

THE USE OF VIDEO IN TEACHING WRITING OF DESCRIPTIVE TEXT
FOR THE TENTH GRADE STUDENTS AT SMA NEGERI 1 STABAT

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ABSTRACT

Miranda Putri, Mellya. Registration Number:2143121022. The Use of Video in Teaching Writing of Descriptive Text for the Tenth Grade Students at SMA Negeri 1 Stabat. A Thesis:English Educational Program, Medan State University, 2021.

The aim of this study was to describe the use of video and analyze the reasons of using video in teaching and learning process especially in writing descriptive text for tenth grade students at SMA Negeri 1 Stabat. This study was qualitatively conducted that taken two english teachers of SMA Negeri 1 Stabat. The data were collected by using recording, depth interview and observing the whole processes of teaching writing descriptive text. The findings of this study showed that the teacher 1 only used four ways from seven ways while the teacher 2 only used three ways from seven ways. The researcher used Berk theory in analyzing the teachers' ways in using video in teaching descriptive text. There were reasons of using video in teaching and learning process that had gotten from teachers' interview. Then based on the data, the reasons dominantly were see and also hear the language in use, be more active, creative, attractive, motivated, enjoyable, and the important things by the video the student could master the material in good enough. The findings of this study revealed that video contributed to the study of foreign language teaching especially teaching writing.

Keywords : *English Teacher, Video, Berk Theory, Writing skill, Descriptive text.*

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INTRODUCTION

Background of Study

Writing skill is one of skills in English. Writing is a productive or active skill. According to Nunan (2003) writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. So, writing is the activity to produce words from our mind into sentences and paragraphs and involves vocabulary and structure. Writing is also an important skill for students because writing is the activity to tell what the students think in their mind in written words. And to do that all students needed good memory and imagination in writing descriptive text. Because of that the teachers should be more interesting in learning process.

And as we had already known that at this time, teaching and learning process, there should be interesting innovations. The learning process was no longer focused on one teacher who only use the lecture method which resulted in students getting bored in class. This less attractive learning tendency was a natural thing experienced by teachers who did not understand the needs of these students both in terms of characteristics and in the development of knowledge. And especially in this research, the researcher took descriptive text learning, with conventional media tending to be boring, less interactive and communicative in transferring knowledge as a result of reducing students' motivation to learn in the learning process. In this case the role of a teacher as a science developer is very large to select and carry out appropriate and efficient learning for students, not just conventional-based learning. In this case, the researcher analyzed that video as a medium learning. Video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of video experiences in addition to spoken language (Richard and Renandya:2002). according to Stempleski & Tomalin (1990) the use of video can provide background information and proper stimuli for subsequent reading, writing, speaking and listening activities. According to Dupuy (2001:10) video can be used to motivate students to learn essential writing skill.

Furthermore, the teachers claimed that most of the students couldn't mastery the material in good enough. While the goal of teaching and learning is making students understand to the topic given by the teachers. If the teachers used only conventional based learning, it could be monotonous and bored. Especially in this case, the researcher only focused on the genre was descriptive text. When the students did not grasp the materials given by the teacher, it would then bring the failure to the teacher. One of the impacts of using only conventional based learning who are poor of vocabulary in English was students make noisy in the classroom.

Based on the theory above, writing descriptive text and video are related each other. In the context of teaching, the teacher has to make the students are more interesting in teaching and learning process and increase the students' motivation in learning writing. To make the students are more interesting and have high motivation in learning process, the teacher must use a media in teaching and learning process. and video consider as media which can make the students more interest and motivated in learning because video is an audiovisual media which displays some pictures in it and it can increase students' motivation and interest in learning writing descriptive text.

Based on the researcher's observation at SMA Negeri 1 Stabat, the students did some mistaken in wring descriptive text and also have less interest and motivation in learning writing. The teacher believes that not all the students can make a good descriptive text and video is a good media in improving students' motivation and interest in learning writing descriptive text.

According to those problems above, the use of video in teaching writing descriptive text is needed. Based on the explanation that has been outlined above, the researcher will conduct the research under the title "The use of Video in Teaching Writing of Descriptive Text for the Tenth Grade Students at SMA Negeri 1 Stabat".

REVIEW OF LITERATURE

1. Video

Video as Teaching Media

According to Cooper (1991) video as a supercharged medium of communication and powerful vehicle of information that is packed with messages, images, and ambiguity, and so represents a rich terrain to be worked and reworked in the language learning classroom.

According to Manuela (2017) video is a valuable and possibly underused tool. According to Dupuy (2001:10) videos can be used to motivate students to learn essential writing skill. From the definition above, video is one of media in teaching and learning process. Besides that, video can help the students to be interested in learning writing. Video can give advantages in teaching and learning process.

Learning Facilitation through Video

In the teaching and learning process, video is the way of teacher to communicate with the students. It is not only helping the teacher to communicate and send a message to the students but also to give some responses so the students can carry meaningful learning experiences.

Using Video as Teaching Media

Oliver et al (2012) the use of video makes it possible to present knowledge in different ways and enables different forms of interaction with learners. Stempleski & Tomalin (1990) the use of video can provide background information and proper stimuli for subsequent reading, writing, speaking and listening activities. Using video can make the students are interested in learning English because video can give a new experience for the students in teaching and learning process.

Kinds of Video

There are three basic types of video which can be used in the class (Harmer, 2001), they are: off-air programmes, real world-video and language learning video. Off-air programmes recorded from a television channel, it should be engaging for our students and of a sensible length. It is also extremely difficult

for students to understand, especially when the speaker used particularly marked accents. Real World-Video is a kind of video which has length duration. The kinds of this video such as feature film, exercise animals etc. Language Learning Video has main advantage of specially made video is that they have been designed with students at a particular level in mind. They are thus likely to be comprehensible, designed to appeal to students' topic interests, and multi-use since they can not only be used for language study, but also for a number of other activities as well.

The type of videos that is used by the researcher is language learning video because the researcher's video is made to accompany the course book. The video is hoped can be the good media in teaching writing descriptive text.

Techniques of Using Video

Technique of using video is one important thing which is observed in using video in teaching and learning process. There are some techniques which can be used in using video (Harmer, 2006).

1) Viewing Technique.

One of the main objectives of viewing techniques is to awake the students' curiosity about what they are going to learn by doing prediction. These techniques can be implemented in several ways:

- **Fast Forward** teachers can present the video to the students by playing it for a few seconds and then fast it forward. Those activities should be repeated until the end of the video.
- **Silent Viewing** the teachers can play the video without any voice. The video is just presented silently without any information.
- **Freeze Framing** the teachers to stop the video for several times. The students are encouraged to deliver their idea when the video is stopped.
- **Partial Viewing** It is also a way to underpin the students' curiosity because it lets the students to see a part of the video and ask them to predict what kind of information that they will gather.

1. Listening (and Mixed) Technique

- **Pictureless Listening** the teachers are started by guiding the students to listen to the information in the video. However, the students are not allowed to see the pictures in the video until they are able to guess and share what information they got.
- **Picture of Speech** dividing the students in the class into two teams. Each team has different opportunities during the teaching and learning activities. The first team is administered to watch and understand a video presented by the teacher. Then, another team should predict what the video is about based on the clues stated by the first team.

The Reasons of Using Video

Harmer (2001) there are some reasons why video is one of good media in teaching and learning process ; see language-in-use, cross-cultural-awareness, the power of creation and motivation. It means that video employs important roles in the classroom because the students do not only listen how the language used by native speakers but also can see about the language used in real context of communication. It also allows the students to know about English native speakers' culture based on the setting of the story in the video. Then, it can develop the students' creativity and communicative competence because they can create their own video while using or practicing the language. Moreover, the students can get more interest in learning because they have opportunity to see the language in use as well as learn it from audio recorder. In this case, the use of video provides advantages for the students.

Teacher's Belief and The Use of Media

Before, there is no technology in the world, teacher taught the students by traditional method without using technology when they explained the material. According to Chan & Elliot (2004), teacher's belief with teacher's action have suggested a similar relationship between beliefs and technology integration. Teacher's belief in technology especially video can make their students understand the material easily and can increase the students' writing in English

because video is considered as suitable media to teach descriptive text. Video is one of media in teaching and learning process that is used by the teacher in teaching.

The Implementing of Video in Teaching

Berk (2009) stated there are several ways of implementing video in teaching:

- Pick a Particular Clip to Represent the Main Content of Video. The teacher picks a part of the video to help the students to know the topic which will be taught.
- Prepare the Guidelines for Student's Activity and Discussion Questions on What They have to See, Hear, Look For. when video is presented in the class, there is no specific instruction about what the students have to learn from the video and what they have to do after watching the video. This matter should be well organized to guide the students in achieving the learning objectives.
- Introduce the Video Briefly. The teacher gives information to the students about what they have to watch, it is activate the student's prior knowledge and help the students in the process of comprehending the information.
- Play the Video. The teacher must be as facilitator in teaching and learning process because the students have to be focus on what they watch.
- Stop the Video at Any Part to Highlight a Point. The teacher stops some parts in video to highlight some points in video, it is effective to guide the students to understand what they learn.
- Set a Time for Reflection What They have Watched. This activity is really beneficial in order to gather information that relates to the students' understanding about what they have watched.
- Design an Active Learning Activity. This last point is the most influential; the teaching and learning activities will not run effectively if the teachers do not prepare what the teachers and students have to do during the class.

The researcher used Berk's theory to analyze the English teachers who teach descriptive text by video. The researcher choose Berk's theory because from

three theories, Berk's theory is more complete from another. In Berk's theory, there is a step about design an active learning activity. This step is very useful because the teacher had a plan what will students do when the video shows and what will they do after the video end.

Writing

Nunan (2003) writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. Byrne (1979:1) writing is one of the language skills that is used for medium of communication, especially for indirect communication. Writing is one of skills in English that involves thinking and language. Writing is included in productive skill because we are required to produce language. Writing involves thinking because writing is happened when we think an idea in our minds while writing involves language because when we are writing something or text, we must also think vocabularies in our minds.

The Process of Writing

White and Arndt (1991) say writing is re-writing that revision (seeing with new eyes) has a central role to play in the act of creating text. Process writing is interrelated set of recursive stages which include:

- Drafting (concept).
- Structuring (ordering information, experimenting with arrangement etc).
- Reviewing (checking context, connection, assessing impact, editing).
- Focusing (that is making sure you are getting the message across you want to get across).
- Generating ideas and evaluation (assessing the draft and/or subsequent drafts).

Teaching Writing in Senior High School

Student in senior high school is categorized as pre-adult because their mind is not too adult or complex like adult. Teaching writing to student in senior high school is not too difficult like teaching writing to student junior high school because student in senior high school has large knowledge than student junior

high school. But it is same that teaching writing is difficult because English is not our mother tongue but as second language for us.

Dupuy (2001 : 10) states that videos can be used to motivate students to learn essential writing skill. Video is a tool in teaching and learning process. Mark & Anderson (2003) also descriptive text is a text that states a factual description specifically to describe a particular place or thing. Descriptive text is a kind of text which is aimed to describe a particular person, place or things (Gerot & Wignell, 1995). Based on the definition, video has relation with descriptive text. Video is a media that display move pictures in it clearly and it can be motivate the students to learn descriptive text while descriptive text is a kind of text that describe a particular person, place, things specifically and detail.

In teaching writing descriptive text to senior high school, the teacher should reflect on the basic competence of senior high school grade tenth of writing skill like presented as following.

Table	2.1	Basic	Competen
Basic Competences			
3.7	Analyze the social function, structural text, and element linguistic from a simple descriptive text about people, tourism spot, and famous historical building appropriate with the context use.		
4.10	Arranging spoken and written descriptive text about people, tourism spot, and famous historical building by watching the function, structural text, and element linguistic correctly and appropriate with the context use.		

Descriptive Text

Knapp & Watkins (2005) descriptive text enables the categorization or classification of an almost infinite range of experiences, observations and interactions into a system that orders them for immediate and future reference, and allows us to know them either objectively or subjectively, depending on the learning area or intent of the writer. Knapp & Watkins (2005) descriptive text is also used extensively in many text types such as information reports, literary

descriptions, descriptive recounts and, due to the need to classify and/or describe a process before explaining it, in the opening paragraphs of most explanation.

Gerot & Wignell (1995) descriptive text is a kind of text which is aimed to describe a particular person, place or things. Descriptive text is a kind of genre in writing that describes person, place or things particularly. The function of descriptive text is to describe something clearly.

RESEARCH METHODOLOGY

The study of this research used descriptive qualitative method. The writer only collected and analyzed the data and then from the data the writer made the conclusion. The writer described the facts concerning the object of the research, then analyzed about the use of video in qualitative way. Bogdan and Biklen (2007) qualitative research has some characteristics, it is included descriptive. Qualitative research was a research which was investigating object that cannot be measure with something related to exact sciences. And the data could be from interview, video, picture, videotape, or the other documents. So, descriptive qualitative research design is a research that is aimed to describe and analyze the phenomena that is occurred. With this design, the researcher described how video was used by the teacher of SMA Negeri 1 Stabat in teaching writing and described the reason why the teacher did it the way they did.

Techniques of Analyzing Data

Data analysis is the process of data in order to achieve the necessity of a research.

1. Observing and making preliminary data. The researcher observed the interaction.
2. Recording real class for teaching and learning process of writing. To get the use of video in teaching, the researcher records the whole part of teaching and learning process in the classroom.
3. Transcribing. The observed data is transcribed from the recorder.
4. Analyzing transcripts. The researcher analyzes that in teaching and learning process of writing should have or need video in teaching. Then

the finding of the use of video in teaching will be analyzed where the process of video is done in the class.

5. The conclusion is drawn from the data that have been summed up.

RESEARCH FINDING AND DISCUSSION

Research Finding

The researcher used Berk theory to analyze the data. Theoretically, there are 7 ways of using video in teaching English (Berk, 2009), they are (1) pick a particular clip to represent the main content of video, (2) prepare the guidelines for students' activities and discussion questions on what they have to see, hear and look for, (3) introduce the video briefly, (4) play the video, (5) stop the video at any part to highlight a point, (6) set a time for reflection what they have watched, (7) design an active learning activity. After analyzing the data, there were four ways of using video in teaching writing descriptive text which was done by teacher 1 and three ways of using video in teaching descriptive text which was done by teacher 2 and also seven reasons why teachers used video found in teaching and learning process in SMA Negeri 1 Stabat as following:

1. In teaching descriptive text, the teacher 1 used 4 ways while teacher 2 used 3 ways, they are (1) pick a particular clip to represent main content of the video, (2) introduce the video briefly, (3) play the video, and (4) stop the video in any part to highlight a point or replay it for exercises. The teacher 2 skipped the first way.
2. The two teachers claimed that video was useful for the students because it could make the students (1) see and also hear the language in use, (2) be more active, (3) creative, (4) attractive, (5) motivated, (6) enjoyable, (7) master the material in good enough.

Discussion

In English teaching, video has been used as a media in teaching and learning process. Video is considered as the best media in teaching writing skill because it can encourage and motivate the student to learn writing and make them to understand the descriptive text. This study highlighted that video is really

helpful in teaching writing of descriptive text in order to make the students understand descriptive text or not. The teachers frequently used the video itself.

The obtained data was supported by a video-recording during the teaching and learning process. It can be seen from the result of the study that there were once of using video in teaching of writing descriptive text in the class by two English teachers. The findings of this study revealed that video was used in pick a particular clip to represent main content of the video, introduce the video briefly, play the video, and stop the video in any part to highlight a point or replay it for exercises.

The use of video was used in pick a particular clip to represent main content of the video was used by teacher 1 while the teacher 2 introduced the topic without using video. The teacher 1 stopped the title of video then explained the topic while the teacher 2 just explained the topic without using video. This process is important because it makes the students understand the topic given by the teacher. The use of video in introduce the video briefly was used by teacher 1 and teacher 2. In this process, the teachers persuaded the students to think what the topic will be learned and encourage the students' curiosity. It was also found that the use of video in play the video was used by teacher 1 and teacher 2. Teacher 1 played the video from the title of video while teacher 2 played video from the characteristics of descriptive. This process is important because it is the media that can make the students motivate to learn writing descriptive text and facilitate the learning in the class. The use of video in stop the video at any part to highlight a point or replay it for exercises was used 6 times by teacher 1 and 3 times by teacher 2. This process is very important because the teachers stopped any parts in video, by stopping any parts in video the students can be better understand the topic given by the teachers. Stop the video at any part to highlight a point way is more often used by the two teachers than pick a particular clip to represent main content of the video, introduce the video and play the video.

As for research questions number 2, the result of study showed that the reasons of using video were seeing language-in-use, to be more active, creative, improving interest and motivation, enjoyable in learning. Based on data obtained,

teacher 1 and teacher 2 used video because the reasons such as seeing-language-in-use, to be more active, creative, improving interest and motivation, enjoyable in learning. The use of video related to the reason of seeing language-in-use. Using video in teaching descriptive text can make the students not only hear the explanation of the material but also see the explanation of the material. The use of video related to the reason of to be more active and creative, it means that students could be practice in answering the questions from the teachers enthusiastic. The use of video related to the reason of enjoyable, it means that students felt happy or enjoy in teaching and learning process.

It is similar with previous study by Ningtyas (2014) analyzed the effectiveness of using cartoon video in teaching writing of descriptive text. The findings were found that the implementation of using cartoon video in teaching writing of descriptive text is effective. It helps the students write descriptive text easily. Moreover, the students really enjoy writing descriptive text using cartoon video as media. Teacher's explanations also help the students in the learning process. Although the students have some difficulties in mastering grammars, vocabularies, and organization, but they have solutions to overcome these difficulties. The study on the use of cartoon video can be conducted in the other language skills such as listening, speaking, and reading.

In addition, it was proven by Falupi et al (2013) that he investigated whether or not teaching descriptive text by using video significantly increases the student's score in writing. The result that teaching descriptive text by using video significantly increased the students' score in writing. In addition, using video in teaching descriptive text writing gave large effect to the students' score in writing.

Then, Kase (2018) found out how is the video is used in teaching or writing descriptive text. It was conducted at SMP PGRI 16 Sidoarjo because this school applies edutainment concept in the teaching process. The result that video can increase students' interest in learning descriptive text.

It was also proven by Yuza (2019) found out the effectiveness of animated video in teaching writing descriptive text to the eighth grade students of SMPN 14 Pontianak in academic year 2018/2019. Based on the findings, the animated video

had significantly affected students' descriptive text writing. The teaching learning process through video was very interesting for the students. The use of animated video was effective for students' writing descriptive text.

Furthermore, Sitti (2016) analyzed the considering great benefits and challenges of using video in the EFL Classrooms, this study discussed theoretical background to present some meaningful ways of deploying video. Although the use of video in many EFL classrooms is not something new anymore, but more positive responds are still addressed by the students. In this case, the teachers as facilitators have to be able to prepare appropriate video based on the students' need and design some ways to make it effective, especially in encouraging the students to be active viewers. So, the teachers have to be able run some effective ways to involve the students during the teaching and learning activities by using video.

While for the first problem of study, it was found that the use of video in teaching writing descriptive text was used in four processes from seven processes such as pick a particular clip to represent main content of the video, introduce the video briefly, play the video, stop the video in any part to highlight a point or replay it for exercises. These findings were similar with the precious study. Those two teachers often used video in process of stop the video in any part to highlight a point or replay it for exercises that she wanted the students got and understand the topic easily and clearly.

For the second problem, regarding with the reasons of using video, the new findings of this study were seeing language-in-use and motivation. It was similar with the previous study by Sitti (2016). The use of video in teaching writing descriptive text as media could make students really enjoy in teaching and learning process. Although the students had some difficulties in mastering grammars, vocabularies, and organization, but they had solution to overcome these difficulties.

The findings above give contributions on the study of English in writing. It can be proved that video is helpful in teaching and learning process. Thus, it can be said that video could make the students were more to be active, creative,

interesting, enjoyable, understood and motivated to write descriptive text in teaching and learning process.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The purpose of this study was to describe the use of video in teaching writing of descriptive text and investigate the reasons of using video in teaching writing of descriptive text for the tenth grade at SMA Negeri 1 Stabat.

The findings of this study confirmed that:

1. Video was used by two English teachers in teaching writing descriptive text. there were four ways which was done by English teacher 1, those were pick a particular clip to represent the main content of video, introduce video briefly, play the video, stop the video in any part to highlight a point. While there were three ways which was done by English teacher 2, those were introduce video briefly, play the video and stop the video in any part to highlight a point. So, there were four ways which were done by teacher 1 and 2.
2. The reasons of using video were make the students see and also hear the language in use, be more active, creative, attractive, are motivated, enjoyable, and the important things by the video the student could master the material in good enough, because it could make them easier to remember all the explanation by video as medium learning.

Suggestion

In relation to the conclusions, the following are presented as the suggestions which useful for:

- 1) Teachers or readers should be better in applying the video for the students in teaching and learning process. They can read some books related in implementing of video in teaching and learning process.

- 2) Other researchers who are interested in video, should do some further study in teaching English through video. This can help to know or grasp how video applied in teaching and learning process.

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