ENHANCING THE WRITING ABILITY THROUGH GUIDED QUESTIONS IDENTIFICATION TECHNIQUE BY USING VIDEO CLIPS

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ABSTRACT

This research is based on the students' problem regards English, especially in writing. Writing is one of the language skills that should be taught besides the other skills. Based on the curriculum of senior high school recommended by government, there are some texts which have to be mastered by the students at senior high school. One of texts is descriptive text. Descriptive text is the text which describes something, someone, situation and etc. In learning descriptive text the students may have difficulties to express their ideas because they not know how to start and end the paragraph. Therefore, in the writing teaching and learning process needed a good technique and media that researcher interested namely guided questions identification technique by using video clips. Then, the objective of the research is to find out whether or not guided questions identification technique by using video clips able to enhance the writing ability at the tenth year students of SMA Negeri 7 Pinrang. In this research the researcher applied quasi-experimental design, that consisted of experimental class and control class. The population was the tenth year students of SMA Negeri 7 Pinrang. The samples were drawn by using cluster random sampling technique that consisted of 57 students which were class X_2 as an experimental class and class X_1 as control class. The data were acquired by using writing test. The writing test was applied in pre-test and post-test. The data required for writing test was analyzed by using t-test and percentage technique. The result of the data analysis shows that the students' writing mastery enhanced. It was shown by the mean score of pre-test is 56.28 and the post-test is 72.14. It shows that through guided questions identification technique by using video clips can enhance the students' writing ability at the tenth year students of SMA Negeri 7 Pinrang significantly. After analyzing the data by using the test formula, the result of t-test value in post-test is 2.648 and t-table value is 2.004. It means that the t-test value 2.648 is higher than t-table value 2.004. It indicates that H_1 was accepted and H_0 was rejected and the students who were taught through guided questions identification technique by using video clips are better than the students who were taught through clustering technique by using video clips.

Keywords: Guided questions identification, video clips, writing ability.

ABSTRAK

Penelitian ini didasarkan pada masalah siswa berkaitan dengan kemampuan menulis siswa. Menulis merupakan salah satu keterampilan bahasa inggris yang harus diajarkan disamping keterampilan yang lain. Berdasarkan kurikulum sekolah menengah atas yang direkomendasikan pemerintah ada beberapa teks yang harus dikuasai oleh siswa SMA. Salah satunya adalah teks deskriptif. Teks deskriptif adalah teks yang menggambarkan sesuatu, seseorang, situasi dan lain-lain. Dalam mempelajari teks deskriptif kebanyakan siswa memiliki kesulitan mengungkapkan pendapatnya karena mereka tidak tahu bagaimana memulai dan mengakhiri paragraf. Oleh karena itu, dalam pengajaran menulis dan proses pembelajaran membutuhkan suatu teknik dan media yang tepat sehingga peneliti tertarik yakni teknik pertanyaan identifikasi terarah dengan menggunakan klip video. Selanjutnya, tujuan dari penelitian ini adalah untuk mengetahui apakah teknik pertanyaan identifikasi terarah dengan menggunakan klip video dapat meningkatkan kemampuan menulis siswa kelas sepuluh di SMA Negeri 7 Pinrang. Dalam penelitian ini peneliti menerapkan desain kuasi-eksperimen, terdiri dari kelas eksperimen dan kelas kontrol. Populasi penelitian adalah siswa kelas sepuluh SMA Negeri 7 Pinrang. Sample penelitian dipilih dengan menggunakan teknik pengacakan sampel yang terdiri dari 57 siswa dimana kelas $X._2$ sebagai kelas eksperimen dan kelas $X._1$ sebagai kelas kontrol. Data penelitian diperoleh dengan menggunakan tes menulis. Tes menulis diterapkan pada pre-test dan post-test. Data yang diperoleh dari tes menulis dianalisa dengan menggunakan t-test dan teknik persentase. Hasil analisis data menunjukan bahwa kemampuan menulis siswa yang meningkat secara signifikan. Hal ini dibuktikan dengan nilai rata-rata di pre-test 56.28 dan di post-test 72.14. Hal ini menunjukan bahwa melalui teknik pertanyaan identifikasi terarah dengan menggunakan klip video dapat meningkatkan kemampuan menulis siswa kelas sepuluh SMA Negeri 7 Pinrang dengan signifikan. Setelah menganalisa data dengan menggunakan rumus uji, hasil dari nilai t-test pada post-test adalah 2.648 dan nilai t-table 2.004. Ini berarti nilai t-test 2.648 lebih tinggi dari nilai t-table 2.004. Ini menunjukan bahwa H_1 diterima dan H_0 ditolak dan siswa yang diajar melalui teknik pertanyaan identifikasi terarah dengan menggunakan klip video lebih baik dari siswa yang diajar melalui teknik pengerumunan dengan menggunakan klip video.

Kata kunci: Pertanyaan identifikasi terarah, klip video, kemampuan menulis.

Introduction

English was an international language, which was used in our country as the foreign language. To make English become more familiar in our country, English was selected as a compulsory subject in our educational system starting from junior high school until university level. In learning English, the students have to master four English skills: listening, writing, speaking and reading and the elements are pronunciation, structure, and vocabulary. Among other skill, writing is one of the important skills. As supported by Warschauer (2010:3) argued that writing can be an effective tool for the development of academic language proficiency as learners more readily explore advanced lexical or syntactic expression in their written work. It is a skill which is used to

communicate indirectly, without meeting interaction. In this study, the researcher focused his attention on one of the skills, namely writing.

Writing is a complex activity since it requires students comprehensive abilities such as mastering grammar, vocabulary, and punctuation. As cited from Jozsef (2001:5) stated that writing is among the most complex human activities. In addition, Fujieda (2012:22) argued that writing is a process of memorizing grammatical structures and constructing accurate sentences rather than one of the practical ways of communication. It can be concluded that writing is an activity that is needed expressing something by thinking that purpose to communicate information.

Writing has been an important skill, but the students usually get some difficulties in writing. the researcher had done an observation at the tenth year students of SMA Negeri 7 Pinrang and found that the writing ability of the students is still low. They still had much difficulty, they get difficulties to express their ideas because sometimes they want to write but they not know how to start a paragraph and end the paragraph till making their writings are a problem especially in content and organization. These things make them frustrated and lose their motivation to learn. Therefore, to build their motivation and help their problem in learn, the researcher suggested giving an interesting technique like guided questions identification by using a learning media namely video clips.

According to Eriselda (2015:160) stated that videos clips are defined as texts combining different modalities, such as words, images, sounds, and/or music. While according to Moore and Filling (2012:11) stated that video clips are an innovative way for writing instructors to utilize technology to provide personalized feedback to students. In addition, Coffey (2014:88) says that video clips are regarded as a tool that can help teacher education students develop the ability to notice what is occurring in the classroom.

Based on the explanation above the researcher concluded that video clips are one kind of audiovisual media or a short video such as words, sounds, image, music, etc. it will be very useful in teaching learning process and especially of this research that is writing learning process. But using video clips to enhance writing ability of the students is not enough, the researcher also proved a technique such as guided questions identification.

Guided questions identification is some question from the teacher to students based on the topic. According to Traver (1998:1) stated that guided questions are a basic question that directs the search for understanding. Besides that Muhayyinah (2012:12) say that guiding question can be defined as questions that mentally effect and lead the students' idea to find the whole things that are questioning the teacher.

Based on the explanation above the researcher concluded that guided questions are a technique that uses by the teacher for teaching English in which the teacher gives some questions to the students applied to a topic in teaching writing and finally the researcher labeled namely guided question identification. So after students watch video clips, then they gave guided questions identification from the teacher about the contents of the video. Considering with this study, the teacher might use video clips as learning media and guided questions identification as a technique to enhance students writing ability.

The objective of the research is to find out whether or not guided questions identification technique by using video clips able to enhance the writing ability of the students. In order to assess whether or not guided questions identification technique by using video clips able to enhance the writing ability of the subjects participating in the experimental group of this study, the following problem statement was formulated. Is guided questions identification technique by using video clips able to enhance the writing ability at the tenth year students of SMA Negeri 7 Pinrang ? To answer the research question, the following hypotheses were formulated. Null Hypothesis (H_0), the writing ability of the students who are taught through guided questions identification technique by using video clips has no significance. Alternative Hypothesis (H_1), the writing ability of the students who are taught through guided questions technique identification by using video clips has significant.

Method

In this research the researcher applied quasi-experimental design, that consisted of experimental class and control class. Both of the students' class were given treatment as follow : in experimental class was gave treatment through guided questions identification by using video clips while in control class was gave treatment through clustering by using video clips to enhance the writing ability. The population of this research was the *tenth year students of SMA Negeri 7 Pinrang in academic year 2016/2017* which consisted of

seventh class (196 students). The sample was chosen by using cluster random sampling, two classes were taken; X.2 consist of 28 students as an experimental group and X.1 consist of 29 students as a control group. The total number of the sample are 57 students.

Further, the instrument of this research was the writing test (considering the five components of writing) that was applied in pre-test and post-test for experimental class and control class. Both of class was asked to make a descriptive text that was limited for minimal 150 to 200 words within 80 minutes, which was appropriated with generic structure of the descriptive text; namely identification, and description and conclusion. The pre-test was the writing test given before treatment to know their ability in writing. The post-test was given after treatment to find out the students achievement. In this research, additionally, the data were collected after giving instruments of collecting data to the students. The data were analyzed through quantitative analysis.

Result and Discussion

In this research, the researcher applied quasi-experimental research with two group pre-test and post-test design. Therefore, the researcher gave treatment for two classes: experimental and control class. In experimental class, the researcher started the activities by checking the students' attendance list and describing the instructional objectivities that would be achieved. The researcher introduced and explained material to the students. Then, the researcher gave an example guided question identification and played the video clip. After that, the researcher asked the students to get the point of the video clip. The researcher also asked students to write a descriptive text through guided questions identification. During teaching process, the students seemed easy to write their ideas by seeing the video clip because they directly see the object which will be made the written.

In control class, the researcher started the activities by checking the students' attendance list and describing the instructional objectivities that would be achieved. The researcher introduced and explained material to the students. Then, the researcher gave an example of clustering and played the video clip. After that, the researcher asked the students to get the point of the video clip. The researcher also asked students to write a descriptive text through clustering. The students in the experimental class were taught through guided question identification by using video clips and the students in control class were taught through clustering by using video clips.

After giving treatment, the writing achievement of the students both in experimental class and control class are enhancing. However, the enhancement is different. It was showed by the mean score in experimental class become 72.14 while in the control class become 56.28. Most of the students in the experimental class are classified in good classification after getting treatment through guided questions identification technique by using video clips, whereas most of them were in average classification before getting treatment. Therefore, it can be concluded that through guided questions identification technique by using video clips can enhance the students' writing ability better than through clustering technique by using video clips.

Moreover, the t-test value on post-test is higher than the t-table value of the students' achievement. It means that the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. It can be concluded that there was a significant difference between the students who were taught through guided questions identification technique by using video clips and the students who are taught through clustering technique by using video clips. Finally, the researcher concludes that through guided questions identification technique by using video clips is one of the better ways to enhance the students' writing ability.

Furthermore, this research was supported by several researchers. The first are Mutiara (2014) on her research *"Teaching Descriptive Text Writing Through Guided Wh-questions: A Pre-Experimental Study At The Eight Grade Students Of SMP Negeri 7 Pontianak"* stated that the effect of guided WH-Questions technique teaching descriptive text writing was highly effective. From that effective result, suggested that guided WH-Questions technique can be used in teaching English especially in writing skill. The second are Purna (2014) in her research *"Improving Descriptive Text Writing Ability of the Eighth Grade Students of SMPN 3 Gianyar by Using Short Video Clips"* concluded that the students' writing ability to write descriptive text by using short video clips of the eighth year students of SMPN 3 Gianyar able to improve from cycle I to cycle II.

The third is Nurcahyasari (2012) in her research *"Using Music Videos To Improve The Ability In Writing Narrative Texts Of The Eleventh Graders In SMA Negeri 4 Malang"* argued that music videos could be effective to enhance students' writing ability if the teacher applied a teaching technique which was appropriate to the students. The last are Anas (2013) in his research *"The Use of Clustering Technique to Improve Students' Writing Skill of Descriptive Text. (A Classroom Action Research with VIII C Students of*

MTs NU 02 Al-Ma'arif Boja, Kendal in the Academic Year of 2013/2014" concluded that clustering technique can improve students' writing skill of descriptive text.

Those findings are different from this research even though those studies cover the same skill. The difference is that in this research the researcher not only used audio-visual material; especially video clips but also used a teaching technique; especially guided questions identification in order to enhance the students' ability in writing while those previous researchers only use media or technique for their research to enhance students' writing ability.

Based on the discussion presented in the previous chapter, the researcher concluded that through guided questions identification technique by using video clips can enhance the students writing ability at the tenth year students of SMA Negeri 7 Pinrang. It was proved by the difference score between pre-test and post-test in this research is 2.648 while the t-table is 2.004. For this result of t-test and t-table, it shows that t-test value is higher than t-table value. In addition, if the mean score of pre-test and post-test are imported to the score classification of Dirjen Pendidikan Dasar dan Menengah (71), it shows that the mean score of pre-test (56.28) this categorized as average score classification and the post-test (72.14) is in good score classification. It means that the writing ability of the tenth year students of SMA Negeri 7 Pinrang can enhance significantly through guided questions identification technique by using video clips.

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