



USING VIDEO REVIEW STRATEGY IN DEVELOPING STUDENTS' WRITING SKILL

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Abstract

It is evident that watching video activity cannot be separated from people's life nowadays as technology becomes easier to reach. Watching video is becoming one teaching strategies for its enjoyment and enthusiasm experienced by the students. To make this activity even more advantageous in teaching and learning process, reviewing video after watching it becomes more suggested. The purpose of this study was to monitor the growth of SMA Negeri 12 Makassar's writing skills. This study's goal is to gather empirical evidence regarding the differences in writing test scores between students who received video review strategy instruction and those who did not. There are 60 students in the study's population. Class XI IPS served as the experimental group in the study, which included 21 students, and XI MIPA served as the control group, which included 39 students. This study used a quasi-experimental, non-equivalent control group design as its research methodology. Pretest and posttest were used to gather the data. It sought to ascertain whether using a video review strategy when teaching writing can improve students' writing skills

Keywords: writing skill, video review strategy, senior high school

INTRODUCTION

Four skills are to be developed as a result of the English teaching and learning process. Writing is one of them. When communicating with individuals not in person, writing is a linguistic skill that is used (Tarigan, 2013). Writing is a useful tool for many different kinds of planning (Harmer, 2004). Because no one can write without knowing what they are going to write, it might become difficult if the writer lacks solid ideas. Discovering, constructing, organizing, putting on paper, and reworking ideas are all parts of the writing process. While writing can be a good way for someone to share their views, there is room for development and clearer communication with the reader. It is crucial for the students to improve their writing abilities in English since they understand how vital writing is for English language learners in addition to other skills.

Writing plays a significant part in human life, as is shown from the stanza above. According to Allah, humans are educated through writing. People will obtain information through writing, so it is important for them to learn how to write properly. Writing is a skill that may be developed because it has so many benefits for our daily lives. Many children still struggle to write, though, since they lack the ideas necessary to construct complete sentences.

Many students believe that writing is a monotonous activity. To keep students engaged throughout the process, the teaching and learning of writing should be diversified (Adawiah, 2019). Students may not pay attention to the teacher in class if they are bored. Due to their limited knowledge of the English language, it may be difficult for the teacher to hold the students' attention. Here, the teacher has the responsibility to teach the student well, the student's performance is based on the student's understanding of the material, and the material can be understood by paying attention to the teacher's explanation. Students will be interested if the teacher has good strategy and the ability to develop the material in a fun way. Teachers should be prepared with several media or strategies so that they can choose the most effective ones to arouse students' interest in the lesson.

A strategy is a means of achieving various learning outcomes in various circumstances (Wena, 2009). A successful plan will result in a successful teaching-learning process. There are numerous different kinds of techniques, including acting out, town meetings, tropical views, and class concern. Regarding such findings, using the video review strategy when teaching writing is one of the alternate alternatives. The Silberman notion of video review serves as evidence for this claim. An engaging method of getting students to watch videos is through video reviews (Silberman, 2009). The students see a video as part of this method. After that, kids are prompted to reflect on what they have seen in the video. It's advantageous to encourage their writing prowess. They can use the information they have from the video to generate ideas for sentences or paragraphs.

Everyone needs to write in order to express what is on their mind. Writing is a logical statement that results from thinking (McMillan & Wayers, 2013). Writing compels students to arrange their ideas, reflect carefully on their subject, and persuade others of their views (Malmir, 2012). Writing is a method for imparting knowledge or for expressing thoughts in order to persuade a reader through the written word.

Process of Writing

It is evident that writing is one of English productive skills which requires more concentration, focus, and ideas. According to Harmer (2007), there are four main elements of writing process, those are:

Planning

When a writer has got ideas, data or information, and particular vocabularies which are related to her/his topic, she/he can make a plan of how all the information are set out. In this stage, a writer plan what she/he is going to write. It can be done by making detailed note. However some writers do all the planning without note, they do all the planning in their head. When planning, a writer has to think about 3 main issues. They are the purpose of writing, the audience they are writing for, and the content structure. The purpose of the text leads the writer to decide the type of the text she/he is going to produce, the language use, and the information included in her/his writing. A writer should consider the people that are potential to read her/his writing. Language choice and the level of vocabulary should be suitable with the potential reader in order to make the reader understand the text easily. Besides, a writer should compose the information, facts, and ideas in a good sequence.

Drafting

In this stage, a writer has written all the information in a paragraph or some paragraphs with the particular vocabularies that were prepared before. So, the writing can be looked and edited by others.

Editing

In this stage, a writer read what she/he has written. Sometimes, a writer finds idea that is not written clearly, or something that is ambiguous and confusing, or the use of word that is not appropriate. Then a writer makes change on her/his writing. Besides, the editing can be done by other readers that other people read the text and give correction.

Final version

In this stage, the writer has edited the text based on the suggestion of the readers and the writing is done. So, the writing or the text can be sent to the intended audience.

Aspects of Writing

According to Weigle, there are five aspects of writing. They are grammar, mechanics, content, organization, and vocabulary (Weigle, 2012).

Grammar

Grammar concerns about the ability to write correct and appropriate sentences. A writer has to give attention for preposition, tenses, such as using of verbs, nouns, adjective, conjunction, and articles. It is very important for a writer to write structured and grammatical sentences in her/his writing so the reader can understand the text easily. Sentence structure and grammar is very important to be considered by a writer as it conveys meaning. Because of the grammar of the sentences, the reader may be difficult to understand the text or miss understand the text.

Mechanics

Mechanics is related to the ability to use words correctly in the written language such as using of capitalization, punctuation, spelling. It is very important to lead the readers understand or recognize what the text means to express. The use of capitalization can clarify the ideas, if the sentences are not capitalized correctly, ambiguous and misunderstanding will appear. Capitalization also helps the reader to recognize in which the sentence begins and ends. Besides, the reader can easily recognize name of people, organization, country, etc. by looking at the words which are capitalized at beginning. Punctuation can help the readers to identify sentences and word which should be taken as a unit of meaning and suggest how the units relate to each other. Spelling influences the reader's understanding about the text. When the writer spells the word in a wrong way, the reader will be confused about the word.

Content

Content of writing means the ideas and information that are included in a text. A writer should think creatively and develop thoughts, excluding all irrelevant information. It should be clear for the readers. So, they can understand what the messages that the writer wants to convey. The content of writing should be well united and complete because the characteristics of good writing are unity and completeness.

Vocabulary

Vocabulary is an essential part of writing. The writer needs to master vocabularies to express or write her/his ideas. A writer must use vocabularies which are relevant with the topic to let the readers perceive and feel the text. Besides, the level of vocabularies should be appropriate for the reader. So, the writer must know the language level of the potential reader.

Organization

Organization is composition of ideas and information which are relevant in a united form. It concerns with the ways of writer in arranging and organizing the ideas or messages in writing. there are many ways to organize writing, it involves coherence, order of importance, general to specific, specific to general, chronological order, and spatial pattern.

Students' ability in writing with good components of writing is affected by some factors that include the method used by the teacher in teaching writing, the media, and the internal factor that is brought by the student such as the learning style. (Putra, 2014) found that students who are taught using picture series can be easier in getting idea for writing and write with appropriate vocabularies that are suitable with the topic. It can be concluded that student's writing skill is improved using visual media. Thus, this research is conducted to see the correlation between students' learning style and their writing skill.

Video Review Strategy

Every instructor requires a solid approach to provide a positive student learning experience. A strategy is a plan of action intended to help you reach a specific goal (Djamarah & Zain, 2002). A strategy is a plan, a method, or a set of actions intended to accomplish a specific educational goal (Gulo, 2002). A strategy is a plan of action to accomplish a specific objective. It makes it easier for teachers to achieve their objectives in the teaching-learning process: using a match technique will yield better results. In the teaching-learning process, there are many different types of strategies, including class concern, acting out, town meetings, tropical outlook, and others.

The video review strategy is one of them. Understanding and reasoning are included in the video review. Understanding and deductive reasoning enable kids to utilize their minds to process information and examine problems by assisting them in comprehending an issue and determining the best answer. By improving the students' intelligence and capacity for logical thought, this technique is carried out.

Two words make up the phrase "video review": video and review. Video is the recording and presentation of moving pictures (Kane, 2000). A review is a comment or comments made by someone who expresses ideas about the positives and negatives of literature, music, etc (Liu, 2011). Worksheets in the form of video reviews are used to teach a range of linguistic abilities (Nurzaenah, 2011). Both teachers and students should use certain strategies and techniques when learning a language because writing is an output and the culmination of the learning process (Liu, 2011). When a teacher shows a video to the class, the students are instructed to watch it, listen to it, and take notes while doing so. After seeing the movie, they are then requested to review it.

First developed by Silberman (2009) in his book *Active Learning*, the video review strategy includes the following steps:

1. Select the movie that will be viewed by the students
2. Inform them beforehand that they will be giving the video a critical evaluation. This is done to get the students to view films more carefully and take something away from them.
3. Tell the students to review a number of elements, such as:
 - a. Realism (of the offenders)
 - b. Relevance
 - c. Memorable incidents
 - d. Organization of the content
 - e. Application to their life.
4. Start the movie.
5. Providing students with an instrument worksheet
6. lead a conversation and conduct a survey of the students utilizing several full systems that can be sorted, such as:
 - a. From 1-6 stars
 - b. Accept or Reject

This video review strategy has various advantages (Nurzaenah, 2011). A video will provide some visual stimulation that might spark some fresh interests. Learner motivation is increased by the added interest. The original language used in the context is made available to the learners through the film. Practice listening comprehension skills using videos. Video efficiently encourages additional action. However, the plan has significant drawbacks as well (Nurzanah, 2014). They are challenging to keep the audience's attention, and practicing their participation is uncommon. The one-way communication method must be balanced with the gathering of further feedback. When an object is displayed flawlessly, the technique has less ability to show its subtleties. It calls for pricey, sophisticated equipment.

METHOD

This research employed pre-experimental design. The pre-experimental design of this study used a one-group pretest-posttest format. At SMA Negeri 12 Makassar, an experimental class was conducted using the Video Review Strategy to improve the writing skills of the students.

The research was conducted at SMA Negeri 12 in Makassar. The study employed a quantitative research strategy that involved repeated data collection and analysis. Data from the pre-test, treatment, and post-test were collected over the course of roughly two months by the researcher.

All eleventh-year students at SMAN 12 Makassar, which had two classes, XI IPS 17 as the sample, made up the population of the study. Purposive sampling was employed by the researcher to choose the sample. The researcher selected class XI IPS as the experimental group for two reasons: first, based on observation and an interview with the English teacher of SMAN 12 Makassar, class XI IPS had lower writing proficiency than XI MIPA; second, it would be preferable to select a group with lower proficiency to determine whether there has been a significant improvement in the students' writing proficiency.

Writing tests were used as the research's instrument. In just 90 minutes, the kids generated at least three paragraphs of 300–500 words each. The identical topic—education for young learners—was presented to the students in both the pre-test and the post-test. Pretest and posttest methods were used to gather the data for this study.

FINDINGS

The results were from a writing test given to SMAN 12 Makassar students in their eleventh year during the 2019–2020 academic year. All of the steps that were demonstrated in the preceding chapter were used by the researcher. The researcher also administered pre- and post-tests to the students. The next step was to compare their performance between the class's pre- and post-tests. It sought to ascertain how the students' results varied. After statistical analysis of the data, the researcher collected data from the tests that had been administered to the students.

The writing test that the researcher administered to the students served as both a pre- and post-test to gauge their level of writing proficiency. The researcher reviewed the answers after each student returned their assignments to her. The researcher determined the students' writing ability based on the criteria of writing ability, which include content, organization, vocabulary, language use, and mechanic after giving the students pre- and post-tests.

In the pre-test, eight students received terrible grades, nine students received enough grades, and none of the students received excellent or good grades. The pre-overall test's score is 26.80. Because most students still received subpar and sufficient marks, it has been demonstrated that the students' writing abilities in the pre-test were low. Nine students received good scores on the post-test, eight received enough scores, and no students received exceptional or low scores. The post-overall test's score is 45. It demonstrated that students' post-test scores had improved.

The post-mean test's score increased to 2.65 from the pre-mean test's of 1.58 (X1) (X2). The pre-standard test's deviation (SD) was 0,267, while the post- test's standard deviation of the post-test was 0,419 (SD). T-test is higher than t-table ($2.085 \geq 1.740$). Thus, it can be concluded that the students' writing ability is better after getting the treatment using Video Review Strategy. So, the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted.

DISCUSSION

Students' issues with writing include a lack of ideas and a limited vocabulary. They were struggling despite the researcher giving them a topic to write about. They were only able to form a few sentences. Their writing skills have improved as a result of the use of the video review strategy. When students are given writing prompts, they are aware of how to connect each paragraph to the subject.

According to the researcher's assertion in the preceding chapter, the video review strategy is one method for engaging students. To put it another way, by making students watch a video, they can gain an idea or ideas from the film, and then, after seeing the video, they can debate their thoughts or ideas. They worked on their listening skills while watching videos in which real English was being utilized in context. A visual stimulation might also encourage their ideas and motivation. Earlier research on Asshiddiq and Abd Rauf (2020) also discovered the same benefits as the outcomes.

The execution of this technique ran into some issues. First, while the video was loading or buffering, the students became distracted, lost focus, and eventually lost interest in the film. Many of them were also unable to grasp what the speakers were saying, particularly when asked to list any words that the speakers may have used. They also simply spoke with their friends. Because of this, the teacher must keep an eye on and manage the class. For the best outcome, it also required pricey equipment including an LCD, speakers, a laptop, and other devices. It is comparable to Nurzanah (2011) viewpoint from the previous chapter regarding the drawbacks of the video review strategy.

In order for students to understand the topic of video usage during the lesson, it must be related to a problem they face on a daily basis. A straightforward but humorous film with a broad topic before or after it could be used by the teacher as an icebreaker. The purpose of this method in this study is to act as a catalyst for inspiration when writing and motivation while learning English because many students believe that English is a challenging or tough subject. By employing the technique, the students should be able to come up with ideas for the writing's subject matter. The researcher was interested in using this tactic to improve students' writing abilities because that is one of the factors that occasionally causes students to avoid or be lazy about learning English.

According to the data, the experimental class's mean pretest score was 1.58. The experimental class's posttest score had a mean of 2.65. It is clear that in the experimental class, student learning output exceeded student learning input. Theoretically, the Video Review Strategy can help SMAN 12 Makassar students in the eleventh grade improve their writing skills.

CONCLUSION

One of the most crucial abilities in English as a second or foreign language is writing, which requires a number of stages to complete, including topic decoding, concept development, connecting paragraphs, etc. Writing is a method used to convey facts or thoughts in order to persuade a reader through written language. The writer should be mindful of the text's arrangement, terminology, grammatical structure, and mechanics. The researcher employed the "Video Review Strategy" when writing analytical exposition to help students write more effectively. The purpose of the video review technique is to have the students watch a video that the teacher has prepared in order to achieve a certain educational goal. The students are then requested to review the video after listening, seeing, and taking notes while it is playing. Because starting what the writer wants to write is challenging, it could inspire students to come up with some thoughts for the subject. This study used the video review technique to help students in SMAN 12 Makassar's eleventh-year classes improve their writing skills. This study uses a pre-experimental one-group pretest-posttest design as its method of inquiry. The goal of

this study is to collect empirical data on the variations between students' pre- and post-test results. Analyzing the Data will help you accomplish that. The t-test was used to assess the data. As determined by the data analysis in the preceding chapter, $t = 2.085$ $t_{table} = 1.740$ has a significant level of 0.05 (5%). According to the statistical assumptions in Chapter III, H_a is accepted and H_o is rejected if $t\text{-test} (t) > t\text{-table} (t)$ to a significant degree of 0.05 (5%). In conclusion, the Video Critics technique could improve students' writing skills at SMAN 12 Makassar's eleventh-year students.

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