

THE EFFECTIVENESS OF VIDEO ON THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT EIGHT GRADE OF SMP GKPS 3 PEMATANGSIANTAR

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ABSTRACT

This research intends to find out the effectiveness of Video on students' ability in writing descriptive text at eight grade of SMP GKPS 3 Pematangsiantar. This research was designed as a quantitative method with quasi experimental research design. The data was taken from two class as the participants with a total of 60 students. Thirty students of VIII A and also thirty students of VIII B. The experimental class was treated using Video while control class was not treated using Video. The data were obtained by using pretest, treatment, and posttest. The pretest was held to know the students' basic ability or score before treatment was given. Meanwhile, the posttest was held to know the students' achievement and the significant effect the students' were taught through Video. The score of t-test (2,38) is higher than table (2,002) at the level of significance 5% for two tailed test, so Null Hypothesis is rejected and Alternative Hypothesis is accepted. Finally, by knowing the result, it is better if English teacher Using the Video media to improve the students' ability in writing descriptive text.

Keywords: Writing, Descriptive Text, Video media.

I. INTRODUCTION

Writing is the part of the four skills in English that should be learned by the students. People can communicate with other people by this writing skill. In communicating the language people can freely express their ideas, thought, opinion, and the other in written form.

In writing there are several aspect that must be understood by the writer, such us: grammar, vocabulary, mechanic, content, and organization. (Hughes, 2003). Hence, many people said that writing is the most difficult to learn out of the 4 skills. Writing skill needs more efforts than the other skills because this skill needs hard thinking to produce the idea, words, phrases, sentences, paragraphs, and a piece of good composition. Besides that, writing skill needs a right choice of words, spelling, punctuation and grammar. Furthermore, there are many things that should be taken into account by the students to make the perfect an effective writing, such as unity, support, coherence and sentence skills.

The standard competence of writing for eight grade of Junior High School is “expressing the meaning of written functional text and short simple essay in forms of descriptive and recount to interact with the social environment.” However, the basic competence is “expressing meanings and rhetorical steps in short and simple essay in the written form by using various written language accurately, fluently, and acceptably to interact with the social environment in the form of descriptive.” So, the eighth grade students are targeted to write a short and very simple essay in the form of descriptive and procedure. So, from those competence, the eighth grade students are required to write a simple and short essay but in here the writer in the form of descriptive text. Writing descriptive text is one of text types which are learned in the second Junior high school.

For teachers in teaching descriptive texts, media can make it easier for them to teach, such as video media that can be used as a trigger to help teachers stimulate students to participate in discussions in class about these descriptive topics. This can help the teacher to deliver learning material in a way that attracts students' attention so that students will not feel bored quickly during the learning process.

In addition, by watching through videos, the student can generate their thoughts and ideas and get more inspiration to write. But on the contrary, watching videos can also be a passive experience if not supported by

the application of appropriate teaching methods that are suitable for students. So, teachers have the duty and responsibility to apply teaching methods that are in accordance with this video media.

II. LITERATURE REVIEW

2.1 Writing

English is known as an international language because it is the most spoken in this world. In Indonesia, English is supposed to be very necessary to be mastered by Indonesian. It is proven by making English one of the main subjects in junior high school until university. As we know, there are four major skills that must be mastered in English such as listening, speaking, reading, and writing.

One of the skills that have to be mastered is writing. Writing is one of the ways of people to communicate with each other for expressing their thinking and feeling. Writing needs hard effort to manage the ideas which are from the writers' mind and make it into written form effectively so they will be readable. By writing, the students can deliver their messages to their readers. To deliver the message, the students have to produce a text by using English. They have to write about what they think in their mind and state it on a piece of paper by using the correct procedure.

According to Meyers (2005:2) stated that writing is a way to produce language you do naturally when you speak. Writing is speaking to others on paper – or on a computer screen. Writing is also an action – a process of discovering and organizing your ideas, putting them on paper, and reshaping and revising them. To make the students successful in writing, there are four steps as follow ;

1. Pre-writing

In this step, this activity pushes the students to write. It stimulates students' minds for getting started. In fact, it makes students away from having to face a blank page toward generating tentative ideas and gathering information for writing. The activities provide learning experiences for students such as group brainstorming, clustering, rapid free writing, WH-questions.

2. Drafting

After all the ideas are gathered at the planning, the first attempt at writing is drafting-may proceed quickly. At the drafting step, the students the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft.

3. Revising

In this step, when the students try writing, exactly there are the mistaken. That is why when students revise, they review their texts on the basis of the feedback given in the responding stage. They recheck what was written to see how effectively they have communicated their meaning to the reader. Revising is not merely checking for language errors. It is done to improve global content and the organization of the ideas so that the writer's intent is made clearer to the readers.

4. Editing

In this step, the students are involved in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own on their peer's work for grammar, spelling, punctuation, diction, sentence structure, etc.

2.2 Genre

In English, there are many types of text and each type has the characteristic. According to Knapp and Watkins (2005:36) cited in Lumban Tungkup Paskah (2020) genre is "the social context and relations which texts are produced". It means that every text has a social function to show the social context. There are fourteen genres in writing such as spoof, recount, report, analytical exposition, news item, anecdote, narrative, procedure, descriptive, hortatory, exposition explanation, discussion, reviews, and commentary.

Every genre has a number of characteristics and it has a specific purpose which makes it is different from other genres. In this study, the writers only focus on the genre of descriptive text.

2.3 Descriptive Text

Descriptive text is one type of text found in English, descriptive text is a text that aims to describe a certain thing or person. According to Siahaan and Shinoda (2014:63) stated that descriptive is a written English text in which the author describes an object. From the definition above, the writers conclude that in descriptive text, there is the thing that want to be described that is about: the details about something physical: a person, place, or thing. This method uses sensory language, that is, words that appeal to the five senses, such as sight, hearing, smell, taste, and touch. In writing descriptive text, there are two generic structures of descriptive text that must taught by the teacher namely:

- 1) Identification, it is about the general statement or also called as the main idea of the text.
- 2) Description, it is about the description of an object or the explanation of the general statement or main idea or supporting details to the general statement.

Writing descriptive text is one of the target in teaching English for students in Junior High School. Based on the experience of the researchers during Practical field experience system in SMP GKPS 3 Pematangsiantar, the researchers observed that some Junior High School students still have difficulties in writing descriptive text.

According to Harmer,—When teaching writing, therefore, there are many considerations that must be concerns which include: (1) the organizing of sentences into paragraphs, (2) how paragraphs are joined together, and the general organization of ideas into a coherent piece of discourse.

2.4 Video Media

Video is one of the technological products that presents the constant movement of sophisticated images, moving images and animated images, or moving text accompanied by effects from audio or sound. According to Mayer (2001), video is form of multimedia that conveys information through two simultaneous sensory channels: aural and visual. It often uses multiple presentation modes, such as verbal and pictorial representations in the case of onscreen print and closed captioning.

Based on the experience of researchers in teaching at GKPS 3 Pematangsiantar Junior High School, in the end there are some difficulties faced by students in writing activities such as: students' difficulties in generating ideas about descriptive text in English, students have difficulty concentrating at the time of writing and also when developing their ideas, and students still have difficulty in organizing their own ideas into paragraphs.

After monitoring also observing learning and teaching activities carried out in the classroom. Then it can be concluded that most students of class VIII Junior High School GKPS PEMATANGSIANTAR have difficulty in writing skills. Students often feel confused to start their writing; They also often spend a lot of time writing but are not finished on time. Therefore, the authors think that it is very necessary to provide some qualified techniques, to help students in solving their problems in writing especially here writing descriptive text using video.

III. RESEARCH METHODOLOGY

In this quantitative research, the researchers conduct a quasi-experimental research with nonequivalent control group pretest-posttest design. In the nonequivalent control group pretest-posttest design, the dependent variable is measured both before and after treatment or intervention.

According to Cohen, Manion & Morrison (2005: 215), in this non-equivalent means the experimental and control groups have not been equated by randomization. The basic structure of a quasi-experimental study is less or more same with an experimental study. Same with experimental study, the researchers starts to with formulate the research objectives and the hypotheses, next, the researcher designs the quasi-experiment. Based on Muijs (2004 : 30), this design won't be different to an experimental design, with a pre-test of the two of groups, followed by the intervention (treatment), followed by a post-test of both the experimental and the control group.

The researchers provided a pretest to analyze students' previous achievements and to measure between group differences before exposure to interventions, while posttests were given to determine if there were any significant differences from the average scores of students in both groups.

Meanwhile, the population taken by the researchers was the eight grade students consisting of 2 classes namely VIII-A and VIII B with a total number of 60 students of SMP GKPS 3 PEMATANGSIANTAR.

In this research, the researchers used two instruments that are used to get the data, namely; pre-test and post-test to collect the data. The test that are used is in order that to know the dissimilar achievement between experiment class and controlled class as soon as after the treatment was given to the students. The test function in here was to ask students and the students intended were asked to write. The test is used to know the effectiveness of using media video in teaching and learning one of the kinds of English text that is descriptive text at the eighth-grade student of SMP SWASTA GKPS 3 Pematangsiantar. The test is used in collecting the data. The teacher was given the pre-test and post-test in the experimental class and also the controlled class in order to find out the students' understanding in writing the descriptive text.

IV. FINDINGS AND DISCUSSION

To know the result of the students' score in teaching writing using Video, the researchers calculate the result of the pretest and post-test of both experiment class and control class, where the experiment class is variable X, and the control class is variable Y.

Score of Pre-test and Post-test on the Experimental Group

No	Pre-test (X_1)	Post-test (Y_1)	X	X^2
1	20	80	60	3600
2	60	80	20	400
3	60	80	20	400
4	80	90	10	100
5	70	90	30	900
6	30	80	50	2500
7	30	80	50	2500
8	80	90	10	100
9	50	80	30	900
10	30	80	50	2500
11	50	80	30	900
12	60	80	20	400
13	80	90	10	100
14	60	80	20	400
15	50	80	30	900
16	80	90	10	100
17	60	80	20	400

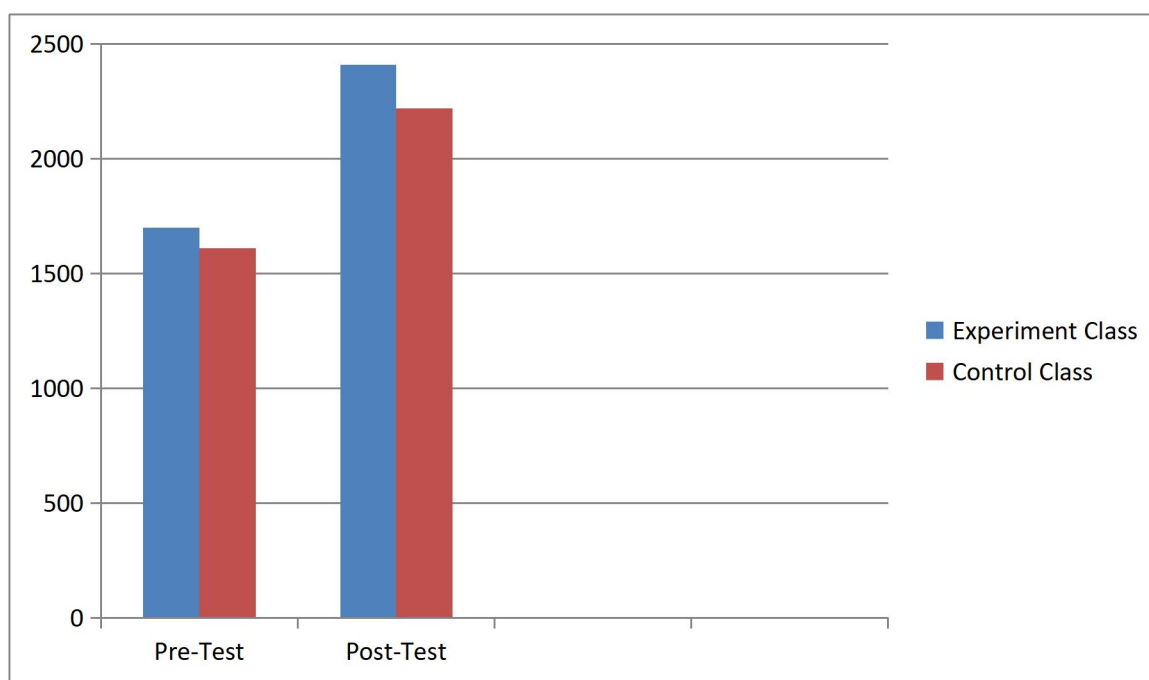
18	20	80	60	3600
19	60	80	20	400
20	60	85	25	625
21	80	90	10	100
22	80	80	-	-
23	60	80	20	400
24	60	80	20	400
25	30	80	50	2500
26	50	90	40	1600
27	40	80	40	1600
28	40	80	40	1600
29	80	90	10	100
30	30	80	50	2500
Total	$\sum X=1700$	$\sum Y=2410$	$\sum X=855$	$\sum X=32525$

Score of Pre-test and Post-test on the Control Group

No	Pre-test (X_1)	Post-test (Y_1)	X	X^2
1	60	80	20	400
2	50	80	30	900
3	50	70	20	400
4	50	70	20	400
5	50	80	20	400
6	40	70	30	900
7	30	80	50	2500
8	70	90	20	400
9	50	70	20	400
10	40	60	20	400
11	50	70	20	400

12	50	70	20	400
13	50	80	30	900
14	50	70	20	400
15	50	80	30	900
16	70	70	-	-
17	50	70	20	400
18	60	80	20	400
19	60	80	20	400
20	70	70	-	-
21	50	80	30	900
22	80	80	-	-
23	40	60	20	400
24	60	80	20	400
25	50	70	20	400
26	50	70	20	400
27	60	80	20	400
28	60	80	20	400
29	60	60	-	-
30	50	70	20	400
Total	$\sum X=1610$	$\sum Y=2220$	$\sum X=600$	$\sum X=15000$

The table reveals that both classes' pretest scores are at the same level, indicating that the students' descriptive writing is generally average, despite the fact that each class's post-test score differs. As seen in the table, the experiment class has a greater gain score than the control class.



According to the graph above, Students in the experiment class grew faster than students in the control class. According to the researchers, using video to learn how to write descriptive text is more effective. However, the researchers do not want to stop analyzing the data here, they continue to do so by employing a t-test to determine the significance of differences between the experiment and control groups.

Data Analysis

After writing the comparison between the scores of experiment class and control class, the writer calculates them to the t-test formula. From the result of statistic calculation, it indicates that the value of the t_0 is 2,38 with the degree of freedom (df) is 58.

Interpretation

Students in the experiment class, according to the researchers, are more motivated in the teaching-learning process than students in the control class. The environment in the experimental class is also more energetic and lively. As a result, they are more interested in the teaching-learning process and have an easy time understanding the materials. Students in the control group become bored and unmotivated.

The use of video in the teaching-learning of descriptive text has proven to be effective. The table score shows that students in the experiment class who received video instruction in learning descriptive text scored higher than students in the control class who received conventional teaching. It can be determined that applying video to improve students' ability in the descriptive text for eight grade students at SMP Swasta GKPS 3 Pematangsiantar is successful.

V. CONCLUSION AND SUGGESTIONS

a. Conclusion

After all the activities had done at SMP GKPS 3 PEMATANGSIANTAR, it can be determined that using video is more successful in improving students's ability to learn descriptive writing and also has positive benefits for students of SMP GKPS 3 PEMATANGSIANTAR.

b. Suggestions

The researchers intend to propose some suggestion for teacher who applies video that hopefully will be useful as follows:

- a. Choose the video based on students' level of study, age and interest.
- b. In teaching writing, the teacher has to explain to the students the rule of the media given
- c. The teacher has to give more exercises concerning to the material about descriptive text.
- d. Manage and control the class as effective as possible to ensure all students doing the task and participate actively in pairs or groups.

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