JURNAL

PENGARUH VIDIO TERHADAP KEMAMPUAN MENULIS SISWA KELAS TUJU DI SMPN 5 KEDIRI PADA TAHUN AJARAN 2016/2017

THE EFFECT OF VIDEO TO THE SEVENTH GRADE STUDENTS’ WRITING ABILITY OF SMPN 5 KEDIRI IN THE ACADEMIC YEAR 2016/2017

Oleh:
KHOLIFATUS SYARIFAH
NPM. 13.1.01.08.0152

Dibimbing Oleh :
1. Drs. AGUNG WICAKSONO M.Pd.
2. Hj. RIKA RIWAYATININGSIH M.Pd.

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI
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Yang bertanda tangan di bawah ini:

Nama Lengkap : KOLIFATUS SYARIFAH
NPM : 13.1.01.08.0152
Telepun/HP : 085708240429
Alamat Surel (Email) : assyifaalief@gmail.com
Judul Artikel : THE EFFECT OF VIDEO TO THE SEVENTH GRADE STUDENTS’ WRITING ABILITY OF SMPN 5 KEDIRI IN ACADEMIC YEAR 2016/2017

Fakultas – Program Studi : PENDIDIKAN BAHASA INGGRIS
Nama Perguruan Tinggi : UNIVERSITAS NUSANTARA PGRI KEDIRI
Alamat Perguruan Tinggi : Jln. Kh. Achmad Dahlan No 76

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Mengetahui Kediri, 30 july 2017

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Kholifatus Syarifah | 13.1.01.08.0152
English Education
THE EFFECT OF VIDEO TO THE SEVENTH GRADE STUDENTS’ WRITING ABILITY OF SMPN 5 KEDIRI IN ACADEMIC YEAR 2016/2017

Kholifatus Syarifah
NPM. 13.1.01.08.0152
FKIP-Prodi: English Education
Email: assyifaalief@gmail.com
First Advisor: Drs. Agung Wicaksono M.Pd
Second Advisor: Hj. Rika Riwayatiningsih M.Pd

UNIVERSITAS NUSANTARA PGRI KEDIRI

Abstract

The objective of this research entitled “The Effect of Video to The Seventh Grade Students’ Writing Ability of SMPN 5 Kediri in Academic Year 2016/2017” was to find the effect of video in improving the writing ability of the seventh grade students at SMPN 5 Kediri. The research used quantitative research method and one-group pretest and posttest design. The instrument used in this research was tests pre-test and post-test. The population in this research were 209 of the seventh grade students at SMPN 5 Kediri and the sample was 33 students. The data of this research was collected by giving the tests. The collected data were analyzed by using t-test formula. The result of the data analysis showed that: the mean score of pre-test was 53,84, the mean score of post-test was 73,15, and the t observed 10,190. The t critical value with degree of freedom 32 and level of significance at 5% was 2,037. Based the data analysis above, the alternative hypothesis was accepted because the t observed was higher than t-table 10,190>2,037. It means that there is significance effect of video in teaching writing to the seventh grade students of SMPN 5 Kediri. The researcher suggests that (1) the teacher should prepare a suitable video that related with object, (2) for students should give attention when the teacher is teaching using video, in order the students can understand with object, (3) for other researcher, the researcher hopes they are able to develop this technique to improve other skills

Key Word: students’ writing ability, Video

I. BACKGROUND

In Indonesian, English becomes one of subjects that must be taught at every level of school in Indonesia. The English subject has been included in the curriculum by the department of education in Indonesia. Based on (Depdiknas: 2006) has some purposes after teaching English those are: after the students learn English they are able to do oral and written communication. The second, the student realize that English is important to increase their competitiveness in globalization. The third, the students are able to develop understanding about the correlation between language and culture. Also there is
one of the scopes of the study of English in Junior High Schools is to understand and to create various short functional texts and monologues as well as essays in the form of descriptive, recount, narrative, procedure, and report.

In the English subject, the students are required to master four language skills: reading, writing, listening and speaking. Writing and speaking are productive skill. Those four language skills play an important role for students in learning foreign language. From all the language skills, according to Tarigan (1985:1-3), “writing is a skill used to communicate indirectly, without face to face interaction”. It means writing is one of the communication that used without meeting each other. So writing is very important skill, because it can allow people to communicate at distance place or time distance.

But in the other hand, writing seems to be less considered by students as it is a very complicated language skill which requires high ability to express ideas, vocabularies structure or grammar, thoughts, feeling and like to produce good written text. This idea is also supported by Richard and Renandya (2002:303) who state that “writing is the most difficult skill for foreign language learners. The difficulty lies not only in generating and organizing ideas but also in the translating these ideas into readable text. Therefore, learning how to write well as early as possible is very important for the students to achieve better understanding and to practice it along their academic life.

Beside, the reason, the students feel writing is the most difficult subject because they get difficulties when they want to deliver or develop their ideas in written text. In writing they must be able to organize sentences in order to make grammatical and coherent paragraph.

Departing for this problem, this research investigates the use of video as a media to improve students’ writing of procedural text. As stated by Hammer (2007:302) says that students can get ideas in writing by watching video. Moreover, Tatiana Gordon (1956:189) says “students enjoy learning language with video”, Nurmillah (2010) says that the use of fairy-tale movie is effective and can promote students’ motivations in learning writing skill. In relation with this research, Derewianka (2004) states that procedural text is an instructional text which tells us how something is accomplished through sequence of action and step. Procedural text is chosen as a test in this research, because this kind of text is already familiar with people’s daily life.
Therefore, this research is intended to improve student's writing skill of procedural text by using video. One of Junior High School in SMPN 5 Kediri is selected to be researched. In addition, the research is conducted to identify students’ perception towards the effect of using video as a medium to improve their ability in writing text.

II. RESEARCH METHOD

In the research the term variable cannot be left. Creswell (2012:115) states that variable has two types, there are independent and dependent variable. First, Dependent variable is the variable that is affected by the independent variable other names for dependent variables are criterion, out comes, and effect variables. Dependent variable in this research is students’ writing in procedure text such as improving vocabularies, and understanding about generic structure and grammar. Second, Independent variable is an active variable then we manipulate the value of the variable to research its effect on another variable. So, the independent variable in this research is the use of video as a medium in teaching learning process. By stoping the video in each part and giving the information that they see.

In conducting this research needs a plan some steps the researcher will take. Consequently, the design of the research should be suitable for the research condition. For these reason, the researchers has to follow the research design, if the researchers want their research will be successful.

The design of the research is quantitative research. According to John W Cresswell (2014:32) Quantitative research is an approach for testing objective theories by examining the relationship among variables. Quantitative includes experimental and non-experimental research designs. Experiments include true experiments, with the random assignment of subjects to treatment conditions, and quasi-experiments that use nonrandomized assignments. (Keppel, 1991). To make the true researches the writer uses experimental design. Moreover, (Allen and Davies 1977:3) says “an experiment then is a series of controlled observations which will inevitably need the use of one or more test”.

This study was conducted in experimental research to know the effect of video as a medium to improve students’ writing ability at seventh grade students of SMPN 5 Kediri. The term experimental design refers to the conceptual framework within which the experiment is conducted. The experimental designs in the One-Group using pre-test and post-test.
This research was conducted at seventh grade students at SMPN 5 Kediri in the academic year of 2016/2017. The subject of this research was the seventh grade of SMPN 5 Kediri in the academic year of 2016/2017. The reason why the researcher chose seventh grade students at SMPN 5 Kediri in the academic year of 2016/2017 as a research place is because the students still confused on how to write a text well. So with this method the researcher hopes that the researcher can help writing learning process.

John W Creswell, (2012:142) states that a population is a group of individuals who have the same characteristic. For example: all teachers would make up the population of teachers, and all high school administrators in a school district would comprise the population of administrators. As these examples illustrate, populations could be small or large. The teacher needed to decide what group the teacher would like to study.

It was important that the researcher had to be designed carefully and completely. The population in this research was the all of seventh grade students of SMPN 5 Kediri. In the seventh grade was ten classes with 209 students in academic year 2016/2017. They are: VII A: 32 students, VII B: 36 students, VII C: 37 students, VII D: 35 students, VII E: 36 students, VII F: 34 students, VII G: 33 students, VII H: 33 students, VII I: 32 students, VII J: 35 students.

John W Creswell, (2012:142) states that a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. The students supporting in this research would be VII G: 33 students that would be sample from the population. Based on the teacher in SMPN 5 Kediri, they had a low in writing ability. So the research chooses this class to research the problem.

In this research, the technique of collecting data was written test. There were three process of collecting the data:

1. Pre-test

There were some activities of pre-test that would be done by the researcher. First, the writer introduced herself and told the purpose of the research. Second, the researcher divided the paper that consisted of title which had been given and asked student to write procedure text.

2. Treatment

In this treatment, the researcher would give the treatment by teaching using video. The first, researcher explained to the students about procedure text. The second, researcher showed the video about how to make
something and giving the information of video.

3. Post-test

In this test, the students had been given treatment. The researcher divided the paper that consisted of title which had given and asked student to write procedure text.

III. FINDING AND CONCLUSION

After analyzed the data by using t-test, the writer conclude that video has significant effect to the students’ writing ability. It is supported by total score in pretest is 1.777 and the mean score in is 53.84 while the total score in post-test is 2.414 and the mean score is 73.15. It means the students score are increased after being taught by using video. Teaching writing by using video has given significant effect to the students’ writing ability. It can be seen from the table of difference level significance from t-table and t-score in the following table;

Table 4.04 The difference level of significance from t-table and t-score

<table>
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<th>Db</th>
<th>t-score</th>
<th>1%</th>
<th>5%</th>
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<tr>
<td>32</td>
<td>10,190</td>
<td>2.738</td>
<td>2.037</td>
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Based on the table above, it is known that the t-score is 10,190 at the degree of freedom (db) 32. At level significance of 1% t-table is 2.738 and at level significant of 5% t-table is 2.037. It can be concluded that t-score (10,190) > t-table at the level of significant 1% (2.738) and 5% (2.037). The data shows that t-score is higher than t-table. The result of t-test is higher than t-table. It means that video has significant effect to the students’ writing ability so the alternative hypothesis is accepted. Therefore, the null hypothesis (Ho) is rejected. When learning process the video can give the motivation to the student and also from video they will be able to imagine what they want to write so they will not get difficult to get the idea to write the text. Its supported by Mirvan (2013, in Kretsai Woottipong 2014: 204) asserted that employing video materials in a classroom can enhance students’ motivation to learn since it can expose them to a wide variety of situations that can help them comprehend similar situations in real life.

Not only the motivation that they get but also they can learn the vocabulary and the intonation how to pronounce the word, because the video shows them the action to do something, the vocabulary, and the intonation become one. So from that way, the students get easier to understand what video means. this supported by Allan (1985, pp. 48-49 cited in Liu, 2005), who also argues that video reflects real-life communication, advances another reason why video is more advantageous than other forms of authentic material; it presents
“slices of life.” Normally, teachers work with dialog in textbooks or audio cassettes; however, video presents communication more contextually. Also, additional by Merita Ismaili (2013: 128) that one of the advantages of using the movie is that visual images stimulate student’s perceptions directly, while written words can do this indirectly. Movies are more sensory experience than reading besides verbal language, there is also color, movement, and sound.

The students also is easier to understand with material, because with video they can be directly know the action and how to make or do something, with video they can learn not only about the material but also the cultural understanding with learning the structure. It is supported Zhaogang Wang (2015: 25) Video Materials Provide Students with Direct Access to a Taste of Western Culture, Video enables students to see the world beyond the classroom and improve their cultural awareness. It helps bridging the cultural gap by providing background cultural information. Also Brewster et al (2002: 204) says that video enables students to see the world beyond the classroom and improve their cultural awareness. It helps bridging the cultural gap by providing background cultural information.

Based on the result from the previous chapters which have been explained before, the researcher makes some conclusion. The conclusions are about the effect of video to the seventh grade students’ writing ability of SMPN 5 Kediri in academic year 2016/2017 and to identify before and after being taught using video.

The students’ writing before being taught by video, the first is about score of each aspect. Based on the data, the maximum score of the students’ writing in each aspect is different, in content, the maximum score is 30 but the average of students only 14, in organization, the maximum score is 20 but the average of students only 12, in structure, the maximum score is 20 but the average of students only 11, in vocabulary, the maximum score is 25 but the average of students only 12, in mechanic, the maximum score is 5 but the average of students only 3. So from the pre-test, the writer know that the students score is less. From the data pre-test score, there is no students who pass the test. It can be concluded that all of the students writing ability need to be increased. The second is about the result score, the highest score is 62 and the lowest score is 47 with the average score is 53.84. Besides, there is total score in pre-test just 1,777. It means the students’ writing ability isnot good enough.
The students’ writing after being taught by video, the first is about score in each aspect. Based on the data, the maximum score of the students’ writing in each aspect is different in content, the maximum score is 30 and the average of students is 19, in organization, the maximum score is 20 and the average of students is 14, in structure, the maximum score is 20 and the average of students is 15, in vocabulary, the maximum score is 25 and the average of students is 20, in mechanic, the maximum score is 5 and the average of students is 3. The score of each aspect is increasing, it can be concluded that the score is better than pre-test. All of the aspects are increasing but the most increasing is in vocabulary. And the second is about the result score, the highest score is 90 and the lowest score is 63. the average score has increased after treatment, the score is 73,15 with total score in post-test is 2,414. It means that there is an improvement in students’ writing ability.

IV. BIBLIOGRAPHY


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