

## **The Effectiveness of Using Video on Students' Writing Ability in Teaching Descriptive Text (A Case Study At Tenth Grade Of Smk Pasundan 1 Kota Serang)**

### **Article history**

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Ita Miftahussaidah Rivai<sup>a\*</sup>, Early Amalia Arniz<sup>b</sup>, Sibghatullah Mujudidi<sup>c</sup>

\*Corresponding author  
delta020513@gmail.com

<sup>a</sup>SMK Pasundan Kota Serang

<sup>b</sup>SMP Negeri 21 Kota Serang

<sup>c</sup>SMP Negeri 12 Kota Serang

### **Abstract**

The purpose of the study was to know the empirical evidence about the effect of using video on students' writing ability in descriptive text. In this research, the writer conducts a quasi-experimental research with nonequivalent control group pretest-posttest design. In the nonequivalent control group pretest-posttest design, the dependent variable is measured both before and after treatment or intervention. In the research used two instruments which are used for gathered the data that the researcher needs; they are; pre-test and post-test as the research instruments to collect the data. Test is used in order to know the difference achievement between experiment class and controlled class after the treatment was given. The method in this study was a quantitative method. The writer used formula to analyze the effect using video in teaching and to take the data. The data required are the curriculum used by the school, the information of the English teaching learning activity condition, the books are used in the teaching learning activity, and the students' test answers on writing skill given by the writer as the researcher. The result of the research showed that the value of  $t_0$  is higher than  $tt$ , so the Research Hypothesis ( $H_a$ ) is accepted and the Null Hypothesis ( $H_0$ ) is rejected. Based on the result above, it can be concluded that the effect of video on students' writing ability in descriptive text. Thus, it means that the learning writing descriptive using video was successful in improving students' ability.

**Keywords :** *Descriptive text, writing skill, Video*

### **INTRODUCTION**

In Indonesia, English is used as a foreign language. English is taught as a compulsory subject in junior and high schools which becomes one of the requirement subjects that stated in the national examination, while English is taught in elementary school as a local content, but the researchers will focus merely on teaching English at Senior High School/ vocational school level.

The objective of teaching English is to enable students to communicate both orally and in written form. Meanwhile teaching and learning English as a foreign language is not an easy thing to do. There are some of language components to be mastered by the learner, such as pronunciation, vocabulary, grammar, and so on. Not only should language components be mastered by the learner, but also the

four language skill, namely listening, speaking, reading, and writing. Nevertheless mastering language skill is the objective of English teaching based on the current school-based curriculum.

Writing is widely known as the most difficult and complex language skill compared to other language skills. Writing needs more efforts that the other skill does, such as hard thinking to produce idea, words, phrases, sentences, paragraphs, and a piece of good composition. Besides, writing needs the right word choice, spelling, punctuation and grammar. Moreover, there are many things that should be taken into account by the learner in order to make an effective writing, such as unity, support, coherence and sentence skills.

Based on the current school-Based curriculum, writing is one of the language skills that must be taught at senior high school. The teaching of writing aims to enable students to master the functional texts and monologue text or paragraphs in the form of descriptive, narrative, recount, procedure, and report. In addition, based on Competency Standards-*Standar Kompetensi (SK)*, and Basic Competency-*Kompetensi Dasar (KD)*, the first year students are expected to be able to express meaningful ideas in terms of functional text and create simple or short essay in the form of descriptive or procedure to interact with people in their nearest environment. The form of writing which is taught in senior high school is presented in the form of text type, usually known as genre, which has clear purpose and pattern for each type. Descriptive writing is one of text types which are learned in the first Senior high school.

In teaching descriptive text, video can be used as a trigger to help teacher in stimulating the classroom discussion about the topic. It also help teacher to deliver the materials in attractive way so the students will not feel bored during the lesson. Moreover, by watching video, are able to generate their ideas and get more inspiration for writing. In contrast, watching a video can also be a passive experience if it does not supported by applying appropriate teaching method. So, the teachers' task is to apply appropriate teaching method which is suitable with the media

## **THEORETICAL FOUNDATION**

### **Writing Skill**

Writing is one of a ways of people to communicate to each other for expressing their thinking and feeling. Writing is unnatural act like speaking. Writing needs more efforts than speaking does. Writing needs hard effort to dig and manage the ideas which are from the researchers's mind and pour it into written form effectively so it will be readable.

There are some opinions about writing. James C Raymond gave some general opinion about what writing is: —Writing is a way of thinking. Writing is more than a medium of communication. It is a way of remembering and way of thinking well. Writing is also a way of finding out what we know and what we need to learn. Spoken words disappear as soon as they are spoken; but writing freezes our thought, make them visible and permanent so we can examine and test their quality.

The writing process as a private may be broadly seen as comparison four main stages:

#### 1. Planning ( Pre-writing)

Pre-writing is any activity in the classroom that encourages students to write. It stimulates thought for getting started. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing. The following activities provide the learning experiences for students at this stage: group brainstorming, clustering, rapid free writing, WH-questions.

#### 2. Drafting

Once sufficient ideas are gathered at the planning stage, the first attempt at writing—that is, drafting—may proceed quickly. At the drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft

#### 3. Revising

When students revise, they review their texts on the basis of the feedback given in the responding stage. They reexamine what was written to see how effectively they have communicated their meaning to the reader. Revising is not merely checking for language errors. It is done to improve global content and the organization of the ideas so that the writer's intent is made clearer to

the reader.

#### 4. Editing

At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own on their peer's work for grammar, spelling, punctuation, diction, sentence structure, etc.

#### **Descriptive Text**

According to Anderson and Anderson that descriptive or description describes a particular person, place, or thing. Its purpose is to tell about the subject by describing its features without including personal opinions.

Related to Anderson statement about the definition of description, Karim and Rachmadie point out that a description is verbal picture of a person, place, or object. Thus, a description essay is the one describes a person, place, or object.

From the definition above, the researchers conclude that a descriptive is used to add details about something physical: a person, place, or thing. This method uses sensory language, that is, words that appeal to the five senses, such as sight, hearing, smell, taste, and touch. From some definition above, the experts have same concepts or similar concept about descriptive itself, they said that a descriptive is to describe something like a person, place, or object.

There are two generic structures of descriptive text: identification and description. The identification of the descriptive text is usually as a main idea of the paragraph or called as a general statement, and the description of the descriptive text is about the explanation of the general statement or main idea or supporting details to the general statement.

Writing descriptive text is a part of the recent target in teaching English for Senior High School students. Based on the experience during joining the working experience in the Senior High School, the researchers observed that many Senior High School students have difficulties in writing descriptive text. Harmer Said that, —When teaching writing, therefore, there are special considerations to be taken into account which include the organizing of sentences into paragraphs, how paragraphs are joined together, and the general organization of ideas into a coherent piece of discourse.

Sometimes, students get confused to arrange their ideas when they write something, especially in descriptive writing.

### **Video**

Video is one of technology's products which presents constant movement of sophisticated images, moving pictures and animated pictures, or moving texts accompanied by audio or sounds effect.

Based on researchers' experience in teaching at SMK Pasundan 1 Kota Serang, there are some difficulties faced by students in writing activities such as: their difficulties in generating ideas into the English descriptive writing, they were found hard to concentrate on writing and develop their ideas, and students still have difficulties in organizing ideas into paragraph. Based from the observation, the writer observed and took notes about teaching-learning activity that happened in the classroom. After observing the teaching-learning activity, it could be concluded that most of students at the first year of SMK pasundan 1 Kota Serang had difficulty in writing skill. Students are confused to start the writing; they spent much time in writing and did not finish on the time.

For that reason the researchers think it is necessary to give the some techniques, to help them solve their problems. Thus the writer decides to look at further information about teaching writing description especially descriptive writing by using video.

### **RESEARCH METHODOLOGY**

In this research, the researchers conduct a quasi-experimental research with nonequivalent control group pretest-posttest design. In the nonequivalent control group pretest-posttest design, the dependent variable is measured both before and after treatment or intervention.

Based on Cohen, Manion & Morrison (2005: 215), non-equivalent means the experimental and control groups have not been equated by randomization.

Actually, the basic structure of a quasi-experimental study is more or less the same with an experimental study. As in an experimental study, the researchers starts with formulating the research objectives and hypotheses, then, designs the quasi-experiment. This design will not be dissimilar to an

experimental design, with a pre-test of both of groups, followed by the intervention (treatment), followed by a post-test of both the experimental and the control group (Muijs, 2004 : 30).

The researchers administer pretest to analyze the students' prior achievement and to measure between group differences before exposure to the intervention, while posttest is administered to determine if there was a significant difference of the students mean score in both of groups.

The population of this research in the tenth grade student which consists of ten classes all together, namely class X TKJ, X PM, X MM1, XMM2, X AK, X APH, X AP 1 – X AP4. The researchers took out two classes from the population as sample of this research which consists of 44 students, which are divided into 2 classes, namely class XTKJ and class X AK. For the experiment class appointed X AK as the sample that get the treatment, while the other class (XTKJ) get the controlled class in the study. In the research used two instruments which are used for gathered the data that she needs, they are; pre-test and post-test as the research instruments to collect the data. Test is used in order to know the difference achievement between experiment class and controlled class after the treatment was given. Test meant here was to ask students and the students were asked to write.

Test is used in order to know the effectiveness of using video in teaching descriptive text at tenth grade student of SMK Pasundan 1 kota Serang. The test technique is the main technique in collecting the data. The pre-test and post-test were given both in experimental class and controlled class to find out their understanding in learning descriptive writing, and it is categorized as comparative test between experimental and controlled class. The students were asked to write three short paragraph of descriptive text in which every paragraph consist of 5 sentences.

In analyzing the students test, the writer used the formula below that is adapted from scoring profile by Jacob et al.

**Table 1**  
**Scale for Assessing the Students' Writing Descriptive Test**

No	Description	Score
1	Right content, true grammatical, accurate punctuation	5
2	Right content, true grammatical, inaccurate punctuation	4
3	Right content, false grammatical, accurate punctuation	3
4	Right content, false grammatical, inaccurate punctuation	2
5	Wrong content, false grammatical, inaccurate punctuation	1

## FINDINGS AND DISCUSSIONS

To know the result of the test, the researcher calculates the result of the pretest and posttest of both experiment and control class; where variable X is the experiment class, and the variable Y is control class.

Experimental Class			
Number	Pretest Score	Post test Score	Gained Score
1	2	4	2
2	2	3	1
3	2	3	1
4	3	2	-1
5	1	3	2
6	2	3	1
7	2	4	2
8	1	4	3
9	1	3	2
10	1	3	2
11	2	4	2
12	2	4	2
13	3	4	1
14	1	3	2

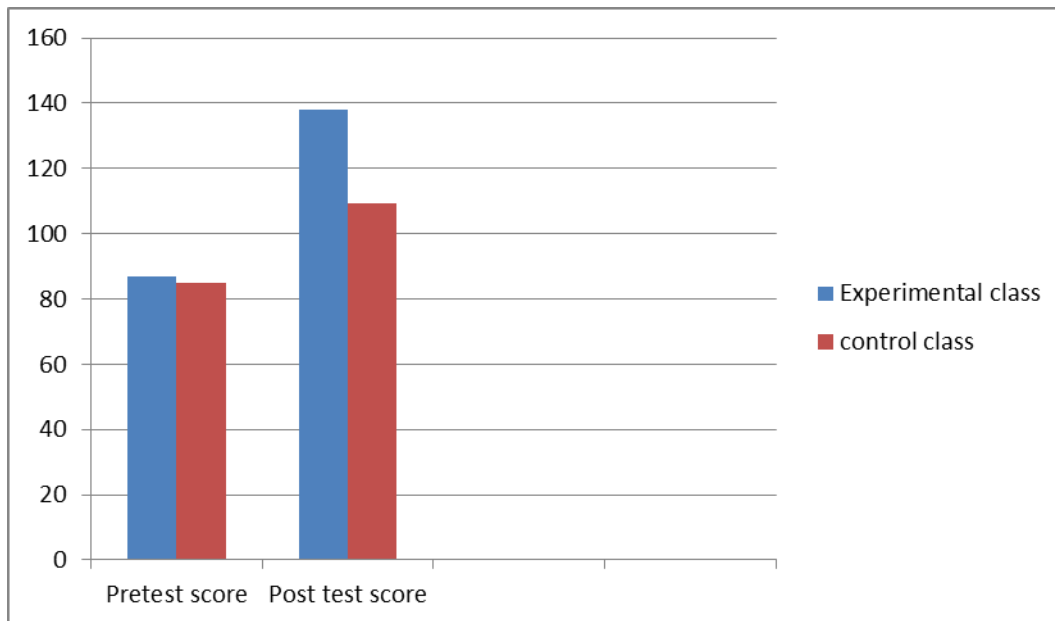
15	2	3	1
16	2	4	2
17	4	3	-1
18	1	3	2
19	4	4	0
20	2	4	2
21	3	7	0
22	1	3	2
	$\sum X_1 = 87$	$\sum X_2 = 138$	$\sum X = 51$
	$\bar{X}_1 = 3.9$	$\bar{X}_2 = 6.2$	$M_X = 2.3$

Control Class			
Number	Pretest Score	Post test Score	Gained Score
1	2	3	1
2	1	4	3
3	2	3	1
4	2	1	-1
5	2	5	3
6	4	5	1
7	2	2	0
8	2	4	2
9	2	5	3
10	2	4	2
11	3	4	1
12	3	4	1
13	2	5	3
14	1	3	2
15	3	5	2
16	4	5	1
17	3	3	0



18	4	5	1
19	5	5	0
20	4	5	1
21	1	5	4
22	3	4	1
	$\sum Y_1 = 85$	$\sum Y = 109.5$	$\sum Y = 24.5$
	$\chi_1 = 3.8$	$\chi_2^2 = 4.9$	$MY = 1.1$

The table shows that the pretest scores of both classes are on same level, means that the students' writing descriptive is generally average. Though there is a difference in posttest score of each class. The table shows that the experiment class has higher gained score than control class.



The chart above that the students in experiment class got higher growth than student in control class. The researcher interprets that using video is more effective in the learning of writing descriptive text. But, the researcher does not want to stop to analyze here, she s continues to analyze the data by using t-test to know the significance of differences between experiment class and control class.

### Data Analysis

After writing the comparison between the scores of experiment class and control class, the writer calculates them to the t-test formula.

From the result of statistic calculation, it indicates that the value of the  $t_0$  is 2.33 with the degree of freedom (df) is 42.

### **Interpretation**

Based on the researchers' observation, the students of experiment class have higher motivation in the teaching-learning process than students of control class. The experimental class atmosphere is also more active and lively. So that, they enjoy the teaching-learning process and learned the materials easily. In control class, the students seem bored and less motivation

In the teaching-learning of writing descriptive text by using video is successful. It can be seen on the table score that the students of experiment class who received video in learning descriptive text got higher scores than students in control class who received conventional teaching. It can be concluded that by using video are effective in improving students' ability in the descriptive text for first grade students at SMK Pasundan 1 kota Serang

### **CONCLUSION AND SUGGESTION**

Based on the previous data can be concluded that using video is more effective in improving students' ability in learning writing descriptive using video; and it also has good influences to the students.

Based on the researchers' observation, the students of experiment class have higher motivation in the teaching-learning process than students of control class. The experiment class atmosphere is also more active and lively. So that, they enjoy the teaching- learning process and learned the materials easily. In control class, the students seem bored and less motivation. And these all can be seen from the result of the research which is held by the researchers

There are some suggestions from the researchers to teacher who want to apply video in teaching descriptive text writing, as follows:

1. Choose appropriate video which does not contain any vulgar or violence science to show to students.
2. Choose video based on students' level of study, age, and interest.
3. Manage and control the class as effective as possible to ensure all students doing the task and participate actively in pairs or groups, so the students are able to help each other and understand what they

were doing. One way to manage and control the class is by pausing the video when the students become noisy and tell them that the video will not be continued until they stop making noise.

4. Make sure that the materials and the multimedia appliances such as laptop, infocus, cable, sound systems are ready to be used before the class start.
5. Choose video which familiar to the students' real lives situation because by watching video which familiar to their daily lives students can easily construct new knowledge based on their previous knowledge.

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