in writing report by using documentary films in BBC VCD as media in teaching the eleventh grade students of SMA Negeri 2 Wonosobo in the academic year of 2010/2011. Based on the result of the research, the use of documentary films in BBC VCD and also the testing of the hypothesis answer the statement of the problem.

The result of average pre-test of the experimental and control groups were 58.40 and 59.04. From this result, it was found that the ability of both groups were relatively the same. After giving treatment by providing students documentary films in BBC VCD, there was an upgrading in the experimental group's score at 74.40 points. Meanwhile, the control group, those who taught without using documentary films in BBC VCD, also gained their score into 69.60 points. Yet, based on the scores, it could be seen that the score of the experimental group is higher than the control group. The section below shows the average of each aspect of both in pre-test and post-test.

Table 4.3
Average of Each Aspect both in Pre-Test and Post-Test
of the Experimental Group

Aspects	Pre-test	Post-test
Average of fluency	2.76	3.72
Average of grammar	2.76	3.48
Average of vocabulary	2.88	3.88
Average of content	3.32	3.84
Average of spelling	2.8	3.64

Table 4.4

**Average of Each Aspect both in Pre-Test and Post-Test
of the Control Group**

Aspects	Pre-test	Post-test
Average of fluency	2.96	3.40
Average of grammar	2.56	3.28
Average of vocabulary	3.12	3.64
Average of content	3.24	3.60
Average of spelling	2.88	3.48

From the both tables above, it can be seen that the students' writing ability are increasing. The increasing ability involves the whole aspects of the components of writing. The result of the experimental group, however, is higher than the control one, showing that the difference between the pre-test and the post-test mean scores of each aspect improve more significantly.

Talking about fluency, the students' ability in organizing sentences into good paragraph was so poor. They still produced simple and rather unorganized sentences. After being given the treatment by providing the students documentary films in BBC VCD, the ability of the experimental group was enriching better than the control group, those taught without providing documentary films.

Moreover, the students' of both groups ability in comprehending grammar aspect was weak. Both groups showed that they had poor ability in producing good

structure. The given treatment influenced their grammar ability and gave contribution in improving their grammar comprehension. However, the result of the experimental group which taught by using documentary films in BBC VCD was higher than the control group.

The students' ability in mastering vocabulary was also poor. They did not use appropriate words in showing their idea on the written products of their pre-test. And in addition, their ability in producing good content in writing was generally weak. In the pretest, they could not understand what they had to do, so they only produced very simple sentences. The treatment given to the experimental group was able to improve their vocabulary and their ability in combining content as well. The documentary films in BBC VCD provided showed them many new vocabularies related to the topics. As the result, they were able to use the words in particular topics appropriately because of the technical terms given by the expert's explanation on the films. Watching the documentary films was also able to stimulate their creativity in building their idea and constructing good written content. Meanwhile, the control group which taught without using documentary films in BBC VCD improved their vocabulary only from the teacher's explanation. Consequently, their vocabularies only limited from the teachers', impacting on their result of the post-test which was lower than the experimental group. Their ability in elaborating sentences into good content of written product was also lower.

In case of spelling aspect, the two groups gained their ability more depended on the teacher's explanation. The documentary films in BBC VCD did not provide them explanation related to the spelling. In fact, the teacher's explanation really impacted

their improvement. Thus, the teacher should give explanation clearly in order to give the students better understanding.

Based on the two tables above, then, we could draw a conclusion that there is a significant effect in giving the students treatment by using documentary films in BBC VCD as media in teaching. Documentary films in BBC VCD give contribution to improve students' ability in writing, particularly writing report texts, proving that teaching by using documentary films in BBC VCD is better than without using them.

4.5 The Advantages and Weaknesses of Using Documentary Films in BBC VCD in Teaching Writing Report

The application of media in teaching learning process will enable teachers to transmit the material being taught more easily and effectively. Documentary films in BBC VCD is one of the media which is valuable in supporting the instructional process. If it is applied properly, it will be an effective teaching aid through the information provided to help the students in writing report text. The advantages of the documentary films in BBC VCD over the other media are as follows:

- (1) Documentary films in BBC VCD provide much information. The motion pictures as well as sounds describing things on the films will make the students catch the idea of what they are to create, write sequences of sentences and build the text easily.
- (2) Repetition of the films can be held as required related to the information needed.

- (3) The use of documentary films in BBC VCD can gain students' motivation and stimulate their interest in writing.
- (4) Documentary films in BBC VCD are able to bring a variety of exiting situations of the outside world into the classroom.
- (5) Using documentary films in BBC VCD will be very useful for teachers since it helps them in introducing and explaining about the report text more easily. Teachers will easily help their students in building idea of what they are to write and explore it into an appropriate text.

Inspite of the advantages, there are some weaknesses of using documentary films in BBC VCD in teaching writing report, they are:

- (1) Using documentary films in BBC VCD should be prepared and organized carefully in order to reach the beneficial of using the media.
- (2) The choice of the documentary films is really influenced by the objective of the lesson.
- (3) During the films, the interaction between teacher and students are less active since the attention of the students focuses on the films.
- (4) The instruction activities by using documentary films as media needs a lot of requirements related to the use of technology in teaching learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

The aim of this study is to investigate the use of documentary films in BBC VCD as alternative media in improving students' ability in writing report. In this chapter, the writer would like to elaborate the conclusion drawn from the result of the study and the valuable suggestion as well. The conclusion is to make the generalizations of the study and suggestion is the contribution from the writer after conducting the study.

5.1. Conclusion

After conducting the research, the writer can conclude that teaching learning process by using documentary films in BBC VCD as alternative media is effective to help the students in writing report. Here, the documentary films in BBC VCD are applied as the media providing the information needed by the students to write report text. By bringing the various setting outside of the classroom contained on the documentary films, the instructional process also becomes more attractive and interesting. It impacts on the students' enthusiasm in engaging themselves on the instructional activities. According to the study, the writer found that the experimental group which was taught by using documentary films in BBC VCD was more active in involving the classroom activities than the control group which was taught without using documentary films in BBC VCD. Students' enthusiasm actually influences their achievement. Looking at and watching the

motion pictures and also listening to the sounds in documentary films provided, the students are able to reach and catch the ideas of what have to be written and how to develop and combine those ideas. Thus, they are more creative in using the proper words based on the documentary films they watch.

In general, the students' achievement of the 11th grade students of SMA Negeri 2 Wonosobo in writing report text is good enough. However, there is difference in the achievement between the students taught writing by using documentary films in BBC VCD as the media and those who were taught without using documentary films in BBC VCD. The mean of the post-test of the experimental group is 74.40, while the controlled group is 69.60. The result also shows that the t value of mean difference test of the two groups is 2.442, while the t table value with $dk = N_1 + N_2 - 2 = 25 + 25 - 2 = 48$, squared to $v_1 = 25$ and $v_2 = 25$, and $\alpha = 5\%$ is 2.01. It implies that there is a significant difference in the mean score of the two groups since t value is higher than t table. From the calculation enclosed, it proves that **H₁** is **accepted** while **H₀** is **rejected**, showing that writing report text is better using documentary films in BBC VCD than without using them. Therefore, it can be concluded that documentary films in BBC VCD support and also contribute greatly to the students in writing especially in writing report text.

5.2 Suggestion

From the conclusion above, several points are offered in order to improve the students' ability in combining idea and their achievement in writing, especially writing report text, as follows:

- (1) To get a good mastery in writing, the students have to know the idea of what they are to write. Then, teacher may apply an alternative media in improving students' creativity.
- (2) Students have to master the social purpose, generic structures, and also language features of a text in supporting their writing skill. And not to mention, they should have wide vocabulary.
- (2) Documentary films can be applied as one of the alternative media in English teaching learning process in order to get higher acquisition in achieving writing ability.

Thus, the writer suggests the English teachers to use documentary films in BBC VCD as alternative media in teaching writing, particularly in writing report texts. The use of documentary films in teaching writing exactly improves the students' idea and creates a unique atmosphere in their willingness in constructing their meaningful text.

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