SKRIPSI

USING VIDEO CRITIC STRATEGY IN DEVELOPING THE STUDENTS WRITING ABILITY AT SMA NEGERI 11 SIDRAP

By

MUH. ASSHIDDIQ
Reg Num.15.1300.148

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2019

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements for the Degree
of Sarjana Pendidikan (S.Pd.)

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iii

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iv

SKRIPSI

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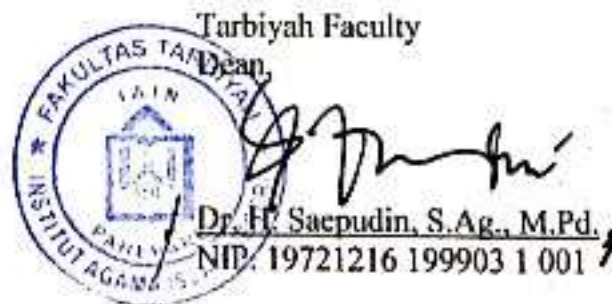that it fulfilled the requirements

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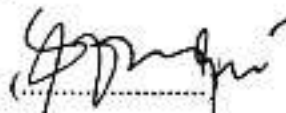NIP   : 19671231 200312 1 011   (.....................)

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v

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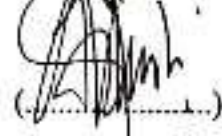|		
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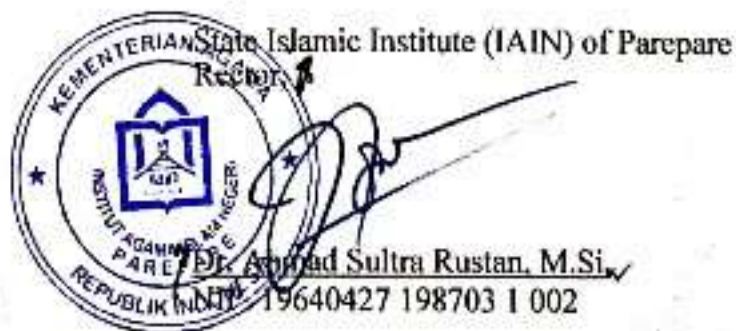
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Parepare, 20th November 2019

The Writer,

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DECLARATION ON THE AUTHENTICITY OF THE SKRIPSI

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Stated this skripsi is his own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this skripsi and the degree that has been gotten would be postponed.

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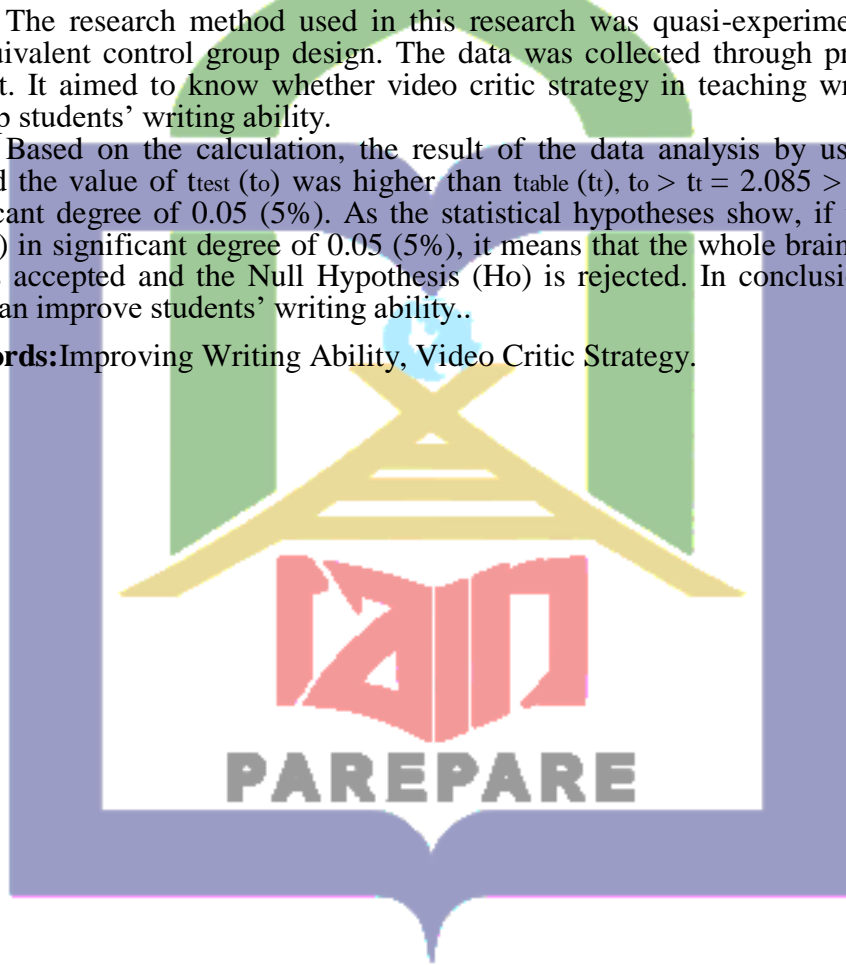
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ABSTRACT

Muh. Asshiddiq. *Using video critic strategy in developing students' writing ability at SMA Negeri 11 SIDRAP.* (Supervised by Saepudin and Amzah.)

This study was aimed to see the *Developing Writing Ability* at SMA Negeri 11 SIDRAP. the objective of this research is to get the empirical data of the differences between students' score of writing test who were not taught by using video critic strategy. The population of this research consist of 56 students is and the sample of the research XI IPS as the experimental class consist of 17 students.

The research method used in this research was quasi-experimental with nonequivalent control group design. The data was collected through pretest and posttest. It aimed to know whether video critic strategy in teaching writing can develop students' writing ability.

Based on the calculation, the result of the data analysis by using t-test showed the value of t_{test} (t_0) was higher than t_{table} (t_t), $t_0 > t_t = 2.085 > 1.740$, in significant degree of 0.05 (5%). As the statistical hypotheses show, if t_{test} (t_0) > t_{table} (t_t) in significant degree of 0.05 (5%), it means that the whole brain teaching (Ha) is accepted and the Null Hypothesis (Ho) is rejected. In conclusion, video critic can improve students' writing ability..
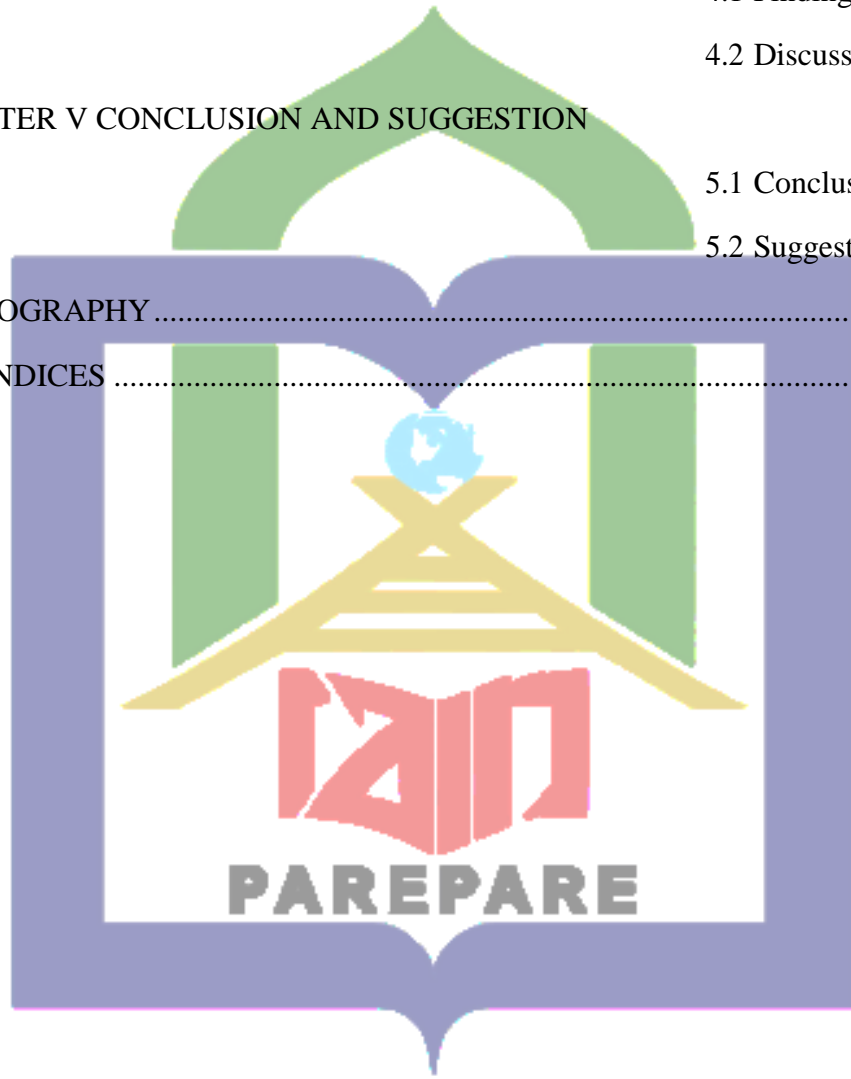
Keywords: Improving Writing Ability, Video Critic Strategy.

LIST OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I
INTRODUCTION

1.1 Background

The teaching and learning of English have the goal to develop four skills. One of them is writing. "Writing is a language skill used to communicate indirectly, not face to face with others."[1] "Writing is frequently useful as preparation for some other activities."[2] It can be complicated if the writer doesn't have good ideas because none can write without knowing ideas what she/he is going to write. Writing is a process of discovering, construction and organizing ideas, putting them on the papers and revising them. Someone can express his/her ideas well by writing, but it needs to improve by practicing more to get our point interesting and clear for the readers. Realizing that writing skill is very important for English learners in addition to the other skills, it is essential for the students to develop their writing skills in English. Allah decrees in the holy Qur'an Q.S. Al 'Alaq/ 96: 4-5.

اقْرَأْ بِاسْمِ رَبِّكَ ٱلَّذِى خَلَقَ (١) خَلَقَ ٱلْإِنسَـٰنَ مِنْ عَلَقٍ (٢) اقْرَأْ وَرَبُّكَ ٱلْأَكْرَمُ (٣) ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ (٤) عَلَّمَ ٱلْإِنسَـٰنَ مَا لَمْ يَعْلَمْ (٥)

Meaning:
> Recite in the name of your Lord who created. Created man from a clinging substance. Recite, and your Lord is the most Generous. Who taught by the pen. Taught man what he did not know.[3]

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[1]Henry Guntur Tarigan, *Menulis: Sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkasa, 2013), p. 1.

[2]Jeremy Harmer, *How to Teach Writing* (England: Pearson Education Limited, 2004), p. 33.

[3]Departemen Agama RI, *Al Qur'an dan Terjemahan* (Semarang: CV Toha Putra, 2007), p. 1069.

1

From the verse above, it's known that writing has an important role in human life. Allah explained in the verse that Allah taught human by pen. By writing the people will get some information. That is why human being needs to learn how to write correctly. a habit of writing can be made to develop our skill because it has a lot of contributions for our life. However, a lot of students still have difficulties in writing because of the lack of ideas to make sentences.

A lot of students feel that writing is a boring activity. Therefore, teaching and learning process of writing should be varied to make students fun and interested during the process. Many teachers have a great knowledge but they can't transfer that knowledge by a good way. Students sometimes don't care to the teacher in the class because they are bored. The teacher doesn't have a good way to deliver the material. Students may confuse because they are unfamiliar with English language. Here, teachers have a big point to teach students well, students' achievement is based on students' understanding of the material, and they can understand the material if they pay attention with teachers' explanation. Students' will be interested if teachers have a good strategy and ability to develop the material in a fun way. The good teachers have some media or strategies and they will select the most effective one in order the students to be more interested in the lesson.

"Strategy is different ways to achieve different learning results in different situation."[1] A good strategy will give a good outcome for teaching-learning process. There are many kinds of strategies such as class concern, acting out, town meeting, tropical view and so on. Concerning those studies, one of alternative solutions is

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[1]Made Wena, *Strategi Pembelajaran Inovatif Kontemporer* (Jakarta timur: PT. Bumi Aksara, 2009), p. 5.

applying video critic strategy in teaching writing. This opinion is supported by the concept of video critic given by Silberman, "Video critic is an active way to make the students watching video."[2] In this strategy, the students watch a video. Then they are asked to criticize what they have been watched on the video. It's beneficial to stimulate their writing ability. They find ideas to write sentences or paragraphs from what they have got on the video.

The first, based on the observation and the interview with the teachers in SMA Negeri 11 SIDRAP, the researcher concludes that there are a lot of students who have difficulties in writing because of some factors such as: the lack of idea, vocabulary, grammar, ability to make sentences in a good arrangement and so on. The second, this school is just built so there are a lot of shortcomings that can be obtained and methods or strategies used are still few so a lot of researchers need to do research to develop the school to be better.

Finally, this strategy is expected to develop the students' writing ability. Based on the explanation above, the researcher is interested to apply the strategy of video criic in research entitled "*Using video critic strategy in developing students' writing ability at SMA Negeri 11 SIDRAP"*.

1.1 Problem Statement

Based on the background of the research previously covered, the researcher formulated the problem statement as follow:

1.1.1   How is the students' writing ability at SMA Negeri 11 SIDRAP before the implementation video critic strategy?

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[2]Melvin L. Silberman, *Active Learning: 101 Strategies to Teach Any Subject* (*Active Learning: 101 Strategi Pembelajaran Aktif*), Terj. Sajuli, (Yogyakarta: Pustaka Insan Madani, 2009), p.124.

1.1.2   How is the students' writing ability at SMA Negeri 11 SIDRAP after the implementation video critic strategy?

1.1.3   Is there any improvement of the students' writing ability at SMA Negeri 11 SIDRAP using video critic strategy?

1.2 Objective of the Research

1.2.1   To know the students' writing ability at SMA Negeri 11 SIDRAP before the implementation video critic strategy.

1.2.2   To know the students' writing ability at SMA Negeri 11 SIDRAP after the implementation video critic strategy.

1.2.3   To know the improvement of the students' writing ability at SMA Negeri 11 SIDRAP using video critic strategy.

1.3 Significance of the Research

The result of this research can be used as a reference for further researchers who are interested in conducting similar case study and are expected to improve knowledge and information teaching and learning English by using video critic strategy.

In addition, the outcomes of the research will be expected to be useful contribution in the teaching-learning process. It is especially for the English teacher who is teaching writing, not only for the student but also for the teacher as educator.

CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

2.1.1 The Concept of Writing

2.1.1.1 Definition of Writing

Writing is something that everyone needs to share what they have in their mind. "Writing is an expression of logic that is product of thinking."[1] "Writing is an activity that forces students to organize their thoughts, think deeply about their topic and present their conclusions in a persuasive manner."[2] Writing not only leads students to be more competitive but also can make them to be success or to get a good position in the job.

Writing is a tool of human communication that represent of language by using sign and symbol. "Writing is functional communication, making students possible to create imagined worlds of their own design."[3] Writing helps the students to express their ideas in written form, so they need to master grammar, vocabuary and so on. "Writing is a way to explore thoughts and ideas to make them evident and accessible, in order to master the skill and hard works are required."[4] "Writing in its broad sense

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[1]Mathleen McMillan and Jonathan Wayers, *How to Write Essays & Assigments* (Harlow: Pearson, 2013), p. 6.

[2]Ali Malmir, "An Investigation of The Impact of Teaching Critical Thinking on The Iranian EFL Learners' Speaking Skill," Journal of Language Teaching and Research 3, no. 4, (2012), p. 610.

[3]Richard Kern, *Literacy and Language Teaching* (New York: Oxford University Press, 2000), p. 172.

[4]Gholaminejad, "Writing Attitudes of Irranian EFL Students: A Qualitative Study," Journal of Language Teaching and Research 3, no. 4, (2013), p. 1138.

as distinct from simply putting words on paper has three steps: thinking about it, doing it and doing it again."[5]

From the discussion of perceptions that expressed by some experts, it can be concluded that writing is one of the most important skills in English language that needs many steps to do it, like decoding the topic, developing idea, connecting paragraph and etc. Writing is a process to give the information or how to give opinions about something to persuade someone by the text.

2.1.1.2 Genres of Writing

There are fifteen types of genre text, they are:

2.1.1.2.1   Narrative is a kind of genre used to amuse, to entertain and to deal with actual or various experiences in different ways.

2.1.1.2.2   News story is a factual text which informs reader's events of the day which are considered newsworthy or important.

2.1.1.2.3   Exemplum is a kind of genre used to deal with incidents that are in some respects out of the usual, point to some general values in the cultural context.

2.1.1.2.4   Anecdote is a kind of genre used to share with others an account of an unusual or amusing incident.

2.1.1.2.5   Recount is a kind of genre used to retell events for the purpose of informing or entertaining.

2.1.1.2.6   Spoof is a kind of genre used to retell an event with a humorous twist.

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[5]Thomas S. Kane, *The Oxford Essential Guide to Writing* (New York: Berkley Books, 2000), p. 17.

2.1.1.2.7   Procedure is a kind of genre used to describe how something is accomplished through a sequence of actions or steps.

2.1.1.2.8   Explanation is a kind of genre used to explain the processes involved in the formation or workings of natural or socio-cultural phenomena.

2.1.1.2.9   Report is a kind of genre used to describe the way things are, with reference to arrange or natural, manmade and social phenomena in the environment.

2.1.1.2.10   Analytical exposition is a kind of genre used to persuade the reader or listener to take action on some matter.

2.1.1.2.11   Hortatory exposition is a kind of genre used to persuade the reader or listener that something should or should not be the case.

2.1.1.2.12   Discussion is a kind of genre used to present (at least) two points of view about an issue.

2.1.1.2.13   Description is a kind of genre used to describe a particular person, place or thing.

2.1.1.2.14   Review is a kind of genre used to critique an art work or event for a public audience.

2.1.1.2.15   Commentary is a kind of genre used to explain the processes involved in the information (evolution) of a social-cultural phenomenon, as though a natural phenomenon.[6]

According to the explanation above, the researcher chooses analytical text as a genre of writing in this research. it's very appropriate with the strategy that the researcher wants to implementate to the students in developing their writing ability.

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[6]Rudi Hartono, *Genres of Text* (Semarang: UNNES, 2005), p. 7.

2.1.1.3 Process of Writing

Process of writing is a way looking at what people do when they compose writing text.[7] In writing, it is a never one-step action. There are many steps which are needed to pass to complete writing. Providing feedback is an activity in which there is interaction between learners and their peers or their teacher, where the purpose is to encourage student writers' development or at least to encourage positive changes in subsequent writing.[8] Writing as one of productiive skills needs a process. From the process, a good writing can be prepared and made. It does not only use feeling but also theory (steps) because "Writing is not only the individuals' feeling 'I think my writing is good' but also the students' evaluation of their writing 'I think my instructor reacts positively to my writing'".[9]

Writing is a never one-step action and there are many steps of writing process. According to Harmer, there are four main elements of writing process, those are:

2.1.1.3.1Planning

Experience writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. When planning, writers have to think about three main issues; purpose, audience and content structure

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[7]Jeremy Harmer, *How to Teach Writing* (Harlow: Pearson, 2007), p. 12.

[8]Hamdollah Ravand and Abbas Eslami Rasekh, "Feedback in ESL Writing: Toward An Interactional Approach," Journal of Language Teaching and Research 2, no. 5, (2011), p. 1137.

[9]Hoda Sarkhoush, "Relationship Among Iranian EFL Learners' Self-Efficacy in Writing, Attitude Towards Writing, Writing Apprehension And Writing Performance," Journal of Language Teaching and Research 4. No. 5, (2013), p. 1127.

2.1.1.3.2 Drafting

It can be referred to the first version of a piece of writing as a draft. This first 'go' at the text is often done on the assumption that it will be amended later. As the writing process into editing, a number of drafts may be produced on the way to the final version.

2.1.1.3.3 Editing (Reflecting and Revising)

Once writers have produced a draft they then, usually, read throught what they have written to see where it works and where it doesn't. Reflecting and Revising are often helped by readers (or editors) who comment and make suggestion.

2.1.1.3.4 Final Version

Once writers have edited, making the changes they consider to be necessary, they produce the final version. The students might decide to represent these stages in the following way:

Planning ⟶ Drafting ⟶ Editing ⟶ Final Version[10]

According to the explanation above, the researcher concludes that writing needs some processes and extra time to do it in order to make a great writing. Each process is essential for writing so it needs to follow all processes up and consistent to do it.

2.1.1.4 Steps of The Writing Process

When writing, it's did more than just put words together to make sentence. "Good writers go through several steps to produce a piece of writing."[11]. A piece by piece, it's collected to get a great writing, those are:

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[10]Jeremy Harmer, *How to Teach Writing* (Harlow: Pearson, 2007), p.4-5.

[11]Dorothy E. Zemach and Lisa A. Rumisek, *Academic Writing: from Paragraph to Essay* (Oxford: MacMillan, 2005), p. 3.

2.1.1.4.1   Prewriting

The first step in the writing process is to choose a topic and collect information about it. This step is often called prewriting because the step is did before starting writing. If a specific writing assignment is given (such as an essay question on an examination), then what it can be written about is limited. However, when own topic can be chosen, the next prewriting step is to collect information and develop ideas. Four useful techniques for exploring within ownself is journal writing, listing, freewriting, and clustering.

2.1.1.4.2   Outline

In Step l, topics are chosen and narrowed them, and ideas are generated by brainstorming. In Step 2 of the writing process, the planning stage, the ideas are organized into an outline. As a first step toward making an outline, the ideas are divided into sublists and cross out any items that do not belong or that are not useable. Now a rough outline have been created. An outline is a formal plan for a paragraph. A formal outline may be never needed to prepare. With this outline in it should be relatively easy to write a paragraph.

2.1.1.4.3   Writing

Step 3 in the writing process is writing the rough draft. Follow the outline as closely as possible, and don't worry about grammar, punctuation, or spelling. A rough draft is not supposed to be perfect. Above all, remember that writing is a continuous process of discovery. As writing, new ideas will be though that may not be in the brainstorming list or outline. Ideas can be added or deleted at any time in the writing process. Just be sure that any new ideas are relevant.

2.1.1.4.4   Polishing

The fourth and final step in the writing process is polishing the written. This step is also called revising and editing. Polishing is most successful if it's did in two stages. First, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar and punctuation (editing). After writing the rough draft, the next step is to revise it. When revising, what it has been written to improve is changed. It's checked for content and organization, including unity, coherence, and logic. All for the goal of communicating thoughts in a clearer, more effective, and more interesting way can be changed, rearranged, added, or deleted. During the first revision, do not try to correct grammar, sentence structure, spelling, or punctuation; this is proofreading, which it will be done later. During the first revision, be concerned mainly with content and organization.[12]

2.1.1.5 Aspects of Writing

According to Weigle, there are five aspects of writing. They are content, organization, vocabulary, language use and mechanics.[13]

2.1.1.5.1   Content

Content is the composition of writing. Every writer's ideas set out in content. There are at least four things that can be measured in connecting with content, they are; should knowledgeable, should substantive, should thorough development of thesis and should relevant to assigned topic.

2.1.1.5.2   Organization

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[12]Hogue Ann and Alice Oshima, *Writing Academic English,* (4th Ed.; London: Pearson Longman, 2006), p. 265-273.

[13]Sara Cushing Weigle, *Assessing Writing* (Cambridge: Cambridge University Press, 2002), p. 115.

The learner should arrange their writing chronologically. They should present their ideas orderly which happened from beginning to the end. There are at least six things that can be measured in connecting with organization, they are; should fluent expression, ideas should clearly state or supported, should succinct, should well organized, logical sequencing and cohesive.

2.1.1.5.3   Vocabulary

Vocabulary is one of important things in writing. To express ideas, writer always deal with vocabulary. The lack of vocabulary makes it difficult to express ideas. The effective used of words will always result good writing both specific and technical writing, the dictionary is very considerable.

2.1.1.5.4   Language use

Language use in writing involves correct language and point of grammar. In measuring writing related with language use, there some points that should be seen, they are; effective complex constructions, agreement, tense, word order or function, articles, pronoun and preposition.

2.1.1.5.5   Mechanics

There are at least three main parts of mechanics in writing namely capitalization, punctuation, and spelling appropriately. This aspect is very important since it leads readers to understand or recognize immediately what the writer means to express definitely. The use of favorable mechanics in writing will make the readers easy to understand the conveying ideas or the messages that is stated in writing.

Based on the explanation above, the researcher assumes that in measuring writing there are five aspects that should be seen, they are; content, organization, vocabulary, language use and mechanics. All of aspects should be measured based on

criteria and score which provided. In assessing students' writing pre-test and post-test, the researcher will use the scoring rubric of the five components of writing above.

2.1.1.6 The Purpose of Writing

When someone writes something, he or she has purposes for writing. Each writer has his own purpose, in accordance with the text of which was planning to write. According to Braine and May defined four common purposes in writing, there are; writing to inform, writing to explain, writing to persuade, and writing to amuse others. First, writing to inform purposed to educate the readers about a topic of which some knowledges are had. Writing that provides interesting details and facts to hold an audience's attention. It means that writers share interest knowledge to readers knows. Second, writing to explain is to describe the topic which was not clearly becomes more understand able, by using examples or other facts. In other words, a writer takes what is unclear and makes it clear. Then, writing to persuade is more demanding and more ambitious than many other types ofwriting. It means that writers convince the readers to accept the ideas. The last, writing to amuse other means someone who uses language and established forms well to express his or her point of view. It is writing to entertain and give the reader something to enjoy. [14]

When people are going to write may think that the purpose of writing a paper is to complete the assignment or to get a good grade.However, these purposes don't tell someone what to do in their paper. They might try asking themselves brief

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[14]George Braine and Claire May, *Writing from Sources: A Guide for ESL Students* (California: Mayfield, 1996), p. 141.

questions to increase the flow of purposes: *What do I want to tell the readers? Why am I writing this? What do I hope to accomplish? Who will read this?*[15]

2.1.2   The Concept of Video Critic Strategy

2.1.2.1   Definition of Strategy

Every teacher needs a good strategy to get a good outcome in learning process. "Strategy is outlines of the direction to act in an effort to achieve the specified target."[16] "Strategy is a plan, method, or series activities desiged to achieves a particular education goal."[17] Each activities in the learning proccess can influence the students' motivation and intend to study. "Strategy is a sequence of systematic activities, general patterns of teacher activities that include the sequence of learning activities, to achieve predetermined goals."[18] Acording to Darmansyah, strategy is a way of organizing the content of lessons, delivery of lessons and management of learning activities with various learning resources that can be done by teachers to support the creation of effectiveness and efficiency of the learning process.[19]

Based on the definition above the researcher concludes that strategy is a way or anything to achieve the main goal. It can be made easy to get goals in teaching-learning process by a good strategy: the way to get a better result is by applying a

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[15]George Braine and Claire May, *Writing from Sources: A Guide for ESL Student*, p. 23.

[16]Syaiful Bahri Djamarah and Aswan Zain, *Strategi Belajar Mengajar* (Jakarta: PT Rineka Cipta, 2002), p. 5.

[17]W. Gulo, *Strategi Belajar Mengajar* (Jakarta: PT Gramedia Widiasarana Indonesia, 2002), p. 2.

[18]Nunuk Suryani and Leo Agung, *Strategi Belajar Mengajar* (Yogyakarta: Penerbit Ombak, 2012), p. 3.

[19]Darmansyah, *Strategi Pembelajaran Menyenangkan dengan Humor* (Jakarta: PT Bumi Aksara, 2010), p. 17.

match strategy. There are many kinds of strategy in teaching-learning process such as class concern, acticg out, town meeting, tropical view and so on.

One of them is video critic strategy. Video critic includes in understanding and reasoning. Understanding and reasoning is educating by guiding students to understand a problem involved with finding the best solution by training them to use their mind in processing data and investigate problem. This strategy is conducted by raising the students' intelligence and ability to think logically.

Based on explanation above, the researcher concludes that to make the teaching process to be fun and enjoy, a teacher has to apply an appropriate and variety strategy to students. From those explanations, the researcher concludes that video critic is a part of understanding and reasoning, because if someone wants to criticize an issue surely they have to use their logical thinking.

2.1.2.2   Definition of Video Critic

Video Critics consist of two words those, basically, are video and critic. "Video is the recording and showing of moving visual images."[20] "Critic is person who gives opinions about good and bad qualities of books, music, etc,"[21] "Video critic is medium worksheets for teaching a variety of language skills."[22] In language learning, writing is an output and an end of learning period, both teachers and students should take some strategies and methods.[23] From the definition, researcher

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[20]*Handy Learner's Dictionary of American English* (Harlow: Pearson Education Limited, 2000), p. 105.

[21]*Oxford Learner's Pocket Dictionar*, 4th Ed. (Oxford: Oxford University Press, 2011), p. 485.

[22]Nur Zaenah, "The Use of Video Critic as A Medium of Teaching to Improve Students' Ability in Writing Analytical Exposition Text" (Published Skripsi; Islamic State Institution: Walisongo, 2011), p. 19.

[23]Zhiliang Liu, *"*Negative Transfer of Chinese to College Students' English Writing," Journal of Language Teaching and Research 2, no. 4, (2011), p. 1066.

assumes that video critic is the process or strategy making students more active by giving good and bad opinions, responses or criticisms from someone in written from about something that they watch before.

An absolute requirement to make a good critical writing is someone has to read creation carefully what going to analyze critically. Critic refers to considerations or decisions making evaluation carefully, accurately and discriminates.[24] Critical language learner must be able to cite and identify good reasons for their answers and opinions.[25] To enhance critical thinking, students should not be simply made to master information, but they should be also helped to develop an unceasing process of thinking about the information. If they are taught by this way, they will realize that their field of study is not merely a repertoire of knowledge to be memorized.[26]

Thus, it can be conclude that the video critic is a video that display by teachers and students see and hear. Then after the video has loaded, the teacher asks students to provide feedback, in the form: comments, suggestions or recommendation, mentioned disadvantages and advantages of the video that has been displayed. Completely the process expected to make student active in criticizing an issue by using their critical thinking. In this case, students not only narrate the video but also they obligated to make critic about what the watch in video. All this time, the students in watching film or video just see and narrate what they see without give a

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[24]Henry Guntur Tarigan, *Menulis: Sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkasa, 2013), p. 134.

[25]Mansoor Fahim and Pantea Hashtroodi, "The Effect of Critical Thinking on Developing Argumentative Essay by Iranian EFL University Students," Journal of Language Teaching and Research 3, no. 4, (2012), p. 634.

[26]Mansoor Fahim and Mehrshad Ahmadian, "Critical Thinking and Iranian EFL Context," Journal of Language Teaching and Research 3, no. 4, (2012), p. 797.

critical aspect that can make them improve their ability in critical thinking. Besides that, in the process of showing video the students just see and enjoy the video without criticizing the content actively. This opinion support by the concept of video critic gives by Silberman "Video critic is an active way to make the students watching a video".[27] Frequently, watching educational video is a passive matter. The students sit in those seats, and waiting to be entertained. It is an active way to make the learners watch a video. Video lessons can be adapted in such a way so as not to be passive learning.

Based on the explanation above, the research concludes that video critic strategy is an activity by seeing video that display by the teacher to get a particular educational goal by making the students hearing, seeing and taking notes during the video is loaded then they are asked to criticize it.

2.1.2.3   Steps of Video Critic

Video critic strategy purposed firstly by Silberman in his book Active Learning, He explained steps in the video critic as follow:

2.1.2.3.1   Choose the video that will show to students

2.1.2.3.2   Tell them before watching the video that they will be reviewed the video critically. This is done in order to learners do not easement in watching videos without notice something important from the video.

Instruct them to review several factors, including:

1. Realism (of the perpetrators)

2. Relevance

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[27]Melvin L. Silberman, *Active Learning: 101 strategies to Teach Any Subject* (*Active Learning: 101 Strategi Pembelajaran Aktif*), Terj. Sajuli (Yogyakarta: Pustaka Insan Madani, 2009), p.124.

3. Unforgettable moments

4. Content organization

5. Applicability to their lives

2.1.2.3.3   Play the video

2.1.2.3.4   Giving instrument worksheet to the students

2.1.2.3.5   Held a discussion that can be called "Pojok Kritikus"

2.1.2.3.6   (optional) Do a survey to students, by using some kinds of a whole system that sorted, such as:

1. One to five stars

2. Agree or disagree

Variations:

1. Create a panel of video reviewers

2. Play back the video. Sometimes critics change their opinions when looking something on the second time.[28]

Based on the explanation above, the researcher concluded that in applying video critic strategy there are cores that has become a standard and variations that it can be done as improvisation. Those steps are very good to make the teaching process successful, because it is easy to apply as long as the teacher must consistent.

2.1.2.4   The Purpose of Video Critic

Seen from previous experience, students were more active in writing on the theme of imagination, rather than a theme that is in real life. Not a few students who

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[28]Melvin L. Silberman, *Active Learning: 101 strategies to Teach Any Subject* (*Active Learning: 101 Strategi Pembelajaran Aktif*), Terj. Sajuli, p. 124-125.

is unable to write with a critical theme, so many students who are less capable to think critically about an issue. Therefore, the purpose of the video critic strategy in the learning process is to improve students' writing skills.

2.1.2.5   Advantages and Disadvantages of Video Critic

2.1.2.5.1   Advantages of Video Critic

2.1.2.5.1.1   There is the obvious but nevertheless very important factor of added interest provided by a visual stimulus. The added interest increases learner motivation.

2.1.2.5.1.2   Video provides for learners to hear authentic language used in the context.

2.1.2.5.1.3   Video provides practice in listening comprehension.

2.1.2.5.1.4 Video effectively stimulates further activity.[29]

Based on the description above, the researcher assumes that video critic strategy is the good way to activate students in watching video, because they do not just watch but also they have to give comment about the video. Video critic can be stimulation to give a real example about the topic, which will discuss.

2.1.2.5.2   Disadvantages of Video Critic

2.1.2.5.2.1   Difficult to control the audience's attention, their participation is rarely practiced

2.1.2.5.2.2   The communication style is one-way communication which must be balanced with the search form other feedback

2.1.2.5.2.3   Less able to display the details of objects that are presented perfectly

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[29]Nur Zaenah, "The Use of Video Critic as A Medium of Teaching to Improve Students' Ability in Writing Analytical Exposition Text" (Published Skripsi; Islamic State Institution: Walisongo, 2011), p.19.

2.1.2.5.2.4   It requires an expensive and complex equipment[30]

Based on the description above, the researcher concludes that every strategy exactly has a lack include this strategy. If teacher wants to apply the strategy, they have to prepare complex tools to support the application of video critic strategy. Besides complex equipment, video critic strategy also constrained with the attention of students when the video was going.

2.2   Some Previous Findings

There are many studies have been reported to interpret and to contrast this research proposal, the researcher is considering some previous finding to support the researcher proposal. Those researches are as follows:

Pipit Fitri Mulyanti in the research entitled "The implementation of video critic method to improve understanding of information about the dangers of smoking at the eighth grade students of SMP Negeri 2 Bekasi" based on the data analysis of the research, the researcher concludes that video critic method can improve the result of understanding the dangers of smoking in guidance services for students. It can be seen from the result of students' average scores and test evaluation.[31]

In the research above, the researcher determined the video critic as an independent variable that is the same as this research. However, on the other hand this research also has a significant difference in the dependent variable. The research

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[30]Dewi Nurzanah, *"Peningkatan Keterampilan Berbicara melalui Penerapan Metode Video Critics pada Siswa Kelas V MI Nurul Islam"* (Published Skripsi; Educational Science Faculty, Syarif Hidayatullah State Isalmic University, 2014), p. 22.

[31]Pipit Fitri Mulyanti, "Penerapan Metodde Video Critics untuk Meningkatkan Pemahaman Informasi Bahaya Merokok pada Siswa Kelas VIII SMP Negeri 2 Bekasi" (Insight: Jurnal Bimbingan dan Konseling, 2017), p. 37-38.

above chose the dangers of smoking as the dependent variable, while this research has a focus on the students' writing ability at SMAN 11 SIDRAP.

Rokhis Rukhiyanto in the research entitled "Improving students' poetry writing skills by using audio visual media with video critic method at the seventh grade students of SMP Negeri 2 Welahan" based on the data analysis of the research, the research concludes that video critic method can improve the students' writing skills. Analysis of the results show that there is a difference in students' writing achievement before and after being treated in teaching poetry.[32]

In the research above, the researcher determined the video critic as an independent variable that is the same as this research. However, on the other hand this research also has a significant difference in the dependent variable. The research above chose the students' poetry writing skill as the dependent variable, while this research has a focus on the students' writing ability at SMAN 11 SIDRAP.

Dewi Nurzanah in the research entitled "Improving students' speaking skills through video critic method at the fifth grade students MI Nurul Islam" based on the data analysis of the research, the researcher concludes that video critic method can improve the students' speaking abilities. It can be seen from the students' speaking ability scores taught trough video critic method is better than before giving treatment.[33]

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[32]Rokhis Rukhiyanto, "Peningkatan Keterampilan Menulis Puisi Menggunakan Media Audio Visual dengan Metode Video Critic pada Peserta Didik Kelas VII D SMP Negeri 2 Welahan" (Published Skripsi; University of Semarang, 2013), p. 135-136.

[33]Dewi Nurzanah, "Peningkatan Keterampilan Berbicara melalui Penerapan Metode Video Critics pada Siswa Kelas V MI Nurul Islam" (Published Skripsi; Educational Science Faculty, Syarif Hidayatullah State Isalmic University, 2014), p.70.

In the research above, the researcher determined the video critic as an independent variable that is the same as this research. However, on the other hand this research also has a significant difference in the dependent variable. The research above chose the students' speaking skill as the dependent variable, while this research has a focus on the students' writing ability at SMAN 11 SIDRAP.

Based on the researches above, the researcher concludes that there are some ways in developing students' writing ability. Teachers applied a wide variety of media, method and strategy. As a result, the researcher applies a fresh strategy namely video critic in teaching-learning process.

2.3 Conceptual Framework

Conceptual framework is divided into three phases namely input, process and output which are explained as follows:

Input is described as phase that presents what students have before whole process starts. In this phase, the low ability of students in writing are seen. In input, the researcher will prepare the concept or material which conducts in teaching process and the treatment for students. The treatment is video critic strategy which is highly expected to develop students' writing ability.

Process is a very important phase. The researcher will conduct the teaching and learning process by applying video critic strategy as a treatment.

Output is the determinant of whole phase. In this phase, the researcher will decide what students' achievement and how effective the treatment between pre-test and post test

The conceptual framework is described in the following diagram:
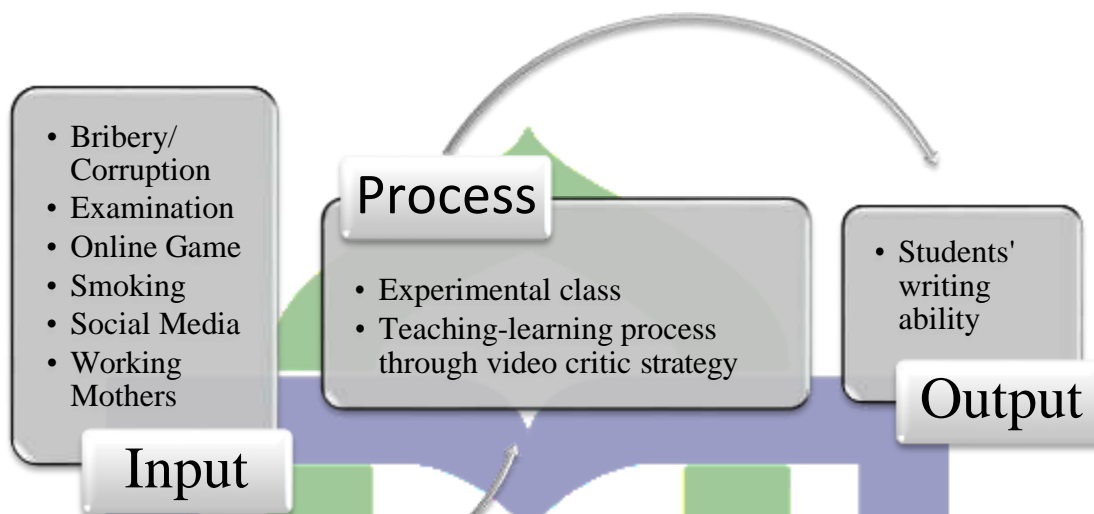
Figure 2.1. Conceptual framework

There are three variables: input, process and output are classified as follows:

2.3.1   Input: the input refers to the students' writing ability is still low and the concept or material of teaching writing which give to the students then the researcher applied video critic strategy to know the improvement of students' writing ability of SMA Negeri 11 SIDRAP.

2.3.2   Process: the processes refer to teaching-learning process. The researcher conducts the teaching-learning process through video critic strategy.

2.3.3   Output: the research output is reflected in the result of Post-test. Hopefully, there will be a significant comparison between Pre-test and Post-test, so the researcher can know the improvement of students' writing ability at SMA Negeri 11 using video critic strategy.

2.4   Hypothesis

Based on the previous of some pertinent ideas, some previous finding and the conceptual framework, the researcher formulated a hypothesis as follows:

2.4.1 H_0 : There is no any improvement of the students' writing ability at SMA Negeri 11 SIDRAP using video critic strategy.

2.4.2 H_1 : There is any improvement of the students' writing ability at SMA Negeri 11 SIDRAP using video critic strategy.

2.5   Research Variable and Operational Definition

2.5.1   Research Variable

This research consists of two variables, dependent variable (writing ability) and independent variable (the use of video critic strategy).

2.5.2   Operational Definition of the Variables

2.5.2.1 Writing ability is the students' ability to express idea, motion or thought then putting them into words on the paper in detail by taking into account the structure and grammar use to give information or opinion about something to persuade someone in written. In this case, the data obtains through the test model of writing with precision watch the language use, vocabulary, grammar, content and organization.

Video critic strategy in this learning is the learning based on video. Through this strategy, students are given an opportunity to see the video, but they are given instructions to pay attentions and so on firstly because when the video is finished playing, they will criticize the video.

CHAPTER III
RESEARCH METHOD

3.1 Research Design

This research was Pre-Experimental with One-Group Pretest-Posttest Design. That was experimental class that was taught through video critic strategy in developing students' writing ability at SMA Negeri 11 SIDRAP. The scheme of this research describe in following:

$$O_1 \ X \ O_2$$

Where:

O_1 : Pretest

X   : Treatment

O_2 : Posttest[1]
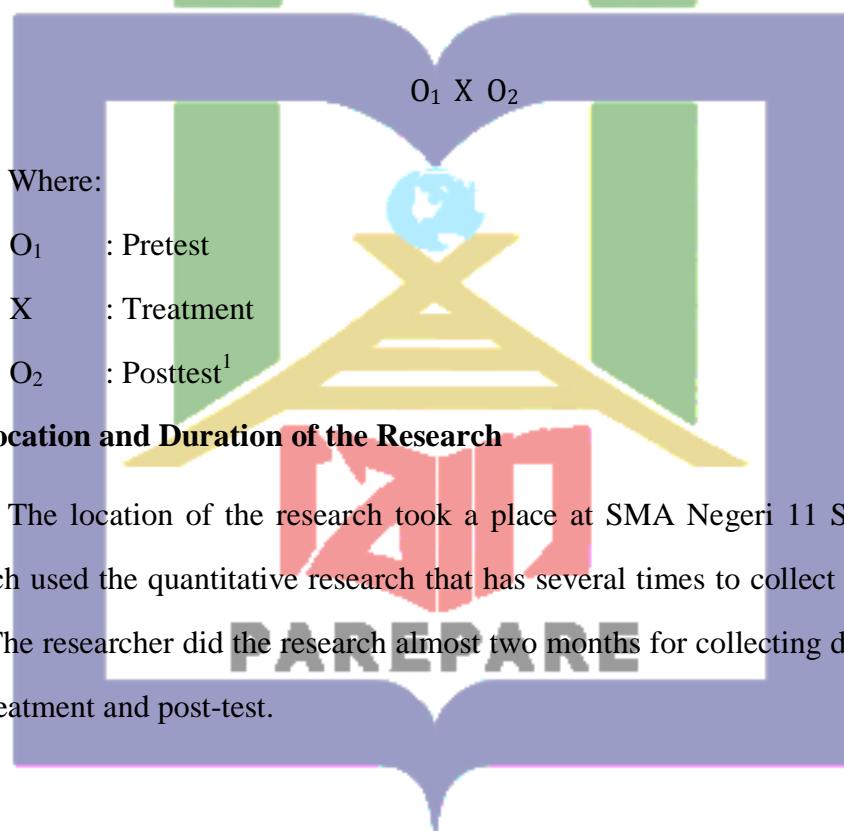
3.2 Location and Duration of the Research

The location of the research took a place at SMA Negeri 11 SIDRAP. The research used the quantitative research that has several times to collect and analyzed data. The researcher did the research almost two months for collecting data from pre-test, treatment and post-test.

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[1] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kualitatif, Kuantitatif dan R&D* (Bandung: Alfabeta, 2017), p. 116.

3.3 Population and Sample

3.3.1   Population

The population of the research was all students of the eleventh year students of SMAN 11 SIDRAP which consisted of two classes. To make it clear the population of the research, it could be seen in the table below:

Table 3.1 The Total of the Eleventh Year Students of SMAN 11 SIDRAP

Num	Class	Students
1	XI IPS	17
2	XI MIPA	39
	Total	56

Data Source: Documentation of SMAN 11 SIDRAP

3.3.2   Sample

In this research, the researcher took the sample from the eleventh year students of SMAN 11 SIDRAP. The researcher used purposive sampling to take the sample of the research. The researcher chose XI IPS as experimental class because the researcher had two reasons: firstly, based on the observation and interview from the English teacher of SMAN 11 SIDRAP XI IPS had a low ability of writing than XI MIPA and secondly, it would be better to choose the class which has a low ability to know the significant improvement of students' writing ability, so the researcher took XI IPS to be sample which consist of 17 students.

3.4 Instrument of Collecting Data

The instrument of this research was writing test. The students wrote about 300-500 words at least in three paragraph. It was limited until 90 minutes. In pre-test, the students were given a topic about Bribery/Corruption and in post-test students were given the same topic. The test was applied in two steps as followed:

3.4.1   Pre-test was given before treatment to find out the prior knowledge of the students.

3.4.2   Post-test was given after giving treatment. This test was aimed to compare the different results of students test. It was also used to find students' achievement after giving treatment.

3.5 Procedure of the Research

The data of this research was collected by using the following procedure:

3.5.1   Pre-test

The researcher gave pre-test to the students. The pre-test intended to know and check the preceding knowledge of English writing ability of the students before treatment to write paragraph. The pre-test was given to students in the first meeting. The test is controlled by researcher.

3.5.2   Treatment

The researcher did treatment to know the effectiveness of the video critic strategy in developing students' writing ability after giving pre-test. The treatment was conducted into four meetings and run 2 x 45 minutes every meeting. The following were the activities in treatment:

In the first meeting, the researcher gave greeting to the students and check attendance list. After that, the researcher gave motivation to them about the

importance of learning English. Next, the researcher explained about writing text and gave one topic about "Working Mothers" then the researcher presented material through video critic strategy with appropriate theme related to material and asked them to note the important information during the video on going. Before watching the video, the researcher asked them to discuss the video in written form, to explain about what they had discussed and to write a paragraph related to video. Lastly, The researcher checked their task and gave corrections and directions if they made any mistake then The researcher suggested to them to study hard and told the material next meeting.

In the second meeting, the researcher gave greeting to the students and check attendance list. After that, the researcher gave motivation to them about the importance of learning English. Next, the researcher explained about writing text and gave one topic about "Smoking" then the researcher asked them in pairs, presented material through video critic strategy with appropriate theme related to material and asked them to note the important information during the video on going. Before watching the video, the researcher asked them to discuss the video in written form, to explain about what they had discussed and to write a paragraph related to video. Lastly, The researcher checked their task and gave corrections and directions if they made any mistake then The researcher suggested to them to study hard and told the material next meeting.

In the third meeting, the researcher gave greeting to the students and check attendance list. After that, the researcher gave motivation to them about the importance of learning English. Next, the researcher explained about writing text and gave one topic about "Bribery/Corruption" then the researcher presented material

through video critic strategy with appropriate theme related to material and asked them to note the important information during the video on going. Before watching the video, the researcher asked them to discuss the video in written form. After video finished, the researcher divided them into some groups and asked them to take notes then discusses about what they had acquired, explained about what they have discussed and wrote a paragraph related to video. Lastly, The researcher checked their task and gave corrections and directions if they made any mistake then The researcher suggested to them to study hard and told the material next meeting.

In the fourth meeting, the researcher gave greeting to the students and check attendance list. After that, the researcher gave motivation to them about the importance of learning English. Next, the researcher explained about writing text and gave one topic about "Examination" then the researcher presented material through video critic strategy with appropriate theme related to material and asked them to note the important information during the video on going. Before watching the video, the researcher asked them to discuss the video in written form. After video finished, the researcher divided them into some groups and asked them to take notes then discusses about what they had acquired, explained about what they have discussed and wrote a paragraph related to video. Lastly, The researcher checked their task and gave corrections and directions if they made any mistake then The researcher suggested to them to study hard and told the material next meeting.

In the fifth meeting, the researcher gave greeting to the students and check attendance list. After that, the researcher gave motivation to them about the importance of learning English. Next, the researcher explained about writing text and gave one topic about "Online Game" then the researcher asked them in pairs,

presented material through video critic strategy with appropriate theme related to material and asked them to note the important information during the video on going. Before watching the video, the researcher asked them to discuss the video in written form, to explain about what they had discussed and to write a paragraph related to video. Lastly, The researcher checked their task and gave corrections and directions if they made any mistake then The researcher suggested to them to study hard and told the material next meeting.

In the sixth meeting, the researcher gave greeting to the students and check attendance list. After that, the researcher gave motivation to them about the importance of learning English. Next, the researcher explained about writing text and gave one topic about "Social Media" then the researcher presented material through video critic strategy with appropriate theme related to material and asked them to note the important information during the video on going. Before watching the video, the researcher asked them to discuss the video in written form, explained about what they had discussed and write a paragraph related to video. Lastly, The researcher checked their task and gave corrections and directions if they made any mistake then The researcher suggested to them to study hard and told the material next meeting.

3.5.3   Post-test

The researcher gave post-test in the last meeting or after treatment to know the students' result. It was aimed to compare the different results of students test. In post-test, the test form and time allocation were same with pre-test.

3.6 Technique of Data Analysis

The data was collected through the test that had been analyzed by using quantitative analysis as follows:

3.6.1 The Scoring Data of Pre-test and Post-test

3.6.1.1 Scoring the students' speaking of pre-test and post-test.

$$\text{Score} = \frac{\text{Students' correct}}{\text{The total item}} \ x \ 100$$

3.6.1.2 Finding out the mean score by using the following formula:

$$X = \frac{\sum x}{N}$$

Where:

X = Mean score

$\sum$ = Total Score

N = the total number of students[2]

3.6.1.3 Calculating the rate percentage of the students' score by using the following formula:

$$X = \frac{F}{N} \times 100 \ \%$$

Where:

P = percentage

F = frequency

N = total of number of sample[3]

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[2]L. R. Gay, Education Research (Competencies for Analysis and Application) (2nd Ed., Columbus: A. Bell & Howell Company, 1981), p. 298

[3]L. R. Gay, Education Research (Competencies for Analysis and Application), p. 298.

3.6.1.4 Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula:

$$t = \frac{D}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where:

T   = test of significance

D   = the mean score of difference (X1-X2)

$\sum$D   = the sum of the total score

$\sum$D2   = the square of the sum score of difference

N   = the total sample[4]

3.6.2   Scoring Classification

As for the assessment, criteria that was used by researcher was writing ability assessment criteria based on the aspects of writing skills by following criteria:

Table 3.2 Assessment the aspects of writing through scoring rubric content, organization, vocabulary, language use and mechanics.[5]

No.	Aspect	Score	Range	Criteria
1	Content	30-27	Excellent to very good	Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.

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[4]L. R. Gay, Education Research (Competencies for Analysis and Application), p. 331.

[5]Sara Cushing Weigle, *Assessing Writing* (Cambridge: Cambridge University Press, 2002), p.116.

Advanced Table 3.2

No.	Aspect	Score	Range	Criteria
		26-22	Good to fair	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.
		21-17	Fair to poor	Limited knowledge of subject, little substance, inadequate development of topic.
		16-13	Very poor	Does not show knowledge of subject, little substance, not pertinent or not enough to evaluate.
2	Organization	20-18	Excellent to very good	Fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive.
		17-14	Good to fair	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
		13-10	Fair to Poor	Non-fluent, ideas confusing or disconnected, lacks logical sequencing and development.
		9-7	Very poor	Does not communicate, no

Advanced Table 3.2

No.	Aspect	Score	Range	Criteria
				organization or not enough to evaluate.
3	Vocabulary	20-18	Excellent to very good	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
		17-14	Good to fair	Adequate range, occasional errors of word/ idiom form, choice, usage but meaning not obscured.
		13-10	Fair to Poor	Limited range, frequent errors of word/ idiom, form, choice, usage, meaning confusing.
		9-7	Very poor	Essentially translation, little knowledge of English vocabulary, idioms, word form or not enough to evaluate.
4	Language use	25-22	Excellent to very good	Effective complex constructions, few errors of agreement, tense, word order/function, articles, pronoun, preposition.
		21-18	Good to fair	Effective but simple construction, minor problems in complex construction, several errors of

Advanced Table 3.2

No.	Aspect	Score	Range	Criteria
				agreement, tense, number, word order/function, articles, pronouns, preposition, but meaning seldom obscured.
		17-11	Fair to Poor	Major problems in simple/complex construction, frequent errors of negation, agreement, tense, word order/function, articles, pronouns, preposition, and or fragment, run-ons, deletions meaning confused or obscured
		10-5	Very poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.
5	Mechanics	5	Excellent to very good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
		4	Good to fair	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not

Advanced Table 3.2

No.	Aspect	Score	Range	Criteria
				obscured.
		3	Fair to Poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confusing or obscured.
		2	Very poor	No mastery of convention, dominated by errors of spelling, punctuation, capitalization paragraphing, handwriting illegible, or not enough to evaluate.

Data Source: Adspted from Weigle (Assessing Writing)

3.6.3   Scoring Classification of Writing

The data was classified into five classifications by referring the scoring

system as follows:

Table 3.3 Scoring classification of writing

Affective		Coognitive		Psychomotor	
Mode	Predicate	Average	Letter	Optimum Achievement	Letter
4,00	Excellent	3,85-4,00	A	3,85-4,00	A
		3,51-3,83	A-	3,52-3,83	A-
3,00	Good	3,18-3,50	B+	3,18-3,50	B+
		2,85-3,17	B	2,85-3,17	B

Advanced Table 3.3

Affective		Coognitive		Psychomotor	
Mode	Predicate	Average	Letter	Optimum Achievement	Letter
		2,51-2,84	B-	2,51-2,84	B-
2,00	Enough	2,18-2,50	C+	2,18-2,50	C+
		1,18-2,17	C	1,18-2,17	C
		1,51-1,84	C-	1,51-1,84	C-
1,00	Poor	1,18-1,50	D+	1,18-1,50	D+
		1,00-1,17	D	1,00-1,17	D

Data Source: RPP Bahasa Inggris K13 SMA/SMK/MA Revisii 2017

The assessment of the 2013 curriculum based on the rule of education and culture minister 104 in 2014 scale assessment for knowledge competence and skill competence using the range of numbers and letters 4,00 (A) – 1,00 (D) with the detail as following:

4,00 (A) – 1,00 (D) with the following details:
3,85 - 4,00 with the letter A
3,51 - 3,83 with the letter A-
3,18 – 3,50 with the letter B+
2,85 – 3,17 with the letter B
2,51 – 2,84 with the letter B-
2,18 – 2,50 with the letter C+
1,85 – 2,17 with the letter C
1,51 – 1,84 with the letter C-
1,18 – 1,50 with the letter D+, and
1,0 – 1,17 with the letter D

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

4.1 Findings

The findings were obtained from the writing test in the eleventh year students of SMAN 11 SIDRAP in academic year 2019/2020. The researcher applied al of procedures that had been shows in the previous chapter. In addition, the researcher gave the students pre-test and post-test. After that, it was continued by analyzing their score between pre-test and post-test of the class. It aimed to find out the different of the students' result. The researcher collected data from the tests which had been given to the students after analyzing the data with statistical calculation.

4.1.1 The Students' Pre-test

The researcher gave writing test to the students as the pre-test to know the student`s writing abilty. Every student got it then the researcher checked the students` answers. After giving the pre-test to the students, the researcher found out the result of the students` writing ability based on the criteria of writing ability which are content, organization, vocabulay, language use and mechanic before giving treatment. The result was shown in the following table:

Table 4.1 The Students' Pre-test Score based on Writing Ability

No	Students	C	O	V	L U	M	Total	Score
Pre-Test XI IPS								
1	S1	14	9	9	5	2	39	1.6
2	S2	14	8	8	5	1	37	1.5

Advanced Table 4.1

No	Students	C	O	V	L U	M	Total	Score
3	S3	18	12	13	15	3	61	2.4
4	S4	14	7	8	5	2	36	1.4
5	S5	14	8	9	5	2	38	1.5
6	S6	13	7	7	5	2	34	1.4
7	S7	14	8	9	5	2	38	1.5
8	S8	14	8	9	5	2	38	1.5
9	S9	14	9	9	5	2	39	1.6
10	S10	14	8	8	5	2	37	1.5
11	S11	13	7	7	5	2	34	1.4
12	S12	16	13	10	11	2	52	2.1
13	S13	14	9	8	5	2	38	1.5
14	S14	13	7	7	5	2	34	1.4
15	S15	14	8	8	5	2	37	1.5
16	S16	14	8	8	5	2	37	1.5
17	S17	15	9	9	5	3	41	1.6
	Total	**242**	**145**	**146**	**101**	**35**	**670**	**26.8**

Data Source: Students' score of pretest

The data in the table above shows that in pre-test the students' total score is 670 which is described as follows: Content got 242, Organization got 145, Vocabulary got 146, Language use got 101 and Mechanics got 35. It could be said that the sudents' writing ability was still low.

Tabel 4.2 The Students' Score in Pre-test

No	Students	Pre-test Of Students (X1)		$X1^2$	Classification
		Max Score X	Score X1		
1	S1	4	1.56	2.43	Enough
2	S2	4	1.48	2.19	Poor
3	S3	4	2.44	5.95	Enough
4	S4	4	1.44	2.07	Poor
5	S5	4	1.52	2.31	Enough
6	S6	4	1.36	1.85	Poor
7	S7	4	1.52	2.31	Enough
8	S8	4	1.52	2.31	Enough
9	S9	4	1.56	2.43	Enough
10	S10	4	1.48	2.19	Poor
11	S11	4	1.36	1.85	Poor
12	S12	4	2.08	4.33	Enough
13	S13	4	1.52	2.31	Enough
14	S14	4	1.36	1.85	Poor
15	S15	4	1.48	2.19	Poor
16	S16	4	1.48	2.19	Poor
17	S17	4	1.64	2.69	Enough
Total			26.80	43.46	

Data Source: Students' score of pretest

Table 4.3 The Students' Classification Score in Pre-test

No	Classsification	Score	Frecuency
1	Excellent	3,85- 4 ,00	0
		3,51- 3,83	
2	Good	3,18- 3,50	0
		2,85- 3,17	
		2,51- 2,84	
3	Enough	2,18- 2,50	9
		1,85- 2,17	
		1,51-1,84	
4	Poor	1, 18-1,50	8
		1,00- 1,17	

Data Source: Students' score of pretest

The data in the table above shows that in pre-test none of the students got excellent and good score, nine students got enough score, and eight students got poor. The total score in pre-test is 26.80. It has shown that, the students' speaking skills in pre-test was low, because most of students still got poor and enough scores. The following are the process of calculation to find out the mean score and the standard deviation based on the calculation of students' score in pre-test.

Mean score of the pre-test:

$$x = \frac{\sum x}{N}$$

$$x = \frac{26.80}{17}$$

X = 1.58

Thus, the mean score (X_1) of pre-test is 1,58

The standard deviation of the pre-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{43.46 - \frac{(26.80)^2}{17}}{17-1}}$$

$$SD = \sqrt{\frac{43.46 - \frac{718.24}{17}}{16}}$$

$$SD = \sqrt{\frac{43.46 - 42.25}{16}}$$

$$SD = \sqrt{\frac{1.21}{16}}$$

$$SD = \sqrt{0.076}$$

$$SD = \mathbf{0.276}$$

Thus, the standard deviation of the pre-test is 0.276

4.1.2   Students' Post-test

After the researcher gave treatment by using video critic strategy to the students, the researcher gave post-test. The students were given the post-test to find out the writing abilility and their progress, it was used to know the result treatment. The result was shown in the following table:

Table 4.4 The Student's Post-test Score based on Writing Ability

No	Students	C	O	V	L U	M	Total	Score
				Post-Test XI IPS				
1	S1	22	16	15	19	2	74	2.96
2	S2	18	13	14	15	2	62	2.48
3	S3	24	15	16	20	3	78	3.12
4	S4	18	11	12	11	3	55	2.20
5	S5	19	13	14	12	3	61	2.44
6	S6	18	11	11	11	3	54	2.16
7	S7	22	17	15	18	3	75	3.00
8	S8	19	14	15	19	3	70	2.80
9	S9	22	14	14	18	3	63	2.52
10	S10	18	12	13	12	2	57	2.28
11	S11	18	11	11	11	3	54	2.16
12	S12	26	17	19	21	4	87	3.48
13	S13	18	12	12	12	3	57	2.28
14	S14	22	16	15	19	3	75	3.00
15	S15	24	15	16	20	3	78	3.12
16	S16	22	15	16	16	2	71	2.84
17	S17	18	11	11	11	3	54	2.16
	Jumlah	**348**	**233**	**239**	**265**	**48**	**1125**	**45**

Data Source: Students' score of posttest

Tabel 4.5 The Students' Score in Post-test

No	Students	Post-test of Students (X2)		$X2^2$	Classification
		Max Score X2	Score X2		
1	S1	4	2.96	8.76	Good
2	S2	4	2.48	6.15	Enough
3	S3	4	3.12	9.73	Good
4	S4	4	2.20	4.84	Enough
5	S5	4	2.44	5.95	Enough
6	S6	4	2.16	4.67	Enough
7	S7	4	3.00	9.00	Good
8	S8	4	2.80	7.84	Good
9	S9	4	2.52	6.35	Good
10	S10	4	2.28	5.20	Enough
11	S11	4	2.16	4.67	Enough
12	S12	4	3.48	12.11	Good
13	S13	4	2.28	5.20	Enough
14	S14	4	3.00	9.00	Good
15	S15	4	3.12	9.73	Good
16	S16	4	2.84	8.07	Good
17	S17	4	2.16	4.67	Enough
Total			**45**	**121.93**	

Data Source: Students' score of posttest

Table 4.6 The Students' Classification Score in Pre-test

No	Classsification	Score	Frecuency
1	Excellent	3,85- 4 ,00	0
		3,51- 3,83	
2	Good	3,18- 3,50	9
		2,85- 3,17	
		2,51- 2,84	
3	Enough	2,18- 2,50	8
		1,85- 2,17	
		1,51-1,84	
4	Poor	1, 18-1,50	0
		1,00- 1,17	

Data Source: Students' score of posttest

The data in the table above shows that in Post-test there were nine students got good score, eight students got enough score, none of students got excellent and poor score. The total score in post-test is 45. It proved that there were increasing of students' score in post-test. In this, the researcher analyzed the data of students' score in post-test to know whether there is or there is no a significant difference of students' achievement before and after learning process in using video critic strategy.

Mean score of the post-test

$$X = \frac{\sum x}{N}$$

$$X = \frac{45}{17}$$

X = 2.65

Thus, the mean score (X_2) of post-test is 2.65

The standard deviation of the post-test

$$SD = \frac{\sqrt{\sum X^2 - \frac{(\sum X)^2}{N}}}{N - 1}$$

$$SD = \sqrt{\frac{121.93 - \frac{(45)^2}{17}}{17 - 1}}$$

$$SD = \sqrt{\frac{121.93 - \frac{2025}{17}}{16}}$$

$$SD = \sqrt{\frac{121.93 - 119.12}{16}}$$

$$SD = \sqrt{\frac{2.81}{16}}$$

$$SD = \sqrt{0.176}$$

$$SD = 0.419$$

Thus, the SD of the post-test is 0.419

4.1.3 Students' Result of Pre-test and Post-test

Students' result is defined as the difference between test score obtained for an individual from a measurement instrument (the pretest and posttest scores) for each person. The students' gained score as follows:

Tabel 4.7 The Students' Score

No	Students	Pre-test X1	Post-test X2	Gained Score
1	S1	1.56	2.96	1.40

Advanced Table 4.7

No	Students	Pre-test X1	Post-test X2	Gained Score
2	S2	1.48	2.48	1.00
3	S3	2.44	3.12	0.68
4	S4	1.44	2.20	0.76
5	S5	1.52	2.44	0.92
6	S6	1.36	2.16	0.80
7	S7	1.52	3.00	1.48
8	S8	1.52	2.80	1.28
9	S9	1.56	2.52	0.96
10	S10	1.48	2.28	0.80
11	S11	1.36	2.16	0.80
12	S12	2.08	3.48	1.40
13	S13	1.52	2.28	0.76
14	S14	1.36	3.00	1.64
15	S15	1.48	3.12	1.64
16	S16	1.48	2.84	1.36
17	S17	1.64	2.16	0.52
	$\sum N = 17$	26.80	45	18.20
	Mean Score	1.58	2.65	1.07
	Standard Deviasi	0.267	0.419	
	Max Score	2.44	3.12	
	Min Score	1.36	2.16	

The data in table 4.7 shows that the mean score of the pre-test was 1.58 (X_1) while the mean score of the post-test increased 2.65 (X_2). The standard deviation of pre-test was 0,267 (SD) while the standard deviation of the post-test was 0,419 (SD).

4.1.4   The rate percentage of the frequency of the pre-test and post-test

The following table shows the percentage of the frequency in pre-test and post-test.

Table 4.8 The Rate Percentage of the Frequency of the Pretest and Posttest

No.	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1.	Excellent	3.51 – 4.00	0	0	0%	0%
2.	Good	2.51 – 3.50	0	9	0%	52,94%
3.	Enough	1.51 – 2.50	9	8	52.94%	47.06%
4.	Poor	1.00 – 1.50	8	0	47.06%	0%
	Total		35	35	100 %	100 %

The data of the table above indicated that the rate percentage of the pretest nine (52.94%) students got enough score and eight (47.06%) students got poor score while the rate percentage of the post-test, nine (52,94%) students got good score and eight 47.06%) students got enough. The percentage in post-test that students got good score was higher than percentage in pre-test. It shows that students were able to develop their writing ability after did the treatment by using video critic strategy.

4.1.5   Video Critic Strategy is able to Develop the Students' Writing Ability at SMA Negeri 11 SIDRAP.

This part presents the result of data analysis about video critic strategy is able to develop the students' writing ability at SMA Negeri 11 SIDRAP.

4.1.5.1 t-test value

The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.9 The Worksheet of the Calculation of the Score on Pre-test and Post-test on the Students' Writing

No	X_1	X_2	$(X_1)^2$	$(X_2)^2$	$D(X_2 - X_1)$	$D(X_2-X_1)^2$
1	1.56	2.48	2.43	8.76	0.87	5.8
2	1.48	2.48	2.19	6.15	0.71	3.67
3	2.44	3.12	5.95	9.73	3.51	6.61
4	1.44	2.20	2.07	4.84	0.63	2.64
5	1.52	2.44	2.31	5.95	0.79	3.51
6	1.36	2.16	1.85	4.67	0.49	2.51
7	1.52	3.00	2.31	9.00	0.79	6
8	1.52	2.80	2.31	7.84	0.79	5.04
9	1.56	2.52	2.43	6.35	0.87	3.83
10	1.48	2.28	2.19	5.20	0.71	2.92
11	1.36	2.16	1.85	4.67	0.49	2.51
12	2.08	3.48	4.33	12.11	2.25	8.63
13	1.52	2.28	2.31	5.20	0.79	2.92
14	1.36	3.00	1.85	9.00	0.49	6
15	1.48	3.12	2.19	9.73	0.71	6.61

Advanced Table 4.9

No	X₁	X₂	(X₁)²	(X₂)²	D(X₂ – X₁)	D(X₂-X₁)²
16	1.48	1.48	2.19	8.07	0.71	5.23
17	1.64	1.64	2.69	4.67	1.05	2.51
Total	26.80	45	43.46	121.93	16.65	76.94

In the other to see the students' score, the following is t-test was statistically applied:

Find out D

$$D = \frac{\sum D}{N} = \frac{16.65}{17} = 0.98$$

The calculation the t-test value

$$t = \frac{D}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{0.98}{\sqrt{\dfrac{76.94 - \dfrac{(16.65)^2}{17}}{17(17-1)}}}$$

$$t = \frac{0.98}{\sqrt{\dfrac{76.94 - \dfrac{277.22}{17}}{17(16)}}}$$

$$t = \frac{0.98}{\sqrt{\dfrac{76.94 - 16.31}{272}}}$$

$$t = \frac{0.98}{\sqrt{\dfrac{60.63}{272}}}$$

$$t = \frac{0.98}{\sqrt{0.22}}$$

$$t = \frac{0.98}{0.47}$$

$$t = \mathbf{2.085}$$

Thus, the t-test value is 2.085

4.1.5.2 Hypothesis Testing

To find out degree of freedom (df) the researcher used the following formula:

Df $\quad = N\text{-}1$

$\quad = 17\text{-}1$

$\quad = 16$

For the level, significant (p) 5% and df = 16, and the value of the table is 1.740, while the value of t-test is 2.085.

Table 4.10 The Test of Significance

Variable	T-test	T-table value
Pre-test – post-test	2.085	1,740

The data above showed that t-test is higher than t-table (2.085 ≥ 1.740). thus, it can be concluded that the students' writing ability by using video critic straegy in significant 5% is better after getting the treatment. So, the null hypothesis (H₀) is rejected and the alternative hypothesis (Hₐ) is accepted.

4.2 Discussion

4.2.1   Data Interpretation

Based on data analysis, if t_o (*t-observation*) is higher than t_t (*t-table*), (2.085 ≥ 1.740), the null hypothesis (H₀) is rejected and the alternative hypothesis (Hₐ) is accepted. It should be concluded that the implementation of video critic strategy is

able to improve students' writing ability at the eleventh grade students of SMA Negeri 11 SIDRAP. Experimental class got improvement in each post-test.

4.2.2   Students' Writing Ability before and after Being Taught by Video Critic Strategy

Measuring the students' writing ability before and after being taught by video critic strategy can be seen at students' score in pretest and posttest. It can be said that the implementation of video critic strategy able to develop students' writing ability if the posttest score of the experimental class is higher than pretest score of the experimental class. By looking at the research finding, found that the mean score of the experimental class in pretest is 1.58 and the mean score of the experimental class in posttest is 2.65.

From that finding, it can be interpreted that students' writing ability before being taught by using video critic strategy is lower if it compares with the students after being taught. It is implicated that using video critic strategy is able to develop students` video critic. Furthermore, to make a conclusion about the improvement of students' writing ability by using video critic strategy at the eleventh grade students of SMAN 11 SIDRAP, it can be done by analyzing the data using t_o and compare it with the t-table. The result of the data analyzes shows that t_o (2.085) > t_t (1.740). It means that the video critic strategy can improve students' writing ability the elevenh grade students of SMAN 4 SIDRAP.

Harmer states that there are at least three activities the students get from the video. They are follows:

4.2.2.1 General Comprehension

The activity is designed to have students watch a video in order to understand the gist of it, and then look back again for details. In this activity the students have to try and gives as much as information as they can about what they have seen. This activity encouraged students to get vocabularies.

4.2.2.2 Working with aspects of language

This a way of getting students in monolingual groups to focus on language. The teacher played it without sounds. The students then had to do their best to write down what they think the original English words were, and then compared their writing to colleague's. The final viewing they watched the extract with the sound turned up, to compare their English with the word that were actually spoken. This activity encouraged students to write phrases of sentences, and make students active and group. The activities in the group were in form of discussion on how to write, peer correcting, and peer editing. The writing elements which can be improved were content, organization, and mechanic.

4.2.2.3 Video as springboard to creativity

The activity in this section shows how video can be used to spark students' creativity by eneouraging interpretation, provoking thought, and asking for language use. The teacher asked the students to watch the except twice. Al the second time, the students had to write their own thought to produce a text based on the watching topic, in this activity, the students were actively did the arguments building.[1]

A recent large-scale survey by Canning-Wilson entitled "Role of Video in the F/SL Classroom" suggests that the students like learning language through the use of

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[1] Jeremy Harmer, *How to Teach Writing* (Harlow: Pearson, 2007), p. 286.

videos. One of the results of her survey shows that learners prefer action/entertainment films to language films or documentaries in the classroom. She states although these films may seem to hold student interest, she believe that it could be inferred that sudents comprehension of the video may be due to the visual clues instead of the auditory components.[2]

4.2.3   The Implementation of Video Critic Strategy and Direct Instruction in Developing Students' Writing Ability

In the treatment process, the researcher took eight meetings include pre-test and post-test in teaching by using video critic strategy at the experimental class (XI IPS). As the theory in chapter II, the researcher did the treatment by following the step in teaching video critic strategy.

The first meeting, before the researcher gave treatment in the class of XI IPS, the students were given the pre-test to measure their writing ability. The researcher opened the meeting and gave some test to the students` as the pre-test to know the students' writing ability. The type of test is writing test. Every student got the worksheet.

The second meeting, this meeting was a first treatment after giving the pre-test. The material was given about "Working Mothers". In the experimental class, before the researcher gave the material about analytical text, the researcher informed the students about video critic strategy. Next, the researcher explained the definition, the structure, and the characteristic of analytical text. The researcher told them to pay

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[2] C. Canning-Wilson, "Role of Video in the F/SL Classroom," in: S. Riley, S. Troud and C. Coombe (eds.) Teaching, Learning and Technology (TESOL Arabia, 1999), Vol. 1, p. 69.

attention to the video and note the important information. The students were asked to discuss it in written form and present it.

The third meeting, the material was given about "Smoking". In the experimental class, the researcher gave the material about analytical text. The students were told to be pairs. The researcher told them to pay attention to the video and note the important information. The students were asked to discuss it with their pair in written form and present it.

The fourth meeting, the material was given about "Bribery/Corruption". In the experimental class, the researcher gave the material about analytical text. The students were divided into some groups. The researcher told them to pay attention to the video and note the important information. The students were asked to discuss it with their group in written form and present it.

The fifth meeting, the material was given about "Examination". In the experimental class, the researcher gave the material about analytical text. The students were divided into some groups. The researcher told them to pay attention to the video and note the important information. The students were asked to discuss it with their group in written form and present it.

The sixth meeting, the material was given about "Online Game". In the experimental class, the researcher gave the material about analytical text. The students were told to be pairs. The researcher told them to pay attention to the video and note the important information. The students were asked to discuss it with their pair in written form and present it.

The seventh meeting, The material was given about "Working Mothers". In the experimental class, before the researcher gave the material about analytical text,

the researcher informed the students about video critic strategy. Next, the researcher explained the definition, the structure, and the characteristic of analytical text. The researcher told them to pay attention to the video and note the important information. The students were asked to discuss it in written form and present it.

The last meeting after the researcher gave treatment to the students, the researcher gave post-test in the class XI IPS, the students were given the post-test to find out the result and their progress. It was also used to know whether there is an Improvement or not. After the researcher opened the meeting, she gave some test to the students` as the post-test to know the student`s writing ability. Every student got worksheet. After getting all the data, the researcher closed the class by greeting to the students.

4.2.4   The Result of the Test

Based on data analysis, if t_o (*t-observation*) is higher   than t_t (*t-table*), (2.085 ≥ 1.740), the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It should be concluded that the implementation of video critic strategy is able to develop students' writing abiliity at the eleventh grade students' of SMAN 11 SIDRAP. Experimental class got improvement in each post-test, but control class got reduction in some post-test.

After conducting the research, the researcher found that the students really looked excited with the implementation of video critic strategy to be used in the class. According to Silbermen, "Video critic strategy is the way to make student to be more active."[3] It is the way of developing writing ability by stimulating their ideas. The

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[3] Melvin L. Silberman, *Active Learning: 101 strategies to Teach Any Subject* (*Active Learning: 101 Strategi Pembelajaran Aktif*), Terj. Sajuli, (Yogyakarta: Pustaka Insan Madani, 2009), p.124.

researcher as facilitator helped the students during process of finding ideas. It made the students more enjoy in learning by watching video. In addition the students not only seeing the video, but is also hearing the words from the video. Video critic strategy will provide some ideas to help the students in looking for some ideas. The theory of video critic strategy in chapter II explained that video critic strategy is an active way to make the students seeing, watching and noting a video to stimulate their ideas. The research used the criteria of students' writing ability if in learning outcomes (posttest) of experimental class is higher than input (pretest).

In writing, the problems faced by students are lack of ideas and vocabularies. The researcher gave them a topic to write, but they weren't doing well. They just could make severel sentences. After treament using video critic strategy, their writing ability improves. They can make some pharagraphs with related topic.

Based on the statement of the researcher in the previous chapter, video critic strategy is one of way to make students active. In other words, by making students watching video they can get idea from the video and after watching video, they can exchange the opinions or ideas in discussion. When they were watching video, they also practiced their listening with an authentic language used in context. It also can stimulate their ideas and motivation by a stimulus visual. These advantages agree with Zaenah's opinion in chapter II.

There were some difficulties in conducting this strategy. Firstly, when video is loaded, the students' attention sometimes was not focused on the video because some of them did not understand or they just talked with their friends. That's why the teacher needs to monitor and control the students. It also used expensive equipments like LCD, peaker, laptop and so on for the optimal result. It seems like with

Nurzanah's opinion about disadvantages of video critic strategy in the previous chapter.

The topic of video usage which would be played for students have to be familiar with their life, so they would be easier to understand it. The teacher could use a joke video before or after video loaded as ice breaking. The goal of this strategy in this research is as stimulus for getting ideas in writing and motivation to learn English because several students think English is one of hard or difficult lessons. That is one of variables which sometimes make students to avoid or to be lazy learn English, so the researcher was interested to use this strategy to develop students' writing abiliy.

The data is found that the mean score of the pretest score of the experimental class was 1.58. The mean score of posttest score of experimental class was 2.65. It can be seen that the students' learning outcomes of experimental class is higher than the students' learning input. So according to the theory of video critic strategy is able to develop students' writing ability at the eleventh grade students of SMAN 11 SIDRAP.

As a result, the researcher concluded that video critic strategy is one of the ways to make students active in writing by using video a aid to apply in teaching and learning. In this strategy the students are shown video, but firstly tells the student that they have to watching the video seriously, because when the video finished they have to criticize what they saw in the video, it useful to stimulate their writng ability. The students found ideas to write sentences or paragraphs from what were going on in video by selecting the main idea or information not to write everything on the video. This opinion support the concept of video critic gave by silberman "video critic is an

active way to make the students watching a video."[4] And his concept also explains that video critic able to activate students in making comments or criticism in written form by watching video, so the students not only watching video but also they prepare and ready to make a note about the main information in video than collect the information into a writing text. Those steps was in the same concept of writing process gave by Harmer those are "planning, drafting, editing (reflecting and revising), and final version."[5]

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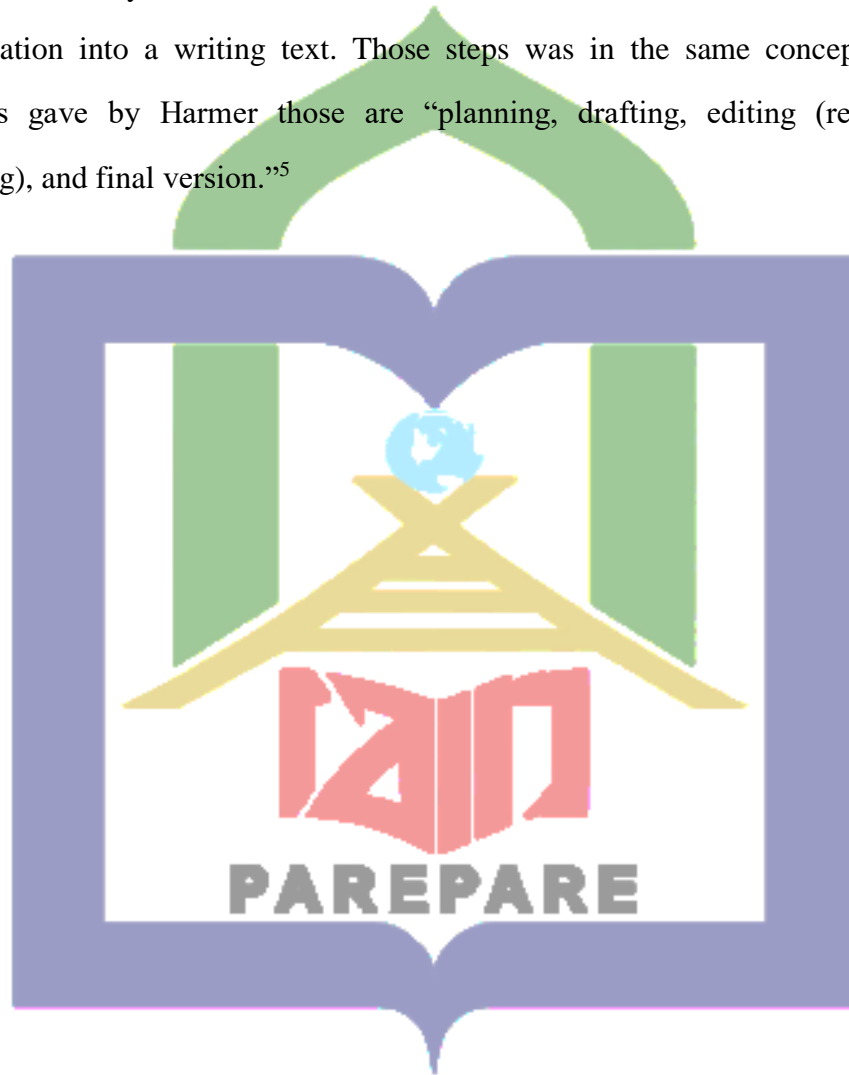
[4] Melvin L. Silberman, *Active Learning: 101 Strategies to Teach Any Subject* (*Active Learning: 101 Strategi Pembelajaran Aktif*), Terj. Sajuli, p.124.

[5] Jeremy Harmer, *How to Teach Writing* (Harlow: Pearson, 2007), p. 12.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Writing is one of the most important skills in English language that needs many steps to do it, like decoding the topic, developing idea, connecting paragraph and etc. Writing is a process to give the information or how to give opinions about something to persuade someone by the text. The writer should pay attention to the content, organization, vocabulary, language use and mechanic. In writing analytical exposition, there is a strategy that the researcher used to improve students' writing ability namely video critic strategy. Video critic strategy is an activity by seeing video that display by the teacher to get a particular educational goal by making the students hearing, seeing and taking notes during the video is loaded then they are asked to criticize it. It could stimulate students to get some ideas about the topic because the difficult one in writing is to start what the writer wants to write.

In conducting this research, it was implemented video critic strategy in developing students' writing ability at the eleventh year students of SMAN 11 SIDRAP. The research design of this research is a Pre-Experimental with One-Group Pretest-Posttest Design. the objective of this research is to get the empirical data of the differences between students' pretest and posttest. It can be achieved by analyzing the Data. The data were analyzed by using t-test. As the analysis of the data in the previous chapter, $t_o > t_t = 2.085 \geq 1.740$, in significant degree of 0.05 (5%). As the statistical hypotheses in chapter III, if t-test (t_o) > t-table (t_t) in significant degree of 0.05 (5%), it means that Ha is accepted and Ho is rejected. In

conclusion, video critic strategy could develop students' writing ablity at the eleventh year students of *SMA*N 11 SIDRAP.

5.2 Suggestions

Based on the conclusions above and based on the research that had been done, the researcher would like to offer some suggestions to English teachers, the students of SMAN 11 SIDRAP and for other researchers.

5.2.1 For English Teachers

English teacher should be able to develop strategy, method, or media as teaching aid to intrigue the students' willingness to study English, especially writing. English teachers of SMAN 11 SIDRAP can use video critic strategy as an alternative strategy to develop students' writing skill. In teaching writing, students are difficult to start writing because the lack of ideas about the topic so the theachers need to stimulate them to get some ideas by using creativity in teaching. There are many ways to teach English in fun ways so the learning process could run well.

5.2.2 For Students

The researcher suggests the students to be more active to express their ideas to be more interested in writing English. By practicing, it will can improve your skill. There are many ways to develop your ideas by watching video, reading book or listening radio.

5.2.3 For Other writers

It is advisable for other researchers who are interested in conducting the same research by using video critic strategy to read more book, articles, and journal about video critic strategy and learned. The researcher suggests to the other researchers not only focus on writing ability but they can implement video critic strategy in other skills such as speaking. Furthermore, the result can be used

as the reference for further research in another topic discussion, in different

English language skills by the deeper investigation.

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Appendix 6. Curriculum Vitae

Muh. Asshiddiq, the writer has born in Sidrap on 18th September 1996. He is the first child from four children in his family from couple, Muh. Haris and St. Dahriah. He has two brothers and one sister. The first brother is Muh. Satria Wijaya. The second brother is Muh. Taslim. The first sister is Nurhikmah Haris.

He began his study in the Kindergarten Pertiwi and graduated in 2003. He continued his study at SD Negeri 10 PANGSID and graduated in 2008. Then he continued his school at MTs PP Al Urwatul Wutsqaa and graduated in 2011. Next, he went to SMK Persada Makassar to continued his study and graduated in 2014. In 2015 he registered in STAIN Parepare to continue his study, but now it becomes IAIN Parepare. During the study, he has actived in HMJ Tarbiyas as a chief of student resources. The last in 2019, he has completed his skripsi with title "Using Video Critic in Developing Students' Writing Ability at SMA Negeri 11 Sidrap".