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## Improving Students Writing Skill Through Short Video : A Classroom Action Research

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**Abstrak**-Penelitian ini bertujuan untuk meningkatkan kemampuan menulis Descriptive Text dalam keterampilan menulis dalam bahasa Inggris melalui tehnik video pendek. Penelitian ini dilakukan dengan menggunakan Penelitian Tindakan Kelas (PTK). Subjek penelitian ini adalah siswa kelas VIII MTs Fathul Ulum Pandanharum, Gabus, Grobogan pada tahun pelajaran 2021/2022 yang berjumlah 23 siswa. Tujuan penelitian ini adalah untuk meningkatkan kemampuan menulis teks deskripsi dalam keterampilan menulis siswa dalam bahasa Inggris melalui tehnik video pendek di kelas VIII MTs Fathul Ulum Pandanharum, Gabus, Grobogan. Penelitian ini dilaksanakan dalam dua siklus yang masing-masing terdiri dari perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Data dikumpulkan melalui data kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa terdapat peningkatan keterampilan berbicara siswa. Rata-rata dari pre-test adalah 56,85. Rata-rata siklus 1 adalah 60,15. rata-rata siklus 2 adalah 68,2. Hal ini menunjukkan bahwa skor dan mean pada siklus II lebih baik dari pada siklus I. Dengan kata lain, kemampuan berbicara siswa meningkat dan menjadi baik pada pertemuan pertama hingga pertemuan berikutnya. Berdasarkan hasil dari penelitian yang dilakukan, dapat disimpulkan bahwa pembelajaran menggunakan tehnik video pendek dapat membantu meningkatkan kemampuan menulis siswa terhadap penulisan teks deskripsi.

**Kata kunci**- Media video pendek, Teks Deskripsi, Keterampilan menulis siswa.

**Abstract**-This study aimed to improve the ability to write descriptive text in writing skills in English through short video techniques. This research was conducted using Classroom Action Research (CAR). The subjects of this study were students of class VIII MTs Fathul Ulum Pandanharum, Gabus, Grobogan in the academic year 2021/2022, totaling 23 students. The purpose of this study was to improve the ability to write descriptive text in students' writing skills in English through short video techniques in class VIII MTs Fathul Ulum Pandanharum, Gabus, Grobogan. This research was carried out in two cycles, each of which consisted of planning, implementing action, observing, and reflecting. Data were collected through quantitative and qualitative data. The results showed that there was an increase in students' speaking skills. The mean of the pre-test was 56.85. The average of cycle 1 is 60.15. the average of cycle 2 is 68.2. This shows that the score and mean in cycle II are better than in cycle I. In other words, students' speaking skills increase and become good at the first meeting until the next meeting. Based on the results of the research conducted, it can be concluded that learning using short video techniques can help improve students' writing skills in writing descriptive text.

**Keywords**- Short video media, Description Text, Students' writing skills.

## INTRODUCTION

Writing is an activity and at the same time the skill of expressing or expressing ideas or thoughts through writing channels. Therefore, it can be said that writing is a series of processes that start from thinking about the ideas that will be conveyed to the reader to determining how to express or present these ideas in a series of sentences (Mustofa, 2000). Writing is also a creative process of transferring ideas into written symbols (Semi, 1995).

Writing activities are very important to do for several reasons, including: 1) increasing intelligence; 2) develop the power of initiative and creativity; 3) cultivate courage; and 4) encourage the willingness and ability to collect information (Suparno and Yunus, 2007). Based on experience and observations in class, it was found that writing was something that was less desirable and did not get a good response from students. The students seemed to have difficulty when they had to write a descriptive text, they didn't know what to do when the writing lesson started. The students sometimes have difficulty in finding the first sentence to start a paragraph, afraid of being wrong, afraid of being different from what the teacher has instructed. This causes many students who have not reached the Minimum Completeness Criteria (KKM), which is 75.

Another trend that occurs is the pattern of learning to write in the classroom which is developed in a very structured and mechanical way, starting from determining the topic, making an outline, determining the main idea of the paragraph, main sentence, explanatory sentence, correct use of punctuation and so on. This pattern is always repeated every time learning to write. The pattern is not false, but the pattern becomes less meaningful if applied without a variety of strategies and other techniques. As a result, learning time is also taken up for these activities, while writing activities that are actually not carried out or just become assignments at home. Writing activities like this for students become a procedural activity and look unattractive. The above problems also occur in learning essay text material in class VIII MTs FATHUL ULUM Pandanharum Gabus Grobogan in Academic Year 2021/2022, based on this problem, the researcher does an innovative one in learning to write descriptive text, so that students are able to achieve the Minimum Completeness Criteria (KKM) which is 75 and make learning more fun namely by using one of the learning media, namely a short video.

The use short video media in learning is a tool that can help students to make it easier to understand the technique write descriptive text. Through the medium of short video these, students will have a clear picture focus more on events that have watched. In junior high school, writing is one of the skills that are tested in English subjects. Students' abilities are honed by writing assignments given by the teacher. For example, writing a description of a place or writing an experience story in the form of a free essay. However, sometimes there are still students who have not mastered it. The problem that exists in class VIII MTs FATHUL ULUM Pandanharum Gabus Grobogan in Academic Year 2021/2022 is the lack of skill of students in writing descriptive text. Therefore, this study aims to improve students' writing skills through short video, then students are asked to describe what is in the video. The short video technique is one of the breakthroughs to overcome the problem in the weakness of writing that is experienced by many students in several schools. The short video

technique includes methods for enriching vocabularies and phrases for students that can be directly heard and viewed on the video screen.

With the short video technique hopefully can attract students in improving their writing skills. This research is conducted to describe how the short video technique is implemented to improve the writing skill of Eighth Grade Students of MTs Fathul Ulum Pandanharum Gabus Grobogan in the Academic Year of 2021/2022. This research finding would give benefits for students: This research can be used to help students enhance their writing skills; especially, describing an event through short video technique. For English Teacher : This research helps the teacher teach writing skills through short video technique.

And for other researchers: This research can be one of the more significant relevant research to other researcher in the same field.

## METHODE

Teaching and learning centers provide an array of programs and services to assist the instructor who is struggling or the excellent teacher looking for something new. The pedagogical tools suggested can range from collaborative group work to problem-based learning to on-line instruction (Nilson, 1998). The dilemma facing the individual instructor is choosing from a myriad of teaching strategies to use in a particular classroom situation. Factors such as class size, content area, and student demographics play a role. The instructor own skills and style are also critical factors.

Classroom Action Research (CAR) is systematic inquiry with the goal of informing practice in a particular situation. CAR is a way for instructors to discover what works best in the iron classroom situation, thus allowing informed decisions about teaching. CAR occupies a midpoint on a continuum ranging from teacher reflection at one end to traditional educational research at the other. It is more data-based and systematic than reflection, but less formal and controlled than traditional educational research. Instructors use data readily available from their classes in order to answer practical questions about teaching and learning in their classrooms. Further CAR integrates the two faculty roles of teaching and scholarship and is one form of the scholarship of teaching and learning (Cross & Steadman, 1996). Methods of conducting classroom action research projects are diverse, and easily mastered by faculty from any discipline.

The researcher also acts as the teacher in class. In the implementation of Classroom Action Research (CAR), the researcher saw that the students' writing skills were still lacking, so it was necessary to conduct research as an effort to improve students' writing skills. Researcher prepare tools in learning as an effort to improve students' writing skills. The research was conducted with collaborators in the classroom who played a role in taking notes during the study as a reflection for the researcher.

Kongmany (2009) defines observation as a technique that involves systematically selecting, watching, and recording behavior and characteristic of living beings, objects, or phenomenon. There are two types of observation; participant observation and nonparticipant observation. Participant observation means that the observer takes part in the situation he or she observes. Non-

participant observation means that the observer watches the situation, openly or concealed, but does not participate. Abawi (2013) says that interviews consist of collecting data by asking questions which can be collected by listening to individuals, recording, recording their responses, or a combination of methods. There are four types of interviews; structured interviews, semi-structured interviews, in-depth interviews, and focused interviews. So, the researcher also interviewed the English teacher and students to find out the responses to the techniques and suggestions.

Finally, the researcher used students' evaluation of writing skills to determine the improvement of students' writing skills before and after the application of the technique. According to Gulo, Research Instruments are written guidelines about interviews, or observations, or list of questions, prepared to obtain information. Instrument it is called observation or interview guide or questionnaire or guide documentary, according to the method used (Gulo, 2000). Instrument is a tool or the facilities used in research collect data so that research is carried out more easily and the results are better, so they are easy to process (Arikunto, 2006).

In this study, the researcher used classroom observations, observation checklists, interviews, and evaluation of writing skills. First, the researcher used classroom observation to record the process of teaching and learning activities. Here the collaborator can make several notes related to the teaching and learning process that can be considered by researchers after the teaching and learning process is complete. Based on class observations, researchers and collaborators discuss the problems found during the implementation of the action. In addition, they can see the progress of students. Second, the researcher uses a checklist of observations of how the researcher teaches and applies the proposed technique. This can be done by giving solid answers to the statements given that describe the teaching and learning process. Third, the researcher obtained quantitative data through the evaluation of students' writing skills. There are two tests when the researcher conducts the research; namely pre-test and post-test. Researchers used a pre-test before the implementation of the action and post-test after the implementation of the action. . The technique in obtaining data that the researcher applies here is through observation, interviews and also tests that have been prepared. (1) *Observation* The researcher observes the teaching and learning process in VIII Class including their responses and problem that appear during implementing the technique and students' improvement in writing skills in the following research. The researcher uses field notes and observation checklist to record all of them. (2) *Interview* The researcher conducted interviews with English teachers at the school, collaborators, and also students to find out what their responses and suggestions were regarding the application of the technique carried out by the researcher. (3) *Test* The researcher tested the students to find out whether their writing skills improved before and after using the short film discussion technique. The test will be conducted twice, namely pre-test and post-test. To test the students' writing ability, the researcher asked them to explain through writing, especially in descriptive text based on the given topic.

## FINDING AND DISCUSSION

The researcher identified the problems that occurred in the teaching and learning process; especially teaching writing before conducting the actions. The

researcher conducted the research by observing the teaching and learning process to know the students' problem in writing. The researcher strengthened the findings by holding interview both to the students and English teacher. Then the problems would be selected and chosen to be overcome. This section presents the qualitative and quantitative data collected during the research. Qualitative data relates to the general findings found in each cycle, while quantitative data relates to the presentation of the results of students' writing skills in the pre-test, cycle I, cycle II, and post-test. The findings of applying short video techniques to improve students' writing skills are presented below. (1) *Cycle I*. He mentioned that there are three aspects of speaking. These are vocabulary, structure, and grammar. First about vocabulary. Faced with the former, some students were able to develop new relevant vocabulary or words into good sentences. The second is about structure. Dealing with this second, some students were able to write sentences correctly. The third is about grammar. Dealing with the third one, some students are able to write sentences with good structure and grammar. (2) *Cycle II*. The researcher mentions that there are three aspects of speaking. These are vocabulary, structure, and grammar. First about vocabulary. Dealing with the former, some students were able to develop relevant new words in sentences impressively. The second is about structure. Dealing with the second, there are some students can write descriptive text using new words easily. They also state and support the idea clearly. The third is about grammar. Dealing with this third one, some students were able to write sentences using new words well. (3) *Increasing students' writing skill scores*. In addition to qualitative data, the researcher showed the students' speaking scores from the pre-test, Cycle I, Cycle II, and post-test.

**Table 1 : The Complete Score of the Students  
(Pre-Test, Cycle I, Cycle II, and Post-Test)**

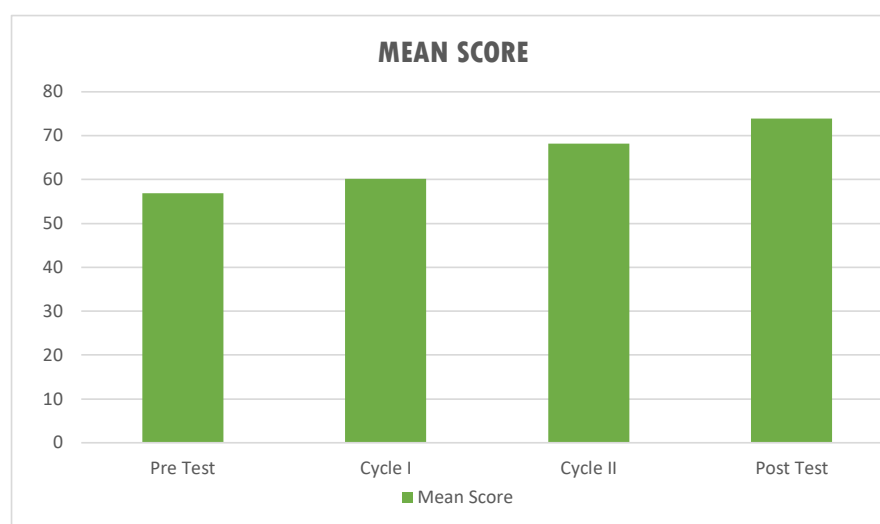
No.	Name	Pre-test	Cycle I	Cycle II	Post-test
1.	Afanda putra	55	60	68	75
2.	Ahmad Bisri	54	58	64	76
3.	Andika Surya S.	56	66	70	78
4.	Bella Oliviya	60	63	70	72
5.	Elvina Shelly N.I	60	62	67	73
6.	Fadhillah Mukti	60	61	68	73
7.	Felicia Arfanabela	60	63	70	72
8.	Gos Rama Aulya	61	61	69	74
9.	Hanik Silfiani	55	57	66	75

10.	Isma Alfi Zahra R.	51	59	67	73
11.	Khoirun Ni'mah	60	62	68	76
12.	Lulu Atunnafisah	60	62	69	77
13.	M. Alif Nur Syafa	56	58	68	75
14.	Muhammad Idris	54	56	68	74
15.	M. Ahsanul Labid	60	62	70	72
16.	Mumtazul Khozy A.	58	60	72	76
17.	Nabilla Aulia P.	55	60	67	70
18.	Nuro Arinal Haq	58	60	67	71
19.	Rayhandika	50	58	68	70
20.	Risza Nur Qoni'ah	60	62	70	75
21.	Siti Maymunah Toenazfiah	59	60	67	72
22.	Wulandari	55	57	69	76
23.	Zahrotus Syifa	51	55	68	74
		<b>56,85</b>	<b>60,15</b>	<b>68,2</b>	<b>73,85</b>

**The results are :**

<b>Pre-test</b>	56,85
<b>Cycle I</b>	60,15
<b>Cycle II</b>	68,2
<b>Post-test</b>	73,85

Based on table 4.6, the researcher obtained the score from the accumulation of each aspect in writing skill from pre-test to post-test. In pre-test, the mean score was 56.85. In cycle I, the mean score was 60.15. So, it increased 3.3. In cycle II, the mean score was 68.2. This was much higher than cycle I and pre-test. It also kept increasing in cycle II in which the mean score was 68.2. . To sum up, the researcher presented the improvement made by the students in each cycle in the following chart.

**Chart 1 :The Students' Mean Score From Pre-test Until Post-test**

The researcher analyzed the results of cycle I and cycle II to find out how the use of video discussion techniques increased students' writing creativity in writing descriptive text skills in class VIII MTs Fathul Ulum Academic Year 2021/2022. This will be presented below.

In cycle I, students made improvements to their writing skills. First, most of them are excited to find new words from the readings in their books. That is, they are able to organize and write new words. Their vocabulary mastery also increases. They can apply the correct structure and grammar in writing. However, many students still have difficulty in correcting words into complete sentences. In addition, they also forget how to connect one word to another. Some students can do this, but some others still make mistakes.

In cycle II students made improvements to their writing skills which were still lacking in cycle I. Students were able to arrange new words in sentences well, and were also able to describe things easily. By using video discussions, students can write according to the words they find in videos and also reading books so that they can start writing descriptive texts easily to sort word by word. In addition, they use correct structure, vocabulary, and grammar in writing. This means that they are actively working on tasks in groups or individually. They also have the motivation and confidence to write better once they know the short video discussion technique.

In conclusion, the implementation of use of short video discussion technique could improve the students' writing skill of grade VIII students at MTs Fathul Ulum. The actions conducted during holding the research could improve the students' motivation and attention.

## CONCLUSION

The purpose of this study is to inform how short video techniques can improve students' writing skills in Class VIII MTs Fathul Ulum Academic Year 2021/2022. Based on the data collected in this study, the researcher concludes;

a. That the short video technique improves students' writing skills. It helps them generate their ideas, and improves their vocabulary mastery.

During the first cycle, the researcher found that the short video technique had shown results. First, most of them are eager to write new words and make descriptive text better than before. This means that they are able to compose and form sentences. Their vocabulary mastery also increases. They can apply the correct structure and grammar in writing. In addition, the researcher showed that the students' scores improved much better than the pre-test. The average score in the first cycle is 60.15

In the second cycle, students made improvements to their writing skills which were still lacking in Cycle I. Students were able to make several sentences and texts using new words well. By using the video technique, students can make several sentences using new words by watching the video. They can take notes to write down the new words they see and hear on the video. In addition, they use the correct structure and vocabulary in writing sentences. The researcher found that the average score of the students in the second cycle increased much better than the first cycle. The average score was 68.2.

b. The students interaction is very good. During the research activity, the students were very enthusiastic and showed improvement in their writing.

Besides on the questionnaire that has been given by the researcher and also seeing the responses given by the students during the learning activities, the students showed an improvement from each meeting. Students are more enthusiastic and like the learning system that is applied.

In conclusion, the film discussion technique helps students improve their writing skills and their motivation towards the teaching and learning process. This helps them generate their ideas to make sentences using new words. In addition, their motivation and attitude towards the teaching and learning process increased. They can focus on the lesson.

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