

IMPROVING STUDENTS' WRITING SKILL USING ANIMATED VIDEO

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Abstract: The method of this research was action research. This research was conducted at a junior high school in Surakarta. The research subject was the students of class VIII B at semester 1. There are 28 students consisting 14 boys and 14 girls in class of VIII B. This classroom is wide enough for 28 students. The aims of this study are 1) to identify whether and to what extent the optimization of the use of animated video improve students' writing skill and 2) to describe the classroom situation while animated video is implemented. The qualitative data were obtained by questionnaire, observation, interview, and photographs. The technique in analyzing the data based on the theory of Miles and Huberman (1992: 16) consisting of three stages namely data reduction, data display and conclusion drawing and verification. Meanwhile, the quantitative data were obtained by conducting tests. The research finding showed that: (1) Animated video could improve the students' writing skill. The students can improve the content, organization, vocabulary, language usage, and mechanics. The students could write a descriptive text with more detailed information (explore their idea), they could produce a descriptive text grammatically, choose the right words, and students were able to use mechanics in writing sentences; (2) Animated video created positive atmosphere in the teaching and learning writing English process in the classroom. The students were motivated to and interested in the lesson.

Keywords: *animated video, writing skill, classroom action research*

INTRODUCTION

Writing skill is one of the four English skills (reading, listening, and speaking) that must be mastered. Writing belongs to productive skill, as Bram stated that writing means trying to produce or reproduce the written message (Bram, 1995: 7). Meanwhile, according to Jonh M. Swales and Christine (1994: 34) defines that writing is a complex sociocognitive process involving the construction of recorded messages on paper or on some other material, and more recently on a computer screen.

McCrimmon (1984: 6) says that writing is hard work. But writing is also opportunity: to convey something about yourself, to communicate ideas to people

beyond your immediate vicinity, to learn something you didn't know. Besides, Byrne (1997: 1) says that on one level, writing can be said to be the act of forming symbols; making marks on a flat surface of some kind. Graphic symbol here include letters or combinations of letters that relate to the sound people make when they speak. The symbols have to be arranged, according to certain conventions, to form words, sentences, and/or paragraph. But actually writing is more than the production of graphic symbols. He also states that writing involves the encoding of a message of some kind; that is translating thoughts into language.

In addition, Hadfield (1990: v) says that writing is an artificial activity in a way

that speech is not. Harris (1993: 10) defines that writing is a process that occurs over a period of time, particularly if we take into account the sometimes extended periods of thinking that precede creating an initial draft. Meanwhile, other experts, Freedman, Pringle and Yalden (1979: 2) as cited in Corbet (1965: 626), define about writing:

“...that writing was not studied in the schools; for in the meantime, as suggested above, there had arisen that very limited tradition of composition teaching which is so familiar to all of us in first and second language situation, with its emphasis on correct usage, correct grammar, correct spelling, and its focus on the topic sentence, the various methods of developing the paragraph and the holy trinity of unity, coherence, and emphasis”.

From those statements, it comes to a conclusion that writing is a process to express idea, opinion, feeling, and arrange it into letter, words, then sentence which needs particular rules such as grammar, spelling, punctuation, adequate vocabulary, cohesion within a text, etc which has certain meaning so that it is understandable for others as a means of communication between writer and readers. Therefore, a teacher must be creative and innovative in teaching writing to gain best result. Unfortunately, when I did training activity, it was noticed that the students still got difficulties in comprehending English texts. The fact was that the students often made mistakes in doing the assignments given by the teacher. It was also caused by some weaknesses of the teaching-learning process.

Starting from 2012/2013 academic year, I implemented pre-observation was conducted before the action research implementation to know the condition of the English class. It was conducted in one

meeting. I gave the students questionnaire and pre-test dealing with the problem of their English writing skills. From the result of the questionnaire, the main points which caused the student's reluctance in their English writing was that the students got difficulty in doing writing task. Before the action research was conducted, the students got difficulty in writing skill. They felt afraid, nervous, shy, and unconfident because they didn't have good competence in vocabulary, grammar, punctuation, spelling etc. The teacher said, *"Students are less able to follow the lessons in English, especially writing lessons because students do not have a lot of vocabulary in English and lack of knowledge of grammar."* (Pre Research Interview Note). It was similar with the statement of the students about writing which students SW stated, *"Writing is very difficult to me"* and students NE said, *"I don't like writing Mr, because I can't and I don't know much all about vocabulary in English"*.

I also gave the open-ended questionnaires to the students about English writing in their class. Based on the questionnaires which had been filled in by the eighth grade students, I found out some problems dealing with writing skill. First, there were 10,7 % students who disliked English writing class, 42,9 % students said neutral, and only 42,9 % students liked English writing. Second, there were 14,3 % students who still found it difficult to generate ideas into composition, 17,9 % students still found difficult using correct spelling, 25 % students difficult to writing systematically and comprehensively, 14,3 % students still difficult to made appropriate words, and 25 % still difficult to arranging sentence grammatically. Third, there were 35,7 % students need asking for friends and teacher to help difficulty, 53,6 % students

utilizing technology/dictionary and 7,1 % students stopping and made cheating.

During the pre-observation, it was also noticed that there were some indicators of the problems faced by the students when they were practicing writing text as follows: first, the students wrote wrong spelling and incorrect punctuation; second, the students didn't use appropriate vocabulary; third, the students didn't write grammatically correct sentences; fourth, the students were not able to develop their ideas into good paragraphs; and fifth, the students had difficulty to write a coherent text.

Beside, the problems were also identified from the class climate they were:

(1) Students took longer time to start writing; (2) Some students spend their time to visit his/her friend to get the ideas to develop; (3) Students used to open the dictionary or asked the teacher to find the vocabulary and it spends longer time to finish writing. It happened because they got difficulties in using appropriate words (the low vocabulary mastery) and did not know the instructions, it made the class bit noisy; (4) Some of the students were not active to ask question the teacher about their difficulties in writing, some of them made noise in teaching learning process; (5) Some of them couldn't finish the writing assignment during the lesson.

One of the solutions to solve such problem is implementing animated video. Animated video is one of the teaching ways in improving the students' writing skill.

According to Nunan (1996: 193) benefit of video, it can bring an immediacy and directness to the relative artificiality of the classroom. It can allow the non-native teacher to bring samples of genuine interaction to the classroom and enable the student to eavesdrop on that communication, studying it repeatedly, and absorbing aspects

of communication that are difficult to access in any other way, such as proxemics, non-verbal communication, ways of holding the hand, and the body so on.

Stemplesky (1990: 3-4) states the importance of video as a language teaching aid. First of all, video can increase student's motivation. Children and adult feel their interest quicken when language is experienced in a lively way through television and video. Video can present language more comprehensively than any other teaching medium. Second, video can be used as a means of communication. A video sequence that is used in class makes the students more ready to communicate in the target language. Third, non-verbal aspect of communication can be presented by video. Video allows the viewer to see the non-verbal communication, such as gesture, expression, posture, etc. Finally, by using video, cross culture comparison can be done in the language teaching. Video is a rich resource for communication in the language classroom including the cultural behaviour.

In addition audio – video recording is the media that can be used to practice a lesson in the class. Richards and Nunan (1990: 46) state:

“Audio and video recording are a type of ethnographic observation, which are similar to and different from written ethnographies in fundamental, yet obvious, ways. They are alike in that the focus may be a rather wide lens. All are capable of allowing observation, or attempted observation, of events taking place in the classroom as a whole.”

This article discusses the findings of a classroom action research which aims to improve the students' writing skill through Animated Video and to know what happens

when Animated Video is applied in teaching writing.

RESEARCH METHODS

The method of this research was action research at a junior high school in Surakarta. Here are some its definition. One of them comes from Burns (1994: 293) that action research is the application of fact finding to practical problem solving in a social situation with a view to improving the quality of action within it, involving the collaboration and co-operation of researchers, practitioners and laymen.

The research took two cycles. The procedure of each cycle consists of planning, action, observation, and reflection. Kemmis and Mc Taggart (in Burns, 1999: 32) state that action research occurs through a dynamic and complementary process, which consists of four fundamental steps in a spiraling process. These will be concerned with; (a) planning (developing a plan of critically informed action to improve what is already happening), (b) action (acting to implement the plan), (c) observation (observation the effects the critically informed action in the context in which it occurs), (d) reflection (reflecting process on these effects as the basis for further planning, subsequent critically informed and so on, through a succession of stages).

This research obtained and used two types of data, namely qualitative and quantitative data. The qualitative data were gained from interview, notes, questionnaires, and photographs of the teaching and learning process in the classroom. The quantitative data came from the result of some tests.

RESEARCH FINDINGS AND DISCUSSIONS

In this research, I applied animated video to improve the student's writing skill, the research implementation was conducted in two cycle. In the first cycle, the writer planned 4 meetings. In delivering the lesson, the writer used three steps, namely opening, main activity, and closing. Whithin main activity step, the resercher implemented animated video to teach writing skill.

After finding the problems faced by the students in English class, I conducted a pre-test. The pre-test was done before doing the teaching learning process. The test was done in order to know the writing skill of the students. The mean of the students' scores in the pre-test was 59.23.

Realizing that most students faced the problem in their English writing skills, I was eager to hold the research in order to solve the problem. I determined to use Animated Video as media to overcome the problem dealing with the students' English writing skill.

Table 1. Mean score of each writing aspect in preliminary test

No	Aspect	Inter-rated Score	Score	
			Scorer 1	Scorer 2
1.	Content	15.76	15.71	15.82
2.	Organization	13.85	13.89	13.82
3.	Vocabulary	13.51	13.53	13.5
4.	Language Use	13.48	13.75	13.21
5.	Mechanics	2.89	2.82	2.96
	Total Score	59.50	59.7	59.31

The students' score came from the scorer given by two scorers than were then

divided divided into two. Based on table 1 the students' mean score of each writing

aspect in preliminary test was: 15.76 for content, 13.85 for organization, 13.51 for vocabulary, 13.48 for language use, and 2.89 for mechanics.

Furthermore, I got the result of students' score in pretest was 59.50 the

scorer was in a wide range from 53.0 as the lowest one, 59.0 at the median, to 66.0 as the highest one. It reflected the nature of the class as mixed ability class. These scores were portrayed in table 2.

Table 2. Scores of preliminary test

No	Identity	Inter-rated Score	Score	
			Scorer 1	Scorer 2
1	Student A (KYKU)	65.0	66.0	64.0
2	Student B (DYP)	53.0	53.0	53.0
3	Student C (RAA)	59.5	59.0	60.0

Based on table 2, the result of scores can be concluded that the lowest score in the pretest was 53.0 (Student B). And the medium score in the pretest was 59.5 (Student C). The last, the highest score in the pretest was 65.0. And then it was lower than the minimum standard which was 62.0. In this stage, I concluded that the students had difficulty in writing skill.

Based on the pre-observation, student's documents, and the pretest, it was identified that the students' writing skill should be improved. Therefore, I determined to use Animated Videos as the teaching learning media during the writing class.

Furthermore, on the fact that is proven by pre research, it was identified that the students lacked writing skill. It is caused by many aspects: (1) The students seemed uninterested when they were asked to write. (2) The students were lack of vocabulary, especially the present terms of irregular verbs. (3) The students got stuck in a point when writing. (4) Some students paid less attention to the teacher's explanation. (5) The students were confused in starting their writing.

Realizing that most students faced the problem in their English writing skill, I was eager to hold the research in order to solve the problem. He determined to use Animated Video as media to overcome the

problem dealing with the students' English writing skill. His choosing of the use of Animated Video was based on I belief that (1) Animation is popular among children; (2) Animation makes it possible to be in control of the film because one works on each picture on filmstrip – each move and cut is planned thoroughly which makes it possible to reflect and analyses; (3) Animation and imagination are closely connected which make it possible to use animation even with the youngest pupils; (4) Animation can be included in a regular teaching situation because it does not take up a lot of space; (5) Animation strengthens the creative mind.

Therefore, in this research, I applied Animated Video to improve the student's writing skill. The research was conducted for about three months. This part cover two cycles in which each consists of: planning, acting, observation, reflection, and revising the plan. I covered the problems by implementing Animated Video to improve students' writing skill in writing descriptive text.

For more details, the implementation of each cycle will be elaborated in two sub headings: Cycle 1 and Cycle 2.

I implemented Animated Video in cycle 1. After implementing it in four meetings, I found some improvements of

their writing skill. First dealing with the writing skill, even though the improvement was not too significant, it showed a positive result. The students' writing average score increased from 59,23 (in the pre-test) to 61,28 (in the post-test 1). Second is dealing with the classroom atmosphere in learning, Animated Video could assist the students to learn writing better. It could be marked that they could start their task better and involved in their group actively. Moreover, the students' learning motivation could enhance, it could be seen when the videos were played, the students giving attention to them enthusiasm and participation in the learning and teaching process.

However, there were some minor weakness found and observed by the researcher. In the writing area, there were some findings of lack. First, some students were still lack of vocabulary, also in the present term of irregular verbs. Second, The students were still careless about grammar. Meanwhile, in the classroom situation, there were some students still talked each other

and made noise when they were asked to work in group or individually.

Based on the result of cycle 1 which was still found minor weaknesses, I decided to conduct cycle 2 which also consisted of four meetings and I redesigned the lesson plan. I added more exercises dealing with the indicator in which the students were lack of.

In the cycle 2, I found some improvement on the students' toward lesson and the class climate. I conducted the post test cycle 2 on March 19th 2012. The result of post test based on the research in the post test of cycle 2, I could report that there was improvement on the students' writing. The highest score found by the students improved from 66.5 in the post test cycle 1 into 80 in post test cycle 2. The lowest score improved from the 57 in the post test cycle 1 into 67.5 in post test cycle 2. The mean score improved from 61.27 in post test Cycle 1 into 73.84 in post test Cycle 2. The mean score was 73.75. It is shown in table 3.

Table 3. Post Test Score of Cycle 2

No	Explanation	Students' score
1.	Highest score	80
2.	Lowest score	67.5
3.	Mean score	73.75

Supporting to the post test of cycle 2 in table 3, the following table or the table 6

provided the data about the students' score viewed from their skill.

Table 4. Writing Test Score of Cycle 2

No.	Skill	Highest	Lowest	Mean score
1.	Content	22	17	19.5
2.	Organization	17	15	16
3.	Vocabulary	17.5	14.5	16
4.	Language Use	19.5	17	18.25
5.	Mechanics	4	4	4

The data show that there is an improvement in the average score of the post-test in Cycle 2. The students improved in content, organization, vocabulary,

language use, and mechanics. The students could write a descriptive text with more detailed information (explore their idea), they could produce a descriptive text

grammatically, choose of right words, and students were able to use mechanics in writing sentences.

The findings of the action research show that Animated Video can be used to improve students' writing skill. It can be

seen through the improvement of all writing aspects. The results of the pre-test and post-test, the students mean score got improved up to 12.57 percent. The overall of mean score both for each aspect of writing and the whole text was shown as in Table 5.

Table 5. The Improvements of the Students' Achievement

Aspects	C	O	V	LU	M	Total	Improvement
Pre Test	15.48	13.86	13.52	13.48	2.89	59.23	2.05%
Test 1	16.77	13.54	14.13	14.11	2.73	61.28	
Post Test	19.77	15.45	16.18	19.01	3.43	73.85	12.57%

Note:

C: Content O: Organization V: Vocabulary LU: Language Use M: Mechanics

Based on the table, after the implementation of animated video, the students were able to produce sentences by using appropriate vocabulary, correct grammatical form and also increased in each element of writing skill. Their score

continuously increased from the pre test, post test 1 to cycle 2.

There were three students got more attention in this research that it had a different level in this result. The improvement of the students in writing skill is summarized in table 6.

Table 6. the Sample of Students' Achievement

Identity	Students A (KYKU)		Students B (RAA)		Students C (DYP)		
	Test	Score	Rank	Score	Rank	Score	Rank
Pre-test		65	1	59,5	14	53	28
Test 1		66.5	1	61	17	57	28
Post-test		80	1	79	2	67,5	28
Mean score		70.5		66.5		59.17	

Table 6 indicates that the students got improvement on their writing skill. It was shown that the students' writing skill achievement increased. The following is the justification of the findings.

1. *Animated videos improve the students' writing skill*

In organizing the text, the students could organize their descriptive text better than before action research the students have difficulty to write a text with correct generic structure and to write coherent paragraph/text. The students could organize their story better from the beginning, middle, and ending because animated video

can guide the students to write the description in good order. They are also able to expressed the idea fluently, state the clear ideas, organize the idea better than before, use logical sequencing and produce cohesive text. After animated video was implemented, the students are able to group the information based on the main ideas in the animated video. It helps them in organizing and expressing the ideas, so that they can express them fluently and logically. In the last post test, students have able to use cohesive devices in order to produce cohesive and coherent text.

In language use, the using animated video in teaching learning process could also improve the students' skill to wrote their descriptive in grammatically correct sentences. Almost of them can minimize their mistake in mentioning the first verb of certain words and choose the correct preposition in their writing.

In vocabulary and mechanic, the students obtained various vocabularies from the videos and able to use them correctly using animated video because when the students get confused with the story, they will try to find the meaning difficult word and remember it so they could understand the story in the animated video. The students also can write a sentence with correct spelling and punctuation.

2. *Animated video refine the class climate*

The use of animated video as media in teaching learning process in the class VIII B at a junior high school in Surakarta got better than the situation before the research implementation. At first, the students spent so much time in starting their task when they were asked to write, it can indicated that the method of teaching learning process before I doing the implementation of animated video in this class make the students boring and make the class not active and creative. Yet during research implementation, most students could start their task better and involved in their group actively. It indicated that the students were motivated in writing class.

Meanwhile, during the modeling stage, the students could start their writing with some opening sentences. It is deferent

with before the implementation animated video as media in the teaching learning process in this class, some students do not star writing the text quickly. They spend their time to visit his/her friend to get the ideas to be developed.

CONCLUSIONS AND SUGGESTIONS

Based on the result of the study, it can be concluded that the result of this research was satisfying. This research claim that is was successful in the effort in improving students' English writing skill through animated videos. The success can be seen into two conclusion. Firstly, the use of animated videos improves the students' skilll in writing the descriptive texts. Secondly, the implementation of animated videos in writing class refine the class climate.

The result of the research showed that Animated Videos are able to improve the students' writing skill that can be seen from the following points. (1) the students explore their ideas easily; (2) the students organized their ideas coherently using appropriate generic structure of description; (3) the students wrote their descriptive in grammatically correct sentence; (4) the students used more appropriate word form; (5) the students used capitals and punctuations correctly in their composition.

The data as in table 7 show that average score of the pre-test is 59.23, the average score of the post-test cycle 1 is 61.28, and the average score of the post-test in cycle 2 is 73.85. It indicates that there is significant improvement.

Table 7. The Average score

Aspects	C	O	V	LU	M	Total	Improvement
Pre Test	15.48	13.86	13.52	13.48	2.89	59.23	2.05%
Test 1	16.77	13.54	14.13	14.11	2.73	61.28	
Post Test	19.77	15.45	16.18	19.01	3.43	73.85	12.57%

The enhancement of the students' writing skill is also supported by the result of the ended questionnaires distributed to the students on the post research study revealed that only 10,71 percent students thought that Animated Videos make not them easier in writing. It is indicated that Animated Video was successful in the effort in improving students' English writing skill.

Based on the result of the research showed that Animated Video improving the class climate, the class got better than before. The success can be seen from the following points. The students were more motivated and confident to write individually after watching the videos. When the videos were played, the students paid attention to them. The students worked actively and individually. The students could start their task better without wasting the time and involved in their group actively. The students discussed actively about the video in their own group. The students could finish their descriptive text until the end on time.

Besides, the use of animated videos in teaching English also improve the students' more interest toward the lesson. It is also effective to improve students responses when they were ask to do the task in front of the classroom. Animated Video is very beneficial in improving students' motivation and the students' activities during teaching learning process.

In the process of teaching and learning, the teacher, the students, and the teaching techniques were related each other in language classroom. To make this

relationship better, there are some suggestions that I want to recommend to the teacher, the student and the other researcher.

Firstly, the teacher should choose interesting and appropriate media which is able to make students practice their writing skill in better way. There are various medias which are able to make the students express their English writing skill in meaningful context. One of them is animated video. Before implementing the animated videos, the teacher should select the appropriate animation to be given to the students by considering the level of students' proficiency as well as the language functions that have been mastered by the students. It can be said that applying Animated Videos is successful and satisfying.

Secondly, I hopes that other researcher can apply this media in other field of study. For other researcher who are interested in conducting a similar study, Animated Videos can be a reference for other researcher to conduct the next research. My research can be a reference for other researcher to conduct the next research.

Thirdly, The students should eliminate their fear to make mistakes due to the fact that making mistakes is a part of learning process and it is normal and natural for everyone to do so in their learning. They should practice writing English text, discussing with their friend if they have difficulty in writing the text, and enjoy in the writing class. The imagination element will make the teaching learning fun.

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