

The Influence of National Geographic Wild Videos toward Students' Writing Ability on Descriptive Text

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Abstract: This research was aimed to investigate the effect of using National Geographic Wild Videos on students writing ability. The research was conducted at first grade students of SMAN 3 Kota Serang using quantitative research. By implementing quasi-experimental design as the research method. This exploration employed two groups: an experimental and control group. The subjects of this study were the first grade students at SMAN 3 Kota Serang which are 38 students in experimental group and 37 students in control group respectively. The experimental group was taught by using National Geographic Wild video and control group was taught without using it. Both of groups were analyzed by using independent t-test. After collecting and calculating the data, the value of $t_{\text{observation}}$ is bigger than t_{table} . $t_{\text{observation}} = 2,91 > t_{\text{table}} = 1,66$ (5%) or $t_{\text{observation}} = 2,91 > t_{\text{table}} = 2,37$ (1%). Thus, H_0 is rejected and H_a is accepted. It means that there is significant effect of using National Geographic Wild videos on students' writing ability in descriptive text. The media give some impact for students such as they can produce and construct better in writing.

INTRODUCTION

Writing is one of the skills that should be mastered for every student. In addition, writing is also a superior communication tool. Every person is able to deliver announcements, feelings, and ideas to others. According to Sharples, actually, writing is an occasion; students can express something about themselves, explore and explain ideas (Sharples, 1999). Based on statement beside, the ability to write can be achieved through a process of learning and practicing.

Moreover, students can deliver organizing their ideas in their mind. Many people choose writing as efficient and effective communication of information to be expressed in some ways such as business letters, posting letters, and important information in a company's product. Writing is an aptitude of English

language which expects students to develop and represent their very own thought, and it is essential to be instructed in light of the fact that it can reinforce students' vocabulary and grammar that they have educated and they can express what in their mind through writing efficiently.

A teacher asking the students for writing as evaluation is very important to do to know students' ability on writing. This is supported by Sara cited Huges "the best ways to tests people's writing ability is to get them to write" (Weigle, 2002). Nevertheless, the majority of students view writing as boring and difficult activity. Writing is seen as the most difficult language ability since it includes not only vocabulary and grammar mastery but also expertise on expressing feeling and thought or idea.

Based on the observation at SMAN 3 Kota Serang, the researcher found many students had difficulties in learning English especially in writing English. They have low ability to arrange and describe the correct English sentences for instance, “now – go - will – home – I = I go will home now; (I will go home now) as the correct sentence”, error on grammar in learning writing English for example, “she speaked; (she speaks/spoke/spoken) as the correct grammar”. Also a number of the students cannot get idea easily.

The things mentioned above are might be caused by teachers do not use attractive media to improve their writing skills. It will influence the duration given and will also influence to the result of writing if the students get difficult in getting idea. In learning English, the descriptive text is one of genre that must be mastered by students. Descriptive paragraph is a paragraph clearly represents a thing, person, or place in such a way which the reader can imagine the topic and enter into the writer's experience.

To reduce those mistakes, the teacher has to be innovative and creative. Teacher, as a facilitator, must understand about what students need and want. One of the options is giving media and activities that can stimulate students' thought and make them enjoyed. Most of students are interested in learning by audio-visual media for instance videos. Media is very important in teaching and learning process. Media divided into 3 kinds; they are visual, audio and audio-visual media.

In this 21st century, digital technology has the rapid development especially from videos. The use of videos can be provided in education. The development of online video is valuable for the individuals who educate and learn online, as access to video on an expansive range of topics becomes progressively

accessible. User Generated Content or media type the content is made by media users itself. Many sites give videos digital that enables its users to view, upload and share videos.

The researcher used National Geographic Wild videos as media to teach English. Because it shows physical appearance, behavior and natural life of animals such as Deadly Jaws program. According to Barbeau in journal entitled Teaching Writing with YouTube directed a research in teaching writing utilizing YouTube. It aids the students request to digital natives, increment the students' awareness, diminishment the gap between teacher and student, and the classroom become favorable (Barbeau, 2010).

THEORETICAL SUPPORT

A. Writing

1. Definition of Writing

Russell and McDonald as cited by Rohman said “Writing is usefully described as a process, something which shows continuous change in time like growth in organic nature. Different things happen at different stages in the process of putting thoughts into words and words onto paper (Russell and McDonald, 2002). Based on the Journal from Adas and Bakir, “Writing is an intricate and complex task; it is the most difficult of language abilities to acquire” (Adas and Bakir, 2013). In addition, According to White as cited by Nunan, “writing is not a natural activity. All physically and rationally ordinary individuals figure out how to communicate in language ... writing unlike speech, is displaced in time” (Nunan, 1989). Therefore, unlike the other skills, people need more time to write and all individuals must be taught how to write.

To sum up from the statements above, writing is interesting ability because it trains us to express thoughts, emotions and to think critically on written

expression efficiently. It is imperative to be learned by people who want to be author especially and people who learn generally. Despite corresponding uniquely to certain powerful learning strategies as process-and-product possesses a cluster of attributes.

2. The Purpose of Writing

According to McNeely, there are three purposes of writing:

a. To entertain: to provide the reader with a pleasurable experience, perhaps by telling them an interesting story or by making them laugh such as novel and short story.

b. To persuade: to increase the reader understanding of the topic or to teach them to do something such as textbook and summary.

c. To inform: to convince the reader to change a believe or behavior such as editorials, proposals, and several essays which a persuasive purpose (McNeely, 2013).

3. The Process of Writing

Based on Richards and Renandya, the process of writing is a classroom activity which combines the four basic writing stages such as planning, drafting, revising and editing (Richards & Renandya, 2002).

4. Types of Writing

There appear to be such a significant number of various types of writing: poems, short stories, letters, essays, reports, reviews, novels, and scripts are quite different. Be that as it may, they're all writing. They all have the essential point of getting thoughts from one mind into another (Grenville, 2001). Actually they are summarized in four main types of writing such as narrative, expository, persuasive, and descriptive.

The types of writing used to describe is called description; that used to interpret or explain is called exposition or explanation; that used to argue or

persuade is called argumentation; that used to relate or tell is called narration.

5. Assessing Writing

Based on Jacob Weigle, there are five aspects seen which teacher to be noticed in assessing writing. They are:

a. Content: assigned topic should be measured by teacher whether it is relevant, substantive, and knowledgeable or not.

b. Organization: it can be seen from the supported/state paragraph, the cohesion and the sequence the organization is well organized.

c. Vocabulary: the choice and the usage should be measured by the teacher whether those are appropriate or not.

d. Language: the teacher can measure whether the language is few errors of agreement such as the use of article, number, pronoun, tense and prepositions also effective complete instruction.

e. Mechanic: the teacher measure whether it demonstrates of mastery of convention, few errors of punctuation, spelling, capitalization and paragraphing (Weigle, 2002).

B. Descriptive Text

1. Definition of Descriptive Text

Purslow states, "A descriptive paragraph is a group of sentences that describe a noun. A noun is a person, place, or a thing" (Purslow, 2008).

2. The Kinds of Descriptive Text

According to Alawi cited Adelstein and Pival, there are 3 kinds of descriptive text normally, they are:

a. Description of People

There is no similarity in every person, and writing description of people is different. Many people already aware of some of the complications because you have often been asked, "What's so-and-like?" In replying, those might resort to identification, an impression, or a character sketch, depending on the situation.

b. Description of Place

There is no set pattern for arranging in sentences in descriptive paragraph. It is not necessary to begin with one area and then proceed to another one. Although the sentences not be randomly arranged. The description of the place must be organized so that the reader can imagine the scene being described vividly. Students can add a controlling idea which states an attitude or impression about the place being described for making the paragraph more interesting. In addition, the arrangement of the details in students' description depends on their subject and purpose.

c. Description of Things

To make our subjects as interesting and as vivid to our readers, students must have a good imagination about that thing will be described such as using proper noun and effective verbs (Alwi, 2018).

3. The Generic Structure and the Language Feature of Descriptive Text

a. Generic Structure

According Wardiman, there are identification and description in generic structure which should not be missed in the text.

1) Identification: general statement about subject or topic wants to be described.

2) Description: describe qualities (degree of beauty, excellence, or worth/value), parts/things (physical appearance), characteristics (prominent aspects that are unique) etc. (Jahur and Djusma, 2008).

b. Language Feature

1) The present tense is predominantly used.

2) Adjective are used to add extra information.

3) Adverb/adverbial phrase are used to add more information about the manner, place, or time.

4) Sentences and paragraphs are thematically linked to the topic of description.

C. The Concept of Learning Media

There are three properties of media is the reason why media is used, based on Gerlach & Ely:

1. Manipulative property: the phenomenon that needed time – consuming days could serve to learners in two or three minutes by taking picture technique or time – lapse recording.

2. Fixative property : the property is described the recording skill, concluding, preserving, and constructing the phenomenon or objects.

3. Distributive property: distributive property of media lets an object or phenomenon transformed through space and simultaneously the same about this phenomenon (Kosasi, 2001).

D. Teaching English Using Video

1. Advantages of Using Video in Teaching English

According to Wang, in teaching English, video materials have plenty of advantages which could be embodied in the following aspect:

a. Teaching English with Video Materials Can Stimulate Students' Autonomy and Proactivity.

b. Video Materials Enrich Classroom Activities, Motivate Students' Passion for English Learning and Help to Hold Their Attention in the Classrooms.

c. English Video Materials Selected for Language Teaching Are Mostly Depictions of Realistic Circumstances in Life.

d. Teaching English with Video Materials Provide Students with Direct Access to a Taste of Western Culture, which Can Complement Traditional English Teaching which does not Pay Enough Attention to the Development of Students' Intercultural Communication Skills (Wang, 2015).

2. Techniques of Using Video in EFL Classrooms

According to Harmer, there are some techniques which can be used in video based lesson; Viewing Techniques (Fast Forward, Silent Viewing, Freeze Framing, Partial Viewing) and Listening (and mixed) Techniques (Pictureless listening, Picture or Speech) (Hadijah, 2016).

E. National Geographic Wild Video

1. Definition of Video

According to Meskill, "video is widely considered more powerful, silent, and comprehensible than other media for second and foreign language students" (Meskill, 1995).

2. Video Types

According to Harmer, there are several different types of video that can be used at the class teaching learning activity as he mentioned below:

a. Off-air Programmers
Programmers recorded from TV channel might be good resources for learners in teaching and learning activities. Nevertheless, TV channel programmers are utilized to use some advance language that made it hard to comprehend for beginning level of learners.

b. Language Learning Video
Language learning video is a kind of videos that is especially made to give learners' material to language learner. English discussion video that taken as a media in this research can be categorized as this type of video.

c. Real Word Video
Real word video can be found easily from some resources such as YouTube and other video website provider. Besides, teacher should be smart to choose videos which have same level with learners (Harmer, 1998).

3. The National Geographic Wild

Based on the article from A&E Television Networks, for increasing and diffusion of geographical knowledge, the

national geographic society is founded in Washington D.C on January 27, 1888. The 33 men who originally met and formed the National Geographic Society were a diverse group of geographers, explorers, teachers, lawyers, cartographers, military officers and financiers. Americans were becoming more curious about the world around them so that they shared an interest in scientific and geographical knowledge as well as an opinion that in a time of discovery, invention, change and mass communication. Neither a scientist nor a geographer, Hubbard represented the Society's desire to reach out to the layman (A&E Television Networks, 2020).

4. The Programs of National Geographic Wild

All programs depend on natural wild life and the history of wild life, with an extraordinary spotlight on the cruelest predators. The British and Asian versions have programming centered on wild life in the local area. Popular programs include:

- a) Deadly Jaws
- b) The Kill Zone
- c) Gone Wild
- d) Killer Instincts
- e) Wild Asia
- f) Crittercam
- g) Worlds Weirdest
- h) Destination Wild
- i) Croc In The Act
- j) Bearhood

METHOD

In this research, the researcher used quantitative method applied as the research methodology and were analysed using quasi-experimental. To analyze the data, the researcher used comparative technique and they were processed and analyzed by utilizing statistic calculation of t-test formula with significant degree 5% and 1%. According to Nunan, There

are three kinds of quantitative research design such as pre-experiment, true experiment and quasi experiment.

1. Pre-experiment; with characteristics have pre and post treatment test, but lacks of control group.

2. True experiment; with characteristic has both pre and posttest, experimental, and control group also random assignment of subjects.

3. Quasi experiment; with characteristic has both pre and posttest, experimental, and control group, but no random assignment of subjects (Nunan, 1992).

Research participants

The of population number first grade are from 13 classes at this case. They are divided into two programs such as science and social class. The population are more than 500 students with average 40 student each class.

In this research, the researcher took two classes as sample research by clustering from the first grade. They were one class as experiment class and the other one as control class. In experimental class, they were consist of 38 students while the students were 37 in control class. Thus, the total numbers of sample were about 75 students.

Research instruments

The researcher used tests for collecting the data in the field. The researcher gave the learners two test. They were pre-test and post-test.

Pre-test is to measure learners skill on writing descriptive text before getting treatment and post-test is to measure learners skill on writing descriptive text after getting treatment.

In pre-test, the researcher asked the learners to write a descriptive text without any treatment before. Furthermore, in post-test the learners asked to write a descriptive text about the object on the video given in treatment.

RESULT AND DISCUSSION

The data was collected in eight meetings; the first was giving pre-test which conducted before the treatment in experimental class and in control class. The second meetings were conducted first treatment in experimental class and in control class. After that, experimental class and control class is given second until sixth treatments by Google classroom and WhatsApp group with another technique in control class. Moreover, the last meetings were carried on post-test after giving the treatment in both of classes. After collecting the data, the researcher calculated and analyzed them.

The maximum score of content was 30 then the organization was 20, after which, the vocabulary was 20, after that, the language use was 25 and the mechanic was 5. Furthermore, the result of pre-test and post-test in experimental class were named variable X_1 and X_2 respectively while the result of those in control class were named variable Y_1 and Y_2 in turn.

Data Analysis

1. Experimental Class

The researcher analyzed the data by comparing students' score in pre-test and post-test in experimental class. It is explained by the table as follow:

Table 1, The different score between pre-test and post-test at the experimental class

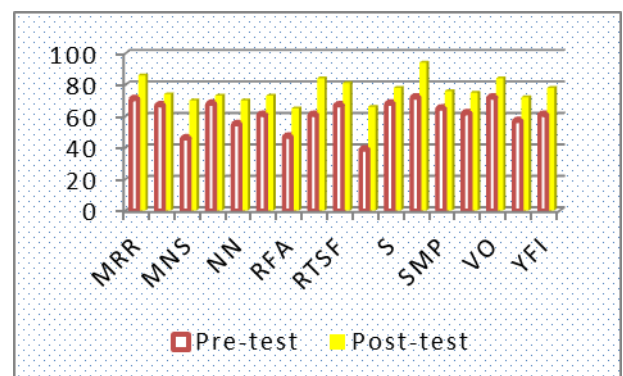
No	Respondents	Test experiment		Deviation ($X = X_2 - X_1$)	Squarr ed Deviation (X^2)
		Pre-test (X_1)	Post-test (X_2)		
1	ASU	39	70	31	961
2	AN	81	91	10	100
3	ASF	68	76	8	64

4	AJR	72	93	21	441
5	BAS	65	83	18	324
6	BTA	62	82	20	400
7	CD	64	84	20	400
8	DSP	57	70	13	169
9	DK	61	83	22	484
10	DAP	68	82	14	196
11	FA	67	84	17	289
12	FSP	61	72	11	121
13	GRM	49	55	6	36
14	GPK	63	78	15	225
15	HMA	70	81	11	121
16	JAP	37	70	33	1089
17	JWL	79	91	12	144
18	KAA	40	75	35	1225
19	MSA	54	66	12	144
20	MFM	69	84	15	225
21	MHM	68	84	16	256
22	MRR	71	86	15	225
23	MHS	67	74	7	49
24	MNS	46	70	24	576
25	NF	68	73	5	25
26	NN	55	70	15	225
27	PFHS	61	73	12	144
28	RFA	47	65	18	324
29	RAF	61	84	23	529
30	RTSF	67	81	14	196
31	R	39	66	27	729
32	S	68	78	10	100
33	SAYY	72	94	22	484
34	SMP	65	76	11	121
35	SA	62	75	13	169
36	VO	72	84	12	144
37	WB	57	72	15	225
38	YFI	61	78	17	289
Total		Σ	Σ	$\Sigma X = 620$	Σ

	=	=		11968
	2333	2953		

Table 1 above showed the different score between pre-test and post-test at the experimental class. The different score was the result from post-test subtracted with pre-test. There was significant difference score both of that. The biggest difference score was 35 and the lowest difference score was 5. It is described by the graphic below.

Graphic 1, The difference score between pre-test and post-test of the experimental class



Graphic 1 above showed the result of students' pre-test and post-test on criteria in writing descriptive text at the experimental class. Data showed the pre-test score that the maximum score was 81 and the minimum score was 37. There is a student who got the maximum and the minimum score respectively. For the post-test, the maximum score was 94 and the minimum score was 55. One student got the maximum score and who got the minimum score in turn.

2. Control Class

The researcher analyzed the data by comparing students' score in pre-test and post-test in control class. It is explained by the table as follow:

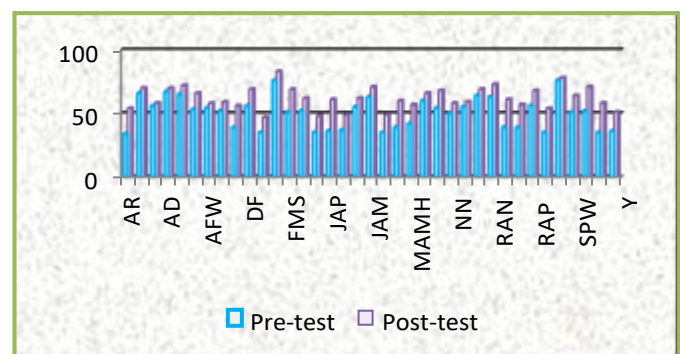
Table 2, the different score between pre-test and post-test at the control class.

No	Respo ndents	Test control		Deviation ($Y = Y_2 - Y_1$)	Squarred Deviation (Y^2)
		Pre- test (Y_1)	Post- test (Y_2)		
1	AR	34	54	20	400
2	ANR	66	70	4	16
3	AR	56	58	2	4
4	AD	67	70	3	9
5	AN	65	72	7	49
6	AR	53	66	13	169
7	AFW	54	58	4	16
8	CP	52	59	7	49
9	DYP	39	56	17	289
10	DF	56	69	13	169
11	DNA	35	47	12	144
12	EVP	76	83	7	49
13	FMS	51	69	18	324
14	FSAK S	52	62	10	100
15	GMR	35	48	13	169
16	JAP	36	61	25	625
17	HSR	37	49	12	144
18	HNH	55	62	7	49
19	JAM	63	71	8	64
20	LNH	35	49	14	196
21	MMI	39	60	21	441
22	MAM H	42	57	15	225
23	MRA	60	66	6	36
24	MNS	54	68	14	196
25	NN	50	58	8	64
26	NZ	55	59	4	16
27	PAR	64	69	5	25
28	RAN	63	73	10	100
29	RN	39	61	22	484
30	RNA	39	57	18	324
31	RAP	56	68	12	144
32	SO	35	54	19	361
33	SGS	76	78	2	4

34	SPW	51	64	13	169
35	TUF	52	71	19	361
36	WPM	35	58	23	529
37	Y	36	51	15	225
Total		$\Sigma Y_1 = 1863$	$\Sigma Y_2 = 2305$	$\Sigma Y = 442$	$\Sigma Y^2 = 6738$

Table 2 above showed the different score between pre-test and post-test at the control class. The different score was the result from post-test subtracted with pre-test. There was significant difference score both of that. The biggest difference score was 25 and the lowest difference score was 2. It is described by the graphic below.

Graphic 2, the difference score between pre-test and post-test of the control class



Graphic 4.2 above showed the result of students' pre-test and post-test on criteria in writing descriptive text at the experimental class. Data showed the pre-test score that the maximum score was 76 and the minimum score was 34. Two students got the maximum score and one student got the minimum score. For the post-test, the maximum score was 83 and the minimum score was 47. There is a student who got the maximum and the minimum score respectively in post-test.

Statistical Hypothesis Testing

Based on the calculation above, it is known that t_{table} with significant 5% = 1,66, $t_{observation} = 2,91 > t_{table} = 1,66$. It

is concluded that the researcher rejected $H_o : t_o < t_t$ it means there is no significant effect of using National Geographic Wild videos on students' writing ability in descriptive text. Following this, the researcher accepted $H_a : t_o > t_t$: it means there is significant effect of using National Geographic Wild videos on students' writing ability in descriptive text.

From the result of the calculation is obtained the value of the test $t_o = 2,91$. The researcher uses degree of significance of the t_{table} of 5% then the value of the degree significance is 1,66 comparing to the t_o with the value of degree significance, the result $t_{count} = 2,91 > t_{table} = 1,66$. Since t_o from score obtained of the result of calculating, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected.

Interpretation of Data

According to the data, the value of $t_{observation}$ is bigger than t_{table} . $t_{observation} = 2,91 > t_{table} = 1,66$ or $t_{observation} = 2,91 > t_{table} = 2,37$ (1%) so that H_o is rejected and H_a is accepted.

From the result above, the researcher then give conclusion that there is significant influence toward students' writing ability in descriptive text by using National Geographic Wild videos. It can be seen that the student got better score by Nat Geo Wild as media. This could be seen after comparing the score of pre-test and post-test.

Nat Geo Wild videos can be influenced because it emphasized student activity for an in-depth investigation of a topic, gain the interest of the students and they can become easier to describe something when learning descriptive text. Thus, the idea of writing to describe something can be easily stated.

CONCLUSION

Based on the result of this research, the students have difficulty to make descriptive text and the researcher gives some conclusion as follow:

1. The students' ability on writing descriptive text at the first grade of SMAN 3 Kota Serang was low. The score of control class is not as good as in experimental class. It can be shown from the result of pre-test data analysis that mean of control class is 50,35 and the mean of experimental class is 61,4. It means that the mean of experimental class is better than that of control class.
2. National Geographic Wild videos utilized as media to show the characteristic about particular animals in details. Nat Geo Wild show off the beautiful scenery quality which is great. There is some explanations about the proportion with other things such as the comparison about the blue whales' weight equal with the weight of 3 buses, the number of giraffe's neck equal with human's neck, but a little bit different size and many so on.
3. Based on the analysis, it was known according the data of pre-test that the mean of control class is 50,35 and the mean of experimental class is 61,4. Meanwhile, the mean of control class is 62,30 and the mean of experimental class is 78 in post-test. In addition, the value of $t_{observation} = 2,91 > t_{table} = 1,66$ (5%) or $t_{observation} = 2,91 > t_{table} = 2,37$ (1%), so that H_o is rejected and H_a is accepted. It means that National Geographic Wild videos had significant effect in students' learning writing descriptive text.

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