THE EFFECT OF USING A SELF DEVELOPMENT VIDEO MATERIALS TOWARD STUDENTS' WRITING ABILITY

Silva Liani[1], Muh Arief Paturusi[2], Wildhan Burhanuddin[3]

[1,2,3]Universitas Muhammadiyah Makassar, Indonesia
Silvaliani1203@gmail.com

ABSTRACT

The research aimed at finding out the significance of using a self development video materials in teaching writing. A self development video materials means the researcher designed the material into a video form. The material designed was a report text. The scope in this research was focus to analyze students' writing ability in terms of content and organization. The data of the research were collected by using test. The test divided into pre-test and post-test. Based on the result of pre-test and post-test, it was found that the t_{test} was 6.580 by applying 0.05 level of significance with 29 degree of freedom (df = 30 – 1 = 29, the researcher got t_{table} value 1.699. It shows that a self development video materials has significant effect toward students' writing report text in term of content and organization.

Keywords: *A Self-development video materials, Writing ability, content and organization, report text.*

ABSTRAK

Penelitian ini bertujuan untuk menemukan efek dari penggunaan video sendiri sebagai hasil pengembangan materi dalam mengajar writing. Pengembangan materi dalam bentuk video sendiri berarti bahwa peneliti mendesain langsung materi ke dalam bentuk video. Materi yang didesain dalam penelitian ini adalah report text. Penelitian ini memfokuskan untuk menganalisis kemampuan siswa menulis report text terkait content (isi) dan organization (struktur). Data penelitian diperoleh melalui tes yang terbagi menjadi pre test and post test. Berdasarkan hasil dari pre test and post test, ditemukan t_{hitung} 6.580 dengan menggunakan 0.05 sebagai level signifikan dengan degree of freedom 29 (df = 30 – 1 = 29, maka dipeoleh t_{tabel} 1.699. ini menunjukkan bahwa pengembangan materi dalam bentuk video yang dilakukan sendiri oleh peneliti memiliki efek yang sigifikan terhadap kemampuan menulis report text siswa terkait content (isi) dan organization (struktur).

Kata Kunci: *Pengembangan materi dalam bentuk video sendiri, Kemampuan menulis, Content (isi) dan Organization (Struktur), Report Text (teks laporan)*

Introduction

Writing is a skill that put after listening, speaking, and reading. Although writing put in the last part, but it as important as other skills of language. In writing

128

all language skills must be fully concentrated in order to produce writing which maximally fulfill the writing rules. It is related with Rijaadsam statement (2004) in his book "Effective Learning and Teaching of Writing" that writing is complete which is started from decisions on information, meaning construction language information, editing the product and contrast monitoring on the process. So therefore there is no doubt that students still think that writing needs a longer process. Moreover, English in Indonesia is a foreign language, so in many cases students in do a writing they have to translate word by word and arrange them into a fix writing.

In this case, teacher faced too many problems in teaching writing because the process of it. In addition, for many experiences students feel boring to learn. Moreover the problem is in K13 students prosecuted have to learn independently or teacher in this case only a facilitator we can say "student-centre-learning". In facilitating teaching and learning process, teacher have to consider about the media will be applied. Is it effective ? Is it comfortable for students ? and the most important consideration to provide a media is "Is it appropriate with the core of material or not ?"

Therefore, the researcher tries to facilitate students teaching and learning writing process using a self development video material. The researcher, designed the material into a video form. In process of self development video material there are two things needed by the researcher the first is English syllabus for senior high school eleventh grade and application for video maker. The material focus here was report text which is not deviate from the origin material learning by students generally.

The reason why the researcher using video because it has some benefits, such as video is a simple media to apply and the most important is video available to use for all skills. Moreover, the material design by the researcher contains an audio visual. Students able to listen and read the content of video. The other reason is as had known that the form of lesson plan in K13 not only focus in one skill but the integrate of all skills. It is analogous with Alvarado statement that teaching using video is an integrative process in which several skills are introduced simultaneously and practice in one skills can reinforce other skills.

Previously, several researchers used video in teaching writing. Most of them were applying a video from many sources which had done by the others such as youtube. Lin (2015) in his investigation entitled *English learners' Incidental vocabulary acquisition in the video-based CALL program.* It was a comparison study of different English proficiency groups. Therefore the researcher classified the participants into three groups before conducted the research. The first group namely RHLH group in which participants have high reading and listening English proficiency, the second group namely RHLL in which participants have high reading and low listening English proficiency and the last group namely RLLH group in which participants have low reading and high listening English proficiency. The researcher done his investigation by eight periods for data collection in which using a video clips from 2006 CNN news archive. It was divided into practice sessions, vocabulary follow –up tests, vocabulary pre and post test.

Maryam (2014) in her research entitled *Improving Students Writing Report Text by Using English News Video"* The research used a classroom action research toward the participants or subject. The subjects here were the ninth grade students of MTs Mambaul UlumJenggawah, which consist of 22 students who become the subjects. The researcher concluded that the implementation of English news video as a media of teaching report could increase students writing report text. The other result is student teaching and learning process were active in developing their ideas and knowledge by watching the video given.

The similarities between those previous related research and the present research is the using of video in teaching. Moreover, the differences between the previous and the present research is lies on the video applied. The present topic designed the material into a video based on written material in syllabus which based on K13

Self Development Video Material

In process of making the material design into a video there is an application which really has a big role, namely kinemaster. Kinemaster is a video editor for android smartphones. This is the most popular application to make the video. It has so many features. You can see more than 1.000 features on this kinemaster. Kinemaster is free to use, but a watermark is added to videos and premium assets and some tools

are not available .with the purchase of a monthly or annual subscription to kinemaster premium, the watermark is removed, all the editing tools are unlocked, and all items in the kinemaster may be downloaded.

This application released on 2013[rd.] Kinemaster is launched by a famous company in Seoul, South Korea, namely Next Streaming. It has several branches throughout the world, such as in the United States, Spain, China and Taiwan.

Winarso (2018) in his article gives a review about the kinemaster. He states that kinemaster is very easy application for android or iOs users. Kinemaster completed by professional features which are very fantastic to apply in making a video.

Beside an application, in process of material design into a video there is also namely a supporting media. This media called a syllabus. In this case, the researcher specially uses English syllabus for grade XI.

Below   are   some   pictures   of   self   development   video   material
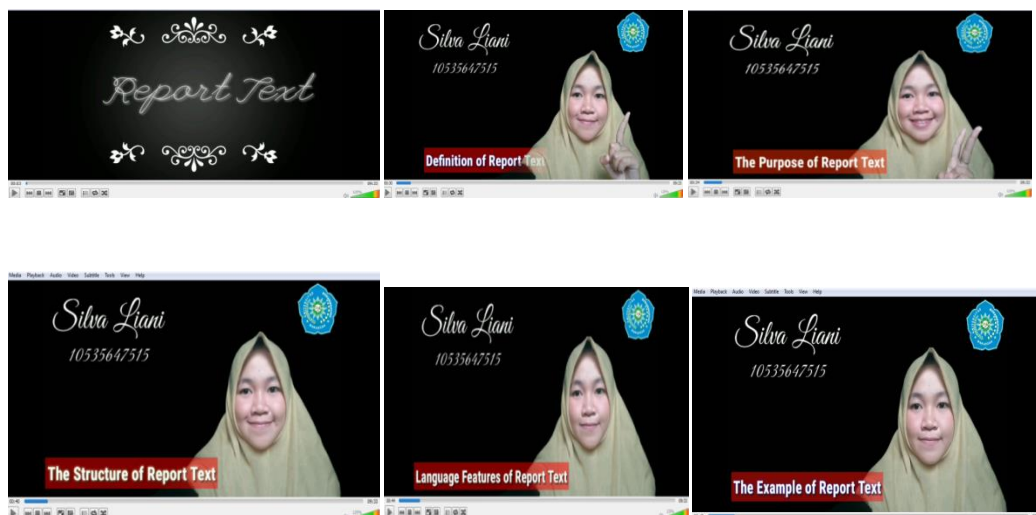
Picture 1. General Concept of Report Text

LIANI ET AL/ THE EFFECT OF USING A SELF DEVELOPMENT VIDEO MATERIALS TOWARD STUDENTS' WRITING ABILITY
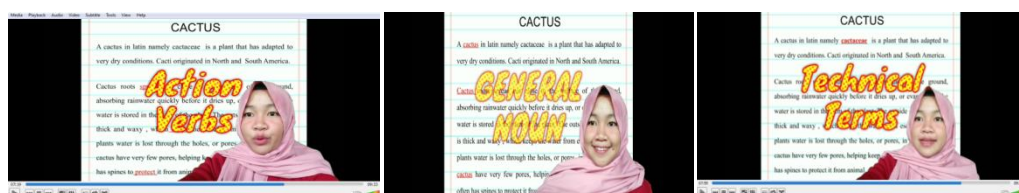
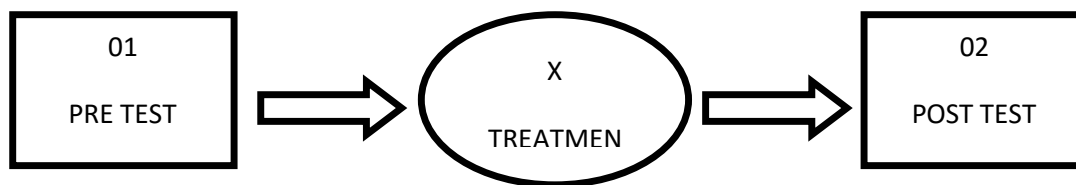Picture 2. example of report text "cactus"

Picture 3. example of report text "cat"

Picture 4. example of report text " cactus"

Methodology

The researcher applied pre-experimental method, with one group pre-test and post-test design. It investigated students' writing report text in term of content and organization using a self development video materials.

132

```
┌──────────┐        ╭─────────╮        ┌──────────┐
│   01     │   ➡    │    X    │   ➡    │   02     │
│ PRE TEST │        │ TREATMEN│        │ POST TEST│
└──────────┘        ╰─────────╯        └──────────┘
```

Sugiyono (2015:111)

The population of this research was the eleventh grade students of SMA 7 Selayar in academic year 2019/2020. The number of population 94 students consist of three classes. The researcher used purposive sampling as a technique in choosing sample. The sample of this research was 30 students

The researcher used writing test of this research. The writing test used in assessing the students' writing ability consisted pre-test and post-test. The instruction in pre test and post test mostly similar, which asked students to write a report text based on the picture or topic given.

The treatment conducted in four times, which is outside from the pre test and post test. The first meeting explained clearly about the report text by using video. The second meeting reviewing explanation in the first meeting. The researcher gave the students an example of report text and they analyzed the structure and language features used in the example given. The third until the fourth meeting showed the example of report text in a video with different themes in the previous meeting. Every video completed a worksheet that should done by the student.

In completing the data, the next step of this research was analysis the data, which function to determine the result of the research. In which, the researcher focus to analysis whether there was a significant difference between students ability in writing report text before and after give the treatment. To describe the students ability in writing report text, the researcher applied the step a s follows :

1. Scoring The Students' percentage writing of Pre-test and Post-test

The following is a reference in giving a score :

133

Table 1. Scoring Rubric for Content

Score	Classification	Performance Description
85-100	Very Good	The topic is relevant with the content
75-84	Good	Some content relevant to the topic
65-74	Fair	Inadequate development of topic.
55-64	Poor	Not enough to evaluate.
≤55	Very Poor	All knowledge are errors.

Glencoe (2000: 175)

Table 2 Scoring rubric for organization

Score	Classification	Indicators of report text organization
85-100	Very Good	1. the ideas are-well organized in spatial order 2. The ideas of general classification are cohesion 3. The ideas of description are coherent
75-84	Good	1. the ideas are adequate organized in spatial order 2. The ideas of general classification are adequate cohesion 3. The ideas of description are adequate coherent

134

65-74	Fair	1. the ideas are generally organized 2. Few ideas of general classification are a break out cohesion 3. The ideas of description are generally coherent
55-64	Poor	1. The ideas are almost loosely organized 2. The ideas of general classification are inadequate cohesion 3. The ideas of organization are inadequate coherent.
≤55	Very Poor	1. The organization are loosely organized 2. The ideas of general classification and description are confuse and disconnected.

2. Find out the mean score of students' writing ability

3. Find out how improvement of the score in pre test and post test

4. Finding out the significant different between the pre-test and post-test

Findings

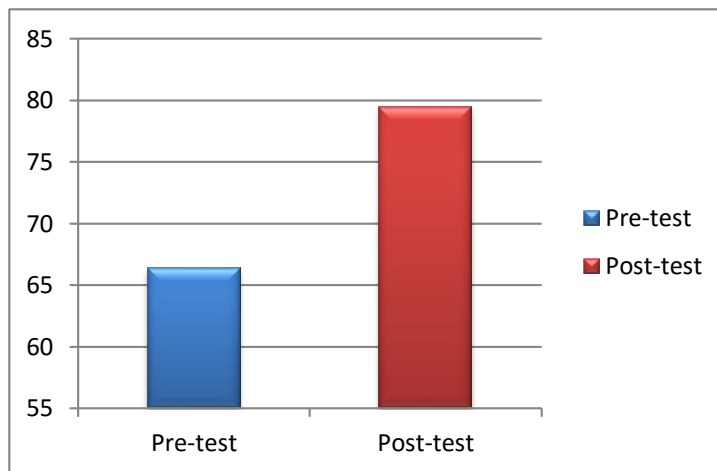The findings of this research could be explained by seeing in the following chart:

Chart 1: the Mean Score of Pre-test and Post-test in term of content

The chart showed the significantly different of mean score of pre-test and post-test. Before the treatment, the researcher conducted pre-test, the mean score was 66.36. After the treatment, the mean score was 79.43. It means that the progress happened after using a self development video materials used in teaching writing.

Table 3 Improvement Percentage of Pre-test and Post-test Score In Term of Content

Indicator	Pre-Test	Post-Test	Improvement
Content	66.36	79.43	20 %

Chart 2: the Mean Score of Pre-test and Post-test in term of Organization
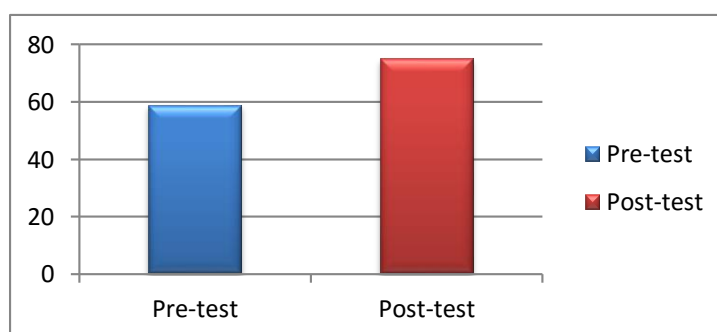
The chart showed the significantly different of mean score of pre-test and post-test. Before the treatment, the researcher conducted pre-test, the mean score was 58.83 After the treatment, the mean score was 75. It means that the progress happened after using a self development video materials used in teaching writing.

Table 4 Improvement Percentage of Pre-test and Post-test Score In Term of Content

Indicator	Pre-test	Post-test	Improvement
Organization	58.83	75	28%

FINDINGS

1. **The achievement of the students' writing report text in term of content**

   There were some findings that researcher could find at the first meeting, they were:

   a. Most of students still confused to make the topic and content relate each other.

   b. Some of students' write a report text which is the content mostly similar with the descriptive text. For example, the title of pre test was "FRUITS" but some students make a content with descriptive characteristic.

   Therefore, most of them were done the pre-test based on their basic comprehension. As a result, the mean score of the students' writing ability in pre-test was still low. After the researcher gave treatment by tusing a self development video materials, the findings were:

   a. Most of students wrote the content with the relevant topic.

   b. Some of students' writing completed the content with the technical terms in write a report text.

   The explanation above indicates that, the effect of a self development video materials can achieve the students' writing ability in term of content. It because the students have prepared their idea before the post test done. In this case, the media given totally help students to build

137

their idea because students' had watched too many examples of content. In relation to this point, Nurhabi (2016) states that teaching is about give too many examples to provoke students' ideas. By looking to the examples, students get easy to comprehend the general concept in materials given. Moreover, the examples given were in a video form. Thus, students get easy to repeat the examples given in their home.

2. **The achievement of the students' writing report text in term of organization**

Organization is one of writing aspects that help the readers easy to get the point in our writing. Every text has their organization or usually called generic structure. For example, narrative text begun from orientation, complication, resolution and re-orientation. Meanwhile for report text, there are title, general classification and the last is description.

The use of a self development video materials toward students' writing ability in report text term of organization was increased. The table 4.6 indicated that the students' writing report text in term of organization showed that post test was greater than pre-test (58.83>75). The process that could be explained from pre-test to post-test and the giving of treatment as follows:

At the first meeting when the researcher gave a pre-test for the students, there were some findings that researcher could find, they were:

a. Some students' only wrote general identification of the topic without any descriptions.

b. Some students' confuse to start their writing based on the topic given

c. Some students wrote the general identification which were resemble of descriptive text characteristics, or the result were too subjective.

Example: Banana is my favorite food. It has sweet taste.

Meanwhile, the instruction in pre test there were "write down a report text based on the picture above entitled "FRUITS"

138

Therefore, most of them were getting fair to very poor score. As a result, the mean score of the students' in pre-test was 58.83. After the researcher gave treatment by using a self development video materials then gave a post test, the findings were:

a. Students already recognize what have to write first in report text, because they were already got the organization using in report text.

b. Students were creatively to describe the topic in well-organized.

The explanation above indicate that, the use of a self development video materials can improve the students' writing report text in term of organization. It is make the students' increased and can make the students be active in the classroom. In relation to this point, Lestari (2017) found that students in teaching and learning process more active. Moreover, they did not feel worry to ask something misunderstand for them.

Recommendation

The teacher should be more creative to enrich their teaching media and material. Due to K13, teacher have to facilitate students to be independent in learning. Teaching using video is an effective way. The materials are presented in an enjoyable, relaxed and understandable way. That's why; it is suggested for the teacher to use a self development video materials in teaching English.

The students are hoped to be more active and creative in enriching their ideas in do a writing. They have to comprehend the general concept of the main material clearly before do a writing. Thus, they should ask the teacher if there is something misunderstand.

References

Alvarado, J. 2017. *Teaching English Using Video Materials : Design and Delivery of a Practical Course*. Retrieved on December 14, 2018 from https://eric.ed.gov/.

Ary, D., Jacobs, L.C. & Sorensen, C. 2010. *Introduction to Research in Education*. Retrieved on December 21, 2018 from http:/ /www. Modares .ac.ir

Barker. 2000. *Literacy Connections*. New York.

Brereton, J. 1978. *A Plan for Writing.(2ⁿᵈ Ed).*New York : Holt, Rinehart & Winston.

Maryam. 2014. *Improving Students' Writing Report Text by Using English New Video*. East Java :Muhammadiyah University of Jember

McMahan. 1996. *Literature and The Writing process 4ᵗʰ Edition*. New Jersey : Prentice Hall Inc.

Byrne. 1997. *Teaching Writing Skill*. Retrieved on January 09, 2019 from https://www/academia.edu.

Birnie. 2014. *A Teacher's Guide to Organizational Strategies for Thinking and Writing*. Retrieved on January 04, 2019 from https://eric.ed.gov/

Brown, H. 2007. *Teaching by Principles : An Interactive Approach to Language Pedagogy (2nd ed.).* Retrieved on December 25, 2018, from https://octovany.files.wordpress.com

Deakin. 2014. *Using Audio and Video for Educational Purposes: Models 1- 4*. Retrieved on december 12, 2018 from www.deakin ed.au.assests.

Elbow. 1980. Writing With Power. New York : Oxford University.

Ghaedsharafu, Maliheh & Bagheri, Mohammad Sadegh. 2012. *Effects of Audiovisual, Audio, and Visual Presentations on EFL Learners' Writing Skill*. Retrieved on December 12, 2018 from http://www.ccsenet.org/journal

Glencoe. 2000. *Rubrics for Assessing Student Writing, Listening and Speaking*. New York.

Gokturk, N. 2016. *Examining The Effectiveness Of Digital Video Recordings On*

Oral Performance of EFL Learners. Retrieved on December 12, 2018 from http:/eric.ed.

Gutche, M., Rijlaarsdam, G., & Braaksma, M. 2017. *Focus and Language Versus Content in the Pre-task: Effects of Guided Peer-video Model Observations on Task Performance*. Retrieved on December 14, 2018 from https://journals.sagepub.com

Harris. 1979. *Testing English as Second Language*. Retrieved on January 04, 2019 from https://eric.ed.gov/.

Lestari, T. 2017. *The Effectivenes of Teachimg Writing Using Video Toward Students Writing Ability*.Tulungagung : State Islamic Institute Studies (IAIN).

Lin, L. 2017. *English Learners' Incidental Vocabulary Acquisition in the Video-based CALL Program*. Retrieved on December 14, 2018 from https://www/asian-efl-journal.com/.

Nunan. 2003. *Practical English Language Teaching*. Singapore :McGraw Hill Company.

Nurhabi, A. 2016 *Teaching style*. Retrieved on September 17, 2019 from wordpress.com.

Rijalsdam, G. 2004. *Effective Learning and Teaching of Writing- a Handbook of Writing in Education Second Education*. Retrieved on December 12, 2018 from http://perpus.stkipkusumanegara.ac.

Rulia, N. & Al-Hafizh, M. 2014. *Teaching A Recount Text by Using A Mr. Bean Video to Junior High School Students.* Rerieved December 14, 2018 from ejournal.unp.ac.id.

Sugiyono. 2018. *Metode Penelitian Kuantitatif, Kualitatif dan R&D.* Bandung. Alfabeta.

Suwandi. 2016. *Coherence and Cohesion : An analysis of the Final Project Abstracts of Undergraduates Students of PGRI Semarang*. Retrieved on December 12, 2018 from ejournal.upi.edu

Winarso. 2018. Review KineMaster Application. Retrieved on January 19, 2018 from https://dailysocial.id/ .

Yükselir, C & Komur, S. 2017. *Using Online Videos to Improve Speaking Abilities of EFL Learners*. Retrieved on December 12, 2018 from https:// dwww. google.com.https://eric.ed.gov/.