TEACHING DESCRIPTIVE TEXT WRITING BY USING ANIMATED VIDEO

AN ARTICLE

BY:
MAQDISA ID'HA DWI YUZA
F1021141025

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGES AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
TANJUNGPURA UNIVERSITY
2019

TEACHING DESCRIPTVE TEXT WRITING BY USING ANIMATED VIDEO

Maqdisa Id'ha Dwi Yuza, Iwan Supardi, Wardah
English Education Study Program of Teacher Training and Education Faculty
Tanjungpura University, Pontianak
Email:maqdisa04@gmail.com

Abstract

The aim of this research was to find out the effectiveness of animated video in teaching writing descriptive text to the eighth grade students of SMPN 14 Pontianak in academic year 2018/2019. The population of this research was the eighth grade students of SMPN 14 Pontianak in academic year 2018/2019. The researcher took the sample by using cluster random sampling technique. The sample of this research was the students of class VIII B which consisted of 24 students. The data were collected through measurement technique and written test. The data showed that the effect size of the treatment was 0.85, and it was categorized as moderate effect. The findings of the research obviously showed that the used of animated video was significantly effective to teach writing descriptive text to the eighth grade students of SMPN 14 Pontianak in academic year 2018/2019.

Keywords: Writing, Descriptive Text, Animated Video

INTRODUCTION

Writing is one of the skills that should be learned by the students. Writing is an activity where the students write and share their ideas of what they are thinking. It is a process of producing idea into the written form. Writing is considered to be the most difficult skill to master, especially for English as Foreign Language (EFL) students.

According to the new curriculum (K13), student of junior high school should master several types of text, one of them is descriptive text. The eighth grade students are targeted to write a short and very simple essay in the form of descriptive text. They are demanded to be able to write with correct organization, appropriate vocabulary and grammar, and good mechanic of writing (punctuation, spelling and capitalization). They are also expected to be able to analyze the social function, structure, and language features of descriptive text.

Writing is a skill in English that is important to learn beside other skill like speaking, reading and listening. Writing is a way of thinking and learning. According to Nunan (2003, p. 88), "Writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statements and paragraph clearly." Brown (2001) states that writing as thinking process. From his statement, it means that when students write something, they are thinking about what they are going to write and what they are going to say through written form, students may express their own idea in the new language based on their thinking. Harmer (2004, p. 11) explains the some stages of the writing process. They are planning, drafting, editing, and final version.

Planning; In this stage, the students make a list of ideas related to the topic. They also planwhat they are going to write in the first draft. Drafting; the students start to writing their ideas, organizing their information logically and developing their topic without paying attention in making mistakes. Editing; Editing stage is a process of reflecting and revising. Reflecting and revising are often helped by other readers or editors who comment and make suggestions. The students can get feedback from their peers and teacher. The feedback will help students to make revision of their writing. Final version; In the last stage, the students re-write their draft after revising with peers and teacher. The students have a good written text in the final draft since they do reflecting and revising in editing stage. Moreover, Harmer (2004) says that process of writing is recursive. This means that the writer plan, draft, and edit but then often re-plan, re-draft, and re-edit, even if they think that is their final version they may change their mind and re-planning, re-drafting or re-editing.

Writing is one of language skills that has to be mastered by students. The students are expected to master the aspects of writing, such as the content, the structure and the dictation in constructing good writing. Therefore, teaching writing is one of the challenging experiences to English teacher. In teaching writing, the teacher is intended to make the students think critically about what they are going to write. The teacher also need to prepare the appropriate materials for the students based on their level. The sudents need to write well because of their future, if they do know how to express their ideas in writing, then they would be able to communicate well with other people via e-mails, interviews, reports and proposal (Harmer, 2010). According to Williams (2003), an important thing of teaching writing is helping students in order to understand that writing is social action and their writing would be intended to read by others.

Based on the researcher's observation at the eighth grade students of SMPN 14 Pontianak, the most difficult skill to learn by the students is writing. The students were difficult to express their ideas in writing. They did not have idea about what they wanted to write. Furthermore, although they have the ideas, they were difficult to express their ideas in writing form due to the limitation of vocabulary. Besides, they also did not have interest to the technique and media that teacher used in the classroom. Meanwhile, they need to increase their writing skill because it is more complex than the other skills and it is important to be learned. Referring to the problem, the researcher decided to use animated video. In the previous research conducted by Ikhlasia (2013) found that the use of videos increased students' attraction or focus. They also showed greater motivation to follow the teaching and learning process. Another research conducted by Purna (2014), using classroom action research, found that the use of short video clip could help students in writing descriptive text because the students did not only learn but also got entertainment. However, using video as the media in the classroom is too broad, the researcher tried to conduct the research by using animated video.

Animated video was chosen as a medium to help students' learning process more interesting and to attract students' interest in writing, especially writing descriptive text. The duration of animated video was only 3-5 minutes. The duration of animated video will help the teacher in managing time for teaching. By watching animated video, the students will find out that the writing activity is interesting, challenging, and meaningful. The use of animated video has grown into the realm of learning as a medium that supports students' achievement. Harrison and Hummel (2010) states

that animated video can enrich the experience and competence of the students in a variety of teaching materials. Therefore, in order to make this research more specific, the researcher tried to using animated video in teaching writing descriptive text. The researcher chose descriptive text because it was suitable to be used in teaching writing using animated video. The researcher decided to teach descriptive as the form of the lessons because the language feature of descriptive text is suitable to provide the lesson of its curriculum. Moreover, this research would use quantitative research which was formed in pre-experimental study.

In this research, the researcher wants to know whether or not animated video significantly effective in teaching writing. To enable the researcher conducts this research systematically, the procedures in this research are needed to be made. As cited in Novitasari (2016), Stoller explained that there are three stages that should be done by the teacher when conducting the video lesson. They are: 1) Pre-viewing; Pre-viewing is the activity when the teacher introduces the general information and catches students' attention. 2) Viewing; Viewing is the activity when the students concentrate to watch the video. and 3) Post-viewing; Post-viewing is the activity when teacher and students will discuss what video is about. The researcher followed the steps that was given by the expert in terms of doing the research. It connected with pre-experimental study that needed guidance from the expert's steps.

METHOD

This research was conducted by using experimental study and it was categorized as a quantitative research. The independent variable of this design is animated video while the dependent variable is writing descriptive text. The researcher used one group pre-test and post-test design. In this research, the researcher used pre-test and post-test for experimental class. The experimental class received the treatment which was using animated video. The researcher used this design to know the effectiveness of using animated video on students' writing descriptive text.

Table 1. One Group Pre-test and Post-test Design

Pretest	Treatment	Posttest
O1	X	O2

This research was conducted in SMPN 14 Pontianak Pontianak which located at Jalan Tani, Tanjung Raya 2, Pontianak.. This research was conducted on November 26th 2018 to December 4th 2018. The date and time of this research is given in the following table.

Table 2. The Setting of Research

Date	Time	Activities
Monday, November 26th 2018	09.35 - 10.35	Pre-Test
Thursday, November 27th 2018	11.05 - 13.05	1st treatment
Monday, December 3rd 2018	09.35 - 11.35	2nd treatment
Tuesday, December 4th 2018	11.05 - 12.05	Post-Test

The researcher took the eighth grade students in SMPN 14 Pontianak as population of this research. The total number of the students were 320. The sample of this research was class VIIIB which consists of 24 students. It was chosen by using random cluster sampling. The researcher used measurement technique in collecting the data to measure the effectiveness of animated video in teaching students' descriptive text writing. The researcher used written

test to collect the data. The test was held two times, pre-test and post-test. The test was about students who write a descriptive text about a description of their friend (consist of 5-10 sentences).

The researcher used scoring rubric to help the researcher in measuring the ability of the students. The scoring rubric that was used by the researcher was adapted from Oshima and Hogue. The criteria namely: 1) Format 2) Punctuation and Mechanics 3) Content 4) Organization 5) Grammar and Sentence Structure. Furthermore, the result was obtained using t-test and effect size. The researcher used t-test formula to know the effectiveness of animated video. The researcher analyzed the difference of pre-test and post-test in writing descriptive text to determine the significance after the students being treated using animated video. The researcher also used an effect size formula to know how big the effect size of animated video.

T-test

To answer the first research question, t-test formula is applied. According to Siregar (2015, p. 152), the formula to calculate the t-test is as follow:

1. Determining the mean score of pre-test and post-test

$$\overline{X} = \frac{\sum X}{n}$$

$$\overline{Y} = \frac{\sum Y}{n}$$

Legends:
X = the sum of individual score of pretest.
Y = the sum of individual score of posttest.
n = the total number of students who took the test.

2. Determining the score of variance before and after treatment.

$$S_X^2 = \sum \frac{(X - \overline{X})^2}{n-1}$$

$$S_Y^2 = \sum \frac{(Y - \overline{Y})^2}{n-1}$$

Legends:
S_X^2 = score of variance before treatment.
S_Y^2 = score of variance after treatment.

3. Determining the score of standard deviation before and after treatment.

$$S_X = \sqrt{\sum \frac{(X - \overline{X})^2}{n-1}}$$

$$S_Y = \sqrt{\sum \frac{(Y - \overline{Y})^2}{n-1}}$$

Legends:
S_X = score of standard deviation before treatment.
S_Y = score of standard deviation after treatment.

4. Determining the score of correlation.

$$r = \frac{n\left(\sum XY - (\sum X)(\sum Y)\right)}{\sqrt{[n(\sum X^2) - (\sum X)^2][n(\sum Y^2) - (\sum Y)^2]}}$$

Legends:
r = score of correlation.
X = the sum of individual score of pretest.
Y = the sum of individual score of posttest.

5. The formula of t-test is:

$$t = \frac{\overline{X} - \overline{Y}}{\sqrt{\frac{S_X^2}{n_1} + \frac{S_Y^2}{n_2} - 2r \frac{S_X}{\sqrt{n_1}} \frac{S_Y}{\sqrt{n_2}}}}$$

Legends:
t = t-test.
$\overline{X}$ = mean score of pre-test.
$\overline{Y}$ = mean score of post-test.
S_X^2 = score of variance before treatment.
S_Y^2 = score of variance after treatment.

S_X = score of standard deviation before treatment.

S_Y = score of standard deviation after treatment.

Effect size

The effect size used to know how big the effect of animated video to the students writing descriptive text. The formula is as follows:

$$ES = t\sqrt{\frac{1}{N}}$$

Legends:
ES = effect size.
T = result of t-test.
N = the number of students.

Table 3. Classification of Effect Size

Effect Size	Qualification
0.0 - 0.20	Weak effect
0.21 - 0.50	Modest effect
0.51 - 1.00	Moderate effect
>1.00	Strong effect

FINDINGS AND DISCUSSION
Findings

In research findings, the researcher collected the data through a written test to answer the research questions and to test the hypothesis testing. To answer the first question, the data will be computed using t–test to obtain t–value. To answer the second research question, the effect size is computed. The computation of the mean score of pre – test and post – test, the computation of the t – test, and the effect size are shown as follow:

The computation of the mean score of pre-test and post-test

1. Mean score of pre-test (x) and post-test (y)

$$\overline{X} = \frac{\sum X}{n}$$

$$= 41.33$$

$$\overline{Y} = \frac{\sum Y}{n}$$

$$= 46.83$$

From the computation above, the mean score of students' pre-test is 41.33 and the mean score of students' post-test is 46.83

2. The score of variance before (S_X^2) and after (S_Y^2) treatment.

$$S_X^2 = \sum \frac{(X-\overline{X})^2}{n-1}$$

$$= 79.7$$

$$S_Y^2 = \sum \frac{(Y-\overline{Y})^2}{n-1}$$

$$= 108.2$$

From the computation above, the score of variance before treatment is 79.7 and the score of variance after treatment is 108.2

3. The score of standard deviation before (S_X) and after (S_Y) treatment.

$$S_X = \sqrt{\sum \frac{(X-\overline{X})^2}{n-1}}$$

$$= 8.9$$

$$S_Y = \sqrt{\sum \frac{(Y-\overline{Y})^2}{n-1}}$$

$$= 10.4$$

From the computation above, the score of standard deviation before treatment is 8.9 and the score of

standard deviation after treatment is 10.4

4. The score of correlation.

$$r = \frac{n\,(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[n(\sum X^2) - (\sum X)^2][n(\sum Y^2) - (\sum Y)^2]}}$$

$$= 0.8$$

From the computation above, the score of correlation is 0.8

The computation of t-value
The t-test calculation can be seen as follow:

$$t = \frac{\overline{X} - \overline{Y}}{\sqrt{\frac{s_X^2}{n_1} + \frac{s_Y^2}{n_2} - 2r\frac{s_X}{\sqrt{n_1}}\frac{s_Y}{\sqrt{n_2}}}}$$

$$t = -4.29$$

The calculation of t-value is -4.29. Therefore, the researcher needed to campare the t-value with the critical value of r from t-table. For most statistical analysis, α is set to 0.05 while df is calculated of N-1 (24–1=23). Then, the critical value of r for α = 0.05 and df = 23 from t-table is 2.069.

The computation of effect size

$$ES = t\sqrt{\frac{1}{N}}$$

$$ES = 0.85$$

The result obtained is more than 0.8 (ES > 0.8) which is considered as a moderate effect size. It can be concluded that effect size from the application of animated video in writing descriptive text is categorized as "moderate effect".

Hypothesis Testing
The result of t – value was -4.29. It was higher than t- table (-4.29 > -2.069), at degree of freedom (d=23) and at 95% of confidence (p= 0.05). From the result, the researcher concludes that teaching writing descriptive text using animated video to the eighth grade students of SMPN 14 Pontianak in Academic Year 2018/2019 has significantly affected the students' writing achievement. Hence, it proves that the alternative hypothesis (using animated video is effective to teach writing descriptive text to the eighth grade students of SMPN 14 Pontianak in Academic Year 2018/2019) is accepted and the null hypothesis (using animated video is not effective to teach writing descriptive text to the eighth grade students of SMPN 14 Pontianak in Academic Year 2018/2019) is rejected.

Discussion
Based on the findings, the animated video had significantly affected students' descriptive text writing. The teaching learning process through video was very interesting for the students. the use of animated video was effective for students' writing descriptive text. The data showed that the mean score of pre-test was 41.33 and the mean score of post-test was 46.83. The result showed that t-test is -4.29 and t-table is -2.069 at degree of freedom (d=23) and at 95% of confidence (p= 0.05). Thus, t-test (-4.29) is higher than t-table (-2.069). It means that the ability of the students has increased after the researcher gave the treatment. The result of the effect size was moderate effect with ES > 0.8. It means that the use of animated video has a significant effect in teaching writing descriptive text.

In this research, the researcher found the advantages from the use of animated video in teaching descriptive text writing. The students were actively participated in writing descriptive text by watching animated video. When the researcher asked the students to share their thoughts about what was going on from the video, they were enthusiastic and focus. The students were enjoying their learning delivered by the researcher. As Hegarty (2004) explained that animation

video can provide visual displays which are stronger than the various phenomena and abstract information, which is greatly contribute to improve the quality of the learning process and outcomes. As the result, the students pay more attention to the learning activities and involve in teaching and learning process.

Besides, the researcher also found the limitation of animated video in teaching descriptive text writing. Some students talked with their friends while watching the video. The students also got confused in writing their ideas due to students' vocabulary limitation. In solving those kind of problems, the researcher who also acted as a teacher played the animated video two times and asking them to confim their understanding about the video and how far they got the point about video, so the students could take the notes what are the important things as their interpretation.

Moreover, the finding about the contribution of video in teaching is also lined by the previous research that has been done by Ikhlasia (2013). She found that the use of videos increased students' attraction or focus. The students also showed greater motivation to follow the teaching and learning process. Besides, another previous researcher was Purna (2014). She found that the use of short video clip could help students in writing descriptive text because the students did not only learn, but also got entertainment.

CONCLUSION AND SUGGESTION
Conclusion

The aim of this research was to find out whether or not animated video effective to teach students' writing skill on descriptive text to the eighth grade students of SMPN 14 Pontianak. Based on the research findings and discussion in the previous chapter, it can be concluded that animated video is significantly effective to teach writing descriptive text. It showed the students' score in post-test higher than pre-test after the treatment given. Animated video has an effect on teaching descriptive text. The effect size of the treatment is considered as moderate effect. The effect could be seen from the effect size calculation.

Suggestion

Based on the result of this research, the researcher would like to give some suggestions. They are: 1) English teacher should be able to develop their techniques to teach the students in order to make them interested in learning. The use of animated video in teaching and learning process is an interesting media because it can attract students' interest and motivation in teaching and learning process. 2) The researcher suggests the English teacher to give some related vocabularies from the video before the video is started or played, in order to make the students easier to write their ideas about the animated video. 3) The researcher hopes that this research can be used as the references for other researchers to conduct a better research from the different perspectives.

REFERENCES

Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd edition).* New York: Longman.

Harmer, J. (2004). *How to Teach Writing.* Harlow: Pearson Education Limited.

Hegarty, M. (2004). Dynamic visualizations and learning: getting to the difficult questions. *Learning and Instruction*, 343-351.

Ikhlasia, N. N. (2013). *Using Cooperative Writing And Videos to Improve Students' Writing Skills on Descriptive Texts of Class 7C Students at SMP Abu Bakar Yogyakarta in Academic Year 2012/2013.* S1 Thesis. University of Yogyakarta, Yogyakarta.

Novitasari, T. (2016). *Using Cartoon Video as a Media to Teach Descriptive Writing to the Eighth Grade Students.* Surabaya: University of Surabaya.

Nunan, D. (2003). *Practical English Language Teaching.* New York: McGraw Hill/Contemporary.

Oshima, A., & Hogue, A. (2007). *Introduction to Academic Writing.* New York: Pearson Education.

Purna, N. K. (2014). *Improving Descriptive Text Writing Ability of the Eighth Grade Students of SMPN 3 Gianyar in Academic Year 2013/2014 By Using Short Video Clips.* S1 Thesis. Mahasaraswati Denpasar University, Denpasar.

Siregar, S. (2015). *Statistika Terapan untuk Perguruan Tinggi.* Jakarta: PT Kharisma Putra Utama.