USING SHORT VIDEO TO IMPROVE THE STUDENTS’ WRITING IN NARRATIVE TEXT AT THE EIGHTH GRADE OF MTS AR-ROUDHLOH PAJARAN

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Abstract: Writing is one of the English language skills that are important in communication. In teaching writing using short video as the media is important to achieve the objective of teaching and learning process because they can enhance and promote learning and support the teachers’ instruction. In the eighth grade of MTS Ar-Roudhloh had difficulties in writing and expressing their ideas in meaningful and correct sentences. Dealing with those problems, it is necessary to provide an instructional media. In this case, short video is one of solutions. This research is a classroom action research conducted to investigate the improvement of rewriting story by using short video for the eighth grade students. This method was conducted in two cycle in which they were based on the procedure: the planning, implementation, observing, and reflecting. The subjects of the research were 30 students from the eighth grade of MTS Ar-Raudhloh Pajaran. There were increments for their writing ability because of the use short video. It can be seen from their mean score: Cycle 1 = 70 and Cycle 2 = 80.8 which means that the standard score required by criterion success (75) can be fulfilled. Using short video as media in teaching and learning process gave motivation, enjoyment, interest, and enthusiasm to the students in study English. The students also understand the lesson. Short video could improve the students English especially writing skill and help the teacher easier in teaching rewriting in narrative text.

Keywords: Writing Ability, Rewriting Story and short video

English language has an important to communicate or criticism for education. English is important for students since there are information provided in the internet, and most of them are in English.

Writing is one skill that should be taught for every level. This skill must be improved by practicing a lot because writing has many contributions for our life, we can make a habit of writing to develop this skill.

Many kinds of media can be used to reduce students boredom. These media are divided into visual, audio (movie or short video) and textual media. There are many ways to anticipate students boredom when learning writing. In that role, media selection ensures that a specific instructional medium can support the learning objective (Holden and Westfal: 2010). The objective of this research is to know whether the use of short video can improve the students’ writing ability on writing story at the eighth grade of MTS Ar-Roudhloh Pajaran. The basic Competence of writing in this semester is expressing meaning and rhetoric step in simple short essay by using written language accurately, fluency and acceptable to get instruction with surrounding environment in form of narrative and recount. And based on KTSP curriculum, the standard competence of learning English especially in writing text at the second semester is expressing meaning in written functional text and simple short both narrative and recount to get instruction with surrounding environment (BNSP, 2006). Thus, this research is focused on the use short video to improve the students’ writing skill at MTs Ar-Roudhloh Pajaran.

REVIEW OF RELATED LITERATURE

Writing and the Use of Short Movie

Writing skill is one of language skills which are taught to the students. Writing also skill determine the students’ communicative competence in English. According to BSNP (2006), communicative competences are having discourseabilities; they are comprehending oral and written texts and producing oral and written texts. Types of writing activities to perform writing should be based on the students’ level and capacity. According to Brown (2001:343), there are five major categories of classroom writing performance:
(1) Imitative, or writing down. (2) Intensive, or controlled. (3) Self-writing (4) Display writing. (5) Real Writing.

Writing process is done through some stages. On each stage, students engage in a certain activity to construct their writing. According to Fachrurrazy (2011:88) there are some kinds of text to be taught in junior high school, namely, narrative text, descriptive text, recount text, report text, and procedure text. Media plays many roles in transmitting materials to students and support to create an effective and efficient learning process, including the learning of writing skill.

Instructional media are tools or means to carry messages for teaching and learning purposes (Fachrurrazy, 2011:109). The first advantages of using short story or movie in writing a narrative text is to get ideas before writing (Floriasti: 2011). To write narrative text, students need many ideas. One of the techniques that can help students to get idea is using short video. The second advantages of using short movie is to understand the important parts of narrative text (Floriasti: 2011). In this case, most students do not understand a whole part of narrative text, for example, they do not know what generic structures of narrative, what orientation means, how to write a good narrative text.

Previous Research

According to Zuhdi (2014) in his thesis “improving the students writing ability in descriptive text paragraph through audio visual (video) grade 8th in Smp Negeri 10 Pasuruan” he concludes that the students are more interested, enjoyment and active in writing class when using short video or movie. Video could improve the students’ English especially writing skill and help the teacher easier in teaching descriptive paragraph. Also by Munawaroh (2013) in her thesis “improving the students’ writing ability on retelling story by using movie at the second grade of Mts Al-Hidayah Wonorejo pasuruan” she concludes that using short video or movie the students were getting more active.

The differences between the previous study the researcher tried to conduct a research about using short video or in writing narrative text. The researcher did this research at eighth grade student’s of MTS Ar-Roudhloh Pajaran. The researcher used short video or movie to help students to comprehend writing narrative text and the purpose in this study is to find out how can short video improve the student’s in writing narrative text at Mts Ar-Roudhloh pajaran.

METHOD

The researcher uses action research because it is a research to practice that mean for repairing how to learn in the classroom. According to Arikunto (2008), action research is one of the type investigation that has characteristic reflective participative, collaborative, and spiral that have purpose to repair and to increase the system, method, process, substance, competence and situation.

This study was conducted at MTS Ar-Roudhloh Pajaran. The subjects of the study were eighth grade of second semester in 2014-2015 academic year. The researcher selected VIII/A were 30 students for the research, consist of 18 male students and 12 female students. The researcher will conduct this study in MTS Ar-Roudhloh Pajaran. The researcher chooses this school as the school because the students had problem in narrative text. The short videos are under the title “The Three Little Pigs and The Dove And The Ant”. The limitation of the researcher is MTs Ar-Roudhloh Pajaran. The researcher chooses VIII/A which consists of 30 students, 18 males and 12 females in the second semester of academic year 2014-2015.

The researcher needed some instruments to help the researcher to get data. According to Arikunto (2008) explain that instruments is used to ease a researcher in collecting data. The research instruments that would be used by the researcher were interview from, observation form, questionnaire, documentation, and test.

Instruments

In this case, the researcher used five instruments in conducting this research, they were: According Creswell (2011) observation is the gathering open-ended, first hand information by observing people and places at a research site. The researcher used observation to know the process teaching and learning in MTS Ar-Roudlho and to know the students active and passive in process teaching and learning process in the classroom. This observation was taken to get the factual data of implementing this research where was taken in classroom. In this case, the researcher used observation checklist in every meeting on June 15th, 16th, 22nd, and 23rd, 2015.

The researcher used interview to know the problem’s students and difficulties students in English class. And to get additional information from the English teacher about the teaching learning process related to the teaching writing skill and to get information about general condition of class VIII
especially in writing. The researcher collected the data by giving some question. The researcher visited the English teacher at MTs Ar-Roudloh pajaran to interview her by using 9 oral questions to require student’s problem in writing narrative text. The researcher was done the interview on May 23rd, 2015.

According Arikunto (2008) a questionnaire is number of written questions which are use to gain information from the respondents about themselves or their knowledge. The researcher use check list questionnaire to get information from the respondents multiple choice questionnaire. The researcher used this instrument to know the students individual problem’s students in writing narrative text. The researcher gave a questions about the problem students in writing narrative text.

Arikunto (2008) states documentation is used to find out information in fact variable which search of paper, place and people. It is to help the researcher in collecting data. Documentation in this research is the 8th grade score on writing narrative from the teacher. The aim was to know the students’ achievement before using short video or movie (free writing in preliminary study) and after using short video or movie. The researcher take the pictures, score of the students’ during process teaching and learning in classroom. The pictures were taken in every meeting (on June 15th, 16th, 22nd, and 23rd, 2015) and the preliminary study (19 Mayth, 2015) And the score of the students’ were taken in last meeting in every cycle on June 15th, 16th, 22nd, and 23rd, 2015.

A test is employed to find out the product of the teaching learning process. A test is on written test that is use to know the student’s writing ability whether there is improvement or not after the implementation of teaching writing in narrative text by using short video or movie. The researcher gave 30 minutes for each students to make narrative text in rewriting story. Each cycle has different short video, researcher will take the assessment during the teaching and learning process. The researcher took the score based on content, generic structure, spelling and language feature. The test were formed in written test and were conducted at the end of every cycle in the form of rewriting story by used short video or movie which they were already watched. This test were taken on June 16th, 2015 and 23rd, 2015. A checklist observation is a list of things that an observer is going to look at when observing a class. Observation checklists also server as a contract of understanding with the teacher, who may as a result be more comfortable, and will get specific feedback on aspect of the class.

The Classroom Reasearch Procedure

Planning

The researcher prepared the lesson plan before conducting the teaching English learning process. This lesson plan was made in order to know the effective of using short video or movie to improve student’s writing ability in narrative text. The researcher indicated the rating of the students’ assignment of writing from the students’ assignment. In this research, the researcher take at least 75% for the students get score “KKM” (Minimal Standard score) 75 as the target score. It means that the students can improve their writing ability especially on narrative text by using short video if the percentage of their score was 75% catch the target score. But, if 75% for the students score under the target, they were not successes in the test.

Acting

Latief (2012:149) states that the researcher at this stage is not in the process of learning how to implement the plan, nor in the process of improving the quality of teachers’ performance, but in the process of actually trying out the strategy to test how much the strategy can solve the classroom problems.

The researcher implemented the strategy for eighth grade students of MTs. Ar-Roudloh Pajaran of the second semester. Based on the lesson plan, which consisted of per activity and post activity. The researcher did this research in two cycle, every cycle consisted of two meeting with material, the instructional media. In the every meeting the researcher used audio visual as a media and every meeting different short video.

Observing

The observation was done during the teaching and learning process in the implementation to collected a real data. The researcher as the collaborator observe all students’ learning activities to know the influence of using short video to improve students’ writing in narrative text.

Reflection

In this step, researcher will present the result of the researcher action and observation before. Through the observation above the find the problem. The researcher get the data from the individual test in rewriting narrative text which was done in each cycle and the questionnaire to get the data from the students’ opinion during this research. The data gained from writing test then were analyzed to determine the success of the implementation of the strategy.
FINDINGS

There are four components in conducting classroom action research. It consists of planning, action, observation, and reflection. Each step was concluded based on the previous one and the next. It means that the activities in the classroom action research were based on planning, acting, observation, and reflecting the activities in each cycle (Kemmis and McTaggart, 1988).

Cycle 1

This research findings explains about the implementation of the action research which had been done in each cycle which consisted of the planning, the implementation, the observation, and the reflection on the action. In this part, the researcher started the research from the cycle one which consisted of two meetings. The researcher found the media had not ever been applied in teaching writing narrative text based on the interviewing the English teacher in the school.

Planning

The researcher tried to improve the students writing ability in narrative text based on syllabus in second semester at eighth grade of Ar-Roudloh Pajaran. The material was about practicing writing English by rewriting story of short video or movie. The researcher planned to implement short video to improve the students’ writing ability. Then, the researcher introduced the short video The Dove and the Ant.

Acting

The first meeting was conducted on June 15th, 2015. In this meeting, the researcher asked the material about narrative text that had been taught by the teacher such as the definition of narrative text, the generic structure, and language feature. Then, the researcher introduced the short video The Dove and the Ant and explained the material of this meeting. After that, the researcher asked the students to watch the short video and wrote down the information during watching the short video. In cycle one there were two meeting that had been done on Monday, June 15th, 2005 at 08.00 – 09.20. In the first meeting there were thirty students and there are six (6) students who absents and 24 who presents and join in class.

This second meeting was the time for the students to have a test. The test is rewriting the story based on the short video after the students watched the short video. The short video is different with the previous meeting. In this meeting was also divided into three activities, they were, pre activity, whilst activity. Post activity. In cycle one there were two meeting that had been done on Tuesday, June 16th, 2005 at 06.45 – 08.00. In the second meeting there were thirty students did not students absents.

The researcher asked to the students to prepared their book and paper to write the story. The researcher prepared the media like the laptop, LCD, projector and short video before starting the class. After this the researcher reviewed about narrative text, generic structure, language feature. Then the researcher played the short video or movie the title is “the wolf and the crane” after the student watched the short video the researcher asked the students to pay attention to understand the content of the short video or movie. Finally the researcher asked the students rewriting about the story.

Observing

At the end of the meeting, the researcher asked to collect their work. And gave questionnaire for the students to knew how well the cycle one ran. The researcher concluded. Based on the researcher’s observation during the used of short video in improving the students’ writing ability, the students were enthusiastic, active, and enjoyed, in teaching and learning process. In the first meeting, most of the students paid attention carefully when the researcher asked to watched the short video. The were watching, listening, and tried to understand the short video. They were playing and talking with their friends, and then the researcher walked around and asked them to concentrate to the short video. At the second meeting, the researcher gave test they still had difficulties in constructing and understand the sentences, although they felt understand in indonesia but they were still confused in rewriting the story by their own words in individually. As the researcher gave them questionnaire which consisted of 10 questions. They felt enjoy and interested to study English better, but they felt difficult in constructing and rewriting the story into good text.

Reflecting

There were some problems that made cycle one failed. First, some students who were inactive did not write the notes which the researcher wrote on the blackboard. Therefore, those students did not have any background about the material. Second, the students were lack of vocabulary and only some students who bring the dictionary and the problems of the students are in grammar. So the students al-
ways ask the meaning of difficult words to the researcher. It made the condition of class was noisy. Based of the reflection of cycle one, the researcher decided to continue this research to this cycle two to reach the criteria of success, that was 80% of the students got 75. In cycle one, there were 50% of the students who got the minimum score.

**Cycle 2**

For cycle two, the researcher also did in two meeting to improve students’ writing ability by using short video. To settle the first problem, the researcher gave handout about the material (narrative text). The second problems, wanted to be solved by the researcher were the technique of grouping. The third problems the students were lack of vocabulary. One of solution which is suggested by the researcher in grouping the students to avoid some students to depend on the other students in group. Each group consisted 5 students. And gave handout which vocabulary contained vocabulary. In every meeting also consisted of three activities, they were; pre activity, whilst activity, and post activity.

**Planning**

The researcher planned to used some media but different short video in meeting I the short video is “The fox and the stork” and I meting II the short video is “The three little pigs” after that the researcher played the short video and the students watched the video, the researcher asked the students to write down and discuss with their friends of the material. There were 30 students who participated in this teaching and learning process. In the title is “the fox and the stork”. The duration of the short video or short movie is 5 minutes.

In this activity, before played the short video the researcher asked the students to made six (6) group in a groups consist 5. And before the researcher played the video, the researcher prepared the laptop, LCD, projector. After this the researcher gave some vocabulary related to the short video or movie. In the post activity, the researcher and the students concluded the activity during the teaching learning process. The researcher asked them to complete their works and stated the activity that would be done in the next meeting.

In the second meeting, the researcher gave the test and asked them to rewrite the story based on the short video. In cycle one there were two meeting that had been done on Tuesday, June 23rd, 2005 at 06.45 – 08.00. In the title is “the three little pigs”. After the activity finished the researcher asked them to collect their work. Then the researcher gave them questionnaire.

**Observing**

Based on the data obtained from the teaching learning process and questionnaire, most of the students were positive responses. Only a few of students were talking with their friends and negative responses. They were active in working group and finish it well. Besides, the students always ask the researcher if they found difficulties in working the task, about the video or did understand with the researcher’s explanation. However, it made the class crowded. The students’ reaction in teaching and learning process was good, it proved the students could follow the researcher’s instruction in the class and finished the task well.

**Reflecting**

Based on the data obtained from the teaching learning process and questionnaire, most of the score, the researcher concluded that the mean of the students was successful because 80% of the students could reach KKM as the criteria of success in this research, although there were still six did not reach the KKM. So they researcher decided to stop this research. It was successfull because the researcher changed the technique in grouping the students. Whereas in the first cycle, the reseracher did not do grouping.
DISCUSSION

This part discussion of the findings which related to the activities of writing narrative text by using short video. The discussion how can short video improve the student’s writing skill in narrative text. Based on the implementation of the cycle one, the researcher found the students did not participate well and they did not pay attention to the researcher’s explanation. There were some causes which made cycle one failed.

This cycle was conducted by the researcher because in the previous cycle, this research was not successful. In this cycle the researcher divided the students into 6 groups and made some students active and participant in the class. In solving the students’ problem in lack vocabulary and students did not write note in the blackboard, the researcher gave handout to them, so the students have any background at all of the material.

Based on the result of the score in rewriting test above, there were 24 students out of 30 students (80%) who could reached the criteria of success. In conclusion, this cycle was successful because the students’ score reached the criteria success.

The conclusion was writing skill could be improved by using short video. Not only that, short video also can improve their how to retell the story in rewriting on writing skill, and how to arrange the words into good sentence.

From the findings, it is concluded that teaching narrative text by using short video could improve the students’ writing ability. Short video could increase the students’ interest, enthusiasm, and the students had motivation to study English. It also could help the teacher to teach easier. During the first cycle, many students enjoyed and happier in following the teaching and learning activity using short video. The students did not feel bored. The use of short video as media made them felt freer to express their ideas and easier to write narrative text. Based on the reflecting of cycle one, the researcher found that some students did not understand well because they had lack of vocabularies and the students had difficulties in arranging the sentences. To solve the problem, the researcher decided to continue the action research in the cycle two. In the cycle two, the researcher divided the students into six groups and the researcher giving more vocabulary.

CONCLUSION AND SUGGESTIONS

The improvement of the students’ writing ability could be showed by the result of the test in the first cycle showed that there were 15 students who got score under 75. The mean score in cycle one was 70. In the second cycle, there were 24 students reached the minimum standard score (KKM); only 6 students who failed. The mean score in cycle two was 80.8.

To follow up the findings of this study, some suggestions are offered for the English teacher of MTs Ar-Roudloh and other researcher in the future. In the teaching and learning process, especially teaching writing, the used of short video as a media is useful for the students. Using short video in teaching writing can be understood easier and be enjoyed everywhere. It can also help the teacher explanation and the students understand the lesson. Besides, using short video as a media gives motivation, interest, enjoyable and enthusiasm to the students in study English. The researcher hopes that the teacher should be continue and develop this strategy because using short video as instructional media makes the students’ understand the material easily. The researcher hopes the other researchers can use this method to improve the students writing ability by rewriting the story. They can use it as a reference to do other research.

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