

Using Video to Develop Students' Descriptive Writing at English Language Education Study Program, Khairun University

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Keywords: Class action research, Descriptive writing, Media video.

Abstract: This paper elaborates, firstly: the student's ability in writing descriptive paragraph by using video as media and secondly: whether the type of the media motivates students in writing. The research applied Class Action Research focusing on the purposes to know the use of video as media and its impact on students writing ability. This research was conducted at the fourth semester students of English Education Study Program, academic year 2015/2016 with 30 students of class A as a sample of the research. The sample is taken by administered convenient sample in which the result of the study will not use as information to generalize students' ability in writing. Two cycles applied in this research. The data were collected from observation sheet, writing test, interview and questionnaire. From the data collected, it was revealed that the average score of students writing test in cycle I was 5.33, whereas from cycle II test, students obtained the average score of 7.94. Their writing skill improves significantly at 2.61 points. Thus video can be used as an effective medium to improve students writing ability and motivate them in developing their ideas in writing descriptive texts.

1 INTRODUCTION

Along with the development of information and technology, learning media is increasingly renowned in quality and use. At the university level, the learning process requires more media mastery skills or often called gadgets. Variety of media ranges from audio, visual and internet. Media has become an increasingly sophisticated classroom learning tool.

English learning media that are often used are audio media, as well as visuals and a combination of both, audio visual. In learning that requires listening skills, audio media plays a greater role. Because the media can train students to hear. But often the audio visual media is used to display illustrations that are more interesting and sounding. Visual media was introduced, in addition to original and moving images, such as videos, films, there were also static image media (static pictures) and illustrated images (illustration pictures). In vocabulary learning, visual (video) and image media proved effective in

improving vocabulary mastery. Students' mastery of listening skills and vocabulary besides helping to harmonize speaking skills can also help train students' writing skills. Mastery of language skills is very integrated between one another.

Visual media in the form of film images and illustrations have proven effective for vocabulary learning, as well as speaking. In the research that has been done by the researcher, the illustration media is very effective to be applied. However, for writing skills some image media have been used to measure student writing skills. The level of success and rating scale vary greatly. By using the same illustration media as the previous research, namely speaking, the researcher tried to apply illustration media to teach writing by looking at the effectiveness of the use of the media in this research. The obstacles found in this study are:

1. Selection of the type of video (film)
2. Vocabulary Mastery
3. The level of mastery of descriptive writing

Selection of the type of image (film) must be adjusted to the level of students' understanding. Basically, all types of videos (films) can be utilized properly, but the ability to organize ideas and put them in writing is quite difficult. The process of writing also requires mastery of vocabulary which is not an easy task especially in descriptive writing.

2 LITERATURE REVIEW

2.1 Instructional Media

Media or medium can be defined as an intermediary or introduction to communication from the sender to the recipient (Heinich, et. al., 2002; Ibrahim, 1997; Ibrahim, et. al., 2000 in Santyasa, 2007). In the learning process, the uses of learning media are:

1. Clarify the presentation of the message so that it is not too verbalistic (in the form of mere written or oral words)
2. Overcoming the limitations of space, time, and sense power
3. The use of varied media can overcome the passivity of students.

2.2 Computer Media

The development of computer and information technology (ICT) is also increasingly developing the forms and variations of learning media. According to Thompson (in Elida and Nugroho, 2003) computers that are used in learning can provide benefits, such as increase learning motivation. Students will enjoy the work of the computer because it presents a challenge beside the computer displaying a combination of inter text, images, motion animation, and sound simultaneously.

2.3 Media Video

Video is the most interesting type of media compared to other types of media. In addition to the form of audio visual, videos make it easier for students to learn languages, especially listening or speaking. Even though it is used for listening, video with an image display can be used directly for other language learning skills, namely writing. Students can develop ideas by watching video shows and arranging them in paragraph forms according to the storyline that is displayed. Video according to Canning-Wilson (1998) is the most appropriate and very accurate means or media in delivering messages. Video puts forward motoric aspects

according to the type of message, becomes an effective entertainment and learning media for language learning.

2.4 Motivation to Learn

Learning is a process of changing behavior through interaction with the environment (Oemar Hamalik, 2001 p. 27-28). In teaching and learning activities, motivation can be said to be the driving force within a student to lead to learning activities and guarantee the continuity of learning activities, so that the goals desired by the subject of learning can be achieved. Motivation can be either inner encouragement or intrinsic motivation (Sardiman, 1988, in Language Discourse) or extrinsic motivation which is an active and functioning impulse due to external stimuli.

2.5 Writing

Writing is the process of reconstructing sentences into meaningful arrangements. According to Cohen & Riel (1989), writing is a process of communication, how to express observation, information, thoughts or ideas with other people. Writing, which was suggested by Brine (1979), is transforming our thinking into written language.

2.6 Descriptive Text

Descriptive essays describe the appearance, smell, taste, feeling and sound of something. Descriptions can also explain moods such as happiness, solitude or fear. Descriptive is used to describe people, places, days, times or seasons. Not only that, descriptive essays also describe more from the outside of people, such as character and character (Wishon, 1980: 379). Descriptive essay is a type of writing that provides an explanation and describes a person in relation to everything related to the inside and outside, exposes a place, a city, country or region and describes something, both objects, existence, type and shape.

2.7 Descriptive Writing Aspects

Descriptive writing involved the aspects of Content, Organizations, Vocabulary mastery, Language Use and Good grammar (Mechanic) (Brown, 2007). In this study, researchers administered assessment rubric of descriptive writing adapted from Brown (2007) covering aspects of content, organization (vocabulary), language usage (grammar), and grammar (mechanic). Each assessment score is:

content (30%) because it weighs more than the other four aspects, organization (20%), grammar (20%), vocabulary (15%), and mechanic (15%).

3 METHOD

This type of research is action research (class action research). Subjects in this Classroom Action Research are class A of fourth semester students who are selected using convenient sampling. The results of the study do not make a generalization but only to determine the ability of students in the specific class as the subject of research. Research procedure consisted of

- 1). Early Reflection
 - 2). Observation to identify problems in class.
- Implementation of Classroom Action Research applied in two cycles
- a). Cycle I:
 - Planning for cycle I action
 - Stage of implementation of actions
 - Observation stage
 - Reflection stage
 - b). Cycle II:
 - Stage II cycle action planning
 - Stage of implementation of actions
 - Observation Phase
 - Reflection Stage

4 FINDINGS AND DISCUSSIONS

4.1 Findings

After conducting the PTK stage I procedure and the steps, it can be illustrated that:

4.1.1 Results from the Cycle I Writing Test

The test results in this pre-test showed that from 29 respondents, there were 3 respondents who scored 3.63, as many as 5 people scored between 4.13-4.50, 12 received a score between 5.00 - 5.80 and 7 participants obtained a value between 6.13 - 6.63, and 2 participants get a value between 7.00-7.50. The minimum completeness value is 5.00 The results of the pre test score can be seen in the following table:

Table 1: Students' Pretest Score.

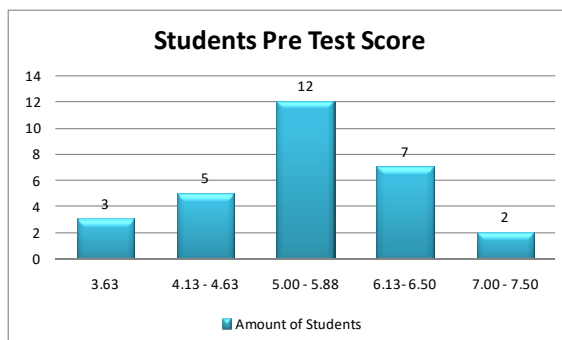


Table 2: Students' Pretest Score per Item.

STUDENTS PRE TEST SCORE (PER ITEM)								
No	Nama	C	O	G	V	M	Total	Score
1	G M L O	3	3	2	3	2	26.5	6.63
2	DP	3	3	2	3	2	26.5	6.63
3	SAB	2	3	2	3	2	23.5	5.88
4	VF	3	2	2	3	3	26	6.50
5	MM	2	3	2	2	2	22	5.50
6	RAR	3	3	2	3	3	28	7.00
7	NDA	3	3	3	3	3	30	7.50
8	IS	3	3	2	3	2	26.5	6.63
9	RF	3	2	2	3	2	24.5	6.13
10	IRO	3	3	2	3	2	26.5	6.63
11	ELJ	2	2	1	1	2	16.5	4.13
12	R	2	2	2	2	2	20	5.00
13	FHA	2	2	2	2	2	20	5.00
14	LRLR	2	2	2	2	2	20	5.00
15	AH	2	2	2	2	2	20	5.00
16	SPP	2	2	2	2	2	20	5.00
17	SHR	2	2	2	1	2	18.5	4.63
18	JS	2	2	2	2	2	20	5.00
19	YB	2	2	2	2	2	20	5.00
20	RU	2	1	1	2	1	14.5	3.63
21	AJ	2	2	2	2	2	20	5.00
22	ND	2	2	1	2	2	18	4.50
23	IST	2	2	2	2	1	18.5	4.63
24	IP	2	2	2	2	2	20	5.00
25	HS	2	2	2	2	2	20	5.00
26	SHR	2	2	1	2	2	18	4.50
27	RM	2	1	1	2	1	14.5	3.63
28	MHI	3	3	2	2	2	25	6.25
29	AM	2	1	1	2	1	14.5	3.63
Total Score							618	154.50

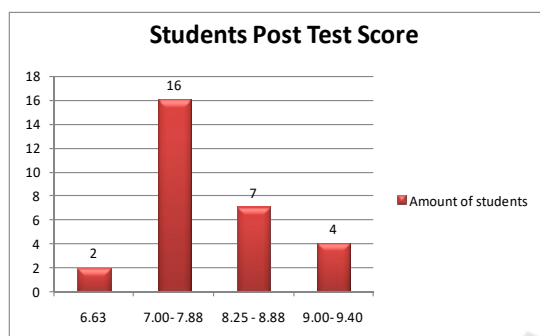
The total score obtained is 154.50 divided by the number of participants so that the average value is obtained 5.33

4.1.2 Results of the Cycle II Writing Test

From the final post-test cycle II assessment, students have been able to practice the ability to write descriptive texts through video by composing sentences according to the content, grammar, vocabulary and use of punctuation. In the final

assessment a comparison test was carried out, a significant difference was found where the test in cycle I obtained an average value of 5.33, while the results of the writing test cycle II increased to 7.94. The significance score reached was 2.61. The table of evaluation scores for cycles I and II can be seen below.

Table 3: Students' Posttest Score.



The test results in this post-test showed that from 29 respondents, there were 2 respondents obtained 6.63, 16 people obtained 7.00-7.88, 7 respondents obtained grades 8.25-8.88 and 4 respondents received 9.00-9.40. Where the average value of students is 7.94 and the minimum completeness value in cycle II is 7.00 Post test score results per item can be seen in the following table.

Table 4: Students' Posttest Score.

STUDENTS POST TEST SCORE										
No	Nama	C	O	G	V	M	Total	Score		
1	G M L O	4	4	3	4	3	36.5	9.13		
2	DP	4	3	3	4	4	34.5	8.63		
3	SAB	3	3	3	3	4	31.5	7.88		
4	VF	3	3	3	3	3	30	7.50		
5	MM	3	4	4	3	4	35.5	8.88		
6	RAR	4	3	3	4	4	36	9.00		
7	NDA	4	4	3	4	4	38	9.50		
8	IS	4	4	3	3	3	35	8.75		
9	RF	4	4	3	4	4	38	9.50		
10	IRO	4	3	3	4	3	34.5	8.63		
11	ELJ	3	3	3	3	3	30	7.50		
12	R	4	3	4	3	3	35	8.75		
13	FHA	3	3	3	3	3	30	7.50		
14	LRLR	4	4	3	3	3	35	8.75		
15	AH	3	3	3	3	3	30	7.50		
16	SPP	3	3	3	3	3	30	7.50		
17	SHR	3	3	3	2	3	28.5	7.13		
18	JS	3	3	3	3	2	28.5	7.13		
19	YB	3	3	3	3	3	30	7.50		
20	RU	3	3	3	3	3	30	7.50		
21	AJ	3	3	2	3	3	28	7.00		
22	ND	3	3	3	3	4	31.5	7.88		
23	IST	3	3	3	3	3	30	7.50		
24	IP	3	3	3	3	3	30	7.50		
25	HS	3	3	3	3	3	30	7.50		
26	SHR	3	3	2	2	3	26.5	6.63		
27	RM	3	3	3	2	3	28.5	7.13		
28	MH	4	3	3	3	3	33	8.25		
29	AM	3	3	2	2	3	26.5	6.63		
Total Score							920.5	230.13		

The total score obtained is 230.13 divided by the number of participants so that the average score is 7.94. There was a significant increase in scores in the second cycle where students were able to write descriptive texts through video playback.

4.1.3 Students Motivation

In addition to direct observation, the researcher collects the results of a written questionnaire from students to find out their motivation and abilities, appearance and opinions about the media, and the suitability / feasibility of media use. From the results of filling out the assessment questionnaire about motivation and ability as much as 80% of students are motivated, appearances and opinions about the media 83% of students rate well and the feasibility of using the media as much as 89% of students give a reasonable opinion to use.

4.2 Discussions

Based on observations, both through field notes (observation), writing tests, and questionnaires, it can be said that using video media proved effective, can motivate students to write and can improve students' writing skills, especially descriptive writing. As according to Gagne and Briggs (1996), video media are various types of components and physical tools that can present messages in a student environment that can stimulate student learning.

As an effective and most appropriate learning tool, video according to Canning-Wilson (1998) is very accurate in conveying messages. In addition to promoting motoric aspects according to the type of message, the appearance of films and illustrations in the video can be entertainment as well as learning media for language learning. Students learn to imitate, follow or imitate and understand the sequence of actions that must be mastered in a learning material. In addition to practical activities (procedure material), students can use memories to develop ideas in their writing in the form of descriptive.

By using videos, the students' ability to write descriptive paragraphs increased from the two tests held. In the final assessment a comparison test was carried out, a significant difference was found where the test in cycle I obtained an average value of 5.33, while the results of the writing test cycle II increased to 7.94. With a significance number of 2.61.

5 CONCLUSIONS

The series of studies can be summarized as follows:

a. Video media improved the ability of students at English education study program to write descriptive text. Based on the aspects of descriptive paragraph writing (content, organization, grammar, vocabulary and bca marks) 29 students involved in this study were able to write descriptive paragraphs with an average score of 7.94 (at the final post test score) from the significance number of 2.61 and completeness standard minimum (KKM) which is 7.50.

b. Video media is proven to be able to motivate student learning and is feasible to be used as a media for learning writing by integrating in speaking and listening. Student motivation increases, especially developing the idea of writing and presenting what has been observed in video shows.

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