Enhancing Students' Writing Skill With Problem-Based Learning Video In Pandemic Situation

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Abstrak

Pengajaran menulis masih menjadi hal yang sulit bagi guru bahasa Inggris karena menulis memerlukan proses yang kompleks khususnya dalam situasi pandemi ini, guru harus menggunakan teknik yang menarik untuk meningkatkan minat siswa. Penelitian ini difokuskan untuk menyelidiki pengaruh video pembelajaran berbasis masalah terhadap keterampilan menulis siswa di masa pandemi. Populasi dalam penelitian ini adalah siswa kelas IV SDN 1 Banjar Bali sedangkan sampel penelitian berjumlah 31 siswa kelas IV yang diambil secara purposive. Desain penelitian menggunakan jenis penelitian kuantitatif dengan menggunakan one group pretest-posttest design. Instrumen terdiri dari instrumen perawatan, tes menulis dan rubrik menulis. Pengumpulan data dikumpulkan dan dianalisis melalui statistik deskriptif dan inferensial. Hasil penelitian menunjukkan bahwa rata-rata pretes kelompok sedang sedangkan rata-rata postes. Uji sampel berpasangan juga menemukan bahwa Sig. nilai Sig. (2-tailed) yaitu .000 lebih rendah dari Sig. level 0,05. Sehingga dapat disimpulkan bahwa terdapat pengaruh yang signifikan penggunaan video pembelajaran berbasis masalah sebagai media pembelajaran terhadap keterampilan menulis siswa.

Kata kunci: Pembelajaran Berbasis Masalah, Video, Kemampuan Menulis, Situasi Pandemic.

Abstract

Teaching writing still become a difficult thing for English teacher because writing has a complex process specifically in this pandemic situation, teacher should use interesting technique to attract students' interest. This study focused on investigating the effect of problem based learning video on students' writing skill in pandemic situation. The population involved fourth graders in SDN 1 Banjar Bali while there were 31 fourth grade students as a sample of the study which was chosen purposively. The research design used a quantitative research which employed one group pretest-posttest design. The instruments consisted of instrument for treatments, writing test and writing rubric. The data collection was gathered and analyzed through descriptive and inferential statistics. The results shows that the group's pretest mean was while the posttest mean of. The pair sample test also find out that the Sig. value of Sig. (2-tailed) was .000, which was lower than the Sig. level of 0.05. It could be concluded that there is significant effect of using problem based learning video as a learning media in students' writing skill.

Keywords: Problem Based Learning, Video, Writing Skill, Pandemic Situation.

1. INTRODUCTION

Writing becomes one of language skills that should be learnt in language learning. It is because, people can share their ideas, feelings and all of their thought through writing something (Prihatini et al, 2018; Suastra & Menggo, 2020; Rohana, 2017). Writing is a vital skill of EFL students. As a productive skill, writing become difficult language skill to acquire (Karunasree & Francis, 2020; Yulia & Amirudin, 2021). Writing is a skill which offer complex activity and needs a long process to do critical thinking and idea development (Gamez & Cuellar, 2019; Purwaningsih, 2018; Silvani, 2020). Writing not only about organizing ideas, but also needs to consider some aspects such as grammar, punctuation, vocabularies, spelling, and unity. It affect writing as a challenging skill to be learnt among other three language skills (Ranabumi et al, 2017; Imelda et al., 2019). Thus, it need an extra strategy and time to teach writing in order to achieve maximum results.

However, the Covid-19 pandemic has impacted many changes in educational field. Educational system has had the most significant impact from the social restrictions and quarantine protocols associated with this pandemic (Pal & Patra, 2020; Simamora, 2020).

According to Surat Edaran Nomor 4 tahun 2020 about the Implementation of Education policies in the Emergency of Coronavirus Disease (Covid-19), the teaching and learning system is no longer carried out directly in schools but the learning carried out from home as the basic point from this policies (Efriana, 2021). This learning from home policy certainly changes the habits of teachers and students. With this policy, teachers have to change their habits to find the appropriate planning so that learning from home can be carried out optimally. The most appropriate way is implemented the online-based learning during pandemic.

Learning media which involves the utilization of technology in this 21st century is important to support online learning activity (Kusumawardhani & Nurhayati, 2020). In English teaching and learning, the use of learning media needs for both students and teacher. An interesting learning media will give some benefits for teaching and learning activity such as increase student's motivation as well as build their interest for the topic to be given (Pun, 2020). The other benefit is from the efficiency and effectiveness of the learning activity, by using certain media the students obtain the information as much as possible and at the same time as well as practicing about the language itself (Alsied & Pathan, 2013).

Video may a good choice as a learning media specifically in teaching language for young learners. Young learners tend to have some characteristics such as enthusiastic, curious, imaginative and they like to imitate other things which is interesting for them (Hariyono, 2020; Spanau & Zafitri., 2019). claimed that young learners usually have a curiosity to try and explore new things (Syafryadin & Bengkulu, 2020). Hence, teacher needs to facilitate them to achieve the learning objectives (Mutakinati et al., 2018). Moreover, teaching new language is more effective if we provide an authentic materials specifically using video (Kamariah, et al., 2018; Sukmawan et al., 2021). Video is one of the most popular combinations of technology as a learning media. Students can see the details information about how something works through its visualization in the video and increase the rate of retention on the subject matter (Colasante, 2011; Adnyani et al., 2020; Kleftodimos et al, 2020; Salazar & Larenas, 2018; Sariani et al., 2021). Further, video is more effective to show complex information which limited if it is explained with text without any visualization (Kramer et al., 2020). Video is one of the techniques in teaching writing because it helps students to get ideas through watching the video (Nurhayati et al., 2018). Thus, learning activity which combines with the video will affected to the meaningful learning and learning becomes more natural for the students because they can experience directly the learning activity by watch, listen and observe it on the video.

Applying video as a learning media offers several advantages for teaching writing. Video can offers extra dimension of learning experience. Video helps students to organize what they will say and write after watching the video because they recognize it through the visualization of the video. In addition, students also understand and memorize all information from the video. As a part of authentic materials, video can trigger students' motivation in learning English and develop student's vocabulary (Aminah, 2018; Hidayanti, 2019; Sianna et al., 2018). The other advantages of using video such as supporting teachers in delivering materials with an attractive way, help students to arrange their ideas and add more inspiration for their writing (Rival et al., 2017). In the same line, has mentioned several benefits of video as a learning media i.e. 1) video is joyful for students; 2) video is effective for studying body language; 3) video enhance students' confidence; 4) video is better for communicates meaning; and 5) video represents technology-based learning. The aid of video allows teachers to monitor students as they solve problems and share their way of solving problems (Sablić & Mirosavljević, 2020). Those benefits become a consideration for the researcher to choose learning video as a medium in enhancing writing skill.

Several previous studies have been revealed that using video as a learning medium deliver significant impact towards students writing skill. The effect of YouTube video towards tenth grade students in writing procedural text achievement (Firli et al., 2017; Sitorus, 2017). The study was conducted at SMA Corpatarin. This research involved 38 students which were chosen through random sampling method and divided into 19 students as control group whereas 19 students as experimental group. The research design employed quasi-experimental group with pretest-posttest design. The data were analysed quantitatively aided by SPSS version 17. The result shows that the experimental group's mean was 82.95 while the control group's mean of 61.82. Further, the independent sample test shows that the sig. (2-tailed) was 0.000 which was < Sig. level of 0.05. It indicated that YouTube video give significant effect towards students' writing performance in procedural text. In the same line, has conducted the effect of using video as a learning medium to enhance students' writing skill in procedure text (Helmi, 2019). The population involved ninth graders of SMP Negeri 27 Banjarmasin. The sample was 27 of IX B class (experimental group) and 27 students of IX D class (control group). This research involved quantitative research with pre quasi experimental design. The instrument was test sheet that have been reliable and valid. The steps in implementing video during writing activity consist of pre-viewing, viewing and post-viewing. Based on the results, it found that the Significance value of Sig. (2-tailed) was 0.00 which was lower than Sig. level of 0.05. It means there is significant different between experimental group who treated under video as a learning medium and the control group who treated without using video.

It can be concluded that the previous studies have been proved the significance effect of using video as a learning media on students writing skill. However, the previous studies were conducted in primary school and senior high school level. The learning subject also focused on procedure text. That is why, the researcher is interested in investigating the impact of problem based learning video in enhancing writing skill of young learners in SDN 1 Banjar Bali, Buleleng Regency. The study aimed at investigating the effect problem based learning video as learning media to enhance students' writing skill in pandemic situation. This study was significantly different with those previous studies in term of the setting, sample and the learning subject.

2. MATERIALS AND METHODS

The study used a pre-experimental study which employed one group pretest-posttest design. In this case, there were two main points of the nature of one group pre-test and post-test design. First, there was no control group for comparison purposes and just use a single group of participants. For this points, the participants has a single condition in terms of treatments and assessments. Second, the experimental group was given pre-test and post-test repeatedly in learning activity. The population of the study was elementary school students in SDN 1 Banjar Bali, Buleleng regency. However, the sample was 31 fourth graders in academic year 2020/2021. Since it used one group pretest-posttest design, the group only consisted of one intact group which purposively chosen due to the media were suitable for fourth graders in elementary school. The research design can be illustrated in Table 1.

Table 1. Research Design.

Experimental Group	**Pretest**	**Treatment**	**Post-test**
	O	X	O

From Table 1, it can be implied that the success of treatment is measured by comparing between pre-test score and post-test score. If post-test score was higher than pre-

test, that means there is significant effect of problem based video towards writing skill in fourth graders and vice versa. The instruments of the study were pre-test and post-test instruments, treatments instruments and writing rubrics. Since pre-test and post-test involved writing paragraph test, the instruments developed based on two topics namely; 2.1 Family and 4.1 Animals. The pre-test and post-test instruments had passed content validity before implemented. The content validity examine by two experts in order to gain suggestion and revisions towards the instruments. Then, the instruments analysed using Gregory' table to see the results. The content validity process showed the results that pre-test and post-test instruments was 1.00. This score was categorized as very high. The second instrument was video in two different topics as a learning media. The name of the video was Problem-based Learning Video: Family and Problem-based Learning Video: Animals. Third instruments was writing rubrics as the assessment guidance for students writing paragraph test in first instrument. The writing rubrics has four main descriptors that adapted from several sources. The adaptation to the rubrics aimed to adjust the descriptors with the learning objectives and students' level. The four descriptors were capitalization, punctuation, spelling, and word usage. The capitalization was about the appropriateness use of the capital letter. The punctuation was about the placement of signs on the sentences and related to the way they should be read. The spelling was about the correct orders of letters of certain word in the sentence. The word usage was about the use of word in a certain circumstances. Two expert judges has been examined this writing rubrics in order to gain the appropriateness of each descriptors. The Gregory's table used for the examination and the result is 1.00 which considered as very high.

After choosing one intact group, pre-test was administered in the form of writing paragraph test. Following this step, the group was taught under problem based video as a learning media during the treatments. The treatments consisted of 4 meetings with two different English topics e.i. Family and Animals. After the treatments, they were administered post-test which employed writing paragraph test. As the pre-test and post-test data were gathered, the data were analysed descriptively and inferentially through IBM SPPS Statistics 24. However, the data should be normally distributed before the dependent t-test (paired sample test) as a way to measure significant effect on the treatment was conducted. Thus, it is needed to measure normality data using Kolmogrov Smirnov through IBM SPSS Statistics 24. The data was categorized as normally distributed if the significant level ≥ 0.05. Then, when the normality test has achieved the requirement, the paired sample test can be conducted to compare both of pre-test and post-test score in order to determine whether the media was effective or not on students' writing skill.

3. RESULTS AND DISCUSSION

When the data have been collected, it were analyzed descriptively and inferentially aided by IBM SPSS Statistics 24. The descriptive analysis was measure to show the mean, standard deviation, minimum and maximum score during pretest and posttest. Meanwhile, the inferential statistic analysis used to determine the result of hypothesis testing. The descriptive statistical analysis can be seen in Table 2.

Table 2. Descriptive analysis results of pretest and posttest

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	31	60.00	86.00	77.96	6.569
Posttest	31	80.00	98.00	87.45	3.810
Valid N (listwise)	31				

Based on the Table 2, it shows that the pretest mean was 77.96, which was lower than the posttest mean of 87.45. It indicated that there is significant different between the mean of the group before the treatment and after the treatment under problem based learning video has done. Further, the standard deviation of the pretest was 6.569, whereas the posttest' standard deviation was 3.810. As previously mentioned that the data should be normally distributed before the inferential (pair sample test) was analyzed. Since the sample was only one group, it was not necessary to do homogeneity test. Further, the normality data was measured through Kolmogrov Smirnov. The result can be seen in Table 3.

Table 3. The result of Normality Test

	Kolmogorov-Smirnov[a]		
	Statistic	df	Sig.
Pretest	0.127	31	.200
Posttest	0.132	31	.179

Based on Table 3, it shows that the Sig. value of the pretest was .200 while the Sig. value in posttest was .179 which was higher than the Sig. level of .05. As it revealed by (Hall, 2006), the data were normally distributed if the Sig. value was higher than .05. It can be inferred that the pretest and posttest data were normally distributed and have fulfilled the requirement of hypothesis testing through pair sample test. Since the requirement of doing hypothesis testing has been fulfilled, inferential analysis through pair sample test is conducted. The hypothesis testing was conducted to measure whether there is significant effect of problem-based learning video on students' writing skill or not. The results were described in Table 4.

Table 4. The Results of Pair Sample Test

		Mean	**Std. Deviation**	**Std. Error Mean**	**95% Confidence Interval of the Difference**		**t**	**df**	**Sig. (2-tailed)**
					Lower	**Upper**			
Pair 1	pretest - posttest	10.3548	6.359	1.142	8.0224	12.687	9.066	30	.000

From Table 4, it reveals that the Sig. value of (Sig. (2-tailed) was .000, which was < Sig. level of .05. It can be implied that the null hypothesis (Ho) "there is no significant effect of using problem-based learning video as a learning media in writing students' skill" was rejected. Besides, the mean was 10.3548. These results mean that students' writing skill was improved after the treatment under problem based learning video as a learning medium. Automatically, it can be stated that there is significance effect of problem based learning video in students' writing skill.

After the treatment in four meetings, the data posttest was gathered and can be compared with the pretest score to determine the effect of video as a learning media on students' writing skill. Based on the results of descriptive analysis, the posttest group's mean was 87.45, which was higher than the pretest mean of 77.96. It can be stated that there is significance different between the group's posttest mean and pretest mean. This result indicated that the students' writing skill was better than before the treatment under problem based learning video. Further, the inferential analysis also shows that the Sig. value of Sig. (2-tailed) was .000, which was lower than Sig. level of 0.05. The null hypothesis was rejected

if the Sig. value of Sig. (2-tailed) was lower than the significance level (0.05) (Hall, 2016). Thus, it could be concluded that there is significant effect of integrating problem based learning video as a learning media on students' writing skill in pandemic situation. These results prove who revealed that video is one of the techniques in teaching writing because it helps students to get ideas through watching the video (Harmer, 2001).

The effectiveness of this learning video may be attributed by several reasons i.e. video makes students pay attention to the topic discussion, offers interesting and enjoyable learning, shows effective visualization, and enhances students' confidence (Sitorus, 2017) . As we know, video involved a colorful visualization and animation, it influences young learners to pay attention and increase their interest to the topic. That young learners tend to lose interest after 10 minutes (Harmer, 2001). During the treatment, the learning video can attract their interest and help them to understand the material easily. Thus, it can influence them to increase their writing skill. Besides, using video can maximize the explanation of the information because video tends to show effective visualization. Through video students can see many things such as facial expressions, gestures, body language, and things around them. This is also promoting their vocabulary mastery as an effort in learning languages. So, it may an aspect that cause the development of students writing skill after the treatment by using learning video. A video which shows repetition of a word, sentence or story will increase student confidence. This repetition can make students better absorb material then it will make students memory longer remember something. If they have absorbed and remembered this they will begin to imitate it. Further, video is claimed as an effective way to teach in e-learning environment (Setyani et al, 2021) Thus, it can be another reason for why students writing skill have been developed since they were treated by problem based learning video.

These results in line with some previous studies which already conducted a few years ago. The experimental group's mean was 82.95 while the control group's mean of 61.82 (Sitorus, 2017). Further, the independent sample test shows that the sig. (2-tailed) was 0.000 which was < Sig. level of 0.05. These results implied that using YouTube video as a learning media give a significant effect towards students' writing performance in procedural text. In the same line, also reveal that means there is significant different between experimental group who treated under video as a learning medium and the control group who treated without using video (Helmi, 2019). It can be proved by the result of analysis which showed that the Significance value of Sig. (2-tailed) was .000 which was lower than Sig. level of .05. Other similar result also revealed (Rival et al., 2017). The result found that the post-test score of experimental group was higher than the post-test score of the control group. It indicated that the null hypothesis was rejected and the alternative hypothesis was accepted. It could be stated that there is significant effect of video on students' writing ability in descriptive text.

Based on the results of descriptive and inferential analysis, fourth graders in SDN 1 Banjar Bali has a higher post-test score than the pre-test score since the treatment by using problem based learning video. It could be concluded that there is significance effect of problem based learning video on students' writing skill during this pandemic situation. Therefore, using video may be an appropriate learning media to support in teaching writing for young learners.

4. CONCLUSION

Based on the implementation process above, it could be concluded that there is significant effect of integrating problem based learning video as a learning media on students' writing skill. In pandemic situation, learning English integrated with problem-based video also gives benefits for elementary students such as maximize the explanation of the information through visualization. From the student's perspectives, Problem-based learning

video also offers interesting and enjoyable learning atmosphere through the animation characters in the video. The numbers of benefits before can attract student' interest and help them to understand the material and mastering many vocabularies. So, that cause the development of students writing skill after the treatment by using learning video. There are some suggestions for teachers and developers of learning media. Teachers may applied video as a learning media during teaching activity freely, but they need to consider in choosing the video so that applicable with the learning materials and learning objectives. Since the using of video has proved in enhancing students' writing skill, it is recommended for learning media developers to create good learning video to maximize the results in applying video in teaching learning activity.

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