THE USE OF VIDEO-CAST TO IMPROVE
IMPROVE STUDENTS' ABILITY IN
WRITING NARRATIVE PARAGRAPH
OF THE SECOND GRADE STUDENTS

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Abstract

The objective of this research is to find out whether the use of video-cast in writing narrative paragraph at the second grade students of SMA Negeri 1 Biromaru can be improved or not. This research used pre-experimental research with intact group design, in which it took two groups as control group and experimental group. Thepopulation was the second grade students of SMA Negeri 1 Biromaru. The samples were Class XI IPA Model as the experimental group consisting of 18 students and Class XI IPA 1 as the control group consisting of 17 students. In collecting the data, the writer used test. The test was used once as the post-test. Then, the data were analyzed statistically. Having analyzed the data, there were different scores obtained from the control group and the experimental group. In other words, the t-counted (5.22) was greater than the t-table (2.0357). It could be concluded that the research hypothesis is accepted. In conclusion, the use of video-cast in English teaching is effective to improve students' ability in writing narrative paragraph to the second grade students of SMA Negeri 1 Biromaru.

*Keyword:*Video-cast; Narrative paragraph; Writing

INTRODUCTION

In writing, there are many components that should be mastered by the students. For example, the students have to master how to arrange the words to become sentence, how to arrange sentences to become paragraph, and also how to use the punctuation correctly. Learning to write fluently and expressively is the most difficult skill of the four macro skills for all language users regardless of whether the language in question is a first, second or foreign language (Nunan, 1988: 35). It is clearly stated above that the writing activity is considered as the most difficult one from all language skills even the writing activity is in the first students' first language.

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In the preliminary observation, the researcher found that the students of SMAN 1 Biromaru had low motivation to write the paragraph. It was shown by their English teacher in teaching their students. The teacher only gave exercises such as completing sentences, answering questions based on reading passage, reading the dialogue and other written task from handbook. When the students were given writing task, most of them reacted with comments which they feel too difficult for them. The researcher considered that the students expressed their insecurity and lack of confidence in completing the writing task when they said that writing is difficult.

Good writing should be the goal of every student because the ability to write well organized and concise paragraph is essential to student's success in almost all school course. Unless the reader can easily understand what is writer has written, he cannot judge the value of either the writer's ideas or his work. So it is very important for any school student to be able to compose well organized and concise paragraph.

Teaching writing with appropriate media is crucial to make the writing class more effective, interesting, and enjoyable for the students. One of them is teaching writing through video. The research title is "The use of video-cast to improve students' ability in writing narrative paragraph at second grade students of SMA Negeri 1 Biromaru".

Video-cast is digital file in video based on wide screen vision that consists of episodic series of audio, video, digital radio. Video is defined as the technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still images representing scenes in motion. In the case of video as a teaching media in language classroom, it can be concluded that video is a medium of communication containing messages, images, and sounds used in teaching learning process (Wikipedia.com). Video is considered to be one of the media that can be utilized in English teaching and learning process. It has been proven to be an effective tool in teaching English as a foreign/second language (EFL/ESL) for both young and adult learners.

In relation to the above background, the writer conducted her research by focusing on improving writing ability in making narrative paragraphfocusing on punctuation, capitalization and spelling in paragraph through Video-cast.The research question was formulated in the following "*Is video-cast effective to improve students' ability in writing narrative paragraph of the second grade students at SMA Negeri 1 Biromaru in English teaching?*".It was aimed to solve the writing problems particularly in writing narrative paragraph at second grade students of SMA Negeri 1 Biromaru.

METHODOLOGY

In this research, the researcher applied intact group design to prove that the use of short story could improve students' ability in writing narrative paragraph at second grade students of SMA Negeri 1Biromaru. There were two groups in this design. The first was the experimental group that was given treatment and post-test. The second was the control group which was given only post-test without treatment. These two groups were given the same post-test. The design of this research proposed by Hatch and Farhady is (1982:21) as follows.

$$G1 \qquad X \qquad T1$$
$$G2 \qquad \qquad T1$$

Where :

G1 = experimental group
G2 = control group
X = treatment
T1= post-test

Population is crucial for the researcher because it is a means of supporting her research. The population of the research was the second grade students of SMA Negeri 1 Biromaru which consist of five classes. There are Class XI IPA Model, XI IPA 1, XI IPA 2, XI IPS Model and XI IPS 1.

In collecting data, the researcher drew sample from the population in order to collect the data to be generalized to the entire population easily. In this research, the researcher used purposive sampling. According to Cohen, Manion and Morrison (2005:103), in purposive sampling, researchers handpick the cases to be included in the sample on the basis of their judgments of their typicality. In this way, they build up a sample that is satisfactory to their specific needs.

Based on the definition above, the researcher used purposive sampling technique. There were five classes in the population which are grade XI IPA MODEL, XI IPA 1, XI IPA 2, XI IPS MODEL, XI IPS 1. Of the five classes, the researcher only took two classes as the sample. Grade XI IPA Model as the experimental group which received the treatment, and Grade XI IPA 2 as the control group which did not receive the treatment.

This research consists of two variables, independent variable and dependent variable. The independent variable was the use of video-cast and the dependent variable was the students' ability in writing narrative paragraph.

In this research, test was used as the instrument to gather data in order to measure the students' achievements in writing narrative paragraph after treatment. The researcher used one kind of test to collect data relating the students' ability in writing skill. The test was post-test. The test given to the students' was written test. In scoring each item of writing narrative paragraph, the researcher used the scoring rubric of follows.

Table 1
Scoring Rubric of Writing

Criteria	Scores	Weight	Level	Descriptions
Spelling	4	**40%**	**4 - 16**	All words are consistently spell correctly
	3		**3 – 12**	Most words are spell correctly
	2		**2 – 8**	Most words are spell incorrectly
	1		**1 – 4**	Errors of spelling makes change in meaning
Capitalization	4	**30%**	**4 – 12**	All sentences are well constructed with correct capitalization
	3		**3 – 9**	Most sentences are well constructed with correct capitalization
	2		**2 – 6**	Some of sentences are well constructed with correct capitalization, but the writer makes several errors in capitalization that interface with understanding
	1		**1 – 3**	Almost of capitalization are incorrect
Punctuation	4	**30%**	**4 –12**	All sentences are use correct punctuation
	3		**3 – 9**	Most sentences are use correct punctuation
	2		**2 – 6**	Some punctuation are incorrect or lacking
	1		**1 – 3**	Almost all of punctuation are incorrect

Modified from Syafar (2009)

To calculate students individual score, the researcher used the formula porposed by Hatch and Lazaraton (1991:162) as follow.

$$S = \frac{R}{N} \; x \, 100$$

Where:

    S   = students' score
    R   = right answer
  N   = total score
    100= constant number

Then, the researcher calculated the mean score of students in each test after finding out their individual score calculated directly from the score of the post-test by using the formula proposed by Hatch and Farhady (1982:55) as follows.

$$\overline{X} = \frac{\sum X}{N}$$

Where:

$\overline{X}$ = mean score
$\sum X$ = total of the individual scores
N = total of students

Next, the researcher computed the deviation of individual score by using the formula proposed by Hatch and Farhady (1982: 59) as follows.

$$x = X - \overline{X}$$

Where:

x = individual deviation
X = student's score
$\overline{X}$ = mean score

In order to find out whether the post-test between both experimental and control groups have significant difference, the researcher used the formula proposed by Hatch and Farhady (1982:59) as follows.

$$s = \frac{\sqrt{\sum x^2}}{N-1}$$

Where:

s = standard deviation
$\sum x^2$ = sum of individual squared deviation
N = total of students

In order to get the t-$_{value}$, the researcher calculated the standard error by using the formula proposed by Hatch and Farhady (1982:112) as follows.

$$S_{\overline{x}_e - \overline{x}_c} = \sqrt{\left(\frac{S_e}{\sqrt{n_1}}\right)^2 + \left(\frac{S_C}{\sqrt{n_2}}\right)^2}$$

Where :

$S_{\overline{x}_e - \overline{x}_c}$ = standard error of differences between means
S_e = standard deviation of experimental class
S_C = standard deviation of control class
n_1 = total students of experimental class
n_2 = total students of control class.

The last step is that the researcher computed the t-value by using the formula proposed by Hatch and Farhady (1982:111) as follow :

$$t_{obs} = \frac{\overline{x}_e - \overline{x}_c}{s(\overline{x}_e - \overline{x}_c)}$$

Where :

t_{obs} = significant result experimental and control class
$\overline{x}_e$ = mean score of experimental group
$\overline{x}_c$ = mean score of control group
$s(\overline{x}_e - \overline{x}_c)$ = standard error of differences between means

FINDINGS

The researcher gave the post-test to students both experimental and control group. It was conducted on April 28th, 2015. Firstly, the post-test was administrated to the control group. After the students were given the post-test, the researcher needs to find the mean score of the post-test by using this formula as follows.

$Xc = \frac{\sum x}{N}$

$Xc = \frac{400}{17} = 23.5$

The mean score was obtained from the result of post-test of control group. However, every student's score is distributed in the following table:

Table 2
Students' Score on Post-Test of the Control Group

No	Initials	Spelling		Capitalization		Punctuation		Total Score	Category
		Score	Level	Score	Level	Score	Level		
1	AFA	2	8	2	6	3	9	23	C
2	SP	2	8	2	6	2	6	20	C
3	EN	3	12	2	6	3	9	27	B
4	FB	2	8	3	9	2	6	23	C
5	FW	3	12	3	9	3	9	30	B
6	JL	2	8	3	9	2	6	23	C
7	MG	3	12	2	6	2	6	24	C
8	MSP	2	8	2	6	2	6	20	C
9	NM	3	12	3	9	1	3	24	C
10	NI	3	12	3	9	2	6	27	B
11	NV	2	8	1	3	3	9	20	C
12	NR	2	8	3	9	3	9	26	C
13	OF	2	8	2	6	2	6	20	C
14	RW	2	8	2	6	2	6	20	C
15	RA	2	8	3	9	2	6	23	C
16	SR	3	12	2	6	3	9	27	B
17	SP	2	8	3	9	2	6	23	C
	Total		160		123		117	$\sum X = 400$	

After getting the total score of students' post-test and the mean score of the students of the control group, the researcher then continued to find the mean score of post-test of the experimental group. The researcher used the same formula of the control group as follows.

$$Xe = \frac{\sum x}{N}$$

$$Xe = \frac{612}{18}$$

$$Xe = 34$$

Table 3
Students' Score on Post-Test of the Experimental Group

No	Initials	Spelling Score	Spelling Level	Capitalization Score	Capitalization Level	Punctuation Score	Punctuation Level	Total Score	Category
1	AG	4	16	3	9	4	12	37	A
2	AZ	3	12	3	9	4	12	33	A
3	DZH	4	16	4	12	4	12	40	A
4	DR	3	12	3	9	3	9	30	A
5	DA	3	12	3	9	4	12	33	A
6	DMT	3	12	4	12	3	9	33	A
7	FN	3	12	4	12	3	9	33	A
8	GAP	3	12	4	12	4	12	36	A
9	IAL	3	12	4	12	4	12	36	A
10	MO	3	12	3	9	4	12	33	A
11	MIR	4	16	4	12	4	12	40	A
12	MT	3	12	3	9	3	9	30	B
13	NA	3	12	3	9	3	9	30	B
14	NAR	3	12	3	9	3	9	30	B
15	RAP	4	16	1	3	4	12	31	A
16	SH	4	16	4	12	4	12	40	A
17	SV	3	12	3	9	3	9	30	B
18	YS	4	16	4	12	3	9	37	A
	Total		240		180		192	$\sum X = 612$	

The mean score of the post-test of the control group is 23.5 while the mean score of the post-test of the experimental group is 34. This shows that the treatment actually works in the process of teaching and learning.

The researcher analyzed deviation scores of post-test of the experimental group by using this formula:

$$S = \sqrt{\frac{\sum x^2}{(N-1)}}$$

$$= \sqrt{\frac{235.05}{18-1}}$$

$$= \sqrt{\frac{235.05}{17}} = \sqrt{13.82} = 3.71$$

Table 4

Deviation of Post-Test of the Experimental Group

No	Initials	Post-test (X_2)	Mean Score $(\dot{X})$	Deviation $(x = X_2 - \dot{X})$	Square Deviation $(X^{2)}$
1	AG	37	34	3	9
2	AJM	33	34	-1.1	1.21
3	DZH	40	34	6	49
4	DR	30	34	-4	16
5	DA	33	34	-1.1	1.21
6	DMT	33	34	-1.1	1.21
7	FN	33	34	-1.1	1.21
8	GAP	36	34	2	4
9	IAL	36	34	2	4
10	MO	33	34	-1.1	1.21
11	MIR	40	34	6	36
12	MT	30	34	-4	16
13	NA	30	34	-4	16
14	NAR	30	34	-4	16
15	RAP	31	34	-3	9
16	SH	40	34	6	36
17	SV	30	34	-3	9
18	YS	37	34	3	9
Total				1.5	$\sum x^2 = 235.05$

The researcher continued to calculate the mean deviation of students of the control group. The process of calculating the deviation is the same. The deviation of post-test of the control group is presented in the table bellow.

Table 5.
Deviation of Post-Test of the Control Group

No	Initials	Post-test (X_2)	Mean Score ($\dot{X}$)	Deviation (x)	Square Deviation (X^2)
1	AFA	23	23.5	-0.5	0.25
2	SP	20	23.5	-3.5	12.25
3	EN	27	23.5	3.5	12.25
4	FB	23	23.5	-0.5	0.25
5	FW	30	23.5	6.5	42.25
6	JL	23	23.5	-0.5	0.25
7	MG	24	23.5	0.5	0.25
8	MSP	20	23.5	-3.5	12.25
9	NM	24	23.5	0.5	0.25
10	NI	27	23.5	3.5	12.25
11	NV	20	23.5	-3.5	12.25
12	NR	26	23.5	2.5	6.25
13	OF	20	23.5	-3.5	12.25
14	RW	20	23.5	-3.5	12.25
15	RA	23	23.5	-0.5	0.25
16	SR	27	23.5	3.5	12.25
17	SP	23	23.5	-0.5	0.25
Total				0.5	$\sum x^2 = 148.25$

The mean deviation of post-test of the control group score is analyzed by using the formula as follows.

$$S = \sqrt{\frac{\sum x^2}{(N-1)}}$$

$$= \sqrt{\frac{148.25}{17-1}}$$

$$= \sqrt{\frac{148.25}{16}}$$

$$= \sqrt{9.26}$$

$$= 3.04$$

Then the researcher continued to analyze the standard error of differences between the means of both groups by using the formula presented as follows.

$$S\dot{X}_e\text{-}\dot{X}_c = \sqrt{\left(\frac{Se}{\sqrt{n1}}\right)^2 + \left(\frac{Sc}{\sqrt{n2}}\right)^2}$$

$$= \sqrt{\left(\frac{3.71}{\sqrt{18}}\right)^2 + \left(\frac{3.04}{\sqrt{17}}\right)^2}$$

$$= \sqrt{\left(\frac{3.71}{4.24}\right)^2 + \left(\frac{3.04}{4.12}\right)^2}$$

$$= \sqrt{(0.875)^2 + (0.73)^2}$$

$$= \sqrt{3.5156 + 0.5329}$$

$$= \sqrt{4.0485}$$

$$= 2.01$$

The last step is the researcher analyzed the data so that the difference between the post-test results of both groups could be obtained. The formula is presented as follows.

$$t_{obs} = \frac{\dot{X}e - \dot{X}c}{S(\dot{X}e - \dot{X}c)}$$

$$= \frac{34 - 23.5}{2.01}$$

$$= \frac{10.5}{2.01}$$

$$= 5.22$$

DISCUSSION

In collecting data, the researcher administered the test to the students after the treatment. There were two classes as the sample in this research. A post-test was given to the students of the control group and the experimental group. However, the treatment was only given to the students of the experimental group. The control group was taught by the researcher with no treatment process. The research began on March 31th, 2015 until April 24th, 2015. The post-test was used to measure whether the use of video-cast is actually effective in improving students' ability in writing narrative paragraph or not. The results of both groups are compared in order to see the significant difference between the two

groups. The significant difference is used to measure how effective the use of video-cast is in improving students' ability in writing narrative paragraph.

In the process of conducting the research, the researcher gave the students of the control group post-test. The researcher used it as the data needed to compare the students' development after getting the treatment. The students who received the post-test were 35 students. However, after analyzing and calculating the data of post-test of the control group, the researcher notices that the students are still confused how to write narrative paragraph with right generic structure and using the mechanic in writing.

In order to find out the impact of video-cast in the ability of the students in writing narrative paragraph, the researcher gave the treatment to the experimental group. The treatment was video-cast given to the experimental group. The researcher showsthe students video-cast by giving short story to the students. Based on the short story they had watched, the students need to make narrative paragraph.

After giving the treatment, the researcher finally gave the post-test to the students of the experimental group in order to measure their progress after getting some treatments. Based on the result of the post-test, it is easier to the students to make narrative paragraph. Through this research, the researcher can assure that is also proved true that video-cast could improve students' ability in writing narrative paragraph. Before the treatment, the researcher found that the students were rather confused to write narrative paragraph. Yet, after using video-cast, the researcher found that there is a significant difference between post-test of the two groups.

By looking at the findings, the researcher concludes that the findings have explicitly shown that the mean score of post-test both the experimental and control groups is significantly different. The mean score of the post-test of the control group is 23.5 while the mean score of the post-test of the experimental group was 34. This shows that the treatment actually worked in the process of teaching and learning. In other words, it has been proved that there has progress of students' score of the experimental group after getting the treatment.

After getting all the students' score both the experimental and control groups, the researcher made percentage of the score of spelling, capitalization and punctuation betweenthe experimental group and the control one. In the experimental group, the total percentage of spelling is 77%. It is higher than that of spelling of the control group, 55%. The percentage of capitalization and punctuation of the experimental group is also higher than the one of the control group, 77% of capitalization and 84% of punctuation in the

experimental group. In the control group, the percentage of capitalization is 56% and 54% of punctuation. These percentages also prove that the use of video-cast can improve students' ability in writing narrative paragraph.

Many researchers have done their writing research. One of them was written by Micholis (2013).It is "Teaching Writing Procedure Text by Using Youtube Video to the Tenth Grade Students of SMK NUMa'arif Kudus in the Academic Year 2012/2013". This result research showed that the use of video can improve the students' writing skill, in terms of the improvement of understanding meaning, spelling and the improvement by using the words. This means that the use of video as media can improve the classroom atmosphere, making the situation more alive, more enjoyable, improving students' confidence, motivation, and involvement in English class. Setiani (2014) also found that video can be effective in teaching writing text.

In relation to this research, the result of the data analysis shows that the t-$_{counted}$ is 5.22 by applying 0.05 level of significance with the degree of freedom df(33), the researcher found that t-$_{counted}$ (6.85) is higher than the t-$_{table}$ (2.0357). For this reason, it could be concluded that the research hypothesis is accepted.

CONCLUSIONS AND SUGGESTIONS

Based on the data analysis in this research, the conclusions are that firstly, the use of video-cast can effectively improve the students' mastery to write narrative paragraph of the second grade students of SMA Negeri 1 Biromaru. This can be seen by comparing the mean score between the post-test of both classes. It is also shown by the t-$_{counted}$ value which is higher than t-$_{table}$. Secondly, by learning with the use of video-cast as a media, the students are interested in learning and understanding how to write narrative paragraph. This can be seen by looking at the result of post-test after treatment. It indicates that the use of video-cast is also interesting for the students at SMA Negeri 1 Biromaru.

In order to develop the English teaching quality, the researcher would like to share some suggestions for the development of teaching and learning writing especially writing narrative paragraph. The researcher would like to share the suggestions for both English teacher and students.

In teaching writing, especially writing narrative paragraph teachers should apply an interesting technique or media that makes the students understand the material given and either enjoy the learning process. Before ask the students to write a paragraph, teachers should explain to the students about the object given. Therefore, if students find

difficulties in understanding the instruction given, they should ask the teacher for clearer explanation. Besides, teachers should provide some video-cast in teaching writing narrative paragraph. In order to help and make students easy to get ideas, they can arrange their ideas into paragraph. Beside, this media can break the inactive situation shown by several students. Students will be able to write a paragraph if they get more exercise about the past tense and mechanic.

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