

**DEVELOPING VIDEO AS THE TEACHING MEDIA OF WRITING  
DESCRIPTIVE TEXT FOR GRADE VIII STUDENTS IN SMP  
BRIGJEND. KATAMSO 1 MEDAN**

\*Meyke Pratiwi Br Karo

\*\*Prof. Dr. Hj. Sumarsih, M.Pd.

\*\*Yeni Erlita, S.Pd., M.Hum.

This research was aimed to develop video as the teaching media of writing descriptive text for grade VIII students in SMP Brigjend.Katamso I Medan. This study was categorized as Research and Development (R & D) study which adapted from Borg and Gall (2003). The method through six phases: conducting need analysis, designing, developing, experts validating, revising, and final product. The subjects of this research were 40 students of grade eighth of SMP Brigjend. Katamso I Medan which was located in Jl. Sunggal No. 370 Medan. The data and data resources were the teacher's lesson plan, teacher's interview, and students' questionnaires result. After getting the last data, the media should be planned to be designed as the students' needs. The media were developed and had been validated by the experts. The percentages of the media from the experts were 90% that categorized as very good. It can be concluded that video as one of the creative media to improve the students' ability in writing descriptive texts.

**Key words:** *Research and development (R&D), Descriptive Text, Video, Writing, Junior High School.*

---

\*Graduate Status

\*\*Lecturer Status

## INTRODUCTION

### *Background of the Study*

Writing is necessary in academic purpose and it is considered that having a good writing skill is a must for the students. Through writing the students can practice to express their ideas, thoughts and feelings in written form.

The main purpose of teaching writing is the students are expected to be able to communicate accurately and appropriately in the form of writing. As Ghaith (2002) states, "Writing is a complex process that allows researchers to explore thoughts and ideas, and make them visible and concrete". The students must be able to organize the ideas to construct the sentences, to use punctuation, vocabularies, grammar and spelling well. They are also expected to be able to arrange the writing into cohesive and coherent text.

The teacher also needs to use a media for teaching writing that attract the students' willingness to share their ideas creatively. The using of media will help the students in writing especially in descriptive text to share their ideas creatively. According to Celce-Murcia (2001:461), "media are tools or physical things used by the teacher to motivate the students by bringing a slice of real life into the classroom and by presenting language in its more complete communication complex." Media is important in teaching and learning English. They help both the teacher and the students. On the one hand, media help the teacher delivers the material being taught easier and more expressive. On the other hand, the students can understand the material easily. But, what is happening nowadays is the teaching writing itself which does not really attract the students' willingness to share any ideas in their mind. The media which is used by the teacher is not really interesting.

After the researcher did a brief observation in SMP Brigjend. Katamso I Medan especially in the 2<sup>nd</sup> grade students, the researcher found that the school uses Kurikulum 2013 (k13). The syllabus contents of descriptive text as students writing subject. The researcher also found some problems those are:

1. Teachers were lack of creating teaching media.
2. Students were not interested in learning writing descriptive text.

It is proven by the primary observation done by the researcher in SMP Brigjend. Katamso I Medan. The teacher at SMP Brigjend. Katamso Medan I usually uses only a whiteboard as her teaching media to teach the students about descriptive text. After she teaches materials of descriptive text, she asks the students to make a short description text of his/herself on their exercise book.

Based on the preliminary data above, the media that is used by the teacher does not much improve the writing skill of the students. Another problem that the researcher finds the students's willingness to write descriptive text is low. The average of students' writing score is seventy-one, meanwhile KKM is seventy-five. The teacher needs to create interactive media to attract their students' attention and the students' willingness to share their ideas creatively and critically in writing descriptive text. In the School Based Curriculum (Kurikulum 13), there

are several text types that should be learned by second grade of Junior High School students. These genres are descriptive, recount, and procedure text (Depdiknas, Indonesia Educational Department, 2013:70). This research will be focused on Descriptive Text only.

Descriptive text refers to a text which describes the characteristic of a specific thing, for example a specific person, animal, or object (Harsyaf et.al, 2009: 13). The aim of descriptive text is basically to give information about a person, place, event or action being described. The description includes parts, physical appearance and characteristics of the object being described. Students are expected to be able to write this text.

Description presents the detail characteristics of the object such as parts, physical appearance and characteristics of the object. It explains the object in details. Another problems that the students still made mistakes in using language features of descriptive text are such as the use of simple present tense. It might be the biggest fear for the students while working on their writing, and finally this made them got stuck about what they are going to write about.

The solution for this problem is then to create a video as the developing media which is interesting and innovative in guiding the students to write a descriptive text. According to Walter (2004) providing visuals or realia helps contextualize instruction in the classroom. Context greatly enhances understanding and student engagement which in turn will help them develop their ideas to enrich their writing. Halclerod (1983) state that the functions of media are: (1) to save time; (2) to stimulate interest; (3) to encourage students' participation; (4) to provide a review; (5) to help students to learn communicate ideas visually; (6) to provide a medium for individual or group reports; and (7) to make a classroom dynamic, relevant, and attractive.

The development of the media must attract and stimulate their willingness to communicate in English. By using media in descriptive text which hopefully will increase the students' motivation and enthusiasm to learn any material in English subject. Finally, it will improve the English skills of Junior High School students.

## **REVIEW OF LITERATURE**

### **1. Media**

Media comes from the Latin word "Medium" which means something to deliver the message from sender to the receiver. According to Sadiman et al (2002), media is kind of tools used to deliver information from sender to receivers which can attract their mind, feeling, attention and interest of the students, so that the teaching and learning process happened.

Moreover, Media is a communication channel, which refers to anything that carries information from the source of information to the receiver of information, for instance text, images, video, television, and books (Sutrisno, 2011)

## **2. Video**

Video is one of technology's products which presents constant movement of sophisticated images, moving pictures, animated pictures, or moving texts accompanied by audio or sound effects.

Harmer (2001) state that a video is not only a great aid to see language in use such as comprehension since students are able to see general meanings and moods that are conveyed through expression, gestures, and other visual clues, but also uniquely bridge the cross cultural understanding. They will see how typical British 'body language' is when inviting someone out or how Americans speak to waiters. He also adds that a video has the power of creation. Students are able to create something memorable and enjoyable when the teacher lets the students use video cameras themselves. Finally, students mostly show an increased level of interest when they have a chance to see language in use as well as hear it.

## **3. Motion Graphics**

Louise Sandhouse (2006) states that Motion graphics is the contemporary term used to describe a broad field of design and production that embraces type and imagery for film, video, and digital media including animation, visual effects, film titles, television graphics, commercials, multi-media presentation more recently architecture ,and increasingly digital video/video games.

Motion graphics are generally short pieces of time-based visual media which combine the languages of film and graphic design. This can be accomplished by incorporating a number of different elements such as 2d and 3d animation, video, film, typography, illustration, photography, and music. Common applications of motion graphics are film title sequences, animated logos at the end of commercials, lower-third elements, etc.

In this research, the researcher will use motion graphic as a kind of video development specially in teaching writing descriptive text.

## **4. Writing**

Writing is important for English learners to convey information and idea .According to Siahaan (2007: 215), Writing is a physiological activity of the language user to put information in the written text. In writing we need to think abroad about the ideas and also the choice words. It means that in writing information is needed to write a text. But, usually students find difficulties in their writing.

In addition, Jill and Charles (2008: 116) states that Writing is difficult skill for many learners, even in their mother tongue. It means that writing is important to learn by the learners because writing is difficult skill for learners.

Moreover, Yale (2010) says, practice in writing helps students build their reading skills, in the sense that practice in the process of writing their own texts helps them analyze the pieces that they read. As a result, they can apply their knowledge about the ways to use particular language (word choice, combining

words into logical and grammatical sentence structures, appropriate registers, etc.) to better understand a professional author's construction of texts.

## **5. Teaching Writing**

Seow (2002: 319) gives some pointers for teachers in implementing teaching writing, those are: (1) teacher modeling, (2) relating process to product, (3) working within institutional constraints, (4) catering to diverse students needs, (5) exploiting, the use of computers in process writing.

## **6. Descriptive Text**

### **a. Definition**

Dirgeyasa (2014:69) said that description or descriptive etymologically is derived from the describe. Describe means to draw or illustrate or to picture object, place, person in order to have visual appearance of the object described. Descriptive text is a text with its a purpose is to describe text stretch out much information about certain people, things, and place detail.

### **b. Social Function**

The social function of descriptive writing is to describe a person, place or things in such a way that a picture is formed in the readers mind. In addition, the purpose of descriptive writing is to make our readers see, feel and hear what we have seen, felt and heard. Whether we are describing a person, a place or a thing, our aim is to reveal a subject through vivid and carefully selected details.

### **c. Generic Structure**

The generic structure and textual elements of descriptive writing based on Dirgeyasa (2016: 58), can be explained as follows:

#### **a) Identification**

It is a statement which identifies about the topic/theme that will be described. The statement given must be interesting enough to attract the reader to read the whole explanation about the description.

#### **b) Description**

It is the place where detail explanation about the topic is presented, as stated in the identification about the topic that is going to be described.

### **d. Language Features**

According to Pardiyono (2007:34), the language features used in descriptive text are:

- a. Use of declarative sentences
- b. Use of conjunction

Using conjunction is to create a coherent text

c. Use of simple present tense

Tense used in descriptive text is present tense, because it tells about a facts, general accepted-facts, or reality. The formula of present tense is:

*S + V1 ... or S + to be (is/am/are)...*

d. Use of adjective, verb, noun, adverb

## **RESEARCH METHODOLOGY**

This research applied Research and Development (R & D) research method. It is adapted from R & D research method proposed by Borg and Gall. Borg and Gall (2003:569) states that the educational R & D is industry-based development model in which findings of research are used to design new products and a procedure, which is systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality or similar standard. One of the most widely used models of educational research and development was the system approach model designed by Borg and Gall (2003: 571).

The subject of this study was the eighth grade students of SMP Brigjend. Katamso 1 Medan in the academic year of 2018/2019, which consist of one class, they were VIII-6. This subject was chosen because the researcher found the writing media used in the class was not really interesting to be used and it could not improve the students' willingness to learn English especially in writing. Based on the preliminary observation, the class consists of 40 students in the second semester term.

The data was collected in the form of qualitative and quantitative. The qualitative data was obtained from the interview of teacher and some students. While quantitative data was obtained from the questionnaires in form of percentage. These two forms were the references of data analysis.

The data was obtained from the interview firstly collect and analyze. These data were needed to evaluate the writing media and assess the students' needs in learning writing especially in descriptive text. The data was divided into two forms of data analysis, qualitative data analysis and quantitative data analysis. The data were firstly collected, and then this research was described the findings. The qualitative data were analyzed by showing the conclusion of the interview.

## RESEARCH FINDINGS AND DISCUSSIONS

### *Research findings*

Based on the interview from the teacher the researcher got the information about the media that teacher used in teaching descriptive text. The fact showed that the teacher in the eighth grade of SMP Brigjend. Katamso I Medan used a whiteboard that is contained the explanation of descriptive text, such as the definition, the language features, the generic structure and the example of descriptive text. The media was less interesting and cannot attract the students' attention to try writing the descriptive text.

As the researcher focused more to the descriptive text, the existing media needed to be developed. The existing media was not really interesting to get the students' focus. Students need the audio-visual media to improve their willingness to learn English, especially in writing descriptive text. The teacher also said that actually she needs more interesting media to attract the student attention to improve student's writing skill. The researcher developed Motion Graphic video as the media to teach writing descriptive text.

The students preferred to learn writing descriptive text use interesting video. In line with the technique's use that was needed by the students was the teacher used media in explaining the material. Then, they thought that video was more helpful and ease them to understand the concept of descriptive text for them as well as to writing descriptive text. The students also preferred was the animation video that is used by the teacher is having duration is less than 15 minutes

### *Discussion*

The aim of this study was to design the teaching media in writing descriptive text that appropriate to the eight grade students at SMP Brigjend. Katamso I Medan. The researcher did the steps of R and D cycle proposed by Borg and Gall (2003). The researcher did the observation to got the students need by giving the questionnaires for the students and interviewed the teacher. As the result of observation, researcher concluded that students like the audio-visual media to learn descriptive text to describe about people, animals and thing (based on K-13 syllabus) but hard enough to practice writing skill in it.

From those problems, the researcher had designed the motion graphic video that can stimulate the students to learn descriptive text and to help the teacher to find a good media to teaching learning process. To get the quality of the product, the researcher gave it to the validator to be validated. The validators came from and English Lecturer from State University of Medan that was Indra Hartoyo, S.Pd., M.Hum., as the first validator and an English Teacher from SMP Brigjend Katamso I Medan that was Ade Cly Manik, S.Pd., M.Hum., as the second validator. As the result from the first validator evaluation got 89,56% (Very Good) and from the second validator evaluation got 92,17% (Very Good) for the some aspects.

## CONCLUSIONS AND SUGGESTIONS

### *Conclusions*

The researcher made a video as the teaching media for helping students in writing descriptive text. Using video as teaching media is good media to attract the students' willingness and share their ideas creatively in writing descriptive text. The researcher used audio-visual media because it is appropriate media that can be applied in the class.

Based on some experts theory (Smaldino, Russel, Heinich, & Molenda) about the effectiveness of using video as media in teaching learning process (previous chapter). In general, the students will be more active in learning process if there is an interesting media that the teacher can apply in transferring material in the classroom. The audio-visual media in this research can help the students to understand about descriptive text. And also the teacher can use in teaching writing descriptive text.

### *Suggestions*

1. For the teachers, the researcher suggest to English teacher to apply video as teaching media in writing descriptive text. The media of video is one of alternative ways to improve students' ability and interest in writing.
2. The students, by implementing of teaching media could help the students to improve their ability in writing and their interest.
3. For the other researchers, in developing the media especially by using the video make sure that the video can be interesting in order to improve their ability in writing skill.

## REFERENCES

- Berk, Ronald A. 2009. *Multimedia Teaching with Video Clips: TV, Movies, YouTube*,
- Borg and Gall. 2004. *Development Research*. Continuum: New York.
- Brown, J., Lewis R.B., & Harclerod, F.F. (1983). *Audio visual instruction*. New York: McGraw Hill Book Inc.
- Brown, H. D. (2007). *Teaching by principles: An interactive approach to language*.
- Cakir, I. (2006) *The Use of Video as an Audio-Visual Material in Foreign Language Teaching Classroom*. The Turkish Online Journal of Educational Technology-TOJET, 5 (4), 57-72.
- Celce-Murcia, Morianne. 2001. *Teaching English as A Second or Foreign Language.(3rd Edition)*. Boston: Heinle & Heinle Publishing.
- Dirgeyasa, I Wy. 2016. *Collage Academic Writing: A Genre-Based Perspective*. Medan: Unimed Press.
- Falupi ,Sri Novita. Arifin ,Zainal, Novita, Dewi.2011.*Teaching Descriptive Text Writing by Using Video to Junior High School Students*.
- Gaith, Ghazi. 2002. *The Nature of the Writing Process*. Online at [nadabs.tripod.com/ghaith-writing.htm](http://nadabs.tripod.com/ghaith-writing.htm). Accessed on January 11<sup>st</sup>, 2019.
- Girod ,Mark, John Bell, Punya Mishra.2007.*Using Digital Video to Re-think Teaching Practices* Volume 24 / Number 1 Fall 2007 Journal of Computing in Teacher Education 23 Copyright © 2007 ISTE (International Society for Technology in Education), 800.336.5191 (U.S. & Canada) or 541.302.3777 (Int'l), [iste@iste.org](mailto:iste@iste.org), [www.iste.org](http://www.iste.org)
- Harmer, J. (2004). *How to teach writing*. New York: Pearson Education Ltd.
- Harmer, Jeremy. 2007. *The Practice of English Language Teaching*. Edinburgh Gate Harlow Essex: Pearson Educational Limited.
- Harris, D. P. (1969). *Testing English as a second language*. New York: McGraw
- Harsyaf, Nurmaini, M. Y, Zakhwan, I. 2009. *Teaching Writing*. Jakarta: Center for Development and Empowerment of Teachers and Education Personnel

- Hasan, Basri. 2011. *Teaching Writing News Item Text Through Documentary Video at The Tenth Grade of SMA N 1 Kaliwungu Kendal In The Academic Year of 2010-2011*. <http://library.walisongo.ac.id>,
- Heinich, R., Molenda, M., & Russel, J. D. (1990). *Media*. New York: Collier
- Irawansyah.2016. *Genre Based Approach: A Way to Enhance Students' Writing Ability*. ENGEDU English Education: Jurnal Tadris Bahasa Inggris p-ISSN 2086-6003 Vol 9 (1), 2016, 74-88 accessed on <http://ejournal.radenintan.ac.id/index.php/> September 2018.
- Kumalarini,Theresia,Tri,Anggi.2014.*The use of cartoon video as a media to teach descriptive writing text to the eighth grade of junior High School*.E-Journal Unesa. Volume 02 Nomor 01 Tahun 2014, 1-6,July 2018
- Pardiyono. 2007. *Pasti Bisa! Teaching Genre Based Writing*. Yogyakarta: Pensiylvania: International Textbook Company.
- Prabandani, Wahyu Nita. 2016. *Teaching Writing of Descriptive Text by Using Scaffolding Technique*. ENGLISH-EDU(Journal of English Teaching and Research).
- Purnomo, Adi. 2014. *Improving Descriptive Writing Skill through Mind-Mapping Teaching and Learning*, 5(1), 1-21.Technique.Retrieved 10 September 2018.
- Rivai,Ita Miftahussaidah.et al.2017.*The Effectiveness of Using Video on Students' Writing Ability in Teaching Descriptive Text*.The journal of English language Studies Vol.02,No.2,Sept 2017,(155-165).
- Richards, J. C. and Renandya, W. A. (Eds). (2002). *Methodology in language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
- Sadiman, Arief S. et al. 2002. *Media Pendidikan: Pengertian, Pengembangan dan Pemanfaatannya*. Jakarta: P.T. RajaGrafindo Persada.
- Sa'diyah,Halimatus.2017.*Improving Student's Ability in Writing Descriptive Text through a Picture Series Aided Learning Strategy*. The English Teacher Vol. XL: 164-182 accessed on <https://journals.melta.org.my/index.php/tet/article/view/269>
- Sandhause,L.2006.*Los Angles in Motion:A beginner's Guid from Yesterday to Tommorrow*[online].Accesed 13rd November 2018.

- Seow, A. (2002). *The Writing Process and Process Writing*. In Richards, J. C. and Renandya, W. A. (Eds). (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
- Shir, Mohsen Fathi dare et al. 2014. *The Role of Motion graphics in Visual Communication*. Indian J.Sci.Res. 7(1):820-824, 2014. ISSN:0976-2876(print). ISSN: 2250-0138(online)
- Siahaan, Sanggam. 2007. *Issues in Linguistics*. Yogyakarta: Graha Ilmu.
- Sugiyono. 2010. *Penelitian Kualitatif Kuantitatif R&D*. Bandung. Alfabeta.
- Vokuja, Tanya. 2005. *Cross genre about to short stories*. Retrieved on September 2018.
- Sugiyono, Prof. Dr. 2011. *Metode Penelitian Pendidikan*. Bandung: Alfabeta
- Wahidi, Rachmat. 2009. *Genre of the Text*. <http://rachmatwahidi.wordpress.com>. Accessed on 20 July 2018.
- Walter, T. (2004). *Teaching English language learners*. New York: Longman. White Plains, NY: Pearson Education.
- Woolfitt, Zac. 2015. *The Effective Use Video in Higher Education*. Lectoraat Teaching, Learning and Technology Inholland University of Applied Sciences.
- Yale, J. B. (2010). *The relationship between reading and writing*. Retrieved October 11, 2018 from <http://www.k12reader.com/therelationship-between-readingand-writing>.  
York: McGraw Hill Book Inc.