THE EFFECT OF VIDEO MAKER IN WRITING GREETING CARD OF THE EIGHTH GRADE STUDENTS OF SMPN 1 MANTIAT PARI

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Abstract
This article discusses the video maker which is used as a media in writing greeting cards. The design of this research is a pre-experimental study. The sample of research is the eighth grade students of SMPN-1 Mantiat Pari, which included 32 students. The research used a t-table to measure the significance of teaching by using video maker as a media in writing greeting cards and the result of a t-value of 9,23 is higher than the t-table of 2.000 on the level significance 5%. The researcher also used effect size (ES) to analyze the effectiveness of using video makers in writing greeting cards and the result of the ES is 1,63 and the categorized is high. Based on the result the use of video maker in writing greeting cards of eight grade students of SMPN-1 Mantiat Pari is highly effective. On the other hand, the average score on pre-test is 60, and the average score on post-test is 75. It means that the students’ core in writing greeting cards increased.

Keyword: greeting card; video maker; writing

How to Cite (APA Style):

INTRODUCTION

2013 curriculum is a curriculum that used in Indonesia. It is adapted from foreign to complete KTSP. The curriculum is student center. So, it will make the students active, although the teacher is just a facilitator. The scientific approach is used in this curriculum. It must be applied by the teacher to teach the students. There are five activities in teaching learning process. They are observing, questioning, experimenting, associating and communicating. There are a few of methods with scientific approach, namely discovery learning, inquiry, problem based learning, and project based learning.

The teaching of English in the 2013 curriculum has changed, both in terms of teaching materials and methods of teaching. There are two basic competence in teaching English, namely knowledge and skill. In the knowledge, the teacher explains about the theory, and then the students explore by themselve. On the hands, in the skill, the students' activities are arrange, make and catch the meaning from the text by oral or written. The teaching learning process will run effectively, if the students master vocabularies, speaking, reading, writing, and listening. But, in the fact, a few of students do not master them.

To support the students, the teacher uses a few of strategy and interesting medias to increase the students achievement. In addition, 2013 Curriculum has the relevant with the 21st century learn, the governments ask the teachers to apply it that based on information computer technology (ICT). There are combination from method, media and ICT. So, it needs teacher readiness to teach using it that integrity with knowledge and skill. On the other hand, there are problems that happened in the schools. There are a few factors that influences them, among others are not available techology that ready in the school to support it, example computer, laptop, LCD, and the others that related.
Learning media is used as a means of supporting the learning process for learning objectives can be achieved. Learning media is defined as a tool in the form of physical and non-physical used by teachers in conveying material to students to be more effective and efficient. So that the learning materials more quickly accepted students intact as well as attract students to learn more. (Puspitarini & Hanif, 2019) Media is one of important things in teaching learning process. Especially in 21st century learn, the teachers are asked to explore media using ICT. As access to Information and Communications Technology (ICT) has become more widespread, so CALL has moved beyond the use of computer programs to embrace the use of the Internet and web-based tools. The term TELI (Technology Enhanced Language Learning) appeared in the 1990s, in response to the growing possibilities offered by the Internet and communications technology (Harmer, 2007). It will make the students interested in learning, because they can explore by themselves. For example, the research by (Naik, 2019) in Palangka Raya that founded there was an effect using video in teaching writing. In addition, the research by (Irdawati & Wardah, 2018) in Pontianak that founded too is highly effective in teaching using video in writing.

According to Riyana (2012) that cited by Ardayanti, there are some kinds of media education, they are: (1) Audio Media, Audio media is tool to convey messages to be delivered in the form of auditory symbols, verbal and nonverbal. Audio media for teaching is a material. (2) Visual media, visual media is which means all the props used in the process of learning that can be enjoyed through the eye senses. There are some kinds of visual media: images or photos, sketch, diagram, chart, cartoons, poster, map and globe, flannel board, bulletin boards. Visual media serves to channel messages from the source to the receiver. The message will be delivered poured into visual symbols. In addition, the function of the visual media is to attract attention, serving to clarify ideas, illustrate or embellish fact that may be quickly forgotten if no visualized. (3) Audio Visual Media, Audio visual equipment’s is modern instructional media in accordance with the times the progress of science and technology, including that can be seen and heard. Audio visual media is a media intermediary or the use of materials and absorption through sight and hearing so as to establish conditions to enable the pupils to acquire knowledge, skills, or attitudes. there are some kinds of audio visual media: (a) Audio visual media movement, for example, television, video tape and film. (b) Audio visual media silence, for example, film strip voice, sound slide and comic voice. (c) Media audio semi motion, for example, media board. (d) Media visual motion, for example, silent film. that contains a message in the form of auditory, which can stimulate the thoughts, feelings, concerns and willingness of the students. Kinds of audio media are: Radio education, Audio tape recording, telephone and compact disc (CD).

SMPN 1 Mantiat Pari is one of the school that applied 2013 curriculum in 2017. One of the subject is taught by the teacher is English. The teacher has difficulty in teaching because in elementary school they never learn English. So, the teacher must has ability to apply many of methods. The student’s completeness for this subject is 64. For the value of knowledge, the student’s level of completeness reaches 70 percent, while for skill it is only 30 percent. Students have difficulty because they have to master several skills, including reading, writing, listening and speaking. Writing is one of the difficult skill. The students must be able to write and arrange texts in narrative, procedure, descriptive, recount, invitation, letter and greeting card. Therefore, the author wants to improve students' abilities by using video maker as a media to increase the ability of students in writing.

Writing skill is one of difficult skill to master the students. In writing, the students must be able to arrange sentence and choose the right vocabularies. The ability of students in writing is very low, because the teacher focuses to teach reading to face school final exam. On the other hand, writing is one of important skill too, because in basic competence from seventh grade until ninth grade ask the students to arrange sentences by oral or written. So, the students is expected
to have writing ability. Greeting card is one of texts that taught in eight grade. The writer choose this material because it is very familiar for the students. They can make a greeting card to say happy birthday, happy mother’s day, happy teacher’s day and soon for the people around them. It will have the effect for them in the social, if they can make the good greeting card. The teacher must has variations in teaching writing, the teacher has to find medias or strategy to make the students interested in writing.

To solve the problem in writing, the research find a media to make the students interesting to write. The media is video maker. Video maker is one of application that can be download in the play store. It is very simple. The students can use it as offline after download. It will explore the student’s ability in digital. In video maker, the students can add a few of pictures and song. So, the video become interesting. In addition, they can change the shape of the letters and numbers as well as the color they want.

The questions of the research: Is there any significant effect of video maker in writing greeting card for the eight grade students of SMPN 1 Mantiat Pari? The research objective finds out whether or not the effect of video maker in writing greeting card of the eight students of SMPN 1 Mantiat Pari. Although, the significance of the research are (1) for teacher, it will help the teachers to develop the media in teaching writing; (2) for students, it will help students to improve their abilities in writing, especially in greeting card; (3) for other researchers, it can be as reference in the future.

The objective of this research was to investigate the effect of video maker in writing greeting card of the eight grade students of SMPN Mantiat Pari. Quantitative was selected as an approach to respond to research questions which require numerical data. Meanwhile, the research design selected was pre experimental study. This experimental method deals with one experimental class.

The experimental class is the class which get the treatment by the use of video maker. The experimental class is given the pre-test and post-test in order to measure the effectiveness of using video maker in writing greeting card. The pre-test is used to find out the students’ performance about writing greeting card and the post-test is used to see how far the improvement of students in writing greeting card after the treatment using video maker. In a pre-experimental design there is no control group needed and the influence of experimental treatment can be seen by comparing the result of pre-test and post test.

The population of the research is the eight grade of the students of SMPN Mantiat Pari. The total population are 35 students. The sample of this research is 32 students. The researcher chooses the cluster random sampling in determining the sample of the study. The technique of data collecting applied in this research is measurement technique to measure the students’ writing greeting card. The measurement is administrated twice. The first is the pre-test to collect the data before the treatment to know the students’ previous in writing greeting card. The second is the post-test to collect the data after the treatment is given.

This research uses the written test in getting the data. The test consists of the pre test which is administered before the treatment. It sees the basic quality of students’ writing performance before receiving treatment. The students were given the direction to make narrative text. The time allocation of pre test is 60 minutes. And the post-test which is administered to the students after they get the treatments. It is done to find out the improvement of students’ in writing greeting card after being taught video maker. The students were given the direction to make greeting card. The time allocation of post test is 60 minutes.

After collecting the data, the result from instruments of the research is analyzed by a number of procedure. The result of students' performance in pretest is compared with the result of their post-test to see the impact of the instruction in their writing performance. The data is analyzed by using the SPSS software program. The next step is presenting data. After the data have been collected and classified. The data is presented. Finally, the last step is taking conclusion of the
whole presented information. The purpose of analyzing the data is to know the effect of video maker in writing greeting card of eight students of SMPN 1 Mantiat Pari. To analyze the data from the test, researcher conducts some steps; Analyzing on the students’ mean score of pre-test and post-test, analysis on the Students’ Interval Score of Pre-test and Post-test, and analysis on the effect size.

RESULT AND DISCUSSION

The researcher used the treatment to see the effect of using video maker as a media. Before applying the treatment, the researcher showed the pre-test to see the ability of students in writing greeting. The result can be looked in the diagram.

It can be known from the graphic above, there are 56.25% students that fail, it is meant the students’ ability in writing greeting card are low. The average score of students is 60.

The Treatment Using Video Maker as a Media

After see the result of pre test, the researcher showed the treatment for the students. The treatment was done three times, they are:

1. The first meeting focused on the social function, generic structure and languages features in writing greeting card. The researcher explained how to make a good greeting card in written and video using LCD. After that the researcher asked the students to identification the social function, generic structure and language features in the greeting card that given by the researcher.

2. The second meeting, the researcher asked the students to divide into a few of group. The researcher asked the students to download video maker in the play store. After that, the students are asked to make a project in writing greeting card using video maker. The students can explore by themselves, how to create it. The researcher just a facilitator, if there were students that not understand, so the researcher can explain more.

3. The third meeting, the students presented their result video in front their friends. They gave responses for the video.

The Result of Post Test

The researcher showed the pre test and treatment for the students, the last step is post test. The researcher gave the students post test, the researcher asked the students to make greeting card in the paper. The result can be looked in the diagram below.
Based on the graphic above, it can see from the result, the average score of pre test is 60. While the average score of post test is 75. It means that the student's score in writing greeting card increased.

The significance of the Difference of Pre Test and Post Test

To find out the significant of the difference of post test, the researcher uses SPSS software to calculate it. Below is the result of the computation using SPSS.

<table>
<thead>
<tr>
<th>Table 1.1</th>
<th>Paired Samples Correlations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Pair 1</td>
<td>32</td>
</tr>
<tr>
<td>before treatment &amp; after treatment</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 1.2</th>
<th>Paired Samples Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>Pair 1</td>
<td>59,531</td>
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<tr>
<td>before treatment &amp; after treatment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>74,687</td>
</tr>
</tbody>
</table>
Table 1.3  
**Paired Samples Test**

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>before</td>
<td>15,1562</td>
<td>9,287</td>
<td>1,64</td>
<td>18,5049 - 11,80760</td>
</tr>
<tr>
<td>after treatment</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1.4  
**One-Sample Kolmogorov-Smirnov Test**

<table>
<thead>
<tr>
<th></th>
<th>Unstandardized Residual</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>32</td>
</tr>
<tr>
<td>Normal Parameters^ab</td>
<td>Mean</td>
</tr>
<tr>
<td></td>
<td>Std. Deviation</td>
</tr>
<tr>
<td>Most Extreme Differences</td>
<td>Absolute</td>
</tr>
<tr>
<td></td>
<td>Positive</td>
</tr>
<tr>
<td>Test Statistic</td>
<td>Negative</td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
<td></td>
</tr>
</tbody>
</table>

a. Test distribution is Normal.  
b. Calculated from data.  
c. Lilliefors Significance Correction.

In this research, the researcher taught greeting card using video maker as a media to the eighth grade students of SMPN-1 Mantiat Pari. The problem is faced by the students in writing is low, they confuse how to composing the words become sentences. In addition, they feel difficult to arrange the sentences and they are very poor in the vocabularies. To solve the problems, the teacher has to find the good method or interesting media. Media is one of something that interesting to help the students understand how to write greeting card. So, the researcher wants to apply new media to teach writing, especially greeting card, it is video maker.

In the first meeting, the researcher gave pre test to see basic knowledge of students in writing greeting card. The result of pre test is very low. The researcher used the scoring criteria by Harris that quoted by Riska. (Irdawati & Wardah, 2018) Which emphasized in content, organization, grammar, vocabulary, and mechanic. The students have the problems with them. Because of that, the researcher gave the treatment that related with the five criteria. After that, the researcher gave explanation about social function, generic structure and language feature of greeting card.

The second meeting, the researcher asked the students to divide into a few of group. The researcher asked the students to download video maker in the play store. After that, the students are asked to make a project in writing greeting card using video maker. The students can explore by themselves, how to create it. The researcher just a facilitator, if there were students that not understand, so the researcher can explain more.
The third meeting, the students presented their result video in front their friends. They gave responses for the video. From findings, the video maker had significantly improved the students' ability in writing greeting card. The teaching learning process was very interesting for the students. Because, they can explore anything with video maker. They can add photos, video or the others figures that related. Based on the statistics, it is found that applying video maker as media in writing greeting cards is effective. It can be see from the result of pre test and post test. The average score of pre test is 60. After treatment, the average score is 75. There was increasing from pre test to post test.

While the significant different of pre test and post test is seen on computation of the value is 9.23. More ever, the categories of effectiveness is high. Using video maker as a media in teaching writing can help the students and also the teachers. It is very recommended to develop students' ability in writing, especially greeting card. The teaching learning process in the classroom is very interesting and effective.

CONCLUSION

Based on the research, the researcher can take the conclusion that using video maker in teaching greeting card is effective for the eight grade students of SMPN-1 Mantiat Pari. The research used t-table to measure the significance of teaching by using video maker as a media in writing greeting card and the result of t-value 9.23 is higher than t-table 2.000 on the level significance 5%. The researcher also used effect size (ES) to analyze the effectiveness of using video maker in writing greeting card and the result of the ES is 1.63 and the categorized is high. Based on the result the use of video maker in writing greeting card of eight grade students of SMPN-1 Mantiat Pari is highly effective. On the other hand, the average score of pre test is 60, and the average score of post test is 75. It means that the students' score in writing greeting card increased.

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