

PENGUNAAN VIDEO UNTUK MENINGKATKAN KEMAMPUAN SISWA MENULIS TEKS NARATIF DALAM PROSES PEMBELAJARAN BAHASA INGGRIS

THE USE OF VIDEOS TO IMPROVE STUDENTS' WRITING SKILL ON NARRATIVE TEXT IN ENGLISH LEARNING PROCESS

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Abstract

The objective of the research was to find out the improvement of the students achievement in writing skill by using videos in terms of content and language use. The researcher applied a pre-experimental design with one group pre-test and post-test design. The subject of the research was the eleventh grade students of SMA Negeri 1 Alla Enrekang academic year 2015-2016. The sample consisted of 26 students. The research was held in seven meetings. The result of the data analysis showed that there was a significant difference between pre-test and post-test. It was proved by the students' mean score in pre-test was 51.73 and post test was 77.79. It showed that the students' writing skill in post-test was higher than pre-test. The value of t-test from content and language use was 21.0 and it was greater than t-table 2.060 at the level of significant (p) = 0.05 and degree of freedom (df) = 26-1 = 25, it was found that the result of t-test value was greater than t-table (21.0 > 2.060). So, there is a significant improvement of students' writing skill on narrative text in terms of content and language use by using videos.

Keywords: *English Language, Videos, Writing Narrative Text,*

Abstrak

Tujuan penelitian ini adalah untuk menemukan peningkatan prestasi siswa dalam keterampilan menulis dengan menggunakan video dalam batasan content dan language use. Peneliti menerapkan metode penelitian Pre-Experimental Research dengan satu kelompok *pretest* dan *posttest*. Objek penelitian adalah siswa kelas sebelas pada SMA Negeri 1 Alla Enrekang tahun academic 2015/2016. Objek penelitian terdiri dari 26 siswa. Penelitian ini berlangsung selama tujuh kali pertemuan. Hasil dari analisis data menunjukkan bahwa ada perbedaan yang signifikan antara pre-test dan *posttest*. Ini dibuktikan dengan nilai rata-rata siswa pada *pretest* adalah 51.73 dan *posttest* 77.79. Ini menunjukkan bahwa kemampuan menulis siswa pada *posttest* lebih tinggi dari pada *pretest*. Nilai *t-test* dari kinten dan bahasa yang digunakan adalah 21.0 lebih besar dari pada *t-table* 2.060 pada nilai signifikan (p) = 0.05 dan *degree of freedom* (df) = 26-1 = 25, sehingga terdapat peningkatan yang signifikan dari kemampuan menulis siswa pada teks naratif dalam batasan konten dan bahasa yang digunakan dengan menggunakan video.

Kata kunci: *Bahasa Inggris, Video, Menulis Teks Naratif,*

INTRODUCTION

A. Background

In education system, English has become a subject from elementary until university level. It means that students in Indonesia have learned English for years. The success in the process of learning English can be seen from the level of students' understanding. In

senior high school especially, English subject becomes one of the primary subject for learning.

There are four skills in English, namely reading, writing, listening, and speaking. Speaking and writing are classified into productive skills, these two skills are

different. The most distinct difference is the need for accuracy. [1]

In the process of learning English, especially in writing a narrative text, most of the students in SMA Negeri 1 Allafel difficult to write, because they do not know how to start their idea and what the easy concepts to write. On 19th May 2015, the researcher did the observation by interviewing the English teacher of the eleventh grade students at SMA Negeri 1 Alla; Mr. Dahlan S.Pd. When the researcher asked him about the students' writing skill, especially in writing a narrative text, he said that the students felt difficult to write down the narrative text because they were very poor with vocabularies and grammar. When the researcher asked about using a media in teaching English, he explained that sometimes in teaching English, he used LCD. However, the students still felt difficult to write down the narrative text because he never used a video as a media in teaching English writing narrative text.

In this research, the researcher intends to use a media such as videos in teaching English writing narrative text because the English teacher of SMA Negeri 1 Alla havenot use videos as one of the media to teach students in improving students' writing skill especially on narrative text.

Based on the result of observation, the researcher conducted research under the title: "The Use of Videos to Improve Students' Writing Skill on Narrative Text In English Learning Process at The Eleventh Grade Students of SMA Negeri 1 Alla Enrekang".

The objectives of the research are: Whether or not the use of videos improves students' writing skill on narrative text in term of content after watching the videos and Whether or not the use of videos improves students' writing skill on narrative text in term of language use after watching the videos.

This research focuses on investigating the impact of using videos on students' writing skill of narrative text at the eleventh grade students of SMA Negeri 1 Alla. In this

research, it is restricted in terms of content and language use.

According to Ref. [2], a medium is any person, material, or phenomenon that establishes conditions which enable learners or students to acquire knowledge, skills, and attitudes.

Ref. [3] defines media as physical means which are used to send messages to the students and stimulate them to learn. From the definitions above, the researcher makes a conclusion that media are the tools, materials, or events that establish conditions used by a teacher to facilitate the instruction to acquire knowledge, skill and attitudes, and engage the learners in a topic or as the basis of a whole activity.

Ref. [4] states that Video is simply another classroom tool. Ref.[1] reaffirms that the video is the best tool that enables learners not only to listen the language but also to see it, too. Ref. [5] states that using media in teaching and learning process have disadvantages. Some of them are:

- a. The main disadvantages are cost, inconvenience, maintenance and some cases, fear of technology.
- b. The sound and vision, quality of the copies or home-produced materials may not be ideal.
- c. The teacher should be well-trained on using and exploiting the video.
- d. It becomes boring and purposeless for students.

According to Ref. [4], the video's components are:

- a. Sound.
- b. Moving images; are the reflection/ interpretation of hearer' sound.
- c. "Rewind" button: is for the replaying the pictures again.
- d. "Pause" button: to stop the image at any moment.
- e. A volume control: to manage the sound; loud, quit, or turn it off.

Writing as a form of problem solving in which the writer is faced with two main tasks: a) generating ideas, and b) composing these ideas into a written text that meets the

needs of a reader and effeciently communicates the authors' message [6].

Ref. [3]states that writing is a way to produce language and express idea, feeling, and opinion. It means that is one speaking representative through media.

Based on the various definitions above, the researcher can conclude that writing is a tool of communication to express our intend, ideas or mind to transmit the massages through written-form. Ref. [1]states that there are four steps in writing processes. They are planning, drafting, editing and final version (final draft)

Ref. [5] states that the components of writing into five areas. They are as follows:

a. Content/Fluency

The content or fluency of writing should be clear to readers so that the reader can understand the massage convened and gain information form. In order to have a good contain of writing, its context should be well unified and completed. This term is usually known as unity and completeness, which become the characteristic of the good writing.

b. Form

The form of the writing concerns with the ways through which writer arranges and organizes the ideas order message in the writing.

c. Language Use (Grammar)

Grammar plays important roles in the writing. Therefore it also has great influence on quality of writing.

d. Vocabulary

Vocabulary is one of language aspects dealing with the process of writing. The writer always think about putting words into sentences, putting sentences into paragraph until they can create a place of writing.

e. Mechanics

The use of the mechanics is due to capitalization, punctuation and spelling appropriately.

Narrative is to tell a story or tale that orderly account of events in speech of writing [8]. It is a piece of the text which tells story and, in doing so, entertains or informs the reader or listener.

Ref. [9]states that narrative text is an account of a sequence of events, usually in choronological order. Relating to kinds of text, which has students complete studying in high school narrative is a text which retells the story or previous the experiences.

1. The Forms of Narrative Text

Ref. [9] states that the common form of narrative text are:

a. Legend

A legend is a narrative of human actions that are perceived both by teller and listeners to take place within human hisstory. Example: The Legend of Toba Lake, Sangkuriang, and Timun Mas.

b. Fable

A fable is a short allegorical narrative making a moral point, traditionally by means of animal characters who speak like act like human beings. Example the Ants and Grasshopper, The smartest parrot, etc.

c. Fairy tale

A fairy tale typically features like flokloric characters as fairies, goblins, elves, trolls, dwarves, giants or gnomes and usually magic or enchantments. Example Snow White, Cinderella, The story of Rapunzel.

d. Science Fiction

Science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. Science fiction is that class of prose narrative treating of a situation that could not arise in the world we know. Some examples of science fiction are: To the Moon from Earth by Jules Verne and Space Odyssey by Arthur C. Clarke.

According to ref [10] the steps for constructing a narrative text are:

a. Orientation

It is about the opening paragraph where the sets, the scane and the character of the story are introduced. It usually answer the questions Who? When? Where?.

b. Complication

It is a series of complication or where the problems in the story developed.

c. Resolution

Where the problems in the story is solved. The problem maybe resolved for better or worse happily or unhappily.

The researcher uses videos of the legend stories to find out the improvement of using videos as a media in writing narrative text. In the first step, the researcher explains about definiton of narrative text, it's forms, it's generic structure and it's language features. The second step, the researcher present them the videos that contains of the legend stories who has been chosen by the researcher. The videos replay for twice and after that, the researcher gives instruction to the students to write down the narrative text according to the videos that they have watched.

METHOD OF THE RESEARCH

This research applied one group pre-test-treatment- post-test design or it carried out pre-experimental research.

1. Pre-Test

In pre-test, the researcher gave one topic and asked the students to write and developed it to be a narrative text. The topic was "My Best Experience". The students wrote down the topic to be a narrative text with contain at least three paragraphs and 500 words.

2. Treatment

After giving pre-test, the students were treated by using videos of the legend stories. It took for five meetings and spent 90 minutes in each meeting. Some steps of treatment were:

- a. In the first meeting, the researcher explained to the students about definition of a narrative text, it was forms, it was generic structure and it was language features. After that, the researcher asked them to write down the narrative text by using the video of legend story that has been provided by the researcher. The title of the video was "Keong Emas" and they must wrote down the topic according to the generic structure and the language features of narrative text. Their writing at least, consisted of three paragraphs and 500 words.

- b. Thesecond meeting, the researcher provided the video about legend story with the title "Timun Mas". After that, the researcher played the video and asked students to watch the video seriously. Then, the researcher replayed the video until two times. The last, the researcher asked the students to think, concept and write down the video to be a narrative text according to the generic structure and the language features of narrative text. Their writing at least consisted of three paragraphs and 500 words.

- c. The third until five meeting, the students got the same treatment in the second treatment. In each meeting, the researcher provided the videos of the legend story with different titles. The titles of the third until five meeting were "Maling Kundang", "Danau Toba", and "Sangkuriang".

3. Post-Test

In post-test, the researcher gave one topic and asked the students to wrote and developed it to be a narrative text. The topic was "My Puppy Love". The students wrote down the topic to be a narrative text with contain at least three paragraphs and 500 words.

The population of this research was the eleventh grade year students of SMA Negeri 1 Alla which consisted of ten classes, and each class consisted of 26 students. The total number of population was 260 students.

The researcher applied purposive sampling technique with XI IPA³ took as the sample which consisted of 26 students. In this research, the researcher only took one class to represent all of the population.

There were two variables in this research, namely:

- a. Independent variable of this reseacrh was using videos and,
 - b. Dependent variable was writing narrative text in terms of content and language use.
- The indicators of this research were:
- a. The indicator of content were the unity and completeness.

b. The indicator of language use was grammar focus on past tense.

In this research, the researcher used a written test on essay forms. The test consisted of pre-test, and post-test. The pre-test was administered before the treatment to get data on students' prior knowledge about writing narrative text, while post-test was given after the last treatment to find out the students' improvement in writing narrative text after the treatments. The researcher prepared the different topic that used in pre-test and post-test to the students. Then, the students transferred their idea in writing form, especially on narrative text.

The procedure of collecting data as follows :

1. Firstly, the researcher gave pre-test to the students.
2. Secondly, the researcher gave treatments for five meetings with different titles of the legend story videos.
3. After treatment, post test was be given to the students.
4. Then, the researcher compared the result of those test; pre-test and post-test.
5. After that, the researcher gave scores classified the students' skill.
6. After calculating the value of t-test, the researcher used t-table to compared, there was a significant difference or not.

FINDINGS AND DISCUSSION

Based on the findings result, the students' score percentages in writing narrative text before using the videos showed that the students' ability in writing narrative text at the eleventh grade students of SMA Negeri 1 Alla' especially class XI₃ were very poor. It was showed from the pre-test result of the students' score in writing narrative text in term of content; from 26 students, none of the students got excellent and very good score. There were 13 students (50%) got poor score, 11 students (42 %) got fair score and 2 students (8%) got good score. It was because most of students did not know how to write down the narrative text especially in mastering the content of their writing. Ref.

[7] stated that the content or fluency of writing should be clear to readers so that the reader can understand the message conveyed and gain information from it. He continued, in order to have a good content of writing, its context should be well unified and completed and the term is usually known as unity and completeness. But in fact, the students' writing narrative text was too poor.

In treatments, the researcher applied videos as a media in English teaching and learning process specially in writing narrative text. After giving some treatments by using videos, the students writing narrative text especially in term of content was improved. It was suitable with Ref. [1] stated that video is the best tool that enables learners not only to listen the language but also to see it, too. The improvement was proved by the students' score percentage in writing narrative text before pre-test and post-test. In the post-test result; from 26 students, 2 students (8%) got fair score, 13 students (50%) got good score, 10 students (38%) got very good score and 1 student (4%) got excellent score. From the students score percentage showed that, their score in pre-test were very poor. It was showed from 26 students, 13 students got poor score, 11 students got fair score and 2 students got good score. But after giving some treatments by using videos, the students' score were higher than before. It was showed from 26 students, there were 13 students got good score, 10 students got very good score, 1 student got excellent score and another got fair score. It means that there was a significance improvement before and after using the videos in writing narrative text especially in term of content.

The students' score in writing narrative text in term of language use from 26 students, none of the students got excellent and very good score. There were 22 students (85%) got poor score, 2 students (8%) got fair score and 2 students (8%) got good score. It was because the students' ability in writing narrative text was very low and poor. In giving pre-test to the students, the researcher saw the result of their writing and it was very surprised because just one of them which

used language use as a role in writing narrative text. Most of them just used present tense in their writing. Besides that, their ability in made sentences were not clear. Most of them also combined their writing with Indonesian language. Ref. [7] stated that, language use has important roles in the writing. He continued that it was because language use concern to the use of grammatical rules such as; tenses, preposition, conjunction, clause, adjective, adverb, articles, etc.

In the first treatment, the students' ability in writing narrative text especially in grammar focused was still low. It was showed by the result of their score in writing narrative text after watching the video of the legend story. They were very difficult to think and concept the story of the legend video. Even though the researcher had explained the role of writing narrative text to them before giving the first treatment, but their writing still low. Warren in ref. [6] stated that video appears to be especially effective in showing real life application because of its ability to display verbal and non-verbal communication in a dynamic context and video is particularly well-suited to teaching actual skills. For the next treatments, their ability in writing narrative text became better step by step. When the post-test was given to the students, their writing skill on narrative text especially in term of language use became improved. It was showed by the score percentages of students in post-test; from 26 students, 2 (8%) students got fair score, 12 (46%) students got good score, 11 (42%) students got very good score and 1 (4%) student got excellent score. It means that the score and the percentages of the score in post-test was better and higher than in pre-test, because in the post-test there was a student got excellent score and there were 11 students got very good score while in the pre-test were not.

CONCLUSION

Based on the finding and discussion in the previous chapter, the researcher concluded that:

1. The use of videos improved students' wrtiting skill on narrative text in term of content at the eleventh grade students of SMA Negeri 1 Alla Enrekang. It was proved by the score of content in the post-test was higher than pre-test ($78 \geq 55$).
2. The use of videos improved students' wrtiting skill on narrative text in term of language use at the eleventh grade students of SMA Negeri 1 Alla Enrekang. It was proved by the score of language use in the post-test was higher than pre-test ($77 \geq 48$).

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