

ARTIKEL

**THE USE OF VIDEO TO GENERATE CRITICAL THINKING IN
WRITING SKILL TO THE FIRST YEAR STUDENTS OF UN PGRI
KEDIRI AT ACADEMIC YEAR 2016/2017**



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ABSTRACT

In order to make the readers understand, students' need to transfer their ideas in their mind through the paper which has a good content and good order. In the transferring process, the students need to think critically in order to serve the logic ideas. Thus, serving an appropriate media like a video is important because it not only facilitates teaching and learning process but also helps students become a better thinker through the material that is presented visually. By become a better thinker they would be a better writer. There are two purposes of this research. First, to describe the student's critical thinking in writing skill before being taught by using video. Second, to describe the students' critical thinking after being taught by using video to the First Year English Department Students of UN PGRI Kediri Academic Year 2016/2017. This research used quantitative approach and experimental research as the research design especially One Group Pre-Test and Post-Test. The subject of this research was all of first year students which consist of 17 students. The instrument that as used to collect the data was pre-test and post-test. The result of the research shows that students' scores on post-test is higher than their score on pre-test. The mean score of pre-test is 74.35 and post-test is 80.94. It is clear that there is significant difference between their score in pre-test and post-test. It is also supported by the result of statistical computation using t-test in the level of significant 5% that shows the t-score is 8.810. it is higher than it used to which is 1.740. Based on those statistical results, the researcher conclude that using video in teaching writing gives significant effect to the students' writing performance. In addition, it also develops their critical thinking in writing aspects such as originality, theme, and arrangement. It can be proven by seeing the score of each aspect in their pre-test and post-test that shows improvements.

Keywords: Writing, Video, Critical Thinking

I. Introduction

One of the language skills that have to be mastered by the students is the ability to write to proof that students have mastering other skills. According to Richard and Renandya (2002:209) writing as one (and the least important) of the four

language skills to be used to test that other skills have been mastered. Writing as the most important skill that students need to do to show that they are have mastering other skill as the goal of teaching and learning process in the class.

Writing is the most difficult skill that everyone has to do because we not only need to write what we think but also can make people who read it understand what we mean in our written text. It is supported by Jozsef (2001:5) that writing is among the most complex human activities- It involves the development of a design idea, the capture of mental representations of knowledge, and of experience with subjects.

In 2013 curriculum, the approach that been used is Student Centered Learning (SCL). What make it important is in applying the concept of Student-Centered Learning, students are expected as participants of teaching learning process are hoped to be active and independent, responsible and initiative to identify learning needs, to find sources of information to answer their needs, build and present knowledge based on the needs and resources finds.

Assuming that each student is a unique individual, processes, materials and learning methods adapted flexibly to the interest, talent, speed, style and learning strategies of each learner. The availability of free choices aims to explore the intrinsic motivation in and of itself to study according to individual needs, not the needs of the uniform. Instead of the knowledge transfer process, learners are

more geared to learning learn how to learn skills such as problem solving, critical thinking and reflective as well as the skills to work in teams. As stated by Gelder (2005) in Al Sharadgah (2014), critical thinking is an important issue in education and the development of critical thinking skills should be one of the primary goals for educators at all levels.

In critical thinking students not only study about what they see, and hear. Students are expected to be more imaginative and active when they are thinking about some problems that given by the teacher. According to Bassham (2011:1), "Critical thinking is the general term given to a wide range of cognitive skills and intellectual dispositions needed to effectively identify, analyze, and evaluate arguments and truth claims; to discover and overcome personal preconceptions and biases; to formulate and present convincing reasons in support conclusions; and to make reasonable, intelligent decisions about what to believe and what to do".

As the teacher, sometimes they are difficult to find and serve an appropriate media to teach their students to think critically. According to Heinich, et al in Nurrochim (2013:17-18) stated that medium as a mediator that delivers information between sender and receiver.

When the media brings instructional messages or information that contains learning purposes, it can be called as teaching media.

One of the media that can be used by the teacher to develop student's critical thinking is technology. According to Limestone District School Board (2014) in Utilizing Technology to Support Critical Thinking in All Students Through Responsive Learning Environment stated that, "Technology is tool to support student inquiry, thinking and learning that will assist our students in accessing high order thinking skill and be critical producers and consumers of information". With technology, students will be helped to think critically in learning so that it can absorb and make critical information. Beside it is interesting technology can make teacher's job to provide media that can make students want to pay attention to the lesson become easier.

By providing the media that suits on the needs to facilitate students in understanding learning and to facilitate teachers as giving material. The appropriate media also can help students become a better thinker because the video contains content that can help them to think more because it is presented visually rather than using conventional media such as plain text in a book. According to Olson

(1984:31) in Al Sharadgah (2014) proposes that "By helping students become better thinkers, we would enable them to become better writers and vice-versa."

Based on phenomenons above this research was purposed: (1) To describe the student's critical thinking in writing skill before using video he First Year Students of UN PGRI Kediri Academic Year 2016/2017. (2) To describe the student's critical thinking in writing skill after using video to the First Year Students of UN PGRI Kediri Academic Year 2016/2017.

II. RESEARCH METHOD

The approach of this research was quantitative research and the technique that being used by the researcher was experimental research with pretest-posttest design. Took place in University of Nusantara PGRI Kediri Jln. K.H Achmad Dahlan No. 67 Kediri which only has one class of first year students. There were 22 students but since the first meeting they only 17 students the researcher only used 17 students since the start until the end of the research. The research was conduct on June 2017.

In order to collect the data the researcher used pre-test and post-test to know the increase of students critical thinking in writing before and after being taught by using video. There are some

process of collecting data. First, the researcher held a pre-test. In the pretest, the researcher ask the students to write a cause and effect essay with “*the effect of having idol in teenager life?*” as the topic in order to know students critical thinking before being taught using video. The second was treatment, in this process the researcher give video that suitable with the topic as the media in teaching writing. The researcher also explain to the students about the importance of critical thinking. The last process was post-test, in this time the researcher ask the students to write a cause and effect essay with “*The effect of social media in real life*” as the topic.

To know the result of the critical thinking in writing test that has been given to the students, the writer used blueprints to calculated students’ reading comprehension score. Then analyze the data using T-test from Ary. T-test used to prove the hypothesis based on the writer statements in previous chapter. From this process, the writer knew whether this technique was significant or not on students’ critical thinking in writing ability by looking at the result of pre-test and post-test.

III. FINDING AND DISCUSSION

The purpose of the research is to describe the students’ critical thinking in writing skill before and after being taught

by using video on the first year students of English Department in UN PGRI Kediri. After analyzing the data, the writer found the data of students’ critical thinking before being taught using video. From the table below, it can be seen that the differences between mean of pre-test and mean of post-test students’ reading comprehension was increased.

Table 3.1

Mean of Pre-Test and Post-Test

$\sum n = 17$	$\sum x$	$\sum y$
Total Score	1264	1376
Mean	74,35	80,94

The table above showed that total of students’ pre-test score was 1264 and the mean score of pre-test was 74,35. While, from the post-test score, the total of students’ post-test score was 1376, the mean score of post-test was 80.94. It means that the students’ score after getting treatment is better. Then, from the t-test found that the t-score was 8.810 which is higher than the t-table in the level of significant 5% (2.040). It also can be seen from table below:

Table 3.2

The Statistical Computation Using “t-test”

<i>t-table</i>	<i>t-score</i>	Ha	Ho
2.040	8.810	Accepted	Rejected

The result of the analysis shows that t-score higher than t-table, it means that difference is significant, so the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. The researcher concludes that there is a significant effect of study before and after the students being taught by using Video.

As a conclusion, using video not only increase the students' writing score but also make the students more interest and enjoy, because they could produce a cause and effect text by their ideas and supported by the content from the video itself. They were also motivated through the scene and part of the video. It is in line with Harmer (2001:284) who states most students show an increased level of interest when they have a chance to see language in use as hear it, and when this is coupled with communicative tasks. It can be proved by seeing the result from before and after teaching writing using video. Before using video, their score is lower on some aspects of writing. In the other words, media which is in this case is video can influence students' score in writing especially in certain aspects of writing such as originality, theme, and arrangement which are relate with first year students of English Department of UN PGRI Kediri in Academic Year 2016/2017.

IV. CONCLUSION

a. Conclusion

Based on the result of this research, the researcher concludes that by using media like video is able to improve the writing skill of first year students in English department at Nusantara PGRI Kediri University especially on their critical thinking. The data showed that there are improvements on their writing score in post-test than pre-test. It means that by using this method the student's get motivation in learning process because this method provide a visual material that attractive and interest them to pay attention also become a better thinker. Furthermore, video not only increase the students' score writing but also increase their critical thinking specifically. It is proven by their score that show improvement in the writing aspect such as originality, theme and arrangement.

On the other hands, applying video in teaching learning process needs special preparation in order to avoid any trouble and miss interpretation. The teacher should select the appropriate video and preview the content before it is presented to the students because it is important to find a valuable and interesting media in order to help the students develop their thinking and motivate them to follow the teaching learning process in writing.

In brief, using media like video give significant effect to the students; writing skill and their critical thinking. It also makes the students more interesting and enjoys the learning process because it presents the material visually that help them to think more rather than using conventional media.

b. Suggestion

Based on the conclusion above, the researcher has some suggestion for the English teachers, students and other researchers. They are:

1. For English Teacher

Based on the result of this research, it was found that using media especially video can be useful to help students in improving their critical thinking on their writing performance. The teacher can imitate or adapt this method and apply in their teaching process because it not only improves students' critical thinking but also can attract their attention and give motivation during the process.

2. For Students

The students can use the same media like in this research which is video in order to motivate them also improve their writing ability. However, they still need to participate and be active in teaching and learning process and also study hard and master others writing aspects such as grammar and vocabulary.

3. For Other Researchers

This result can be the reference to other researchers when they want to conduct research in the future. They can use the result of this research then compare with other researches either same fields or not. They also can develop this research by changing the media that will be used, aspect of writing that will be measured, or the skill.

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