



The Effect of Video in Teaching Writing Skill across Different Personality

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This research aims to investigate: firstly, whether there is the effect of videos as the authentic materials on the student's achievement writing recount paragraph between two groups. Secondly, conducted to know whether there is different in the achievement writing recount paragraph of students' introvert and extrovert and the thirdly, the basic interaction form of learning tough using video and students personality in writing recount paragraph. This study uses quasi-experimental research design. The population of the research was the eighth grade students of PLUS ISYHAR Junior High. The students of class 8-1 consist of 30 students as the experimental group, and the students of class 8-3 consist of 32 students as the control group. The result of the research showed several results. First, there is significant difference in the students' writing recount paragraph taught by using video as the authentic materials and conventional technique. Second, the result of the research showed that extrovert and introvert students' had the same result of writing paragraph recount. Third, there is no interaction between students taught using video and students' personality in writing recount paragraph.

Keywords: learning video, recount, writing, personality

INTRODUCTION

In teaching, teachers should know what media support their instruction. According to [Alessi and Trollip \(2011\)](#) the strength of video in teaching that the existing learning system teaches that videos are very helpful in teaching and learning exposure because in addition to video media that makes children not saturated or faced bored in learning, video is also a medium that can capture or record learning systems that are in the classroom. The other opinion stated by [White et al. \(2014\)](#) who assert that there are some considerations before including a learning video in our instruction. The firstly, we should decide whether the topic is general or specific. Also, we should consider the learning objective of the lesson. Next, ensure that the video is appropriate to their age, and students' lives and backgrounds. Avoid any possible sensitivities or aversions to the subject matter of the video. Also, video should provide both auditory and visual clue. According to [Hyland \(2004\)](#), recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining and it happened in the past time about retell our experiment or others. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. We can look at the sample of recount in personal letters, police report, insurance claims, and incident reports.

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Brown (2000) states that based on characteristics, they are two types of personality, example introvert and extrovert. When a person is reserved and does not open up easily, he or she is said to be an introvert. On the other side, when a person is social, talkative and easy to find a friends then his personality type is extrovert. It is therefore important to understand students' personality to constructively and accurately rate their writing and ways to impact some tudents personality to achieve their writing skill.

METHODS

In line with objective of this research, to find out the effect of video in teaching writing skill across different personality students'. The design used is a quasi-experimental design. This design is used because the treatment is not random assignment of participants to groups. It means that there is no election in the population. The groups can be in experimental or control group. This quasi-experimental design can applied to experimental and control group with pre-test and post-test Creswell (2008). Based on the theory, the groups are divided into experimental and control groups with pre-test and post-test to identify the effectiveness of the treatment.

The research design has several characteristics as follow: 1) it has two groups of subject namely the experimental and control groups; 2) the two groups are compared respectively to measurement or observation on the dependent variable; 3) both group measured two times; the first measurement serves the pre-test and the second one as the post-test. In this study, the experimental group is taught using video media learning, while the control group is taught using conventional approach. The research taught the experimental group and using video media learning, meanwhile the control group is taught by control teacher and using conventional method.

This study treated the video writing media on the experimental group which was divided into extroverts and introverts as the factors to be the controlled and then observed and analyzed the effect of the treatment on the students' writing recount paragraph. The result would compare with the control group which was untreated with the video media of writing skill, yet the group was also divided into extroverts and introverts.

The subjects of study are the eighth grade students of PLUS ISYHAR Junior High School becomes the target population of this research. As it was impossible to randomly assign, it decides the group by using lottery. As result, the students of class 8-1 consist of 30 students as the experimental group and the students of class 8-3 consist of 32 students as the control group. So, the total numbers of the students were sixty eight students. Classes 8-1 and 8-3 have same ability. This can be proved from value of pre-test. The mean score of 8-1 was 66.33 and 8-3 was 67.41. The instrument is used a test as a research instrument in the form of the video media to achieve good writing skill. This test was the main instrument. Classifies scor-

ing into two based on the test taker's response was viewed and treated. This first type was dichotomous scoring. The number utilized in this kind of scoring was 0 (zero) 1 (one). The test that commonly requires this dichotomous scoring was multiple-choice, true-false, correct-incorrect and any other formats that suggest a dichotomy in producing responses. The second type was continuous scoring. The test taker's response was considered as having a gradation or degree in it. In this way a test taker's response may be scored as 0, 1, 2, 3, 4, or 5, depending on the nature of the response according to the scoring scheme utilized. Since the multiple-choice type was used in designing researcher test instrument, this research used dichotomous scoring which 0 (zero) to an incorrect answer. In order to score students' comprehension ability on pre-test and post-test. The data of this study were collected from the scores of the pre-test, post-test of both the experimental and the control group and students' personalities score. The data analysis technique of this study were scoring data of questionnaire and writing test, descriptive statistics, fulfillment of statistics assumption.

RESULTS AND DISCUSSION

The data of writing recount paragraph of experimental and control group obtained from post-test are presented in Table 1.

The mean, standard deviation, and the sample size for each group. The MEAN number points received of group for using personal diary writing with extrovert is 76.77 and introvert is 79.35. The total mean of experimental group (taught using video to increase writing skill) is 78.23. The mean number of points received in the control group for conventional way with an extrovert is 68.50 and 70.23 for introvert students; the total mean of the control group (taught using conventional technique) is 69.69. It can be analyzed that N of introvert students in the experimental group was 17 the sum of the valid data that was 128. There was no missing data. Mean of the data was 7.53. Standard error of mean was .151. Median of this data was 8.00. Mode of the data was 8. Standard deviation of data was .624. Variance of data, this was the square of standard deviation was 2.714. Range of the data, this was 2 the difference between the maximum data value minus the minimum data was 2. Minimum score of this data was 6. It can be analyzed that N of Extrovert students in the experimental group was 10 the sum of the valid data that was 134. There was no missing data. Mean of the data was 13.40. Standard error of mean was .521. Median of this data was 13.50. Mode of the data was 12. Standard deviation of data was .1.647. Variance of data, this was 2.711 the square of standard deviation was 1.647. Range of the data, this was 5 the difference between the maximum data value minus the minimum data was 5. Minimum score of this data was 11. Based on N the introvert Extrovert students in the control group was 22 the sum of the valid data that was 131. There was no missing data. Mean of the data was 5.95. Standard error of mean

TABLE 1 | Descriptive Statistic of Dependent Variable Post-test

Descriptive Statistics				
Dependent Variable: Posttest				
Group	Personal-ity	Mean	Std. Deviation	
Experimental	Introvert	79.35	2.714	17
	Extrovert	76.77	4.304	13
	Total	78.23	3.664	30
control	Introvert	70.23	8.761	22
	Extrovert	68.50	9.687	10
	Total	69.69	8.939	32
Total	Introvert	74.21	8.157	39
	Extrovert	73.17	8.128	23
	Total	73.82	8.095	62

was .223. Median of this data was 6.00. Mode of the data was 6. Standard deviation of data was .1.046. Variance of data, this was 1.093 the square of standard deviation was 1.046. Range of the data, this was 4 the difference between the maximum data value minus the minimum data was 4. Minimum score of this data was 4.

The Fulfillment of the Statistical Assumption

This study carried out linearity and homogeneity testing to see the fulfillment of the statistical assumption before doing hypothesis testing.

Linearity Testing

To see the relationship between two variables, this study used linearity testing by using ANOVA in SPSS 20 program. The result of linearity testing computation is presented in table 2.

The assumption of linearity is needed to show that inter relationship among all independent variables and dependent variables are liner within each cell in regression line. The statistic test of linearity is conducted using SPSS 20. The result shows that the set posttest scores of the control and the experimental groups were linear. Based on the linearity result of pretest and posttest both of control and experimental group have sig score was .592. (.592 > .05) it meant that there was significance linearity test between media video for writing and writing recount paragraph.

Homogeneity Testing

The homogeneity testing was conducted by using Levene test to find information about equality of subject in both of groups. The result of hypothesis testing computation is presented in table 3. The hypothesis was formulated as follows:

H_0 : The variance of the data are equal (Homogeneous)

H_i : The variance of the data are difference (Heterogeneous)

The result shows that the set posttest scores of the control and the experimental groups is homogeneity. The results of homogeneity test both of experimental group and control group have high significance. It showed .416 (.416 > .05) so it concluded that media video and writing paragraph recount have equal Varian.

The Result of Data Analysis Using Two Way ANOVA

The data gained in the post-test was computed by using of variance (ANOVA) by using SPSS 20. The data which were in the form of scores representing the students' writing recount paragraph of the experimental and control group were analyzed.

The statistical computation by means two ways ANOVA

Based on the statistical computation, F between columns (group) is 22.317 with p-value (sig) is .000, with confidence 95% ($\alpha=.05$), thus the p-value was smaller than the alpha .05 (.000 < .05). The result of the analysis H_i is rejected (there is no significance effect in writing recount paragraph between students taught using media video of writing skill and the conventional technique) and accepted the alternative hypothesis (there is significance effect of result paragraph writing between using video to increase writing skill and the conventional technique). In other words, there is difference in the students' writing recount paragraph taught by using video to increase writing skill and conventional technique. Moreover, the result of the analysis above showed that F between rows (Personality) is 1.371 with p-value (sig.) is .246. It is higher than the significance level (sig.246 > .05) the result of the analysis accepted the null hypothesis (H_0) and rejected the alternative hypothesis (H_i). It means there is no interaction between the result of recount paragraph and students' personality (extrovert and introvert). The result of the analysis of interaction between video to increase writing skill and students' personality shows that the F interaction (group*personality) is .054 with p-value (sig.) is .817. It is higher than the significance level used in this

TABLE 2 | The result of linearity testing

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Pretest * Posttest	Between Groups	(Combined)	1804.971	22	82.044	.904	.591
		Linearity	88.591	1	88.591	.976	.329
		Deviation from Linearity	1716.380	21	81.732	.900	.592
	Within Groups		3540.448	39	90.781		
	Total		5345.419	61			

TABLE 3 | The result of hypothesis testing

ANOVA						
Posttest						
	Sum of Squares	df	Mean Square	F	Sig.	
Between Groups	1638.982	24	68.291	1.072	.416	
Within Groups	2358.067	37	63.732			
Total	3997.048	61				

TABLE 4 | Dependent variable:Posttest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1200.495a	3	400.165	8.299	.000
Intercept	309160.167	1	309160.167	6411.924	.000
Group	1076.036	1	1076.036	22.317	.000
Personality	66.090	1	66.090	1.371	.246
Group * Personality	2.608	1	2.608	.054	.817
Error	2796.554	58	48.216		
Total	341883.000	62			
Corrected Total	3997.048	61			

a. R Squared = .300 (Adjusted R Squared = .264)

study (sig.817 >.05) it can be concluded that the result of the analysis accepted the null hypothesis (H_0) and rejected the alternative hypothesis (H_1). It means that there is no interaction between students taught using video to increase writing skill and students' personality in writing recount paragraph.

Hypothesis Testing

According to the result obtained from the data analysis, the research hypothesis as stated in Chapter III was then tested in this section. The formulations of hypothesis were as follows: there is significant difference in the writing recount paragraph and researcher conventional technique; there is difference in students' writing achievement with different personalities. And there is interaction between video media writing skill and students' personality in writing recount paragraph.

To make easier in testing them, however the null hypothesis were formulated as stated in chapter III. In order that the hypothesis testing could be performed effectively, those hypotheses are stated here. The formulations of hypothesis were as follows: there is no significant difference in writing

recount paragraph between students taught using video media writing skill and the conventional technique, there is no difference in writing recount paragraph of students with extrovert and introvert personality and there is no interaction between using video media writing skill and students' personality in writing recount paragraph. H_0 is rejected if p-value (sig.) is <.05. From the table test, it is found that p-value 000, with confidence 95% ($\alpha=.05$), thus the p-value was smaller than the alpha .05. In other words, there is difference in the students' writing recount paragraph taught by using video media writing skill and conventional technique. This is in line with [Yassaei \(2012\); 485 \(2007\)](#) and [Hoffner et al. \(2008\)](#) who mention that video gives benefits in teaching English, including writing.

Moreover, the result of the analysis above showed that F between rows (Personality) is 1.371 with p-value (sig.) is .246. It is higher than the significance level (sig.246 >.05) the result of the analysis accepted the null hypothesis (H_0) and rejected the alternative hypothesis (H_1). It concludes there is no interaction between the result of writing recount and students' personality (extrovert and introvert). The result of the analysis of interaction between video media writing skill and students'

personality shows that the F interaction (group*personality) is .054 with p-value (sig.) is .817. It is higher than the significance level used in this study (sig.817 >.05) it can be concluded that the result of the analysis accepted the null hypothesis (H0₃) and rejected the alternative hypothesis (Hi₃). It means that there is no interaction between students taught using video media writing skill and students' personality in writing recount paragraph.

CONCLUSION

This study makes conclusion that firstly, the students' scores in writing paragraph recount taught by using video media writing skill are better than those are taught using conventional technique. It can be seen from the mean scores of video media writing skill is higher than conventional technique. It means that

video media writing skill is more effective than conventional technique. Secondly, there is no difference writing recount paragraph of introvert and extrovert students. It means that there is no difference of difference personality in writing skill. Thirdly, the result of the analysis of interaction shows that there is no interaction between students taught using video media writing skill and students' personality in writing recount paragraph.

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Conflict of Interest Statement: The author declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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