

Using Featured Video As A Media To Teach Writing Descriptive Text To Seventh Graders In SMP Negeri 1 Krembung

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Abstrak

Menulis adalah salah satu keterampilan dalam Bahasa Inggris yang harus dipelajari. Guru memiliki kewajiban untuk menuntun muridnya dalam menulis, terutama membantu menyelesaikan kesulitan-kesulitan siswa dalam membuat tulisan yang baik. Guru seharusnya menciptakan suasana yang positif dengan menggunakan teknik, metode yang benar atau dengan mengaplikasikan sebuah media yang menarik. Masalah yang ditemukan oleh peneliti adalah guru cenderung menggunakan metode lama dalam pengajaran seperti hanya berdiri di depan kelas dan memberi penjelasan terhadap siswa atau bahkan hanya duduk dibelakang meja dan hampir tidak pernah menggunakan media dalam pengajaran menulis untuk siswa terutama kelas tujuh. Oleh karena itu, kadang-kadang siswa merasa bosan dan mengabaikan penjelasan guru karena cara pengajaran yang diterapkan oleh guru tidak bisa mencuri perhatian siswa. Berdasarkan masalah yang disebutkan di atas, guru menggunakan featured video sebagai media dalam pengajaran menulis teks deskriptif untuk kelas tujuh SMP. Penelitian ini menyajikan penerapan featured video sebagai media dan penulis juga mendeskripsikan respon siswa melalui penggunaan musik video. Tujuan penelitian ini adalah menjelaskan penerapan penggunaan featured video sebagai media dan respon siswa terhadap penerapan featured video sebagai media. Penelitian ini menggunakan descriptive qualitative yang menggunakan tiga instrumen untuk memperoleh data. Peneliti menggunakan observation checklist, fieldnote, dan angket. Angket yang diberikan kepada 33 siswa adalah pertanyaan dalam bentuk pilihan ganda. Ada 10 pertanyaan dalam angket tersebut. Hasil dari penelitian ini menunjukkan bahwa featured video adalah salah satu media yang mudah untuk diterapkan dalam proses belajar dan mengajar. Featured video merupakan sebuah media yang menarik untuk membantu siswa memperoleh ide-ide dalam menulis teks deskriptif. Respon siswa menunjukkan bahwa mereka sangat tertarik dan menyukai penggunaan featured video sebagai media di dalam kelas. Dapat disimpulkan bahwa featured video bisa digunakan sebagai media dalam pengajaran menulis teks deskriptif untuk kelas tujuh SMP. Peneliti menyarankan guru atau peneliti lain untuk menggunakan jenis media ini dalam proses belajar dan mengajar.

Kata Kunci: Featured video, Media, Pengajaran Menulis, Teks Deskriptif, Kelas Tujuh SMP

Abstract

Writing is one of English skill to be mastered by students. Teacher has an obligation to guide them in writing, especially to overcome the students' obstacles to compose a good writing. Teacher should create a positive atmosphere in the classroom by using a right technique, method or applying an interesting media. the problem that is found by the researcher is, teacher tend to use old method by standing in front of the class and giving an explanation or even sitting down behind the table and almost never use media to teach writing to the students especially seventh graders. Therefore, sometimes the students get bored and ignore the teacher's explanation because the way of teaching which is done by the teacher can not catch attentions of the students. Based on the problem mentioned above, the teacher used featured video as a media to teach writing descriptive text to seventh graders. This study presents the implementation of featured video as a media and the researcher also describes the students' response toward the implementation of featured video. Aim of this research is to describe the implementation of featured video to teach writing descriptive text to seventh graders and to describe the students' response toward the use of featured video as a media. This research is descriptive qualitative which use three instruments to gain the data. Those are observation checklist, field note, and questionnaire. The questionnaires which were given for thirty three students were in form of multiple choice questions. There were ten questions in questionnaire. The result of this study showed that featured video was on of media that was easy to be implemented in teaching and learning process. It was an interesting media to help students get ideas in

writing descriptive text. The responses of the students showed that they were very excited and liked the implementation of featured video in the classroom. It could be concluded that featured video could be used as a media to teach seventh graders in writing descriptive text in the classroom. The researcher suggested that other teacher or researcher use this kind of media in teaching learning and learning process.

Key Terms: Featured, Media, Teaching writing, Descriptive text, Seventh graders

INTRODUCTION

English is a foreign language in Indonesia. There are four language skills of English such as listening, speaking, reading, and writing. Among of them, writing is the most difficult skill to be learned. It needs specialized skills that include the ability to express the writer's opinions or thoughts clearly and efficiently. According to Nunan (1991:91) writing is clearly complex process, so it needs a lot of practice in order to make the skill well.

One of a kind of text which should be mastered by the seventh graders is descriptive text. Descriptive text is a type of text which has a function to describe particular person, place, or thing. To describe means to draw a picture using words. Descriptive paragraph is a paragraph that tells readers "how something looks, feels, smells, tastes, and sounds" (Hogue, 1996:70). Descriptive text. Mostly it is about visual experience, but description also deals with other kinds of perception (Kane: 2000:352)

Students usually have difficulties in writing descriptive text without knowing about the real object. This is teachers' obligation to help their students cope their obstacles in the learning process. Abbot (1981: 142) states that it is not enough if only use the teacher's instruction. In other words, students need something to help them expressing their ideas to improve the writing skill. Teacher should think more creative by using or creating media in teaching learning process. Featured video can be used as a media in teaching writing descriptive text. A featured video is include in TV commercials category. It is a short video which is completed a piece of music or song. It shows spesific features of certain object. The duration is less then five minutes, as Stempelski argued that it is better to exploit a short segment of video thoroughly and systematically rather than to play a long sequence (2002: 365).

The featured video that going to be used in this study is featured video which is complited with instrumental music. The combination of moving pictures and sounds can present language more comprehensive and more realistic than any other media of teaching. In addition, one thing can be note that teaching writing descriptive text through featured video must be interesting or

attractive, because it helps learners have better understanding about the objects which they want to describe and it can also motivate them to be interested in the subject.

Based on the background of the study above, the researcher formulates the research question, as follow:

- a) How does the implementation of featured video to teach the seventh graders in writing descriptive text?
- b) How are the students' responses toward the application of featured video in teaching writing descriptive text?

RESEARCH METHOD

Based on the research question, the research design which was used in this study was descriptive qualitative research. Qualitative research is a research that takes place in natural setting of the classroom and emphasizes the result in the form of a narrative explanation to give understanding and meaning on the result of the research (Mcmillan, 1992:9). Qualitative researchers should obtain the data from what is said, felt, and done by the participants or the sample of the study. In other words, researcher describes the result of the study by using words briefly in qualitative research.

In this study, the researcher aims to describe how does the implementation of featured video as a median in teaching writing descriptive text and to know the students' response toward the featured video.

Here, the researcher used three instruments to gain the data in order to answer the research questions of this study. Those were observation checklist, fieldnote, and questionnaire.

During the observation, researcher brought an observation checklist while observed the running of teaching learning process which applied featured video as a media. She ticked the 'Yes' or 'No' column on it to mark whether the indicators in observation checklist were done or not. The observer also wrote down on the field note to complete the information which was not given in observation checklist. Both of those instruments could describe the implementation of featured video as a media to teach writing descriptive text for seventh graders completely in analysis.

When teaching learning activity had done, the observer distributed questionnaire which consist of ten questions. That was the last step for collecting data which was done by the researcher. It proposed to know about the students' response toward the featured video. The questionnaire was in multiple choice forms. The students choose the answer based on their mind without any interference from the observer or the teacher.

Bogdan (2007) stated that There were three stages in analyzing the data of this research. First stages was choosing and identifying data. The researcher collected and identified the data from observation checklist, field note, and questionnaire. Those instruments were relevant and appropriate with the research problem in this research. The researcher could describe and interpreted the data more precisely by using those instruments.

The second stages were displaying data. The data of this research was the description of the use of featured video as a media to teach writing descriptive text. Then, questionnaire's answers were analyzed to know the students' response toward the featured video.

The last stages was drawing conclusion. The interpretation of all the data which collected from instruments was concluded into a good conclusion. The conclusion would be able to answer the research question formulated in this research.

RESULT AND DICUSSION

There were two observations which were conducted in this study. First observation was held on Wednesday 14th May 2014. Before entering the class, researcher prepared the appropriate lesson plan, media which going to apply, materials that related with the topic, and the instruments (observation checklist and field note). When the teacher and researcher came to the VII-5 class. The students seemed already know that there was a researcher from State University of Surabaya because their teacher told them before so they were curious. The teacher opened the lesson by greeting. When she communicated with their students, she used bilingual language both English and Indonesia. The teacher forgot to check the attendance list.

Teacher entered to the topic, she started with a story about her experience when she went to Bali. Teacher told them about the situation and condition in there. She also described what Bali was like. The teacher tried to get the students' interest in teaching learning process so that the students would actively involve in the material through her story. The students interested in their teacher story because most of them were never went to Bali.

After the story was finished, teacher asked to the students about the place which was usually visited when

they got holiday. One of student described Bentar beach in Proboliggo, then the teacher told the class that what their friend did, was trying to describe a place.

In order to make the students understand more about descriptive text, the teacher explained again what descriptive was by using power point.. Because of the explanation of descriptive text was ever done before, the teacher explained the material fast. First, explanation about the definition of descriptive text, the generic structure, the language use and also an example of descriptive text, that was about Borobudur temple. During the explanation, there were happened asking and answering question especially about grammar and difficult words.

When the students understood about descriptive text, the teacher asked the students to describe a certain place. The teacher decided Parangtritis beach as a topic for the students to be described. Some students said that they never went there. So they did not know what Parangtritis like. Teacher tried to apply a media to help the students in composing a writing. She asked the students to pay attention and observe the featured video. The featured video was appropriate with the topic. It was about Parangtritis beach and the duration was 02.59 minutes. The featured video was played twice. While observing video, the students were asked to prepare a piece of paper in order to make a note from the video and finally it can help them in process of writing.

After that, the teacher asked some questions to the students to check the students' understanding about the featured video given. Then, teacher wanted her students to write down a simple descriptive text about Parangtritis beach with a help from the featured video given. That was provided time for about 20 minutes. Some students asked their teacher to guide them to overcome their problems in making a good sentence or grammar and difficult words. In the 5 minutes rest time, the teacher decided to end the lesson. There were several students who had not finished their writing yet, but the teacher asked them to submit it. The teacher stated that it was okay even though the writing was not finished yet because the time was limited and that first meeting was used to exercise for the students.

When the bell was rang, the teacher ended the class by greeting and also collected the writing of the students. The teacher reminded them that those writing would be discussed in the next meeting. She also told them that there was a same assignment in the next meeting. The students were asked to prepare.

The second observation was held on Wednesday 21st of May 2014. The way how the researcher came to school was almost the same with previous observation. In second meeting, teacher opened the class by using greeting and some small talk which was same with the

first meeting, but at the time she did not forget to check the attendance list.

Before entering the materials, teacher gave the students' writing that about Parangtritis beach to the students. The researcher and teacher had already checked their work in the end of first meeting. They realized that the students needed to be explained again how to construct sentences in descriptive text, especially noun phrase. The students could learn from their writing which was corrected to increase their ability again in next order to make a good descriptive text.

The students were demanded to pay attention to the teacher, because she would explain about 'noun phrase again. When they seemed quite understand well, as the promise of the teacher, she gave a same instruction in the first meeting to compose a writing about different topic. The topic was about Raja Ampat, then teacher asked the students whether they ever heard the word 'Raja Ampat' or not. They answered that they never knew what Raja Ampat was and what kind of place that was. Teacher told them little bit of Raja Ampat. She told that Raja Ampat was one of beautiful place which located in Papua, East part of Indonesia.

One of the purpose of featured video as a media to teach writing descriptive text of place was to show the real object that was never knew by the students. The teacher decided to apply a featured video as a media in second meeting in order to overcome the students problem. The teacher played a featured video. It was about Raja Ampat and played in twice. The students were asked to observe everything that was served from the video in order to get ideas when they would compose a descriptive text. They seemed very interested in that video, because basically they never knew that place before.

After playing the featured video was done, there were times 30 minutes rest. Teacher instructed their students to start composed a good descriptive text. While the process of composing writing was run, some students asked the teacher about the same things likes in first meeting, but the other students decided to open their dictionaries in order to overcome their difficulties. That was included in teacher's control and guidance. Teacher always motivated their students and stimulated them in writing. This activity was held until the end of the class. They were asked to collect their descriptive writing when the time was over.

In closing, the researcher was given a chance to give comment and she did not forget to say thanks to VII-5 students because they were cooperative in helping her to take data for her thesis. She also appreciated their effort in writing descriptive text.

The last, researcher distributed the questionnaire to the students. She asked and guided them in answering

each questions but without giving interference. The students submitted the questionnaire while the bell rang and she left the class.

There were ten questions in the questionnaire which was distributed to the students. The first question was about English subject. It was used to know how much students like with English subject. As a result, most of students like English subject. Second question dealt with writing skill. In this section the researcher analyzed the passion of students in writing skill. Almost all students like writing skill. The third question was about how much students like in writing descriptive text. Averagely students like in writing descriptive text. The fourth question dealt with how much students like when they were helped by teacher if they got problems in writing. All of students like to be helped to overcome their problems. The fifth question was about how much students like with every topic which was given in writing descriptive text. As the result, most of students like the topic in writing descriptive text. Sixth question dealt with media which was used by teacher in teaching and learning process. In this part the researcher analyzed how much students like with the use of media. Averagely students like the use of media in classroom. Seventh question was about featured video was used as a media to teach writing descriptive text. The result was all students really like with the implementation of featured video. Eighth question dealt with how much students like with the way of teacher to motivate their students in writing descriptive text. Almost all students like with the teacher's way in giving motivation to write. Ninth question was about how much students like the implementation of featured video to help them in getting ideas when they wrote descriptive text. The result was most of students really like featured video to help students to write. The last question dealt with how much students like featured video to develop their ideas in writing. Averagely students really like the implementation of featured video to help them to develop their ideas in writing descriptive text.

Discussion

The observations were held on May, 14th and 21st 2014 that applied featured video to teach writing descriptive text to seventh graders. In every meeting, teacher always started the lesson by greeting students and checked the attendance list but teacher forgot to do it in the second meeting. The teacher also told students about the topic that going to discuss and the goal of the lesson which they had to reach.

In first observation, teacher had given brainstorming activity to stimulate students before they got the lesson, then she gave an explanation in form of power point which contain of the definition of descriptive text, the generic structures, the language features, and the

example of descriptive text. After that, teacher asked to the students to watch a featured video. The teacher also reminded them to pay attention and take notes from the featured video. All of activities mentioned above were a part of pre-writing activity. These activities had a purpose to build the background knowledge of students in writing and the implementation of featured video was to help students to get ideas in writing. According to Seow (2002:317), ideas in writing can be gained through the use of multimedia sources, such as printed material, videos, and films. He added that students will be more motivated to write when they are given a variety of means for gathering information during pre-writing.

In writing stage, the students composed their own descriptive text with a help from the featured video given. In this section, they should use their own words when they made the content of the text. When the students had already done compose their writing, then they submit it to the teacher.

The weaknesses of the first observation were the teacher often used bahasa when she gave instructions to the students. Besides that, teacher did not do post-writing. It was happened because the time was limited.

In the second observation, teacher did the same way with the first observation. The teacher was good in managing the class. After greeting and checking attendance list, teacher started with giving students' work to be given attention by the students. When students had finished in checking their writing, teacher gave a little bit explanation again then she played a second featured video. She wanted their students to compose writing again based on the featured video given and submit it when they had already finished.

The weakness of second observation was the teacher did not give any brainstorming. She began the lesson by distributing the students' work and giving a question whether the students had understood about the materials or not.

In every meeting could be seen that there were some students composed descriptive text well with correct generic structures and language features but some students could not compose their writing well because they had lack of knowledge about every component of descriptive text.

The analysis of students' response toward the implementation of featured video as a media to teach writing descriptive text, the researcher could make a conclusion that most of students like featured video to be applied as a media to help them in getting ideas when they wrote descriptive text. Stempleski and Tomalin (1990:3) stated that the combination of moving pictures and sounds are able to present language in more comprehensive ways than any other teaching media and more realistic too.

Conclusion

Based on the result and discussion, the teacher did two activities and applied featured video as a media in teaching writing descriptive text. In pre-writing activity, the teacher built the background knowledge of the students by giving a brainstorming and explained the generic structure and the language features of descriptive text. Then, the teacher asked the students to watch a featured video and reminded to take some important notes from the video. In writing activity, the students composed their own descriptive text with a help from the featured video given. After the implementation of featured video, the students were able to develop their ideas into descriptive text. The visualization of featured video can be a meaningful source for students to write because it served visualized clear pictures of an object accompanied with an instrumental music. Featured video can create joyful teaching and learning atmosphere but the teacher can still lead the students to reach the goal of teaching and learning process. Basically, all observations had similar activities during the teaching and learning process. Each featured video was applied in pre-writing stage, then the students composed their own descriptive text with a help from the featured video given but in the second meeting teacher put post-writing stage as the opening by giving the students' work to be checked. The teacher also forgot to give brainstorming before they enter to the materials. Basically the teacher could manage the classroom well. From the explanation above it can be concluded that the implementation of featured video as a media to teach writing descriptive text was successful to help the seventh graders in SMP Negeri 1 Krembung.

Besides, the students had positive attitude toward the use of featured video as a media to teach writing descriptive text for seventh graders. Most of students liked the implementation of featured video in teaching and learning process. Featured video was interesting for them. It was used to help them get and explore their ideas in writing descriptive text. It means that the media give a good impact for students.

Suggestion

in the teaching learning process, it is necessary for teacher to used kinds of media. Featured video can be implemented as a media by the teacher in the classroom. It had proved by the researcher that featured video could make the students interested with the materials. It also create a joyful atmosphere in the classroom, the implementation of featured video could help students get and develop their ideas in writing descriptive text. Moreover, this media could give a lot of advantages for students.

For the other researcher, the researcher hopes that the next study of the other researcher will conduct

the other kinds of video and other subject or develops this research or another research which related with this research. There were so many elements or English skill to be conducted as a research.

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