

MODIFIED VIDEO AND MIND MAPPING IN TEACHING WRITING

Dwi Aziza, Patuan Raja, Flora
University of Lampung, dwiazizaicha@gmail.com

Abstract

Penelitian ini bertujuan i) untuk mengetahui apakah video modifikasi dan mind mapping dapat meningkatkan pencapaian kemampuan menulis, ii) untuk mengetahui apakah ada perbedaan pada siswa laki-laki dan perempuan pada hasil tulisan mereka setelah penerapan video modifikasi dan mind mapping dalam belajar menulis, dan iii) untuk mengetahui persepsi siswa terhadap video modifikasi dan mind mapping dalam belajar menulis.. Subjek penelitian ini adalah siswa kelas satu SMA Negeri 3 Bandar Lampung. Hasil penelitian menunjukkan bahwa i) ada perbedaan yang signifikan secara statistik dalam kemampuan menulis siswa setelah penerapan modifikasi video dan mind mapping, ii) tidak ada perbedaan antara siswa laki-laki dan wanita setelah penerapan modifikasi video dan mind mapping, dan iii) siswa memiliki persepsi yang positif terhadap penerapan video modifikasi dan mind mapping dalam belajar menulis. Ini menunjukkan bahwa video modifikasi dan mind mapping lebih efektif untuk meningkatkan kemampuan menulis siswa dan mereka memiliki respon yang baik terhadap strategy ini.

This study was aimed i) to find out whether the modified video and mind mapping can improve the students' writing achievement, ii) to see whether there is any difference between female and male students on their writing through video and mind mapping and iii) to investigate student's perception on modified video and mind mapping technique in learning writing. The subjects of this research were the first grade students of SMAN 3 Bandar Lampung. The result showed that i) modified video and mind mapping technique gave significant effect on students' writing achievement, ii) there is no difference between female and male students on their writing through modified video and mind mapping, and iii) students have positive perception toward modified video and mind mapping. It can be said that modified video and mind mapping is more effective to improve the students' writing ability; students' writing improve after the implementation of modified video and mind mapping, and they have positive respons toward this strategy.

Keywords: *Modified Video and Mind Mapping, gender, Students' Perceptions, writing ability*

INTRODUCTION

Writing is a productive skill that should be learned by students. Nunan cited in Tuan (2010) maintains that producing a coherent, fluent, extended writing piece is likely the most difficult thing in language since the reader has to comprehend what has been written without asking for clarification or relying on the writer's tone of voice or expression. Byrne (1993) pronounces, "Being at a loss for ideas is a familiar experience to most of us when we are obliged to write" and Tho (2000) cited in Tuan (2010) echos that sentiment, "Non-native writers may not have enough ideas to write down or, even worse, they have nothing to say". The issue appears as the problem when the students try to compose writing. It makes them find out, generate and translate the ideas in their mind into written language. The failure of the students in writing is likely to happen because of media or technique used in teaching and learning process. According to Indasari (2010), the students had a problem in writing a text because they learnt writing without using a good approach and treatment. The students, then, easily feel bored. The low motivation of some students and their boredom lead the occurrence of other problems, i.e. noisiness and unfocused learning (Iklasia, 2013) .

It is really crucial for English teacher to think about various kinds of methods, techniques, strategies, and media to gain students interest to comprehend their ability in writing. A teacher must find out an interesting method or visual aid to teach writing, so he or she can make the students interested in writing class (Iklasia, 2013). Nowadays,

teachers' role to be more creative in choosing methods, learning media, and teaching materials is required instead of only applying monotonous styles of teaching which do not attract the students interest. Therefore, media can be proposed as one of beneficial teaching strategies since in this modern era, there are many modern tools or even application to support the learning process. In addition, media are considered to be applied as a different alternatif of teaching style as the source to improve students' ability in writing. It is because media serve some interesting points such as sounds and pictures that can build students' interest to express their mind into written form.

Besides using media to improve students' ability to write, using various techniques can be also beneficial for students in composing writing. Different technique can be created by teachers to make students more interested and easier to compose writing.

Based on explanation above, the writer is interested in seeing the improvement of students' writing by implementing modified video and mind mapping in teaching writing. It is expected that students' writing achievement and motivation will enhance after the implementation of modified video and mind mapping in learning writing. It is because video can bring the students' imagination and critical thinking to compose some creative words, sentences, even paragraphs into a good writing. By using mind mapping, students will be easier in constructing the vocabularies before they use into writing. Indasari (2010) shows that the result of her

investigation concluded that teaching writing by using short videos can improve the students' writing skill. Pamungkas (2012). The results of his study showed that the use of the mind mapping was effective to improve the students' writing skill. The use of colorful pictures of mind mapping in the BKOF and MOT stages was effective to make the students more enthusiastic in the writing activities.

Therefore, the modified video and mind mapping were expected to be much more beneficial for students to improve their writing skill effectively. Since video serves present attractive moving pictures and sounds, therefore, the students can express their writing from what they have watched from the video and they can also create their imagination to compose some words. In line with video, mind mapping also eases the students to construct their idea where they can draw what they are going to say through central idea in a kind of picture, graphic or diagram connected by branches or the other styles of mapping before they put their words into sentence or paragraph. Moreover, the second reason why the writer used modified video in teaching writing because it was expected to be more applicable in time management since the video was shorten. In addition, modified video was also more beneficial and interesting to follow because the topics are modified in one video. Furthermore, the writer also saw the differences between female and male students in their writing achievement through the implementation of modified video and mind mapping and also students' perception on the

implementation of modified video and mind mapping.

METHOD

The quantitative design was based on one group pre test – post test design modified from the idea suggested by Setiyadi (2006). In order to find out the improvement of students writing achievement through the use of modified video and mind mapping, two writing tests were administered. The qualitative data was obtained and analyzed from questionnaire and interview to find out student's perception on modified video and mind mapping as the third research question. Creswell as cited in Suparman (2001) said that the countours of qualitative research can be observed by looking across several perspectives that leading authors share. The population of this research was the first grade students of SMAN 3 Bandar Lampung. The research took one class and used purposive sampling. They were X MIPA 4. For the data collection,, writing test, students' perception questionnaire and interview were administered. The students' scores were analyzed by using t-test of SPSS 17 program. The gained data were analyzed by independent group t-test.

RESULTS AND DISCUSSION

Independent group t-test on SPSS version 17 was used to analyze the students' writing ability before the implementation modified video and mind mapping (pretest) and after the implementation of modified video and mind mapping (posttest).

Table 4.1. The Average Score of Pre-Test Students' Writing Achievement Paired Samples Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST SCORE	55.0333	30	9.02958	1.64857
	POST TEST SCORE	74.3833	30	5.01151	.91497

The improvement of students' writing ability could be seen by comparing the average score of pre test and post test, that was from 55.03 to 74.38. Therefore, there was an improvement of 19.35.

Paired Samples Test									
		Paired Differences				T	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE TEST SCORE - POST TEST SCORE	-19.35000	6.43957	1.17570	-21.75458	-16.94542	-16.458	.29	.000

Based on the table above, the writer compared t-value with t-table. In this case, t-value was 16.45 while t-table was 2.045. If t-value > t-table, so the result of this present study was significant. In addition, it has been also explained that H_0 was accepted if t-value was lower than t-table. In this case, t-value was not lower than t-table. It means that H_1 was accepted. Furthermore, probability level (p) which was under the column two tail significance, in this case $p = .000$. This could be inferred that modified video and mind

mapping technique gave significant effect on students' writing achievement than a conventional way. As In Lestiyarningsih (2017) stated that the result of the hypothesis test shows that there is effectiveness of using video in teaching procedure text writing. It can be proved from the result of T value (2.173) which is higher than T table (2.007). It can be stated that the students' writing achievement improved when they are taught by employing video as media. Maimanah (2014) proved her quasi-experimental research has proved the notion that the using of mind mapping is effective in the teaching of writing essay. From the result, it could be stated that the teaching learning process by applying mind mapping technique ran well.

4.2. Result of Female and Male Students on Writing Achievement

		t-test for Equality of Means					
						95% Confidence Interval of the Difference	
		T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	
NGAIN_SCORE	Equal variances assumed	1.123	28	.271	.04087	.03640	-.03368 .11542
	Equal variances not assumed	1.163	13.337	.265	.04087	.03514	-.03486 .11660

Based on the table above, the result shows that there was no difference between female and male students on their writing through modified video and mind mapping. It could be seen that the significant level was 0.271. It means that the significant level was higher than 0.05. Hence, it could be stated that H_0 was accepted. Ningrum et al (2016) stated that the hypothesis to be tested is the main effect of gender differences by

testing the statistical hypothesis as follows. H_0 : There is no significant difference on the mean score of the idea development of students' composition between female and male students. The result of the analysis indicates that the p-value turns out to be higher than that of the .05 level of significance. It means that there is no enough evidence to reject the null hypothesis.

The writer distributed the questionnaire and interview to the students in the last meeting after they got the implementation of modified video and mind mapping. The result of questionnaire showed that most of students have positive perception toward the implementation of modified video and mind mapping. It is proved by the percentage of students' answer in questionnaire items and strengthened by the students' interview.

Table 4.5. The Percentage of Each Item in Questionnaire

Items	Percentage (%)	Male Percentage (%)	Female Percentage (%)
X1	87.5%	84%	92%
X2	84%	75%	84%
X3	88%	81%	90%
X4	80%	78%	82%
X5	85%	84%	85%
X6	81%	78%	84%
X7	80%	84%	79%
X8	89%	84%	90%
X9	76%	75%	75%
X10	85%	87%	85%
X11	83%	75%	85%
X12	80%	84%	78%
X13	83%	81%	84%
X14	87%	87%	87%
X15	90%	90%	93%

In general, the percentages from 15 items of questionnaires were in range 76%-90%. From that table, it could be seen that the highest percentage

comes to the item number 15, while the lowest percentage, it goes to item number 9.

From the data results, it indicates that students have positive perception toward the implementation of modified video in learning writing. It happens because students enjoy the class, they could elaborate their ideas from the video easily since the video itself provides picture and sound as materials and mind mapping eases them to construct the words they got from the video before they use to compose into writing. It is in line with the study conducted by Hastrianda (2018). The result from his study found that the students had positive perceptions toward the use of videos in learning narrative texts. There were three main perceptions which were revealed in this research; the students thought that the use of videos could attract their interest in learning, the use of videos could make the explanation of the topic clearer and more understandable, and the use of videos could make the process of their understanding became easier. Moreover, Yunus and Chien (2016) investigated SMK Oya Pre-U students' perceptions on the use of mind mapping strategy in their MUET (Malaysian University English test) writing. The result showed that SMK Oya Pre-U students generally have positive responses to the use of mind mapping strategy in writing.

CONCLUSIONS

Modified video and mind mapping have many benefits including providing the opportunity for students to learn by enjoying, practicing and creating. Using media

or technique also seemed to help students develop their vocabulary and increase their confidence in their writing ability. after the implementation of teaching through modified video and mind mapping, The students writing improvement can be seen from the students' mean score of posttest (74.3833) turned higher than pretest (55.0333), with its gain score 19.3500. The t-test revealed that result was significant was determined by $p > 0.005$, $p = .000$. Therefore, modified video and mind mapping enhanced the students' writing achievement.

Modified video and mind mapping are able to encourage students to be active in classroom. The students might feel more comfortable and confident to share the ideas because they can discuss the material together with their friends and teacher. Therefore, the perception related to the implementation through modified video and mind mapping is also positive. The result of the questionnaire showed that students' responses are mostly positive rather than negative.

Besides, the procedures of modified video and mind mapping interact students to construct the words easily into writing from the ideas they got in the materials. This technique could guide the students to be more confident and interested in participating in learning process.

Furthermore, modified video and mind mapping give a big role in generating both female and male students' quality idea development to make their own writing become well-organized. The result of female and male students' writing show that they

have the same quality in generating the ideas through the implementation of modified video and mind mapping. Female students' writing are as well as male students. It is also suggested to conduct the research more in depth in the same field with different context such as speaking skill. It is also recommended to conduct a research in more broadly site.

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