

IMPROVING WRITING SKILL THROUGH ESA WITH VIDEO ANIMATION OF THE EIGHTH GRADE STUDENTS

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ABSTRACT

The purpose of this study was to know whether or not the writing skill of the eighth-grade students of secondary school can be improved through the implementation of ESA with video animation. The subject was the eighth-grade students of secondary school that consisted of 33 students, 17 female and 16 males. The researchers used some instruments such as a pre-test, post-tests and a questionnaire to collect the data in this present study. This classroom action research that conducted into two cycles, such as cycle I and cycle II. Each cycle consisted of two sessions. Based on the result of pre-test, the students had problems in writing. Based on the data of mean scores from pre-test until posttests, it showed that the mean score of pre-test was 39.15, post-test I was 68.36 and post-test II was 78.03. It meant that there were significant improvements of the subjects. In addition, the data also was supported by administering a questionnaire. The result of questionnaire showed more than 90% subjects gave positive responses through the implementation of ESA to improve their writing skill. In conclusion, writing skill of the eighth grade students of secondary school could be improved through ESA with video animation.

Keywords: Improving, ESA, Writing Skill, video animation

INTRODUCTION

Writing is one of ways that can be used to deliver something that need to tell to everybody. It is quite the same as speaking but when delivering something in writing, it has to be in the form of word or something not speak. Brown (2004:218) states that writing is a skill that is the exclusive domain of scribes and scholar in education or religious institution. Writing is one of important part in communication. Having a good writing can ease the communication in the form of write clearly. Writing facilitates, expression and enables individuals to compose their thoughts in

daily communication or something that need writing skill. Writing has the benefit of training the students to show their ideas to other people logically. It can strengthen the ideas and thoughts and also allow them to reflect better than if they remained involve in their heads. Writing can be used to translate someone thinks of someone else. Some people are better at expressing yourself in writing than others.

Richard (2009) state that writing is a system of graphic symbols that can be used to convey meaning. It also related to the writing system which are Alphabet, Graphemes, Handwriting, Ideogram,

Language and Letter. Writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. Having a good writing skill can promote students' confidence in writing which is an essential element to personal productivity in all aspects of education. In addition, students must prepare writing skills to look for jobs.

However, writing is not an easy skill. It needs more attention from students and teachers. To write clearly it is essential to understand the basic system of a language. Writing in English includes knowledge of grammar, punctuation and sentence structure. Vocabulary is also necessary, as is correct spelling and formatting. According to Hammad (2014) writing is as a thinking process which involves generating ideas, composing these ideas in sentences and paragraphs, and finally revising the ideas and paragraphs composed. So, teachers have to give more attention to the students when they teach the students how to make a good writing or grammatically writing.

In addition, there are problems that are usually faced by the students. When the teacher asks students to make a paragraph, the students are still confused about what

they will write and difficult to find the idea. Finding and arranging the ideas are prominent things to make a good descriptive paragraph. It makes the students stuck to start writing. The teaching technique must be improved to solve this problem. The more interesting strategy must be applied. It can catch students' attention and make the result of learning better. However, teachers have also played an important role in deciding the students' writing development. Their teaching skill performances are reflected on how well they conduct the teaching-learning activities which directly affect students' learning experiences in classroom settings (Joni, 2019).

As found by Joni and Dharmayanti (2021) teaching writing in this era has challenged teachers to be adaptive with technology. Teachers can combine their teaching strategy with digital media, such as video animation. One of teaching strategies that can be implemented with the assistance of digital media is ESA (Engage, Study, Activate). ESA is not a relatively new strategy but its effectiveness in classroom settings remains useful in today's challenge. It is basically a method to arise the student's interest to study. It is supported by Harmer (1998:237). Tomlinson (2013:238) states that ESA is a method of how to build

students" interest in a topic considered problematic by a teacher in learning.

Using an ESA strategy, there must be media to support its implementation. According to Smaldino (2011:404) said that text can be displayed in various languages and are used to translate or provide information on the video content. With the development of computer software that can continuously manipulate visual images, we have been creating art through video animations. In this case, the researchers are interested and motivated to do research use ESA (Engage, Study, Activate) as the strategy to help the eighth grade students of secondary school.

RESEARCH METHODS

Subrata (2008:72) state that the kinds of research are historical research, development research, description research, case study, correlation research, experimental research, and action research. According to Burns (2010:1), classroom action research can be very available way to extend the teaching skills and gain more understanding of the teachers, classroom and students. Classroom action research was something that was often heard and done by language teachers. In addition, some of them still have limited knowledge about what class

research is doing and how research is conducted.

Ary, Jacobs, Sorensen and Razavieh (2010, p. 637) define a classroom action research as a research conducted in the classrooms with the object of improving classroom practices or improving practices in the school. The teacher could try an appropriate technique to teach students in the class. According to Kemmis and McTaggart in Burns (2010:8), classroom action research involves four steps in cycle of research. The first step is Planning that used to identifying a problem and developing a plan or action of the research context. The second step is Action, the researchers conducted the research in the classroom while collected the data. The third step is Observation, the researchers to observe and analyzes the effect of data in the action. The fourth step is Reflection, the researchers evaluated and reflected the result of the action.

In relation to this study, classroom action research concerned to improve writing skill through ESA. In this classroom action research, the teaching and learning process was divided into some cycles in which each cycle consisted of two sessions. Each session consisted of four interconnected activities, namely: planning, action, observation and reflection.

FINDING AND DISSCUSSION

The findings of this research were intended to answer the research problem which previously determine in the chapter I. The researchers used the VIII F class that consisted of 33 students. Based on the researchers interview with English teacher, the researchers got information about student's problem in writing. The problem is students still difficult to constructing descriptive paragraph. The students still have low intention in writing descriptive paragraph. It makes the students difficult to build their ideas into a paragraph. So, the students write the paragraph incorrectly. Thus, the researchers decided to use this class as the subject of this research.

There were two instruments that used by researchers. The first instrument was test and the second instrument was questionnaire. The tests consisted of pre-test and post-tests. The researchers administered pre-test before conducting the teaching and learning process to know how far students' understanding about writing descriptive paragraph. The post-tests were administered by the researchers in the end of cycle I and cycle II after the implementation of ESA with video animation. The goal of administer the post-

test was to know how far the progress student's achievement improved after taught writing descriptive paragraph through ESA with video animation. Besides, the questionnaire was administered in the end of cycle II that was used to know students' responses after learning writing descriptive paragraph through ESA with video animation.

Pre-Cycle

The pre-test was administered to the students before the researchers applied the ESA technique with video animation. The researchers gave the pre-test to measure students' knowledge in writing comprehension especially descriptive paragraph. The students were instructed to write a descriptive paragraph that consist of 6-12 sentences in the form of paragraph construction task. The researchers had given a topic about animal which is the students had to write a description about "Giraffe". The total score of pre-test was 1292. The mean score that was obtained by the subjects or students in VIII F class in pre-cycle was 39.15. It was extremely under the minimum passing grade of English subject which are 68. There were no subjects that could pass the pre-test in the score over the minimum passing grade. The researchers also found that most of the students were difficult in

organizing their ideas to create a good descriptive paragraph.

According to the findings, the researchers conducted cycle I to improve students' writing skill in descriptive paragraph by implementing ESA with video animation.

Cycle I

In order to obtain the data of improvement of the subjects writing skill, the researchers administered post-test I. The researchers analyzed the post-test to get the data of subjects' improvement after implementation of ESA with video animation. The subjects were asked to create descriptive paragraph that describe about place which the subjects can determine what place that would they describe. The subjects had to write descriptive paragraphs which consist of 6-12 sentences. The total score of post-test I which followed by 33 subjects was 2196. The mean score of post-test I that followed by 33 subjects in VIII F grade was 68.36. Based on the result above, it means that there was a very significant improvement from the result of post-test I. The result of the data of post-test I showed that 15 of 33 subjects could reach the minimum passing grade.

Meanwhile, the researchers need to continue the study because the total number of the subject that could

be passed the minimum passing grade still lesser than success indicator. Therefore, the researchers continued to the cycle II to get a better improvement.

Cycle II

After the researchers undertook the teaching learning process, the post-test II was administered. The aim of administered post-test II was to know and measure the improvement of subjects writing skill especially in writing descriptive paragraph. In the post-test II, the topic was about describing person. The subject can determine who they described based on the topic. It consisted of 6-12 sentences in each paragraph. For the result of post-test II, the data showed that there were significant of subjects' achievement in writing skill. There were 33 subjects in VIII F class that followed the post-test II. Furthermore, the total score of post-test II was 2575. The result of post-test II in cycle II was showed that the mean score of the subjects was 78.03. It was found that 31 of 33 subjects could pass the minimum passing grade. The data indicated that writing skill of the subjects significantly improved through the implementation of ESA with video animation. Since, the present study had already reached the success indicator when at least 80% of the subjects can pass the minimum passing grade, the study could be ended. Based on the result of

present classroom action research showed that 31 of subjects could pass the minimum passing grade. Therefore, because the subjects have achieved the minimum passing grade, so the present study could be ended in the cycle II.

In addition, the researchers also administered the questionnaire in the cycle II. The aim of administering the questionnaire was to know the subjects' responses towards improving subjects' writing skill through the implementation ESA with video animation. The questionnaire was written in Bahasa Indonesia, so the subjects could understand the content of questionnaire. Besides, the questionnaire was analyzed on the basis of Likert rating scale by choose the alternative choices ranging from 5 (five) to 1 (one). The total responses of the subjects for Strongly Agree (SA) was 425, Agree (A) was 584, Undecided (U) was 84, and there was not the subjects that showed their responses on Disagree (D) and Strongly Disagree (SD).

Based on the analysis of the data questionnaire above, the researchers found that the responses of the subjects were positive towards the application of ESA technique combining with media video animation. The result of response percentage of the subjects for

Strongly Agree (SA) was 38.88, Agree (A) was 53.43, Undecided (U) was 7.68, and none of the subjects showed their responses on Disagree (D) and Strongly Disagree (SD). Therefore, it means that more than 90% of the subjects obviously agree that ESA with video animation was the effective technique and media that could improve their writing skill. In addition, the data automatically indicated that ESA technique with video animation was effective to improve subjects writing skill.

CONCLUSION

The researchers implemented classroom action research in this study to help the subjects improved their writing skill. The present study was conducted at eighth grade students of Secondary school. Based on the findings that explained before, the implementation of ESA with video animation as a media could be improve subjects writing skill. In addition, teaching and learning process was divided into two cycle such as cycle I and cycle II. The researchers gained the data from administered pre-test in the pre-cycle. Then it was followed by administered post-test I in the cycle I and post-test II in the cycle II. The researchers also administered

a questionnaire as additional supporting data after did post-test II.

The result of pre-test, post-test I and post-test II showed that there were significant improvements of the subjects in which there were 31 from 33 subjects who could reach the minimum passing grade.

Moreover, the result of data questionnaire also showed positive responses from the subjects towards the implementation of ESA with video animation. It could be seen from the subject's responses on the questionnaire. The result showed there were more than 90% responses were agreed that implementation of ESA with video animation could improve their writing skill.

This present study was about the implementation of ESA technique with video animation as the media to improve subjects writing skill. The researchers also give some recommend suggestions to the English teachers, the eighth grade students of secondary school and the other researchers who want to conduct similar research.

The researchers suggest the English teachers who teach the eighth grade students of Secondary school to give more practices in writing rather than theories and implement ESA technique combined with video animation as the media to be a reference in teaching

writing especially in writing descriptive paragraph.

The students are also suggested to do more practicing in writing descriptive paragraph by using video about description.

Furthermore, the researchers suggest the other researchers use ESA with video animation as a reference and an alternative source not only be implemented in writing skill but also implemented to other skills and different grades by combining it with the other media.

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