

CHAPTER I

The Use Video as an Audio Visual Media to Increase Students' Mastery in Writing Exposition Text

(Experimental study at the eleventh grade of SMK N 1 Gabuswetan)

INTRODUCTION

A. Background

Writing is one of the productive skills that have to be mastered by the students. Writing plays an important role for students who are required to be able to write different types of text. Based on curriculum which focuses on genres in teaching writing, students are expected to be able to write some genres in writing text such as narrative, descriptive, recount, report, spoof, exposition and news item.

Writing skill is related with text. A text is any meaningful stretch of language— oral or written. All texts are not same, and a functional of language tries to describe the ways in which they differ. Derewianka (2004: 17) said that the factor that makes difference in a text is the purpose for which the text is being used. Texts are structure in different ways to achieve their purposes.

One of text structure is exposition. Exposition text is written text that has purpose to persuade the reader to agree with writers' opinion or argument (Whitfield, 2010:3). Exposition is divided into two part; analytical and hortatory exposition. Hortatory exposition text is a text which has purposes to persuade the reader about opinion, idea, and argument of the author about phenomena or topic (setiawan, 2007: 31). The ultimate purpose of this text tries to convince the reader to agree with our opinion, or take a certain course of action, by giving reasons and examples to support the ideas.

However, in reality, writing in academic setting has been seen as difficult skill, boring and tiring work. There are 4 students said that they discussed more only in writing theory than practices itself. Therefore, it may become negative effect of developing students writing. They are lack of knowing how to create argument or opinion in writing exposition text. They also difficult to choose and construct the words, then make an exposition text.

In respect to the problem above, therefore, the teacher needs creative effort to conduct the process of teaching and learning, especially in writing skill so that they will be interested in writing subject. It can be fun and enjoyable for students to study writing if the teachers are creative in teaching writing skill, so the students become more understandable about the subject.

Teaching writing requires media as tool to deliver the material clearly. Oemar (1989: 18) cited in Puspitarini (2012) stated that the use of learning media in teaching learning process can increase new potential, motivation of learning, and also gives psychology of the student. Audio visual is a kind of media which focuses not only in sound, but also with the picture. According to Wright (1981: 1) cited in Cakir (2006: 67) many media and visual presentation are useful in teaching learning process. That is to say, students are able to understand the material by using audio and visual aid because it uses their eyes and ear to get the information. It also helps teacher to explain easily about writing. The media has function to increase student learning outcomes (Sudjana : 2002).

One the appropriate media applied to language teaching and learning is by using video. The survey by Canning-Wilson (2000) cited in Cakir (2006: 67) reveals that the student like learning language through the use of video. Heinich et al cited in Puspitarini (2012) states that “the instructional media give student experiences and build their prior knowledge”. It means that media is beneficial instrument to teach student easily understand about the material.

Given the above description, this research focuses on **“THE USE VIDEO AS AN AUDIO VISUAL MEDIA TO IMPROVE STUDENTS’ MASTERY IN WRITING EXPOSITION TEXT (Experiment-study at SMK N 1 Gabuswetan)”**. It is expected not only to entertain the student, but also to make them more interested, motivated and enthusiastic in learning English especially in writing skill.

B. Research Question

This research highlights three research questions, as follows:

1. How is students’ writing skill in exposition text significantly improve by using Video?
2. How is students’ writing skill in exposition text significantly improve without using video?
3. How is the influence of video in students’ writing exposition text?

C. The purpose of research

This research tries to find out the answer of the research questions as follows:

1. To find out students ‘writing skill in exposition text by using video.
2. To find out students’ writing skills in exposition text without using video.
3. To investigate how the influence of video in students’ writing exposition text.

D. The Significances of research

Practically, for English teacher, the result of this research is expected to give the inspiration to teach student in writing exposition text. It is used as a consideration for her/him the way to guide student ability in making arguments by using audio visual aid.

Theoretically, for the reader, it is expected that the study can enrich the theory of student writing ability and can be useful for reader knowledge to make argument by using advertisement video as a media in teaching learning process.

In additional, it is hoped that the study becomes an inspiration for reader and other researcher to use advertisement video as a media to build student writing ability in making argument. They will think critically after learning this method.

E. Rationale

Building habitual writing is one the important processes in teaching English as second language. Hyland (2002, P.5) said that there are three approaches researching and teaching writing, among others:

- The first approach focuses on products of writing by examining texts in various ways.
- The second approach is divided into expressive, cognitive, and situated standards, focused on the process used to create text
- And the last approach is the reader play in writing with adding social dimension

Harmer (2007) says that the important thing in writing process is the students' ability to know who they are writing from especially the purpose of the genre. Here, teachers teach not only explaining the kind of genre but also the aim of the text so the reader will understand what the text talk about.

There are many kinds of genre of writing. One of them is hortatory exposition. This text is a kind of genre which can be found in our daily activity, but most student are difficult to create the purpose of the text and gives the argument or opinions, so they will get problem to make an exposition text. The generic structure of text is:

- Thesis : include a statement to give the author's opinion
- Argument : use persuasive language
- Recommendation : the writers' opinion

While the language features of the hortatory exposition text is:

- The use of emotive word (e.g. :worried)
- The use of linking verb (e.g. : firstly, however, on the other hand)
- The use of modality and adverb
- The use of present tense
- The use of subjective opinions such as I and we. (sudarwati, 2006)

Media is the available instrument which is used in teaching and learning process. Using video is a way to transfer the material for student with easily and enjoyable. A great advantage of using video is that it provides authentic language input (Katchen, 2002, cited in Cakir (2006: 68)). The use video in English classes has grown and increased on communicative techniques. It is well-liked by both students and teachers (Hemei, 1997:45, (cited in Cakir, 2006:68)). Student like video because it presentations are interesting, challenging and stimulating to watch. There are several characteristics of video:

- a. It is used as instrument aid in teaching and learning.
- b. It can manipulate space and time
- c. Can show the large or small object
- d. Explain detail about the information with audio and visualize. (Sutikno, 2009:52)

George (2002:12) cited in Yassaei, (2012: 15) said that “our students have a much richer imagination for what we might accomplish with the visual than our journals have yet to address”. Additional by Moor (2012: 2) has used video in English classes to create an effective ways to response students writing. Therefore, in writing classes, teacher can show the video for students

the picture-less listening techniques and ask them to write based on what they hear and watch in the video.

Some practical techniques in video implication

a. Active viewing

Active viewing increases the students' enjoyment, satisfaction, and focuses their attention of the video

b. Freeze framing and prediction

Video gives us an additional dimension of information about characters' body language, facial expression, emotion, reaction, and responses.(Cakir, 2006: 69)

To make it clear about using video in writing classes, the researcher uses the diagram as follow

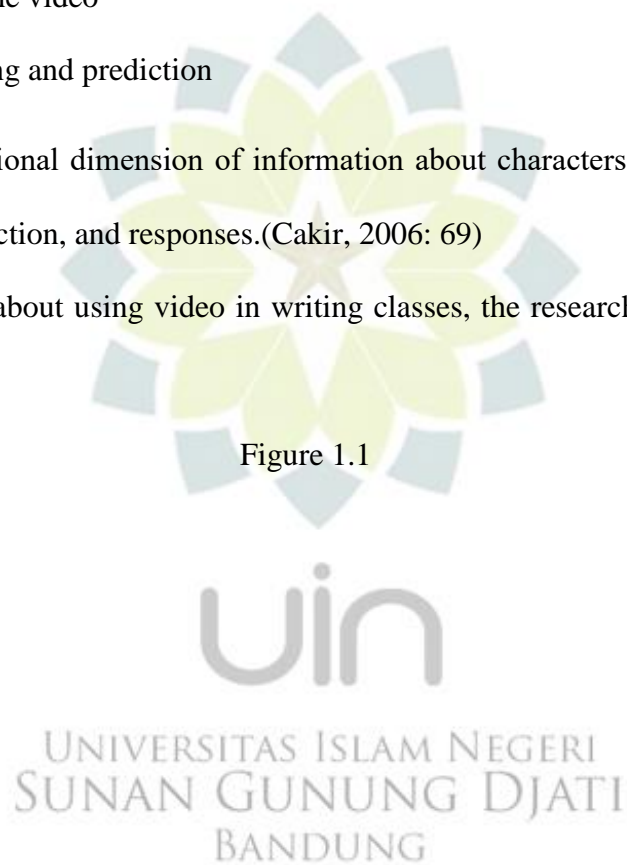
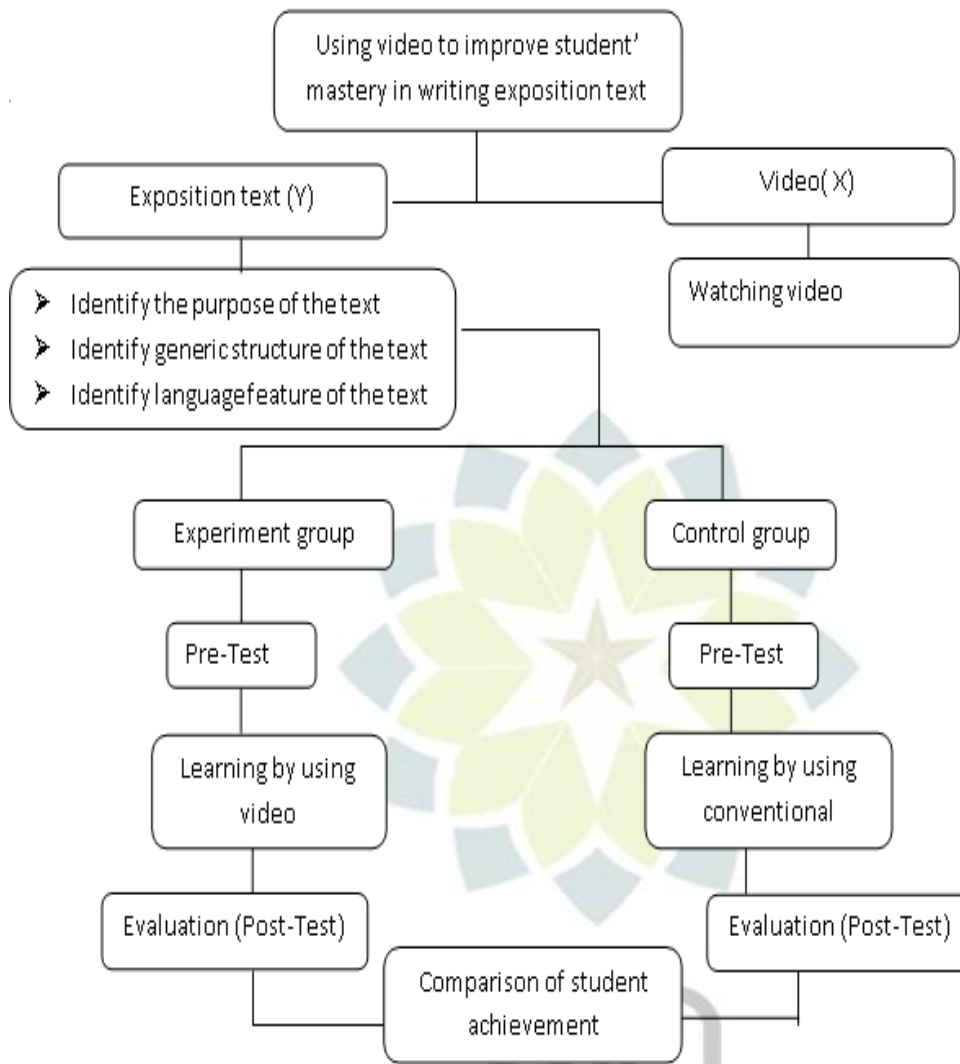


Figure 1.1



This research uses experimental study which is held in SMK N 1 Gabuswetan. It takes two classes for doing this research, experiment group and control group. Before doing a treatment, pre-test is given to the groups. Then, Experiment group will be given a treatment by using video to write exposition text, while the control group only uses conventional method in learning writing process. After doing a treatment, the researcher will give evaluation for both of classes.

F. hypothesis

Hypothesis is the presumption of two variables (Buchari 1996). So it means that hypothesis is the assumption which is examined the truth of variables in research study (Riduan, 2008: 35).

Thus, the hypothesis for the research are as follows

Ha: there is significant influence of using video in writing exposition text

Ho: there is no significant influence of using video in writing exposition text.

Limited of this research is to find out the influence of video in writing hortatory exposition text in senior vocational school

G. Methodology

1. Method of research

This study used in this investigation is quantitative method by using experiment research because it is intended to describe a deeper understanding the situation of the class. The collecting data, process of data and interpret data. Developing knowledge is used to find out something new, to make tacit become explicit (Alwasilah, 2011). In line with the definition, the research is to conduct student writing ability

2. Variable of the study

There are two variables in collecting data, independent and dependent variable. The independent variable of this research is exposition text which is represented by X, while the dependent variable is video that is represented by Y.

Figure 1.2

The design of research can be shown in this table.

Group	Independent	Dependent
Experiment	X	Y
Control	-	Y

3. Population and sample

Population is the whole of characteristics or the result of measurement in research object (Buchari, 2002) cited in Riduan(2008: 55). The population of this research was taken from eleventh grades at SMK N 1 Gabuswetan-Indramayu. There are 180 students as a population. While the definition samples According to Arikunto (1998) cited in Riduan (2008: 56), sample is a part that will be investigated. If the population is more than 100, the sample is taken 10-15 % or 20-25 %. Therefore, this research took 25% as a sample. It was taken two classes in this research, 20 students of XII Multimedia A as an experiment group and 25 students of XII Multimedia B as control group. The researcher took eleventh grade because it is found a problem about how to write and analyze exposition text.

4. Data collection

In collecting the data, two instruments are used in this research: classroom observation and experimental. The procedures of the data collection techniques as follow:

1. Classroom observation was administered by recording student's activity in writing exposition text by using video.
2. Test/experiment

The test was given by the researcher before and after treatment. Kinds of test were essay test. There were five questions for essay. In essay, the student must be able to write and analyze the example of exposition text.

➤ Pre-test

This research was used to know the student ability in learning exposition text before they were given a treatment research.

➤ Treatment

Here the researcher though two classes by using different media. In control class, the researcher gave conventional method while in experiment class the researcher used video as a media to teach student. The treatment was held six times in both of classes.

➤ Post-test

This was used to know the student ability in learning exposition text after they are given a treatment research.

Figure 1.3

Steps of treatment

Material	Aim	Indicator	Step	Evaluation
Exposition text 1.Generic structure 2.Language feature 3.Advertisement	Students are able to analyze exposition text	<ul style="list-style-type: none"> Asking the general information about complain letter and advertisement Rewrite and summarize the information about complain letter and advertisement 	<ol style="list-style-type: none"> Giving general about exposition text Explain about exposition using video Student write the argument or opinion based on the video 	<ul style="list-style-type: none"> writing exposition text Exercise

H. Data analysis

Analysis of the data is tested by using statistical calculation, by following steps:

1. testing validity of the data

Testing validity of the test is used to determine the suitability between the test and the material taught

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{(N\sum x^2 - \sum(x)^2)(\sum y^2 - (n\sum y - (\sum y)^2))}}$$

N = number of participants of the test

x = score of every question

y = total score.

2. Testing Normality of data

$$R = H - L + 1$$

In which:

H= the highest score

L= the lowest score

(Sudjana, 2005:91)

1. Determining interval class (K), by using the formula:

$$K = 1 + 3.3 \log n$$

In which:

K= interval class

n = total of data

(Sudjana, 2005:47)

2. Determining the length of interval class (P), by using the formula:

$$P = \frac{R}{K}$$

In which:

P= Length of interval class

R= Range

K= total grade of interval class

(Sudjana, 2005:47)

b. Determining the central tendency, by the steps as follows:

1. Determining Mode (Mo), by using the formula:

$$Mo = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

(Sudjana, 2005:77)

2. Determining Median (Md), by using the formula:

$$Md = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

(Sudjana, 2005:79)

3. Determining Mean (Me), by using the formula:

$$Me = \frac{\sum f_i x_i}{\sum f_i}$$

(Sudjana, 2005:79)

c. Determining standard deviation by using the formula:

$$S = \sqrt{\frac{\sum f_i (x_i - \bar{x})^2}{(n-1)}}$$

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(Herrhyanto:2008)

d. Examining the distribution normality, by steps:

1. Making the table of observation frequency

2. Testing the distribution normality by using the formula:

$$\chi^2 = \frac{\sum (O_i - E_i)^2}{E_i}$$

(Sudjana, 2005:27)

3. Determining the degree of freedom by using the formula:

$$Df = K - 3$$

(Sudjana, 2005:27)

4. Determining Chi square table (χ^2_{table})
5. Determining the degree of distribution normality with the following criteria:
 - a) If the score of chi square count (χ^2_{count}) is less than the score of chi square list (χ^2_{table}), the distribution is normal
 - b) If the score of chi square count (χ^2_{count}) is more than the score of chi square table (χ^2_{table}), the distribution is not normal.

- e. Determining homogeneity of two variances by conducting the steps as follows:

1. Determining score F by using the formula:

$$F = \frac{V_{biggest}}{V_{smallest}}$$

(Sudjana, 2011:140)

2. Determining the degree freedom by using the formula

$$df_1 = n_1 - 1$$

$$df_2 = n_2 - 1$$

(Sudjana, 2011:140)

3. Determining homogeneity:

- a) If $F_{count} < F_{table}$ = homogenous
- b) If $F_{count} > F_{table}$ = not homogenous

(Sudjana, 2011:141)

f. Testing hypothesis by using T-test with the formula below:

$$T = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

In which:

\bar{x}_1 = mean post-test of experimental group

\bar{x}_2 = mean post-test of control group

S_1 = standard deviation of experimental group

S_2 = standard deviation of control group

s_1^2 = variance of experimental group

s_2^2 = variance of control group

n = total number of both classes

(Sudjana, 2011:142)