

THE EFFECT OF THE USE OF VIDEO AS A MEDIUM OF LEARNING ENGLISH TO IMPROVE STUDENTS' SKILLS IN WRITING PROCEDURE TEXTS

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Abstract: The purpose of this study is to obtain evidence that there is an influence on the use of video on students' skills in writing procedure texts. This research was conducted in July 2019 in class IX of SMP Negeri 27 Banjarmasin. The method used is a quantitative method with a quasi-experiment design. The sampling technique used in this study is a purposive sampling method in which the researcher has had special consideration in choosing a research sample based on data provided by an English subject teacher at the school. The instrument used in this study is a test sheet that has been tested for validity and reliability. The two classes used as subjects in this study are called the experimental class and the control class which for the experimental class is taught through video and the control class is taught using audio media only by using speakers without image or visual display. The class that is an experimental group is a class that has a lower value than the pre-test results, so the researcher wants to prove whether video media can increase that value. The data obtained from the two experimental and control groups were tested for normality and homogeneity first and then the independent sample t-test was conducted. The results show that the significance value (2-tailed) from the analysis of independent sample t-test shows that the value is smaller than 0.05 where the value obtained is 0.00 so based on statistical decision in making provisions if the value is lower than 0.05 then there is a significant difference between the post-test results of students taught by using video and audio media only through speaker facilities in the ninth grade at SMPN 27 Banjarmasin.

Keywords: *Video, Writing skill, Procedural Text*

INTRODUCTION

Background

English is the first foreign language taught in schools as a main subject for high school students to university level. The students must master four language skills including listening, speaking, reading, writing. In the English national exam, some students find it difficult to reach the threshold value (passing grade score). That is why the Indonesian government is trying to find solutions to solve these problems, including changing the curriculum and introducing new approaches to teaching English teachers and other subjects.

Based on observations of researchers at SMPN 27 Banjarmasin for the field of English language studies conducted for six hours every week. The minimum competency standard students must achieve is 75 and a minimum completeness criterion of 85%. In learning

to write procedure texts for English subjects student learning outcomes are still low meaning that the minimum competency standard has not been achieved by each student and the minimum completeness criteria (KKM) has not reached 85%. Based on the data of learning outcomes in the pre-study on daily tests about writing the procedure text KD 4.2 class IX B with 27 students, who scored between 60-74 as many as 9 students, 75-84 as many as 11 students, and 85 or more as many as 7 students. The percentage of KKM achieved was only 67%. This is far below the minimum completeness of 85%. The low student learning outcomes are caused by several factors, including (1) students find it difficult to pour vocabulary from Indonesian into English, (2) students have difficulty in determining the words suitable for an activity, (3) students still find it difficult to develop sentences, (4) students have difficulty in writing procedures texts that are precise and clear because they are accustomed to expressing facts and ideas in writing.

Some of these problems occur because in the process of learning to write procedure texts have not been implemented optimally, especially in the use of instructional text writing media, students are given more lectures about theories related to procedure texts, while writing practice is lacking, because it only emphasizes the lecture method, learning becomes very abstract which causes students to become merely passive recipients of information. To overcome this problem, it is necessary to have audiovisual media such as videos in English learning activities especially procedure text material so that students can better understand all the steps in making or doing something systematically, even though there are words they do not know the meaning of, but with video assistance for students helps.

Based on the explanation above, the researchers focus on writing skills, because writing is classified as a language activity that is considered difficult. This was complained of by various parties, both teachers, and students. Writing skills are the last skills mastered by students. Writing activities are complex activities. The complexity of writing can be seen from several activities including the preparation and organization of the contents of the writing and pouring in formulas for various written languages and writing conventions. One of the interesting learning media to be used by English teachers is a video. So in this study, the researcher wanted to raise the title about "The effect of the use of video as a medium of learning English to improve students' skills in writing procedure texts.

Video as Learning Media

Learning media is a means of delivering learning messages in relation to the direct learning model by means of the teacher acting as a conveyor of information and in this case the teacher should use the appropriate media. Learning media is a tool for teaching and learning process. Everything that can be used to stimulate thoughts, feelings, attention, learners' abilities, so that it can encourage the learning process.

In choosing media, you should pay attention to the following criteria:

1. The ability to accommodate the presentation of the right stimulus (visual and audio),
2. The ability to accommodate student responses appropriately (written, audio, and physical activities),
3. Ability to accommodate feedback,
4. The selection of primary and secondary media for the presentation of information or stimuli, and for practice and tests (preferably practice and test using the same media),
5. Levels of enjoyment (the preferences of institutions, teachers, and students) and cost effectiveness. (Arsyad, 2011)

The video actually comes from latin language, video which means to see (has the power of vision); can see. Video is an electronic signal processing technology including image, motion and sound. Tools related to video are playback, media storage (such as magnetic tape and discs) and monitors (Munadi, 2010: 132). Video is a playback device (play back) of a program (recording), consisting of at least one video tape recorder (video cassette recorder) and one or more monitors (Sadiman, 2011).

Based on the above definition, it is concluded that the video is a media that can be seen, mainly is a live image (moving; motion), the recording and display process certainly involves technology. To achieve success in the learning process, it is very necessary that the media, especially video as a tool in learning and teaching activities. American Hospital Association in 1978 in Belawati (2003) revealed the advantages of video media, among others

1. It is useful to describe the movement, the relationship, and give influence to the topics discussed.
2. Can be played back
3. Other techniques such as animation can be included
4. Can be combined between still images and moving images
5. Standard projectors can be found everywhere

Text of the Procedure

Procedure text is one of the types of texts that belongs to the factual genre of the procedure subgenre (Mahsun in Azzura, 2014: 30). In KBBI (2008: 360) explained that "the procedure is the stage of activities to complete an activity, the method step by step with certainty in solving a problem".

Anderson (2003) states that the procedure text is a piece of text that tells the reader or listener about how to do something. The purpose of the text is to provide instructions for making something, doing something or getting it. In making the procedure text there are three parts that must be prepared including the initial statement or title that tells the purpose or purpose of the procedure, followed by a list of materials that will be needed to complete the procedure (not required for all procedure texts) and the flow of the steps needed to complete a procedure.

The Use of Video as Learning Media for Writing Procedure Texts

One way to produce an interesting English learning process is to use video as a learning resource and media. Various research results show that people are more interested in learning to use video media rather than learning through text and still images (Fadhli, 2015). Learning done with video media effectively makes children able to accept the learning given to them (Putri, 2012).

Procedural text is one of the texts that requires hands-on experience and is practical, but the Indonesian language only reaches the concept of studying texts. Therefore, we need a media that contains elements of motion as well as fun. Audio-visual media is one media that is suitable for displaying systematic stages in the procedure text in a real and fun way. (Orina, 2016 :)

According to Munadi (2008: 5), teachers are not the only source of learning. Therefore, the teacher must be able to find and create other learning resources so that the learning environment is conducive. These sources of learning other than the teacher are referred to as a distributor or link of teaching messages that are taught and / or created in a planned manner by teachers or educators, commonly known as learning media. Thus the learning media

can be understood as anything that can convey and channel messages from the source in a planned manner so as to create a conducive learning environment so that the recipient can carry out the learning process efficiently and effectively. So students become more interested in following the learning process. The following are some steps in using video to teach procedure texts in English:

Pre-viewing

At this stage, the teacher displays the video, then the teacher conveys the learning objectives and topics that will be displayed on the video. The teacher can also give a little overview / outline of the video that students will see, with the aim of knowing students' interest and knowledge of the topic of the procedure to be studied. This step will also make students motivated and curious about the topics that will be displayed in the video.

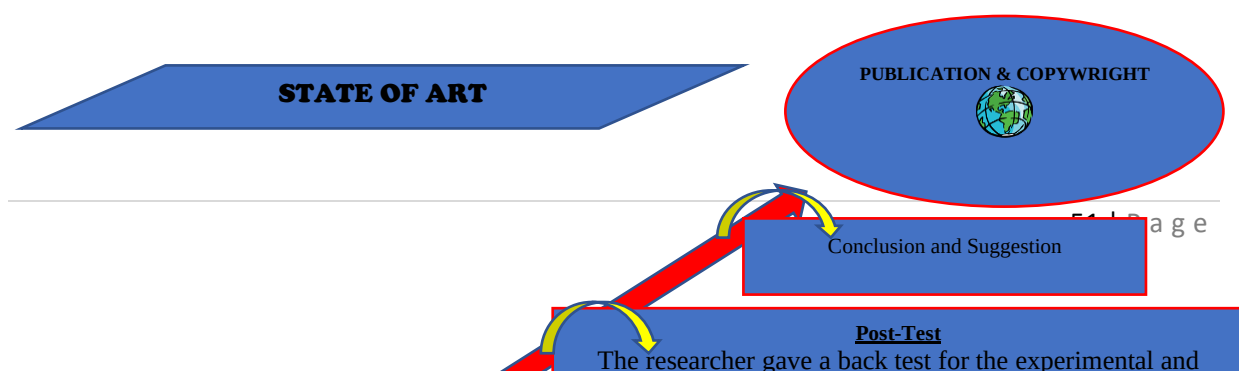
Viewing

When students watch the learning video about the procedure text, the teacher can assign students to note topics and important things that are displayed in the video, then record vocabulary that they do not know the meaning in Indonesian and themselves who try to find meaning from the dictionary so that the meaning longer to remember than just the teacher who helps to mention the meaning.

Post-viewing

After watching a learning video about the procedure text, the teacher can assign students to arrange sentences that have been randomized by the teacher to be rearranged by students to make the correct sentence structure according to the correct procedure. Another form of assignment is that students are asked to pair the words available in the answer choices in the gaps text to become complete sentences, if the students feel they have mastered the material given, the teacher can ask them to make the procedure text from the title to the steps the solution is in English.

In connection with these problems, thought occurred to develop an audiovisual based learning media in the form of video slides. The video slides were created with the aim of making it easier for students to accept material related to learning and to support the use of student and teacher books as teaching material so that effective learning. There are many advantages possessed by the video as a learning medium, among them, according to Sadiman, et al. (2010: 74 - 75), videos can attract attention for brief periods of other external stimuli. Difficult demonstrations can be prepared and recorded in advance, so that when teaching teachers can focus on teaching, and also video media is a media that can be played repeatedly and save time



RESEARCH METHODOLOGY

Research Design

The research design used in this study is to use a quantitative approach with an experimental method. According to Sukardi (2011) experimental research can in principle be defined as a systematic method for building relationships that contain causal-effect relationships. Variable X is the use of video as a medium for learning English, while variable Y is the student's skill in writing procedure texts.

Table 1
Experiment Research Design

Group	Random	<i>Pre-test</i>	Treatment	<i>Post test</i>
Experiment Group	R	O1	X	O2
Control Group	R	O3		O4

Information :

R : Random Sample

O1 : Pre test outcomes of experiment group

O2 : Post test outcomes of experiment group

O3 : Pre test outcomes of control group

O4 : Post test outcomes of control group

X : Treatment by using video for experiment group and by using audio only for control group

Research Sites

This research was conducted at SMP Negeri 27 Banjarmasin, located in Sungai Andai Sub-District, North Banjarmasin District.

Population and Samples

The population of this study were all class IX students totaling 135 people while the sample of this study was class IX B as many as 27 students as the experimental group and class IX D as many as 27 students as the control group.

Research Instruments

The instrument used by researchers in this research is a written test in the form of procedural texts that have been tested for validity and reliability. Researchers provide pre-test and post-test to the experimental and control groups. There are several criteria for analyzing students' writing abilities that are seen from the content, grammar, organization, vocabulary, mechanics. The writing score of the test can be seen in the following table:

Table 2 Writing Test Rubric		
No	Writing Elements	Score
1.	Content	1-30
2.	Grammar	1-25
3.	Organization	1-20
4.	Vocabulary	1-20
5.	Mechanic	1-5
		100

Brown (2004)

Data Collection Techniques and Data Analysis

The author analyzes the test results with the following steps:

3.5.1 Identifying errors in writing procedure texts by looking at the results of student writing on the answer sheet. The author focuses on grammatical errors, content, organization, vocabulary, and writing mechanisms.

3.5.2 Grading based on the rubric of the rating score as in table 2

3.5.3 Conduct statistical tests to analyze student achievement. Interpreting the results of student answer sheets, the author uses the SPSS version 20 application with an independent sample t-test analysis with a significant level of 5%.

RESULT AND DISCUSSION

Data Description

The following are the test results from the experimental class in the pre-test and post-test

Table 3
Experiment Class Score

Number	Pre-test Score	Post-test Score	Gained Score
1	55	70	15
2	60	68	8
3	60	70	10
4	60	78	18
5	70	80	10
6	70	78	8

7	70	75	5
8	60	76	16
9	65	76	11
10	70	78	8
11	60	74	14
12	60	76	16
13	70	85	15
14	70	84	14
15	75	86	11
16	75	80	5
17	75	85	10
18	75	85	10
19	70	78	8
20	75	85	10
21	60	72	12
22	60	66	6
23	60	70	10
24	65	80	15
25	65	75	10
26	55	70	15
27	70	85	15
Average	65.93	77.22	11.3
Total	1780	2085	305

From the table above it can be seen that the average score of students in the experimental class in the pre-test is 65.93 and the average student yield on the post-test is 77.22. From the results of the pre-test and post-test the authors get the average result of an increase in students is 11.3. For more detail in this description, the authors add some analysis to show the intervals of the pre-test and post-test of the experimental class and also the number of students who get a certain value at the same interval. This analysis will show the interval score that most students get.

Table 4

Frequency Table of Pre-test

Score	Frequency
51 – 60	11
61 – 70	11
71 – 80	5
81 - 90	0
91 - 100	0

Table 5

Frequency Table of Post-test

Score	Frequency
51 – 60	-
61 – 70	6
71 – 80	14
81 - 90	7
91 - 100	-

The author also summarizes student scores on the pre-test and post-test results of the control class while increasing them in the following table

Table 6
Control Class Score

Number	Pre-test Outcomes	Post-test Outcomes	Gained Score
1	60	62	2
2	60	65	5
3	60	66	6
4	60	68	8
5	70	76	6
6	70	70	0
7	70	72	2
8	60	74	14
9	70	72	2
10	75	76	1
11	70	72	2
12	70	74	4
13	80	82	2
14	80	80	0
15	80	84	4
16	75	78	3
17	80	82	2
18	80	84	4
19	75	80	5
20	80	82	2
21	60	65	5
22	60	62	2
23	60	60	0
24	70	74	4
25	70	74	4
26	60	70	10
27	70	80	10
Average	69.4	73.5	4,04
Total	1875	1984	109

From the table above it can be seen that the average score of the control class students in the pre-test was 69.4 and the average student in the post-test was 73.4. From the results of the pre-test and post-test the authors get the average results of the increase in students is 4.04. For more detail in this description, the authors add some analysis to show the intervals of the pre-test and post-test of the experimental class and also the number of students who get a certain value at the same interval. This analysis will show the interval score that most students get.

Table 7

Frequency Table of Pre-test

Score	Frequency
51 – 60	9
61 – 70	9
71 – 80	9
81 - 90	-
91 - 100	-

Table 8

Frequency Table of Post-test

Score	Frequency
51 – 60	1
61 – 70	8
71 – 80	13
81 - 90	5
91 - 100	-

Analysis of the Data

From the previous description that has been described by the author, the analysis used in this study is to use the independent sample t-test method in which the results of the post-test of the two groups are calculated to find out how much the influence of treatment has been applied in the experimental class and control using SPSS version 20. Before the data is analyzed into an independent sample t-test, there are certain conditions that must be met by the data that is tested for normality and homogeneity first, if the data has normal and homogeneous distribution then it can proceed to calculate the independent value sample t-test. The following is the normality and homogeneity test output:

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Post Test Outcomes Experiment Class	.132	27	.200*	.936	27	.098
Post Test Outcomes Control Class	.117	27	.200*	.953	27	.253

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From the output of SPSS version 20, the significant value is 0.98. According to the provisions of the normality test, if the significance value is greater than 0.05, the resulting data has normal distribution.

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Learning Outcomes	Based on Mean	.789	1	52	.378
	Based on Median	.689	1	52	.410
	Based on Median and with adjusted df	.689	1	50.387	.410
	Based on trimmed mean	.763	1	52	.387

From the output of SPSS version 20, the significant value of the homogeneity test is 0.378. According to the provisions of the homogeneity test if the significance value is greater than 0.05, the resulting data has a homogeneous or equal distribution.

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Learning Outcomes	Experiment	27	77.22	5.957	1.146
	Control	27	73.48	7.089	1.364

Independent Samples Test								
Levene's Test for Equality of Variances				t-test for Equality of Means				
F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper

Learning Outcomes	Equal variances assumed	.789	.378	2.099	52	.041	3.741	1.782	.165	7.317
	Equal variances not assumed			2.099	50.501	.041	3.741	1.782	.162	7.319

Based on the output of SPSS version 20 produced significant values for the analysis of independent sample t-test of 0.041. According to statistical requirements, if the value obtained is less than 0.05, it can be stated that there is a significant influence between the use of audiovisual media in the form of video compared to audio media only.

CONCLUSION AND SUGGESTION

Conclusion

The results showed that the pre-test and post-test results between students from the experimental and control groups showed significant differences because the value of the experimental group was higher than the control group, so the use of video when learning as an audiovisual media was more interesting and easier to understand than just using audio only.

Suggestion

Based on the result of the research, the writer suggest to the next researcher to do a study that related with media in learning English especially at junior high school, because the writer find so many problems in teaching English for transition age from child to teenagers namely from elementary to high school.

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