

## STUDENTS' PERCEPTION ON USING VIDEO TO IMPROVE THE WRITING LITERACY

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### Abstract

Video serves picture, motion and audio at the same time and gives listeners multiple forms of comprehensible input. Using video for teaching writing seemed to be more interesting and fun. This study aims to analyse students' perception on the video used by English teacher to improve writing literacy. This study was quantitative research involving 25 students as the sample. The instrument used was a questionnaire constructed based on the theories of components of perception and the advantages of video as instructional media in English learning. The questionnaire consisted of 15 items using the Likert Scale (strongly agree, agree, disagree and strongly disagree). Data analysis showed that students' perception on using video to improve writing literacy was strongly agreed (14%) and agree (73%) meaning that students are welcome and feel very optimistic and highly motivated to the video used to improve writing literacy.

**Keywords:** Perception; Video; Writing literacy; Teaching English

### Introduction

Literacy is a broad term that refers to a set of abilities and skills in reading, writing, speaking, calculating, and problem-solving that are necessary for everyday life. Literacy is not defined just as the ability to write and read. The term of literacy itself has been shifted from the previous paradigm as literacy literally. It has developed as the capability to identify, understand, interpret, create, communicate, and compute, using printed and written materials associated with varying contexts. Moreover, it is also defined as the capability in continuous learning for achieving one's target and goals of life, developing their potential and knowledge as well as how

their participation in the community lives.

It is broader than its initial paradigm. If in Indonesia, literacy is translated as "*melek huruf*" now we can define it in a very broad meaning. "*Melek huruf*" is only the very surface of literacy. There are kinds of literacy that will develop as time. The most basic and familiar for us may be just reading, writing, and numeracy. Moreover, we acknowledge what we call digital literacy, media literacy, health literacy, financial literacy, physical literacy and so on. In this study it is focused on writing literacy. Writing literacy is defined as the ability to write coherently and effectively, as well as to understand, comprehend and process written information. It

encompasses the skills and knowledge how to produce and comprehend written texts. Of course, it needs complex skills for it. The definition of writing literacy has evolved over time, moving beyond a narrow focus on basic reading and writing skills. It now includes an understanding of the broader cultural and social aspects of writing, as well as the ability to engage with different forms of written communication, such as digital texts. These skills cannot be learned instantly, but need continuous and effective learning.

Writing is regarded to be the most difficult skill to learn in English learning for a long time. It needs several components to be mastered, not only the vocabulary but also grammar, language, and content. Writing is not only to give ideas without any purpose, a piece of nothing. Writing is how a person communicates his or her thoughts and feelings by visible signs, understandable not only for himself but also for all other people. It means that when one writes, she or he can express her or his feelings and thoughts, from words into sentences and sentences into paragraphs that have meaning (Siddiq, 2013). Through the writing, others will know the purpose of the writing whether it is to tell a story, give an argument, explain something, explain procedure, or persuade people to do something. All the writing must be meaningful, it will have an effect. Thus,

writing is defined as a 'process of thinking' (Rukayah, 2014). Hence, writing is as linguistic communication, since this language skill is used to communicate with each other (Quirk et al., 1985; Rukayah, 2014). As a linguistic communication, writing promotes students' ability to generate their ideas, communicate words, sentences, and paragraphs, and increase their awareness of using appropriate grammar and words. The acquisition of vocabulary influences students' writing skills in generating ideas. A student who has a low vocabulary will have difficulty in generating ideas. The more vocabulary they have, the more ideas they can generate. The vocabulary chosen is also influenced by the knowledge. The more they have reading experience, the more vocabularies they have. Reading literacy has a very close relation to writing literacy. In producing a proper essay, correct word selection has to be considered by the writer (Nik et al., 2010). Vocabulary mastery is one of the writing skill aspects. For the students, writing skill is a significant skill possessed by second language learners (Javed et al., 2013) because it has a positive impact on the students' lives. By writing, the learners may implement the vocabularies they have, use the grammar they learned, and develop their imagination in the life of the language they learned. Unfortunately, the learners still have difficulties in writing, such as

problems of language, cognition, and content. Limitation in the vocabularies, or the lost vocabularies because they rarely use it, grammar knowledge, kinds of genre to develop their writing is some of the problems faced by the learners. Getting the ideas for the writing and developing them into a paragraph is not an easy thing for students. To start writing is like moving a huge stone. It needs motivation, mood and of course support. Sometimes students do not have any ideas to write. They are confused what should be written, too many ideas come up in their head but no execution. As a result, the ideas end up in the head without any product. In other situations, they start writing with a very good idea, then they get stuck at the middle of the writing and know nothing to write then. This problem is faced by most of the English learners. For this, they really need some help to build their imagination, as well as build and arrange their ideas into a good paragraph. Their skills in grammar, knowledge of the genre and the ability to build and develop ideas into paragraph are the important components that need attention in teaching them writing.

As it is considered as a difficult subject, English teachers are demanded to be creative and make the process of teaching and learning fun, interesting and match to the target of the lesson. This ability only found in creative and innovative

teachers who want to learn and adapt with rapid changes of technology. Employing technology in teaching teaching-learning process recently is very important, therefore digital literacy also takes a big role here. Besides it will be fun using technology for the learning process, and it also motivates students to explore their imagination and ideas by exploring multiple sources in the internet. In writing, students take much time to brainstorm ideas and to generate more ideas. It makes writing process slow and difficult for them. From the internet, students may get more ideas and imagination about the world, and life. The problem gets worse when the students should consider the proper words and correct grammar to write their writing composition. The right choice of word and grammar are important to help readers understand the content of the composition. Grammar and vocabulary are two important components in writing. The students must have it in advance before trying to put their ideas into good writing. After these skills are mastered well, then students elaborate the ideas to a good text. Kane (2000) states that the important elements in writing are grammar, vocabulary, spelling, organization, and content.

To make the teaching of English exciting, the teacher can utilize technology in the process. The internet is part of the technology of information that can be used

in the teaching and learning activities. Internet is the open source right now. It not only assists us in teaching, moreover, it can be the source of ideas for the students. From the internet, we can get the information and sources we need. Internet also provides us with video. It is the most and most commonly used by teachers and students all over the world for the teaching-learning process. The most video well known and used by many people is YouTube. YouTube was introduced in 2005, where anyone could record and share their videos for free (Terantino, 2011). Millions of people all over the world view YouTube every day. Many kinds of programs are provided on YouTube; entertainment, news, and educational are the purpose of its content. YouTube shares a variety of videos with many kinds of themes and languages. Nejati (2010) cite in Alwehaibi (2015) states that everybody can listen to all kinds of spoken language on YouTube, it has unlimited resources for language acquisition or learning. YouTube shares various videos from all over the world, and some of them are made by native English speakers. Therefore, it is worth to use it. Video serves picture, motion and audio at the same time and gives listeners multiple forms of comprehensible input. From the pictures, learners may have detail understanding about something, because they can see visually what they are

discussing. They also can see how the motion of the character in the video, so they can describe the activity on the video clearly. Moreover, the audio will help them to recognize something from its sound. Videos give complete comprehension of something discussed. How about using video for teaching writing? Using video for teaching writing seemed to be more interesting and fun. They can transcribe what they see, hear, and understand into written form. Losing ideas can be avoided by watching each scene in the video as well as arranging the ideas into a good and comprehending stories. The students seem also more enthusiastic in joining the subject and get more ideas for writing.

Furthermore, students' perception on using video to promote writing literacy needs to be considered. Students' view about effective language learning appears to consciously or automatically direct their action which supports their own learning and most importantly influences their positive response or resistance and dissatisfaction to teaching activities (Tudor in Kourieos & Evripidou, 2013: 1).

### **Methodology**

A descriptive quantitative survey approach was employed in this study in order to investigate students' perception on using video to promote writing literacy. There were 25 students of the semester 3 of

English Literature Department, Universitas Ngudi Waluyo taking Paragraph-Based Writing course involved as participants in this study. The total sampling was used as the total population is less than 100. Descriptive method involves collecting data in order to answer the question concerning the current status of the object of the study (Gay, 2000:11).

### *Instrument*

The instrument used in this research was a questionnaire adapted from Alkaaf (2017) and in accordance with the theories of components of perception and advantages of instructional media. The questionnaire was used to determine students' perceptions of the use of video to improve writing literacy. There were 15 items that should be responded to that were classified into 2 sections; (1) students' opinion regarding the teaching strategy using YouTube videos (10 items) and (2) students' preparation before writing in the classroom (5 items). The questionnaire was using Likert Scale with 4 scales; strongly agree = 4, agree = 3, disagree = 2, and strongly disagree = 1.

In conducting the research it followed several steps. In this study, it focused on the teaching process paragraph. Therefore, for the pre-class activity, the students got an explanation from the teacher about the process paragraph, including the definition, language features, generic structure, and transition used in a process paragraph. A

process paragraph is a paragraph that describes how to do something. It explains the steps that need to be followed to complete an activity. In the pre-activity it was also explained parts of the paragraph so that it can be gathered coherently. That in a paragraph must consist of one topic sentence, supported by supporting sentences. Together with the teacher, the students then analysed parts of the process paragraph consisting of the topic sentence, supporting sentences, concluding sentences, and how transitions were used in the paragraph. The transitions were used to make the paragraph cohesive and coherent. After completing the language and paragraph skills, and making sure students understood the organization of the paragraph, it was continued with the main activity, that is integrating video into teaching writing.

The students then watched YouTube video correlated to the process paragraph. For this case, it was chosen the videos of "the process of rain form" and "paper recycled process". They tried to find an idea from the video, enrich their vocabularies and arrange their ideas into a comprehensive and coherent paragraph. The video was played three times to get an understanding about the process and catch the vocabulary used. Completing the analysis, the students then tried to compose their own process

paragraph based on the videos they watched.

From the result of their writing, it was got that they got better writing, better ideas, and a better understanding of the process that they wanted to write. They can compose a process paragraph as its language features, and generic structures. The transitions are also used properly. The steps of the process can be described clearly based on its steps. They did not get stuck to share their ideas through their writing, because they know the sequence of the story, what should be written next. After completing their writing the students then were distributed a questionnaire for their perception on using YouTube videos to improve their writing literacy.

In order to determine the instrument validity, the questionnaire was verified with face validity. Whereas the reliability of the questionnaire was established by calculating the Alpha Cronbach; the coefficient was 0.887, which is considered very appropriate, thus indicating that the questionnaire is reliable.

#### *Data Collection*

Data were collected from May 23<sup>rd</sup> until 24<sup>th</sup>, 2024. The questionnaire was administered to students by using Google Forms. A total of 25 questionnaires were distributed to the participants.

#### *Data Analysis*

Data obtained from the questionnaire were analyzed by the researchers by conducting a series of statistical analysis on the collected data by using Statistical Packages for the Social Science (SPSS) version 21. After that, descriptive statistics were calculated that cover frequencies, percentages, and means of the responses given by the subjects of the study.

### **Result and Discussion**

The questionnaire was initiated to obtain feedback on the students' views about the strategy from learners. This questionnaire was administered to the students (N = 25) after the strategy was conducted to investigate the students' views about their experience of the strategy using YouTube videos to improve writing literacy in their classroom. The students were asked to rate 15 items on a four-point Likert scale (i.e. 4 = Strongly Agree, 3 = Agree, 2 = Disagree, 1 = Strongly Disagree). The items were classified into two sections; they were 1) students' opinions regarding the teaching strategy using YouTube videos and 2) Students' preparation before the class.

#### ***Analysis of questionnaire responses; students' opinions regarding the teaching strategy using YouTube videos***

Figure 1 shows that 87% of the respondents say that they experience the benefits of using YouTube videos to help them

improve their writing literacy. 14% of them strongly agree and 73% agree that the teaching strategy using YouTube video for teaching writing is very beneficial for them; the videos can help them to think clearly about the topic (100%), help them to find ideas for writing (96%), improve their writing skill in general (100%), develop their performance in English (96%), help them to be independent in writing (92%), help them confidence and free in independent writing (92%), help their motivation in writing (92%), help them to improve vocabulary (92%), and help them to be more creative in writing (96%). Alber (2019) in her writing stated that video can be used as media for building background knowledge about the topic. Once the students get the knowledge about the topic they can find an idea. In other studies, Heriyanto (2018) and Kiranti et., al. (2022) found out that YouTube video is beneficial in improving the students' vocabulary mastery. The implementation of YouTube videos can improve the student's writing ability in terms of content, organization, language use, vocabulary, and mechanics. The students' experience in watching the video, the students may determine the sequence or structure organization of the paragraph. As a result they can deliver their ideas into the writing form based on the sequence that they have already learned from the video. The steps of each sequence

here is described and explained clearly through pictures, sounds and motion of each object in the video. Multiple comprehension from multiple sources is obtained at once. Thus, the comprehension and understanding of the organizational structure of the paragraph are gained well. The more knowledge on organization and mechanics of a certain paragraph, the students get more confident in writing. Moreover, they think that teaching writing using videos more useful and helpful than the old-fashioned strategies (84%). Teaching writing with YouTube makes learning more colorful and fun. The sounds and pictures give more value in the explanation. Students are brought to realistic conditions, where they can see and imagine what they are discussing, and recognize more with the sounds. Video provides information to eyes and ears so that students can see communication in action. It also provides with live language, that students may learn as if in real life. As it provides something different that of course more interesting than conventional teaching, in which the students can only imagine without knowing in detail what they are discussing, teaching English using YouTube videos can increase the students' interest and motivation. A combination of moving pictures and sounds presents language more comprehensively than other media. The students are curious about what

next video they are going to watch, and what kinds of video they are going to watch to support their learning. Stempleski & Tomalin (1999) claim that video can take students into the lives and experiences of others.

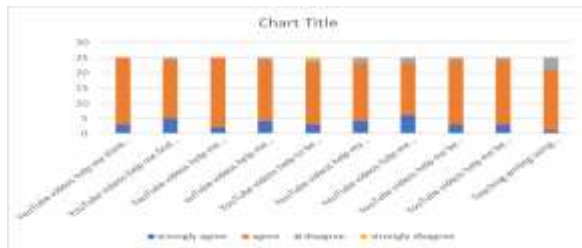


Figure 1. Questionnaire responses; students' opinions regarding the teaching strategy using YouTube videos

A total of 96% indicated that YouTube videos help them to find ideas for writing. Aminah (2018) in her study on the utilization of videos for teaching procedural text composition found that videos facilitated idea generation for writing.

Furthermore, 92% of the students expressed that videos help their motivation in writing as well as help them to be more creative in writing. Rahayu & Putri (2019) found that the implementation of YouTube videos in English learning not only increased students' creativity and motivation but also elevated their critical thinking abilities. The good combination of pictures and sounds present good communication. The students not only learn about the things presented

through the pictures, but they also learn beyond it, such as culture, pronunciation, and style.

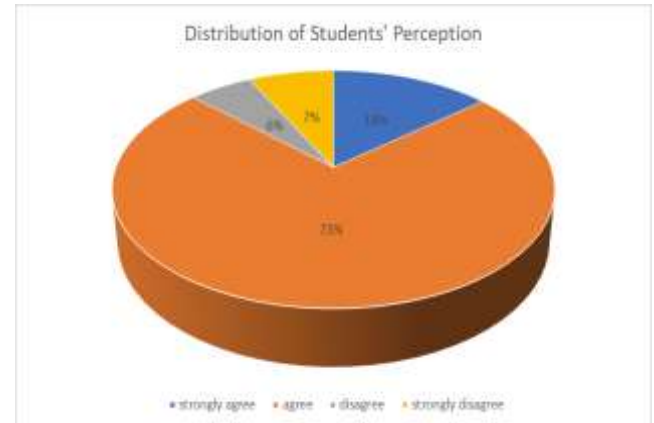


Figure 2. The distribution of students' perception on the using videos

From figure 2, it can be seen that most of the students agree that YouTube videos are beneficial for teaching writing. 13% of the students felt that YouTube videos may not be beneficial, and some still feel that conventional teaching is more interesting. The possible factor causing this is learning style. Some students may not focus on learning in noisy situations, where you can see and hear something at once. Some people lose concentration and feel stressed in this situation. However, we need to discover more about this cause. Thus, it is recommended for further research on the disadvantages of using YouTube videos for teaching English, especially writing.

***Analysis of questionnaire responses; Students' preparation before the class.***



Figure 3 illustrates that 96% of the students can prepare themselves for the writing class. They agreed that preparation is needed before the class. 90% of them can use mind mapping to organize their thought. Mind mapping can avoid getting stuck in the middle of writing. Sometimes we have a bulk of ideas in our mind to write, but we have difficulty initiating our writing. On the other hand, we start our writing easily but suddenly we lose an idea. Mind mapping, also it is called brainstorming can keep our ideas, so we know what is the next after completing one idea. Moreover, 90% of the students agreed to write one more draft before the class. As stated by Daqili (2000), any writer before he or she can even begin to think about writing, must learn various rule-governed language skills such as spelling, vocabulary, syntax, capitalization, punctuation, and handwriting. To produce a piece of writing that is clear, fluent, and effective communication of ideas, one must learn syntax, grammar, mechanics, organization, word choice, purpose, audience, the writer's process, and content (Raimes, 1983). As the preparation needed, the students also need to do some revision during the class. The students' response about the revision during the class, 100% of the students agreed that they revised their writing based on the lecturer's feedback. Sucipto (2014) on his study on the power of

feedback found out that feedback is able to help students to enhance their writing. According to Ur (1996) feedback is information that is given to the learner about his or her performance of the learning task, usually with the objective of improving their performance.

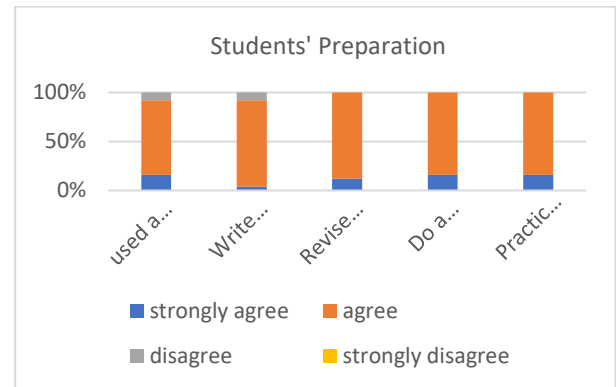


Figure 3. Questionnaire responses; students' preparation before the class

## Conclusion

Writing process in classroom activities should be initiated by the teachers and they must also give learners enough time to finish them. The parts of writing process that include planning, drafting, revision and editing must be taught and completed before starting the writing. Preparation time is required before the class. The knowledge of the language and language skill are the important things to be considered in writing process.

YouTube video as a stimulated strategy to improve writing literacy have positive impact on students' writing performance. Students may get an idea for their writing as

well as share the idea into a good writing. However, it is recommended to give prior knowledge about various kinds of literary genres and their structure in order to make them able to share their ideas into various kind of genre as they prefer.

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