

The Effectiveness of Using Video Clip in Teaching Writing Skill at the Survival Students

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ABSTRACT

This research used an experimental research exactly Pre-experimental. The sample of the research was Azizy Course students' of Al Aziziyah Dormitory in academic year 2019/2020. The total number of the students is 15 students. In order to get the data, the researcher used pre-test and post-test. Pre-test was given by students before treatment, and post-test was given by students after treatment. In analyzing the data, the researcher gives test to the students. Second steps, the researcher corrects the students answer papers and giving score. After getting the score, the researcher analyses them. Based on the data analysis of the research are follow: (1) the students' writing before taught by video clips as media is fair, (2) the students' writing after taught by video clips as media is good, (3) there is significant different of the students' writing of Azizy Course students in Al Aziziyah Dormitory in academic year 2019/2020 before and after being taught by using video clips as media for teaching writing skill. So the researcher conclude that, teaching writing skill using video clips as media is effective in increase the writing skill, based on the result of data analysis in this study. This can be seen from the significant value (2-tailed) less than 0.05 (95% confidence interval) that is 0.00. This indicated that the results of the analysis are significant.

Key words: video clip, writing skill

A. Introduction

One of important skill in the education of English is writing, writing is one of the abilities in English that must be improved, especially writing academically because writing needs complex skills such as the creation of ideas, variations of vocabulary and also the use of good and correct grammar (Hartoyo, 2009:45). Therefore, writing can be used as a means to express all inspiration in various forms, such as stories, even though various difficulties are encountered in writing, especially writing in the context of English. This is because most students lack vocabulary it is difficult to produce ideas in writing and are less able to string words in good and correct English grammar. Khoii (2011) revealed that the difficulties faced by students not

only in terms of generating ideas in writing but also in terms of placing these ideas in the text or writing that is worth for reading. Therefore, a teacher should be able to increase students' interest in writing by using various methods, so students are able to produce a good writing or essay.

The researcher take writing skills because writing an English text is more complex and difficult to learn for Junior High School students, it is not as easy as writing in their native language. They have to think and choose the correct vocabularies or diction which is very different from what they have in their own language. Therefore, they sometimes do not know what they want to write to express their thought and ideas. As a result, their scores in writing are not as good as other skills (Widi, 2010: 11).

In this case, video is one of the media that can be used in the process of learning English. Rammal (2012) states that video is an effective tool that can be used for learning English, both for adolescent and adult students. In this case, a teacher / educator can use video clip media to improve the ability of students to write narrative texts because the media provides many benefits for both the instructor and the students themselves. For teachers, video clips are easy to obtain and are affordable and easy to apply in the teaching and learning process. While the benefits for students, by using video clip media can increase curiosity about the story of the video clips that are displayed, so that it attracts their interest in writing narrative essays.

B. Review of Related Literature

D'Angelo (1980: 176) explains that each article has a variety of purposes including informing or instructing, persuading or influencing, entertaining or pleasing the reader. With the existence of a variety of objectives in a paper, readers are expected to be interested in the information presented and can make useful contributions for the writers themselves. Other experts such as Fowler and Aaron (2006: 14) classify writing goals as follows: a) to entertain the reader, b) express feelings or ideas, c) explain something to the reader, and d) influence the reader to accept ideas or ideas that submitted by the author.

The same thing about the above is also explained by Raimes (1983: 95), that the purpose of writing is to communicate with readers by exploring ideas without the pressure to communicate face-to-face so as to create beautiful communication. To build a good communication or interaction is not easy, because it requires various components that support each other.

From some definitions of writing above, the researcher able to conclude that writing is not as simple as putting or making letters on a paper or other media. Writing needs a process from planning until presenting the text. By doing writing, someone is able to express her/his thoughts, organize them into logical order, and share them to otherpeople.

According Andi Prastowo (2012:302) some of the benefits video media that can only help development of increased learning interest member learning, he also give the benefit of video. First, the teacher gives unexpected experiences to students. Second, the teacher show real something that was initially impossible to see. Third, analyze changes in a certain time period. Fourth, the teacher gives experiences for students to feel a certain situation. Fifth, present a case study presentation about life that can trigger student discussion. Based on experts opinions about video clip. The method of applying video media makes students more interested in learning that feels boring, because the methods applied before are not attractive to students. Therefore, this method will make students more interested in learning being taught.

There was a research about improving writing skill using video. It was conducted by Tristy (2010) in her final project entitled Improving Students' Writing Skill in Writing Report Text with All about Animal VCD. She concluded that teaching report text through watching animal VCD was an attractive technique. The students could enjoy their English class more than before. They were able to write down their report text according to what they hadwatched and she take population on SMA NEGERI 1 TEGALKLOPO KEDIRI. If the research which was done by Tristy used animal VCD, the researcher will use video clips with song, music and story to teaching writing

skills of narrative texts and the researcher will use video clip from Katy Perry entitled Roar.

The second researcher conducts about improving speaking skill with audio-visual. It was from Shafa Akmal (2019:2) in her final project The Use of Audio-Visual Media in Speaking Ability of EnglishSpeaking Club Students at Stmik Royal Kisaran. In this study there are some similarities found in research belonging to Safa Akmal (2019),Apply audio visual media to apply the learning and the hypothesis about. The difference between this study and Akmal Safa is the skill, this study use writing, differences in terms of the place.

The third researcher conducts about improving writing skill with animation video. It was from Ayres (2017)in her final project entitled Improving Students' Writing Skill in writing narrative text with All about Animation video. She concluded that teaching narrative text through watching animation video was effective technique. The students were enjoying their English class more than before. If the research which was done by Ayres (2017) used animation video, the researcher will use video clips with song, music and story to teaching writing skills of narrative texts. The researcher will use video clip from Katy Perry entitled Roar.

C. Method

In this research, the researcher will conduct Pre-experimental research design. Based on (Borg, W.R., M.D. 1989:670) another name for this Pre-experimental design is one-group pretest-posttest design.

Types of Pre-Experimental Design (Muhid:2012):

a. One-shot case study design

A single group is studied at a single point in time after some treatment that is presumed to have caused change. The carefully studied single instance is compared to general expectations of what the case would have looked like had the treatment not occurred and to other events casually observed. No control or comparison group is employed.

b. One-group pretest-posttest design

A single case is observed at two time points, one before the treatment and one after the treatment. Changes in the outcome of interest are presumed to be the result of the intervention or treatment. No control or comparison group is employed.

c. Static-group comparison

A group that has experienced some treatment is compared with one that has not. Observed differences between the two groups are assumed to be a result of the treatment.

In this research, the researcher used one-group pretest-posttest design. The steps of the research are:

1. The researcher gave pre-test for testing the first students skill in writing
2. The researcher gave video clip as the treatment for students, to apply the opinions of experts that say video clip is effective as media for learning.
3. The researcher gave post-test to find out the students final ability and also to find out the result of after given by treatment.

After giving the test, the researchers continue to analyze the data. Data get from the test result of writing narrative text before and after being taught video clips as method. The researcher looking for the students test results.

Table 1. The component students pre-test score in class according to (Heaton:2007)

Student	Pre test				Score
	Content	Organization	Vocabulary	Grammar	
1	25	15	25	14	79
2	25	15	10	15	65
3	20	15	20	24	79
4	25	15	15	15	70
5	25	10	10	10	55
6	20	15	10	10	55
7	27	18	18	15	78
8	25	18	18	17	78

9	27	18	18	15	78
10	25	15	15	14	69
11	25	14	15	10	64
12	20	10	10	10	50
13	25	10	10	10	55
14	25	10	15	10	60
15	20	15	10	15	60
					Σ 66.33333

Table 2. The component students post-test score in class

Student	Post test				Score
	Content	Organization	Vocabulary	Grammar	
1	27	19	19	18	83
2	25	15	15	15	70
3	27	19	19	19	84
4	25	17	17	18	77
5	20	15	15	10	60
6	20	15	15	11	61
7	28	19	19	19	85
8	27	19	19	18	83
9	27	18	18	19	82
10	25	17	17	16	74
11	25	15	15	14	69
12	25	15	15	15	70
13	25	15	17	13	70
14	27	19	19	18	83
15	27	19	19	18	84
					Σ 75.666666 67

From the table above, it can be seen that the average score of students' pre-test in class is 66,34 and the average score of their post-test is 75,68. From the pre-test and post-test scores.

The result of pre-test and post-test were analyzed statically by using SPSS (Statistical package for the Social Sciences) especially paired t-test formula to know the value before and after giving treatment.

Here are interpretations of SPSS output:

Table3. Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-Test	66.3333	15	10.31411	2.66309
Post-Test	75.6667	15	8.59125	2.21825

In the table paired samples statistic above, it describe about writing narrative text between before and after giving video clips which include, mean, standard deviation and standard error mean.

Data of students between before and after giving video clips = 15, the average (mean) writing narrative text before giving video clips as media = 66.3333 and average (mean) mastering students toward writing narrative text after giving video clips as media = 75.6667 standard deviation before giving students' video clips as media = 10.31411 and after giving students' video clips as media = 8.59125.

Based on comparison between average (mean), the level of mastering students to writing narrative text between before giving students' video clips as media = 66.3333 and after giving students' video clips as media = 75.6667 that means there was the high of effective about giving students' video clips for writing narrative text. So the gained score between before giving students video clip and after giving video clip = 9.33333

D. Result and Discussion

Beside on used average data above, for analysis result of data the researcher also used paired sample test such us comparing between t-table and t-value, for analysis result of data.

Table 4. Paired Samples Test

	Paired Differences				T	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower				Upper
Pair 1 Pre-test Post-Test	-9.33333	7.26702	1.87634	-13.35767	-5.30899	-4.974	14	.000

In the table 4. above, it contains the result of analysis data of t-test two samples pairs that contain t-value and significance. Based on that data above, it can be set up in two ways of testing hypothesis as follows:

- a) With comparing the t-values with t-table
 - 1) If t-values > t-table, H_0 is rejected.
 - 2) If t-values < t-table, H_0 is accepted.

To see the rate of t-table, so it was based on the degree of freedom, which amount is $N-1$ ($15-1=14$), based on the result of t-test analysis of paired two samples, it got t-value 4.974, if t-valued was absolute, it will become 4.974, and it got the following result:

T-value was bigger than t-table ($4.974 > 2.145$), so H_0 is accepted, it means that students of Azizy Course who have been taught by using video clip as media significantly achieve higher rating score.

Beside on comparing between t-value and t-table, the researcher also comparing between the rate of taraf significance (p-value).

- 1) If significance < 0.05, H_0 is refused.
- 2) If significance > 0.05, H_0 is received.

Take the conclusion:

If the significance (2-tailed) < 0.05 that are proved the differences very significant both of first variable and last variable. It is proved the effective very useful of during treatment video clip as media.

If significance (2-tailed) > 0.05 that are proved there is no differences very significant both of first variable and last variable. It is proved there is no effective of during treatment by using video clip.

In the table above the significant (2-tailed) = 0.00 < 0.05. its mean that the pre-test and post-test there are differences very significant. So during treatment for teaching writing using video clip as media is very useful.

In this research to get the primary data about the students'achievement, the test was given to the student. The test is writing narrative text about snow white minimum 150 words or 2 paragraphs. Then, the students' test result is analyzed by using paired sample t-test by using SPSS (Statistical Package for Social Science). The result of data analysis in this study indicates that students taught by video clips as media gives a

significant effective on writing narrative text. This can be seen from the significant value (2-tailed) less than 0.05 (95% confidence interval) that is 0.00. This indicated that the results of the analysis are significant.

From the results before treatment, it can be seen that the average score pre-test of group is 66.34. The average score of post-test is 75.68. In this study, the calculations showed that the average differences before treatment and after treatment was significant because post-test result were higher than pre-test. Based on the result of the tests conducted, it is evident that the effectiveness of using video clips in teaching writing skill at Azizy Course students of Al Aziziyah Dormitory. The use of video clip as media in teaching writing narrative text makes writing and learning activities more effective and varied. Finally, the use of video clip as media makes the students more easily understand the lesson. It can be conclude that in this this study, the use of video clip as media in teaching writing narrative text was effective in the Azizy Course of students Al Aziziyah Dormitory.

E. Conclusions and Suggestions

Based on the result of writing narrative text is given by after treatment in the class, it was found that there was significant effective of students' taught by video clips as media on writing narrative text at Azizy Course of students Al Aziziyah Dormitory.

Based on the result of data analysis and hypothesis, it can be concluded that students' taught by video clips as media make students more easily understand the lesson and makes writing and learning activities more effective and varied.

Based on analysis of t-test two samples paired, it can conclude that there was a difference between students' writing narrative text before and after giving video clips as media. Based on comparison between average (mean pre-test 66.34) and (post-test mean 75.68), the result of writing narrative text between after giving treatment was higher than before giving the treatment of video clips as media.

It means there was significant effective, so this video clips was very effective to teaching students writing skill of narrative text at Azizy Course of students Al Aziziyah Dormitory.

Based on the conclusions, some suggestions can be proposed that hopefully will be useful for students, teachers, schools, and other researches.

1. For the students

Students should be responsible for the discussions of the material given by the teachers. In additions, students should participate more actively in groups. When they are formed in groups, they should use their time wisely by discussing the material well because each student has a responsibility to master the material.

2. For the teachers

In applying video clips as media, teachers should use time as efficiently as possible because the teaching learning process by using video clips as media takes a quite long time so teachers should be able to manage the time. The teachers also should provide the material well for example used power point and added good animations for teaching the material, student will be interested in relating video clips as media.

The video clips can download from internet or DVD it will intensification students' interest as well. Teachers should be well-prepared before coming to the classroom. It means that teachers need to know everything that potentially happens in the classroom not only awareness but also under awareness as video clips is being applied.

3. For the course

The suggestions that maybe useful and can be used as a reflection for schools should afford supporting facilities that can enable teachers to teach will and effectively. The facilities can be a projector in the class room and good book or wall pictures as learning sources.

4. For future researchers

Researchers should practice what they have known and learned about the knowledge in teaching. Researchers that want to conduct a research

should also be well-prepared and make an environment of teaching learning process to be as good as be potential.

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