

The Use of Video to Improve the Eighth Grade Students' Achievement in Writing Descriptive Text at SMP Negeri 5 Bondowoso

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***Abstract:** This research was intended to describe how the use of photo montage video can improve the eighth grade students' achievement in writing descriptive text at SMP Negeri 5 Bondowoso. This research used Classroom Action Research (CAR) as the research design which consisted of planning, action, observing, and reflecting. The research subject were 23 students of class VIII D at SMP Negeri 5 Bondowoso. The data was collected by observation and writing test. Based on the result of observation, it was found that the use of photo montage video helped the students in planning descriptive text through vocabulary, content, and organization. The use of photo montage video also had contribution in helping students to draft a descriptive text through content and organization. Moreover, the use of photo montage video also helped the students in revising descriptive text. Meanwhile, there were 66.66 % of the students got at least 75 or higher in writing test in cycle 1. Based on the writing test in cycle 2, there were 80.95% of the students got at least 75 or higher. According to the result of the research, it was concluded that the use of photo montage video improved the students' achievement in writing descriptive text.*

***Keywords:** Photo Montage Video, Classroom Action Research, Descriptive Text, Writing Achievement*

INTRODUCTION

Writing is one of the skills that should be learned by the students. The standard competence of writing for Junior High School especially for the eighth grade is “expressing the meaning of written functional text and short simple essay in forms of descriptive and recount to interact with the social environment.” Meanwhile, 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.

According to Hughes (2003:100) there are several aspects in writing that must be understood by the writer. They are grammar, vocabulary, mechanic, content, and organization. Because of those aspects, writing is often said as a difficult skill. Based on the interview with the English teacher of SMP Negeri 5 Bondowoso, it was found that the eighth grade students, especially class VIII D had difficulties in writing a text, especially in developing and organizing ideas, applying grammatical rules and lack of vocabulary. Consequently, the students could not organize their ideas coherently and logically. The researcher also found many grammatical errors in the students' writing. They wrote some sentences that did not make sense, and often used inappropriate words because of lack of vocabulary. They often opened their dictionary to find the English words even though they were simple words. The teacher also already gave key words to the students to help them write a text, but they still could not achieve the required minimum score, that is 75. Based on

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the students' writing score of VIII D, it was found that there were only 11 students or 47.82% of 23 students who achieved the minimum score.

Teacher's role is very important in the teaching and learning process. The students need teacher's help to write a text, because not all students can organize their ideas in written form easily. The teacher should provide an interesting media that can help learners write a text and achieve the required minimum score. Arsyad (2006:15) says that media is one of important factors in teaching and learning process. It can attract the students' interest and direct students to concentrate on the teaching and learning process. The researcher chose video as a media to improve the students' writing achievement at SMP Negeri 5 Bondowoso. Lonergan (1995:51) states that video is a resource rich in potential to stimulate the imagination of language learners. It is more interesting, because it contains audio and visual media types.

The use of video as media in teaching English has also been done by other researchers in conducting a classroom action research. Andika (2013) found that the use of video could improve the tenth grade students' recount text writing achievement at SMK Negeri 5 Jember in the 2013/2014 academic year. Another research was done by Wijanarko (2013) who found that the use of video could improve the eighth year students' achievement in writing narrative text at SMPN 1 Gumukmas in the 2012/2013 academic year.

Based on the experts' opinions on the use of video and the result of previous studies, the researcher is interested in conducting a research on the use of video in teaching descriptive text at SMP Negeri 5 Bondowoso.

RESEARCH METHOD

The design of the research was Classroom Action Research. This classroom action research was conducted to improve the eighth grade students' achievement in writing descriptive text by using video at SMPN 5 Bondowoso. The research subject were 23 students of VIII D at SMP Negeri 5 Bondowoso.

In this classroom action research, the writing test of descriptive text and observation were conducted. The researcher applied writing test in this classroom action research to measure the eighth grade students' achievement in writing descriptive text. The observation was done in each meeting to collect the data about the contribution of video in helping students write a descriptive text.

The result of writing test was analyzed quantitatively by using the percentage of the students' writing score classification. The following formula adapted from Ali (1993:186) was used:

$$\% = n/N \times 100$$

% = the percentage of the students who get score ≥ 75

n = the total number of the students who get score ≥ 75

N = the total number of the students

The collected data from the observation in each cycle was analyzed qualitatively by using inductive analysis. Based on the observational data, the contribution of video in helping students write a descriptive text was described.

RESEARCH FINDINGS

This classroom action research was conducted in two cycles. Each cycle consisted of three meetings including the writing test in the third meeting. The research findings were based on the observation data and students' writing test.

The result of observation in the cycle 1 and 2 showed that the use of video helped the students in planning, drafting, and revising descriptive text.

Based on the observation that was conducted during the actions, it was found out that the use of photo video montage could help the students in planning descriptive text. It helped the students through the content, vocabulary, and organizing aspect. First, the video provided visual clues. It also provided music. It could attract the students' attention. Second, the video provided picture and written information about the topic. So, the students were able to collect the information from the video. Third, the video gave information in order based on the generic structure of the text.

The use of video helped the students in drafting a descriptive text. Although the use of video did not help the students directly, but the use of video in planning activity gave effect to the process of drafting. First, the students' note helped the students in composing sentence the. Second, they could also develop their idea through pictures in the video. Third information in the video that was arranged based on the generic structure of descriptive text helped the students in composing the sentences into paragraph with the appropriate content in order.

The use of video also helped the students in revising their draft. First, the written information in the video helped the students to revise the spelling of English word that they wrote in their draft. Second, the students could add information that had not been written. The students could revise the content and mechanic that they used in their draft after watching the video once again. Third, by replaying the video, the students could also change incorrect information with the right information.

The writing test in Cycle 1 was conducted in the third meeting on August 8th 2016. There were 21 students who joined the writing test and two students were absent. Analytic method was used to score the students' writing. The result of writing test in cycle 1 found that there were 14 students or 66.66 % of 21 students got at least 75. Meanwhile, the target of success criteria of descriptive writing achievement is 75% of the students achieved the minimum score which is at least 75 or more in writing test. It means that the result of the students' writing test in Cycle 1 had not achieved the target yet. Therefore, it was necessary to conduct the second cycle. The writing test of the second cycle was administered on August 18th 2016. The result of writing test in Cycle 2 found that there were 17 students or 80.95% of 21 students who could achieve the writing test targeted score that was 75. It indicated that the actions given in the school had been successful in achieving the target.

DISCUSSION

Based on the result of the writing test the students' writing achievement had improved. In cycle 1 there were only 14 students or 66,66 % of 21 students who got at least 75 or higher in the first cycle. The result had not achieved the target score. In cycle 2, there

were 17 students or 80.95% of 21 students who got at least 75 or higher. The result of writing test in cycle 2 had achieved the target expected. It happened because the researcher made some revision, especially in the process. It indicated that the use of photo video montage could improve the students' achievement in writing descriptive text.

The writing test result showed that the use of photo montage video could improve the students' achievement in writing descriptive text. Photo montage video as teaching media in this research plays an important role to improve the students' writing achievement of descriptive text. In this research, the video helped the students in planning, drafting and revising their descriptive text. Lonergan (1995:51) states that video is resource rich in potential to stimulate the imagination of language learners. The use of photo montage video in this research provided visual clues. It helped the students to imagine the topic that would be written.

The result of observation revealed that the use of photo montage video helped the students in writing descriptive text. It was found that the use of photo video montage could help the students in planning descriptive text. According to Cakir (2006:2) the use of video can help the students to concentrate on detail visual clues to meaning such as facial expression, dress, gesture, posture and on details of the environment. Based on the observation, it was found that the use of popular public figure among the eighth grade students in the video helped the students to focus on the content in the video when the researcher replayed the video. So, they could know and observe the whole information in the video. It helped them in collecting the data or the information. The information that they got not only from the written information, but the pictures provided in the video also helped the students in collecting the information about the physical appearance. The information in the video was arranged in order based on the generic structure of descriptive text. So, they could get complete information and organize it into two parts, that was identification and description part before drafting a descriptive text. It means the use of video helped the students in content, vocabulary and organization.

The use of video also helped the students in drafting a descriptive text. The use of video did not help the students directly. The contribution of video in planning activity gave effect to the students in drafting activity. The students could write sentences based on the information in the video. The information that was already organized, helped them in organizing the sentences that they made. The pictures in the video helped the students in developing their idea. The students could write a sentence based on the written information in the video. Then, they matched the information with the pictures the video to develop their idea. So, they could write more than one sentence. It means the use of video had contribution in students' writing descriptive text through content and organization.

Besides, the use of video helped the students in revising their draft. The written information helped the students to revise the spelling of English word that they wrote in their draft. The students also added the information that they forgot to write. They also checked whether the information in their draft were right or not. Several students wrote incorrect information about date of birth and the full name of person who was described After that they revised their draft. Besides, they also completed their draft with information that they forgot to write when drafting. So, the use of video was useful in revising the content and mechanic that they used

Based on the result of observation in Cycle 1 and Cycle 2, it was found that the use of photo montage video helped students in every aspect of writing except grammar. The use of video did not help students to write grammatically correct sentence, because there was no information about grammar whether in written or visual clues in the video.

CONCLUSION

Based on the result of data analysis and discussions, it can be concluded that the use of video helped the students in planning descriptive text through content, vocabulary and organization aspect. It also helped the students in drafting a descriptive text through content and organization. In revising descriptive text, the use of video had contribution in helping students through content and mechanic. From this result, it means that the use of video helped the students and had contribution in planning, drafting, and revising descriptive text through each aspect of writing except grammar. The use of photo montage video could not help the students to write grammatical correct sentence.

The use of photo montage video in teaching writing can improve the 8-D students' achievement in writing descriptive text at SMPN 5 Bondowoso. The improvement can be seen from the result of writing test in each cycle. In the first cycle there were 14 students or 66,66% of 21 students % achieved the target minimum score that was 75. Meanwhile, in the second cycle, there were 17 students or 80.95% of 21 students who achieved the target score. From this result, there was an improvement after being taught by using photo montage video.

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