ARTICLE
THE EFFECTIVENESS OF SILENT VIDEO VIEWING TECHNIQUE (SVTT) IN STUDENTS’ WRITING SKILL OF ELEVENTH GRADE AT SMAN 1 PRINGGABAYA

Submitted as a Partial Fulfillment of the Requirements for the Sarjana Degree (S1) of English Education Department at the Faculty of Education for Language and Art

By

WAWAN HARDIANSYAH
EID 110 019

ENGLISH EDUCATION PROGRAM
LANGUAGE AND ART DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MATARAM UNIVERSITY
2015
A Journal entitled “The Effectiveness of Silent Video Viewing Technique (SVVT) in Students’ Writing Skill of Eleventh Grade at SMAN 1 Pringgabaya” by Wawan Hardiansyah (E1D110019) has been approved on January 2015 by:

First Consultant,

[Signature]
Drs. Udin M. Pd
NIP. 196412311993131016

Second Consultant,

[Signature]
Ahmad Zamzam S. Pd M. Hum
NIP. 197612312008121002

Acknowledged by:

Head of Language and Art Department
The Faculty of Teacher Training and Education
Mataram University,

[Signature]
Dra. Siti Rohana Hariana Intiana M. Pd
NIP. 196603311993032002
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WAWAN HARDIANSYAH, UDIN. AHMAD ZAMZAM
ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MATARAM UNIVERSITY

Emai: wawanhardiansyah91@hotmail.com

ABSTRAK
Penelitian ini dilakukan dengan menggunakan desain Kuasi Eksperimen dengan kelompok kontrol yang tidak ekuivalen. Tujuan dari penelitian ini adalah untuk mengetahui efektifitas dari teknik menonton video diam dalam kemampuan menulis siswa di kelas sebelas di SMAN 1 Pringgabaya pada tahun akademik 2014/2015. Sampel yang digunakan dalam penelitian ini adalah kelas XI IPA 3 sebagai kelompok eksperimen dan XI IPA 4 sebagai kelompok pembanding atau kelas kontrol. Kelas tersebut ditentukan melalui teknik Cluster random sampling. Penulis mengadakan prates dan pasca tes dalam pengumpulan data. Temuan pada penelitian menyatakan bahwa hasil dari uji t adalah 2.778 yang mana lebih tinggi daripada nilai tabel t 2.00172 pada taraf kepercayaan 95% dan 99% dengan harga tabel t 2.6633 untuk derajat kebebasan 58. Penghitungan dengan menggunakan IBM SPSS 21 (tes sampel independent) menyatakan bahwa nilai signifikansi (Uji Dua Sisi) atau nilai beta (p) 0.007 lebih rendah dari nilai alpha (a) 0.05. Berdasarkan hasil dari uji t dan uji sampel independen bahwa Ha diterima dan Ho ditolak. Hasil tersebut menjawab rumusan masalah yang pertama bahwa penggunaan teknik menonton video diam pada kemampuan menulis siswa untuk kelas dua SMA adalah benar-benar efektif. Kemudian, hasil dari uji sampel berpasangan adalah nilai signifikansi (Uji dua sisi) 0.000 lebih rendah daripada nilai alpha 0.05. Jadi, hasil penghitungan uji sample berpasangan dengan menggunakan IBM SPSS 21 menyatakan bahwa ada perbedaan yang bermakna antara nilai rata-rata dari nilai pra tes dan pasca tes dalam kelompok eksperimen. Hasil dari uji tersebut juga menjawab rumusan masalah yang kedua yaitu sebagian besar siswa dapat mempelajari keterampilan menulis melalui penggunaan teknik menonton video diam.

Kata Kunci: Teknik Menonton Video Diam, Keterampilan Menulis.
This study was conducted by using a quasi-experimental design with non-equivalent control group design. This research is aimed to obtain the effectiveness of silent video viewing technique (SVVT) in students’ writing skill of eleventh grade at SMAN 1 Pringgabaya. Population of this study was the eleventh grade students of SMAN 1 Pringgabaya in academic year 2014/2015. The samples of this study were XI IPA 3 class as experimental group and XI IPA 4 class as control group. They were determined through cluster random sampling technique. The writer administered test (pre-test and post-test) to gain the data. The finding of the study showed that the result of t-test was 2.778 which was higher than t-table 2.00172 at the confidence level 95% and value of t-table for the confidence level of 99% is 2.6633. The calculation of IBM SPSS 21 for windows (Independent Samples Test) stated that the value of sig.(2tailed) 0.007 was lower than alpha score (a) 0.05. It means that Ha was failed to be rejected and Ho was failed to be accepted. This result answered the first research question that the use of silent video viewing technique in writing skill for the eleventh grade of senior high school is clearly effective. Then, the result of the Paired Samples Test is sig.(2-tailed) score 0.000 lower than alpha score (0.05). So, the computation of Paired Samples Test by using IBM SPSS 21 for windows stated that there is significant different mean scores betwen pretest and posttest in the experimental group. It also answered the second research question that most students could learn writing skill through the using of silent video viewing technique (SVVT).

Keywords: Silent Video Viewing Technique (SVVT), Writing Skill.

A. Introduction

Nowadays, technology devices play an important role in teaching and learning process. We can see how technology devices utilized as teaching media, such as in learning activities teachers use television, LCD, internet, computer, speaker, laptop, video, OHP, etc.

Generally, utilizing teaching media can stimulate students’ interest and learning motivation (Arsyad: 2011). Students can learn more enjoyable and learning atmosphere can be created more comfortable by using the teaching
media. If students’ interest and their learning motivation are not developed by teachers, of course learning and teaching activities becomes boring.

One of the media that researcher wants to investigate is video media with silent video viewing technique (SVVT), because by using video media information process is more sophisticated and rapidly delivered to learners (Hofstetter, 2011).

Silent video viewing technique can be categorized as a visual media and it is one of the techniques by using video as a teaching aid in the classroom (Cakir, 2006:69), because it only displays motion images or scenes and sound element omitted. Silent video viewing technique is also organized as simulation media. According to Azhar cited in Suhaili (2013) said that the simulation of the use of visual media (silent video viewing technique) will give students learning outcomes more effectively and efficiently, also students will be able to know and recall the learning materials that are provided through the visual media.

Writing is not an easy skill to learn, Celce Murcia cited in Hami (2011) stated that writing is a difficult skill for second or foreign language learners to be mastered. In writing, the ability to express ideas in foreign language and second language is a major problem for native speakers to write coherence of paragraphs and accuracy in choosing sentences. Writing is not only producing and organizing ideas, but also translating and putting the ideas into readable and logical text.

In this study, researcher wants to know whether silent video viewing technique in students’ writing skill have effectiveness or not at eleventh grade. By using this technique, students need to know how to describe the scenes of the video which the sound element are omitted or students can describe what actors and actress look like.

Therefore, based on the explanation above. Researcher wants to investigate and find out the effectiveness of using teaching media and to what extent is the effectiveness of silent video viewing technique (SVVT) in students’ writing skill of eleventh grade at SMAN 1 Pringgabaya.
In this study, researcher uses media such as laptop, LCD screen projector and a video with the technique of silent video viewing. Then, I decided to choose a thesis entitled “The Effectiveness of Silent Video Viewing Technique (SVVT) in Students’ Writing Skill for the Eleventh Grade of SMAN 1 Pringgabaya.

B. RESEARCH METHOD

The research in this study is a quasi-experimental with non-equivalent control group design. In this design, it almost same with pretest-posttest control design in true experimental study, but research subjects or individual in this group are not chosen randomly (Sugiyono, 2011). Two groups were involved, namely experimental group and control group. Then, the reason for using the quasi experimental design was the control group is hard to be determined and external variables that influenced the process and the result of this research could not be fully controlled. The external variables that referred in this research were classroom facilities, time, students’ condition etc.

In this study the researcher determined the sample through cluster random sampling technique, in which the sample was taken from population. The population is all eleventh grade students at SMAN 1 Pringgabaya. Cluster random sampling technique was done through two stages in determining sample. The samples in this study are class IPA 3 as the experimental group and class IPA 4 as the control group.

After the data was collected, the researcher organized and tabulated into pre-test and post scores. Thus, the data was analyzed the mean deviation score and standard deviation by using the following formula that was applied for the experimental group and the control group;

\[ M_X = \frac{\sum x}{N_X} \]

- \( M_X \) = Mean deviation score of the experimental group
- \( x \) = Deviation score of Pre-test and Post-test
- \( N_X \) = Number of sample
- \( \sum \) = the sum of....

While the formula of the controlled group was;
YM = $\frac{\Sigma y}{Ny}$

YM = Mean deviation score of the control group

y = Deviation score of Pre-test and Post-test

Ny = Number of sample

$\Sigma$ = the sum of....

(Yusra, 2006)

Formula for finding the standard deviation was:

$$SD = \sqrt{\frac{1}{n-1} \Sigma (x - \bar{x})^2}$$

(Sugiyono, 2011)

Analyzing the normality test and homogeneity of data by using computer program, namely IBM SPSS 21 for windows. It is the requirements whether the main test is parametric test or non-parametric test.

Furthermore, Finding the significance of two mean scores or doing the hypothesis testing. It done by using the following t-test formula:

$$t-test = \frac{MX - MY}{\sqrt{\frac{\Sigma x^2 + 2 \Sigma y^2}{(N_x + N_y) - 2} \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

The next step is determining the degree of freedom (df) by using the formula. df = (Nx + Ny) – 2. Then, to support the calculation of t-test above, researcher used independent samples test by using IBM SPSS 21. It is measure the different mean score between two different group and also compare the sig.(2-tailed) score with alpha score (a) 0.05).

Thus, the last step is to know the extent of effectiveness by using silent video viewing technique (SVVT) in students’ writing skill at eleventh grade senior high school. The paired samples test (IBM SPSS 21) is done to know the extent of effectiveness by using silent viewing technique.

C. FINDING AND DISCUSSION

The mean score of pretest and posttest for experimental group are 43.5 and 55.7083. Meanwhile, the mean score of pretest is 44.45833 and the mean score of posttest is 47.875. It means that there is different mean score between the experimental group and the control group in pretest and the posttest score. The standard deviation score for pretest of the experimental group is 10.92 and standard deviation for posttest is 9.22. Meanwhile, the standard deviation score
for pretest of the control group is 9.41, and the standard deviation (SD) for posttest is 9.60.

In this research, test of normality data involved pre-test and post-test scores for experimental and control groups. The test used in this research was Shapiro-Wilk test in computer program IBM SPSS 21 for windows by comparing probability Asymp. Sig (2-tailed) with alpha (a) score 0.05. The Criteria for testing the test of normality stated that if significant score (sig. (2-tailed)) < Alpha Score (0.05), the data do not have normal distribution and if significant score (sig. (2-tailed)) > alpha Score (0.05), the data have normal distribution.

The result of normality test by using Shapiro-Wilk test in Computer software IBM SPSS 21 was showed in the following table:

<table>
<thead>
<tr>
<th>Tests of Normality</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
</tr>
<tr>
<td>Pretest</td>
<td>.964</td>
</tr>
<tr>
<td>Posttest</td>
<td>.981</td>
</tr>
</tbody>
</table>

From the table above, it can be concluded that the pretest score (Sig.) (0.073) > alpha Score (0.05). Meanwhile, the posttest score (Sig.) 0.482 > 0.05 (Alpha Score). So, it can be stated that the pre-test and Post-test scores have normal distribution.

Testing the homogeneity of two variances data of pretest and posttest score between experimental and control groups by using Levene Test in computer program IBM SPSS 21 for windows and its significant level or alpha score (a) 0.05. After processing the data, output or result of the homogeneity test can be seen in the following table.
If the sig. Score > alpha score (0.05), the variances data are homogeny. While, If the sig. Score < alpha score, (0.05), the variance data are not homogeny.

According to the table output above, significances scores of pretest and posttest based on Mean (Average) are 0.427 and 0.786, because the significances score > alpha score (0.05). The data are homogeny or it came from the population which have the same variances.

As the result of calculation deviation score mean for the experiment group (MX) is 12.21 and the control group (MY) is 4.46, the total square deviation of the Experimental group \(\sum x^2\) is 5329.6875 and the total square deviation of control group \(\sum y^2\)is 801.5625.

From the calculation of t-test score, the value of t-test is 2,778. It has to compare to the t-table. The value of t-test higher than t-table at the confident level of 0.05 (95%) is 2.0017 and the value of t-table for the confident level of 0.01 (99%) is 2.6633. Based on t test score, the value of t-test was higher than t-table. It means that the rate of mean score of the experimental group is higher than the control group.

Criteria for using the independent samples test in IBM SPSS 21 stated that if significant score (Sig. 2-tailed) < probability score or \(a = 0.05\), it can be concluded that silent video technique (SVVT) is effective in students’ writing skill at eleventh grade of senior high school. Meanwhile, if probability or \(a = 0.5 > \) sign. Score (sig. 2-tailed), it can be stated that silent video viewing technique (SVVT) is not effective in students’ writing skill of eleventh grade students of senior high school. The output result of independent samples test can be seen in the following table:

<table>
<thead>
<tr>
<th>Scores</th>
<th>Levene Statistic</th>
<th>df2</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>Based on Mean</td>
<td>.639</td>
<td>1</td>
<td>58</td>
</tr>
<tr>
<td>Posttest</td>
<td>Based on Mean</td>
<td>.074</td>
<td>1</td>
<td>58</td>
</tr>
</tbody>
</table>

The output result of independent samples test can be seen in the following table:
Referring to the calculation independent samples test, the value of sig. (2-tailed) was $0.007 < \text{Probability or alpha (a) score} = 0.05$. So, the silent video viewing technique (SVVT) is effective in students’ writing skill.

Based on the computation of t-test and independent samples test, I can clearly conclude that silent video viewing technique (SVVT) is effective in students’ writing skill at eleventh grade students of SMAN 1 Pringgabaya.

The paired samples test revealed that there was a significant difference mean between the mean scores of pretest and posttest in the experimental group at the 0.000 (sig. 2-tailed). (Using Paired Sample t-test in IBM SPSS 21). The output result of Paired Sample Test can be seen in the following table:

<table>
<thead>
<tr>
<th></th>
<th>Paired Differences</th>
<th>T</th>
<th>Df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error Mean</td>
<td>95% Confidence Interval of the Difference</td>
</tr>
<tr>
<td>Mean</td>
<td>-12.2083</td>
<td>5.44054</td>
<td>.99330</td>
<td>-14.23987</td>
</tr>
<tr>
<td>Pair 1</td>
<td>Pretest - Posttest</td>
<td></td>
<td></td>
<td>Lower</td>
</tr>
</tbody>
</table>

From the tables above, it can be seen that there was a significant increases in the Mean of the posttest score was 55.7083 in relation to the mean of the pretest score was 43.5 in the experimental group. The difference was approximately -12.2083, their different mean have minus value, so there is an inclination of scores increases after giving treatments. The mean score of its score increases into 12.2083.

The criteria for using the Paired samples test stated that if significant score (Sig. 2-tailed) $< \text{probability score or a} = 0.05$, there is different mean score between pretest and posttest scores in experimental group, but if the Sig.(two tailed) value $> \alpha$ score (0.05), there is no different mean score
between pretest and posttest scores. Based on the table 4.6 above, the value of t test is -12.291. Degree of freedom 60-1 = 59, the value of sig. score (2-tailed) is 0.000 < alpha score (0.05). So, there is different mean scores between pretest and posttest in the experimental group. It means that most students could learn writing skill especially how to describe something through the use of video by using silent video viewing technique. Thus, it was concluded that teaching through silent video viewing technique (SVVT) affect to the students’ writing skill. In other words, it assumed that this technique helps students to gain their writing skill in learning writing skill through silent video viewing technique (SVVT) at eleventh grade students of senior high school.

According to Cakir (2006:70), through using silent video viewing technique (SVVT) in teaching and learning activities, students will use their power of deduction. Students will observe and guess what actors says and describe what they do, then students will take conclusion individually from the contents of the video.

Moreover, many students were able to produce descriptive text in good grammatical structure. Many students also could apply all of the aspects in writing descriptive text based on the video with silent viewing technique.

D. Conclusion and Suggestion

Based on the investigation, data finding and data analysis in the previous chapter, I can conclude that silent video viewing technique is effective in students’ writing skill at eleventh grade students of senior high school.

Silent Video Viewing Technique (SVVT) can improve or affect students’ writing ability especially in writing descriptive text. Silent Viewing is one of the techniques in using video as media in teaching and learning process. This technique can help students describe something, such as people, describing what people do or what they look like.

From the hypothesis testing in chapter four, the effectiveness of silent video viewing technique (SVVT) in students’ writing skill at eleventh grade of senior high school can be known. It is shown in accumulation of t-test compared with the t-table. The score of t-test was 2.778, and the value of t-table
at confidence level of 0.05 (95%) was 2.0017, while the value of t-test at confidence level of 0.01 (99%) was 2.6633. The value of t-test was higher than t-table. It is also proven by calculating the independent samples test in computer application IBM SPSS 21 for windows. It states that the value of sig. (2-tailed) is 0.007 lower than alpha (a) score = 0.05. It also can be seen from their mean difference = 6.79167, where posttest mean score for experiment is 55.7083 and the posttest mean score for control group is 48.9167, the mean score of experimental group was higher than that of the control group. So, silent video viewing technique (SVVT) is effective in students’ writing skill at eleventh grade of senior high school.

The scores of pretest and posttest for both groups showed that there is significant different mean scores between pretest (before treatments) and after treatments (posttest), most students can learn writing skill through silent video viewing technique at eleventh grade of senior high school SMAN 1 Pringgabaya

In fact, there are many types of techniques in using video as learning media in class which teachers want to improve their students’ writing skill such as split viewing, cloze/listening comprehension, jigsaw viewing, prediction technique, video treasure hunt, etc. However, teachers have to choose appropriate technique which can be effective for their students. Thus, this research would like to give some suggestions, they are:

1. To students
   Students have to be able to find out the best way to improve their own writing skill, they should not just wait materials from their own teacher. Relating to these, Silent Video Viewing Technique (SVVT) one of the effective technique that students used in conducting this research.

2. To the teacher
   English Teacher should try to use the Technique of silent video viewing in teaching writing ability, because the result of this study shows that the silent video viewing is effective in students’ writing skill. Teachers have to be more creative and innovative in implementing technique or method
to create enjoyable and comfortable situation when teaching and learning situation is going on.

3. To next researchers
The next researcher should develop this research to find out the further influence of Silent Video Viewing technique, not only for writing skill, but also for the other language skills, such as reading, listening, and speaking skill.

Notes: This article was made based on the writes thesis guidance from Drs. Udin M.Pd and Ahmad Zamzam S.Pd M.Hum.

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