

THE USE OF CONTEMPORARY DANCING VIDEO FOR NARRATIVE WRITING

Febry Putra Utama, Y. GatotSutapa Y, DwiRiyanti
English Education Study Program of Teacher Training and Education Faculty
Tanjungpura University, Pontianak
Email: febry.fr3@gmail.com

Abstract

The aimed of this reseach was to find out the effectiveness of Contemporary Dancing Video in teaching students writing narrative to year-10 students of MA Negeri 2 Pontianak in academic year 2017/2018. The population of this research was all year-10 students of MA Negeri 2 Pontianak in academic year 2017/2018 and the researcher took the sample by using cluster random sampling to determined the participant of the research which consisted of 39 students. From the data of the finding, itrevealed that the technique could make the students narrative writing ability increased significantly. It can be seen when the students tried to share and exchange their opinion and presented the discussion result in front of the class. The students put the core of narrative plot when presenting the story of the video.The research result showed that the technique was effective to enhance students narrative writing text due to the increasing for students' achievements in narrative writing. It proved by the t-test calculation result which was higher than t-critical value ($7.96 > 1.68$). The effect size was 1.25 and categorized as high. As the conclusion, the media was able to be used in enhancing students' ability in writing narrative text and the effect was positive. The researcher recommends this media as a variation in teaching process, especially in teaching writing narrative text.

Keywords: *Contemporary dancing video, Narrative text, teaching writing.*

INTRODUCTION

Narrative text is one of the text that taught in MA Negeri 2 Pontianak. It is considered as one of the requirements that need to be mastered by the students. In fact, the student had some difficulties in writing especially for narrative text. Students had difficulties in finding the inspiration and information, and teaching learning activity still using the traditional. Using the traditional way here meant the teachers only explained about the generic structure of narrative, language features and gave the students some texts. From the problems stated above, the researcher conducted the research using Contemporary Dancing Video as a technique to overcome those problems and also to make new technique to learn narrative text.

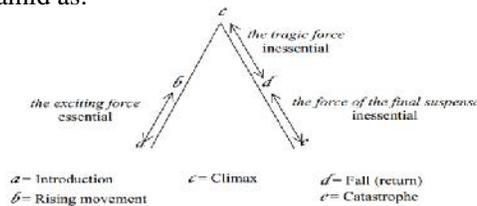
Based on the researcher's experience in doing teaching practice in MAN 2 Pontianak, The English teacher of the tenth grade usually did not provide other sources that could help students gained information and inspiration, and teaching using traditional way. Referring to the problems stated above, the researcher tried to conduct the research using contemporary dancing video, especially for West Kalimantan contemporary dancing. In contemporary dancing, dancers are not only dancing, but also delivering messages to the audience.

West Kalimantan contemporary dancing has structure that almost the same with the generic structure that narrative text has. They both have introduction, rising action, climax, falling action, and resolution. Students were

expected to be able to imagine and write about what they see as one of the ways to help them writing narrative. This was helpful for students because it provided them information and gives them inspiration. Therefore, the researcher intended to use Contemporary Dancing in form of video as the technique delivered to the students so that they are able to visualize it to the narrative writing.

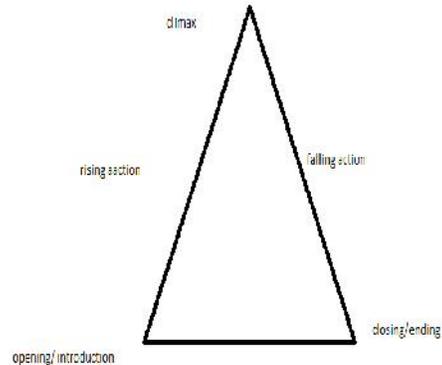
Talking about contemporary dancing in teaching writing, especially for narrative text, they both have the same structure. The generic structures of narrative are mostly introduction, rising action, climax, falling action, and resolution. Those are also occurring in the contemporary dancing. In contemporary dancing, dancers are not only dancing. There are messages that dancers try to deliver to the audiences. The Queensland School Curriculum (2002) said that dancing choreography contains techniques to interpret movement in a different and unique ways to show them about the real life. It can be used for the students to imagine about what is the meaning of the dancing.

The researcher used the model of narrative by Freytag Pyramid because it explained about the plot or structure of narrative which makes narrative is structured. Kwiat (2008 p.32) says “Incidentally, in his description of the tragedy as a dramatic form, Freytag also brushes against an issue as to whether Aristotle’s identification of tragedy subgenres, included the ‘spectacular’ as well as the pathetic and the ethical. La-meri (1975) also describe a quiet similar description as Freytag pyramid. La-meri (1975) said that dancing has plot in its performance and choreographed. Both of them showed a pyramid as:



Adopted from Joanna Kwiat (2008 p. 33).

La-meri has also drawn a same thing. She drew a plot of dancing in types of pyramid too to show how dancing goes.



Adapted from La-meri (1975 p.43)

Those two models were correlated to each other. Due to the similarity of the models, the researcher tried to combine them together. The researcher used the contemporary dancing video as the technique as the reflection of La-meri’s model combined with the model of Freytag as the plot or structure of the story or the narrative.

The researcher used contemporary dancing in the form of video as a technique in teaching writing narrative. Video is considered to be one of the technique and media that can be utilized in English teaching and learning process. Bajrami and Ismaili (2016, p.2) assumes “ a great advantage of the video materials is that they provide original and authentic input as they are produced originally for native speaker such as film, TV programs, songs, etc. Harmer (2014, p.282) also added “video is merely a glorified version of video tape, and the use of video in the classroom gave some advantages, such as 1) the students do not just hear the language, they see it too. This makes them comprehend more since general meaning and moods are often conveyed by expression, gesture, and visual clues; 2) video uniquely allows the students to look at the situation far beyond the classroom.

In terms of teaching English using video, Medina (2012) said that video is a kind of powerful tools because of the variety inputs provided for the students in teaching learning process. Through the use of video in the classroom, the teacher can address students' topic of interest in class, and in the same time, students can deepen their understanding of certain writing structure. Medina also adds that there are four skills that the students acquired after watching the video for writing. First skill is analysis, where the students can identify the different elements of the video and try to organize it into an outline of writing. The second is inference, where the students can infer the main ideas in a video and develop a brainstorm for a writing on a certain topic. The third is explanation, where the students can explain, either visually or orally, the organization of the main ideas in the video. The last is evaluation. This is where the students can evaluate the ideas from the video into their own opinion.

Contemporary dancing is a style of expressive dance that combines elements of several dance genres including modern, jazz, lyrical and classical ballet. North (1998), as cited in Buday (2006) describes contemporary dance as “styles of dance technique and of choreographing which include mainstream American and European work and the more recent innovations of individual artists, style which, although clearly different from each other, are seen as a group distinct from the classical ballet technique and way of choreographing (p.17)”.

Stevens and Mckechnie (2005) explained that the center points of contemporary dancing are movements, freedom, and structured that kept in order to reach the goals of arts. Rijper (2015) stated “Contemporary dance is generally understood to have developed out of modern dance, which in turn took shape in reaction to academic ballet” (p.15). Contemporary dancers try hard to connect their minds and their bodies through the melody of dance movements. Contemporary dance stresses versatility and improvisation, unlike the strict and structured nature of ballet, contemporary dancing is more like

stressing to the content of the dancing itself that the meaning is obtained implicitly. This dancing genre is often done in bare feet. Contemporary dance can be performed to many different styles of music.

METHOD

This research was a quantitative study, in the form of experimental design. “Quantitative research generates statistics through the use of large-scale survey research, using methods such as questionnaires or structured interviews” (Dawson, 2007 p.16). Referring to Dawson’s definition, experimental study is a research type that one or more variables are influenced by other variables. In the experimental research, there are three types of experimental, namely pre-experimental, quasi experimental and true experimental. In this study, the researcher used pre-experimental study.

The researcher used pre-experimental study because the researcher studied a single group and there were interferences from the researcher in formed of treatments. This design did not have a control group to compare with the experimental group In pre-experimental study, there were several design used, they are one-shot case study, one-group pre-test post-test design, static group comparison or post-test-only with nonequivalent groups, and alternative treatment post-test-only with nonequivalent groups design. In addition, the researcher emphasized in the one group pre – test and post-test design of pre experimental study in conducting this research.

According to Creswell (2014, p.220), the design of this research is represented as follows:

Table 1: One Group Pre-Test And Post-Test Design

<i>Pretest</i>	<i>Treatment</i>	<i>Posttest</i>
O ₁	X	O ₂

The population for this research was the all year-10 student at “MAN 2 Pontianak” Academic Year 2017/2018. There were eight learning groups. The number of students in each learning groups was approximately 38

students. The way to pick the sample of this research was by using cluster sampling of eight learning groups. These learning groups share the same criteria as they use the same books, same time allocation, and being taught by the same teacher. The sample of this research was X MIPA 1 of MAN 2 Pontinak.

In this research, the researcher used measurement technique to measure students' writing narrative text. The measurement was done for both pre-test and post-test. The researcher used statistical data to measure the result of both pre-test and post-test. Then, the researcher presented the result of students' outcome and effect size toward the treatment. The data was gained by using written test which was conducted twice in pretest and posttest. The test was to write a simple narrative text about "lost in The Sky Kingdom" in pre-test and post-test. Afterwards, the researcher made a table of specification of writing a narrative story as a guide to make scoring rubric in order to measure the validity of the test. The assessment were as follows; (1) Topic Consistency (focus), It describes the clarity which a paper presents and maintain a clear idea, and correlate with the topic. (2) Structures, it covers the plot of the narrative text. In this part, the researcher splits the items into three aspects, they are; Orientation, Complication, and Resolution. (3) Language mechanism (convention), Use standard written English include sentence structure, grammar and mechanics. The form of test was a free writing, so the students needed to write the narrative text with given topic and criteria needed to assessed by the researcher. The topic was about "Lost in the Sky Kingdom", and the criteria that assessed by the researcher were topic consistency/focus, organization, and language mechanism. Then, the researcher gave the treatment to the students. After that, The students' result from pre-test and post-test were compared to show the outcomes after the treatment. In order to measure the validity of the test, the researcher used content validity.

Before the researcher conducted the research in X MIPA 1, the researcher gave the try out to X MIPA 2. The result of try out became the reference whether the test was good or not to be implemented and as the tool to measure the validity of the written test. According to the data from X MIPA 2, the total students were 38. Most of them followed the instructions of the test, but some were not because perhaps, the students confused what they were going to write. After the test was collected, the researcher tried to identify the test items that have been given to them. The students who passed the minimum criterion were 18 and the students who failed were 20 with the mean score was 60.18. According to Blerkom (2009), when the mean score of the test is 60, it is probably would not consider using the new achievement of the test. It means the test can be used in another class with the same instructional objectives.

The researcher also used reliability to measure students writing narrative text. Cresswell (2014) states that reliability refers to whether scores to items on an instrument are internally consistent, stable over time and whether there was consistency in test administration and scoring. The researcher used inter-rater reliability. Gweet (2014) states that inter-rater reliability is the degree of agreement among raters. It gives a score of how much homogeneity, or consensus, there is in the ratings given by judges. It is useful in refining the tools given to human judges, for example by determining if a particular scale is appropriate for measuring a particular variable. In this research, the students' writing ability was scored by two people (the researcher and the teacher). The researcher as the first rater and the teacher as the second rater. The researcher used inter-rater reliability because the researcher wanted to know the reliability of the research instrument and compared the scores to see if their scores are similar or different.

Furthermore, the result was obtained using t-test and effects size. The researcher analysed the difference of pre-test and post-test in writing of narrative text to determine the significance after the students were treated

using contemporary dancing video by t-test. After obtaining the t-test, the researcher found significant difference of pre-test and post-test after being treated by contemporary dancing video by using effect size formula. Then, the result of the ES computation was classified according to Cohen et al (2007, p.521) classification of effect size.

Table 2: Effect Size

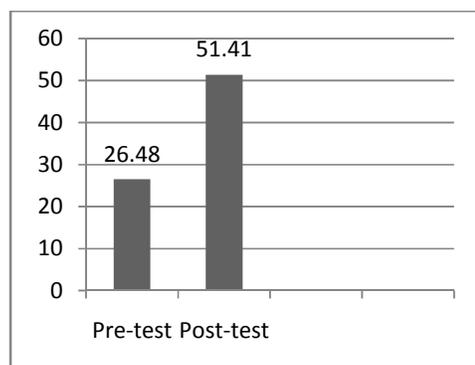
Effect Size	Qualification
0-0.20	Weak Effect
0.21-0.50	Modest Effect
0.51-1.00	Moderate Effect
>1.00	Strong Effect

Cohen et al (2007, p.521)

FINDINGS AND DISCUSSION

Findings

Table 3: Pre-test & Post-test score



The researcher used T- test to answer the first research question. T-test was used to compare the means of the data sets to determine if there was a statistically significant difference between pre-test and post-test. In the findings, the researcher calculated the mean score of pre-test and post test to find out MD. The mean score is gained by dividing the total score by the total number of students who were taking the test. There was a significant difference in students'

achievement after the treatment. It is shown by the students' post-test score was higher than the students' pre-test score.

From the post-test, the researcher compared the score with the pre-test score to find out the effectiveness of the medium. The sum of the students' score of post-test (O_2) is 2005 with the mean score 51.41 which showed that, there was a significance score between pre-test and post-test. The calculation of t-test indicates 7.96. To know how likely the researcher was to be right or wrong in rejecting the null hypothesis, the research needed to set the probability level. As shown in the above computation, the effect size is 1.25. According to Cohen et al, (2007, p. 521) criteria in deciding the effect size (can be seen on table 5, p. 28) the result obtained is more than 1.00 ($ES > 1.00$) which is considered as a high effect size. It can be concluded that effect size contemporary dancing video in writing narrative text is categorized as " high". So, It can be concluded that the use of contemporary dancing video was strongly affected the students' narrative writing achievement.

Discussion

Overall, the result of the research showed that there was a significantly improvement by the activity. Most of the students actively participated in watching the video and discussing it with their group. Learning and discussing in group could make the students feel more secure, as said by Hodges (2017, p.7) "group work can be a powerful pedagogical choice when coupled with appropriate planning and reflection. Groups can support each student in developing the disciplinary habits of mind that we so value. They can also make large classes feel more intimate and encourage students to find their voice". It can be seen that the students felt enjoy when the students tried to share and exchange their opinion and presented the discussion result in front of the class. The students put the core of narrative plot when presenting the story of the video. When the researcher asked the students to

share their thoughts about what was going on from the movie with their friend, they were enthusiastic and focus. The students were enjoying their learning delivered by the researcher.

In this research, the use of contemporary dancing video was highly effective for students' writing narrative text. It could be seen when the researcher played the video and made some paragraph about it in the form of narrative text, the students were listening and paying attention to the researcher carefully. Some of them were trying to make their own story based on their idea that they got from the contemporary dancing video. Besides, the students were aware about the discussion section asked by the researcher. The students did the discussion quite seriously within the group and presented the result of the discussion smoothly. But, the guidance from the researcher still needed, in order to make the discussion ran well, yet the researcher helped them to solve the problem. For contemporary dancing video as a technique in teaching writing narrative, the advantages that was found by the researcher in teaching writing narrative text can be explained as follows; 1) This technique was facilitating the students in thinking and problem solving, related to audio-visual content and it generated students thinking critically and solving the problems; 2) This technique assisted students' engagement in learning; 3) This technique indirectly transfered the knowledge from the video to their understanding and memory, the students will remember and retain better; 4) increasing the students' achievement.

Based on the data analysis, there was an increasing of the students' achievement in writing a narrative text by watching and imagining the contemporary dancing in the form of video. Walker (1999, p.2), said "video offers learner an opportunity to experience spoken language in action in the next best way to being in the language community itself". The findings also extend similar result of previous research done by Nurizmawati (2015) and Raharja (2015). For example the study found out there was improvement in

students' writing ability of narrative text by using video as the technique. Harmer (2014, p.282) also added "video is merely a glorified version of video tape, and the use of video in the classroom gave some advantages, such as the students do not just hear the language, they see it too. This makes them comprehend more since general meaning and moods are offer conveyed by expression, gesture, and visual clues; video uniquely allows the students to look at the situation far beyond the classroom.

Conclusion

Based on the result and discussion of the data, it could be concluded that Contemporary Dancing Video is highly effective for teaching narrative writing. It is supported by the result of T-test formula to test the hypothesis. The result showed that T-test is higher than T-value ($7.96 > 1.68$), and the effect size is categorized as high (1.25).

Referring to the research findings and discussion on the previous chapter in this research, the conclusion of this research can be described as: firstly; Firstly, teaching narrative text using contemporary dancing video significantly increpase the students' ability in writing narrative text. It showed the students' score in post-test higher than pre-test after the treatments given.

Secondly, contemporary dancing video has an effect on teaching narrative text. The effect size of the treatments is considered as high. The technique could make the students' think critically in teaching and learning process by seeing and imagining the video provided by the researcher. The effect could be seen from the effect size calculation.

Suggestions

Based on the result of the research, the researcher would like to give some suggestions to; MAN 2 Pontianak English teacher to apply video of contemporary dancing video in teaching narrative text. It can enhance the learning process better than a text book or teachers' explanation since it brings

new atmosphere to the students to gain more information and inspiration in which the students can experience the new way of gaining information in order to write a narrative text, and helps the students to find out the structural plot of a narrative story through the video provided. The MAN 2 Pontianak English teacher should blend the traditional teaching and learning with multimedia to avoid boredom, so the students can experience the way of gaining information in order to write a narrative text.

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