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## Using Video Critics Strategy in Developing Students' Writing

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### Abstract

*This study was aimed to see the writing ability development at SMA Negeri 11 Sidrap. The objective of this study is to get the empirical data of the differences between students' score of writing test who were and were not taught by using Video Critics strategy. The population of this research consists of 56 students. The sample of the research were class XI IPS as the experimental group which consists of 17 students and XI MIPA as the control group which consists of 39 students. The research method used in this research was quasi-experimental with nonequivalent control group design. The data was collected through pretest and posttest. It aimed to know whether Video Critics strategy in teaching writing can develop students' writing ability.*

**Keywords:** Writing Ability, Video, Critics, Strategy.

### 1. Introduction

The teaching and learning English have the goal to develop four skills. One of them is writing. "Writing is a language skill used to communicate indirectly, not face to face with others" (Tarigan, 2013). "It is advantageous to use writing as planning for many activities" (Harmer, 2004). It can be complicated if the writer doesn't have good ideas because none can write without knowing what she or he is going to write. Writing is a process of discovering, constructing and organizing ideas, putting them on the papers and revising them. Someone can express his or her ideas well by writing, but it needs improvement by practicing more to get our point interesting and clear for the readers. Realizing that writing skill is very important for English learners in addition to the other skills, it is essential for the students to enhance their writing skills in English. Allah decrees in the holy Qur'an Q.S. Al 'Alaq/ 96 that means "*Recite in the name of your Lord who created. Created man from a clinging substance. Recite, and your Lord is the most Generous. Who taught by the pen. Taught man what he did not know.*"

From the verse above, it's known that writing has an important role in human life. Allah has described that human has been taught by pen. By writing the people will get some information, so the people need to learn how to make a proper writing. A habit of writing can be used to develop our skill because it has a lot of contributions for our life. However, a lot of students still have difficulties in writing because of the lack of ideas to make sentences.

A lot of students feel that writing is a boring activity. Therefore, teaching and learning process of writing should be varied to make the students interested during the process (Adawiah, 2019). When the students feel bored, they could disregard to the teacher in the class. When the teacher could not keep the students' attention on track, it

could cause confusion due to their unfamiliarity to English language. Here, teachers have the responsibility to teach students well, students' achievement is based on students' understanding of the material, and they can understand the material if they pay attention to teachers' explanation. Students' will be interested if teachers have a good strategy and ability to develop the materials in a fun way. The teachers should prepare some media or strategies so they could select the most effective one to make the students interested to the lesson.

Strategy is ways to achieve different learning results in different situation (Wena, 2009). A good strategy will give a good outcome for teaching-learning process. There are many kinds of strategies such as class concern, acting out, town meeting, tropical view and so on. Concerning those studies, one of alternative solutions is applying Video Critics strategy in teaching writing. This opinion is supported by the concept of Video Critics given by Silberman. Video Critics is an active way to make the students watching video (Silberman, 2009). In this strategy, the students watch a video. Then, they are asked to criticize what they have been watched on the video. It's beneficial to stimulate their writing ability. They can find ideas to write sentences or paragraphs from what they have got on the video.

Writing is something that everyone needs to share what they have in their mind. Writing is an expression of logic that is product of thinking (McMillan & Wayers, 2013). Writing is an activity that forces students to organize their thoughts, think deeply about their topic and present their conclusions in a persuasive manner (Malmir, 2012). Writing is a process to give the information or how to give opinions about something to persuade someone by the text.

### **1.1 Process of Writing**

As we know that writing is one of English productive skills which needs much concentration, focus and specially ideas. In writing, it is impossible to only just write anything an author wants to write that comes through in his or her minds all of sudden. Yet, an author has to be precise on what kinds of information he or she wants to deliver to the reader. According to Harmer (2007), there are four main elements of writing process, those are:

#### **1. Planning**

Experience writers plan what they are going to write. Usually, they will make a simple draft about the construction of their ideas. When planning, writers have to think about three main issues; they are purpose, audience and content structure.

#### **2. Drafting**

It can be referred to the first version of a piece of writing is as a draft. During the editing process, some sample of drafts could be made until the writing is completely finished.

#### **3. Editing (Reflecting and Revising)**

Once writers have produced a draft, usually, they read through what they have written to see where it works and where it doesn't. Reflecting and Revising are often helped by readers (or editors) who comment and make suggestion.

#### **4. Final Version**

Once writers have edited, making the changes they consider to be necessary, they produce the final version. The students might decide to represent these stages in the following way:



## 1.2 Aspects of Writing

According to Weigle, there are five aspects of writing. They are content, organization, vocabulary, language use and mechanics (Weigle, 2012).

### 1. Content

Content is the composition of writing. Every writer's ideas set out in content. There are at least four things that can be measured in content, they should be knowledgeable, substantive, thorough development of thesis and should be relevant to assigned topic.

### 2. Organization

The learner should arrange their writing chronologically. They should present their ideas orderly which happened from beginning to the end. There are at least six things that can be measured, they should have fluent expression, ideas should clearly state or supported, should succinct, organized, logical sequencing and cohesive.

### 3. Vocabulary

Vocabulary is one of important things in writing. To express ideas, writer always deal with vocabulary. When a writer has minimum knowledge of vocabulary mastery then it will cause the writer to the lack of ideas. The effective used of words will always result good writing both specific and technical writing, the dictionary is very considerable.

### 4. Language use

A correct language and point of grammar are parts of language use in writing. In measuring writing related with language use, there some points that should be seen, they are; effective complex constructions, agreement, tense, word order or function, articles, pronoun and preposition.

### 5. Mechanics

There are at least three main parts of mechanics in writing namely capitalization, punctuation, and spelling appropriately. This aspect is so needed because it helps the readers to know and to understand what exactly the writer wants to deliver. The use of favorable mechanics in writing will make the readers easy to understand the conveying ideas or the messages that is stated in writing.

## 1.3 Video Critics Strategy

Every teacher needs a good strategy to get a good outcome in learning process. Strategy is outlines of the direction to act in an effort to achieve the specified target (Djamarah & Zain, 2002). Strategy is a plan, method, or series activities designed to achieve a particular education goal (Gulo, 2002). Strategy is a way or anything to achieve the main goal. It facilitates teachers to get goals in teaching-learning process: the way to get a better result is by applying a match strategy. There are many kinds of strategy in teaching-learning process such as class concern, acting out, town meeting, tropical view and so on.

One of them is Video Critics strategy. Video Critics includes in understanding and reasoning. Understanding and reasoning are educating by guiding students to understand a problem involved by finding the best solution to train them to use their mind in processing data and investigate problem. This strategy is conducted by raising the students' intelligence and ability to think logically.

Video Criticss consist of two words, video and critic. Video is the recording and showing of moving visual images (Kane, 2000). Critic is comment(s) given by someone who gives opinions about good and bad qualities of books, music, etc (Liu, 2011). Video Critics is medium worksheets for teaching a variety of language skills (Nurzaenah, 2011). In language learning, writing is an output and an end of learning period, both teachers and students should take some strategies and methods (Liu, 2011). Video Critics strategy is an activity by seeing video that display by the teacher to get a particular educational goal by making the students hearing, seeing and taking notes during the video, then they are asked to criticize it.

Video Critics strategy purposed firstly by Silberman (2009) in his book Active Learning, He explained steps in the Video Critics as follow:

1. Choose the video that will show to students
2. Tell them before watching the video that they will be reviewed the Video Critically. This is done in order to learners do not easement in watching videos without notice something important from the video.
3. Instruct them to review several factors, including:
  - a. Realism (of the perpetrators)
  - b. Relevance
  - c. Unforgettable moments
  - d. Content organization
  - e. Applicability to their lives
4. Play the video
5. Giving instrument worksheet to the students
6. Held a discussion that can be called "Pojok Kritikus" (optional). Do a survey to students, by using some kinds of a whole system that sorted, such as:
  - a. One to five stars
  - b. Agree or disagree

There are some advantages about this Video Critics strategy (Nurzaenah, 2011). By a video, there will be some visual stimulus that could add some new interests. The added interest increases learner motivation. The video facilitate the learners with the original language used in the context. Video provides practice in listening comprehension. Video effectively stimulates further activity. Yet, the strategy also has some disadvantages (Nurzanah, 2014). They are difficult to control the audience's attention, their participation is rarely practiced. The communication style is one-way communication which must be balanced with the search form other feedback. The strategy is less able to display the details of objects that are presented perfectly. It requires an expensive and complex equipment.

## 2. Method

This study was Pre-Experimental with One-Group Pretest-Posttest Design. That was experimental class taught by using Video Critics strategy in developing students' writing ability at SMA Negeri 11 Sidrap.

## **2.1 Location and Duration of the Research**

The location of the research took a place at SMA Negeri 11 SIDRAP. The research used the quantitative research design that has several times to collect and analyzed data. The researcher did the research almost two months for collecting data from pre-test, treatment and post-test.

## **2.2 Population and Sample**

The population of the research was all students of the eleventh year of SMAN 11 Sidrap which consisted of two classes, XI IPS 17 as the sample. The researcher used purposive sampling technique to choose the sample. The researcher chose XI IPS as experimental class because the researcher had two reasons: firstly, based on the observation and interview from the English teacher of SMAN 11 Sidrap, class XI IPS had a low ability of writing than XI MIPA and secondly, it would be better to choose the class which has a low ability to know the significant improvement of students' writing ability.

## **2.3 Instrument of Collecting Data**

The instrument of this research was writing test. The students wrote about 300-500 words at least in three paragraphs for only 90 minutes. In the pre-test, the students were given a topic about Bribery or Corruption and in the post-test, students were given the same topic. The data of this research was collected by using pretest and posttest.

## **3. Results**

### **3.1 Findings**

The findings were obtained from the writing test in the eleventh year students of SMAN 11 Sidrap in academic year 2019/2020. The researcher applied all of procedures that has been showed in the previous chapter. In addition, the researcher gave the students pre-test and post-test. After that, it was continued by analyzing their score between pre-test and post-test of the class. It aimed to find out the different of the students' result. The researcher collected data from the tests which had been given to the students after analyzing the data with statistical calculation.

The researcher gave writing test to the students to measure the student's writing ability, the writing test is the same test as for the pre-test and post-test. After every student handed it back to the researcher, then the researcher checked the answers. After giving the pre-test and post-test to the students, the researcher found out the result of the students' writing ability based on the criteria of writing ability which are content, organization, vocabulary, language use and mechanic .

In pre-test none of the students got excellent and good score, nine students got enough score, and eight students got poor. The total score in pre-test is 26.80. It has shown that the students' writing skills in pre-test was low, because most of students still got poor and enough scores. In Post-test there were nine students got good score, eight students got enough score, none of students got excellent and poor score. The total score in post-test is 45. It proved that there was enhancement of students' score in post-test.

The mean score of the pre-test was 1.58 ( $X_1$ ) while the mean score of the post-test increased to 2.65 ( $X_2$ ). The standard deviation of pre-test was 0,267 (SD) while the



standard deviation of the post-test was 0,419 (SD). T-test is higher than t-table ( $2.085 \geq 1.740$ ). Thus, it can be concluded that the students' writing ability is better after getting the treatment using Video Critics Strategy. So, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted.

### 3.2 Discussion

In writing, the problems faced by students are lack of ideas and having less vocabulary mastery. The researcher gave them a topic to write, but they were not doing well. They just could make several sentences. After the treatments using Video Critics strategy, it is found that their writing ability improves. When the students are given some topics to write, they know how to relate each paragraph to the topic.

Based on the statement of the researcher in the previous chapter, Video Critics strategy is one of ways to make students active. In other words, by making students watching a video they can get an idea(s) from the video and after watching video, they can exchange the opinions or ideas in discussion. When they were watching video, they also practiced their listening with an authentic language used in context. It also can stimulate their ideas and motivation by a stimulus visual. In previous study of Zaenah's in the chapter II also found the same advantages as the results.

There were some difficulties in conducting this strategy. Firstly, when the video is loaded or buffered, the students got distracted, lost attention and finally they were not focused on the video again. Many of them also did not understand of what the speakers were talking about, especially when they were asked to mention what words the speakers possibly mentioned. Moreover, they just talked to their friends. That is why the teacher needs to monitor and to control the students. It also used expensive equipment like LCD, speaker, laptop and so on for the optimal result. It is similar with Nurzanah's opinion about disadvantages of Video Critics strategy in the previous chapter.

The topic of video usage which would be played for students has to be familiar with their daily life issue, so they would feel easier to understand it. The teacher could use a simple but funny video that contains general topic before or after video loaded as ice breaking. The goal of this strategy in this research is as stimulus for getting ideas in writing and motivation to learn English because several students think English is one of hard or difficult lessons. By using the strategy, the students are expected to have ways to think of the content for the writing. That is one of variables which sometimes make students to avoid or to be lazy learn English, so the researcher was interested to use this strategy to develop students' writing ability.

The data is found that the mean score of the pretest score of the experimental class was 1.58. The mean score of posttest score of experimental class was 2.65. It can be seen that the students' learning outcomes of experimental class is higher than the students' learning input. So according to the theory, Video Critics strategy is able to develop students' writing ability at the eleventh grade students of SMAN 11 Sidrap.

### 4. Conclusion

Writing is one of the most important skills in English as a second or foreign language that needs many steps to do it, like decoding the topic, developing idea, connecting paragraph and etc. Writing is a process to give the information or how to give

opinions about something to persuade someone by the written text. The writer should pay attention to the content, organization, vocabulary, language use and mechanic. In writing analytical exposition, there is a strategy that the researcher used to improve students' writing ability namely Video Critics strategy. Video Critics strategy is an activity by watching a video that displayed by the teacher to get a particular educational goal by making the students hearing, seeing and taking notes during the video is loaded then they are asked to criticize it. It could stimulate students to get some ideas about the topic because the difficult one in writing is to start what the writer wants to write.

In conducting this research, it was implemented Video Critics strategy in developing students' writing ability at the eleventh year students of SMAN 11 Sidrap. The research design of this research is a Pre-Experimental with One-Group Pretest-Posttest Design. the objective of this research is to get the empirical data of the differences between students' pretest and posttest. It can be achieved by analyzing the Data. The data were analyzed by using t-test. As the analysis of the data in the previous chapter,  $t_o > t_t = 2.085 \geq 1.740$ , in significant degree of 0.05 (5%). As the statistical hypotheses in chapter III, if t-test ( $t_o$ ) > t-table ( $t_t$ ) in significant degree of 0.05 (5%), it means that  $H_a$  is accepted and  $H_o$  is rejected. In conclusion, Video Critics strategy could develop students' writing ability at the eleventh year students of SMAN 11 Sidrap.

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