

USING “BBC WORLDWIDE” VIDEO TO ENABLE THE ELEVENTH GRADE STUDENTS OF PKBM MANDIRI SURABAYA TO WRITE REPORT TEXTS

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Abstract: For students, writing is seen as difficult and monotonous activity. It is also for teachers, since they have to use teaching material and technique applied that can improve their motivation in writing class. The creativity is needed in order to give lesson in pleasure. For this reason, the writer conducted a study related to the study to the use of video as an alternative teaching material. She focused her research on the use of BBC Worldwide video in teaching report writing.

This study was done by using action research. The writer conducted the research in two cycles and each cycle consisted of two meetings. The subject of this study was the eleventh grade students of PKBM MANDIRI Surabaya. There were two kinds of instruments used in this research. They were observation and writing test. In the first cycle, the students were shown a video entitled “Titan Arum”, the second viewing was “Lyre birds”. In addition the use of BBC Worldwide video could enable the students to write report text which could be proved by the compositions’ score progress. In the first cycle, there were only 15 students got score ≥ 70 . Meanwhile, second cycle, there were 34 students (80%) got score ≥ 70 . it meant that indicator had been reached so that study could be stopped.

From the result of the research, it was concluded as follows: first, the BBC worldwide video could be used as an alternative in teaching report writing. Second, the use of BBC worldwide video provided clear evidence of the students’ writing progress in content, language use, and vocabulary.

Keywords: BBC worldwide video, report text.

INTRODUCTION

Related to the language learning, the use of video can be unlimited sources. Stempleski and Arcario (1994:7) say that video has been recognized as a valuable resource for intensive language study because it focuses on helping students to understand the content of video sequence or on using video to present language models. Furthermore, the use of video can provide background information and proper stimuli for subsequent reading, writing, speaking, and listening activities (stooler in Stempleski and Arcario, 1994:26). In addition, it can be a good alternative once it offers the flexibility thus it can be stimulated oral and written communication among the learners.

While, in writing activity the use of video is considered as the activity involving “Language generated by the students about the video program” (Tompalin in Stempleski and Arcario, 1994:110). It means that the use of video is seen as a stimulus for developing writing. As quoted before by Lonergan in stoller (1995:62) that the use of video brings an air of reality, thus the students will write easier after they saw the visualization and got the information provide by the video. Furthermore, in writing activity, the students are demanded to have a great knowledge about the object besides the language skill. Hence, the video can be an alternative a teaching material in writing. Dupuy (2001:10) states that video can be used to motivate students to learn essential writing skill.

Based on the theoretical frameworks discussed above, the writer tries to implement this technique in PKBM MANDIRI Surabaya. The students of this school are chosen because they have the problems in composing the report text which can be seen in their score of daily assignment and also the result of the interview with the teacher. To make sure about the score, the writer conducts preliminary study in this class. The result is only 6 students (15%) who get score 7 or higher. It means that most of them can not write report well. The result of it can be the indicator to determine the class whether it has the problem or not. The researcher expects that the result of conducting this research will lead the students to write better.

Based on the explanation above, the writer would like to do a study dealing with the use of BBC worldwide video as teaching material to improve students’ writing ability. In this study, the writer in report genre and on the written cycle, where the writer takes the students’ writing ability as a part of her study. The writer emphasizes this study only in the last stage of the written namely Independent Construction (IC) as she wants to investigate

the use of BBC worldwide video in teaching writing. There are two statements of the problems, as follows: (1) How is the implementation of BBC worldwide video in teaching writing report text?, (2) How are the students' writing of report text after the implementation of BBC worldwide video?.

REVIEW OF RELATED LITERATURE

The Importance of Video in Teaching and Learning Process

Video becomes popular nowadays because in education also uses video as one of the media in teaching and learning process. Burt (1999) in Eileen Chau (2003) points out that video is accessible for those who have not yet learned to read and write well, and provides context for learning. Harben (1999) in Eileen Chau (2003) states that visual context provided by elements such as setting, body language, and facial expressions can aid comprehension as well as activate students' prior knowledge of the social and cultural aspects of language. There are some reasons why video can be used in this process.

Seeing Language-in-use

The most main advantage of using video is that it lets the students not only listening to the language but also seeing it too. The combination of sound and vision in video offers the real of the languages; they are mostly not simplified and upgraded. Those are spoken in the normal pace and in typical accents by native speakers, people who are already familiar with language (Stempleski in Stempleski and Arcario: 1990, 9)

The combination of sound and vision also offers better communication. Presenting many pictures is more effective than presenting words in teaching foreign language. Furthermore, video offers an attractive shows to eye and ears that give systematic improvement of knowledge and skill by helping the learners to assimilate ideas in a more meaningful and interesting manner.

Cross Cultural Awareness

Video uniquely allows students to look into other situation far beyond their environment. Mostly, the video which is showed in the classroom is about the condition in certain countries, the place that the students have never known before. It seems as new thing for them. In here the students can see the customs of those different countries including the lifestyle, the food, the tradition, etc.

Types of Video to the Teaching and Learning Process

Off-air program

Off-air programs include the television programs which have been recorded before. The teacher who has a video cassette recorder can record material off air from broadcast television programs (Stempleski and Paul Arcario, 1996:10). The recorded programs from television should be fixed with the students' language level and comprehension. The video is also should be in the sensible length too.

Some off-air are particularly difficult for the students to understand, moreover when it uses specific accent and slang or regional vernacular. The best programs are the video that we can use in every range of activities including prediction, cross cultural awareness, teaching language, or as spurs for the students' own creativities. Teachers can use several interesting television programs such as news or talk shows.

Real world video

Real world video means that the content of video used in the class are about the reality, something that we can find in the world. It is considered more interesting than the others because the students can see and hear about the facts, something familiar in their daily life.

Language learning video

Mostly, language learning video is part of language learning book. Nowadays, many publishers produce their own language learning videos to accompany the course books. The most sophisticated part is that language learning videos are usually part of multimedia package which includes viewing guides, students' workbook, video transcripts, teacher' manual guides and audio cassettes. The advantage of this free-standing video is that it has been designed with the students' language level. It appeals with the students' topic interests and it also multi uses since it can be used for language study and numbers of other activities.

The Relationship between Video and Teaching in Writing Skill

Video presents a motion picture which we usually call as film or movie. It tells about information. Because of the content, film can be used as one of media in teaching language skills. In this case, writing is one of language skills which are very important to be developed. It becomes one of the ways we interact and communicate to others

conveying some messages. We can get information through hearing and watching the source of information. Harmer stated (2001: 285) stated that watching a film can be followed up with many activities, such as rewriting the review of the program and discussion. From this statement, we can conclude that movie can be used as one of the media to teach writing skill.

Video can become an effective media which can create some activities. It enhances some simulation because it not only provides telling feedback when students can watch and evaluate it but also presents several new media simulation. Students can watch and evaluate the language for the first time then their observation can be reported in writing form. Video is easier to be understood because it views motion picture and language which is describing someone or something.

Review of Related Study

According to the media used in this research, there were some previous researchers who have done some studies using video in the teaching and learning of English. The first study was conducted by Ika Febry (2016). She used and described the use of amazing video to teach narrative text to the level III students of Institut Pembangunan Probolinggo and she tried to find out that film could be used to activate the students to write narrative text. These part became focuses of the research. The result is that the level III students at Institut Pembangunan Probolinggo got improvement when they learned narrative writing by using film.

In this case, there are some differences between this research and several previous studies. Firstly, the video was played completely so that the students could identify parts of narrative text. Secondly, the research focuses on all of the writing components. Lastly, the research was conducted to the eleventh grade students at PKBM MANDIRI Surabaya.

RESEARCH METHODOLOGY

The research methodology was a classroom action research. The subject of the study was the eleventh grade students' of PKBM MANDIRI Surabaya. The researcher took class XI for the subject of the study. The writer chose students of eleventh grade of senior high school due to the fact that the students had learnt report text and also had low writing skill. It was proved by the score in preliminary study. The data comprised the observation checklist result and the score of the students' writing from several times of

assessment. The data would be presented in the descriptive manner and numerical form. The observation checklist result would be interpreted in descriptive qualitative. Meanwhile, the score of the students' writing presented in numerical form. An instrument was a device to get the data. Two instruments were used to collect the data of this study. They were observation and test.

RESULT AND DISCUSSION

The Application of "BBC worldwide" video in teaching report

The Result of the First Cycle

The first cycle consisted of two meetings. The first meeting was held on March 23, 2016 and the second meeting was held on March 30, 2016. This Cycle consists of four steps. Those are planning, acting, and observing, and also reflecting

1. Planning

In this stage, the researcher prepared all of the instruments, material, media, etc which were needed in the teaching and learning process, such as making learning objectives and observational checklist: preparing the material for the class; checking the video and the video player in order to make sure that those were ready to be used.

The learning objectives including the media and material were made based on the pre-observation held by the researcher during January-February 2016 where there were found that students mostly had low ability in writing a composition passively followed the class. It was based on the data taken through observation checklist and questionnaires.

2. Acting and Observing

These two steps happened in the same time. While the researcher was teaching in front of the class, the other researcher observed all activities happened in the class. She observed all aspects stated in the observational checklist.

In the first meeting, to begin the class, the teacher checked the students' attendance. There were 37 students completely joined the class. In order to break the strain, she asked the students about their activities in the previous weekend. She asked about what they did on Saturday night or Sunday morning and the other experiences. While listening to the students' experiences, teacher gave many jokes in order to make them relax in following class.

Next, she stimulated the students about report text by asking kind of text based on the students' stories. The teacher asked them to open the book and read the short story

“Bees”. By several minutes, the teacher together with the students made a short discussion about the content of the text including the difficult words, what the text about, the tenses used, the structure of the text, etc. in order to know the students’ general knowledge about report text. The teacher gave explanation about the generic structure of report text. Based on these activities, the teacher could stimulate the students to give the definition of report text. They could also mention the components of the text with its specific generic structures and language uses. To check the students’ comprehension, two students were asked to show the generic structure of report text “Bees”

Then the teacher gave more complete explanation about the use of simple present tense as ones of language uses of report text. To check the students’ understanding of related explanation, teacher asked the students to make a group of two and identify the language uses of “Bees” text.

In the last part of the first meeting, the teacher asked the students about the difficulties faced during the class. If there were questions, the teacher gave short explanation related to the students’ questions. Before she ended the class, the teacher gave homework for the students to write a narrative text in form of animal

In the second meeting, the teacher started the class with the same way such as asking the students’ condition and checking the attendance. In this meeting, all of the students completely joined the class. Because the teacher would show a video to the students, the class was held in a multimedia class since the class was facilitated with television, VCD and DVD player, computer, and speakers. Then she gave some questions to the students related to the material given in the previous meeting about present tenses. Facing this condition, all of the students hurriedly opened their book and checked the formula. The teacher asked whether they learnt the material at home or not, and mostly they did not read it again at home.

Then she asked the students to show their assignment to write report texts about animal. All of the students had prepared the compositions while looking at the other friends’. The teacher asked them to exchange their compositions to the friend besides them. They should identify the generic structures and language uses of the text and gave it back to their friend. In this activity, the class was very crowded because all of the students discussed each other. They tried to ensure their work by showing it to their friends. They could discuss it if there were any disagreeing and unsatisfactory ideas. Based on this

activity, they could check whether those texts were included as report text or not. All of the students were seriously read the pair's text.

In order to make the students relax, the teacher told them that they were going to watch a video. The students seemed very happy and they became very noisy. But before the teacher played the video entitled "Titan Arum", she gave many questions related to the topic. She remained them to watch it accurately without taking notes first. The length of the video was 4 minutes 29 seconds.

After the first play of the video, the teacher asked the students' opinion about the content of the video. The responds were good enough since all of the students knew and had information about "Titan Arum". But when the teacher asked more specific parts of the video, the students could not answer it since they did not take any notes from the video.

Then she played the video again and she let the students to take notes. The purpose was the students could gather complete information from the video. After the second viewing of the video, the teacher held short discussion about more specific content of the video and most of the students could answer it.

Based on the visualization, the teacher asked the students to write a report composition. This activity was held until the end of the class. During writing, the students were very noisy. They tried to ask help and complete their information about the video. Viewing this condition, the teacher tried to help each student. But she did not give complete answer. She just helped the students by stimulate them to sequencing each part of the video. When the time was up, the teacher asked them to collect their compositions. As the assignment, the teacher asked the students to do exercises of passive voice in their course book.

3. Reflection

In this step, both the teacher and collaborative researcher worked together in order to discuss the results of the observation checklist, note fields, and gave score to the students' compositions. There were two kinds of students' scores; the score of each component and final score. In this part, the researcher explained the results of the scores of each component and final scores would be showed in the next sub chapter.

Here are the scoring results of students' compositions in the first cycle entitled "Titan Arum".

Table 1
The number of Students in each component and criteria in the first cycle

Component	Excellent	Good	Fair	Poor	Unacceptable
Organization	1	14	11	11	0
Content	0	4	18	15	0
Grammar	0	10	13	12	2
Mechanic	1	19	13	4	0
Style and Quality of Expression	0	9	19	9	0

Based on the observation and writing test, there were many points which had to be developed to the next cycle. Those were: (1) Mostly, the organization of students' compositions was poor since there was only 1 student could reach excellent criterion and based on the observation checklist and the note field, the teacher rarely remembering the students about the importance of organization. (2) Teacher should give more complete explanation about language use of report texts. Even the teacher had given interesting explanation, the students still faced lots of difficulties in applying the right grammar in the compositions. (3) Teacher rarely introduced new vocabularies related to the topic, therefore the students found difficulties in expressing their ideas. She had to stimulate the students to use new and right vocabularies related to the topic and made the students to get usual in 'open dictionary' activity. (4) The teacher should give more explanations related to the topic of the video before she played the video. It was important in order to prepare the students in following the sequences of the video. (5) The researcher should continue to the next cycle since the indicator stated had not been reached yet that 80% of all the students have reached the average score (≥ 70).

The Result of the Second Cycle

The second cycle also consisted of two meetings. The first meeting was held on April 6, 2016 and the second meeting was held on April 13, 2016. This cycle also consisted of four steps and had revision based on the reflection of the first cycle.

1. Planning

The planning activities were almost the same to the previous planning in the first cycle. This stage included preparing all of the instruments, material, media, etc that were

needed in the teaching and learning process. The researcher had made new learning objective based on the reflection in the first cycle. The material that would be given to the students was suitable with the students' needs, thus they could develop their report writing qualities. The researcher also had prepared the observation checklist, the video, and VCD player.

2. Acting and Observing

In the first meeting of the second cycle, the teacher did the same activities as in the first cycle. The teacher started the class by asking the students' condition and checking the attendance list. In this meeting, all of the students joined the class. Then she gave review about material given in the previous meetings such as asking about the formula of simple present tense, how to use it, etc. the teacher also discussed about the results of students' writing. She gave comments and showed the general mistakes made by the students in their compositions. Again, she reminded the students about the generic structures of report text. This section took 15 minutes.

Then, the teacher asked the students about their general knowledge of passive sentence as their homework. Most of the student could not explain since they forgot of their homework given in the previous meeting. Then the teacher asked them to open their book and read the material about passive sentence. She gave the students time to read the material themselves. Next, she conducted short discussion about the material which had just been read by the students. She asked many questions related to the use of passive voice and the students were yielding each other to answer the questions. The teacher gave more detail explanation about the use of passive sentence. In order to check the students' understanding of passive voice, she asked them to do the exercises and to discuss it together.

The teacher divided the students into 9 groups (@ 4 students). Each group was given ten cards with a word in each card and they were asked to make a report composition by using the words given. One card was used for one or more sentences. Based on this activity, the students could add their solidarity to work together with the other friends in order to produce a good composition.

Finally, the last part of teaching learning, the teacher asked the students about the difficulties in understanding the use of passive voice speech. One student asked her to give

a short explanation about it. As the last review, she gave explanation by giving simple explanation to them. She asked them to learn it more at home.

In the second meeting of the second cycle, the teacher gave the students the material from video entitled “lyre bird”. But, before the video viewing, she gave general review about the generic structure of report text. The teacher held short discussion since she wanted to directly show the students the video. But, before she played it, the students were asked their opinion about lyre bird. In this stage, she held longer discussion about the related topic in order to give them more illustration about the video. Thus, they would get easier in understanding the content of the video. The teacher asked the students’ opinion about lyre bird while the students were giving opinions; the situation was very noisy because each student tried to snatch to give his/ her opinion. It showed that the students were enthusiastic with the topic that would be showed by the teacher

The teacher played the video twice. The length of the video was 5 minutes 21 seconds. In the first visualization, the students were not allowed to take any notes in order to make them focus on the whole story of the video. After the first showing, the teacher held short discussion. Most of the students had got several specific information even they had not taken notes since they could answer the questions given by the teacher. The teacher played the video again and let the students to write any information. Next, the students were given time to write a composition based on the video. While they were writing, the situation of the class was not too crowded anymore. The students stayed in their seats and rarely asked their friends about the content of the video. When class ended, the students collected their writing to the teacher.

3. Reflecting

The researcher and the observer analyzed the result of observational checklist, the compositions’ scores of each component, and the final score. Based on these data, the researcher could conclude that the second cycle was the end of the research because the indicator had been reached to the students’ composition. Here are the scoring results of the students’ compositions in the second cycle entitled “lyre bird”.

Table 2

The number of Students in each component and criteria in the second cycle

Component	Excellent	Good	Fair	Poor	Unacceptable
Organization	10	16	10	1	0

Content	3	15	19	0	0
Grammar	4	19	11	1	0
Mechanic	6	23	7	1	0
Style and Quality of Expression	4	22	11	0	0

There were 35 students (80%) who got score ≥ 70 . it meant that the stated indicator had been reached. Meanwhile, based on the students' compositions' scores of each components, the students' major mistake had decreased. They rarely made mistakes on organization, content, grammar, mechanic, and style and quality of expression.

Discussion

Based on the results of the data presentation above, we could see that the application of "BBC Worldwide" video in each cycle faced different problems and situations although it was done in the same activities in each cycle. Those were:

1. Opening class

In each meeting, the teacher always started the class with checking the attendance list, asking the students' condition, and reviewing the material. There was also a brainstorming activity related to the material which would be discussed in that meeting.

2. Explaining the material

In each cycle, the teacher gave different material to the students. Since the teacher explained about report text, in the first cycle she explained about the general explanation of report text including the generic structures and language uses. Meanwhile in the second cycle, the materials given were based on the reflection of the previous cycle.

3. Viewing the "BBC Worldwide" video

There were different titles of video which were presented for the students. In each cycle the students were shown video entitled "Titan Arum" and "lyre bird" which were played twice. In the end of each video viewing, the teacher always held short discussion related to the topic of the video.

4. Writing the summary of the video

The students were asked to write a summary of the video. In this activity, the teacher always remembered the students about the use of right generic structures and language uses of a report text.

5. Closing the class

Before the class ended, the teacher asked the students about the difficulties faced during the meeting. Then she gave brief conclusion or asked one student to summarize the material given in that meeting. The teacher also asked the students to collect their writing.

In general, since this research as in form of classroom action research, in each cycle consisted of four stages: planning, acting and observing, and; reflecting. In the planning stage, the researcher commonly did the same activities since It was just for preparing the instruments, material, media, etc. which would be needed in the teaching and learning processes. The difference was that in the first and second cycle, the researcher had to renew the lesson plan in order to make appropriate activities and material needed by the students. Those renew lesson plans were based on the reflection of the previous cycle. The researcher could add many materials needed related to the reflection of the previous cycle.

The application of “BBC Worldwide” video was in the acting stage where the teacher gave it as the rough material for writing assignment. In each cycle, the teacher showed different topic of the video to the students. In the first cycle, it could be seen clearly that most of the students faced difficulties in comprehending the sequences of the video. It was also happened because the teacher gave less explanation related to the topic of the video

In the second cycle which was also considered as the last cycle since the indicator had been reached that 80% of the students could reach score ≥ 70 . In this cycle, the students could collect complete information based on the story of the video.

Based on the data, it could be concluded that during the time, from the first to the second cycle, the application of “BBC Worldwide” video to teach report writing to the eleventh grade students at PKBM MANDIRI Surabaya was applied in the same stage of activities by giving different material.

The Discussion of Each Component of Composition

The Discussion of Organization

Based on the result showed above, it could be concluded that the students presented significant development in term of organization. The students got better knowledge about the right implementation of generic structures of report text. In the first meeting, there were still found a lot of mistakes in the composition moreover in composing their ideas into the right structures. Then in the first meeting of cycle two, the teacher gave them more

knowledge information about how to make a report text. As a result, in the next compositions made by the students, they could show improvement in presenting introduction and body of the composition. For more detail, the students' progress from the first until the second cycle could be seen in the table Students Writing Ability progress In Term of Organization.

The table showed that there were 10 students who did not get any improvement. However, most of the students showed improvement in their writing. There were 24 students got progress in one rate (+1). Moreover there were 3 students got progress in two rates (+2). However, in conclusion, the use of "BBC Worldwide" video to the eleventh grade students at PKBM MANDIRI Surabaya enabled the students to write a report text in term organization.

The Discussion of Content

In the first meeting, there were still many students got low scores since their knowledge about report text was very limited. Although they had got the material about report text, they still missed or sometimes forgot some important information about it. They still faced difficulties in gathering and presenting information into good ideas in writing. Generally the students had the average ability in writing report text in term of content. For the next cycle, the students showed significant progress since there were many students got excellent criterion. F

Based on the table, there were 6 students who did not show any progress (0). However, most of the students showed progress in their writing ability in term of content. They were 30 students who had improvement in one rate (+1). There was one student who could progress in two rates (+2).

In conclusion, the use of "BBC Worldwide" video could enable the students in writing a report text in term of content since it could help the students in gathering information from video to be developed into report text.

The Discussion of Grammar

Based on the results presented in the previous sub chapters before, we could see clearly that there were any improvements in their writing ability in term of grammar. In the second cycle the students could show their good progress.

Based on the table, it was known that there was a great improvement showed by students. They had two level improvements from

There were many parts of grammar errors made by the students in their compositions. In the first until the second compositions, almost all of the students made severe errors in the use of simple present tenses such as the examples below

1. The errors in the use of present tenses in the first cycle
 - insects bringing pollens to the flower (error in verb)
 - Titan Arum was one of the biggest flower in the world (error in to be)
2. The errors in the use of present tenses in the second cycle
 - Lyre bird can produced many kinds of voices (error in verb)
 - They found food by scratching with their feet (error in verb)

Besides errors in the use of present tenses, the students also made a lot of mistakes in the use of passive form of sentences. The example below will show the more complete information.

1. The errors in the use of passive sentences in the first cycle
 - Rafflesia found by Thomas Raffles.
 - It is protect by the law.
2. The errors in the use of passive sentences in the second cycle
 - The lyre name is take from the shape of the male tail.
 - The lyre bird is location in the tropical north of Australia

The last major mistake made by the students in their compositions was the use of word order. Sometimes, they used the words in reversed form, such as the examples below:

1. The errors in the use of word order in the first cycle
 - Its smell bad can attract to insect
 - Insects to bring pollens to the pistil
2. The errors in the use of word order in the second cycle
 - The Lyre birds are mimicker magnificent of the other birds.
 - It look like instrument musical harp

We can see from the examples of errors above that each student had different difficulties in writing a report text in term of grammar. But based on the table of students' progress in term of grammar in the appendix 6.3, we could see that there was good progress of students' writing ability in term of grammar. It could happen since in every

meeting of each cycle, the teacher always gave review about the major mistakes of the students' compositions.

Furthermore, the use of "BBC Worldwide" video was considered to assist the students to be aware to be aware to the use of grammatical rules since the students usually paid less attention to the use of correct grammar. Without the use of correct grammar, the sentences would be very difficult to be understood by the readers. During the second cycle, students showed their awareness to the use of correct grammatical rules. In conclusion, the use of "BBC Worldwide" video to the eleventh grade students enabled them to write a report text in term of grammar.

The Discussion of Mechanics

Based on the explanation given in the previous sub chapters, it could be conclude that most of the student had similar ability in writing a report text in term of mechanics.

Based on the table of the students writing progress in term of mechanics in appendix 6.4, it could be seen that there were 3 students who got one level decrease (-1). The major students got one or two level improvement. There were 13 students who got one level improvement (+1). Meanwhile, there were 3 students got two level improvements.

In conclusion, we could say that the use of BBC Worldwide video could enable the students in writing a report text in term of mechanics since it presented the real examples to the students in dividing every part of the video. Thus the students could understand when did the sentence should be stopped and how to use the correct spelling of the words.

The Discussion of Style and Quality

From the students' writing in the first until the second cycle, it could be concluded that the use of BBC Worldwide video could enable the students to write a report text in term of style and quality of expression. It could be seen from the number of students who could reach satisfactory scores in their compositions. In the second cycle they could raise their ability through getting better scores.

After analyzing the students' compositions, there were found that although many students made severe mistakes in big part of compositions, there were also many correct expressions made by the students from the first until the second cycle. But, there were still big part of mistakes made by the students in their compositions relating to the

implementation of style and quality of expression. The general mistakes were in the use of inappropriate words and the wrong form of the words. Below were the complete examples:

1. Inappropriate words
 - The lyre bird is location in the tropical north of Australia
2. incorrect form of words
 - The sains name of Rafflesia is titanarum

In the first meeting, none of the students reached unacceptable and excellent level. It showed that those students had average ability in writing a report text moreover in the use of style and quality of expression. The number of the students who reached poor and good criteria was the same. There were 9 students in each criterion.

However, in the second cycle, the students could prove their good achievement that there were no students reached unacceptable level and there was 4 students who reached the best criterion, excellent criterion. The majority of the students reached good criterion.

The General Discussion

Based on the previous data presentation and the discussion of each cycle, in fact, the use of BBC Worldwide video could enable the eleventh grade students in writing a report text moreover in term of style and quality of expression since it was one of the components of writing. In general, the use of BBC Worldwide video could enable the eleventh grade students at PKBM MANDIRI Surabaya to write report texts since in the score of each cycle component, the students could reach progress. In each cycle, the students could present better writing thus they could reach better score of each cycle. This could also be seen from the students' final scores in each cycle. Based on this table, most of the students showed good progress in their final scores. The result was far from the target stated in the indicator. Thus, the researcher could stop the study since the indicator had been reached that 80% of the students got score ≥ 70 .

CONCLUSION

Based on the analysis of the students' composition from the first until the second cycle, the researcher saw that the students got improvement in all of the components of writing, those were:

1. Organization

In the term of organization, although there were ten students who did not show any progress (0), the majority of the students showed their progress. There were 24 students got level (+1) improvement and three students showed two level improvements (+2).

2. Content

A better improvement was shown by the students' compositions in term of content. There were only six students who stayed in the same level, 30 students got one level improvement, and the rests got two level (+2) improvements. It showed that the students could write their ideas in logical sequences

3. Grammar

Meanwhile, in term of grammar, none of the students got decrease, although there were still six students who stayed in the same level (0). Moreover, there were 27 students who reached one level (+1) improvement and four students got two level improvements.

4. Mechanics

The different condition happened in the students' composition in term of mechanics. There were three students got one level decrease. Most of them showed one level (+1) progress with various range from poor to fair and from fait to good. Fortunately, there were three students could progress into two higher level.

5. Style and Quality of Expression

In term of style and quality of expression, there was only one student got decrease and the big part of them, 20 students reached one level improvement (+1). There were 11 students who stayed in the same level (0) since there was no improvement shown in their composition. The two level improvements (+2) were shown by five students. The students in these group could present and choose suitable vocabularies used in their writing

In conclusion, "BBC Worldwide" video could enable the eleventh grade students to write a report text. It could be seen from the students' compositions' results that there were improvement in the scores of each component of writing.

SUGGESTIONS

For the teacher

Generally, video can be used as the media for all of teaching material. All of the teachers can use it to teach in many kinds of class. Since video is only used as the media, the teachers should have creativity to cultivate it into effective tool to deliver the material

to the students. They have to be able to present the right technique, the interesting topics of the video, the follow-up activities and so on.

For Other Researcher

The teaching and learning process by using video gives opportunity for other researchers to conduct their studies. They may conduct the studies related to the use of video in other aspects of language such as listening, speaking, and reading. They can also make a follow up research if they find the finding of this research unsatisfactory.

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