

**THE EFFECT OF USING VIDEOS AND
PHOTOVOICE ON THE STUDENTS'
ACHIEVEMENT IN WRITING EXPLANATION
TEXT**

THESIS

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**UNIVERSITY OF ISLAM MALANG
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THESIS
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ABSTRAK

Anwar, Ifa Amalia. 2021. Pengaruh Penggunaan Video dan *Photovoice* terhadap Prestasi Belajar Siswa dalam Menulis Teks Eksplanasi. Tesis, Jurusan Pendidikan Bahasa Inggris, Program Pasca Sarjana, Universitas Islam Malang, Pembimbing: Prof.Drs. H. Junaidi Mistar, M.Pd, Ph.D.

Kata kunci: video, *photovoice*, teks eksplanasi

Menulis berkaitan dengan penggunaan bahasa, tata bahasa, variasi kosakata, pemilihan diksi, dan susunan teks. Banyak guru hanya fokus untuk memberi tugas daripada membimbing dengan langkah-langkah penulisan. Adanya media dalam pembelajaran menulis membantu siswa untuk memahami konteks, sehingga mereka tertarik untuk memahami topik yang didiskusikan. Video dan *photovoice* merupakan media pembelajaran yang tepat dalam menulis. Teks eksplanasi adalah jenis teks yang menjawab gagasan tentang apa, mengapa, dan bagaimana sesuatu terjadi. Teks tersebut juga melatih siswa untuk dapat berpikir kritis. Penelitian ini bertujuan untuk mengetahui keefektifan penggunaan video dan *photovoice* terhadap hasil belajar menulis teks eksplanasi siswa kelas sebelas.

Penelitian ini merupakan penelitian eksperimental berbentuk kuasi eksperimental yang melibatkan 70 siswa MAN 1 Banyuwangi tahun ajaran 2020/2021. XI MIPA 1 sebagai *control group* dan XI MIPA 2 sebagai *experimental group*. Berdasarkan hasil *pre-test*, kedua kelompok memiliki kemampuan menulis yang sama. Ada enam pertemuan dalam penelitian ini, satu pertemuan untuk *pre-test*, empat pertemuan untuk pelatihan melalui E-Learning Madrasah, dan satu pertemuan untuk *post-test*. Data yang diperoleh dianalisis dengan menggunakan rumus *independent t-test*. Hasil penelitian menunjukkan nilai t hitung = $-2,729$, $p = 0,008$ dan hasil penelitian menunjukkan ada perbedaan yang signifikan setelah diadakan pelatihan dengan menggunakan video dan *photovoice* karena $p = 0,008$ lebih kecil dari $0,05$. Berdasarkan hasil analisis data, siswa kelas XI MAN 1 Banyuwangi yang diajar dengan menggunakan video dan *photovoice* memperoleh nilai yang lebih tinggi dalam menulis teks eksplanasi dibandingkan dengan siswa yang diajar dengan menggunakan *PowerPoint*.

Penelitian ini diharapkan dapat memberikan kontribusi bagi guru bahasa Inggris dan peneliti selanjutnya. Guru bahasa Inggris yang ingin membuat proses belajar mengajar agar lebih menarik dan inovatif, terutama beberapa jenis teks dalam kurikulum bahasa Inggris. Peneliti selanjutnya dapat melakukan penelitian dengan media yang sama, yaitu video dan *photovoice* namun dengan jenis teks yang berbeda atau keterampilan bahasa yang lain.

ABSTRACT

Anwar, Ifa Amalia. 2021. *The Effect of Using Videos and Photovoice on the Students' Achievement in Writing Explanation Text*. Thesis, English Education Department, Graduate Program, Islamic University of Malang, Advisor: Prof.Drs. H. Junaidi Mistar, M.Pd, Ph.D.

Key words: videos, photovoice, explanation text

Writing deals with language use, structural competence, vocabulary variation, diction chosen, and text organization. Some teachers only give their attention on giving assignments rather than helping students to know the steps of writing. The existence of media in teaching and learning writing helps students to portray the context background so that they are interested in understanding the topics. Videos and photovoice are the example of media in teaching writing. Explanation text is kind of text that answer the idea of what, why, and how something happens. It also trains the student to think critically. The research aims to investigate the effectiveness of using videos and photovoice on the eleventh grade students' writing explanation text achievement.

This research is an experimental research in the form of quasi-experimental design which involves 70 students of MAN 1 Banyuwangi in 2020/2021 academic year. XI MIPA 1 as the control group and XI MIPA 2 as the experimental group. These two groups were proved on the same level of writing ability by the score of pre-test. There were six meeting in this research, a meeting for pre-test, four meetings for the treatment through E-Learning Madrasah, and a meeting for post-test. The data obtained were analyzed by using independent t-test formula. The result showed that the t-value = -2.729, $p = .008$ and the results indicated that there is significant difference after having treatment by using videos and photovoice since $p = .008$ is less than 0.05. Based on the result of data analysis, the eleventh grade students of MAN 1 Banyuwangi who were taught by using videos and photovoice achieve better score on writing Explanation text than those who were taught by using PowerPoint.

Suggestions are addressed to English teachers and future researchers. English teachers who need to improve the teaching and learning process to be more interesting and innovative, especially in teaching some types of texts in English curriculum, while future researchers can conduct the research with the same media, they are vidoes and photovoice but in different kind of text or in another language skill.

CHAPTER I

INTRODUCTION

This chapter presents some aspects related to the research. It consists of background of the research, problem of the research, objective of the research, hypothesis of the research, limitation of the research, significance of the research, and definition of key terms.

1.1 Background of the Research

Writing is a compulsory skill that should be taught in English classroom. However, writing considered as a complicated skill compared to reading, speaking, or listening as Nunan (2003) believed that writing is the process of creating ideas, finding way on how to communicate them then arranging them into sentences and statements in order to be accepted and understandable. It forces writer to reflect their ideas in critical way then finally to be generated in a written form.

Furthermore, writing requires language use, structural competence, vocabulary variation, diction chosen, and text organization. Different with speaking skill, whenever pupils want to have their ideas in writing form, they will need more time in constructing sentences. Writing needs longer time rather than in oral session. Students try to figure out what comes on their minds, look for dictionaries to find some words, check their structure, or find some references that might be helpful for their writing.

Writing competence is an important criteria in learning language. There must be writing in the curriculum that should be mastered by English learners. According to Harmer (2004, p. 31), writing competence always becomes part in the syllabus of teaching and learning language. It shows that writing becomes an essential part of learning language, thus it should be taught in English classroom.

In fact, many teachers only give their attention giving assignments rather than helping students to know the steps of writing. They just ask students to write down their ideas in sentence directly without any clues related to the topic. Of course, it makes them confused and has no idea on how to begin writing. Since pupils are language learners not writers, it would be better if teachers teach them intensively by having some interventions to build the context of the topic that leads to good writing (McDonough, Shaw, & Masuhara, 2013).

The existence of media in teaching and learning writing do helps students to portray the context background so that they are interested in writing some sentences. Videos, pictures, books, movies, or graphic novels can be references for imaginative writing that stimulate in generating ideas (Bearne & Wolstencroft, 2007). The visual medias also serve clear source for learners. Moreover in pandemic situation nowadays, the presence of media becomes necessity in language teaching and learning. Teachers are forced to be creative as they can to deliver the material within technology.

Using video as the authentic material do stimulates students in studying English, especially writing skill. Barbeau (2010) found that using youtube video in teaching writing can increase pupils' awareness, break the barrier between learners

and teacher, and build the class interaction. Oddone (2011) conducted research that the use of website and videos is a good choice to be applied in English class even to the students with low level. Anggraeni (2012) believed that using video in English learning eases students to elaborate the main topic, structure ideas, choose suitable various dictions, use grammar perfectly, and put punctuation and spelling correctly. In addition, Flerk, Beckam, Sterns, & Hussey (2014) reported on their research that teaching with videos can widen knowledge, portray clearly what really happens, guide students' perception. In conclusion, using video in teaching and learning process of writing do really works.

Besides, many researchers have already conducted research focusing on the use of pictures in teaching English writing. Harmer (2001) stated that educators who use pictures let the students find the true images directly that will lead them to produce creative writing. Delaitre, Laptev, & Sivic (2010) found that pictures are still more effective compared to audio-visual media in EFL classroom. Then, Saputri (2014) stated on her research finding that applying pictures as the media of teaching affects punctuation, mechanic, grammar, and vocabulary of the students in the process of writing text.

Styati (2016) believed that the learners who were taught using pictures had higher achievement in their writing performance compared to the students who using videos as the media. Videos do not really help explore students' ideas in writing process. From those previous research mentioned above, the researcher is interested to have another field of study focusing on the type of text since the previous researcher do not specialized in the certain of the text.

This research wants to explore Explanation text which this kind of the text becomes an important chapter for eleventh grade. Furthermore, explanation text helps the students to train their critical thinking ability that they need for pursuing a higher education later even for their daily life. Having good ability in writing Explanation text means that they can answer the ‘what, why, and how’ of something. More specifically, the researcher had an online learning interaction since this research conducted in this pandemic situation nowadays. The use of authentic media must be beneficial either for students and teacher to create conducive interaction in EFL classroom.

1.2 Research Question

Based on the background of the study as mentioned above, the main concern of problem in this research is formulated as follow:

Do the eleventh grade students of MAN 1 Banyuwangi who are taught by using videos and photovoice achieve higher score on writing Explanation text than those who are taught by using PowerPoint?

1.3 Objective of the Research

Based on the problem statement and research question mentioned, the objective of the research is to investigate the effect of using videos and photovoice on the eleventh grade students’ writing explanation text achievement.

1.4 Hypothesis of the Research

There are two hypothesis of this research:

1. Alternative Hypothesis (Ha)

The eleventh grade students of MAN 1 Banyuwangi who are taught by using videos and photovoice achieve higher score on writing explanation text than those who are taught by using PowerPoint.

2. Null Hypothesis (Ho)

The eleventh grade students of MAN 1 Banyuwangi who are taught by using videos and photovoice achieve lower score on writing explanation text than those who are taught by using PowerPoint.

1.5 Significance of the Research

This research finding is expected to have theoretical and practical significance. Theoretically, the research can give a contribution for educational research focusing on writing skill and teaching media used. While practically, the research has some contributions. First, English teachers who need to improve teaching and learning process to be more interesting and innovative, especially in teaching some types of texts in English curriculum. Second, English learners who are interested in developing their writing competence using different media. Third, Future researchers especially majoring in English department can use this research as one of references to conduct a study on other kinds of texts or in different English skill.

1.6 Limitation of the Research

This research only focuses on the eleventh grade students of MAN 1 Banyuwangi (XI MIPA 1 and XI MIPA 2) and the media will be used, they are PowerPoint, videos, and photovoice. It employs quasi-experimental design because the researcher only got two classes.

1.7 Definition of Key Terms

The essential words related to the research are defined as follows to have better general overview. They are video, photovoice, explanation text, and students' achievement.

Video is a tool which has audio and visual images. It tells viewers a story related to certain topic or event.

Photovoice is a way that combines photography to help expressing ideas or point of view. The photography or image should be in line with the theme being discussed so that it will create more elaboration.

Explanation Text is a type of text that tells the readers how something works and why something happens. It consists of general statement, explanation, and closing.

Students' achievement is the measurement of students mastery of academic content in a given time designed. In this case, the achievement that will be measured is the ability of writing explanation text.

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter as the final part of the research which covers the conclusion of findings and discussion. It is also finalized with suggestion for English teachers and future research.

6.1 Conclusion

Based on the result of independent t- test, the t-value = -2.729, it means that the average value before treatment is lower than the average value after treatment. In addition, the significant value $p = .008$, the significant level set by the researcher is .05 means that H_0 is rejected while the hypothesis can be accepted. this results indicated that there is significant difference after having treatment by using videos and photovoice since $p = .008$ is less than 0.05.

According to the discussion and research findings in the previous chapter of this study, it can be concluded that there is significant effect of using videos and photovoice on the eleventh grade students of MAN 1 Banyuwangi. In other words, the eleventh grade students of MAN 1 Banyuwangi who are taught by using videos and pictures achieve higher score on writing explanation text than those who are taught by using PowerPoint.

6.2 Suggestion

According to the conclusion of the research, the use of videos and photovoice has been successfully proven that bring significant effect on students' achievement in writing explanation text. The implementation of videos and photovoice in experimental group brings huge impact to ease students' in writing. Video can actually provide them the portrayal or general preview of the topic being discussed, while photovoice makes them easier to remember and organize their ideas.

Therefore, it is suggested for English teacher can implement the use of video and photovoice in their teaching and learning process in order to achieve higher score. Furthermore, the future researcher can use this research as reference to conduct a research which applied on other kinds of texts or different English skill like reading, speaking, and listening. However, using both media needs well preparation, teacher should choose appropriate video that match with the ability of the students. It should be considered from the quality, the language used, the speed, and the content as well. Then in choosing photovoice, it should be determined by the quality and the relevance.

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