

THE USE OF VIDEO AS AN AUTHENTIC MATERIALS IN IMPROVING STUDENTS' WRITING SKILLS OF RECOUNT TEXT

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Abstract: This research was purposed to measure the significant difference on the use of video as an authentic material to improve students' writing skills and investigate the use of video as authentic material in students' writing skills on recount text. The present study applied cluster random sampling technique that implemented a mixed-method with the type of true-experimental design. A series of pretest-posttest for the quantitative data and interview for the qualitative data were utilized. The sample of the present study employed 30 students as the experimental and control group. The documentation of students' tests was used to extract the data. The result showed that there was significant difference in students' writing skills before and after being taught by means of video as an authentic material. Meanwhile, the interview showed that students with high, middle and low achiever gave positive responses about using video as an authentic material in improving writing recount text. The study concluded that the use of video as an authentic material has contributed a good impact to students' writing recount text with high, middle and low achiever, although it did not give significant impact in students' learning outcomes particularly in writing recount text.

Keywords: Authentic materials; Recount text; Video; Writing skill.

INTRODUCTION

Writing is one of language skills that must be taught for every level. This skill must be practiced intensively since it has lots of benefits for our life particularly for students. They can make writing as a habit. Writing practiced during spoken communication cannot be done in a particular situation. Harmer (2007) states that writing has always been included into the syllabus in the teaching English. It means that writing was a necessary skill to be taught to junior high school students elsewhere. Therefore, they can express their mind through writing, deliver their opinion about something, or just tell the readers what they have passed through. It means that

students do not only write something on a paper, but also, they should focus on their sentences whether their sentences were correct grammatically.

Writing is an activity that the writer puts forward the ideas, thinks, and feels in the form of words to sentences, sentences to a paragraph, and from paragraph to the essay. A writer must be able to write by using language patterns and written notes to express an idea and a message. According to Brown (2001, p. 34), “writing was the very process of pouring ideas down on paper to deliver thoughts into words, to construct your main ideas, to provide them with structure of coherent organization”. While changing ideas from brain into written form, teacher must make sure all of his students pass the criteria of good writing. While writing, students can express their ideas in the form of words and sentences. Writing is more complicated than other language skills because it requires well knowledge and hard thinking when they generate words, sentences, and paragraphs with good grammar (Kustina, Bunga, & Rohayati, 2020, p. 105). Therefore, the researcher assumes that the use of video can embrace students to make them more interested in learning to write, and to improve students’ writing skill.

Video is a visual multimedia tool that combines a sequence of image to establish a motion picture. Richard (2007) as cited in Feni (2017, p.53) declares that video is usually equipped with audio components that connects to the pictures being shown on the screen. YouTube video as the authentic material can cause the students to study English easily. The use of video has also good advantages in teaching and learning English, particularly in writing recount text, the same as the concept of using legend movies, pictures, and pictogram in improving four English skills particularly in writing. The video was very suitable taught to the junior high school students, and it was also constructive and useful strategies for the students to understand the components of writing (Feni, 2017, p.55), in particular writing a recount text.

Recount text is such a text type that retells the stories in the past, personal experience, the experience of the group or any other stories written in English that must be learned by the students in secondary level. Anderson (2002, p. 3) as cited in Listiani (2016, p.6) asserts that recount text is a text which lists and describes past experiences by retelling events in good order (chronological order). The recounts text was aimed to retell events either to inform or entertain their audience (or both). This text is focused on a sequence of events that is relevant to the occasions and also expressions of characters’ attitudes and emotion.

The video with various types of English text, including Recount text is a fruitful authentic material for teaching and learning writing. Authentic material means the one which was actually not constructed for language teaching process, but it was adopted in the classroom such as real newspaper reports, magazine articles, advertisements, cooking recipes, songs, and also videos (Kamariah, 2018, p.592). Teaching writing using authentic material seems very suitable taught to the English students as a foreign language as a material in writing, and also was very helpful for the students in producing and reconstructing their ideas in writing. On the contrary, the use of authentic material also can give a different look to the classroom. The rich and real language in it can help student expose their ideas to real language as much as possible to help them gain actual information and understand what was going on in the world around them. Students think that they really learn a target language if they can practice it outdoors. This statement was in line with Kusumawardani et al. (2018) who asserts that authentic material with diverse media also gives positive impact toward language learning development.

Based on the topic of the present study, some previous studies have been collected such as Yusnita (2012), Widiyanto, Ulfah, and Zia (2015), Soe’oed, Rachmawaty, and As’ari (2018), and

Wattini, (2018) who deal with the study about improving students' abilities in writing and recount text learning. However, this previous research does not focus on video as authentic material as a teaching media. More specifically, the researcher focuses on the use video as authentic material and students' perception toward the use of video as authentic material in learning to write recount text which was not investigated in previous study. Therefore, the researcher filled this gap by conducting the research to investigate whether there is any significant different in students' writing skills before and after being taught using video as an authentic materials and those who are not; and the extent to which the students' perceptions towards the use of video as an authentic materials influencing students' writing skills.

METHOD

Based on the research questions and research purposes, the researcher conducted a mixed method design at which the two forms of data function to provide different types of information (Fraenkel, et al., 2012). The types of design was true experimental design for quantitative and case study for qualitative data. The researcher used a cluster random sampling as recommended by Creswell & John (2014, p. 269). This study employed 30 Junior High School students who were divided into two groups. The first group was the experimental group, and the second one was control group. The experimental group received treatment by using video while the control group was treated with the regular way. The researcher collected quantitative data using a set of test (pre-test and post-test. Meanwhile, qualitative data using semi-structured interviews was administered to students of class VIII A; it consists of 6 students divided into 3: 2 (two) high student, 2 (two) middle students, and 2 (two) low students. The data of pretest-posttest were statistically analyzed using SPSS 16 and the analysis of data interview used thematic analysis.

There was normality test that have to be examined before examining the hypotheses of the study. This test was carried out to adjust the type of statistics to be used, whether parametric or non-parametric statistics (Bulman, 2014). In this case, the researcher used the Kolmogrov-Smirnov (K-S) test and Shapiro-wilk. It was analysed by using SPSS 16 with $\alpha = 0.05$. The analysis was aimed to see whether the data in the research was normally distributed or not.

In addition, the use of homogeneity test was to investigate whether the two groups have the same variance or not. Homogeneity test using Levene's with significance 0, 05. T-test was used to adjust whether the average data of initial ability in the two group were the same or not. N-gain analysis data of experimental and control group was addressed to find out the differences of students' improvement in the ability of writing recount text from both of the two classes.

Dealing with the qualitative data, the researcher used semi-structured interviews. In analyzing the data, Thematic Analysis was used (Braun & Clarke, 2006). This needed the transcription of interview recordings, read the data and followed by coding stages. Next, the writer categorized the codes into specific themes. After the themes were finalized, the writer reported the result.

FINDINGS AND DISCUSSION

The use of pretest-posttest in teaching writing recount text was aimed to answer the first research question ("Is there any significant different in students' writing skills before and after being taught by means of video as an authentic materials and those who are not?"). However, the

interview data function to investigate “To what extend does the students’ perceive the use of video as an authentic materials influence students’ writing skill?” The result of those primary data is elaborated as follows:

There Is a Significant Different in Students’ Writing Skills Before and After Being Taught by Means of Video as an Authentic Materials

The researcher used the true-experimental design to collect quantitative data. In this regard, the researcher gave pretest-posttest design to experimental group and control group. The pretest-posttest was handed in to 30 Junior High School students from experimental and control group. The analysis of the quantitative data (pre-test and post-test) was obtained from the results of writing test administered to experimental and control group. In this design of the study, only the experimental group were taught by using video as an authentic materials to improve students’ writing skills on recount text.

After analyzing the first data, it showed that there was an improvement from pre-test result to post test result. There were two students of experimental group who got the highest scores in their test before being taught by using video as authentic materials. Seventy (70) was the highest score and there were six students who got the smallest score of 50.

The result of normality test using Shapiro Wilk showed that pre-test analysis data of experimental group has significance 0,076 which was higher than 0.05. So, that H_0 was accepted. Then, pre-test data for experimental group were normally distributed. The result of pre-test data analysis for control group has significance 0,068 which was higher than 0,05. So, H_0 was accepted. Then, pre-test data for control group were normally distributed. Moreover, homogeneity test was applied to find out whether the data variance was homogeneous or not. From the result of pre-test, the homogeneity test using Levene showed that 0,660, as a significant variance, was higher than 0, 05. So, H_0 was accepted. It means that the student’s pre-test data in writing recount text of the two group were homogeneous in variance.

Then, the researcher handed in the post-test result of experimental group students showing that there were three students who got the highest scores. The highest score was 85 and there were three students who got 70, the smallest scores. It was also found that control group students showed their improvement from the post-test result. There were three students who gained the highest scores. The highest score was 80 and there were two students who got 65, the smallest scores.

Concerning with normality test which was aimed to find out whether N-gain score of experimental and control group have a normal distribution or not. Normality test used Shapiro-Wilk. Its significant value was $\geq 0, 05$ which means H_0 accepted and significant value $< 0, 05$ which means H_0 rejected. Table 1 is the output of N-gain score of students’ ability in writing recount text.

Table 1
Descriptive Statistics of N-Gain

	N	Minimum	Maximum	Mean	Std. Deviation
Experimental group	30	0,25	0,66	0,4797	0,08104
Control group	30	0,20	0,54	0,3890	0,07499

The result of normality test by using Shapiro Wilk can be concluded that N-gain analysis data of experimental group has significance 0,169 which was higher than 0.05. So, H_0 was accepted. Then N-gain data of students’ ability in writing recount text for experimental group were normally handed in. The result of N-gain data analysis for control group has significance 0,136

which was higher than 0,05. So, H_0 was accepted. Then, N-gain data of students' ability in writing recount text for control group were normally distributed.

Homogeneity test was adopted by using Levene's with significance 0, 05. The result of N-gain homogeneity test showed a significant variance of 0,443 that was higher than 0, 05. So that H_0 was accepted. It means that N-gain data of the students' ability in writing recount text from the two groups were homogeneous in variance. N-gain data analysis resulted a significant 0,000 which was smallest than 0,05. So, H_0 was rejected. This indicated that there was a significant difference in writing Recount text ability between the student who were facilitated with a treatment by means of video as an authentic material and those who were not. This present study was in line with what has been clarified by Kusumawardani (2018), that video, as an authentic material, contributes a positive impact to language learning development.

The Students' Perception on the Use of Video as Authentic Materials in Writing Recount Text

The second research question of this study was "To what extent does the students' perceive the use of video as an authentic materials influence students' writing skills?" The researcher used qualitative data and it was employed after giving post-test in order to answer research question number two. Besides, the researcher gave explanations to the students to understand the topic being investigated.

The data were taken from the students of experimental class consisting of six students in three categories. They were students with high, middle, and low achiever. The interview questions have of six questions. In data analysis, the writing adopted thematic analysis (Braun & Clarke, 2006). The researcher investigated the impact of using video as authentic materials in improving student writing skills on recount text.

The analysis from the interview result showed that the students give a positive statement in that the use of video can improve student writing skills on recount text and it also showed diverse responses of each question. First, the high achiever stated that their writing improvement occurred after the treatment. Second, the student with middle achiever did not find their writing skills improve significantly but they have better grades after the treatment. Third, on the contrary, students with low achiever responded that the use of video in learning does not improve their writing ability, because they still consider writing difficult. However, they were quite interested in the use of video as learning medium.

It could be implied that, especially in writing, they become aware of the structure of sentences and words that must be used in the recount text, namely by using past tense. Regarding the use of video, it was inseparable from the shortcomings, which were contained in the sound was less clear. Yet, the use of video in learning can improve their writing skills although it was not significantly increased. Their writing was better than before, they can utilize and use internet or communication tools such as mobile phones to learn, then they implement it in their daily lives.

Comparing to the result of pre-test and post-test, the interview result was the expected result in that the video, as an authentic material helps students to increase their writing ability. This is in line with what was point out by Soe'oed, et al. (2018) stating that students expressed good perceptions on the use video as a teaching writing media.

CONCLUSIONS

The researcher can draw a conclusion that the use of video as an authentic materials was effective in teaching writing. Regarding the students' perceptions on the use of video in teaching writing, the researcher asserts that the students generally interested in it and have a good excitement in applying videos as authentic material. In addition, they assumed that using video in teaching learning process could facilitate them in English writing learning process. This study encourages all education practitioners to improve the way of teaching and implement the innovative and creative teaching to maximize teaching learning process. It was very significant for the teacher to equip students with various teaching aids so that it helps students to increase their interest. The teacher must also try to manifest technology-based learning in the teaching process and provide a new innovation to create a new teaching atmosphere by using teaching aids-based technology. Finally, it was recommended for the future researcher to do the study in other level of education to gain more specific result related to the reason of using video as authentic materials in education field.

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