

CHAPTER II
REVIEW OF RELATED LITERATURE
Teaching Writing Report Text Through Documentary Film

A. Previous Research

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

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

Those thesis can show the reader that the use of media is important to improve students' learning achievement. Based on CBSA (Cara Belajar Siswa Aktif)/SAL (Student Active Learning) approach, media can stimulate the students' to involved be physically, mentally, intellectually, and emotionally so that students' can gain the maximum learning experience. Beside that, the concept of Active Student Learning (SAL) can help teachers improve students' cognitive.

Its a good experiment from the writer above that she can inspiring the reader to get the other effective media to be used in English learning process.

2. Thesis entitled, *Teaching Writing News Item Text through Documentary Film at The Tenth Grade of SMA N 1 Kaliwungu Kendal in The Academic Year of 2010-2011* by Hasan Basri. In his research, he was using documentary film to teach the students of tenth grade of SMA N 1 Kaliwungu Kendal about writing News Item Text. He found that documentary film may be used as one of alternative medium

¹ Siti Mahmudah (3105286), *The Use of Picture in Teaching Writing Of Report Text*, (Semarang: Education Faculty Walisongo State Institute For Islamic Studies, 2010), Unpublished Final Project.

in the teaching writing of news item text, and the use of documentary film as media in the teaching of writing news item text was very effective.²

As we know that media is an important thing to used during learning process, it proved by the writer above in his experiment. He concluded that the used of documentary film as a media learning was very effective. So it is possible to use documentary film to be applied in the English class in order to improve other learning materials.

B. Theoretical Review

1. Media

a. Definition of Media

According to *Association for Education and Communication Technology* (AECT) in Asnawir and Basyiruddin, medium are any form used to join information. While *Education Association* (EA) stated that media are device that can be manipulated, seen, listened, read or spoken together with the instruments used well in the teaching learning process influence the affectivity of instructional program.³

From those definitions, it can be concluded that media is something to join message and to stimulate mind, feeling and students' interest to study. Therefore, it can motivate them in teaching-learning process.

According to Gagne' and Briggs in Azhar Arsyad, medium are device used to deliver content of material which includes some of books, recorders, videos, films, photos, graphs, pictures, televisions, and computers. In other word, media is a component of sources of learning or vehicle that consists of instructional material, which can motivate students to learn.⁴

² Hasan Basri (073411033), *Teaching Writing News Item Text Through Documentary Video at The Tenth Grade of SMA N 1 Kaliwungu Kendal In The Academic Year of 2010-2011*, (Semarang: Education Faculty Walisongo State Institute For Islamic Studies, 2011), Unpublished Final Project.

³ H. Asnawir and M. Basyiruddin Usman, *Media Pembelajaran*, (Jakarta: Ciputat Pers, 2002), p.11.

⁴ Azhar Arsyad, *Media Pembelajaran*,(Jakarta: Raja Grafindo Persada, 2008), p.4-5.

b. Types of Media

Media is considered as instructional device since it is used to convey messages in teaching-learning process. In teaching-learning foreign language, media is classified into three types, they are:

1) Visual

Visual media is all media that is used in seeing. An image conveys messages to the students through photo, picture, chart, graph, which illustrate the real object or situation.⁵

2) Audio

A device relates to our hearing. The message delivered is expressed by using audible symbols. For example: radio, tape recorder, or electronic transcription.⁶

3) Audio-visual

It is a media that can be seen and listened; it is like a film, video, or television.

c. The Roles of Using Media in Teaching-Learning Process

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

- 1) To serve as an important motivator in the language teaching process
- 2) To provide the students with content, meaning and guidance
- 3) To lend authenticity to the classroom situation
- 4) To provide the teacher with a way of addressing the needs of both
- 5) Visual auditory learners.⁷

2. Teaching Writing

An important element in the process of education is the teacher working with individuals in a classroom, within time limitations, the degree of mental development of the learners, and the particular goals of education. Teacher working (teaching) is many things. Teaching sometimes means instructing,

⁵ *Ibid*, p.106.

⁶ Asnawir, *op.cit*, p.81.

⁷ Jeremy Harmer, *The Practice of English Language Teaching(4th Ed.)*, (London: Pearson Education, 2001)., p.214

explaining, or telling; however, very little can be “taught” in this way. Teaching is waiting, yet there is also time for action.⁸

Teaching is an art that requires a balance of many factors in actual performance: knowledge, skill, and qualities of personality.⁹

In learning English, there are four skills that should be mastered by both teacher and students. They are reading, writing, listening, and speaking. Writing is a skill, which needs to be taught. Because in the context of education, the most examination, they are testing either foreign language abilities or other skills, often relay on the students’ writing proficiency in order to measure their knowledge.¹⁰ Therefore, writing needs to be taught.

a. Writing

Writing is an activity used to a wide variety of purposes. It is produced in many different forms. Writing process is the stages a writer goes through in order to produce something in its final written form. This Process may be affected by the content (subject matter) of the writing, the type of writing, and the medium.¹¹

The media of writing are pen, paper, computer word files, live chat, etc. Pen as one of the media to write was explained by Allah in *surat Al-Qolam*:¹²



1. “Nun. By the pen and what they write”, 2. “By the grace of your Lord, you are not made”, 3. “An unfailling recompense awaits you”, 4. “Surely you have a Sublime Character”, 5. “You shall (before long) see-as they will see-which of you is mad.”¹³

⁸ Earl V. Pullias and James D. Young, *A Teacher is Many Things*, (America: Faucet, 2000), p.14

⁹ *Ibid*, p.18.

¹⁰ Jeremy Harmer, *How to Teach Writing*, (New York: Longman, 2004), p.3.

¹¹ *Ibid*, p.4.

¹² M. Quraish Shihab, *Tafsir Al-Quran Al-Karim Atas Surat-surat Pendek Berdasarkan Urutan Turunnya Wahyu*, (Bandung: Pustaka Hidayah, 1997), p.98.

¹³ Mahmud Y. Zayid, *The Meaning of the Quran: an English Translation*, (Lebanon: Dar Alchoura, 1980), p.425.

Based on the verse above, the word “*qolam*” explains the tool to write (pen). It still has relation with the meaning of the word “*qolam*” that is on the *surah al-‘alaq* verse four. Allah explained that He taught man by pen, especially what written by pen. Both simple medium like a pen, pencil and sophisticated medium like a computer or others technology have important role in writing.

According to *Al-Alusy’s commentators*, those verses (*al-‘alaq and al qolam*) explain that Allah SWT taught man by the pen or without pen, which shows that, Allah has two ways to teach man. First, He taught man by pen (written) that have to be read by human. Second, He taught man directly, without any device, which is common called as *‘ilm ladunny*.¹⁴

Learning to write fluently and expressively is the most difficult of the macro skills for all language users regardless of whether the language in question is a first, second or foreign language.¹⁵

Bell and Burnaby in David Nunan’s book said that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level, these include control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and text.¹⁶

Writing in the language classroom can be used for a variety of purposes. It encourages students to focus on accurate language use and it may well provoke language development, because they think as they write as resolve problems, which the writing puts into their mind.

Writing can be used as integral part of a larger activity where the focus is on something else such as language practice, acting out or speaking. It is also used in questionnaire and typing activities. Moreover, it is used to help students perform a different kind of activity (speaking and listening).¹⁷

¹⁴ *Ibid*, p. 101.

¹⁵ David Nunan, *Designing Task for the Communicative Classroom*, (New York: Cambridge University Press, 1989), p.35.

¹⁶ *Ibid*, p.36.

¹⁷ Jeremy Harmer, *op.cit*, p.33.

b. The Orientation to the teaching of writing

Writing as social and cultural act that involves cognitive and linguistic dimensions is must be taught. To understand the relationship among tradition in teaching writing, there are three orientations to the teaching of writing, they can be seen as below:

1) Product approach

It is focus on textual form, which characterized most writing instruction emphasizes the structural well-formed nests of students' writing.

2) Process approach

It is focus on the individual. Process-oriented teaching is inductive and students-centered. It is characterized by the use of collaborative brainstorming, free writing, choice of personally meaningful topics, peer-group editing, and strategy instruction in the stages of invention, drafting, revising and editing. What are modeled are not texts, but writers 'process.

3) Genre-based approach

It is focus on social context, to writing instruction, which emphasizes the role that discourse community's play in shaping written communication and getting students into new discourse communities by making them aware of the characteristically patterned ways that people in the community use language to fulfill particular communicative purposes in recurring situations.¹⁸

All three orientations above are widely represented in current teaching practices I a comprehensive pedagogy.

c. The requirement of good writing

Good writing in any languages involves knowledge the convention of written discourse in culture as well as the ability to choose the precise words that conveys one's meaning. To write an interesting text and good paragraph, we should know what a paragraph is .A paragraph is a group of sentences, which contain relevant information about one main or central idea.¹⁹

¹⁸ Richard Kern, *Literacy and Language Teaching*, (New York: Oxford University Press, 2000), p.180-183.

¹⁹ Barli Bram, *Write Well Improving Writing Skills*, (Yogyakarta: Kanisius, 1995), p. 13.

A good paragraph normally focuses on only one idea that is expressed in the topic sentence. Topic sentence is important for have a clear idea. The idea functions to control the content paragraph. A paragraph consists of three parts: introduction, body and conclusion.

In writing a good paragraph, we should concern to three things. They are unity, coherence, meaning and grammar.

1) Unity

A paragraph is united by mutually supported sentences. Unity is all the sentences within the paragraph are related to the main point. Barli Bram said, “The unity is synonymous with oneness”. This unity means oneness to express the ideas in one paragraph. All sentences in paragraph should on the one thing expressed in topic sentences: all of the sentences stick together.

2) Coherence

Coherence also plays an important role in writing. It plays crucial role in making a paragraph read well. Every coherent paragraph contains of smoothly connected ideas. Each sentences move naturally. To achieve coherence, the writer needs to use the transition, such as however, although, finally, and nevertheless.

3) Meaning and grammar

Although English is a foreign language (for us, Indonesian), we have responsibility to express our ideas semantically and grammatically. A piece of writing or sentence, or even a phrase, must be semantically acceptable; it must be meaningful.²⁰

According to David Nunan, successful writing involves:

- (a) Mastering the mechanics of letter formation.
- (b) Mastering and obeying conventions of spelling and punctuation.
- (c) Using the grammatical system to convey one is intended meaning.
- (d) Organizing content at the level of paragraph and the complete text too reflect given/ new information and topic/comment structures.
- (e) Polishing and revising one’s initial efforts.
- (f) Selecting an appropriate style for one’s audience.²¹

²⁰ *Ibid*, p.20-21.

²¹ David Nunan, *op.cit*, p.37.

Most of teachers probably agree in recognizing at least the following general component of writing:

- 1) Content is the substance of writing, the idea expressed.
- 2) Form is the organization of the content.
- 3) Grammar is the employment of grammatical form and syntactic patterns.
- 4) Vocabulary is the choice of structure and lexical items to give a particular tone a flavor the writing. It is also called style.
- 5) Mechanic is the use of the graphic conventions of the language.

Although English as foreign language for Indonesian students, we have to responsible for express our ideas semantically and grammatically. A piece of writing sentences, or even a phrase, must be semantically acceptable; it must be meaningful.

d. Types of writing

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

There are two types of writing:

- 1) Practical or factual writing

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

- 2) Creative of imaginary writing

This type usually exists in literature, for example: novel, romance, science fiction, etc.²²

Writing is one of the language skills that everyone can develop through application and practice. There are some acts of writing, which can be used as the base for conveying the meaning of writing. Those acts of writing are in line with the development of learning to write through which the writer should pass. According to Rivers, the forms of writing are as follows:

²² Marry Finnochiaro, *English as a Second Language: From Theory to Practice*, (New York: Regents Publishing Company Inc., 1974), p. 85-86.

1) Notation

It is simplest form of writing. It is an act of putting down in convention graphic something, which has been spoken.

2) Spelling

The act involves specific sound. Symbol is convention to discriminate among various sounds.

3) Writing practice

It involves a graphic form, according to the system accepted by educated native speakers, combination, of words, which can be spoken to convey a certain meaning in specific circumstances.

4) Composition

It is the most highly developed form. The ultimate aim of a writer at this stage is to be able to express ideas in polished literacy form, which requires the utilization of a specific vocabulary and certain refinements of structure.²³

3. Genre

a. Definition of genre

Genre is a type of discourse that occurs in a particular setting, that has distinctive and recognizable patterns and norms of organization and structure, and that has particular and distinctive communicative functions. For example: business reports, news broadcasts, speeches, letters, advertisements, etc.

In constructing texts, the writer must employ certain features conventionally associated with texts from the genre in which is writing. In reading, a text the reader similarly anticipates certain features of the text based on genre expectations.²⁴

Genre is a type of writing which members of discourse community would instantly recognize for what it was. Genre has important role in

²³ M. Wilgo Rivers, *Teaching Foreign Language*, (London: Chicago University, 1988), p.43.

²⁴ Jack C. Richard and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, (London: Pearson Education Limited, 2002), p.224.

teaching-learning process, because it can produce the goal of communication based on the function of language in social interaction.

b. Kinds of genre

Methods and suggestion about teaching writing are based on a theory known as 'genre theory'. Main of one of it concerns to discover and describe the major characteristic of kinds of writing, important for participation in both formal schooling and the wider society.²⁵

There are many kinds of genre, which are taught to the students. It can be seen as follows:²⁶

1) Story genres

It is called as literary texts, which are constructed to appeal our emotions and imagination.²⁷ It involves:

- a) Narrative
- b) News Story
- c) Exemplum
- d) Anecdote.
- e) Recount

2) Factual genres

The texts present information or ideas and aim to show and tell or persuade the audience.²⁸ It involves:

- a) Procedure
- b) Explanation
- c) Report
- d) Exposition, it has two kinds:
 - (1) Analytic exposition, it is to persuade the reader or listener that something is the case
 - (2) Hortatory exposition, It is to persuade the reader or listener that something should or shouldn't be the case

²⁵ Literacy and Education Network, *A Genre-Based Approach to Teaching Writing*, (Australia: Common Ground, 1991), p.6.

²⁶ *Ibid*, p.15.

²⁷ Mark and Kathy Anderson, *Text Types In Teaching*, (Australia: Macmillan Education Australia, 1997), p.1.

²⁸ *Ibid*, p.2.

e) Discussion

Different genres deploy the resources for meaning, making through the grammar in different ways. For example, recounts that retells an event, tends to use simple past tense. Whereas, report that tells about what the phenomenon under discussion is like in term of part, qualities, habits or behaviors, tends to use simple present tense.

It should be noted that systematic linguists did not invent genres, their stages and characteristic lexicogrammatical features. The genre were described already out there in school and non-school environments. These genres arouse in social interaction to fulfill humans' social. All genres are equally valuable. However, they are not all equally, valued, especially in schools. When genre theory suggests that all students are taught the genres in school, they are not suggesting that genre the only genres around, nor more valuable than others genre used in the community.

Several genres are taught in the junior high school, they are as follows:

1) Spoof

To retell an event with twist humorous.

2) Recount

To retell events for the purpose of informing or entertaining

3) Report

To describe the way things are, with reference to arrange of natural, fabricated and social phenomena in our environment

4) Analytical exposition

To persuade the reader or listener that something is the case

5) News item

To inform readers, listeners or viewers about events of the day this considered newsworthy or important.

6) Anecdote

To share with other an account of unusual or amusing incident

7) Narrative

To amuse entertain and to deal with actual or vicarious experiences in different ways. It deals with problematic events that lead to crisis or retiring point of some kinds, which in turn to find resolution

8) Procedure

To describe how is something accomplished through a sequence of actions of steps

9) Description

To describe a particular person, place or thing

10) Hortatory exposition

To persuade the reader or listener that something should not be the case

11) Explanation

To explain the process involved in the formation or working of natural or socio-cultural phenomena

12) Discussion

To present (at least) two points of view about an issue

13) Review

It is to critic an artwork or event for a public audience (film, performance, books etc)

Every genre has characteristics such as objective, structure of the text and linguistic characteristic. By the study kinds of genre the students are expected to be able to communicate whether their spoken or written after they graduate from the junior high school.

4. Report Text

a. Definition of report texts

Report text is study of the result of observation about the place, animal, things or person.²⁹ On the other hand, it is telling about the factual text that describes the way things are, with reference to whole range of phenomena, natural, syntactic, and social in our environment.³⁰

Report is form of composition or discourse trying to present an event or occurrence of fact. It should tell about the factual text that events arranged

²⁹ Otong Setiawan Djuhairi, *Genre Dilengkapi 7000 Soal Uji Pemahaman*, (Bandung: Yrama Widya, 2007), p.26.

³⁰ Literacy and Education Network, *op.cit* , p.14.

in some effective ways. It describes something based on systematic observation.

Therefore, report text is a text, which is constructing to retell an event that happened of facts.

b. General characteristic of report

General characteristic of report text can be seen as follows:

1) Communicative purpose

Report text precisely use to deliver information about natural or non-natural phenomena or things in the world. The goal of this information is to make readers more get knowledge.

2) Rhetorical structure

Rhetorical structure is the organizer of writing text. There are two organizers in report text, they are:

- a) General statements that to explain the subject. Information and classification related to the subject.
- b) Description, the content is about information that explained in the general statement.

3) Grammatical pattern

In report text, the sentences are usually used is simple present. Because of the information that explained in description part, it is facts, accepted-facts or reality.³¹

According to Either (2006), the organizer of report text as follows:³²

1) Introduction (definition or classification of the subject)

It is include a definition, classification or brief description.

2) Description(important fact of the subject)

Facts about the subject set out in paragraphs.

Subheadings are often used. For example:

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

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

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

³¹ Pardiyono, *op.cit*, p.272-273.

³² Jenny Eather, *Writing Fun*, www.teachr.ash.org.au/jeather/-writingfun/writingfun.html. retrieve on February 13th, 2009.

Place : location, climate, geography, population, culture, history.

3) Conclusion

Conclusion is the summary or comment (optional).

c. Model of report text

The model of report text can be seen as follows:³³

RICE

General
Classification

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

Description

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

5. Documentary Film

A documentary films is a movie that attempts, in some way, to document reality. Even though the scenes are carefully chosen and aranged. They are not scripted, and the people in a documentary film are not actors. Sometimes a documentary films my rely on voice over narration to describe what is happening in the footage; in other film. The footage will speake for itself. Often, a documentary film will include interviews with the people in the film.³⁴

A documentary films is abroad category of visual expressions that is based on the attempt, in one fashion or another to document “reality”.³⁵

The documentary film is a special approach to communication with motion picture. Documentaries depict essentially true stories about real-life, situations and real people. They also reflect the view point of the film maker, and

³³ Rudi Hartono, *Genre Based Writing*, (Semarang: UNNES, 2005),P.15

³⁴<http://www.nature.com/embor/journal/v8/n8/full/7401037.html>,retrived on October 28th, 2012

³⁵ www.wisegek.com/what-is-documentary-film.htm,retrived on October 28th,2012

poetic narration authentic music, sound effect, and dialogue are often directed to word building moods to strengthen the message (Brown, Lewis, Harcherroad)³⁶

a. Reasons for Using Film in the Classroom

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

- 1) There is the obvious but nevertheless very important factor of added interest provided by a visual stimulus. The added interest increases learner motivation;
- 2) Film provides for learners to hear authentic language used in context;
- 3) Film provides practice in listening comprehension;
- 4) Film effectively stimulates further activity.³⁷

It is supported by Maggs through his journal entitled “Teaching Film Summary Technique to ESL/EFL Students”. He said that students are more interested in watching films; particularly films have one major advantage over text books.³⁸

b. Utilization of Media Film For Learning Media

Using film in education and teaching in the classroom is very useful or useful primarily for:

- 1) Developing thoughts and opinions of the students;
- 2) Adding memory to the lesson;
- 3) Developing the power of students’ fantasies;
- 4) Growing interest and motivation to learn.³⁹

c. Learning Function of Film

Films can serve many learning functions. The functions that will work for you depend on your learning style and learning goals. The following is an overview of ways of using film as case, metaphor, satire, symbolism, meaning, experience, and time.

³⁶ Brown, J.w,R.B Lewis, and F.F Harchleroad. 1983 AV Instruction ;Technology, Media and Method.New york;Me.Graw-hill Inc

³⁷ Geddes, M and Sturtridge. 1982. *Film in the Language Classroom*. London: Heinemen. P.123

³⁸ Maggs, Andrew.2011. *Teaching Video Summary Technique to ESL/EFL Students*. Available at http://iteslj.org/techniques/maggs-video_summary.html. (accessed at 05/09/2011)

³⁹<http://elly-lutfiyah.blogspot.com/2012/06/media-film-sebagai-mediapembelajaran.html>, May 28th 2014 at 16:42

- 1) Film as Case: Case analysis is an obvious use of film and perhaps the first that one thinks of when considering film for learning. Scenes from a well-acted and well-directed film present material more dramatically and engagingly than a print case. *Example: The Coca-Cola Kid*
- 2) Film as Metaphor: Metaphors serve many functions in prose and poetry and can serve similar functions when using film for learning. Metaphors often leave lasting impressions that a person easily recalls. *Example: Scent of a Woman*
- 3) Film as Satire: Satire is an effective art form for burning concepts into a person's mind. It uses humor and ridicule to contrast pretense and reality. Well-done satire can leave an unforgettable image of concepts you are trying to learn. *Example: Modern Times*
- 4) Film as Symbolism: Some scenes from films can offer a symbolic way of communicating theories and concepts. Unusual shots, sequencing, lighting, and the use of black and white film often convey symbolism. *Example: Ikiru (to Live)*
- 5) Film as Meaning: Film is an excellent medium for giving meaning to theories and concepts. The visual and auditory effects of great films can convey a message better than printed or spoken words. *Example: 12 Angry Men*
- 6) Film as Experience: The unique qualities of film described earlier can create strong experiences for viewers. You can use this feature of film to introduce yourself to other countries' cultures. *Example: Ciao, Professor!*
- 7) Film as Time: Films portraying earlier periods can help show aspects of organizational behavior or management during an earlier time. *Example: Tucker: The Man and His Dream*⁴⁰

d. Advantages and Disadvantages of Using Documentary Film as Learning Media

The film is less effective when given separately, because it must be used with other methods after screening is completed. The film serves as a focal point that is entertaining. Depends on Behrens dan Evens, documentary

⁴⁰ Joseph E. Champoux, "Film as a Teaching Resource." *Journal of Management Inquiry*, Vol. 8, No. 2 (June 1999): 206-217 © 1999 Sage Publications, Inc. Reprinted by permission of Sage Publications, Inc.

film as the aid of media learning have many advantages and disadvantages as follows:

- 1) Advantages
 - a) Attracting students attention;
 - b) Can show steps or phases needed to perform a particular task;
 - c) Can display events that have occurred;
 - d) Can be sped up and be slowed to analyze a particular action;
 - e) Can be enlarged for viewing easily;
 - f) Time of the film can be shortened and extended;
 - g) Can shoot a reality;
 - h) Can cause emotions;
 - i) Can be used to describe the act clearly and carefully.
- 2) Disadvantages
 - a) Expensive;
 - b) If used not quite right will give affect not well;
 - c) Less effective for providing actual learning;
 - d) Can be helpful if used as a complement of other teaching methods.⁴¹

e. Documentary Film as the Aid to Teach Writing Report Text

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

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

According to the definition above, the writer concludes that teaching written report text by using media has good advantage. Media may increase

⁴¹ Arsyad Azhar. *Media Pembelajaran*. (Jakarta: PT Raja Grafindo Persada, 2003), p. 56

students' motivation learning writing and hopefully it will give good result. Therefore, the writer uses documentary film as the media.

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

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

- 1) Explain report text, characteristic of report text, steps to make a report text and give example of report text.
- 2) Let students watch documentary film.
- 3) Ask some questions to the students about the film.
- 4) Let students construct sentences according to the video.
- 5) Ask students to write a report text based on the sentences they have constructed.

C. Hypothesis

“Hypothesis consists of words hypo and thesis. Hypo is under or less or weak. Thesis is theory or proposition that showed as a proof.”⁴² Hypothesis is a temporary answer of problems in research until proved from the data which collected.⁴³ So, hypothesis can define a weak truth statement towards problems on research and need to prove the truth after collecting data. The hypothesis of this research is: The use of documentary film as media to teach writing report text is effective for the eleventh grade student of MA Roudlotut Tholibin Pakis Tayu Pati in the Academic Year of 2013/2014.

⁴² Sutrisno Hadi, *Statistik*, Vol. 2, (Yogyakarta: Andi, 2004), p. 210.

⁴³ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 1998), p. 64.