

USING AN INFOTAINMENT VIDEO AS A MEDIUM IN TEACHING WRITING OF A DISCUSSION TEXT AT SENIOR HIGH SCHOOLS

Kuntum Alma Lany¹, Drs. SaunirSaun M, Pd.²

English Department

FBS State University of Padang

email: lanyalma@yahoo.com

Abstrak

Untuk dapat menguasai bahasa Inggris terdapat empat keterampilan yang harus dipelajari siswa SMA, yaitu *speaking, listening, reading, dan writing*. Writing adalah salah satu keterampilan berbahasa yang dianggap sulit oleh sebagian besar siswa. Dalam belajar dan mengajar bahasa Inggris, terdapat berbagai masalah yang kerap dihadapi guru dan murid. Salah satunya, pemilihan media yang tepat untuk siswa dengan materi ajar tertentu. Dari segi siswa, motivasi merupakan masalah utama dalam belajar bahasa Inggris. *Paper* ini ditulis untuk mengungkapkan bagaimana video *infotainment* dapat digunakan sebagai media alternative dalam mengajarkan *discussion text*. Salah satu alasan dalam memilih video *infotainment* dalam media pengajaran *writing of discussion text* adalah karena *infotainment* sangat dekat dengan kehidupan sehari-hari siswa, terlihat ringan, dan menarik bagi siswa.

Keyword: Menulis, *Infotainment video*

A. Introduction

Kurikulum Tingkat Satuan Pendidikan (KTSP) for Senior High School (SMA), requires students to learn English based on some genres such as descriptive, narrative, news item, report, analytical exposition, spoof, hortatory exposition, and discussion texts. On other hand, students have to master the language skills: listening, speaking, reading, and writing, through those genres. Furthermore, students also have to be aware of the content of the genres. Among those four skills, writing is the skill that is very important to be mastered by the students and it seems the most difficult skill at the same time. In every genre they learn, they have to be able to produce their own text in written form.

¹ Student of English Language Teaching Program of FBS UNP graduated on September 2013

² Advisor, Lecturer in Faculty of Languages and Arts, State University of Padang

Producing the own text in the written form is more difficult for the students rather than the spoken form. In the spoken form, they only have to express their ideas in order to be understood by the listener. They do not need to pay attention in the correct systematically form. On the other side, although both of the written and spoken forms are media to express an idea, the written form is more difficult and more complicated because they have to pay attention to systematically and technical factors. In written form, to make the reader understand what the text tell about, a writer has to write in a good sentence with correct grammar, choose appropriate vocabulary, and able to arrange the good coherence of topic and idea in each paragraph. In addition, the writer has to pay attention to the generic structures of the text, and language featured used. So that, written form is more difficult and more complex to produce than spoken form for most of students. Writing is a process which has some procedure before produce the clear writing. Lipkewich & Mazurenko (2001) said that to produce a good writing, the writers need to follow some stages of writing process like, (i) prewriting: the writer decide what will they write about and determine the idea, (ii) revising: the writer will explain and expand the content, and also they will confirm logical sequence of sentences, (iii) editing: the writer will make final changes and corrections, make notes to review in the future lessons, and (iv) publishing: the writer share the writing with others.

As explained above, there are several genres should be learned by the students in senior high schools, including the discussion text. The discussion text is a kind of factual text which has the function to present two points of view about an issue. It focuses on specific participants, uses of modality, uses of logical conjunctive relations, reasoning expressed as verbs and nouns. In addition, the generic structures of the text are the issue, the arguments for and against or statements of different points of view, conclusion or recommendations.

Derewianka (1990) call discussion as simple argument where stating both sides of the argument before decide the position, discussions allow us to explore more than one perspective before coming to an informed decision. So that, discussion text must explain two different opinions about an issue, and the opinion should be supported by some fact to prove it.

Then, discussion text is a factual text that explores different sides of an issue in order to reach judgment and it may ends with recommendations based on the evidence presented (Butt et al, 1995). He added discussion text is one of the texts that should be acquired by the students; it is a factual genre which is the same with exposition text. It has arguments for (pro) and against (contra) of the issues.

In conclusion, writing a discussion text is the most difficult activity for the students. So, teacher has to find an interesting media to teach the discussion text. Using infotainment, which is familiar to the students' life, can be one of the alternative media in teaching writing of discussion text.

There are several problems that make discussion text difficult to write by the students. The problems may come from the students themselves because they have limited vocabulary, difficult to find topic, confuse to arrange the sentences, lack of idea and motivation to write a discussion text; from the teacher in teaching process because she does not apply suitable media in teaching writing in discussion text. By choosing an interesting media for the students, teacher can increase students' motivation in learning process.

B. Discussion

This chapter is divided into two parts. The preparation before teaching discussion text using infotainment as a media and the implementation of using infotainment video in teaching writing of discussion text at Senior High School.

1. The Preparation

A good teacher has to prepare all things before start to teach. A perfect preparation has an effect to the successfulness of the teaching. In addition, the teacher also has to understand how to deliver or present material well in order to teach the students. The teacher has to consider whether the strategy easy or difficult to be understood by the students. The teacher has to choose the strategy which is easy to be understood by the students. So, the preparation before teaching is really needed.

Before starting to implement infotainment in teaching the discussion text, the teacher has to prepare: the material, media, and exercises. All of those points are included in a lesson plan. The teacher has to prepare and design the lesson plan for the teaching activity that day. The teacher has to arrange how to deliver the lesson well and it is written completely in lesson plan from the beginning of lesson until the end. Even a lesson plan is only the guide to run the teaching process on a meeting; teacher needs it to control what will she does in the teaching process. Like what a lesson plan should be, there are the topic, the steps of learning process, some questions needed, material to be taught, some test to check whether students have already understand or not, and some prediction what will happen in the classroom. The important point in arrange lesson plan is find a good and appropriate topic. The teacher has to find one topic which is familiar to the students. Furthermore, the topic which is chosen should be appropriate with students' level, knowledge, situation, and suitable with curriculum.

Related to material, the teacher has to prepare the concept of the discussion text. It includes the meaning of the discussion text, the general purpose, the generic structure, and the language features used. Next, the teacher has to find a topic. The topic should be easy to understand by the students, interesting, and has two points of view, arguments for and against.

Second, after prepare the topic and the material for the lesson plan; teacher has to prepare the media for support in deliver the lesson. Some media which are needed in this teaching strategy is laptop, projector, and infotainment video. This video should be related to the topic chosen and must be appropriate to

the students' level. This video will be watched together before the students start to write their own discussion text. This video will be used in whilst teaching activity to help students easier to develop their writing.

The last, the teacher has to prepare the exercises for the students, to check students' understanding and apply their writing skill in the discussion text.

The form of the exercise can be like this map :

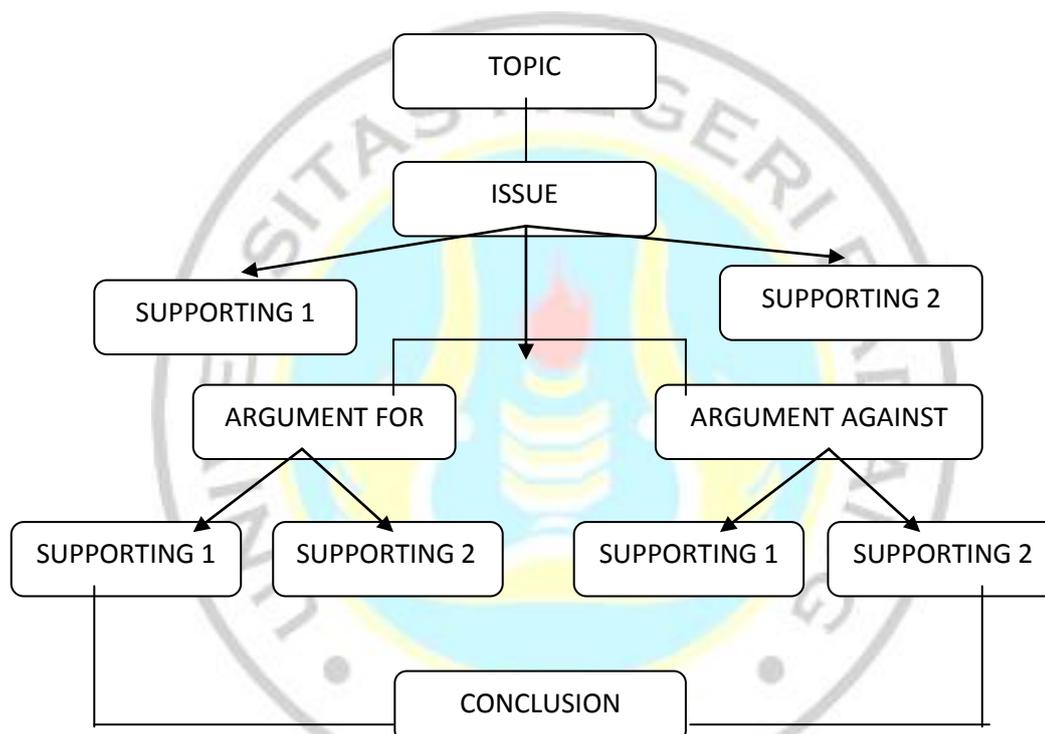


Chart 1 : students' exercise

2. The Implementation

Teaching writing a discussion text by using infotainment video can be applied in 3rd grade of senior high school students because in the curriculum, discussion text is taught in 3rd class. There are three stage activities that will be followed: pre-teaching activity, whilst-teaching activity, and post-teaching activity.

1. Pre-teaching activity.

In pre-teaching activity, it usually starts by checking students' attendant, and activate students' background knowledge. To activate students' background knowledge, teacher can asks some questions to the students related to discussion text. Teacher can asks about what is their opinion about discussion text, how does

the students usually express their argument, what does they usually discuss about, and other related questions.

2. Whilst-teaching activity.

Whilst teaching activity is the main activity in deliver the lesson. It starts by explaining the material by the teacher. In this case, teacher has to explain the discussion itself to the students. Discussion text is the new text for the students, so teacher might be starts it first by asking students' opinion or idea about one topic. Furthermore, teacher has to explain what discussion text means, the social function, the generic structures and language features of the discussion text. Next, teacher plays the infotainment video in front of the class and the students have to pay attention and watch carefully so they can catch the point of the video. In this case, writer chooses the video about the planning of young marriage of Shireen Sunkar and Teuku Wisnu which is taken from GO SPOT (one of infotainment show in Indonesia). Shireen Sunkar and Teuku wisnu is a young celebrity couple which is planning to get married this year. The writer chooses this topic because these celebrities are familiar and all of the students know them. The point of this infotainment video is the pro and contra about young marriage. Shireen is a young actress and singer in Indonesia, 20 years old, which still under the appropriate age for female marriage in Indonesia. The ideal female age to get married in Indonesia is 22 years old (Based on *Badan Kependudukan dan Keluarga Berencana Nasional*). After watching this video together, teacher starts to guide the class to discuss their opinion about the topic orally. Teacher can also write the point of students' idea and opinion in the white board to guide the students. It can be showed in this table:

Table 1

Students' opinion about the topic

Students agree	Students disagree
Reason 1	Reason 1
Reason 2	Reason 2
And soon	And soon

After that, teacher gives an example how to write their idea in a good arrangement of discussion text. Students can fill the chart 1 to guide them in writing. Then, they can move their idea to the paper with the form like this:

TITLE

ISSUE: _____

ARGUMENTS FOR
: _____

ARGUMENTS AGAINST
: _____

CONCLUSION _____

The teacher makes a blank form of discussion text's generic structure and then teacher together with the students fill in the blank of the form with their idea and opinion. Next, teacher plays another infotainment video, and asks the students to write their own idea in writing discussion text in group. So, this is a group work to produce one discussion text about the second infotainment video. After that, each group has to present their writing and other group will discuss their writing.

3. Post-teaching activity.

In post-teaching activity, teacher asks the students to do and finish an individual work after watch others infotainment. So, the teacher might play three others infotainment video, and the students choose one of the video to be written in their own discussion text writing. This activity can be continued as homework and will be discussed in the next meeting. The last step of post-teaching activity,

teacher conclude the lesson together with the students, and ask whether students have questions or not.

3. The Advantages

Based on the preparation and the implementation above, there are some advantages of using infotainment video as a medium in teaching writing of discussion text.

First, infotainment video is an effective media for encouraging the students' ability in writing discussion text because it is easy to find infotainment video and most of the students familiar with that. Each student usually has their idol and they may be pretty familiar with their idol life style and follow their idol news. So, infotainment video can be one of the effective media to help students in learning especially in writing discussion text.

Second, infotainment video can be a creative and an interesting media for writing skill for the students, so the students will enjoy that activity. Infotainment video is a simple media and that is very close to the students' daily life. Most of the students will be interested to watch celebrity's life. So, by using infotainment video as a medium to teach writing of discussion text it is expected to be one of interesting medium of learning and students can enjoy their learning activity.

The teacher can direct and shows the students that infotainment has not only negative effect but also has positive point, and we can use it for the lesson media. One of the reason of choosing infotainment video as a medium in teaching writing of discussion text is to change people view and opinion about infotainment. Most of people do not like to follow infotainment news because they think infotainment is news which is talk about celebrity's life and there is no benefit of watching it.

By using infotainment video as medium in teaching especially teaching writing of discussion text, it is expected can change people view and opinion that we can also take a benefit of infotainment and apply it in education.

This media can be applied in the large class because students do the activities in group. Most of the problem in teaching process is difficult to teach in the large class. The formal schools in Indonesia, especially in West Sumatra, in average have 40 students in each class. This amount is so large to be handled by one teacher. By using this medium in teaching, it is expected help the teacher in handles and controls the students in a large class because this medium can catch students' attention and they can enjoy the learning process.

4. The Limitation

Even there are advantages of apply this media, there are also have limitation. They are: it needs good electricity, need infocus and laptop, teacher has to find and prepare the video before the meeting, and sometimes it needs long time to teach by using this media, because students have to watch the video first.

C. Conclusion

Based on the discussion in the chapter III, it can be concluded that to teach a writing skill, teacher has to prepare many thing, because writing is one of the most difficult skill in language. Teacher has to find an interesting and easy way to teach this skill. One of the media can be used in teaching writing is using video. In this case, in teaching discussion text, teacher can use infotainment video as a media to help students in choosing topic, to express their idea and translate it into written form.

The teacher has to know, what is the media that interesting for the students. Infotainment can be one of that, because infotainments in Indonesia mostly tell about the celebrity's life and most of the students have their each idol. Beside, infotainment is the easy media to find. By watching infotainment video, students will easily to share or express their ideas and opinion about the infotainment they watched in order to write a discussion text.

Then, it can encourage the students' motivation in writing and make their group work become useful and increase their social life too. Finally, the teacher has the opportunity to teach English, especially in writing skill, more delightful.

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