THE IMPLEMENTATION OF VIDEO IN TEACHING WRITING OF DESCRIPTIVE TEXT AT JUNIOR HIGH SCHOOL

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Abstract

The purpose of writing this paper is to explore and discuss the way of teaching writing using video. Writing is one of the important skills in teaching and learning process because writing is one of the four language skills. Writing is considered as a complex skill because it requires a high level effort and concentration. In fact, writing is the most difficult skill for students. So that, the teacher has to make the students interested in writing. The teacher should prepare an interesting media to the students in order to make the students can explore their ideas in writing activities. One of the media which can be used is video. This media can make the students easier in learning writing. Video as an enhancement of students' interest in study.

Keyword : teaching writing, video, descriptive text

A. Introduction

Writing is one of the important skills in teaching and learning process. This is because writing is one of the four language skill of English and can prioritize language skill as compared to the other three skills. By writing, students can express their idea, thoughts, feelings, and experiences to the readers. There are some advantages of teaching writing by using video. Firstly, students can be interested in exploring their ability or their ideas without disturbance of other students. So, it can make teaching and learning writing process fun for the students. Secondly, the students can be creative to explore their opinion about the video elements themselves. Furthermore, the video can be effective media for the teacher in teaching learning process. For example, when English class is in the afternoon, most of the students feel bored and lazy to study

but, if the English teacher can serve an interesting media in teaching such using video, as instant their mood can be good again and English learning process can be done as well.

Based on the explanation above, the teacher should create writing activity and prepare interesting media. Using video is as an example of media in writing descriptive text. So the writer is interested to write a paper entitled the implementation of video in teaching writing of descriptive text. The purpose of writing this paper is to explore and discuss the way of teaching writing using video.

Definition of Writing

There are many points of view about the meaning of writing. Harmer (2005: 153) states that there are some steps in writing, they are planning, drafting and editing that writer use in variety of sequences in order to compose written text. Sholihah (2010:5) explains that writing is a tool to communicate between writer and the reader.Writing is one of the skills that should be mastered by the students.

Writing is mental work of the inventing ideas, thinking about how to express them, and organizing them into statement and paragraphs that will be clear to a reader (NunaninYulia, 2010:70). Clark in Yulia(2010:71) states that writing is a tool that allows students to translate complex ideas into words and language that they understand.

Teaching Writing

Raimes (2010: 18) explains that teaching is a process that will make the students learn and do something. It can be done not only in classroom but also out of classroom. Characteristic of successful teaching involve a process and product. In process of teaching and learning, the teacher tasks are planning, preparing and motivating the students to join with their lessons. So in product, we can see the output and have positive changing of the students based on the knowledge and lesson experiences. Raimes (2010: 23) mentions that the purpose of teaching writing should be clear. There are various pedagogical purpose of writing. They are writing for reinforcement: to reinforce something that students have just learned to understand or say, writing for training: similar to writing for reinforcement but differs in that it is not limited to reinforcement of grammatical structures

previously presented in another mode, writing for imitation: uses models of content or form as a stimulus for writing and students become familiar with rhetorical and syntactic forms by following carefully chosen models, writing for communication, writing forfluency and writing for learning. These pedagogical purposes are applied in teaching writing process.Teaching writing activity or called as extended or process writing, is a more formal activity in which students must write a first draft, then revise and edit it to a final polished version, and often the finished product is shared publicly (Raimes, 2010: 50). It begins with a pre-writing task such as brainstorming, listing, discussion of a topic, making a timeline, or making an outline.

In conclusion, teaching writing is the process in which the students learn and practice something that can be done outdoor or indoor. It also serves a variety of pedagogical purposes as a target of teachers and students and also well known as extended or process writing.

Descriptive Text

Definition of Descriptive Text

Eugene and Paul (2003: 189) explain that a descriptive text is a text which lists the characteristics of something. Mala (2008: 10) states that descriptive text is a text which presents information about something specifically. Suwardati and Grace (2007:172) states that purpose of the descriptive text is to describe particular things or place.

Generic Structure of Descriptive Text

Suwardati and Grace (2007:178) state that generic structure of descriptive text is divided into two stages: identification and description. Clearly, there are two generic structure of descriptive text as below:

1. Identification

   Identification is apart of paragraph which introduces or identifies the character.

2. Description

   Description is a part of paragraph which describes the character.

Language Features of Descriptive Text

Language features defines as a kind of tense using in a text (Suwardati and Grace, 2007: 180)

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Table 2.1

Language Features of Descriptive Text

Generic Structure	Language Features
• Identification • Description	• Simple Present Tense • Linking Verb • Adjective and Compound • The Use of Atribute Has and Have

Language features is kind of tense using in a text. These are the common language features using in writing descriptive text.

a. Simple present tense

Simple present tense is the activity that happens in daily life, habitual activity and fact.

b. Linking verb

Verb that describes or renames the subject is called linking verbs. Linking verb implies a state of being condition for the subject, not an action. It links the subject to an equivalent word in the sentence.

c. Adjective and compound

Adjectives are words that describe or modify another person or thing in the sentence. Adjectives are words that describe nouns or pronouns. They may come before the word they describe or they may follow the word they describe.

d. The use of attribute has and have

Video

Video is an electronic medium for the recording, copying and broadcasting of moving visual images (Wikipedia, 2013: 1). Video is a technology that was developed to help individuals with visual impairments enjoy films and television programs (Hoffner et al, 2008:576). Hoffner (2008: 577) states that there are many functions of video, one of them are for education.

Table 2.2

Function of Video

Function of Video (Hoffner, 2008: 577)
1. To show the real data.
2. Watching a video can be a passive experience for the viewers.
3. To create motivating, memorable and inclusive learning experiences.
4. Video can be an effective communication to complex the information to students and, if used creatively, can become a powerful expressive tool.
5. Springboard for student action and interaction in teaching and learning.

Based on the increasing technology, video can be also used in language teaching. Many educators have choosen to use video slowly for viewing comprehension, that is the process of comprehending visual and verbal messages (Reyes, 2005: 15). It can be used as one of teaching method which may helps students to improve their writing ability. So, video can make students get attention with the materials and they have ideas to write their own writing. To make it clear this is the example of image in video that is helps the students in learning writing.

Figure 2.1.

Image in video
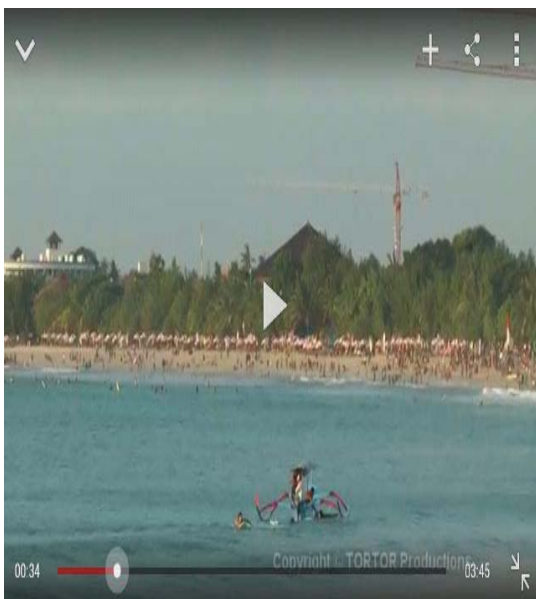
Definition of Video

Video is a digital media that has benefit to enhance students writing skill. Video is a selection and sequence of messages in audio-visual context (Canning, 2000: 25). Video shows them how people behave in the culture whose language they are learning by bringing into the classroom a wide range of communicative situations (Cakir, 2006: 8).

Video consists of audio and visual. Djamarah and Zainin Safitri (2010: 18) say that audio-visual is the complete media because both audio and visual are used in the class, for example : television, films, video, etc.

In conclusion, video is a tool using in recording, reproducing, or broadcasting of moving visual images.Video consist of audio and visual and can be used in teaching and learning process.

The Advantages and Disadvantages of Video

Video has many advantages in classroom. Cakir (2006: 12) describes he advantages of video are as below :

First, video is as enhancement of students' interest in study.

Second, video can be used as a facet of instruction along teaching learning process.

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Third, video can contribute the students' learning about how to handle different kind of information (oral, written, visual) at the same time. At present, every educated individual is expected to know several symbol system; being literate in the information age means knowing how to interact and learn from different types of texts, using different types of media.

Fourth, video can allows learners view a powerpoint presentation, images, discuss in oral and written form, searching on the internet, and prepare a short report in a single session through audio and visual.

Fifth, through video session, students can also learn how to think strategically and work collaboratively.

Table 2.2

Advantages and Disadvantages of Video

Advantages of Video	Disadvantages of Video
1. Video as an enhancement of students' interest in study. 2. Video can be used as a facet of instruction. 3. Video can contribute the students' learning to handle different kind of information at the same time. 4. Videoallows learners view a PowerPoint presentation, image through audio and visual. 5. Students can learn howto think strategicallyandworkcollaborativ ely.	1. Many teachers are scare to use the technology. 2. Most of Students focus to watching video in classroom. 3. Writing class cannot conduct well.

Beside the advantages above, there are also many disadvantages of using video in teaching (Cakir, 2006: 9). Video uses modern technology like computer. And many teachers are scare to use the technology because they cannot use it.To handle it, the teachers must improve their ability in technology because students learn in digital era now. Another disadvantage is the students just focus on watching video in classroom. This condition can make the activity be passive. So, writing class cannot conduct well.

In short condition, there are many advantages and disadvantages of using video in teaching and learning. So that, the teacher must use technique to grab the students' attention and minimize the bad effect of video. The teacher must control the class to make students can write their own writing well.

Types of Video

Harmer (2005:284) states that there are three basic types of video which can readily be used in class, they are: off-air programs video, real-world video, and language learning video.

Off-air program video is all channels in television that is recorded become video. This video is difficult video to

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understand by students because they are very length and difficult to comprehend.

Real-world video is not really different from off-air programs. Features films, manuals exercise, wildlife documentary or comedy are example of real-world videos.

Language learning video is the video that is accompanied by course books. This video is comprehensible, best used for every subject in class, and it is designed with interesting topic. Yet,this video has weakness: they have unauthentic situation and language, the content is not suitable with culture and real world situations.

Video in English Class

As we discuss about video above, video has many contribution in teaching and learning English. Type of video that is usually used in English class is language learning video. This video is suitable to use as media in writing class. It can stimulate students' ideas to make their own writing. Students have enough knowledge to write something. It is a well-known fact that audio-visual materials are a great help in stimulating and facilitating the learning of aforeign language (Çakir, 2006: 8).

In writing descriptive text, this video helps student to describe something in written form. Students can describe a thing clearly because they watch it from video in truth shape.Video uses some media to present to students, such as in-focus and computer or laptop. Teacher has to provide these tools in classroom. Besides that, the teacher must understand with technology. Teachers cannot show the video if they have lack of knowledge in computer and software that is supported. teachers need technologies relevant to the teaching learning situation (Çakir,2006: 6).

There are some steps of using video in language learning (Sholihah, 2010: 10). The first is pre-viewing task. In this task the teacher tells the students that they are going to watch a movie clip. The teacher ask the students to predict some words they think might appear in such a conversation. Then the teachers write the words or phrases on the board. The second is while viewing task. In this task the students watch the screen paying close attention to the movie and making a good text based on the movie. The last is post viewing task. Here the students jumble into the correct order and making a necessary correction.

Video Design for Teaching Writing of Descriptive Text

As discussed before, writing is the activity or skill of marking a coherent words on paper and composing text (Sholihah, 2010:5). Teaching is a process that will make the students learn and do something (Raimes, 2010: 18). Teaching writing is a more formal activity in which students must write a first draft, then revise and edit it to a final witten (Raimes, 2010: 23). There are many subtopics learned in writing. One of them is descriptive text. Descriptive text is a text describes something specifically.

In order to make teaching descriptive text more interactive and comfortable, the teacher need to increase the students' motivation by using an interesting media. Media used such as video. Video is the recording, reproducing, or broadcasting of moving visual images (Wikipedia, 2013: 1).

Firstly, the teacher prepares the material, they are: the descriptive text definition, language features, generic structure and the example of descriptive text. Then, the teacher makes a video by using software programme in their computer such as movie maker.

Windows movie maker is a fun and easy tool to make and edit video program (Russel, 2010: 5). The teacher can input an exciting video or create a new video by importing some pictures and audio. The steps of making video are by importing an exciting video clips or pictures into windows movie maker, editing and the last by adding music and sounds. Then the video are ready to use in teaching learning process.

If the teacher does not have time to make the video, the other alternative is by downloading a video in the internet. This is the easiest way because the teacher just search for the appropriate video without any editing. And the video can be used in teaching descriptive text.

Preparation for Teaching Writing by Using Video

Before teacher teaches writing by using video, the teachers must prepare the equipment first such as computer, auto focus, sound system and the other needed. Then the teacher prepare about the material such as descriptive text or video of descriptive text. The teacher should choose the appropriate material and they have to master the material before doing the teaching and learning process in the classroom. After that the teacher outlines

the material. Telling the outline to the students can help them to make general description about the material. So, the students will not find the difficulties while doing the task.

As discussed in previous chapter, the are many functions of video. One of them are video use in teaching and learning process. The table below describes about the usages of video in every stage of teaching.

Table 3.1

Use of Video in Teaching

| Stage	Specific Use of Video
Pre-Teaching	The teacher gives video to stimulate the students. The video served like a movie clip or a course about descriptive text that include the definition, generic structure and language features. The teacher can show it in the form of powerpoint presentation.
Whilst-Teaching	In this stage the video shows about the main topic such as a video about cat. Then the students watch it carefully and make a good descriptive text about the movie showed.
Post-Teaching	In this session, the teacher show the good text of cat as a guide ti correct the students' work and making the necessary correction.

Procedures and Methods of teaching Video in Pre-Teaching Session

Pre-teaching that is the teaching of the language learners need before an activity (British Council, 2014: 5). Pre-teaching activity is a brainstorming to make the students' idea work well while the teaching process is going on. Pre-teaching is also called as warm up activity to start the lesson class. The teacher shows a picture based on the topic then gives some questions to the students.

Video in Whilst-Teaching Session

This is the main step of teaching learning process. In this session the teacher shows a video of cat. Then the students watch the video carefully and finally make a good descriptive text based on the video showed.

Figure 3.1
Image of Video in Whilst Teaching
Activity
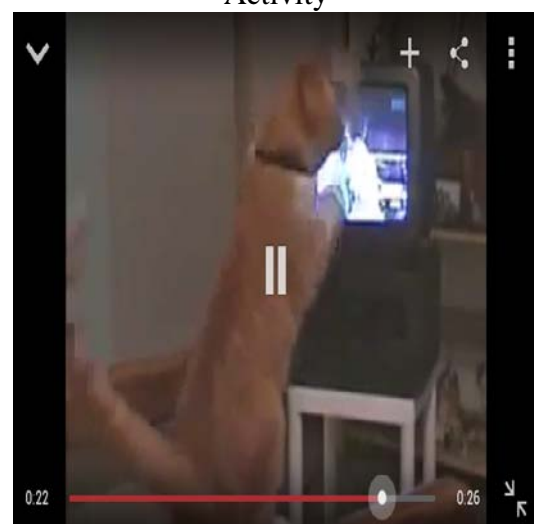
The picture above is an example of video using in whilst teaching activity. Based on the video, the teacher asked the students to make a descriptive text.

Video in Post-Teaching Session

Post teaching activity is the last activity in the teaching learning process. This activity is intended to review the material that they have in whilst teaching that include explaining about the whole of descriptive text (the definition, generic structure and language features) also analysis and correction. The teacher shows the correct text in front of the class then the students analyze and compare their own text with the text shown and make the necessary corrections.

CONCLUSION

This paper has discussed about teaching writing descriptive text. The writer explains about the strategy to teach descriptive. The strategy is using video. The teacher, of course needs to select an appropriate teaching material to the students and present and interactive teaching activities. Then the students are encouraged to follow the learning activities at the classroom. It is important for the teacher to prepare the teaching and learning activities and using appropriate technique in order to make it effective and interesting.

By having writing activities through video, the teacher can create the comfortable learning for the students. The teacher does not only teach writing English well but also can be introduced an interesting and attractive story or information available from the video. With video technique can accustom the students to write or to reconstruct a good descriptive text.

SUGGESTIONS

The writer suggests the teacher to use appropriate and interesting technique to teach writing especially descriptive text. One of the techniques is using video. Using video can give exercise and accustomed the students with their writing skill. So, the students think English is not difficult but easier and comfortble by using video technique.

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