

Jurnal 1

by Erlik Widiyani S

Submission date: 22-Apr-2019 08:21PM (UTC-0700)

Submission ID: 1117366964

File name: 1_Jurnal_IJEE_1_2016.pdf (117.56K)

Word count: 5110

Character count: 27249

The Effect of Using Videos as Authentic Material on EFL Indonesian Students' Writing Quality

Erlik Widiyanti Styati

Doctorate Program, Universitas Negeri Malang,
College of Teacher Training and Education "PGRI" at Madiun (IKIP PGRI Madiun)
East Java, Indonesia

Abstract:

This research aims at investigating the effect of using videos as authentic materials on EFL Indonesian students' writing quality. The experimental research is conducted by using quasi-experimental design. The students in experimental group are given the treatment by using videos and the students in control group are not given the treatment by using videos. There are 23 participants in experimental and 23 participants in control group of the second semester students of English Department, IKIP PGRI Madiun. The students are assigned to write paragraph by using videos in the experimental group. Then the students are assigned to write paragraph without giving videos in the control group. The data are analyzed by utilizing t-test. The result of the study shows that there is significant different between the students who write paragraph after being treated by using videos than those who write paragraph without being treated using videos. The mean of the students who write paragraph after being treated by using videos is higher than those who write paragraph without being treated by using videos. It can be shown that videos effect significantly in writing quality. It is offered to be used in writing paragraph. It serves the students to produce the writing well.

Key Words: video, authentic materials, writing quality

Introduction

Authentic materials are the genuine materials designed for the native speakers of English to employ the way of thinking effectively. It is used as material in the teaching and learning process. There are many authentic materials that can be used in teaching such as newspaper materials, videos and poetry. The materials are not designed for the teaching purposes. It is based on the real life situation. It can empower students with a communicative way of the students to have more flexible learning process. It offers a good source for reading, listening and writing materials. Omid and Azam (2015) find that effective authentic material-based instruction encounter the students by overcoming and minimizing the challenges to create desire of learning in the lesson. It can enhance attitude and promote motivation in EFL classes on the condition that they are used effectively both by the teachers and students.

The use of authentic materials in classroom becomes an important thing to trigger for classroom learning. It must be used as a pedagogical support (Obiliteanu, 2015) in analyzing, summarizing, criticizing, judging, expressing ideas or exchanging opinions, reformulating (Rahman, 2013) to bring effective writing classroom learning. Then, the learning process in the classroom creates positive attitudes toward the providing authentic input (Omid and Azam, 2015; Varmis and Ilter, 2015). Those who are taught by using authentic materials maintain positive attitudes more than those who are not since authentic materials foster the students' attitudes in EFL classes.

Video is one of the authentic materials which creates the students' learning opportunity to further arrange with the materials. It helps learners to understand the context of situation. Stempleski (1987) mentions that video is beneficial to show short segments, allow for repeated viewing, encourage active viewing, present activities before viewing, know the material, and know the equipment. So, the use of video provides beneficial and entertaining learning in the classroom learning activity (Berk, 2009; Flerk, et.al, 2014, Oddone, 2011; Lee, 2004; Lewis, et.al, 2015). The students are interested in transmitting information through auditory and visual modalities. The students can watch the video several times to make them understand well about the materials.

The use of video can stimulate the entertaining and interesting for learning since the teacher and the students cooperate well. It arouses the interesting, entertaining, fun and engaging in classroom learning (Berk, 2009; Flerk, et.al, 2014; Lee, 2004; Stempleski, 1987). It is good approach to place the students based on students' intelligences and learning styles. In giving the video, the concrete guidelines are given for using available video technology in the classroom. The video can be edited, subtitled, and simplified (Shrosbree; 2008) and become audiovisual program as sources of providing authentic language input (Bahrani and Sim, 2013; Lee, 2004). The authentic language input is considered genuine if it is not arranged for particular purpose for the teaching. It can be used to stimulate students' concentration, sensation, attention and desire. Besides, the use of videos can construct the students' critical thinking and build students' ideas.

Using video in the classroom teaching becomes powerful since it helps the learner improve their skill. Burt (1999) mentions that videos are powerful tool in helping English language learners improve their language skills. It provides the learner with content, context, and language. It plays an increased role in providing ESL instruction to students in the classroom as well as in self-study situations. It stimulates and motivates the students' interest (Flerk, et.al, 2014; Canning-Wilson, 2000). Furthermore, Canning-Wilson (2000) also mentions the use of visuals overall can help learners to predict information. It can infer ideas and analyze the word via the use of video instruction. Moreover, in a teaching situation video can enhance and give

easily meaning to an auditory text. It can create a solid link between the materials being learned and the practical application of it. The video can act as a stimulus to help integrate materials or aspects of the language and help to manipulate language and at the same time be open to a variety of interpretations.

Many studies still attest the limitations in their study in using video in the EFL writing classroom. Berk (2009) in his study mentions that the classroom research by using video clip should be applied to know the effectiveness of it. Another study by Raedts, et.al (2007) mentions that their study on observational learning through video-based models have many limitations. First, the study only focuses on the quality of written product not the process. Second, reciprocal relation between interest and self efficacy cannot be excluded. Third, it lacks of measurement on the students' task knowledge of text features, aspect of writing and writing strategies.

Investigating the use of video as an authentic material in teaching writing is needed to know the current practice in EFL writing classroom. Writing is demanded high ability to compose it in productive skill of English as a foreign language which requires the high thinking skill in producing it. By doing this study, it gives guidance to the students to write in a good of English writing. The students can follow the stages completely such as brainstorming, writing for rough draft, editing the rough draft, writing for the second draft, revising the second draft, and final writing (Oshima & Hogue, 1998). Furthermore, the purpose of this article is to know whether the students who are taught using video have better writing quality than the students who are not taught using video in paragraph writing.

Method

This study is conducted at the university level for the second semester students of the English Department of IKIP PGRI Madiun, East Java, Indonesia. All of the students of this semester are the population which are used to classify the students become the participants. This research is trying to investigate the effect of using videos as authentic materials on EFL Indonesian students' writing quality.

To know the individual differences in writing, it is decided that the experimental study is employed to all the participants. This experimental research is aimed at investigating whether the students who are taught by using videos have better writing quality than the students who are not taught by using videos.

The design can be seen as follows:

Table 1:
Experimental Design

Experimental Group	Pre-test	treatment	Post-test
Control Group	Pre-test	X	Post-test

There are 23 participants in experimental group and 23 participants in control group. The participants are from second term of English Department Students of IKIP PGRI Madiun in the same level to complete the writing task. It uses intact class since the English Department of IKIP PGRI Madiun in this term has only two classes.

This research is classified into some meetings. The first meeting is introduction of the lecturing. The second meeting is explaining the materials. The third meeting is giving the instrument to be tried out and validated the instrument. After validating the instrument which is valid, the instrument is given to the participants as the pre-test. The fourth meeting is given pre-test for the experimental and control group. The fifth meeting, the experimental group is given treatment by giving videos and the control group is not given the treatment. The sixth meeting is giving post-test for both of the groups' participants.

The stages of teaching in the experimental group or in treatment class can be divided into three activities; opening, whilst, and closing activity. The opening activity is arousing the students' interest to join the teaching and learning process. The whilst activity is divided into some steps. First, it is introducing the topic to be taught. Second is giving explanation about procedure text. Third is giving the example how to write procedure text in English writing. Fourth is writing the structure of the text. Fifth is watching the videos as the examples of the procedure text. Sixth is keeping the hand moving all the time in filling the structure of the procedure text. Seventh is watching the video by completing the task given by the lecturer. The last is asking the students to arrange the structure and writing into good paragraph after watching the videos based on the topic using good organization, content, grammar, punctuation, spelling, mechanic, style, and vocabulary. The closing activity is summarizing the materials about the procedure text based on the videos and giving opportunity for the students whether they have problems relating the materials.

To collect the data, writing test is used in this research. Developing the writing test should be based on the right construct. If it is not in good right construct, it will not represent the students writing. In this time the students are asked to write the procedure text. To know the consistency of the writing test, the researcher employs inter-rater. The inter-rater results can be used to measure the consistency of the writing test. It is gained through the result of correlation

by using PPMC (Pearson Product Moment Correlation). The scale to score the students' writing text is used by adopting from the expert. The students' writing is scored by using analytic scoring. The analytic scoring consists of organization including body and conclusion; logical development of ideas; grammar; punctuation; spelling and mechanics; and styles and quality of expression.

Data collection is conducted through the result of the students' writing. The students are asked to write the procedure text based on videos given in experimental group in the paragraph writing class. Before conducting the main study in this research, it is conducted tried out. The writing test is validated by the experts of English lecturers and the result is analyzed. After validating from the experts and the result of writing test is higher than 0.85, it is used as the valid instrument in the main study of this research. Then, the writing test is given to the students as the pre-test and post-test. In collecting the data, the researcher does by herself to deliver the instrument of writing test. But, the researcher asks the rater to help her in scoring the students' writing test.

Pre-test and post test are given to both of the experimental and control group. Pre-test is used to know the students homogeneity both of the group. It is also used to know the students' ability. The pre-test writing is about writing procedure text. After giving the pre-test the experimental group is given the treatment by using video. In the treatment the students are given video about procedure text. The control group is not given the video. Furthermore, after giving the treatment, to measure whether by using effective or not the post-test is given. Post-test is given both the group; experimental and control group. The post-test is designed the same instrument with the pre-test.

The data collected from the students' writing is analyzed. In order to answer the research question the data is analyzed by using independent sample t-tests by using SPSS 17. It is to analyze means of the two groups of the students' writing score by using video in experimental group and by using conventional teaching in control group.

Results

This section provides the results of the research. The result shows the different between the students who are taught by using videos and the students who are not taught by using video. Before treatment is given to the experimental group the students are given pre-test. The pre-test is given both of the group of the study to see whether the both of the group in this research are homogeneous. Table 2 presents the result of pre-test from the two groups which is homogeneous.

Table 2:

Descriptive Statistics pre-test of Experimental and control Group

Group Statistics

Using Conventional	N	Mean	Std. Deviation	Std. Error Mean
Using Video 1.00	23	74.6087	1.40580	.29313
2.00	23	74.1304	1.32474	.27623

Table 2 shows that the descriptive statistics of both groups before the research begins. As shown in this table 2, the mean of the experimental group using video is 74.6087 and the control group using conventional teaching is 74.1304 which show no significant difference between the two groups before the treatment. Since the means cannot show the actual difference, an independent samples t-test was manipulated as presented in following table 3.

Table 3:

Independent Sample t-test (Pre-test of Experimental and Control Group)

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Using Video	Equal variances assumed	.126	.724	1.187	44	.241	.47826	.40277	-.33348	1.29000
	Equal variances not assumed			1.187	43.846	.241	.47826	.40277	-.33356	1.29008

The homogeneity is used to see whether the two groups are equal variances. The homogeneity of writing test can be seen from equal variances assumed; it reveals that the data are homogeneous, looking from the p value, 0.724 that exceeds the level of significant of .05. This means the result of the statistic test can not reject the H0 which says there is no difference between the variances. This means the variances are the similar or the data are homogeneous.

To know further the significant difference of the two groups of the study, it is mainly needed to present the descriptive statistics of post-test of both groups and independent sample t-test of post-test of both of the groups. Table 4 presents the result of the post-test both of the groups after the experimental group is given treatment and the control group is given conventional teaching. It shows the significance difference between the students who are taught by using videos and the students who are not taught by using videos.

Table 4:

Descriptive Statistics Post-test of Experimental and control Group

Group Statistics

	Using Conventional	N	Mean	Std. Deviation	Std. Error Mean
Using Video	1.00	23	80.6957	1.60779	.33525
	2.00	23	76.2174	1.62247	.33831

Table 4 above shows the descriptive statistics of both groups after the treatment done in the experimental; group. As shown in this table 3, the mean of the experimental group using video is 80.6957 and the control group using conventional teaching is 76.2174 which show significant difference between the two groups after the treatment. It is clearly presented both of the means are different. The students who are taught by using videos have better writing quality than the students who are not taught by using videos. Then, to know whether the videos has significant effect, an independent samples t-test was manipulated as presented in following table 5. Table 5 presents the significant effect that the students who are taught using videos have better writing quality.

Table 5:

Independent Sample t-test (Post-test of Experimental and Control Group)

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Using Video	Equal variances assumed	.031	.860	9.403	44	.000	4.47826	.47628	3.51838	5.43814
	Equal variances not assumed			9.403	43.996	.000	4.47826	.47628	3.51838	5.43814

To know whether videos in the experimental group has significantly different than the conventional teaching in control group, an independent sample t-test is used. It can be seen from the sig. (2-tailed) from t-test for equality of means. The result above shows that the probability that the result due to sampling error is .000. This value is below the level of tolerance toward sampling error .05. This means that H_0 can be rejected. Thus, the difference between means of the two groups is significantly different.

Discussion

This section discusses about the results of this study. This discusses the result of the effect of using videos as authentic materials on EFL Indonesian students' writing quality. Based on the result, there are two main discussions about pre-test and post-test. Moreover, this presents the implication and reasons the use of videos as authentic materials on EFL Indonesian students are effective in writing quality.

The result of pre-test shows the two groups of the study are not significant different. Pre-test is analyzed based on the descriptive statistics of pre-test of the two groups and independent sample t-test. From the pre-test can be known that the two groups are homogeneous. It can be

seen from the two means of the groups which are not significantly different. The mean of experimental group is 74.6087 and the control group is 74.1304. Furthermore, the manipulative independent sample t-test shows the result of the equal variances assumed based on the Lave's test for equality of variances of sig. (.724) exceeds the level of significant .05. This means that the two groups are not significant different or H_0 cannot be rejected.

The result of post-test shows the two groups of the study are significant different. Post-test is analyzed based on the descriptive statistics of pre-test of the two groups and independent sample t-test. Post-test is conducted after the students are given treatment. The result of post-test shows in the experimental, videos are effective since the students' score of writing in experimental group have higher mean than the students' score of writing in conventional teaching in the control group. The mean of experimental group is 80.6957 and control group is 76.2174. The students who are taught using videos have better writing quality than the students who are taught using conventional teaching. It confirms Tschirner (2001) that the video is effective because the group students which are treated by using videos have higher mean than the group students which are treated by using conventional teaching. It leads the classroom interaction and easy communication. Then, from the independent sample t-test is also described that the students who are taught using video has significance different from the students who are taught using conventional teaching from the test on equality means since the sig. is .000.

Based on the results, it is effective of using videos as authentic materials on EFL Indonesian students' writing quality. It implies that videos as authentic materials can be used in the future writing activity. It can be seen from the students' writing score of the students which is significant different from the pre-test and post-test. There are many reasons that videos are effective in students' writing quality.

Video provides authentic language input. Language input is very important in second or foreign language learners. The language input can be found in terms of syntax, lexical, and speech act. Krashen (1985) mentions that comprehensible input on second or foreign language is important. Katchen (2002) mentions that videos provide authentic language input which is obviously easy to be used in the classroom. Language input shows the real language in the classroom learning. Stempleski (1987) states that video presents the real language in the classroom. It is presented the language and the image which makes the students are easy in composing the written task.

The study of using video leads the students' concentration in the teaching and learning process. Cakir (2006) finds that videos help the students concentrate in their learning in detail and interpret what has been said in the video, repeat it, predict the reply and so on. The students

can also concentrate in detail on visual clues to meaning such as the expression and on details of the environment.

Video provides communicative language classroom. It shows the easy and interaction communication which is understood well by the students. It provides simple and common words which help the students in writing. It also presents the authentic materials based on the situation and target culture. Wang (2015) studies the use of videos can enhance an intercultural communication skill. It can direct to access the western culture. It provides an empirical foundation for students' use in learning to increase memory, comprehension, understanding, and deeper learning (Berk, 2009). So, it is the effective tool in the communicative language classroom (Lee, 2004; Mayora, 2009; Stempleski, 1987).

Using videos are effective tool in English language learners. Burt (1999) finds that video is powerful tool in helping the students to improve their English skills. It provides the context, content, and language. It is a medium to improve an adult English language learners in common skills and knowledge.

Video encourages the students to have great potential competence in writing. The students are guided to write by watching the video examples. The video shows the generic structure of the genre effectively. Study conducted by Pratiwi (2011) and Anggraeni (2012) report the study that the video helps students are able to explore main ideas, organize ideas, choose of right words to create sentences and paragraph, produce grammatically correct sentences and use mechanic (punctuation and spelling) in writing. Goeze, et.al (2014) show video is effective because it is considered to have great potentials for promotion of analytical competence of the students. It employs the conceptual and the emerging skill of the students. Furthermore, Moreno and Layne (2008) find that video is effective in the classroom because it helps the students to manage theoretically to practical case. It conveys meaning of information.

The use of video is effective since it can enhance learning experience and the students take to these tasks so enthusiastically (Brooke, 2003). Kaur, et.al (2014) finds that video is contextualized learning for the students to help stimulating the cognitive aspect of learning in the classroom. Derakhshan, et.al (2014) finds that video is effective to stimulate and authenticate the real situations and bring the approximation of real situation in the classroom.

To sum up, the use of video is effective as authentic material on EFL Indonesian students' writing quality. The result of the study shows the significance different on the means of the two groups and the sig. value is lower than the p value .05. There are many reasons that video in students' writing quality is effective. Video provides authentic language input, provides

communicative language classroom, has great potential competence in writing, helps the students concentrate in every detail meaning and enhance the students' learning experience.

Conclusion

This article shows the effect of videos as authentic materials on EFL Indonesian students' writing quality. Videos as authentic materials are effective used in writing activity. The students who are taught using videos have better writing quality than the students who are using conventional teaching. The reasons that videos as authentic materials effective used in writing are; providing language input, presenting real language, helping the students concentrate in detail language, providing communicative language in classroom, providing tool, and accessing the target culture. It implies that videos affect significantly in writing quality. It is offered to be used in writing paragraph. It serves the students to produce the writing well.

This article shows the limitations for future research. The future research might study on the variations of videos. These videos are limited only two videos used in this research. This research lacks of time on the research.

References

- Anggraeni, S.N. (2012). Optimizing the Use of Youtube Video to Improve Students' Competence in Writing Procedure Text (A Classroom Action Research at the Tenth Grade Students of SMA N Kebakkramat in Academic Year of 2011/2012). Sebelas Maret University. Unpublished Thesis.
- Berk, R. A. (2009). Multimedia teaching with video clips: TV, movies, YouTube, and mtvU in the college classroom. *International Journal of Technology in Teaching and Learning*, Vol. 5(1),1–21.
- Brooke, S. (2003). Video Production in Foreign Language Classroom: Some Practical Ideas. *The Interest TESL Journal*. Vol. IX (10)
- Burt M.(1999). Using Video with Adult English Language Learners - *National Center for ESL Literacy Education August 1999* , Retrieved on March, 1, 2016 from http://www.cal.org/caela/esl_resources/digests/video.html
- Canning-Wilson C. (2000). Practical Aspects of Using Video in the Foreign Language Classroom *The Internet TESL Journal*, Vol. VI, No. 11, November 2000 , The Center of Excellence for Research and Training, Higher Colleges of Technology (Abu Dhabi). Retrieved on March, 1, 2016 from <http://iteslj.org/Articles/Canning-Video.html>
- Cakir, I. (2006). The Use of Video as an Audio-Visual Material in Foreign language Teaching Classroom. *The Turkish Online Journal of Educational Technology*. Vol. 5, Issue 4.
- Derakhshan, A. & Zangoes, A. (2014). Video-Driven Prompts: A Viable Pragmatic

- Consciousness-Raising Approach in EFL/ ESL Classrooms. *International Journal of Language Learning and Applied Linguistics World*. Vol. 5 (2)
- Flerk, B.K.B., Beckam, L.M., Sterns, J.L. & Hussey, H.D. (2014). Youtube in the Classroom: Helpful Tips and Students Perceptions. *The Journal of Effective Teaching*, Vol. 14 (3).
- Goeze, A. Zottmann, J.M.M., Vogel, F., Fischer, F., & Schranderj. (2014). Getting Immersed in Teacher and Students Perspective? Facilitating Analytical Competence Using Videos Cases in Teacher Education. *Instructional Science*. Vol. 42, pp. 91-114. DOI 10.1007/s11251-013-9304-3
- Kaur, D., Yong, E., Zin, N.M., & Dewitt, D. (2014). The Use of Video as Cognitive Stimulator and Instructional Tool in Tertiary ESL Classroom. *The Malaysian Online Journal of Educational Technology*. Vol. 2 Issue 3.
- Kilic, Z.V. & Ilter, G.B. (2015). The Effect of Authentic Materials on 12th Grade Students' Attitudes in EFL Classes. *ELT Research Journal*, Vol. 4(1), 2-15
- Krashen, S.D. (1985). The input hypothesis: Issues and implications. New York, Longman.
- Lee, C.H. (2004). The Effective Use of Live and Recorded Video on Satellite TV and the Internet in FLT/L. *Multimedia-Assisted Language Learning*, Vol. 7 (1), 83-108
- Lewis, A., Moore, C., & Nang, C. (2015). Using Video of Student-Client Interactions to Engage Students in Reflectio and Peer Review. *Journal of University Teaching and Learning*, Vol. 12.
- Mayora, C.A. (2009). Using YouTube to Encourage Authentic Writing in EFL Classrooms. *TESOL Reporter*. Vol. 42 (1).
- Moreno, R. & Layne, L.O. (2008). Do Classroom Exemplars Promote The Application of Principles in Teacher Education? A Comparison of Videos, Animation, and Narrative. *Education Technology Research Development*. Vol. 56, pp. 449-465. DOI 10.1007/s11423-006 9027-0
- Obiliteanu, G. (2015). Using authentic materials in second language teaching. *Sibiu Alma Mater University Journals : Social Sciences*. Vol 8 (1)
- Oddone, C. (2011). Using Videos from YouTube and Websites in the CLIL Classroom. *Studies about Languages*. Vol. 18
- Omid, A & Azam, R. (2015). Using authentic materials in the foreign language classrooms: Teachers' perspectives in EFL classes. *International Journal of Research Studies in Education*. Vol. 5 (2), pp. 105-116
- Oshima, A. & Hogue, A. (1998). *Writing Academic English*, 3rd Ed. New York: Addison Wesley Longman
- Pratiwi, A.I. (2011). Optimizing the Use of Youtube Video to Improve Students' Writing Skill (A Classroom Action Research at the Second Grade of SMP Negeri 1 Juwirang Klaten in the academic Year of 2009/2010). Sebelas Maret University. Unpublished Thesis.
- Rahman, M. (2013). Using Authentic Materials in the Writing Classes: A Tertiary Level Scenario. Department of English and Humanities (ENH) BRAC University. Unpublished Thesis
- Raedts, M., Rijlaarsdam, G. Waes, L.V., & Daems, F. (2007). Observational Learning through Video-Based Models: Impact on Students' Accuracy of Self-Efficacy Beliefs, Task Knowledge and Writing Performances: Hidi, S. & Boscolo, P. (Eds) in *Writing and Motivation*. Elsevier Ltd

- Shrosbree, M. (2008). Digital Video in the Language Classroom. *The JALT CALL Journal*, Vol. 4 (1), pp. 75-84
- Stempleski, S. (1987). Short takes: Using Authentic Video in the English Class. Paper Presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (21st, Westende, Belgium, April 12-14, 1987). Retrieved on March, 1, 2016 from http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1d/8b/b0.pdf
- Tschirner, E. (2001) Language Acquisition in the Classroom: The Role of Digital Video. *Computer Assisted Language Learning*. Vol. 14 (3-4), pp. 305-319.
- Wang, Z. (2015). An Analysis on the Use of Video Materials in College English Teaching in China. *International Journal of English Language Teaching*. Vol. 2(1)

Jurnal 1

ORIGINALITY REPORT

26%

SIMILARITY INDEX

24%

INTERNET SOURCES

8%

PUBLICATIONS

10%

STUDENT PAPERS

MATCH ALL SOURCES (ONLY SELECTED SOURCE PRINTED)

5%

★ journal.iain-samarinda.ac.id

Internet Source

Exclude quotes On

Exclude bibliography On

Exclude matches < 15 words