

THE INFLUENCE OF USING VIDEO TO THE STUDENTS' SKILLS IN WRITING DESCRIPTIVE TEXT

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ABSTRAK

Penelitian ini dilakukan oleh penulis untuk mengetahui sejauh mana pengaruh penggunaan video terhadap keterampilan siswa dalam menulis teks deskriptif. Dalam penelitian ini, penulis menggunakan sampel penelitian. Jumlah sampel adalah 59 siswa. Pendekatan penelitian ini adalah video untuk pembelajaran, dan sebagai instrumen untuk mengumpulkan data, penulis menggunakan kuesioner untuk variabel X dan tes untuk variabel Y. Setelah mengumpulkan data yang diperlukan, langkah selanjutnya yang dilakukan oleh penulis adalah menghitung skor rata-rata kuesioner penggunaan video untuk meningkatkan keterampilan siswa dalam menulis teks deskriptif dengan menggunakan rumus Anas Sudijono. Langkah berikutnya adalah menguji hipotesis dengan menggunakan analisis statistik dalam hal ini Pearson's Product Moment Correlation Coefficient (r_{XY}). Hasil data menunjukkan bahwa skor rata-rata yang diperoleh siswa yang diajar dengan menggunakan video yaitu 78,56, dapat dinyatakan bahwa menggunakan video untuk keterampilan siswa dalam menulis teks deskriptif dapat dikategorikan ke dalam kategori baik. Dan untuk keterampilan siswa dalam menulis teks deskriptif, yaitu 74,83, itu dikategorikan ke dalam kategori mampu. Ini berarti bahwa siswa kelas tujuh SMP Negeri 1 Sayurmatangi tahun akademik 2017 – 2018 dapat menulis teks deskriptif dan mereka telah menerapkan metode yang baik untuk keterampilan mereka dalam menulis teks deskriptif.

Kata kunci: video, menulis, teks deskriptif

ABSTRACT

This research is conducted by the writer in order to know how far the influence of using video to the students' skills in writing descriptive text is. In this research, the writer applies the sample of research. The number of sample is 59 students. The approach of this research is video for learning, and as instrument for collecting the data, the writer uses the questionnaires for variable X and the test for variable Y. After collecting the needed data, the next step which is done by the writer is calculating the mean score of using video for raising the students' skills in writing descriptive text by using the formula of Anas Sudijono. The next step is testing the hypothesis by using the statistical analysis in this case the Pearson's Product Moment Correlation Coefficient (r_{XY}). The result of the data shows that the mean score got by the students taught by using video that is 78.56, it can be stated that using video to the students' skills in writing descriptive text can be categorized into good category. And for the students' skills in writing descriptive text, that is 74.83, it is categorized into the capable category. It means that the seventh grade students of SMP Negeri 1 Sayurmatangi in 2017 - 2018 academic year are able to write descriptive text and they have applied good method to their skills in writing descriptive text.

Keywords : video, writing, descriptive text

I. INTRODUCTION

Based on Curriculum, Junior High School students are taught about writing texts in English. The students are expected to be able to write sentences and generate them into paragraphs, then develop the paragraphs into several kinds of text. One of them is descriptive text which is taught at the seventh grade of Junior High School. The text is a kind of text that describes thing in specific. Bob Brannan (2006) states, "Describing is the process of relating details to help another person see what we have seen. It is the act of painting a picture with words. But good description do more than just give readers a picture of a scene; they use the other senses (hearing, touch, taste, smell) to involve the audience more completely. It is stated in Standard Basic Competence at the seventh grade of Junior High School that the students should be able to compile short and simple descriptive text in oral and written about person/animal/thing by paying attention to the purpose, organization, and language feature of the text accurately and contextually.

In fact, there is problem that many students face in writing, that is, students either think or say that they cannot write, or do not want to write. It is due to they have no confidence, they assume that writing is boring or believe that they have nothing to write. There are some problems that often occur when students write. For example, they did not have idea what to write when they began their writing, they were confused to organize their ideas and did not have motivation to write due to their limited range of vocabulary, they cannot recognize and improve a sentence or paragraph correctly." That is why writing seems to be the hardest aspect to do in teaching learning processes.

Based on the writer's observation at SMP Negeri 1 Sayurmatangi, there are many factors that make students feel difficult to write descriptive text. Those are: (1) students did not know what they should write for identification and description of descriptive text, (2) most of students only copied the model of text, (3) students wrote descriptive

in their own language and translate into English. It makes their ideas of writing descriptive text were not arranged orderly. Thus, teaching writing of descriptive text in an appropriate way is required to facilitate students' second language acquisition.

Based on the writer's experience in PPL, teacher still uses teacher centered for teaching English. It makes students passive and hard to think critically. Moreover, students need critical thinking to be able to write. Teacher seldom provides additional media or sources for teaching. Teacher mostly uses students' workbook that can make students lose their interest for learning.

Lightbown and Spada (2006) proposes, "Lesson that always consists of the same routines, patterns and formats have been shown to lead to decrease in attention and an increase in boredom. Varying the activities, tasks and materials can help to avoid this and increase students' interest levels". So, it can be concluded that the media in teaching learning is very crucial to the success of the teaching learning process.

Actually, teachers can do some efforts to upgrade their way in teaching in the classroom. One of teaching media that can be used in teaching descriptive text is by using video. It can help students to increase their understanding about the material they learn. As George (2002) points out, "Our students have a much richer imagination for what we might accomplish with the visual than our journals have yet to address." Video can be a medium which can help students to understand the picture described in the video. By analyzing a proper video, students can decrease their weakness in the lack of vocabulary, because video proposes a hint through its visual meaning. Video also becomes a media that attract student's attention and help them to increase their motivation in comprehending the procedure text. Thus, based on the problems, the researcher intends to conduct a study on examining the influenceiveness of using video in teaching writing of descriptive text.

Based on the explanations above, the writer is interested to do the research which is related to that problem by title “The influence of using video to the students’ skills in writing descriptive text”.

Beside the above reasons, the writer has chosen the topic based on the following reasons:

1. The writer is interested to know how far the influence of using video to the students’ skills in writing descriptive text is.
2. Students do not have idea what to write when they begin their writing, they are confused to organize their ideas and do not have motivation to write due to their limited range of vocabulary, they cannot recognize and improve a sentence or paragraph correctly.
3. The writer has chosen Video because it can be a medium which can help students to understand the picture described in the video. By analyzing a proper video, students can decrease their weakness in the lack of vocabulary, because video proposes a hint through its visual meaning.

1.2. The Limitation of Research

Based on the writer identified, the factors above is too large to research. So that, it is necessary to limit the factors. The limitation of this research can be seen below:

1. The students’ who are taken as the object of this research are the seventh grade of SMP Negeri 1 Sayurmatangi in 2017 - 2018 academic year
2. Video in the topic of this research means one of authentic materials in advancement technology in decades. It can visualize the condition of information by its photograph and audio inside which is video can give the opportunities

for students to practice the knowledge through it activities.

3. The students’ skills in writing descriptive text in the topic of this research means the students’ ability to write the phenomena from the videos to the seventh grade of SMP Negeri 1 Sayurmatangi in 2017 - 2018 academic year

Problem is a contradiction between what should be and what had happen. Based on the background of research the writer has found the problems, to make the problem is clearer in this research; the writer will formulate the problems as : “How far is the influence of using video to the students’ skills in writing descriptive text”.

In one study, writers are not only aware of the issue in her research, but also must have a purpose. From the formulated problem the purposes of the research is to know how far the influence of using video to the students’ skills in writing descriptive text is.

Hypothesis is a tentative answer to the question proposed. Arikunto (2006) says that hypothesis is a tentative answer to the research problem until it proved for the data collected.

Based the explanation above, the hypothesis of this research can be formulated as “There is a significant influence of using video to the students’ skills in writing descriptive text to the seventh grade of SMP Negeri 1 Sayurmatangi in 2017 - 2018 academic year”.

This study is expected having some significance not only for the researcher, but also for three groups of people such English teachers, students and

other researchers.

1. The researcher

The result of the investigation will be useful as a reference for the researcher

to improve knowledge about writing of descriptive text using video and it will be useful in the future as the prospective teacher in preparing teaching process.

2. The students

The result of this research is expected to motivate them to give proper responses toward teaching and learning process and have the enjoyable learning in order to achieve a high quality of teaching and learning process.

3. The teachers

The result of this research is expected to give reference and improve their way to teach descriptive text. It is also expected to be useful as the variety media in teaching English so the teaching and learning process can effectively run as good as possible.

4. The other researchers

It is expected to give more information and contribute the knowledge about teaching descriptive text through video to improve students' writing skill.

II. THE REVIEW OF LITERATURE

Writing

According to Dietsch (2006), writing is a process of discovery. As you write, you will discover thoughts and ideas that lie beneath the surface of your mind. You will become more aware of your own beliefs and values-what is important to you. In those definitions, writer can conclude that writing is expressing the idea through written text. It can be with handwriting or typewriting. Writing requires many aspects, such as a high level of organization and accuracy, the use of complex grammatical and vocabulary. So, it can be effective writing.

Descriptive Text

Bob Brannan (2006) states, "Describing is the process of relating details to help another person see what we have seen. It is the act of painting a picture with words. But good description do more than just give readers a picture of a scene; they use the other senses (hearing, touch, taste, smell) to involve the audience more completely.

Description has been defined by philosophers as "a mode of perception," a means of knowing. It is a way to impose order upon the confusing complexity of the real world and to understand it, at least partially.

Based on the explanation above, descriptive text is description of someone or something or a place that described into words. It includes details as real as possible which make the reader easy to imagine what the text is being described.

Video

Video combines motion, color, and sound in ways that can dramatize ideas better than any other medium. Students can experience the past, present, and future without leaving the classroom. To get the best results from video, teachers need to select materials wisely and use good showmanship skills. Moreover, Ismail (2005) states that video is an obvious medium for helping learners to interpret the visual clues effectively. It means that video can be used to visualize a situation in which could have been replaced by photograph and text or audio.

Video makes students become autonomous learners and critical thinker; such as focus on analyzing images, comprehend the video and identify their weaknesses and strengths. Video is also called a media which is underpinned by the real-life communication. Video tries to elaborate the real condition of the activity through visualizing visual and audio to present content and to provide illustration for concepts. Video motivates learners because they are more

interesting or stimulating than non-authentic materials.

In summary, video is one of authentic materials in advancement technology in decades. It can visualize the condition of information by its photograph and audio inside which is video can give the opportunities for students to practice the knowledge through it activities. As the result, video can arouse students' interest and motivation in learning language especially in writing of descriptive text.

To get a successful result in language teaching using the video as an aid, there are some techniques that should be benefited by both teacher and learner.

1. Active viewing.

It increases the students' enjoyment and satisfaction and focuses their attention on the main idea of the video presentation. The teacher provides some key questions before starting the presentation on the board so that the students get an overview of the content of it. After viewing the questions, the students answer the questions orally, or the students may take notes while viewing.

2. Freeze framing and prediction.

It means stopping the picture on the screen by pressing the still or pause button. Teacher freezes the picture when he or she wants to teach words and expressions regarding mood and emotions, to ask questions about a particular scene, or to call students' attention to some points.

3. Silent viewing.

It can arouse students' interests, stimulates thought and developed skills of anticipation. This activity can also be a prediction technique when students are watching video for the first time.

4. Sound on and vision off activity.

This activity can be interesting and useful to play a section of a video unit and remove the visual element from the presentation by obscuring the picture so that students can hear only the dialogue but unable to see the action. Through this activity, the students predict or reconstruct what has happened visually depending on what they hear.

5. Repetition and role play. Repetition can be used when there are some difficult language points in the video unit. A scene on video is replayed with certain pauses for repetition either individually or in chorus. Role play involves students as active participants. Role playing is a good communicative activity and true preparation for real-life situations. It gives a chance to students to apply what they are learning.

6. Reproduction activity.

After students have seen a video, students are asked to reproduce either what is being said, to describe what is happening, or to write or retell what has happened. This activity encourages students to try out their knowledge.

7. Dubbing activity.

This activity can be done when students have the necessary language competence. In this activity, students are asked to fill in the missing dialogues after watching a sound-off video episode.

8. Follow-up activity. It is important that a video presentation should lead to follow-up activity as the basis for further extended oral practice. With this activity, students have an opportunity to develop sharing and co-operate skills.

In conclusion, video provides an opportunity to study and can be applied in teaching. The availability of video is as suitable media to teach students in the class, video combines visual and audio stimuli. It is accessible to those who have not yet learned writing well and provide context for learning.

The Frame of Mind

It has been explained previously, video is the technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still images representing scenes in motion. Video combines motion, of Humanities and Social Science Thaksin University, 2014), color, and sound in ways that can dramatize ideas better than any other medium.

Students can experience the past, present, and future without leaving the classroom. The use of video as an audio-visual material in foreign language teaching classrooms has grown rapidly because of the increasing emphasis on communicative techniques, and it is obvious that the use of video is a great help for foreign language teachers in stimulating and facilitating the target language.

Students need more efforts to help them find more convenient and successful in developing their writing skill. Based on these problems, teacher needs an appropriate way to improve students’ writing skill. Video is one of the suitable media that can be used by teacher in English teaching and learning. This media must be fun in order to give students improvement on their English knowledge especially in writing material. Video will also be used to stimulate students’ motivation and enthusiasm in English writing class.

Furthermore, video is suitable media that will be used at SMP Negeri 1 Sayurmatangi in improving students’ writing skill. Thus, the researchers’ assumption that video can affect students’ writing skill of descriptive text will realized. If students interest with the media, a high motivation to

practice writing will help them to develop their writing skill.

III. THE METHODOLOGY OF RESEARCH

This research will take place at SMP Negeri 1 Sayurmatangi. It lies in Sayurmatangi, Tapanuli Selatan Regency, North Sumatera Utara. This research will be conducted in 2017 - 2018 academic year.

When doing a research, a writer must have a tool, in which its function is to collect the data from the field. According to Arikunto (2006): “Instrument is the tool or facility which is chosen and used by the writer in his activity to collect in order to that activity become systematically and can be easily to getting result more good”.

In order to get the needed data, of course the writer need the instrument. The instruments should be appropriate to the main purpose of carrying out the research. Because this research concern with the study of the influence of using video, so that the questioner is regarded as most appropriate instrument for getting the needed data and for getting the needed data about the student’s skill in writing descriptive text writer chooses the test.

The questioner consist of the list of questions consists that of 10 items of questions. Each item contains in this instrument has 3 options.

With the value as follows:

- 1. Ya : 2
- 2. Kadang-kadang : 1
- 3. Tidak : 0

The highest score of questioners is 20. When the after scoring all the items of questioners, then the writer calculates the sum of the scores. And in order to get the scores 0-100 the writer multiples the score with 5. So the highest score can be got by a student is 100. It is got from the total scores by student multiplied by $5 \times 20 = 100$, it is said so

because the number of using video questioners is 10 items.

According to Muchtar in Suharsimi book's (2013): "Tes ialah suatu percobaan yang diadakan untuk mengetahui ada atau tidaknya hasil-hasil pelajaran tertentu pada seorang murid atau kelompok murid". It means, test is any series of questions or exercises or other means of measuring the skill, knowledge, capacities of aptitudes or an individual or group.

For the test of writing skill that consist of 20 items, if a student can answer one item of the test correctly, he will get score 5. It means that if a student can answer all the items of the test correctly, he will get score 100. It is got from $20 \times 5 = 100$. This is the highest score can be got by the student.

In this research the writer uses correlation research. According to Gay in Sukardi book (2013): "Correlational research is a research study that involves collecting data in order to determine whether and to what degree a relationship exists between two or more quantifiable variables".

The population of this research is the seventh grade of second semester of SMP Negeri 1 Sayurmatangi in 2017 - 2018 academic year. It consists of 118 students and they are divided into 4 classes.

The writer choose the random sampling. The sample of this research are the seventh grade students of second semester of SMP Negeri 1 Sayurmatangi in 2017 - 2018 academic year. The writer taken 50% of population from four classes. The participant of research are 59 students.

IV. THE RESULT OF RESEARCH AND DISCUSSION

After finishing analyzing the collected data about the variables it has been got that the influence of video to the students' skills in writing descriptive text to seventh grade students of SMP Negeri 1 Sayurmatangi in 2017 - 2018 academic year is high. It can be seen from the value of correlation (r_{XY}), that

is 0.73, in which after consulting it to the table of interpretation of r_{XY} it can be categorized into high correlation category.

And through the collected data it can be seen that the students' scores of questioners vary from 65 up to 90. It means that the lowest score got by the student is 65 and highest score is 90. And the scores of the students' skill in writing descriptive text vary 60 up to 90, in which the lowest score got by the students is 60 and highest score is 90.

Based on the data that has been collected, it can be found that the influence of using video to the students' skills in writing descriptive text to seventh grade of SMP Negeri 1 Sayurmatangi in 2017 - 2018 academic year is high. It can be seen from the value of correlation (r_{XY}), that is 0.73. It means that the hypothesis of this research that states: "There is a significant influence of using video to the students' skills in writing descriptive text to the seventh grade of SMP Negeri 1 Sayurmatangi in 2017 - 2018 academic year" is accepted.

The students' difficulty in writing descriptive text is caused by some problems. One of them is students did not know what they should write for identification and description of descriptive text. Thus, the researcher applied video to make students know the identification and description of descriptive text. Video gave a chance to the students to know what they should write for identification and description of descriptive text.

From the above explanation, it can be stated that in order to raise the students' skills in writing descriptive text. Not only Video influenced the students' skills in writing descriptive text, but many factors can raise, like: pictures, animal, thing, or phenomenon in this world. So that, video just one type from above.

And from the value of mean score got by the students taught by using video that is 78.56, it can be stated that using video to the students' skills in writing descriptive text can be categorized into good category. And for

the students' skills in writing descriptive text, that is 74.83, it is categorized into the capable category. It means that the seventh grade students of SMP Negeri 1 Sayurmatangi in 2017 - 2018 academic year are able to write descriptive text and they have applied good method to their skills in writing descriptive text.

V. THE CONCLUSIONS AND SUGGESTIONS

After finishing analyzing the collected the data, the next step which is important to be done by the writer is formulating the conclusions and then offering suggestions regarding to the result of the research. In this last chapter the writer would like to formulate the conclusions and then offers the suggestions of this research as follows:

The Conclusions

After treating the statistical analysis in the research from the seventh grade of SMP Negeri 1 Sayurmatangi the writer can conclude, as follows:

1. There is a significant influence of video to the students' skill in writing descriptive text to the seventh grade students of SMP Negeri 1 Sayurmatangi in 2017 - 2018 academic year. It can be seen from the value of correlation (r_{XY}), that is 0.73, in which after consulting it to the table of interpretation of r_{XY} , it can be categorized into high correlation category.
2. The application of video to the students' skills in writing descriptive text can be categorized into the good category. It can be seen from the value of mean score (M_X) that is 78.56.
3. The students' skill in writing descriptive text of the seventh grade of SMP Negeri 1 Sayurmatangi in 2017 - 2018 academic year can be categorized into capable category. It can be seen

from the value of mean score (M_Y) that is 74.83.

4. The hypothesis of this research is accepted.

The Suggestion

After conducting the research, suggestions can be showed related to research findings and discussion as follows:

1. The teacher should use video in teaching writing descriptive text to help students know the identification and description of descriptive text.
2. The teacher should be more creative in teaching writing because teacher has an important role in teaching writing.
3. The students should also have more practice in writing because writing is not an automatic process. They can have more practice in writing descriptive text by using video.
4. For further researchers, they should assess the students' writing test with more than one scorer to prevent the subjectivity of scoring because the weakness of this research is the scoring of students' writing test. It was only done by the writer. Besides, the future researchers can also have a research by using video in teaching writing other texts beside descriptive text.

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