

USING ANIMATED VIDEO IN TEACHING WRITING

Roswita M. Aboe

English Language Education Study Program, FKIP Universitas Khairun, Ternate-Indonesia
roswitaaboe24@gmail.com

Abstract

The objective of this study was to explore the effectiveness of using animated video in teaching descriptive writing at the fifth semester students of English Education study program of Khairun University. This research employed quantitative descriptive method from which the data of the test are taken from pre and posttest. 20 respondents were chosen by purposive sampling technique to be involved in this research. The data collection technique in this study was a test prior to teach writing using animated video and a posttest after that. From the data analysis of pretest, the respondent obtained the average score of 59.58 whereas their posttest score was 76.18. The score raised 16.60 points from the first to the second test. Overall, using animated video was proved effective in teaching descriptive writing at the fifth semester students of English education study program.

Keywords: *Animated video, teaching, writing descriptive Text*

INTRODUCTION

Writing is a productive skill in learning a language. It is a process of communicating that set forth in written on the contrary to speaking. Writing involve thinking process as what the alteration of thoughts and ideas are set together in a piece of paper with good grammatical and proper organization (Brown, 2001: 336)

While speaking may put less into accuracy, writing on the other hand required it as a top priority besides coherence, and logic. Those three aspects will form clarity between one sentence to another, between paragraphs and thus it formed a reasoning and integral text of a discourse.

Writing, in principle, has the objectives of expressing ideas and conveyed it to the readers. Thus these ideas can also be said as one of the important aspects in writing (Ur, 1991: 70).

Descriptive, recount, narrative, procedures, anecdote are among the text of many forms of writing. As the various forms suggest, they are different in function, generic structure and language features. To master those types of writing is a requirement for students who learn English. Students can start writing by using their sensory experience and that is the type of descriptive text. Description related to how something looks, sounds, taste or things that visually experienced and involve perception (Kane, 2005:351). Descriptive text is intended to describe a particular person, place or thing. The schematic structure of descriptive text is divided into two: Identification and Description.

Writing can be considered as challenging skills, as most of the students assumed that less practice may hinder them to write properly. This situation experienced by students of fifth semester involved in this research. When given the time to write, most students can not plan well even though they comply the writing test. And therefore, this research was conducted to present an animated video in teaching descriptive writing. In the process of teaching, it followed the procedure of writing. Those are pre-writing, planning, writing and revising draft and finalizing (Hogue, 1988: 16-20). There are many methods to teach writing but for this analysis the writer applied an animated video with the title "The Present" an English short film that apparently famous for it contains moral lesson. The animated video was taken based on several considerations and participants can develop their ideas through story, conflict, dialog, plot or characters (Manser,

2000). Since the film or video present vivid animation, colors, sounds, expressions, stress or intonation in the communication of the characters (Arsyad, 2006), it is easy for viewer to retell again what they have seen in the movie. And besides, students will enjoy more the activity of learning. As this research intended to study the use of animated video in teaching writing, the formulation of the problem is: does animated movie effective in teaching descriptive writing?

RESEARCH METHOD

The research applied quantitative descriptive method. Quantitative was research methods that are based on the philosophy of positivism, was used to examine the population or a particular sample, the technique was generally carried out at purposive sample, using a data collection instrument of research (Sugiyono, 2010). The quantitative design tends to measure students result of writing and then described the analysis descriptively. The population was the fifth semester students of English education study program of Faculty of Teachers Training and Education at Khairun University and they have passed the subject of advanced Writing. The sample was 20 students taken purposively for this analysis. The instruments used to collect the data consist of animated video as main instrument, and students' assignment papers in which they were asked to produce a descriptive text firstly without video to gather their comprehension of descriptive text. And final test was collected from students writing after watching the video animated. Both tests of pre and post were assessed by using descriptive formula as follow :

$$\text{Score} = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$

The score obtained was assessed from Content, Organization, Grammar, Vocabulary and Mechanic. The rubric was described in the following table

Aspect	score	Performance description	Weighting
Content (C) 30% -Topic -Details	4	The topic is complete and clear and the details are relating to the topic	3x
	3	The topic is complete and clear but the details are almost relating to the topic	
	2	The topic is complete and clear but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	
Organization (O) 20% -Identification -Description	4	Identification is complete and description are arranged with proper connectives	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and description are arranged with few misuse of connectives	
	1	Identification is not complete and description are arranged with misuse of connectives	
Grammar (G) 20% -Use Present Tense -Agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and word form	1.5x
	3	Few misuse of vocabularies, word form, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word form and not understandable	
Mechanics (M) 15% -Spelling -Punctuation -Capitalization	4	It uses correct spelling, punctuation, and capitalization	1.5x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

Brown (2001)

FINDING AND DISCUSSION

The purpose of analyzing students writing result was to find out their comprehension and as to whether animated video is effective in the use of teaching descriptive writing. Below are the students writing result from pretest and posttest. The result was assessed by conforming to the five criterias of descriptive writing by Brown (2001). Data then presented in the table below:

Table 1. Students Pretest and Posttest result

No	Respondent Initial	Pretest	Posttest	Gain
1	NQ	60	82.5	22.5
2	WM	61.5	82.5	21
3	SJ	50.5	78	27.5
4	MH	60	75.8	15.8
5	RN	70	82.5	12.5
6	ET	71.5	82.5	11
7	YS	61.5	78	16.5
8	WW	62.5	75.5	13
9	NZ	60	68.8	8.8
10	SH	45	57.5	12.5
11	MK	67.5	82.5	15
12	UK	67.5	76	8.5
13	FM	61.5	67.5	6
14	TIS	45	66.3	21.3
15	LO	50	70	20
16	SR	60.5	75	14.5
17	MY	61.5	82.5	21
18	WA	60	82.5	22.5
19	AML	55	78.8	23.8
20	MF	60.5	78.8	18.3
Total		1191.5	1523.5	332

$$p = \frac{f}{n} = \frac{1191.5}{20} = 59.58$$

The average pretest score obtained was 59.58

$$P = \frac{f}{n} = \frac{1523.5}{20} = 76.18$$

The average posttest score obtained was 76.18

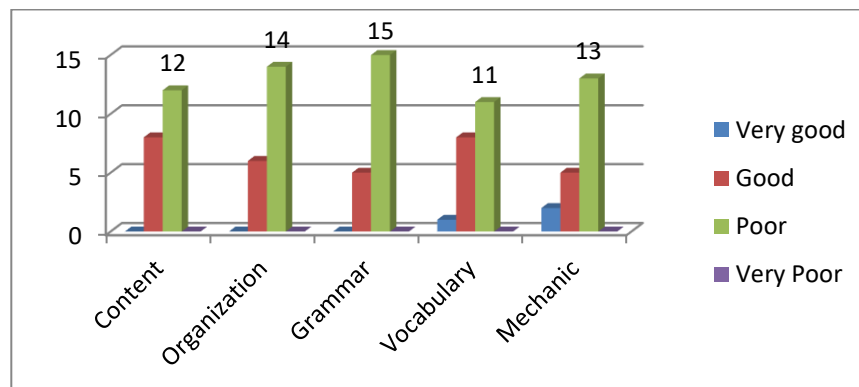


Chart 1. Students overall result of writing aspect in pretest

The above chart showed students writing result which conform to content, organization, grammar, vocabulary and mechanic. The chart expressed that most students have poor skill in all aspects of descriptive writing in the pretest. Although some have good score in each of the categories.

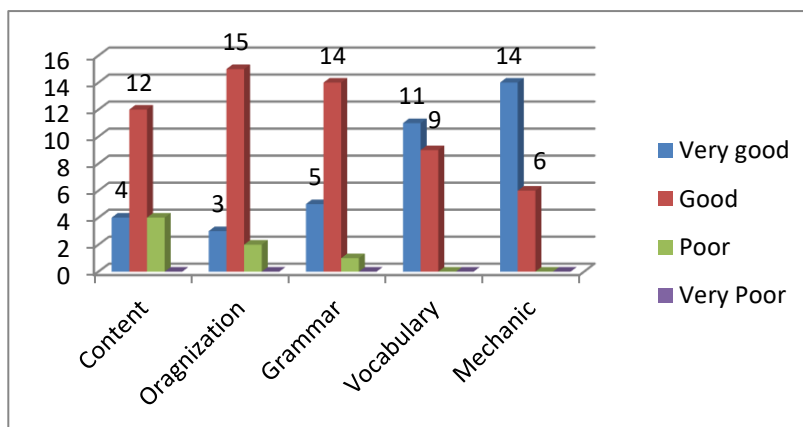


Chart 2. Students overall result of writing aspect in posttest

Chart 2 showed students overall result in writing, and it explained that most students have good skill in writing descriptive text of all aspects, and some are very good in vocabulary and mechanic.

Although the result of the posttest was not significantly show the highest score of the students, using animated video can facilitate students to express their ideas, able to build a good descriptive discourse, use proper organization, grammar and various vocabularies. They also have good ability in using mechanic in writing. The role of teachers to design and chose proper materials in teaching was also play a greater role in the success and enjoyment of the teaching and learning process. Animated video is also considered effective to teach English especially as it has been proved in teaching speaking, listening and also descriptive writing.

CONCLUSION

There has been explained elsewhere that using animated video assisted the teaching and learning process especially teaching descriptive writing. Thus these studies suggest that animated video can be used as media in teaching English especially writing. The comparison test result from pre and posttest explained that animated video facilitated the effective way teaching descriptive writing

REFERENCES

- Arsyad, Azhar. 2006. *Media Pembelajaran*. Jakarta: PT. Raja Grafindo Persada.
- Brown, Douglas. H. (2001). *Teaching by Principles. An Interactive Approach to Language Pedagogy*. (2nd ed). New York: Addison Wesley Longman, Inc.
- Heinich, R. Et al. (2002). *Instructional Media and Technologies for Learning*. (7th ed). New York: Macmillan Publishing Company.
- Kane, T, S., 2000. *The oxford: essential guide to writing*. The Berkley Publishing Group: New York
- Mary, K. Kane, T, S., 2000. *The oxford: essential guide to writing*. The Berkley Publishing Group: New York
- Kane, T, S., 2000. *The oxford: essential guide to writing*. The Berkley Publishing Group: New York
- Kane., T.S (2005). *The Oxford: Essential Guide to Writing*. The Berkley Publishing Group: New York

- Manser, H. Martin. 2000. *Oxford Learner's Pocket Dictionary*. New York: Oxford University Press. New Edition.
- Oshima, A. and Hogue, A. (1988). *Introduction to Academic Writing*. New York: Addison- Wesley Publishing Company, Inc.
- Ur, Penny. (1991). *A Course in Language Teaching*. English Teaching Forum. Vol.XXV No: 56. Cambridge: Cambridge University Press.
- Oshima, A. and Hogue,A. (1988). *Introduction to Academic Writing*. New York: Addison- Wesley Publishing Company, Inc.
- Sugiyono, 2010. *Metode Penelitian kuantitatif Kualitatif dan R & D*. Bandung: Alfabeta.
- The Present – Official, 7 Februari 2016 <https://www.youtube.com/watch?v=WjqIU5FgsYc>. Accessed on 20 May 2021