

THE EFFECTIVENESS OF USING VIDEO DOCUMENTATION TO IMPROVE THE STUDENTS' ABILITY TO WRITE DESCRIPTIVE PARAGRAPH IN RFL CLASS

Siskayani¹, Nurdevi Bte Abdul², Muh. Astrianto Setiadi³

^{1,2,3}Muhammadiyah University of Makassar
siskayani06@gmail.com

ABSTRACT

The purpose of this research was to find out the improvement of students' writing skill deals with vocabulary for the seventh grade students of SMP Negeri 1 Sungguminasa, Gowa. This research used quantitative research method by conducting pre-experimental design, where in this method the researcher used one group pretest-posttest design. The population of this research was the seventh grades students of SMPN 1 Sungguminasa, with the total number of population are 256 students and sample was 32 students. This research consists of two variables they are Independent variable the use of videos documentation and dependent variable the students' ability to write descriptive paragraph. The result of the data analysis shows that the students' vocabulary in post-test was greater than mean score of pre-test ($29.67 > 41.15$), the improvement was 38.70% from post-test and pre-test score. The value of t-test in term of vocabulary was greater than the value of t-table ($13.27 > 2.453$). Based on the explanation it can be included that the video documentation improve the students' in writing skill in terms of vocabulary at the seventh grade students of SMP Negeri 1 Sungguminasa, Gowa.

Keywords: Videos Documentation, Writing Skill, Vocabulary.

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui peningkatan keterampilan menulis siswa berkaitan dengan kosakata untuk siswa kelas tujuh SMP Negeri 1 Sungguminasa, Gowa. Penelitian ini menggunakan metode penelitian kuantitatif dengan melakukan pre-experimental design, dimana dalam metode ini peneliti menggunakan one group pretest-posttest design. Populasi dalam penelitian ini adalah siswa kelas VII SMPN 1 Sungguminasa, dengan jumlah populasi 256 siswa dan sampel sebanyak 32 siswa. Penelitian ini terdiri dari dua variabel yaitu variabel Independen penggunaan dokumentasi video dan variabel dependen kemampuan siswa menulis paragraf deskriptif. Hasil analisis data menunjukkan bahwa kosakata siswa pada post-test lebih besar dari nilai rata-rata pra -tes ($29,67 > 41,15$), peningkatan sebesar 38,70% dari nilai post-test dan pre-test. Nilai t-test dalam hal kosakata lebih besar dari nilai t-tabel ($13,27 > 2,453$). Berdasarkan penjelasan tersebut dapat dimasukkan bahwa dokumentasi video meningkatkan keterampilan menulis siswa dalam hal kosakata di siswa kelas VII SMP Negeri 1 Sungguminasa, Gowa.

Kata kunci: Video Dokumentasi, Keterampilan Menulis, Kosakata.

Introduction

English Language Teaching (ELT) is one of the important courses in education institute and social culture, because English is international language and global language. Its' very important for everyone to learn about English language, especially for the new generation that will to developing this world to be a forward state in along with develop of education and technology.

Writing has several forms, one of them is called "descriptive paragraph", which focuses on describing person, places, mood, situation, and etc. This form of writing is more specific in creative descriptive elements so that the students will learn. According to Warriner (1989:136) states that descriptive paragraph is giving a picture in words that appeal directly to the sense (sight, sound, smell, touch, taste). He said a descriptive paragraph is normally full of vivid verbs and precise adjective. It depends on detail, not action, to the hold the readers interest.

Based on the researcher experience when practiced become a teacher on P2K in SMP Negeri 4 Bulukumba, there are many students still have difficulty in writing. The Students did not have any ideas to write. In other words, they had blank minds. When they were asked to write a text, for example a descriptive text. Therefore, some media were needed to bring out their ideas. One of media that can be use is Video Documentation.

Based on the previous reasons, the writer interested in conducting a classroom action research entitled *The Effectiveness of Using Videos Documentation to Improve The Students' Ability to Write Descriptive Paragraph In EFL Class.*

Material and Method

Does the use of videos documentation effective to improve students' ability in writing descriptive paragraph in terms of vocabulary?

Review of Related Literature

Tantiya (2011) stated that the use if movie as media in the teaching of recount was very effective. It was proved by the result of t-test. The t-test showed that score 3.243 was higher than t-table 1.67. it means that Ha was accepted and Ho was rejected. Since the t-score was higher than the t-table, there was a significance

difference in the achievement between students in class X. 2 who were taught recount text through the use of movie and students in class X. 5 who thought recount text without using movie (using text only). The average score of experimental group was 77.22 and the average score of control group was 70.11. it means that the experimental group (class X2) was better than the control group (class X.5).

Nobita (2012) stated authentic material assessment as one of material in teaching was effective and significant in improving the students' writing ability.

Muliyadi (2014) stated that the researcher used was to find out the significant the improvement of students ability in writing review text to focus on language use by applying short movie. The researcher used classroom action room (CAR) the researcher conducted two cycles, The researcher took data real from the school to know the students ability in writing descriptive paragraph. The result of the students written test in cycle 1 and cycle 2 had significantly different scores. There was a better increase at the end of action of second cycle. The research finding indicated that use of short movie could increase the studeng ability in writing descriptive paragraph and after evaluation in cycle 1 nad 2, the mean scores increased from 53.85% in the first cycle to 77.42% in the second one which was categorized average.

Based on the previous findings, the researcher can explain that the research of Tantiya, Nobita and Muliyadi are similar with researcher's research. These researches have some concerns with the students' writing descriptive paragraph. However, these researches are different in using a media or technique in teaching English writing descriptive paragraph. The research of Tantiyas one of material in teaching effective and significant in improving the student writing ability, and Muliyadi used short movie as media to improve the students' ability in writing descriptive paragraph.

Definition of Writing

Writing is a complex activity which consist of some component that construct the result of writing ability (White,1992: 9-12). The component of writing include content, organization, grammatical use, vocabulary use, and mechanical consideration such as spelling and punctuation (Fauziati, 2005: 153).

Definition of video

There are different ways of defining the term “video” in language teaching. In the most popular way, Longman dictionary of Contemporary English has applied the meaning of the term “video” as “a copy of a film or television program, or a series of events recorded on videotape” or “a process of recording or showing television programs, films, real events etc on videotape”. In other way, video is briefly known as one kind of visual aids. It’s visible with both sound and pictures.

Definition of Descriptive Paragraph

Descriptive paragraph is a paragraph which describes person, place, mood, situation, and etc. Similar to Wilbur (1966) said that descriptive writing is to create a clear picture or impression of person, place or object. White (1986) also said that descriptive paragraph is drawing in words.

Meanwhile, according to Barnet and Stubbs’s (1983), “Descriptive represents in words our sensory impressions caught in a moment of time. In much descriptive writing visual imagery dominates.”

From the opinion about descriptive above, so the researcher concludes that the descriptive paragraph is a paragraph which describes person, place, mood, situation, and etc. It also describes an object that appeal to the sense.

Generic Structure of Descriptive Paragraph

Fathoni (2013) stated that there are two types of generic structure of descriptive paragraph, they are:

1) Identification

Identification is part of descriptive paragraph about the topic or containing the “what” will be depicted or described.

2) Description

Description is the last part of the descriptive paragraph that contains discussion or depiction of the topic or the “what” in the identification of the physical appearance, quality, and general behaviour of its properties.

Meanwhile, according to Chemink (2011) stated that the generic structure of descriptive paragraph are identification which identifies the person, place, or thing to be described and description which described parts, qualities and characteristics.

Method

This research used pre-experimental with One-Group Pretest-Posttest design. This research was classified as pre-experimental design because it was little or no control of extraneous variables. In the One-Group pretest-posttest design, a single group is measured or observed not only after being exposed to a treatment of some sort, but also before.

Analysis Data

To analyze the data, the researcher used Quantitative Technique with scoring of students' Pre-test and Post-test to know the students' Achievement, classifying the students' score, calculating the percentage of students' achievement, calculating the mean score, calculating the improvement of the students' score of pre-test and post-test, finding out the significant between pre-test and post-test from the calculating values, and finding out the significant difference between the pre-test and post-test by calculating the value of the test.

Result

The finding presented the result of score percentage of students' writing skill on descriptive paragraph in term of vocabulary and comparing the score percentage between pre-test and post-test.

a. Pre-test Result

In pre-test, the researcher present the result of students' score percentage in writing descriptive paragraph in term of vocabulary before using videos. This research involved 32 students' and conducted at the seventh grade students of SMP Negeri 1 Sungguminasa.

Table 1 *The Score Percentage of Students' Writing Descriptive Paragraph in Term of Vocabulary*

No	Classification	Score	Pre-Test	
			Frequency	%
1	Excellent	90-100	-	-
2	Very good	80-89	-	-
3	Good	70-79	5	15.63
4	Fair	60-69	11	34.38
5	Poor	0-59	16	50
Total			32	100%

T

Table 1 show that from 32 students who followed the pre-test 16 students (50%) got poor score, 11 students (34.38%) got fair score and 5 students (15.63) got good score. It means that the students' score and the percentage in pre-test were still low because a half of the students got poor score.

b. Post-test Result

In post-test, the researcher presents the result of students' score percentage in writing descriptive paragraph in term of vocabulary after using videos. This research involved 32 students and conducted at the seventh grade students of SMP Negeri 1 Sungguminasa.

Table 2 Score Percentage of Students' Writing Descriptive Paragraph in Term of Vocabulary

No.	Classification	Score	Post-Test	
			Frequency	%
1	Excellent	90-100	5	15.63
2	Very Good	80-89	15	46.88
3	Good	70-79	12	37.5

4	Fair	60-69	-	-
5	Poor	0-59	-	-
Total			32	100%

Table 2 shows that from 32 students who followed the post-test; 12 (37.5%) students got good score, 15 (46.88%) students got very good score, 5 (15.63%) students got excellent score in term of vocabulary. It means that the score and the percentage in post-test was better and higher than in pre-test, because in the post-test their was a student got excellent score and there were 15 students got very good score while in the pre-test were not.

c. The improvement

The used of video documentation to increased the students' ability to write descriptive paragraph deals with vocabulary of the students. The improvement of the students' vocabulary of pre-test and post-test at the seventh grade SMPN 1 Sungguminasa can be clearly in the following table:

Table 3: The improvement of the students' vocabulary

No.	Test	Mean Score	Improvement
1	Pre-test	59.34	38.70
2	Post-test	82.31	

The data on the table 4.1.1 above shows that the score of vocabulary improved 38.70% from the mean score 59.34 in pre-test to be 82.31. In applying video documentation in the class, the data are collected through the test and shows the students' ability to write descriptive paragraph in term of vocabulary get significant improvement. Based on these result, it can be concluded that the used of video documentation is effective to increase the students' ability to write descriptive paragraph in terms of vocabulary 38.70%.

Hypothesis Testing

In order to know whether or not the mean score is different from two variable (pre-test and post-test) of the level significance 0.05 (5%) with degree of freedom (df) = N-1 = 31, where N = the local of the students' (32). The following table shows the result of the t-test calculating in term of vocabulary in writing.

Table 4: The students' improvement of vocabulary

Variable	T-Test	T-Table	Test of Significant
Vocabulary	13.27	2.453	Significant

The table 4 above shows the t-test value of the students' vocabulary in writing. It is indicated the value of t-test in term of vocabulary is greater than the value of t-table $13.27 > 2.453$.

Seeing the result above it can be concluded that the null hypothesis (H_0) is rejected whereas the alternative hypothesis (H_1) is accepted. In other words, the use of Video Documentation is effective in increasing the students' writing vocabulary.

Discussion

In this part, discussion dealing with the interpretation of findings derived from the result of findings of the students' ability to write descriptive paragraph dealing with vocabulary.

In the treatment process, the researcher made the teaching learning process more interesting by the use of video documentation. At the first meeting the students were interest, active, and have motivation to participate in learning English but the researcher encourage them and made the atmosphere in the classroom more interesting. As a result, the students become enjoy and more exited in learning process.

1. The Improvement of the Students' Ability to Write Descriptive Paragraph in Term of Vocabulary

Based on the findings result, the students' score percentage in writing descriptive paragraph before using the videos showed that the students' ability in writing descriptive paragraph at the seventh grade students of SMP Negeri 1 Sungguminasa especially class VII E were very poor. It was showed from the pre-test result of the students' score in writing descriptive paragraph in term of

vocabulary; from 32 students, none of the students got excellent and very good score. There was 15 students (50%) got poor score, 11 students (34.38) got fair score and 5 students (15.63) got good score.

2. The Significant Difference of T-Test and T-Table

Through the result of pre-test and post-test, the result of t-test value of the level of the significant 1% = 2.453, degree of the freedom (df) = 32 where $N-1 = 31$; indicated that t-table value was 2.453 and t-test value was 13.27. Therefore, it can be conducted that that statistically hypothesis of H_1 was accepted and the statistically hypothesis of H_0 was rejected. It means that the using of video documentation in teaching writing skill can improve the students' ability to write descriptive paragraph in EFL class.

Conclusion

Based on the finding and discussion in the previous chapter, the researcher concluded that the use of video improved students' writing skill on descriptive paragraph in term of vocabulary at the seventh grade students of SMP Negeri 1 Sungguminasa. It was proved by the score of vocabulary in the post-test (82.31) was higher than pre-test (59.34%).

References

- Anderson, Mark and Anderson, Kathy. 1997. *Text Types in English 2*. South Yarra: Macmillan Education Australia PIY LTD
- Chemink. 2011. *Descriptive Text for Junior High School*. Retrieved on Tuesday, July 16, 2013 at: <http://beddebahhaterulez.blogspot.com/2012/10/descriptive-text-for-junior-high-school.html>
- Chung, J. & Huang, S. 1998. *The effects of three aural advance organizers for video viewing in a foreign language classroom*. System 26 (1) 553-565. Retrieved from: http://www.ifets.info/journals/17_2/22
- Depdikbud. 2009. *Petunjuk Teknis Pengajaran Bahasa Inggris*. Jakarta
- Fathoni, Ahmad 2012. *Review Text, Penjelasan + Contoh Lengkap*. Retrieved on Thursday, 1 Augusts 2013 at <http://www.beljarbahasainggris.us/2012/10/review-text-penjelasan-contoh.lenkap.html>.

Fauziati, endang. 2002. *Theaching of English as Foreign Language*. Surakarta Muhammadiyah University Press

Gutberlet, Jutta. 2007. *Empowering collective recycling initiatives: Video documentation and action research with a recycling co-op in Brazil*. University of Victoria.

Gay L R. 2006. *Education Research, Competencies for Analysis and Application. Eight Edition*. New Jersey: person Prentice Hall.

Harmer, J. 1991. *The practice of English language teaching*. Longman Handbooks for Language Teachers. London/New York

Harmer, J. 2007. *The Practice of English Language Teaching*. Longman: Person Education.

Heaton, J. B. 1975. *Writing English language Tests*. London: Longman Group Ltd.

Heaton, J. B. 2001. *Writing English Test*. London Longman.

Issa, A. O.dkk. 2018. *Attitudes And The Practice Of Documentation Of Indigenous Knowledge By The Traditional Health Practitioners In Kwara State, Nigeria*

Ismayanti. 2008. *Implementation of Porifolio Assessment to Increase thr Students' Writing Skill*. Unpublished Thesis. Makassar. Fakultas Keguruan dan Ilmu Pendidikan. Makassar.

Jacobs, H. L., Stephen, A., Zinggraf, D. R., Wormuth, V., Faye, H., Jane, B., and Hughey. 1981. *Testing ESL Composition: A Practical Approach*.

Mulyadi. 2014, *Using Short Movie as Media to Improve Students' Ability in Writing Descriptive paragraph at The First Year Students of Aksari Pallangga*. FKIP Muhammadiyah Univesity of Makassar

Nobita. 2012. *Using an Authentic Material from Videos in Improve The Studends' Writing Ability*. FKIP Muhammadiyah University of Makassar.

Nunan, D. 2003. *Practical English Language Teaching*. Boston : Mc Graw Hill.

Nur Rohmah, Galuh. 2008. *Facing the Complexities of Writing: My Journey as a Learner and Teaching of ELF Writing*. Malang: UIN Malang Press.

Perin and Graham. 2007. *A Plan for Writing Skill*. New York: CBS College Publishing.

Purnamawati, Nuning. 2011. *Understanding Text Type 1*. Semarang: Semarang University Press.

Scrivener, J. 2005. *Learning Teaching: A Guide Book for English Language Teachers*. Oxpord: Macmillan Publishers. Retrieved from: <http://files.red-2-small->. Accessed 25th May 2015.

Siregar, S. 2012, *Metode Penelitian Kuantitatif*, Kencana, Jakarta

Stubb's, Michael. 1983. *The Sociolinguistic Analysis of Natural Language*. University of Chicago Press

Tantiya, Ika Aries. 2011. *Teaching Writing Recount Text Through Movie (An Experiment Research at the Tenth Grade of SMN 6 Semarang in the Academy Year of 2010/2011)*. Faculty of Tarbiyah Walisongo State Institute For Islamic Studies; Semarang.

Weigle, S. C. 2002 *Assessing writing*. Cambridge: Cambridge University Press

Wardiman, Artono. 2008. *English Focus 2: For Grade VIII Junior High School (SMP/MTS)*. Jakarta: Pusat Perbukuan, Departement Pendidikan Nasional.

Warriner, Jhon E. 1982. *English Grammar and Composition*, New York: Harcourt, Brace Jovanovich.

White, Fred D. 1986. *The Writer's Art. California*. Wadsworth Publishing Company.

Wilbur, Dianne A 1966. *Composition: Model and Exercise*. New York. Harcourt, Brace & Worid, inc.