Teaching Writing with Authentic Video in EFL Classroom

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Abstract

This study focuses its investigation on the efectiveness of authentic video in improving the students' writing skill. The participants were 42 (22 for experimentl group and 20 for control group) second semester students majoring in English Education Department at Universitas Muhammadiyah Parepare. A quasi-experimental method with two pretest-posttest group design was apllied to gain the data. In the process of using the video, there were some types of video used such as documentary, educational video, tutorial video, news and entertainment video. Those were assumed as videos that show the authentic English language culture in the EFL classroom. The results of the study show that the descriptive statistics of the groups reveals that the mean score in the posttest of the experimental group (81.45) is greater than control group (74.67), the standard deviation in the experimental group (7.715) were more identic than in control group (10.721). In addition, the result of the independent sample test where the significance level (p=.026) is smaller than the standard alpha level (p=.05). The result shows a statistically significant difference between the students' writing score of the control and experimental groups. In other words, the students in experimental group were better than those in control group. Therefore, it can be concluded that the use of authentic video were effective in improving the students' writing skill.

Keywords: Authentic Video, EFL Classroom, Students' Writing Skill, Writing.

1. Introduction

Writing is deemed by most students as a daunting task and the most difficult skill to be mastered (Ingels, 2010:19). Most of the students are whose non-English speaking can speak well but cannot in writing (Hammond in Nunan, 1991: 86). There are suprasegmental phonemes, mime, and gesture that can help the speakers about their intention in oral communication. Meanwhile, in written form, the punctuation mark take that function but it is not as complete in oral. They work in a different way in written and oral communication. Therefore, the writers have an extra attempt to make their intention understandable.

The same phenomenon also found in English department students in the University of Muhammadiyah Parepare. They assumed that writing is complicated because of the less of its tool for exact intention. The rules of writing constrained them to be competent in grammar, diction, punctuation and many more. In fact, they are non-native speaker

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background. They compared it when they tried to speak, they just speak regardless of those all.

The researchers' planned to solve the problem by considering instructional media that one of the things that influence the students' learning achievement and the success of learning process. Among a number of teaching media, the researcher considers using authentic video as audiovisual media in this research even though it is mostly used in teaching speaking and listening. The authentic video is a kind of authentic material that believed by Gilmore (2007) that it has a strong positive effect on motivation. In line with it, Kuimova, Uzumboylu, & Golousenko (2016:253) also believe that authentic video motivates learning interest and enthusiasm, improves students' language skills, and enhances comprehension and discussion. In addition, Corbally (2005: 376) also assumes that the use of a medium such as a video has the potential to be an interesting resource for students. The authentic video has been used in different ways for learners to enhance their listening comprehension skill (Canning-Wilson, 2000; Cakir, 2006; Erfani, Iranmehr & Davari, 2011; Mousavi & Iravani, 2012; Ismaili, 2013) but in this research, the researcher tried to investigate its effectiveness in writing skill. The researcher were more confidently choose the authentic video because Duffy (2008:124) argues that video as powerful educational and motivational tool, and as effective instructional video, it is not television-to-student instruction but rather teacher-to-student instruction where it as a vehicle for discovery.

In selecting the authentic video that really match with the students' condition, the researcher regarded to Widodo (2015:68-69) and Kuimova, Uzumboylu, & Golousenko (2016:254) criteria. Those criteria then matched with the students' characteristic. Besides that, to make the video as a part of instruction, a teacher may use it as a supplementary material to introduce or to expand on a theme or topic that is already part of the curriculum or that is dealt with in the students' textbook (Stempleski in Richards and Renandya, 2002:365). She further suggests that it is better to exploit a short (3 to 5 minutes) segment of video thoroughly and systematically rather than to play a long sequence which is likely to result in less active viewing on the part of your students.

In the process of applying the authentic video in the class, the researcher adapted some activities by Medina (2012) to develop the students' critical thingking and formulated them as follows:

- **Predict**, as Richard (2005) explains that predicting the meaning of the message, identifying keywords and ignoring others while listening, and using background knowledge to facilitate listening will support the techniques to practice listening as comprehension. It is applied in this stage because the listening activity will also do by the the students. Before playing the video, the students will be given some vocabularies related to video then ask them to check it in their dictionary. It will help them predict what they are going to watch.

- **Outlining**, it will be informed to students before watching that they have to make an outline based on the video. It will help them in brainstorming before composing their writing

- **Sharing**, in this step, the students will be asked to discuss their outline of the video with their neighbour. This process will build their social awareness.

- **Brainstorming**, the students will do the brainstorming individually before composing their writing.

- **Writing**, in this step, the students will elaborate the result from brainstorming to be a complete essay.

- **Assessing**, the students need feedback about their work. Therefore, this step should be prepared. Because the limitation of time, two or three of students' writing can be selected randomly to assessed together in the classroom. Even though not all their writing can be assessed in the class at the same time, by this activity, they can check their writing error by themselves through the comment on their friends' work. Make sure to check their work and return it to them before the next meeting. It will give them time to learn their mistakes before entering the next meeting.

It is clearly described before that one central issue in this research is the EFL students skill in writing. To solve this problem, the researcher utilized authentic videos in their writing class. It was considered to carry out to find out the efectiveness of the authentic video in improving students' writing in EFL classroom.

1.1. Literature Review

1.1.1. The concept of video

Susan Stempleski in Richards and Renandya (2002:364) defines video as an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language. In line with it, in Cambridge Advanced Learner's Dictionary: Third Edition (2008), video is defined as recording of moving pictures and sound that has been made on a long narrow strip of magnetic material inside a rectangular plastic container, and which can be played on a special machine so that it can be watched on television.

It can be said that video is a series of the visual moving picture which contains sound as a result or product of recording or broadcasting which can be played on a special machine. It can be used as an instructional medium or teaching media by adjusting it to curriculum that is being applied.

1.1.2. Authentic video

The authentic video is not scripted; also its rate of speech and vocabulary is not reduced to be comprehensible (Shahani, Tahriri, & Divsar (2014:44). Pedagogically, the concept of authenticity is defined as "being as close a match as possible between the language and social context of the input which learners receive in the classroom and the language and social context of everyday life" (MacDonald, Badger, & White, 2000:253-254). The authentic video has been used in different ways for learners to enhance their listening comprehension skill (Canning-Wilson, 2000; Cakir, 2006; Erfani, Iranmehr & Davari, 2011; Mousavi & Iravani, 2012; Ismaili, 2013) but in this research, the researcher will try to investigate its effectiveness in writing skill. In selecting spoken text in the video, Widodo (2015:68-69) consider some criteria include connectivity, selectivity, authenticity, representativeness, neutrality, familiarity and intelligibility, and comprehensibility.

1.1.3. Video as instructional media

Duffy (2008:124) argues video as powerful educational and motivational tool, and as effective instructional video, it is not television-to-student instruction but rather teacher-to-

student instruction where it as a vehicle for discovery. To make the video as a part of instruction, a teacher may use it as a supplementary material to introduce or to expand on a theme or topic that is already part of the curriculum or that is dealt with in the students' textbook (Stempleski in Richards and Renandya, 2002:365). She further suggests that it is better to exploit a short (3 to 5 minutes) segment of video thoroughly and systematically rather than to play a long sequence which is likely to result in less active viewing on the part of your students.

Language learning theories explain that the process of language learning covers three key parts: language input (reading and listening), assimilation (internal processing and memorization) and language output (speaking, writing and translation). The process of viewing the video in the classroom is the realization of the theories. Language learners can improve their listening and speaking skills consciously and subconsciously in viewing video materials and talking about them after the films are over then assimilate the linguistic and cultural information contained in the video materials (Wang, 2015:24). The students in this research will write based on what they have watched as the realization of the output. Sherin & Elizabeth (2005:475) found theoretical understanding of the role of video in teacher education and their research also provides direction for the development of new forms of video-based professional development activities. Besides that, video-based activity supports PSTs' learning to attend to the details of student thinking and of teachers' instructional moves that make student thinking visible (Santagata & Guarino, 2010:143). It also causes the high student interest in the process because the writer (students) had more variables with video such as sound, movement, visuals (still and/or moving images), special effects, etc. (Bruce, 2009: 443). Eick and King (2012) examined students' perceptions of how video use engaged them and increased their interest and understanding. Then, they concluded that the videos helped to keep students' attention, generated interest in science, supported conceptualization through visualization, provided students with memory cues and connections, and clarified understanding. In addition Greenberg & Zanetis (2012:3) found online videos to be an educational "enabler and complimentary tool" in the teaching and learning process that stimulates greater interactivity with content, increased engagement, more rigorous discourse, and enhanced knowledge transfer, and memory building the result of which is increased neural development and academic performance. A further conclusion of the study that shorter video segments had greater appeal than longer segments recommending that videos refrain from exceeding 15 minutes in length. By considering the length of video that will be used in this research, the researcher will select the various kind of authentic video from youtube.

According to Cakir (2006), the video provides authentic language input. With the advent of using videos in classroom, teachers can help learners to deduce attitudes of the characters, it also gives cultural information of the target language as Shahani, Tahriri, & Divsar (2014:44) argues that videos such as movies, TV programs, and news broadcasts can provide EFL learners with American culture.

The guidelines relating to the use of video to promote active viewing and maximize learning that presented by Duffy (2008:124-125) are:

a. Segment - allow your students to watch the video in short segments

b. Notes - videos are ideal for developing note-taking skills. Take notes on the first viewing, then rewind, replay and check them. This can be done individually or collectively as a class discussion/brainstorming session.

c. Pause - Use the "pause" feature to temporarily stop the tape and allow your students to try to predict/recall what will happen next.

d. Sound Off - for video sequences that rely on visuals, turn the sound off and narrate. This technique works especially well for listing the steps of a process.

e. Picture Off - use the audio clues to describe what is on screen. Compare and contrast the predictions with the actual video.

f. Preview each video carefully to determine its suitability for the lesson's objectives and student's learning outcomes.

g. Integrate the video into the overall learning experience by adding an experimental component to the lesson. Activities can be done prior to viewing; to set the stage, review, provide background information, identify new vocabulary words, or to introduce the topic. The activity can be done after viewing to reinforce, apply, or extend the information conveyed by the program. Often the video can serve as an introduction or motivator for the hands-on activity to come.

h. Cut – use online video editors like www.cuts.com or www.eyespot.com to capture the concepts that are most relevant to your lesson topic. It is often unnecessary and time-consuming to screen a program in its entirety. When previewing a program, look for segments particularly relevant or useful to the lesson or activity planned.

i. Focus - give students a specific responsibility while viewing. Introduce the video with a question, things to look for, unfamiliar vocabulary, or an activity that will make the program's content more clear or meaningful. By charging students with specific viewing responsibilities, teachers can keep students "on

j. task" and direct the learning experience to the lesson's objectives. Be sure and follow-up during and after viewing the tape.

k. After - when students have viewed the video consider; what interested them? What didn't they understand? How can you relate the program to their experiences and feelings? Ask the students to add comments/blog on the video. How can you validate and appreciate diverse reactions to the material?

2. Method

2.1. Research design

This research employs quasi-experimental method which involves two classes with different treatment, namely experimental class, and control class. It based on the concept of quasi-experimental by Gay et al (2012:268). In collecting the data, the researcher gave the pretest before and after giving treatment to the students in experimental and control group. This test uses writing test by giving some topics to the students. The students have to explore their ideas in written form or essay without cheating to their neighbor/friends. The data of the research were gained from those test by scoring the students' writing skill based on the five components of writing skill. This research used an analytic scale for rating writing test by Jacob et al. in Weigle (2002:116). Next step is calculating the raw score of students writing skill to find out the descriptive statistic and t-test by computing it

into SPSS statistics program version 21.0. Then, concluding the result of data analysis to answer the research question and to prove the research hypothesis.

2.2. Data collection

The data will be collected from the test in an essay which will be conducted in pretest and posttest to get the data from the students. The procedures of data collection in this research are:

a. Pretest

The researcher gave the pretest before giving treatment to the students both in experimental and control group. Its purpose is to measure and define the students' prior ability in writing. This test uses writing test by giving some topics to the students. The students have to explore their ideas in written form or essay without cheating to their neighbor/friends. The processes are:

a) The researcher explains about the test to the students.

b) The researcher distributes the test to the students.

c) The researcher asks the students to read the instruction carefully before doing the test.

d) The researcher gives a chance for the students to do the test.

e) The researcher asks the students to submit their work.

b. Posttest

The posttest will be given after the students of experimental and control group getting the treatment. It is given to know the significant improvement of the students' writing skill after being taught by using video. The process is similar to pretest processes.

2.3. Technique of Data Analysis

In this research, the researcher collected the data of students' writing skill after giving pre-test and post-test through quantitative analysis. The data is analyzed by employing the following procedures:

a. Scoring the students' writing skill based on the five components of writing skill. This research used an analytic scale for rating writing test by Jacob et al. in Weigle (2002:116).

b. Calculating the raw score of students writing skill to find out the descriptive statistic and t-test by computing it into SPSS statistics program version 21.0.

c. Concluding the result of data analysis to answer the research question and to prove the hypothesis.

3. Findings

After analyzing the students' writing score in pre-test and post-test through SPSS 21.0, the result were depicted in the following tables and figures:

Table 1. Descriptive statistics of the pre-test in experimental and control class

Descriptive Statistics

|	N	Minimum	Maximum	Mean	Std. Deviation
Pre Test Control Group	21	45	88	70.29	10.982
Post Test Control Group	21	53	94	74.67	10.721
Pre Test Experimental Group	20	42	87	74.15	12.119
Post Test Experimental Group	20	61	89	81.45	7.715
Valid N (listwise)	20				

As the table shown above, it is clearly seen that the minimun and maximum score of pretest in control group was higher than experimental group. Eventhough the meanscore of the experimental group in pretest was higher than control group. It indicates that the students' writing ability in control group are higher than the students in experimental group. These scores were gained before the treatment as stage of the reasearch processes. It will be compared with the posttest scores after treatment which is shown in the table as well. The table shows that score of the groups are increased in post-test. Although the groups have improvement, the experimental group which was treated by using authentic video increase higher then the control group improvement. The last column of the table shows the standard deviation which tells the similarity of the students' ability. The data tells that the students score in the experimental group were more similar than the students in control group.

Table 2. Independent Sample Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students Achievement	Equal variances assumed	2.500	.122	2.315	39	.026	6.783	2.930	.857	12.710
	Equal variances not assumed			2.334	36.351	.025	6.783	2.907	.890	12.677

As the table ilustrate, since the observed probability value of the Levene's test (0.122) is greater than .05, therefore the appropriate row to read is the top row of *t* test statistic, "equal variance assumed," it indicates that no significant difference in the group variances. In the selected row, the data shows that the significance level (p=.026) is smaller than the standard alpha level (p=.05). This result shows a statistically significant difference between the students' writing score in experimental group and those in control

group.
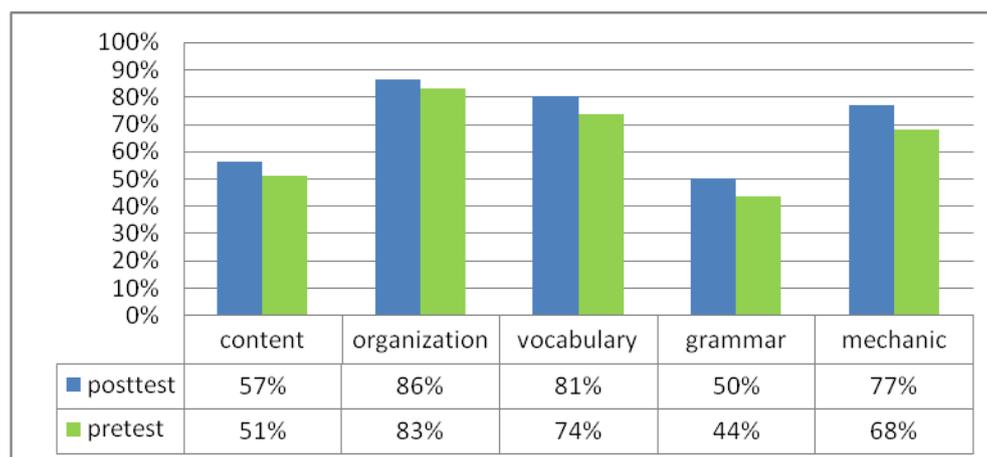
Figure 1. Students Score in each Writing Component

The data present in the chart are the percentage of average score that the students have in each component from pretest and posttest. The chart reveals that there is improvement in each component. The improvement of mechanic is the highest, then followed by vocabulary, grammar and content. The organization is the lowest among the others.

4. Discussion

The positive effect of the authentic material in this case authentic video is confirmed a number of learning theories. (see MacDonald, Badger, & White, 2000:253-254; Duffy, 2008:124; Stempleski in Richards and Renandya, 2002:365; Santagata & Guarino, 2010:143; Bruce, 2009: 443; Eick and King, 2012.).

The findings of this research also confirm the research findings in relation with the use of authentic video in teaching writing of the previous reasearch studies. The students who learn by watching the video are able to get the cultural information of target language or authentic language input (Cakir, 2006) like Shahani, Tahriri, & Divsar (2014:44) argues that it provide the EFL learners with American culture. Both Greenberg & Zanetis (2012:3) finding and this research finding are similar that the online video which is educational enabler and complementary tool increased academic performance specially writing performance in this research. In addition, the current research and that which was conducted by Wang (2015) were ask the students to write based on the video. Even so, some meetings in this research performed the students writing activities by comparing the situation in the video with theirs and in other meetings they were asked to write solution based on what they had watched. The difference also happen between this research with Canning-Wilson, 2000; Cakir, 2006; Erfani, Iranmehr & Davari, 2011; Mousavi & Iravani, 2012; Ismaili, 2013 who state that the authentic video has been used to enhance listening comprehension skill for the learners in different ways while this research found that it also can increase the students' writing.

In more specific result, the data shows that from the five criterias of writing assessment, in this research, the authentic video could help the students in vocabulary production. Therefore, the content of their writing increased. In addition, their grammar also became better because they have experienced it through the video. They went through it by watching the video that show the language usage as the native culture.

Mechanic is the highest improvement of the average students. Actually, the video does not show how the mechanic of writing used. Based on researcher's analysis during the research process, it is caused by the assessing step—the last step of treatment that researcher constructed in teaching writing using authentic video—after watching the video. In this step, some students' work were selected randomly to be corrected. It was shown in front of the class using projector to make all students see the correction directly. For three first meeting, the most correction were on their mechanic. Their problems were most about the use of capital letter, apostrophe, and comma. This step help them correct their own work to make the better writing in the next task. This step is very important to be done because every student needs feedback about their work.

5. Conclusion

Based on the research findings, the significant level (p=.026) is samller than the standard alpha level (p=.05).The descriptive statistic also shows that the meanscore and the standard deviation in posttest of the experimental group were greater than the control group. It can be concluded that the use of authentic video in the EFL classroom is effective in improving the students' writing skill. The assessment step at the end of teaching activity is important to do because it provides the students information and correction about their writing. In this research, it success in improving the students mechanic higher among the others writing component.

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