

**IMPROVING STUDENTS' WRITING SKILL OF NARRATIVE TEXTS
BY USING SHORT VIDEOS
(A Classroom Action Research at the Eighth Grade Students of SMP Negeri 2
Temanggung in the Academic Year of 2009/2010)**

Nunun Indrasari
nununindrasari@gmail.com

Abstract

This research aims to find out whether short videos can improve students' writing skill and how far the short videos can improve students' writing skill at the eighth grade students of SMP Negeri 2 Temanggung. It is also aimed to find out the strengths and weakness of using short videos in the writing class. The approach used in this research is a classroom action research. The action research was conducted in two cycles, in which in the first cycle there were 4 meetings and in the second cycle there were 3 meetings. Every cycle consisted of four steps; planning, implementing, evaluation, and reflection. In collecting the data, the researcher used observation, questionnaires, interviews, field notes, photographs, and tests. The tests were conducted before the action (pre-test) and after the action (post-test). The researcher analyzed the mean score of each test to find out the improvements of students' writing skill after the action was conducted. The result of the research shows that there are positive improvements in either students' writing skill or the class situation during the teaching learning process. It can be seen from the result of the test which is improved, from the comparison between the pre-test conducted before the action and the post-test conducted after the action. The mean scores of the test result are 68.22 for the pretest, 75.58 for the post-test in cycle 1, and 78.31 for the post-test in cycle 2. By watching the videos, the students get the stimulus about certain topics so that they can easily construct and generate the ideas into a narrative story based on the video given. They can also arrange better paragraphs based on the generic structure of narrative text. From the t-test computation in the students' test score, it is showed that the improvement of the students writing skill by using short videos is significant. The t-test computation between the pre-test and the post-test 2 was 8.77. Meanwhile, the *t table* (*t_t*) for 34 students is 2.04. Since (*t_o*)² is higher than *t_t*, it means that there is a significant difference between the score in the pretest and post-test 2. Some strengths of using short videos in teaching writing which could improve the students' attitude towards writing in the writing class situation during the teaching learning process were: the students were more motivated in joining the writing class, the videos present the attractive moving pictures and sounds so that they got feeling of relax before they wrote their story, they paid much attention when the videos were played, they were also more confident when they were asked to write individually. However, a weakness of using short videos in writing class was a few students still got difficulties in finding appropriate words with the correct spelling.

Keywords: *writing skill, narrative text, short video*

INTRODUCTION

In teaching learning English at school there should be language practice in each language skill, including writing skill. Writing will help students master the other skills and of course in mastering English completely. Sometimes students are afraid and shy to express their ideas in speaking but they can tell what they want to say by writing it down on a paper

before speaking. Then, the students themselves or possibly the reader will understand it. While, there are still some English teachers who haven't given attention to this case completely. However, English writing, as a basic language skill for students, should get close attention.

According to Elite Olshtain in Celce (2001:207), writing as a communicative activity needs to be encouraged and nurtured during the language learner's course of study. This opinion is strengthened by Raimes who gave the reasons for teaching writing: "We frequently have to communicate with each other in writing" and "Writing reinforces grammatical structures, idioms, and vocabulary." Teaching writing is "a unique way to reinforce learning" (1983:3).

Reid also states that writing itself is a form of learning, and that writing processes and rhetorical context for writing are crucial (1993:49). So, it is obvious that writing is an essential language reinforcing skill and a crucial ability because it becomes a means of learning, discovering, developing, and refining language ability. Through writing, the students become involved with the new language, trying to express their ideas and use eyes, hand, brain constantly as a unique way to reinforce learning.

In fact, in some cases, writing tends to be a neglected area in English language teaching at school. It seems that competent writing was frequently accepted as being the last language skill to be acquired both for native speaker of the language and for foreign/second language learners at school. Teaching learning process held in a classroom is more concerned at acquiring the other skills. The researcher did preliminary class observation to find the problem in class VIII F SMP N 2 Temanggung. Based on the observation, the researcher got the data of the students' problem. The students had a problem in writing a text because they learnt writing without using a good approach and treatment. They were just asked to write a composition based on the topic that had been prepared in the text book. Sometimes, the students didn't understand a certain instruction of a text for example the generic structure of the text, purposes and the language feature of the text. Organization of the text, generating ideas, language use, content of writing, and vocabulary still become the difficulties faced by the students.

Some factors that cause the students to have low proficiency in writing are the students themselves rarely write in English and the teachers don't facilitate them well to develop their writing skill in classroom activities. The teachers tend to give the students tasks of making composition as homework to measure the students' ability since writing is considered a learning activity which spends much time when it is conducted in a classroom.

Teachers spent little or no time teaching the students how to write. They expected their students to plan and compose their assignments outside of class. It means the students have a little practice in writing at school. However, the students tend to do writing only if they have been asked by their teachers. Even, when the teachers have asked their students to make a composition outside of class, they don't do any corrections or evaluation on students' assignment in classroom. Sometimes the students only got a certain mark of their writing without knowing the strengths and the weaknesses of their compositions so that they don't know how to improve their writing to be a better one.

Another factor that causes the problem in students' writing is the motivation and interest of the students. Writing seems to be a boring activity, indicated by the responses of the students when they have been asked to write a composition.

Based on the questionnaires which had been filled in by the eighth grade students of SMP Negeri 2 Temanggung, the researcher finds out some problems dealing with writing skill:

1. There were 23.5% students disliked English writing class, 3% students greatly disliked English writing, 64% said neutral, and only 8.8% students liked English writing.
2. There were 55.6% students who still found it difficult to generate ideas into composition. Only 8.8% students agreed that generating ideas was easy. The rest students said neutral.
3. No student agreed that making a composition needs a short time. 76.47% students still needed very long time in composing paragraphs. The rest students said neutral.

Based on the questionnaires, it can be seen that the low motivation in English class, especially English writing, still occurred in the eighth grade students in SMP Negeri 2 Temanggung. They also feel that English writing is a difficult lesson.

The varieties of teaching learning English writing accomplished by the teachers also influence the students' achievements of writing. When the teachers use inappropriate or monotonous techniques in teaching writing, the students can be bored and unmotivated to learn. It directly influences the product of students' achievement of writing. Somehow, teachers play an important role in teaching learning process and responsible on the students' achievements in English. To motivate the students to think critically and creatively in facing the learning problem is also the duty of teachers.

Considering that writing is an important role in language learning, it should be given primary attention in the instructional process. In this case, it is very beneficial for English

teachers to develop their teaching learning process in such a way by helping students improve their writing skill. Here, the teachers are demanded to find an appropriate technique which is capable to meet the learner's need to improve their writing skill. In KTSP, the teachers are recommended to use the teaching methods in which the students can use the language skills in communication actively and oblige the teachers to be facilitators. The roles of being facilitators are guiding and assisting the students to take a part in teaching learning process.

There are many various techniques that can be used by the teachers to help the students in organizing the ideas and lessen their boredom in writing. The teaching learning process can be facilitated by some teaching media. Media are very important in teaching learning process. They help the teacher as a means of communication to convey the message more concretely and also motivate the students in learning English. One of the media that can be used in teaching English writing is video. The use of video in a classroom can guide the students' activities in an interesting way. Video provides information to eyes and ears, so students can see communication in action (Edge, Julian.1993:58). Video can present language in a lively way. Thus, it can increase the interest and motivation of the students. Video can also be used as a means of communication. A video sequence used in class makes students more ready to communicate in the target language.

METHODOLOGY

The method used in this study is classroom action research. In this research, the researcher aims to overcome the students' problem in improving their writing skill. The researcher collaborates with the teacher in implementing the action research. The researcher teaches writing in the implementation of the action research. She discusses with the teacher about the topic, the homework, exercises and the test items. The teacher watches and observes the teaching learning process. The practical action the researcher used is the technique using video.

This classroom action research is carried out in SMP Negeri 2 Temanggung. The subjects of this study are the eighth grade students of SMP Negeri 2 Temanggung in the academic year of 2009/2010. There are 34 students consisting 14 boys and 20 girls in class of 8-F. The research is conducted through teaching learning process in the classroom at the eighth grade students in the academic year of 2009/2010. This research is held by implementing the use of videos to improve students' writing skill in generating and organizing ideas. Therefore, this research is based on KTSP of SMP which is aimed to help

the students able to communicate in written a text correctly. The study is started from the beginning of February 2010.

In this study, the researcher uses observational and non-observational techniques for collecting action research data (Burns, 1999:79). Observational techniques is used to find out the situation of the teaching learning process when the techniques is applied and the students' responses and feeling toward learning using the technique. Observational techniques used in this research are research diaries or journals, notes or field notes and photographs. While non-observational techniques used in this research are in the form of writing tests, interviews, and open-ended questionnaires. Non-observational tools result in data that are essentially introspective, that is, they invite personal and individual accounts of events, attitudes, and beliefs. Burns adds there are two roles of observation, namely non-participant and participant observation. Non-participant observation means watching and recording without personal involvement in the research context. On the other hand, participant observation involves entering the research context and observing oneself as well as others in that context. The researcher became a member of the context and participates in its culture and activities. In this research, the researcher uses participant observation to get the data. The researcher enters the class as teacher.

There are five instruments used in this research to collect the data: notes or field notes, researcher's diaries or journals, open-ended questionnaires, photographs and writing tests.

1. Notes or field notes
2. Researcher's diaries or journals
3. Open-ended questionnaires
4. Photographs
5. Writing tests

After collecting the data, the next step of the study is analyzing the data. The data are analyzed by qualitative and quantitative data analysis.

1. Qualitative

The data of pre-research observation report, research diaries, field notes, and the photographs of teaching learning process are analyzed by constant comparative method. There are four stages of analyzing classroom research data according to Becker in Hopkins (1985:107), those are:

- a. selection and definition of concepts;
- b. frequency and distribution of concept;

- c. incorporation of findings into models;
 - d. presentation of evidence and proof.
2. Quantitative

In analyzing the test score of the written test, a statistical technique is used to find the students' mean score. The data from the test are analyzed in order to prove whether or not teaching writing using video can improve students' writing skill. In this research, the students' mean score of the post test 1 is compared to the students' mean score of the post test 2 to know whether there is an improvement of the students' writing skill.

RESEARCH FINDINGS AND DISCUSSION

Identifying the Problem

To know the condition of English teaching learning, the researcher conducted pre-observation in class VIII F of SMP Negeri 2 Temanggung before the action was done. In this pre-observation she found some problems of writing skill. The students had the problems in writing a text because they learnt writing without using a good approach and treatment. They were just asked to write a composition based on the topic that had been prepared in the text book. Sometimes, the students didn't understand about a certain instruction of a text for example the generic structure of the text, purposes and the language features of the text. The researcher 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 of SMP Negeri 2 Temanggung, the researcher found out some problems dealing with writing skill:

1. There were 23.5% students who disliked English writing class, 3% students much disliked English writing, 64% said neutral, and only 8.8% students liked English writing.
2. There were 55.6% students who still found it difficult to generate ideas into composition. Only 8.8% students agreed that generating ideas was easy. The rest students said neutral.
3. There was no student who agreed that writing a composition needs a short time. 76.47% students still needed very long time in composing paragraphs. The rest students said neutral.

After finding the problems faced by the students in English class, the researcher 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 68.22. Based on the pre-observation and pre-test conducted by the researcher, it can be identified that the writing skill of the eighth grade students in SMP Negeri 2 Temanggung was still low. It should be improved by implementing a teaching technique which can overcome the problems. In implementing the teaching learning process, the researcher used videos to improve students' writing skill. The target of this research was the improvement of students' writing skill which concerns more on the generating ideas and organization of text.

Implementing the Action Research

a. Cycle 1

Table 1. The Improvement of Students' Achievement and Learning Process at the End of Cycle 1

Data sources	Before the action	After the action of cycle 1
Observations Interviews Questionnaires	<ol style="list-style-type: none"> 1. Teaching Learning Process <ol style="list-style-type: none"> a. The students seemed uninterested when they were asked to write. b. Some students paid less attention to the teacher's explanation. c. They spent so much time in starting their task when they were asked to write. d. Some students made noise in teaching learning process. 2. Writing Skill <ol style="list-style-type: none"> a. The students got difficulties in generating ideas into the words. b. The students only made few supporting details when they made paragraphs. c. The students got difficulties in organizing the story. d. The students got stuck in a point when writing. e. The students were confused in starting their writing. f. The students got difficulties in constructing the past sentences. g. The students were lack of vocabulary, especially the past terms of irregular verbs. 	<ol style="list-style-type: none"> 1. Teaching Learning Process <ol style="list-style-type: none"> a. The students were more enthusiastic in joining writing class but still afraid when they were asked to write individually. b. When the videos were played, the students paid attention to them. c. Most students could start their task better and involved in their group actively. d. Some students still talked each other and made noise when they were asked to work in group and moved here and there in the session of joint construction. 2. Writing Skill <ol style="list-style-type: none"> a. The students could write a story in more generated ideas. b. The students could make longer paragraph with sufficient supporting details. c. The students could organize their story better. d. The students could finish their story until the end. e. The students could start their writing with some opening sentences. f. The students were still careless about grammar. g. The students were still lack of vocabulary, also in the past terms of irregular verbs.

Test	The mean score of the pre-test: 68.22	The mean score of the posttest1: 75.58
<p>The problems would be solved:</p> <ul style="list-style-type: none"> · The students' difficulties in generating ideas. · The students' difficulties in organizing texts. · The student's difficulties in constructing past sentences. · The low vocabulary mastery 		
<p>The weaknesses which still happened:</p> <ul style="list-style-type: none"> · The students' difficulties in constructing past sentences. · The difficulties in using appropriate words (the low vocabulary mastery). 		

b. Cycle 2

Table 2. The Improvement of the Students' Achievement and Learning Process at the End of Cycle 2

Data sources	After the action of cycle 1	After the action of cycle 2
Observations Interviews Questionnaires	<p>1. Teaching Learning Process</p> <ul style="list-style-type: none"> a. The students were more enthusiastic in joining writing class but still afraid when they were asked to write individually. b. When the videos were played, the students paid attention to them. c. Most students could start their task better and involved in their group actively. d. Some students still talked each other and made noise when they were asked to work in group and moved here and there in the session of joint construction. <p>2. Writing Skill</p> <ul style="list-style-type: none"> a. The students could write a story in more generated ideas. b. The students could make longer paragraph with sufficient supporting details. c. The students could organize their story better. d. The students could finish their story until the end. e. The students could start their writing with some opening sentences. f. The students were still careless about grammar. g. The students were still lack of vocabulary, also in the past terms of irregular verbs. 	<p>1. Teaching Learning Process</p> <ul style="list-style-type: none"> a. The students were more motivated and confident to write individually after watching the videos. b. Some students discussed actively about the video in their own group. c. Most students could start their task better without wasting the time and b. involved in their group actively. a. Some students focused on their task and sometimes asked questions to the c. researcher and their teacher in joint construction session. <p>2. Writing Skill</p> <ul style="list-style-type: none"> a. The students could write a story with more detailed information. b. The students could make longer paragraph with sufficient supporting details. c. The students could organize their story better from the beginning, middle, and ending. d. The students could finish their story until the end on time. e. The students could make some opening sentences in various ways better f. The students could make past sentences better and were more careful in constructing past sentences. g. The students could change the verb1 into verb2 in correct forms

		and were able to use appropriate vocabulary better.
Test	The mean score of the posttest1: 75.58	The mean score of the posttest2: 78.31
The problems would be solved: · The students' difficulties in constructing past sentences. · The difficulties in using appropriate words (the low vocabulary mastery).		
The weakness which still happened: · There were still few students who made some errors in using appropriate words.		

From the observation done in this action, the findings can be concluded as follows:

1. The positive improvement of students' attitude towards writing during the teaching learning process, indicated by the students were more motivated and confident to write individually after watching the videos; some students discussed actively about the video in their own group; most students could start their task better without wasting the time and involved in their group actively; some students focused on their task and sometimes asked questions to the researcher and their teacher in joint construction session. Meanwhile, few students still made errors in using appropriate words.
2. The improvement in students' writing skill, such as; the students could write a story with more detailed information; the students could make longer paragraph with sufficient supporting details; the students could organize their story better from the beginning, middle, and ending; the students could finish their story until the end on time; the students could make some opening sentences in various ways better; the students could make past sentences better and were more careful in constructing past sentences; the students could change the verb1 into verb2 in correct forms and were able to use appropriate vocabulary better. In short, the students could write a narrative text well. Then, the computation of the level of significance of the score (t-test) also showed that there was a significant improvement in students' writing skill. It was proved by the result of the t-test computation which was higher than the *t-table*

Discussion

Overall, the result of the research showed that there were some improvements. The findings of the results show the positive improvements in students' writing skill and students' attitude towards writing in class. By doing more practices in writing using videos, the students' writing skill has improved. They could write a story with more detailed information

based on the video; they produced longer paragraph with sufficient supporting details. The students could get the ideas and inspirations to write a narrative text after they had watched a video. The videos give them a stimulus so that they could have something to write in their paper. They could also make a story in a good organization and paragraphing according to the generic structure of a narrative text. The students could produce writing in well-organized texts consist of orientation, complication, and resolution. They start their writing with opening sentences in various ways in the beginning of the story, such as; *“One day in the morning, Pat went to the post office.”*; *“A long time ago in the jungle, lived a monkey and crocodile.”*, etc. They could use the word transition (time conjunction) to make their writing systematic from beginning until the end of the story. The short videos could guide the students to write the story in good order because they present the systematically story line from the beginning, middle, and ending. The short videos contain simple story so that they can be easily understood by the junior high school students. By watching the short videos which contain simple stories, the students can easily write a story until the end. Besides, the students could apply the appropriate tense in their writing. In this action researcher gave enough opportunity to write, the teaching learning focused more on writing skill. Through this action, the students could have more practices in writing narrative texts using videos. They could create a better writing than before including in constructing the past sentences by using simple past tense. Some videos present the narrator in past tense, so that it can help the students to use the appropriate tenses in their writing by actively viewing and listening to the videos. By the action, the students could also be able to use appropriate vocabulary. The students wrote correct spelling of the meant word in their writing. The students could also change the verb1 into verb2 in correct forms. It could be seen in the students’ worksheets in which the mistakes were fewer than before.

The class situation in learning activities before the action research was described as some students were busy with themselves, especially the students at the back. They did some other activities when starting their writing such as talking with other students, day dreaming, and drawing. The improvement of the class situation was the students were more motivated and confident when they were asked to write individually by watching the videos first. They did their writing without being asked many times and did not complain anymore. By watching the videos, the students could spend shorter time when they were asked to write and most of the students could finish their writing on time. It is because the videos could help them by presenting certain topic which can be written down. Besides, the positive improvement can be seen in the activeness of the students during the teaching learning

process. Some students discussed actively about the video in their own group after they watched the video. The students also asked questions to the researcher and their teacher in joint construction session. In other words, the students' attitude towards writing during teaching learning in the class was improved.

The results of the test also support the positive improvements; the mean score of the post-test done in the end of cycle 1 was 75.58. It increased 7.36 points from the mean score of pre-test which was conducted before the action. It could be said that there was an improvement in students' writing skill. The researcher also conducted the post-test 2 at the end of the cycle 2. The result of the post-test 2 showed the improvement in students' writing skill. The mean score of the posttest 2 was 78.31. It was better than the result of the post-test 1, 75.58. Practically, the use of short videos is an appropriate teaching technique which can be implemented in classroom. It is also implied that during the implementation of using short videos in the teaching learning process, there are some benefits for the students, which are:

1. Short videos can improve students' writing skill. Students learn about narrative text easily and enjoyably. By using the narrative short videos, they can easily know about social function and generic structure of narrative text. Videos give them stimulus about certain topics so that they can easily construct and generate the ideas into a narrative story based on the video given. They can also arrange the better paragraphs based on the generic structure of narrative text.
2. Short videos can improve the students' motivation. The videos provide various materials that attract the students' interest to join the lesson from the beginning until the end of the lesson. Therefore, during teaching learning process, they follow all of activities conducted in the class well.
3. Short videos can improve the students' self confidence in English class. Especially in writing, the students are more confident when they are asked to make a story after watching the videos because they can get some stimulus about certain topics from the video they watched.
4. Videos provide various materials which can attract the students' interest. There are so many videos with an attractive pictures and sounds. By playing the attractive videos, the students will get interest and motivation in involving actively to the teaching learning process.

Based on the discussion of the findings, the researcher constructs some theories related to the findings. The theories are presented as follows:

1. Video is able to improve student' writing skill in the aspect of generating ideas and organizing the story. According to Katchen (1995) in <http://mx.nthu.edu.tw/~katchen/professional/cartoons.htm>, short video, especially cartoon films usually tell a simple story that is easy to follow. Cartoon story usually has a simple plot that can be exploited for classroom use. By following the videos with this simple story line from the beginning into the end, the students can get easily understand about the organization of the text. On the other words, the use of short videos in classroom can stimulate the students about simple story that can be generated by them onto a paper in order to make a well-structured writing.
2. Video is able to improve students' motivation and interest towards English lesson.
3. As what has been said by Stemplesky (1990:3), children and adults feel their interest quicken when language is experienced in a lively way through television and video. This combination of moving pictures and sound can present language more comprehensively and realistically than any other teaching medium. Using video in a class can become the best thing to experience the sequence in real life.

CONCLUSION, IMPLICATION, AND SUGGESTION

Conclusion

Based on the discussion in the previous chapter, the findings of the results show the positive improvements in students' writing skill and class situation. The findings are as follows:

1. The positive improvement of students' attitude towards writing during the teaching learning process, indicated by the students were more motivated and confident to write individually after watching the videos; some students discussed actively about the video in their own group; most students could start their task better without wasting the time and involved in their group actively; some students focused on their task and sometimes asked questions to the researcher and their teacher in joint construction session. Meanwhile, few students still made errors in using appropriate words.
2. The improvement in students' writing skill, such as; the students could write a story with more detailed information; the students could make longer paragraph with sufficient supporting details; the students could organize their story better from the beginning, middle, and ending; the students could finish their story until the end on

time; the students could make some opening sentences in various ways better; the students could make past sentences better and were more careful in constructing past sentences; the students could change the verb1 into verb2 in correct forms and were able to use appropriate vocabulary better. In short, the students could write a narrative text well. Then, the computation of the level of significance of the score (t-test) also showed that there was a significant improvement in students' writing skill. It was proved by the result of the t-test computation which was higher than the *t-table*.

Based on the research findings above, the researcher concludes that teaching writing by using short videos can improve students' writing skill. They got easier in generating and organizing the ideas when they write. The videos that they watched could give the students certain topics. They could write scene by scene on the videos so that they would produce systematic writing from beginning until the end. From the computation of level of significance in the students' test score, it can be concluded that the improvement of the students writing skill by using short videos is significant. The result of the t-test shows that the value of the t-test between the pre-test and the post-test 2 was 8.77. Meanwhile, the *t table* (*tt*) for 34 students is 2.04. Since $(t_o)^2$ is higher than *tt*, it means that there is a significant difference between the score in the pre-test and post-test 2. The second point to be concluded is there are some strengths of using short videos in teaching writing which can improve the students' attitude towards writing in the writing class situation during the teaching learning process. By using the short videos in the writing class, the students were more motivated in joining the writing class. The videos present attractive moving pictures and sounds so that they got feeling of relax before they write their story. They paid much attention when the videos were played. They were also more confident when they were asked to write individually. However, there is still a weakness of using short videos in writing class. Few students still got difficulties in finding appropriate words with the correct spelling.

Generally, using short videos in writing class can improve students' writing skill and students' attitude towards writing. Somehow, this teaching writing technique is not the only thing that can improve the students' writing skill. It should be supported by the other things, such as the teacher's role in the class, the student's activeness, etc. in order to achieve the maximum result of the student's writing skill.

Implication

Based on the result's observation which is aimed to improve the students' writing skill by using short videos, the researcher concludes that teaching writing by using short

videos can improve the students' writing skill. Practically, the use of short video is an appropriate teaching technique which enables the students to share their feeling and opinion about a certain topic. Especially in writing, videos help the students in generating ideas and organizing paragraphs more easily. They can get something to say in their paper by watching the video. The videos give them stimulus about certain topics to brainstorm the students so that they can write with detailed information as what is presented in the video. By using this media, the students can easily imagine about a story which will be written down in a paper. The students can also learn more by the guidance of their teacher. Using short videos in teaching writing can also improve the students' interest toward the lesson. Videos provide interesting moving pictures and sound which is presented in harmony. The choosing of video is very important, suited by the subject of the viewer. With the suitable videos, the students will be interested in joining the lesson. In the classroom, the students were eager to join activities and actively involved in teaching learning process. So, by using short videos in teaching writing, the students' writing skill can be improved.

Suggestion

The writer would like to give some suggestions related to this research for teachers, students, institution of education, and other researchers. The suggestions can be put forward as follows:

1. To the Teachers

The English teacher, especially the teachers who teach in Junior High School, should create an enjoyable situation in teaching learning process so that the students can involve actively in class. They can use various techniques in teaching writing in order to maintain the students' interest toward the lesson. Teaching writing using video can be a good choice as a technique which can be implemented in the writing class. By doing this, the students are motivated in joining the class and are not easy to feel bored in teaching learning process.

2. To the Students

The students should have a will and high motivation from themselves first if they want to learn English. The motivation and will which come from them will lead them to be successful in studying English. Beside that, the students should also involve actively in English class and practice the English frequently. If it is done, studying English will be easy and enjoyable.

3. To the Institution of Education

The Education Institution should provide facilities and media which can support the teaching learning process. By using appropriate facilities and media in class, teaching learning process can run more effectively. It can also gain the students' interest and motivation in studying a subject at school.

4. To the Other Researcher

This research studies the implementation of the use of videos in improving students' writing skill. It is expected for the other researcher that the result of this study can be used as additional reference for further research conducted in the future in order to create a better teaching learning process. They should also do the research further to find out the weakness which still happened.

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