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**Teaching Writing Narrative Text through Video:  
An Action Research at SMK Budi Luhur Tebo**

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**Abstract**

The aim of this study was to describe the use of video to help EFL learners in writing narrative text and the EFL learners' perception in using video for teaching narrative text. The participants of this study were first grade students of Teknik Komputer Jaringan (TKJ) at SMK Budi Luhur Tebo. The total number of the participant was 27 students consisted of 14 boys and 13 girls. A Classroom Action Research consisted of three meetings with three cycle was applied in this present study. The material given to the students was narrative text. At the first meeting of each cycle, the teacher explained the lesson. At the second meeting, the teacher gave treatment by implementing some activities. First of all the students were divided into several groups, then the teacher run a drama video, asked students to watch the video and discussed the contents of the video until they understand generic structures of the story. Finally, each group presented the result of their group discussion in front of the class. At the third meeting, the teacher gave an assignment. To collect the data, the researcher used observation, FGD (Focus Group Discussion), field note, and lesson review. The finding showed that teaching writing through video improved students' writing skill. The video was helpful to improve their understanding. Thus, it can be concluded that the use of video to help EFL learners in writing narrative text and the EFL learners' perception in using video for teaching narrative text at SMK Budi Luhur Tebo were good and helpful.

**Keywords:** *teaching writing, video, action research*

## **Introduction**

Writing is one of the ways for people to express their ideas. It is an indirect communication combining letters into words, sentences, paragraphs, and texts. It is a multifarious process consisting of several steps and strategies. Writing skill is thought to be one essential skill required besides speaking in the modern society. To be able to write well is not easy for it needs much practices and sufficient knowledge about writing technique and methods instead of just focusing on handbook and giving a monotonous assignment.

There are some genres of text learned by students in the classroom such as descriptive text and narrative text. Narrative text is kind of text that tells about past event. It is different with descriptive text that tells about describing of person or thing. Wagner & Baskerville (2000) state that narrative text is a kind of fiction stories that happen in the past and it has generic structures namely orientation, complication, and resolution.

However, what researchers found in the classroom is that teacher usually uses and focuses on handbook in teaching writing. The teacher only explains the materials based on handbook and continues by giving assignment. She does it in every lesson. It is proved that the monotonous learning can make the students sluggish, uninteresting, and unmotivated to follow teaching and learning process. These problems will effect on students' writing ability and eventually the objective of the lesson can not be achieved optimally.

Based on the researchers' experience on October 27, 2015 in Teknik Komputer Jaringan class, similar situation is also true in our classroom learning. Some students found it difficult to express their ideas in writing, create words, sentences and good paragraphs. Besides, they also feel afraid of making mistakes. It was why they thought that writing was difficult for them. Meanwhile, the condition of class was also one of the problems in writing. First, the students did not give their full attention to the lesson. They did other activities that was not related to the lesson and made noise when the teacher explained the material. Second, the students did not give responses to their teacher if they did not understand about the teachers' explanation. There was no feedback from the students. Third, the students can not did their assignment in the classroom directly and finally it was done at home as their homework. They did not use their time well because they wasted their time for looking up difficult words in the dictionary that is used and they used it in turns due to limited number of dictionary available. It was also difficult when the teacher asked the students to make narrative text using their imagination. Inadequate media also contributed to this shortage.

In order to solve the problems stated previously and to improve students' writing skills, the teachers should find alternatives strategies. They should make teaching and learning interesting, effective, comfortable, and enjoyable. One of the ways is by using video. It is believed that video is one of media that can help the students to write by attracting students' attention. It can give motivation for the students and they do not feel bored when they are writing. In addition, it can increase the students' creativity and imagination to express their ideas in their writing. According to Scrivener (2005), video is a simple tool in teaching and learning in classroom. The media helps the students improve their writing skill.

The involvement and importance of studying through video in teaching and learning writing have been studied by researchers (Baratta & Jones, 2008; Adas & Bakir, 2013; Bing, 2013; Engin, 2014; Rulia & Al-Hafizh, 2014). The strength of the

studies is the media are able to increase students' memory and motivation. Nevertheless, the studies only discuss about the result of the test and ignore teaching and learning process in the classroom.

Based on the explanation above, the researcher is interested in conducting a study relating to the use of video to teach writing entitled "Teaching Writing Narrative Text through Video: An Action Research at SMK Budi Luhur Tebo".

The purpose of this study was to describe the use of video to help EFL learners in writing narrative text and the EFL learners perceive in using video for teaching narrative text.

Linse (2005) defines that writing is an action to take a pencil and write letters. It means that people are asked to express their idea in the written form by using pencil. It is related with arranging a text that consists of some letters. The people think on their mind about what they will write and write it into a text. Their mind will tell about their idea. It is also one of indirect communication between writer and reader. Indirect means that you make communication indirectly with reader through letters, book, newspaper, and others written text. By writing, people can express their idea. They can express what they want to express. Writing is combining letter into word, sentence, paragraph, and text.

There are several components of writing in term of the process of writing, namely handwriting, spelling, punctuation, and constructions of sentence, paragraph, and text (Harmer, 2004).

Linse (2005) states that process of writing is a way to help people increase their writing. Some steps that are needed to get good quality in the end of writing. The processes of writing are prewriting, writing, revising, editing, and publishing.

Writing strategy means a way that the teacher use in teaching writing. Harmer (2004) suggests that there are some strategies in writing that consist of the way to get students to plan, the way we encourage them to draft, reflect, and revise, the way we respond to our students' writing.

Video is one of media that show some pictures or background and has sound. The media is easy to find. Scrivener (2005) describes that video is simple tool in teaching and learning in classroom. A video has sound, picture, rewind, pause, and volume control. The picture has relation with sounds that the people hear. The people can see the expression, eye contact, physical, and background in the video. They can rewind the video again and again to make sure that they have already understand. They can pause or stop the action where they want to stop and they can set the volume louder or quite.

Berk (2009) says that there are some advantages of using video such as extract students' attention, focus on concentrating, and avoid students' anxiety in classroom. Video is important media in teaching and learning process. According to Harmer (2001), there are three types of video that we can use in class include off-air programmes, real-word video, and language learning videos.

Narrative text is a kind of fiction stories such as novel, short stories, epics, mystery, horror, western, fiction, fantasy, and fable. The story happened in the past and tell an event. The story is not real story that happen of someone but this is unreal story. The author make the story by using imagination. The purpose of narrative is to inform and urge the reader. The story brings message and give lesson (Wagner & Baskerville, 2000).Wagner and Baskerville (2000) concludes that there are some structures in narrative text, they are orientation, complication, series of event, resolution, and reorientation. It has some language features.

There are some kinds of text in Vocational School. They are descriptive text, narrative text, procedure text, recount text, and others. Each text has different generic structures and students should be able to write a text using their own idea. Teaching writing narrative text is planned in Vocational School. It is based on curriculum and syllabus. Crown (2008) suggests that teaching writing narrative text is one of tool to help them organize their idea to get new ideas and experiences. It is important for the students to be creatively and imaginatively in their writing. It is also important for the students to get background knowledge first before they write because their background knowledge will influence their idea.

Teaching writing through video is by giving video for students to increase their ability in learning. It helps teacher to be more effective and helps the students to understand material in depth easily. Beer (2012) states that video is important tool in teaching and learning process. Using video in teaching writing will motivate the students. The students can predict the information and idea by watching the video that is brought into classroom. In teaching situation, video explain the meaning that involve in the story of the video. Video that is used in classroom should be clear and to the point. So, using video is equal with using a tool to motivate the students in writing.

Classroom Action Research is kinds of research that solve a problem to get better change. The purpose of Classroom Action Research is to identify a problem. The problem does not indicate that the teacher does not have good competence but to see the differentiate between teaching and learning process that happen now and teaching and learning process that will happen. It means that to see good change and improving of practice (Burns, 2010).

According to Suaidinmath (2012) writing can be said successful if the students have the following indicators;

1. The students' competence in writing narrative text are increase.  
(60 % students achieve the Minimum Mastery Criterion)
2. The students' creativity are increase.  
(75 % students have good motivation and good classroom atmosphere in their study)
3. The students feel that teaching and learning process is interesting for them.

The present study is a Classroom Action Research aimed at improving teaching and learning processes. Classroom Action Research is a kind of research that was done in the classroom by the teacher to improve teaching and learning process. It is a way to know and overcome the teacher's and students' problems in the classroom. The study was carried out collaboratively with an English teacher of SMK Budi Luhur.

The study was conducted at Vocational School Budi Luhur Tebo. Tebo is one of regencies in Jambi province. The researcher choosed this school because she taught in the school, so that she knew the abillity and difficulties of her students in the school. The process of teaching and learning English in the school happens in two meetings for one week. It means that there are four hours for teaching and learning process in a week.

The participants of the study were first grade students of SMK Budi Luhur Tebo majoring at Teknik Komputer Jaringan (TKJ). There were 27 students consisted of 14 boys and 13 girls but the researcher focused on 10 students because they had more difficulties in writing than other students. The researcher chose this grade because they learnt writing narrative text as mandated in the curriculum.

Narrative text was planned in the first grade. The material based on curriculum and syllabus.

The researchers carried out the study in one class with a collaborator. The collaborator was an English teacher who helped the researcher to collect the data. The researcher used 3 cycles of the Classroom Action Research. Each cycle consisted of three meetings. In carrying out the treatment, the researcher used video. Each cycle consisted of planning, action, observation, and reflection;

1. Planning

In this stage, the researcher prepared syllabus, lesson plan, teaching material, worksheet, and camera that were used to observe and evaluate teaching and learning process.

2. Action

The teaching framework of using video in teaching and learning writing narrative text were;

**Meeting I (90')**

No	Learning steps	Teacher's activities	Students' activities	Time
1	Observing	<ul style="list-style-type: none"> <li>• Distribute a text</li> <li>• Ask students to read the text</li> <li>• Ask the students to predict what kinds of the text</li> <li>• Explain lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Read a text</li> <li>• Predict what kinds of the text</li> </ul>	30'
2	Questioning	<ul style="list-style-type: none"> <li>• Ask students to give question about the text</li> <li>• Answer the students' questions</li> <li>• Make conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Give questions</li> <li>• Give responds for the answers</li> </ul>	15'
3	Experimenting /Exploring	<ul style="list-style-type: none"> <li>• Ask students to discuss</li> <li>• Monitor the students while doing discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Do discussion</li> <li>• Collect the result of the discussion</li> </ul>	45'

**Meeting II (90')**

No	Learning steps	Teacher's activities	Students' activities	Time
4	Associating	<ul style="list-style-type: none"> <li>• Show video</li> <li>• Divide students into groups</li> </ul>	<ul style="list-style-type: none"> <li>• Watch video</li> <li>• Discuss with their group</li> </ul>	45'

		<ul style="list-style-type: none"> <li>• Ask the students to watch and identify generic structures of story on the video</li> <li>• Ask the students to discuss with their group</li> <li>• Monitor the students</li> <li>• Make conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Each group report their result of discussion</li> </ul>	45'
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**Meeting III (90')**

No	Learning steps	Teacher's activities	Students' activities	Time
5	Communicating	<ul style="list-style-type: none"> <li>• Ask each group to review the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Review the lesson</li> <li>• Give comment about the lesson</li> </ul>	30'
		<ul style="list-style-type: none"> <li>• Show video</li> <li>• Distribute an assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Watch video</li> <li>• Do the assignment</li> </ul>	60'

3. Observation

The researcher collected and described the result of the action to know the successful of the action.

4. Reflection

The researcher wrote the result of effective or ineffective steps and activities of each cycles and the researcher revised in next cycles. The researcher as a teacher evaluated the implementing of video in teaching and learning writing.

The instrumentations of the study consisted of observation, FGD (Forum Group Discussion), field note, and lesson review.

**Discussion**

In the observation phase, the researchers made an report in the form of document in classroom. Then, in FGD (Forum Group Discussion) the researcher interviewed 6 students in the classroom by recording their perceptions about using video in teaching writing. After that, the researcher described it to know how the video in teaching and learning writing was applied and made improvement for the next cycle. In field note, the researcher wrote the problems that faced by the students. After that, the researcher described it to know how the video in teaching

and learning writing was applied and made improvement for the next cycle. In lesson review, the researcher and collaborator as rater discussed the result of students' lesson review and calculated the students' score of the lesson review based on Curriculum 2013 in Vocational School with Minimum Mastery Criterion (KKM) at 75.

The teacher got the data after the teacher implemented teaching writing narrative text through video at SMK Budi Luhur. It showed that teaching writing through video could improve students' ability in writing. It means that using video in teaching writing narrative text at SMK Budi Luhur was success. It made the students enjoy and interested to study by using video. The video was able to pilfer the students' attention. They focused on video that they watched in classroom and it helped them developed their idea to write.

The improvement was supported by some previous studies which said that video had potential thing to increase students' memory and motivation. It was made the students focused on their learning. It could extract students' interested. It was also helped them to learn better and understand clearly. Using video can improved their writing. It could motivated the students in writing (Baratta & Jones, 2008; Adas & Bakir, 2013; Bing, 2013; Engin, 2014; Rulia & Al-Hafizh, 2014).

Using video in teaching and learning writing was a good tool in learning to achieved successful learning. It was supported by Wilson (2000) and Berk (2009). They said that by using video made the students easy to get some informations and it can pilfer their attention. It helped the students in writing and the teacher also to be more effectively in their teaching by using video. According to Cakir (2006), he believed that video was good tool for students. It helped the students easy in understanding material deeply.

Meanwhile, Beer (2012) said that video was important tool in teaching and learning process. Using video in teaching writing had high motivation for students. The students could predicted information and idea by watching the video that is brought into classroom by the teacher. In teaching situation, the video explained the meaning that involved in the story of the video. So, using video was equal with using a tool to motivate the students in writing.

The students' improvement in writing through video were influenced because it made the students more focused in their writing than discussed the topic and wrote the topic in whiteboard. It gave idea for the students and they could developed their idea by watching the video. If teacher did not gave brainstorming when they taught, it made the ideas of students were limited.

In this study, the teacher as researcher used text and video as brainstorming in teaching and learning process. Before teacher explained the lesson, the teacher gave brainstorming for students. The teacher gave a text and asked them to read and predict kind of the text. After that, the teacher also showed video to the students in classroom and asked them to watch as brainstorming. It was supported by Oshima and Hogue (1998) who had already explained about some steps in teaching writing. The steps were choosing and narrowing a topic, brainstorming, making sublist, writing the topic sentence, outlining, writing the first rough draft, revising content and organization, proofreading the second draft, and writing the final copy. After the students did all the activities, they wrote the final result of their writing neatly and reported to their teacher.

The implementation processes of using video was the teacher played the video until the end. After the video already finished to watch, the students did

discussion in class. The teacher played the video again and stoped the video until the students found orientation. After that the teacher gave time for students to discuss orientation of the story. Then, the teacher played the video again and stoped the video until the students found complication and discussed it. After that, the teacher played the video again and stoped the video until the students found resolution and the teacher gave time for students to discuss the resolution.

The teacher used some steps in using video when the teacher did teaching and learning process in classroom based on Berk's theory in 2009. The teacher choosed the issue. After that, the teacher prepared questions for students about what they looked and heard based on the video that they watched. The students gave answer about that questions. The teacher introduced the video clearly to avoid misunderstanding and gave understanding about the video to the students in order they did not have mistakes in their understanding. The teacher turned the video and stoped the video for the important point of the story to make sure that they have already understood. The teacher set the time for watching and gave an activity based on the video such as asked the students to do discussion.

The uniqueness of the study was about using video in teaching and learning writing for first time. The students never studied writing a text used video. They only focused on their handbook and did assignment in LKS. LKS is one of students' book for doing assignment. Their teacher only explained the lesson at that moment without giving brainstorming and asked them to do assignment. They never used video or other media before. Therefore, the students were very apreciated to study using video because this was new for them.

Indicator of writing improvement in this study was also achieved. It was based on Suaidinmath (2012) who explained that students' ability in writing can be said successful if they have some indicators. The indicators were; the students' competence in writing narrative text were increase (60 % students achieved the Minimum Mastery Criterion). There were 18 students of 27 students could achieved the Minimum Mastery Criterion. The second indicators was the students' creativity were increase (75 % students have good motivation and good classroom atmosphere in their study), and the students felt that teaching and learning process was interesting. So, the study was successful based on the indicators.

Students had improvement in each cycle. It was indicated that in the first cycle, there were 7 students in first cycle could achieved the Minimum Mastery Criterion. In the second cycle, there were 13 students got score up 75. Then, in the third cycle there were 18 students achieved Minimum Mastery Criterion of 75.

Lesson plan of curriculum 2013 explained that writing authentic assessment rubric were content and topic, sentence structure, sentence coherence, complexity, and neatness. For the beginning cycle, some of students got low score because teacher did not explained the all aspects to be assessed. It made the students did not pay attention on the assessment in each aspect. After the teacher known the result, the teacher explained the authentic assessment rubric for next cycles and the result showed that the students got improvement of their writing although some of them had difficulties in sentence structure. It was one of aspects that made students could not achieved Minimum Mastery Criterion. They got low point in this aspect. Therefore, the next researcher should explained more about sentence structure to improve the students' writing ability.



## Conclusions

Based on findings of this study as already discussed in the previous chapter, the researchers made several conclusions as follows; The use of video to help EFL learners in writing narrative text. The teacher asked the students to watch and identify generic structures of the story based on the video that they watched. Before they discussed, the teacher played the video of Cinderella twice. First time at the beginning before they did the discussion and second time in 30 minutes after the teacher played the video. The technique and learning strategy could be increased. The strategy had been applied with the teacher played the video of Malin Kundang until the end. After the video already finished to watch, the students had classroom discussion. The teacher played the video again and stopped the video until the students found orientation. After that the teacher gave time for students to discuss orientation of the story. Then, the teacher played the video again and stopped the video until the students found complication. After that, the teacher played the video again and stopped the video until the students found resolution and discussed it. The students said that video could improve their writing skill. Using video was interesting for them. It was able to improve their understanding. Their concentration had already increased. They can understand better than using handbook. They also reported that by using the videos, they were easy to get the meaning which them to understand better.

Based on the conclusions above, the researchers offered several suggestions. A teachers should create good communication in the classroom. An enjoyable communication between teacher and students is needed very much in teaching and learning process to achieve good achievement. Finally, the researchers recommend that the research of Classroom Action Research is needed for a teacher to improve the students' ability and to make teaching and learning process more successful. The teacher should know the students' problems in the class and find the solutions for the problems. It is suggested for teachers to conduct the Classroom Action Research to improve students' grammar mastery because it is very important aspect in writing assessment. In addition, the next researchers should pay more attention on the students' personality because they have their own uniqueness in terms of ability, psychology, and motivation. Then, the researchers also recommend to the teacher to use interesting video and appropriate topic in others text.

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