

The Use of Flashcard and Bbc Nature Video to Improve Students Ability in Writing Descriptive Text (A Comparative Study of Grade 10 SMA N 1 Bangun Purba Rokan Hulu in the Academic Year of 2023)

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ABSTRACT

This final project is a comparative study in experimental design that aims at investigating whether there is any significant difference of the achievements in writing descriptive texts of students who are taught by using flashcards and those who are taught by using BBC Nature videos with an assumption that these media can help them to interpret the content of the course. The subjects of the study were the eight grade students of SMA N Bangun Purba, Rokan Hulu in the academic year of 2023. There were two groups that were given different treatments. The first group was the control group who was taught by using flashcards, and the second group was the experimental group who was taught by using BBC Nature videos. There were seven meetings for each class; one meeting was for the pre test, five meetings were for treatments and one meeting for the post test. In the test, the students of the control group used the flashcards and the experimental group used the BBC Nature videos to write a descriptive text based on the topic provided: animal. The result of this research showed that the pre-test average scores of the two groups were nearly the same. The means of the pre-tests were 65.07 (the control group) and 65.47 (the experimental group). The slight difference between the two groups indicated that they were similar learning basis. After the control and the experimental groups were given different treatments, the score of the two groups increased. The means turned into 76.67 for the control group and 84.00 for the experimental group. The improvement were 11.60 (the control group), and 18.53 (the experimental group). The result of t-test based on the difference of two means revealed that the obtained value (3.86) was higher than t-table value for $\alpha = 5\%$ (2.00). It means that there was a significant difference between the students who were taught with flashcards and those who were taught with BBC Nature videos. Based on the result above, it is concluded that in this study BBC Nature videos are more effective than flashcards to improve students' ability in writing a descriptive text. It is suggested that video can be used as alternative media for teaching descriptive text. Further research is suggested to be carried out for a better understanding of this field.

Keywords: : *flashcards, videos, writing, descriptive text, experimental design, comparative study.*

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INTRODUCTION

Human beings always need to interact with others to fulfil their needs. To achieve that, they use a means of communication called language. Language is a system of choice by which we can communicate certain functions, allowing us to express our experiences of the world, to interact with

others, and to create coherent message. We use language to convey our ideas, feeling and thought. We combined the ideas in our mind into verbal expressions using the language and create a communication. It is inseparable from almost every human activity. It is not only used for daily conversations but also used in many important fields such as education, science, government, international relationship, and so on. Thus, language has an important role in human life and it can be the reason why people never stop learning language.

English has been chosen as the first foreign language to be taught in some schools in Indonesia. English becomes the first foreign language in Indonesia and has been included in Indonesian Educational System Curriculum because it is the most important international language in the world. It becomes compulsory subject from Junior High School up to the university level.

In KTSP curriculum, the teaching of English at Junior High School has three purposes, those are to: (1) develop the competence to communicate in spoken and written form, (2) grow the awareness of the reality and importance of English as one of foreign languages to be a main instrument for studying, and (3) develop the comprehension of the culture and language interrelation and broaden the culture firmament.

Based on one of the aims above, the students should be able to develop their competence to communicate. The goals of teaching English at Junior High School are to prepare the students to be able to speak and write English communicatively. The main point of the goals is that students are able to have skills in listening, speaking, reading, and writing.

Writing, as one of the four language skills, has given an important contribution to human work. The importance of writing can be seen in people's daily activities and social life. People in many occupations work with writing, such as: memos, invitations, sympathy notes, brochures, articles, business letters, application letters, business transactions, and many others. Writing also plays an important role in modern society. Books, magazines, newspapers and bulletins that we read everyday are the result of writing activities.

Writing in the second language is assumed to be more difficult than it is in the native one. To some extent, the writing disabilities are caused by vocabulary and style of choosing word, sociolinguistics, grammar, especially for joining sentences. Hence, the components cannot be ignored in teaching English particularly in writing ability. However, writing is the most difficult skills to be mastered because it involves the three other skills and all knowledge of the writers.

Seeing the difficulties of writing that I have mentioned before, it is understandable that students have an uncomfortable feeling and little enthusiasm in writing class. They are usually afraid of making mistakes. They also worry about their ability in choosing and arranging words to produce sentences. Based on KTSP Curriculum, there are five kinds of texts taught in the Junior High School they are narrative, recount, descriptive, report, procedure (Depdiknas, 2006:278). In this study,

I focus on descriptive text. Descriptive text is taught in order to make students know how to describe any object in their surroundings.

Descriptive text is a kind of text that its communicative purpose is to describe a particular person, thing, place or situation. In composing a descriptive text, the students have to involve visual imagination in order to visualize the person,

object, places, or situation. In addition, students are asked to describe something or their feeling by expressing it either written or spoken cycle, as supported by the quotation below :

“Descriptive text is a kind of text is used to describe what something looks like. For example, you might need to describe a city for an essay about life abroad, the equipment in an experiment for a laboratory report, or a person’s appearance for an essay about that person. It gives the reader a clear mental picture of what is being described. This is the goal of a descriptive text.” (Boardman, 2002 : 6).

Teaching descriptive text is not always as simple as most of people think. There are some difficulties faced by both teacher and students in teaching and learning descriptive text. For example, students are difficult to interpret the vocabulary, also to create sentences in good grammar. Therefore, teacher should be able to establish the situation to make fun learning.

It is the task of English teachers to create an exciting and conducive writing class as well as to give cautious guidance to the students. To make it conducive and exciting writing class, we need to use some aids. These aids are called media. Teaching media such as visual aids are important in providing sources for foreign language teaching learning. Pictures, photo, games, songs, film/video are the most popular visual aids being used. Actually there are some advantages of the use of media in the teaching and learning process, as supported by the quotation below :

In short, media help us to motivate students by bringing a slice of real life into the classroom and by presenting language in its more complete communicative context. Media can also provide a density of information and richness of cultural input not otherwise possible in the classroom, they can help students’ process information and free the teacher from excessive explanation, and they can provide contextualization and a solid point of departure for classroom activities. (Murcia, 2001: 461)

By using media, it is expected not only to give a good model to students, but also to provide students with proper content, meaning, and guidance. “By bringing media into the classroom, teacher can expose their students to multiple input sources” (Murcia, 2001:461). Thus students can enrich their language learning experiences. Brinton in Murcia (2001 : 461) also states that audio-visual media could also motivate students by bringing a slice of real life into the classroom and by presenting language in its more complete communicative context.

BBC Nature Video is one of media, that is the documentary films of animals. The students will try to understand about the animals and its characters. It can trigger their imaginations to

inspire writing creatively. Then, when the teacher asks them to write, never again will students complain that they have nothing to write about.

Flash card or picture with name is also one of visual aids that can be used in teaching writing. Harmer (2001: 134) explains that “Teachers have always used pictures or graphics, whether drawn, taken from books, newspapers and magazines, or photographs to facilitate learning. Picture can help the teacher to arise the students’ interest and motivation”.

Based on the definition above, I assume that media which are used by the teachers during the teaching-learning process effectively to support the presentation of the materials. Many final projects discussed about the effectiveness of picture and video in teaching writing. So, I am interested in taking this issue as the topic of my research which will be compared which medium is more effective between BBC Nature videos and flashcards in developing the students’ ability in writing descriptive text. In this research, I want to investigate which one is more effective between BBC Nature video or flashcards to develop the students’ ability in writing descriptive text. This research is going to be conducted to eighth grade students of SMA N 1 Bangun Purba Rokan Hulu in the academic year of 2012/2013.

METHOD

In carrying out a study, a researcher has to collect the data containing some information needed for his / her investigation. The data can be drawn from many sources, either person or things. Arikunto (2006: 129) states that “data sources in a study are basically subject from whom data can be drawn.” In this research, I used comparative study in experimental research design to collect the data.

Best (1981: 68) states that “experimental research is the blueprint of the procedures that enable the researcher to test hypothesis by reaching valid conclusion about relationship between independent and dependent variable”. Here, BBC Nature video and Flash Card were chosen to teach Descriptive text as treatments. So, it can be seen what will be happen to students’ ability when the experimental group was taught by using BBC Nature video and the control group was taught by using Flash Card.

According to Best (1981: 68 - 81), “there are ten designs in experimental research, The posttest-only, equivalent-groups design, The pretest –posttest equivalent-groups design, The Solomon four-groups design, the pretest-posttest nonequivalent- groups design, The Time-Series Design, The Equivalent Time-Samples Design, The Equivalent Materials Pretest Posttest Design, The one-shot case study, The one-group pretest posttest design, The static-group comparison design.” True Experimental Design : The pretest-posttest equivalent-groups design with two treatments was chosen as the research design in this study.

I chosed the essay test as my instrument research. It means that the score depends on the capability of me. Therefore, I have guidance of evaluation appropriately.

As I told before about the scoring guidance, there are two scoring guidances : First is the analytical scoring, the rating scale as proposed by Brown(2004: 243), that is an analytical scoring scale specified five major categories and a description of five different levels in each category, ranging from unacceptable to excellent. Second, the scoring which is based on the analytic method. This method is made to inform the students about their achievement (Heaton, 1990:146).

“There are 5 items scored, they are form, grammar, style, content and mechanic. Each is scored 5, then the maximum score is 25. This method is made to inform the students about their achievement”(Heaton, 1975:95). The resultsare raw scores so that it is necessary to multiply them by 4 to get more meaningful numerical data. The obtained rating scale ranges from1-100. Thus,I could take an example for students who got 25 of raw score. Its score was multiplied by 4. It means that the students got 100.

Some procedures were used to analyze the data. First, I was scoring the result of the test based onHeaton“s Grid scoring guidance. Second, the mean was counted of the test result of the group. The mean or average will be computed by adding a list of scores and then dividing by the number of scores. The formula used is:

$$\bar{X} = \frac{\sum X}{N}$$

Notes:

$\bar{X}$ = Mean

X = raw score of a person

N = number of scores

Σ = summation sign indicating that all X s in the distribution are added

(Mehrens & Lehmann 1978 : 77)

FINDING AND DISCUSSION

This part will present about the research step and the research result of the pre test, treatments, and posttest of the control and experimental group. Pre Test Both of the experimental group and the control group were given pre test on 15th June 2013. Every student from both groups was asked to write descriptive text that described cat at least in ten sentences. After I conducted the pre test, I began to score the students“ pre test. I used rating scale as proposed by Heaton Grid. There were 5 items to be scored, namely form, grammar, style, content and mechanic. Each was scored 5, then the maximum score was 25. The scoring was based on the Heaton Guidance. This method was made to inform the students about their achievement. The result was raw scores so that it was necessary to multiply them by 4 to get more meaningful numerical data. The obtained

rating scale ranged from 1-100. Thus, I could take an example for students who got 25 of raw score. The score was multiplied by 4. It means that the students got 100.

Treatment

I gave the treatments for five times they were held on June 21st, 22nd, 24th, 25th and 26th 2013. Before conducting the treatments, I prepared and arranged the teaching design as good as possible. The purpose was to give the guidance for the teaching and learning process. In the treatment, I gave the model activities for both the experimental and the control groups. The following is the table of the activities in doing the treatment and the brief explanation of the activities in doing the treatment is presented on the lesson plan of both experimental group and control group.

The post test was conducted after the treatments. It was held on 29th June 2013. It was conducted for the experimental group and the control group. In the post test, the students were asked to write a descriptive text. The test was used to measure the students' ability in writing descriptive text. In this test, the students were asked to write descriptive text which described rooster at least in ten sentences. They were given 40 minutes to do their test. After that, I scored and analyzed the result of their work. The different average score between the control and experimental groups was shown. In the control group, the average score of the pre-test was 65.07 and the post-test 76.67. From those scores, the different average score between the pre-test and the post-test of the control group was 11.60. While, in the experimental group, the average score of the pre-test was 65.47 and the post-test was 84.00. The different average score between those tests was 18.53. It meant that the different average score of the experimental group was higher than in the control group. It could be concluded that there was improvement of the experimental groups achievement after they received the treatment using BBC Nature video. It was also proven by the t-test formula. The result showed that there was a significant difference between the control and experimental groups on their writing product. The computation can be seen in Appendix. The study was intended to investigate whether there is any significant difference of ability in writing descriptive text between the students who were taught by using flashcards and those who were taught by using BBC Nature videos as media. It was hypothesized that the difference occurred.

To measure the significance of the pre-test and the post-test, the t-test was used. T-value obtained from the computation should be consulted with the critical value in the t-table. The result of the consultation is then used as an attempt to verify the hypothesis.

The aim of the tests, pre test and post test, were to investigate whether there is any significance difference of the students' achievement in writing descriptive text taught by using flashcards in control group and BBC Nature videos in experimental group as media at the eight year students of SMA N Bangun Purba, Rokan Hulu in the academic year of 2023.

In the pre-test, the average scores of the control and the experimental groups were 65.07 and 65.47. From the pre-test, it can be said that the ability of the two groups was relatively the same.

From the scores, it can be concluded that the two groups were homogenous, because there was only slight difference in the pre-test result between the control group and the other one (experimental group). After they received the treatment, the average score of the experimental group was higher than the control group. The experimental group got 84.00 and the control group got 76.67.

Providing students with BBC Nature videos made an upgrading in their writing ability more than giving them flashcards. It can be seen in the average of each aspect both in the pre-test and the post-test section below.

Average of Each Aspect both in Pre-Test and Post-Test of the Control Group

CONTROL GROUP	Pre-test	Post-test
Average of form	72.67	84.67
Average of grammar	62	70
Average of style	67.33	80
Average of content	64	78
Average of mechanic	60	70.67

had higher score than the control group. The pre-test score of the control group was 60.00 and the post-test was 70.67. It meant the students' writing mechanic ability improved **10.67** points. The pre-test score of the experimental group was 62.00 and the post-test was 78.67. It meant the students' ability in writing mechanic improved **16.67** points.

From all of those aspects, BBC Nature videos had made much improvement on style, content and form than the use of flashcards. But, both of BBC Nature video and flashcards did not make a significant improvement on grammar and mechanic, so the teacher must also concern on those kinds of aspects.

The mean of the pre-test of the control and experimental group were only 65.07 and 65.47. It was lower than the criterion of the assessment from the minimal standard of the school that was 68. The mean of the post test were 76.67 and 84.00 meaning that those were higher than the pre-test and higher than the standard score. It increased 11.60 and 18.53 point from the pre-test.

From those results, it could be concluded that the activities during the study ran well. In the end of the test, the students could eliminate their difficulties in writing, especially in writing descriptive text. The improvement of the students proved that BBC Nature videos and flashcards are effective to be used in teaching writing a descriptive text to the eighth grade students of junior high school. We could also see that there was a significant effect of teaching writing

descriptive text using BBC Nature videos as the media, that they were able to make the students' ability in making composition more improved than teaching writing with flashcards.

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