



TEACHING WRITING NEWS ITEM BY USING BROADCAST NEWS VIDEO TO SENIOR HIGH SCHOOL STUDENTS

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Abstract

Based on the writer's experience, many students have difficulties in writing news item text, such as they lack of idea to write; the way of delivering ideas and vocabulary; inappropriate strategy or media when doing teaching and learning process. In order to solve these problems, an appropriate teaching technique is needed to help students improve their ability in writing news item text. This paper is aimed at explaining how to use broadcast news video in teaching writing news item text. Broadcast news video is conducted by showing the students broadcast news video with subtitle which in color. After that, the teacher asks the students to write the phrase that they watch from the video. Then the students discuss with their friends. Next, the students with the teacher help arrange their phrase into a short news item text. Finally, the students present their writing as a news anchor randomly in front of the class. The objective of this paper is to help the students and to improve students' ability in writing news item text.

Key words: Broadcast news video, News item text, Writing

A.INTRODUCTION

Writing is a process of discovering and organizing ideas, putting them on paper, and revising them. By writing, we can express our ideas well: however, to get our meaning strong, interesting, and clear for the reader, this skill must be improved by practicing a lot. The teaching writing needs to be improved. It is important to know what happened to the teaching writing news item in the school to make some improvement. (Nikmah, 2012:30)

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In recent years, Indonesia uses the new curriculum that is called K13. In this curriculum, the students are expected to be active in the four language skills (listening, speaking, reading, and writing) in order to have communicative competence in both spoken and written. Based on the syllabus K.13 of senior high school KI 4.4 at twelve grades, the students have to acquire writing skill in writing short news item text.

Based on the writers' experience in teaching English at senior high school, it was found that from the student's point of view in writing news item text, one of the problems is the students have no idea what to write in the news item text. When the students are asked to write news item text, they have no information about what to write and how to deliver their idea into a text. It makes them fail to write news item text.

In addition, other researchers Florensy (2014:181) states that there are some problems that students face in writing news item text. First, the students are lack of knowledge about news item text that is particularly about the distinctive language news. Second, the students are lack of ideas, information and ability of grammar and vocabulary. This fails them in conveying their ideas into written form to produce the text. Last, the teachers apply conventional teaching method, uninteresting media, and tedious activities in the classroom. Those factors lead to their failure in writing.

Moreover, according to Aimah (2015:82) many students in Senior High School have difficulties to write the organization of news item text in teaching learning process, such as the way of delivering the ideas. Students do not know how to start to write the text even though the teacher has taught them about the generic structure and the language features of news item text. It was not surprising when the teacher asked about it, they could explain the definition of it well, even mentioning the generic structure and the lexical grammatical features used. Unfortunately, their knowledge of news item text was limited on their memorization.

In order to solve these problems, there are many things that teachers can improve, such as the quality of teacher books, teaching technique, media and classroom interaction. Students need something interesting, enjoyable, and challenging in the learning process. The teacher has to revise the material into innovative and factual one.

According to Aimah (2014:83) in her experience in teaching English without using media, it was so hard for the students to comprehend the material given. Conventional teaching through lecturing; even, made them bored in learning English. They had no motivation to learn English more which is a foreign language in Indonesia and needs some efforts to master it well. Whereas, it is not easy for both the teacher and the students, they do not have a strategy and effort to achieve the goal. Based on the result of writing test in an initial condition, it showed that there were many students (85.3%) who could not achieve KKM (Kriteria Ketuntasan Minimal). It happened because most of them did not understand what they had to write. They just knew about the generic structure of news item text but they did not understand how to write their ideas according to

the components of it; newsworthy events, background events, and sources (Bamanti, 2011: 52).

Regarding these problems, the teacher needs to make the students interested to write news item text. The solution that is proposed in this paper is by using Broadcast news video. According to Brinton (2001) in Yamane (2001:94), Broadcasts news video is one of authentic English material that can be served to strengthen the direct relationship between the language classroom and the outside world for the students. It also enhances their motivation in learning English. So, broadcasts news video provides the learners with exposure to natural English. Moreover Linzu (2010) in Nuryadi (2013:4) states that using authentic material can help the students to hear natural language or real speech from native speaker in real life. It can be from interviews, dialogues, lectures, discussions, conversation or broadcasts. Others, According to Surpriatna (2009:4) as cited in Oktapiana (2015:101) the use of video in learning can provide a meaningful experience for students. Video can be used to support learning process in the classroom. Using short videos to the student can help them to play their imagination based on the words and pictures. Short video also helps the students be active in the classroom.

Some researchers have found that broadcast news has several distinct advantages for writing news item. According to Kozma (1991)) in Wahyuni (2013:12), most researchers agree that when viewed together, each source provides additional complementary information, increasing the chances that comprehension will take place. In conclusion, the students able to determine the structure of news item text by mentioning the events happened through broadcast news video so it will make the students easier to write their ideas and organize their ideas.

Moreover according to Yamane (2001:94) students who watched the news could obtain statistically more bits of information than those who had access only to auditory information. The result suggests that visual images help learners to grasp the contents of the news story; the students will get more ideas in writing news item text by using the information from the broadcast news video. The broadcasts news video can also decrease the student's boredom in the teaching process. Looking at this beneficial, it is necessary to use broadcast news video to teach writing news item to senior high school students.

B. REVIEW OF RELATED LITERATURE

Writing is one of the most important skills in learning language beside listening, speaking, and reading. According to Brown, writing is like swimming. Those skills have to be learned. We learn to write if we are the members of literate society and only if someone teaches us.

Furthermore, according to Brown (2000) as cited in Mesdi (2017: 273) “writing is primarily a convention to record a speech and to emphasize lexical and grammatical features of a language.” In other words, writing is a process of making graphic symbols. It can be also said as forming and producing marks on a

flat surface of some kind like paper or wall. In addition, writing is the ability to express the idea from the mind into written form and arrange it cohesively and coherently. Therefore, it can be meaningful. In writing, students first need to master good vocabulary and the creative way to put the words into a coherently meaningful passage. Henceforth, readers understand and get the meaning of the written form made by someone.

In addition, Harmer (2008) explains that the writing process has four main elements. The first process is planning. In the planning process, the writers have to think about three main issues: the purpose of their writing, the audience and the content structure of the piece. The second process is drafting which is the first version of a piece of writing. The third element is editing (reflecting and revising.) The writer reads through what they have written to see where it works and where it doesn't or this often helped by the other readers who comment and make suggestions. The last element is the final draft. Once the writer has edited their draft, they make the changes they consider to be necessary and then they produce their final version.

According to Ayu (2008) in Wahyuni (2014:3), there are several kinds of text, such as recount, report, narrative, procedure, descriptive, explanation, analytical and hortatory exposition, discussion, review, spoof, argumentative and news item text.

In teaching writing in senior high school, the students taught through genres. One of the genres that have to be learned by the students in senior high school is news item text.

According to Sudarwati and Grace (2007:197), as cited in Wahyuni (2014), news item text is the text that is designed to inform readers, listeners, or viewers about events of the day which are considered newsworthy or important. This text uses adverbs, often in passive sentences. It also uses saying verbs such as said, added, claimed, etc.

Sunardi (2015) stated that news item is a text to give information the readers about events of the day “the events should consider with newsworthy or important aspects.” It means this genre is used to provide information about the events about daily news like a business, sports, national politics, health and etc. The news item is usually found in any written media in daily life, for example, newspaper, magazine, tabloid and the internet. The text genre of the news item is not the basic genre of text. It is a multi-generic text which is sometimes not explained in language books. Therefore, the news item is not commonly discussed by experts.

There are three Generic Structures of News Item Text. First, Newsworthy Event, a news item text begins with a newsworthy event that shows the reader at first glance what the story of the event is about and what its emphasis. But, the newsworthy event does not explain too many details in which the story is about. It is written in a short form, for about two or three sentences long. The newsworthy event should recount the events in summary form (Sudarwati and Grace, 2007:197).

Second is Background Events the middle part of the news item is called background events. This main body of the news item consists of one or more paragraphs or background events. Each paragraph explains the details of the event stated in the newsworthy event. In the background event, the writer elaborates what happened and to whom the event happened and in what situation the event happened (Sudarwati and Grace, 2007:197).

The last is source the source as part of the news item text is the comments from the witnesses, authorities, person, and expert or scientist involved in the event (Sudarwati and Grace, 2007:197).

2.2.2. Language Features of News Item Text

The Language Features of News Item Text are:

1. Using action verbs: hit, attack.
2. Using saying verbs: she said, informed, told, reported, added.
3. Using adverb: time, place and manner.
4. Using passive (voice): Arizona was hit by typhoon yesterday.
5. Focusing on circumstances (using a simple language in writing the text).
6. Information on the use of headlines.

Broadcast news video is the medium of broadcasting of various news events and other information via television, radio, or internet in the form of video. It includes additional material such as sports coverage, weather forecast, traffic reports, commentary, and other materials. According to Yamane (2014:104) in his research broadcast news are useful to motivate the students to regularly follow the news and be better informed; to help the students learn to make effective use of visual clues and to develop a range of other strategies to glean meaning from the broadcast news stories; to help students enrich their vocabulary in English; and to help students develop the skills necessary to think critically about news issues and to become more adept at discussing the news and related issues. The students themselves tend to be motivated by a desire to increase their TOEIC/TOEFL scores and to be better prepared for job hunting, where an awareness of current issues can be hugely beneficial. Many also cite building their vocabulary as an important goal.

C. DISCUSSION

1. Implementing Broadcast News Video in Teaching Writing News Item Text at Senior High School Students

A good preparation is needed to be prepared by a professional teacher before coming to the classroom. The teacher must make sure about everything that he/she needs before coming to the class. The materials based on the syllabus should be prepared by the teacher. The teacher should find the materials which are familiar and interested for the students. The teacher also needs to consider time allocation due to make the teaching and learning process run effectively and efficiently. Thus, they need to make a lesson plan and prepare everything that will be used to support the teaching and learning process in the classroom. In this case, the writer will use a projector, speaker and news videos as the learning materials.

In the pre-teaching activity, the teacher needs to recall the students' background knowledge in order to know the ability of students, also activate and stimulate the students' understanding. Before going to the main point of the lesson, the teacher needs to do these following activities:

- a. Greeting
- b. Praying
- c. Checking students' attendance
- d. Reviewing the previous lesson
- e. Stating a new topic
- f. Stating the objective of the lesson
- g. Explaining the benefit of the lesson

Next, the teacher recalling the student's knowledge about the previous lesson, in order to make sure they are understood about the previous lesson and link it to the new lesson.

Teacher: Do you still remember what we have learned in our previous lesson?

Students: Yes ma'am, we have learned about narrative text.

Teacher: What is the generic structure of narrative text?

Students: Orientation, complication, resolution, reorientation.

Teacher: Good Anna. Today we learn about news item text. Have you ever learned about news item before?

Students: No ma'am.

Teacher: To know about news item text, let's watch the video, and please pay attention to this video.

Teacher: Have you ever watched this kind of video?

Students: Yes ma'am.

Teacher: When did you watch the video?

Students: In the morning and afternoon. My parents watch this video every day.

Whilst teaching activity helps the students find their ways through the writing and build upon the expectation raised by pre-teaching activities. In this case, broadcast video is interesting and fun in order that the students get an idea from the video and get the pleasure to write. The teacher guides the students by giving the previous video. In teaching writing news item text by using broadcast news video, there are several steps in whilst teaching: observing, questioning, experimenting, associating and communicating. They are the followings;

In observing activity, the teacher shows all of the students the previous news video. Some of the subtitles in the video is already colorized italic, and bold. The teacher and the students together analyze the broadcast news video silently.

In questioning activity, the students ask questions about the news video. The teacher encourages the students to ask questions about the important point of news item text such as generic structure, social function or language features.

Teacher: Students, what are the colors do you see the subtitle?

Students: Green ma'am, ma'am why does the subtitle color in green?

Teacher: The subtitle with green color is the headline of the news item.

Students: How about the subtitle in blue color?

Teacher: The subtitle in blue color is the newsworthy event; it recounts the event in summary form.

Students: How about the subtitle in red color, Ma'am?

Teacher: The red color is the background event of news item text, it tells about what happened, to whom, in what circumstance.

Students: How about the subtitle in yellow, Ma'am?

Teacher: It is the source of the news item text; it contains comments by participants in, witnesses to and authorities on the event.

Students: Why does the word "she said" is written in italic, Ma'am?

Teacher: The word in italic is saying verb because one of the language features of the news item is saying verb.

In exploring activity, the teacher asks the students to write the phrase that they have watched from the news video individually the broadcast news video and

take notes the information in the video and try to make a draft from the video based on the generic structure of news item text.

In associating activity, the teacher asks the students in the group consist of three. Form the students into group make the teacher easier in teaching learning activity, because it can limit the time and learned much from the other students. In each group, there is a student who has a greater ability or clever, the goal that students can help each other and exchange ideas. Next, the teacher asks the students to discuss in the group what they have got and write a short news item text based on the phrase that they have. Each student has to write their own news item. The teacher has to control the activity in order to make sure the students still focus on the learning activities and help them if they find difficulties in writing news item text.

In communicating activity, the students have to present their work. The teacher gives the students opportunity to show their work. After the students have their final news item text. The representative of the group will read aloud their news item, do the role play as the news anchor. The students have to review others group writing based on their performance.

In post teaching activity, the teacher gives a chance for the students to ask questions if they still do not understand the material yet. The teacher may give feedback. Then, teacher all together with students concludes the lesson that has been and ask students to submit their task. The last one, the teacher gives homework for the students to see the students' understanding of news item text. After giving homework, the teacher closes the class.

D. CONCLUSION AND SUGGESTIONS

Writing is a productive skill. The writers should be able to share ideas, knowledge, and experience with the subject and integrate it with the appropriate grammar and vocabulary in order to produce a good written text. In the process of writing, the writers pass several important steps such as planning, multiple drafting, revising/editing, and final version.

Moreover, Senior high school students need to master writing news item text. News item text is defined as a text to give information the readers about events of the day “the events should consider with newsworthy or important aspects.” It means this genre is used to provide information on the events about daily news like a business, sports, national politics, health and etc. However, the students still face difficulties in writing the news item text. The problem also comes from the media that the teacher use in teaching news item text, the conventional media makes the student bored. Regarding those problems, broadcast news video can be applied by the teacher in teaching writing news item text. Broadcast news video is the medium of broadcasting of various news events and other information via television, radio, or internet in the form of video.

In order to achieve a successful teaching and learning process, the teacher ought to have well prepared before coming to the class. It can be done by preparing the lesson plan, material, and media that will be used throughout the teaching and learning process. Moreover, the teacher should prepare her/his self before teaching in the class. It means that a teacher should masters the topic that will be given to the students. It is suggested that the teacher should apply the effective technique or media that makes the students interested. In addition, the teacher should follow the systematically the procedures of teaching and learning process.

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