

# THE USE OF VIDEO MATERIALS TO IMPROVE STUDENTS' DESCRIPTIVE WRITING

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## ***Abstract***

*This research was designed to improve students' descriptive writing through the use of video materials to the Class F students of Year - 7 in SMP N 1 Sungai Raya Academic Year 2017 / 2018 which consisted of 36 students. The research problem asked about the students' improvement in descriptive writing in terms of organization, grammar, vocabulary and mechanic. This research applied Classroom Action Research (CAR) consisted of three cycles. Each cycle was conducted in three meetings consisted of planning, acting, observing, and reflecting. The tools to collect data were observation checklists, field notes, photographs, and written test. The findings showed that there was an improvement in quantitative analysis from cycle to cycle from 51,5 in the first cycle, 64,4 in the second cycle, and 79 in the third cycle. Meanwhile the improvement of the teaching learning behaviour in qualitative analysis was notified from the classroom observation and field notes which were discussed with collaborator. The cycle stopped in the third cycle because it has reached the criteria of classroom action research success. Through the use of video materials, the students know how to write a descriptive text appropriately. In conclusion, the research showed that the use of video materials improved the students' descriptive writing.*

***Keywords: Video Materials, Writing, Descriptive Text, Classroom Action Research***

## **INTRODUCTION**

The purpose of learning a language is to be able to communicate through the language. In line with this purpose, one of the goals of the language teaching and learning is to invite the learners to be active in communication, specifically in the written form of communication. In reference to School Based Curriculum (KTSP) for junior high school, a descriptive text is taught in Year-7. It functions to develop and produce a written simple functional text as the basic competency that students should achieve.

A descriptive text is a text which says what a person or a thing is like. According to Cowan (2003), a descriptive text presents the appearance of things that occupy space, whether they are objects, people, buildings, or cities. By describing one person, place, or thing with vivid detail, a writer can create a descriptive scene in the reader's mind.

However, descriptive writing is still considered to do for the students.. Writing is a continuous process of discovery. A new idea can be added or deleted to the text anytime during the writing process

(Oshima and Hogue, 1998). Elbow (1981), writing calls on two skills. They usually conflict with each other: creating and criticizing. In other words, writing calls on the ability to create words and ideas out of oneself, but it also calls on the ability to criticize them in order to decide which ones to use.

Based on the preliminary observation in class-F students Year-7 in SMP N 1 Sungai Raya, there are some problems exist in teaching and learning process related to the descriptive writing. Some of the students faced difficulties deal with organization of a descriptive text especially when it came to write the identification. The difficulties were related with the students' lack of knowledge of grammar especially in the form of simple present tense. They were confused about how to suffixing (-s) or (-es) when the subject is the third person singular in affirmative sentences of simple present tense. Vocabulary also a problem faced by the students. They did not know how to choose the appropriate words to make their descriptive writing coherence. In addition, they often ignored using capitalization. They often put the capitalization in the wrong place of sentences of their writing.

From those kinds of problem, the teacher as the researcher finds a solution to help the students to overcome their problems in descriptive writing. Thus, in order to help the students to overcome their problems, the researcher tried to use video materials. The use of video materials can help teachers to explain the materials, to motivate and gain students' interest. The combination of moving pictures and sound can present language more comprehensively and realistically than any other teaching medium (Stempleski and Tomalin, 1990). Furthermore, Cakir (2006) states that the practical implications of video materials in the classroom in any classroom environment can easily be used. Teacher can stop in the process whenever he wishes, he can stop, start and rewind to

repeat it for several times when necessary. Any selected short sequence from the programme can be utilized for intensive study.

The previous research done by Kim (2015) aimed at investigating the effects of using video resources in the development of listening skills, in addition to exploring the experience and perceptions of Korean university students regarding the value of using videos as learning resources to improve listening comprehension. The findings of the study showed that using authentic video resources does enhance students' listening skills, there was a positive relationship between using video materials and improving listening skill and video materials were useful in acquiring experience of non-verbal expressions and for grasping cultural aspects. Meanwhile in this research, the researcher focused on the implementation of video materials to improve students' descriptive writing. The role of teacher was very important in choosing appropriate video materials because it must be adjusted with the students' level who are middle school students. The use of video materials in teaching learning process can shift the role of textbook that seemed monotonous. That's why the researcher thought that this research was valuable be analyzed or conducted.

## **METHOD**

To answer the problems in this research, the writer conducts classroom action research. The purpose in using this method is to investigate the use of video materials in improving students' descriptive writing on organization especially identification, grammar especially simple present tense, vocabulary, and mechanic especially capitalization. Mills as cited in Creswell (2012) defines action research designs as systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their

particular educational setting operates, their teaching, and their student learning. According to Kemmis and McTaggart as cited in Koshi (2005) a basic action research model consists of four steps including plan, act, observe and reflect. These steps work as a cyclical process. Further they demonstrates while action research can often involve undertaking a single cycle of planning, acting, observing and reflecting, it can also lead to more lengthy and substantial studies within educational settings. In this research, the cycles will be continued until the research gains the satisfying result and or has passed achieved the passing grade decided before by the researcher and the teacher.

The research subject was Class - F students of Year - 7 in SMP N 1 Sungai Raya Academic Year 2017 / 2018. It consists of 36 students: 17 male and 19 female students. This class was chosen because this class has the most difficulties in writing among other classes. Then, the problems related to the descriptive writing were found. But actually, in daily teaching and learning process, the students are very interesting and enthusiastic in learning English.

The data obtained by observation and measurement technique. Through observation, the writer collected the data or information which relates to the research focus. Then, the result of the observation recorded in observation checklists, field notes and photographs. Written test was the measurement technique in this research in form of descriptive writing essay. To consider in assessing the students' writing achievement on descriptive writing, individual files of students' work were collected as the main data to calculate the mean score of students' descriptive writing. In this research, the researcher took a role as the teacher and she got help by another English teacher as her collaborator in collecting the data and observing the students' improvement in descriptive writing during the teaching learning process.

In this research, the researcher analyzed the data by using quantitative and qualitative analysis. Qualitative analysis used to know the improvement of students activities in the classroom that will be obtained from observation checklist and field note. Meanwhile, the quantitative data was used to know students' improvement in teaching and learning process that got from mean score of students' descriptive writing.

## **FINDINGS AND DISCUSSION**

In this section, the researcher elaborates the result of findings and discussion from each cycle. The first part is about the result of findings and the second part is the discussion.

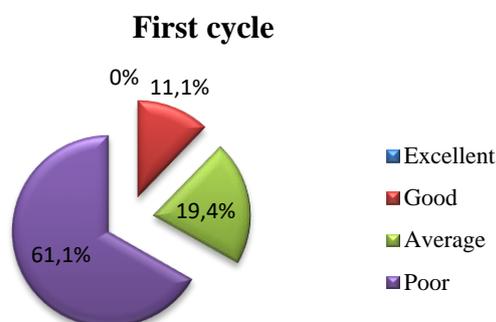
### **Findings**

The intervention of Video Materials to improve students' descriptive writing was reported based on the procedure of Classroom Action Research both qualitatively and quantitatively. The data were obtained from the implementation of the first cycle, the second cycle and the third cycle. The researcher explains the data from the tools of collecting data including observation checklists, field notes and photographs. She elaborates the data based on the research questions.

In the first cycle, the problems were actually came from the both sides. The teacher explained the materials fast and did not give the students chances to take notes about what was being explained through video materials. The class situation was not quite active when the teacher asked the students about what was being played. Some of them did not get the correct answer, some of them seemed afraid or looked unconfident to answer the question. And others just kept silent on their chair. The class situation was not controlled well when the students wrote their descriptive text. Some of them kept talking with their friends, especially the students who sat at the back. In fact, the teacher did not know what they were talking about. And because of this situation, the teacher had to go around the

class to make sure that the students wrote their descriptive text. The teacher could not manage the time well so that she could not ask the students about their difficulties

in writing a descriptive text and make conclusion about the lesson.



**Chart 1. The Percentage of the Students' Score in the First Cycle**

As shown in Chart 1 most of the students were still poor in writing a descriptive text. The result of the students' individual score and mean score in the first cycle showed that from 33 students who were taking the descriptive writing test in the first cycle, averagely 11,1% or 4 students whose scores were 70-79 categorized as good, 19,4% or 7 students whose scores were 60-69 categorized as average, and 61,1% or 22 students whose scores were 50-59 categorized as poor. Then, the sum of the students' individual score was divided by the number of the students to obtain the mean score. It was 51,5 and categorized as poor.

Meanwhile, the standard score of KKM was 78, categorized as good. There were only few students who wrote a descriptive text about place well. This poor ability indicates that the students still failed to write a descriptive text. Some of the students did not do the identification properly because they were confused to start their writing. The students also made mistakes in using simple present tense. They were still confused to suffixing (-s) or (-es) to the verb in agreement and the subject follow *be* in simple present tense. And then, they still had difficulties in writing a descriptive text because of their

limited vocabulary and the dictionary they use were low in quality. Besides, some of them still ignored using capitalization in their writing. They often used lowercase instead of the capitalization because it was easier for them to do so, or they put the capitalization in the wrong place.

After doing reflection, the researcher as the teacher and collaborator found some problems to be solved in the next cycle. Based on the problems mentioned previously, the following are the unsolved problems in first cycle and solutions offered in second cycle: (a) The students were still confused to start writing a descriptive text. The researcher needs to give more ideas to the students to start writing a descriptive text so that the writing would go smoothly in the next cycle. (b) The students did not do the identification properly. The researcher needs to re-explain about the definition of a descriptive text, its function, its generic structure and its language features to the students in the next cycle. (c) The students' chose the inappropriate words in their writing. The researcher needs to provide the students with words to describe an animal in a sufficient number in the next cycle. (d) The students' did not use the simple present tense form appropriately. The researcher needs to

give more explanation about simple presents tense, suffixing (-s) or (-es) to the verb in agreement with the third singular subject and distinguishing the negative sentences from the affirmative sentences in simple present tense. Then, the researcher needs to explain more about the subject follow *be* in simple present tense in the next cycle. (e) The students' ignored the use of capitalization when they wrote a descriptive text. The researcher needs to re-explain and remind the students to use capital words correctly during the teaching learning process in the next cycle. (f) The researcher explained the materials fast and did not give the students chances to take notes. The researcher needs to explain the materials slowly and to give the students more chances to take notes in the next cycle. (g) The class situation was not controlled well when the students wrote their descriptive text. The researcher needs to go around the class to make sure that the students wrote their descriptive text.

In the second cycle, almost all of the students looked enthusiastic when the teacher showed and explained the lesson using video materials. In this cycle, the teacher explained the materials slowly and gave chances to the students to take notes. The students showed progress related to the activity in teaching and learning process. There were some of the students who could answer the teacher's questions related to the materials, and only few of them could not answer the questions or remained silent.

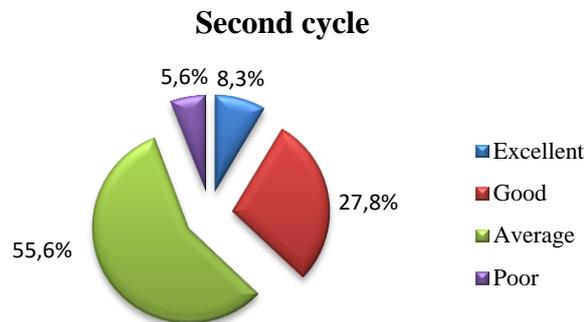
The students looked enthusiastic when wrote a descriptive text about an animal. While the students wrote their descriptive text, the teacher kept moving around the class to make sure that all of the students was writing. Most of the students started to know how to write a descriptive text appropriately. They were competing to ask the teacher whether or not they have done it right. The students wanted to make sure that their descriptive writing was on the right way. There were only few of them did not ask to the

teacher and did the descriptive writing by their own.

The class situation was controlled well when the students wrote their descriptive text, although there were still some of them kept talking with their friends especially the students who sat at the back. The teacher always had to go around the class to make sure the students did their work and helped them with their descriptive writing. At the end of the lesson, the teacher asked the students about their difficulties in writing a descriptive text. After that, the teacher asked them to conclude the materials. There were only some of the students who could conclude the materials. So, the teacher asked the students to conclude the materials together with her.

The result of the second cycle was still categorized as unsatisfactory with the mean score was 64,4. There were only few students who wrote a descriptive text about an animal well. This poor ability indicates that the students have not understood how to write a descriptive text appropriately yet. Some of the students started to write the identification properly. Others still made mistakes in using simple present tense. They were still confused the simple present tense verb form when the subject was the third person singular. Besides, some of them still ignored to the use of capitalization in their writing. They often used lowercase instead of the capitalization or they put the capitalization in the wrong place.

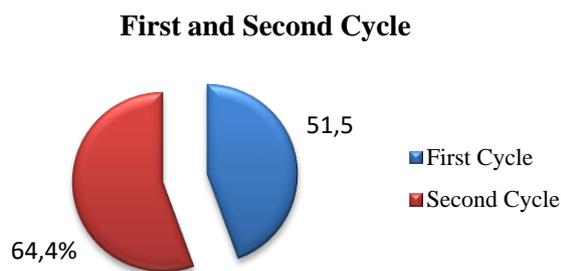
As shown in Chart 2 most of the students were average in writing a descriptive text. The result of the students' individual score in the second cycle showed that from 35 students who were taking the descriptive writing test in the second cycle, averagely 8,3% or 3 students whose scores were 80-100 categorized as excellent, 27,8% or 10 students whose scores were 70-79 categorized as good, 55,6% or 20 students whose scores were 60-69 categorized as average, and 5,6% or 2 students whose score were 50-59 categorized as poor.



**Chart 2. The Percentage of the Students' Score in the Second Cycle**

Then, the students' mean score was 64,4 and categorized as average. In contrast, there was an improvement made

by the students from the first cycle to second cycle as shown in Chart 3.



**Chart 3. The Students' Mean Score in the First and Second Cycle**

After doing reflection, the researcher as the teacher and collaborator found some problems to be solved in the next cycle. Based on the problems mentioned previously, the following are the unsolved problems in second cycle and solutions offered in third cycle: (a) A few of the students were still confused how to write the identification properly. The researcher needs to re-explain about the definition of a descriptive text, its function, its generic structure and its language features to the students in the next cycle. (b) There were still some of the students' who chose the inappropriate words in their writing or they put the words in wrong place of the sentences. The researcher needs to provide the

students with words to describe a person in a sufficient number in the next cycle. (c) Some of the students' did not use the simple present tense form appropriately. The researcher needs to give more explanation about simple presents tense, suffixing (-s) or (-es) to the verb in agreement with the third singular subject and distinguishing the negative sentences from the affirmative sentences in simple present tense. (d) Some of the students were still ignored the use of capitalization when they wrote a descriptive text. The researcher needs to re-explain and remind the students to use capital words correctly during the teaching learning process in the next cycle. (e) There were still some of them kept talking with their friends especially

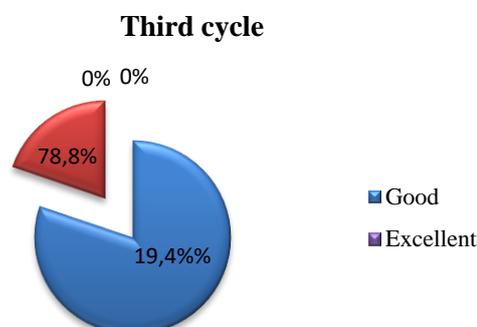
the students who sat at the back. The teacher needs to monitor the students' activity and go around the class to make sure the students did their work and helped them with their writing.

In the third cycle, the class condition was conducive enough. Most of the students were ready to start the lesson and respond to the teachers' greeting. The students looked enthusiastic when the teacher showed and explained the lesson using video materials. Sometimes, the teacher needed to give questions to the students related to the materials when it seemed that the students started to talk to their friends. During the class video materials, it was found that the students showed big interest related to the activity in teaching learning process in the classroom. They were competing to answer to the teacher's questions.

The teacher explained the materials slowly and gave chances to the students to take notes. The teacher explained the descriptive writing and its component well. Then the teacher explained and gave examples about how to write a descriptive text about a person. The teacher provided the words they could use to describe a person such as the *people's appearance* and *characteristic* in order to make the students easier to

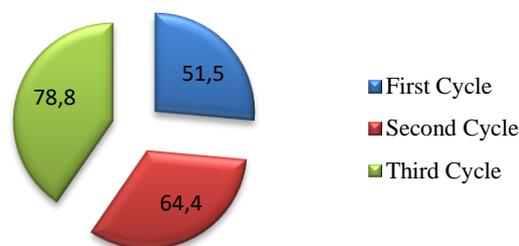
did their descriptive writing. The teacher told them how to use mechanic especially capitalization appropriately. The teacher explained the materials to the students using video materials to reinforce the teaching purpose and to make the students more enthusiastic when learning descriptive writing about a person. The teacher stopped the video materials at any scene to highlight a point or replay the video materials. It gave the students chances to take notes and ask questions when they did not understand the materials. At the end of the lesson, the teacher asked them to conclude the materials and they looked confident to make the conclusion.

The students looked enthusiastic when the teacher asked them to write a descriptive text. The teacher allowed the students to use dictionary to help them write a descriptive text. They kept asking the teacher whether or not they did it in the right way. The teacher monitored and controlled the class well by walking around the class. The teacher helped the students who still had difficulties in writing their descriptive text. They could write a descriptive text properly by the use of video materials with additional explanation from the teacher.



**Chart 4. The Percentage of the Students' Score in the Third Cycle**

### First, Second, and Third Cycles



**Chart 5. The Students' Mean Score in The First, Second, and Third Cycle**

The result of the third cycle was categorized as satisfactory with the mean score was 79. There were many of the students who wrote a descriptive text about a person well. The improvement of this third cycle was 14,4 percent from the second cycle. Based on the standard score of KKM (Kriteria Ketuntasan Minimum) of English subject of Year – 7 students in this school, the students' mean score could reach the standard of this school which is 78. Therefore, after discussing with collaborator, the researcher considered to stop the cycle of her classroom action research to this cycle.

### DISCUSSION

This research looks for the use of video materials to improve students' descriptive writing in EFL setting. A research done by Berk (2009) showed that videos and multimedia learning provides an empirical foundation for their use in teaching, especially with introductory courses and novice learners, to increase memory, comprehension, understanding, and deeper learning. As a result, it may be suggested that both teachers and students can be involved in creative ways to incorporate different video materials in a variety of classroom activities to enhance learning outcomes

and provide a positive classroom environment (Bajrami & Ismaili, 2016).

The procedure for using and the source for selecting video materials were also described in this research. The video materials can be use as a motivational tool for the students and as materials input in teaching learning process. In line with this statement, a research done by Katchen as cited in Cakir (2006) stated that when used appropriately, video is quite beneficial for learners and teachers as long as they are considered only as mere entertainment, but carefully chosen films can be a useful and extremely motivational teaching tool for both practicing listening skills and stimulating speaking and writing. As stated by Wang (2015), the video materials not only provide students with authentic language material and environment of real communications but also have great aesthetic value. There were many kinds of video materials in the source, so that the teachers need to select and chose the appropriate one based on the students' and the teaching needs. The teacher also need to decide how to use the video materials and where and when to use them.

Based on the result of qualitative and quantitative analysis, the research finding of the classroom action research is satisfactory. The students' descriptive

writing ability has improved by the use of video materials. As Cakir (2006) states that such kind materials present complete communicative situations by means of the dynamic, immediate and accessible combination of sound and vision. The students contextualize the language they have learnt. The role of the teacher as the facilitator in teaching and learning process was also important to help the students improve their descriptive writing ability. By learning using video materials, the teacher could create an enjoyable situation while the students get motivated and interested in learning, so it gives the positive attitudes to both teacher and students.

## CONCLUSION AND SUGGESTION

### Conclusion

The students' ability in writing a descriptive text improved because of applying video materials in teaching learning process. It can be seen that there was a significant improvement from cycle to cycle from 51,5 in first cycle to 64,4 in second cycle and 79 in third cycle. Through the use of video materials, the students were able to determine what should be written first as in introduction of a descriptive text. Furthermore, the students were capable to use more vocabularies in developing

their descriptive text because they had already known the vocabulary usually use to describe something or someone. Also, they made few mistakes in capitalization because they started to be aware of the use of capitalization in their writing. Then, the students were capable to use simple present tense form appropriately when it came to suffixing (-s) or (-es) to the verb in agreement with the third singular subject.

### Suggestion

Referring to the above conclusions, the researcher proposes some useful suggestions to be considered for the future research. First, the students should be given more exercises about simple present tense form in order to make them easier when they have to write a descriptive text. Second, the teacher should be creative and active to find various media to teach the junior high school students. One of the media that can be used to teach them is video materials. Third, the teacher should find appropriate video materials based on the students' and teaching needs. Last, the teacher should explore more about vocabulary usually use to describe something or someone while video materials are being applied.

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