Applying Video for Writing Descriptive Text in Senior High School in the Covid-19 Pandemic Transition

by Mister G Maru

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Abstract

The emergence of the Covid-19 as the global pandemic with its social and physical distancing consequence has affected educational practices. This paper reports the experience of carrying out a study on applying video for writing of descriptive text in EFL Class. The purpose of this research was to examine whether the videos can develop students' ability in writing descriptive text or not. The study took place in the time before and during the covid-19 emergence. As quantitative research, this study applied pre-experimental design. The participant of this research was the 1st year students of one of the prominence senior high schools in Manado, Indonesia. They were 26 students of language class. The results indicated that the mean score of the post-test is significantly higher that of the pre-test. This points out that the use of video in teaching the writing of descriptive text is effective. However, the emergence of Covid-19 pandemic influenced the implementation of intervention that later affected students' achievement. The result of this study is not fully in line with the outcome of the previous studies which hypothetically resulted in two to four gains of scores. In addition, it implies that the use of video in this pandemic transition period seems to be helpful mostly to low level students as they displayed higher gains. Besides, this study denotes the challenges for teachers and students in the Covid-19 pandemic era namely the competence in online learning, and the internet connectivity access and learning mode system.

Keywords: Writing, Descriptive text, video, Covid-19

Introduction

The advance of industry revolution 4.0 affects components of education within which teachers behold the fact that they cannot avoid to apply technological instruments in the classroom.

One of which is that the use of video for language skill learning. It is viewed to be helpful in developing skills in the context of learning English as Foreign Language (EFL). Video may drive students' interest to learn. Mirvan (2013) stated that Employing video materials in a classroom can enhance students' motivation to learn. In addition, Chae (2018) also stated that Most research has suggested the effectiveness of language learning through video, and some studies have emphasized the short-term effects of learning based on video technology. The use of video does not only to facilitate students' interest to the classroom and to stimulate skill acquisition but to be effective for language practices. However, it appears that such advantages solely work for students learning English as a foreign language in the intermediate and advance level, who usually occupy higher education. This opens a gap for those of lower level such as high school students. It is so doing since, in TEFL contexts, English has to be taught from learners' early phase as elementary school in Indonesia. Alawiyah (2017) stated, that Language English introduce as a subject must be approved from grade seven to twelfth grade Junior High School and as a local content in Elementary School. This implies that a recommended from language to be taught, English has been part of the learning process since the elementary grade. It has been part of the aspects to be developed in the classroom.

Teaching language indicates the teaching of the kinds of language skills. The mastery of language can be recognized by the skill to use it. Teachers must be able to encourage students to communicate in the target language both spoken and written. The level of mastery may vary but the ability to make the language to be understood even in its simplest communicative interaction is obligatory for students as learners. Both receptive and productive skill in language reflects the depth language teaching process. Each skill defines distinguished method and technique to learn. Among the four skills, writing is regarded as one of the most difficult language skills to be acquired and taught (Klimova, 2014). Writing is as a complex process due to the absence of mutual interaction with audience and the competence in rhetorical matters (Stapa & Majid 2017, Deane et al. 2008, Celce- Murcia 2001). This proposition applies for both native and foreign learners. Thus, it brings remarkable challenges to Indonesian EFL teachers particularly when it deals with the teaching of writing skill in the senior high school whose level of mastery is considered being not advance level. Vabiola (2018) stated that the regulation of Indonesian education government, English teaching begins from junior high school, because of that, most of the students have had basic knowledge on the language as they come to senior high school. This portrays the challenge beheld by writing class teachers. They have to guide students to express themselves in the correct manner of English while students are still in the low acquisition level. Before further writing academic essay or paper, Indonesia students are prescribed to easier form of texts. In Indonesian curriculum, teaching to write descriptive text is one of the fundamental materials to be taught. Yet, it is not an easy experience for teachers to overcome. Indonesian students have the tendency to find them being troubled by searching ideas, using correct and appropriate vocabularies relevant to the objects that they want to describe, not to mention the constraints of culture distinction of the language use and grammatical styles as well as idiomatic expressions (Novarian, Sumardi & Tarjana, 2018, Inayah & Nanda, 2016. Students appear to know abstract grammatical rules but fail to use them for productive purpose as to writing (Ansarimoghaddam and Tan, 2014). It is obvious that teaching writing of descriptive text to students is problematic and challenging as well. This recalls the potential of using of video in teaching writing descriptive text. The researchers are of the assumption that considering the promising advantage of video use in the classroom it might assist senior high school to develop their ability in writing descriptive text. However, Hadijah (2016) stated that the teachers have to face challenges relating to their capability in deploying

video in the classroom and utilizing other technology devices. It underlines the pivotal role of both teachers and the video used in the success of the learning process as knowledge transfer activities. Teachers' competence in implementing the video determines the attainment of the learning goals.

Within this circumstance, the researchers plan to use video for engineering the development of students' ability in writing of descriptive text prescribed for senior high school level. In the implementation of the research, the scenario runs smoothly in several early meetings. The classroom interaction allows teacher-researcher to apply the video technique. The student participation seems to be consistent. However, the emergence of the corona virus pandemic, known as COVID-19, affects the implementation of the technique. The work from home policy released by the school affected the continuation of the use of the video. Indonesian government instructed the enactment of the social distancing for all of citizens. People must work from home and learn from home. The researchers had to decide whether to continue the study or quit. Continuing it means the possibility of being out of the aim of the study regarding the condition changes. The study was prepared for normal condition of the participants. Yet, The researchers eventually agree to proceed due to seeing the potential of revealing a new phenomenon of teaching EFL in pandemic emergence situation in broad sense and using video for writing descriptive text in the context of work from home or online learning. They constitute two issues that have not yet been studied in Indonesia; Promising results that cannot be ignored. This study might behold the effect of the pandemic upon students' learning activities, and later upon their achievement. Students do encounter some shortcomings to the process of the implementation of the treatment last meetings. This confirm what Allo (2020) asserted as he argued that Financial ability, and internet access is difficult due to the geographical state of their residence which is still difficult to get telephone communication network, SMS, and Internet. He implies the connectivity which is the motor for online learning may impose students to desperate situation, not to mention the issue of remote location access. This situation serves to be the ground for the researcher to question whether the use of videos can develop students' ability in writing descriptive text during the transitional condition to COVID-19 period.

The use of video in English Foreign Language (EFL) classrooms

The use of video material in EFL class is useful in terms of facilitating development of EFL learners' language skill, cultivating students' competence of intercultural communication, and cultivating students' aesthetic values and ability to appreciate English videos of Artistic values Wang (2015). In other words, the involvement of video in the EFL learning establishes vital components for students' development such as skill, competence, and ability. Besides, video may also provide learners with the exposure to the native use of language. The use of the language in the video is within a social context, bounded to speakers' realities. A video can have a communicative function (Memarzadeh & Shariati, 2015, Canning-Wilson, 2000). Its use in the EFL classroom serves an example of how language socially functions despite its imaginative reality. The interaction within characters displays the practical use of linguistics aspects. Hence, in the context of teaching descriptive text, video may bridge not only the attempt to draw students' interest and inspire ideas but it also supplies students with the instances of language use for describing and, further, for communicative purposes. Moreover, video may contain informative and artistic scenes. Hadijah (2015) implied that The video does not only present information about what the students have watched, but it is expected to make the students have aesthetic impressions of the video in their mind. The scenes can be viewed as sources of information which recall ideas, creative thinking, and aesthetic responses. This means that the use of video in the classroom

highlights the creation of a conducive learning atmosphere within which students may enjoy the video show by at the same time critically discovering the descriptive clues of a text and write it relax way. Due to the entertaining aspects of the video, students' senses and perceptions are triggered into the form of impressions and ideas that can be converted into their writing product particularly a descriptive text as the indicator for the achievement gain. Students can be guided to picture their responses to what they watch. Nevertheless, such practices might be the output portrait of the normal situation, referring to pre-COVID-19 pandemic time. In the time of pandemic, it might lead to distinct of outputs.

A glimpse of the emergence of covid-19 in Indonesia and its effect on education

World Health Organization (WHO) declares that the Corona virus as a pandemic. WHO further stipulates that Coronavirus disease (COVID-19) is an infectious disease caused by a newly discovered corona virus. Currently the COVID-19 has already spread to almost all countries in the world. Corona virus is a large family of viruses that can cause illnesses, ranging from the common cold to the most severe respiratory diseases, such as the Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). Since it was first detected in Wuhan, China, in December 2019, this epidemic has been growing very fast. WHO then labeled the COVID-19 corona virus outbreak as a global pandemic.

In Indonesia the COVID-19 pandemic had outbreak first on March 2nd 2020, as two patients were found to be infected from Japanese guest and in two weeks the pandemic had spread to almost all of the provinces. Responding toward this critical situation, the Minister of Education and Culture issued a Circular 4 in 2020 concerning with the response toward pandemic emergence in educational practices. The physical and mental health of students, teachers, school principals and all school residents are the key considerations in implementing educational policies. Social and physical distance as well as mask becomes obligatory as the preventive actions to stop the spread of the virus. The implication of Circular Letter is that enactment of work from home (WFH) including the learning process and its administrative affairs. The letter stresses that teacher must choose a right learning model in order to facilitate a meaningful learning. It marks the practice of online learning until today.

Indonesian Minister of Education and Culture, Nadiem Makarim, prescribed that, in the time of covid-19, the effective education requires collaboration from teachers, students and parents particularly in the attempt to adapt with the online learning and other relevant digital tools (https://setkab.go.id/en/education-ministry-adjusts-several-policies-amid-covid-19/). He further added that the COVID-19 pandemic was the right time to innovate and experiment. It is at this context that innovative learning turns to gain its spot. during the COVID-19 pandemic. In North Sulawesi one new positive patient of COVID-19 was reported on March 15th 2020. As an anticipation policy, the government of North Sulawesi declared a decree Number 97 in March 16th 2020 concerning with the prevention of Corona Virus Disease 2019 (COVID-19) by obliging the closure of all of the schools and focusing upon online learning practices. Teaching and learning activities must be carried out independently by students at home and teaching materials will be already supplied by schools. The local government supervises the learning process and prepares necessary supports to guarantee its success.

Research method

This research constitutes a pre-experimental design applying quantitative approach with one group pretest-posttest design. Due to homogeneity of the participants, this research merely

involves one group or class to use pretest and posttest design to see the impact of treatment. In other words, It is categorized as pre-experimental design since it has a little or even no control of extraneous variables. Within this design, a single group is measured both prior and after being exposed to a treatment. A pre-experimental study manages pre-test to dependent variable, implements the experimental treatment to the participants, and administers the post-test. It is then the results of the test are compared.

Participants

This research took 1st year of one of the prominent senior high schools in Manado, North Sulawesi, Indonesia, as participants particularly one class of language class that consists of 26 students. The 1st year students were divided into three classes namely science, social, and language class. Science class consists of six classes, social class consists of five classes, and the language class consists of two classes. The researcher took the language class as the participants based on suggestion from English teacher of the school considering their intermediate level of English and the accessibility reason since one of the researchers assigned to be teaching assistant in the class.

Instruments

The instrument of this research were tests in the form of pre-test and post-test. The tests were arranged by the researchers based on the instructional material given; the first test was the pre-test, and the second test was the post-test. This study applied an essay test a form of subjective test. It dealt with writing a descriptive text. The test was given to evaluate the students' ability in writing in that particular text. The pre-test was given to students prior to the treatment in order to gain the data of participants' entry. The posttest was given to students after the treatment. The given essay test was constructed in regard to the content validity. Its content is in accordance with the standard of competence instructed in the syllabus (school-based curriculum or KTSP) of tenth grade of Senior High School in which students as participant were required to write a descriptive text about person. The essay test is scored by referring to the descriptive text rubric. The evaluation of the test showed students achievement in writing.

Tabel 1. Scoring rubric of descriptive text taken from Brown (2007)

Aspect	Score	Performance Descriptive
Content (C)	4	The topic is complete and clear and the details are relating to the topic
30 % - topic	3	the topic is complete and clear but the details are almost relating to the topic
- detail	2	the topic is complete and clear but the details are not relating to the topic
	1	the topic is not clear and the details are not relating to the topic
Organization (O)	4	Identification is complete and descriptions are arranged with proper connectives
20 % - identification	3	Ide ntification is almost complete and descriptions are arranged with almost proper Connectives
- description	2	Identification is not complete and descriptions are arranged with few misuse of connective

	1	Identification is not complete and descriptions are arranged with misuse of connectives
Grammar (G) 20 %	4	Very few grammatical or agreement inaccuracies
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Numerous grammatical or agreement Inaccuracies
	1	Frequent grammatical or agreement inaccuracies
Vocabulary (V) 15 %	4	Effective choice of words and word forms
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Limited range confusing words and word forms
	1	Very poor knowledge or words, word forms, and not understandable
Mechanics (M) 15 % - Spelling - Punctuation - Capitalizati on	4	It uses correct spelling, punctuation and Capitalization
	3	It has occasional errors of spelling, punctuation and capitalization
	2	It has frequent errors of spelling, punctuation and Capitalization
	1	It is dominated by errors spelling, punctuation and capitalization

The score is then computed in the following formula;

$$Score = \frac{3C+2O+2G+1,5V+1,5\,M}{40} \times 10$$

Concerning with the validity of the test, this study followed the content validity. It is measured by connecting the content of the instrument with the curriculum used. Since the essay writing is a subjective test, the validity is viewed by broken down into smaller and observable abilities to test; for instance, in the aspect of content, vocabulary, organization of ideas as prescribed in the rubric. Further, it is theorized that content validity of a test does not have to be in numeric form, yet it has to reflect the objective(s) in the curriculum and syllabus. Within this frame, the researchers compared the content of the test as the instrument to the subject based on English curriculum and syllabus. The test was then considered being valid for it met and reflected the content of the used curriculum.

Data collection

The researcher gained the data by treating the participants using videos. It was planned for six meetings. In first meeting the researcher gave pre-test to see their achievement. Pre-test was about Billie Eilish who is one of the singers from America and many teenagers in the world idolize her, including the students in this school. In pre-test students wrote descriptive text about Billie Eilish without seeing her profile on the video. The same video was later used in the posttest Within the treatment phase, the teacher explained to students about descriptive text by using the video. In the second meeting until fourth meeting, the teaching and learning were done in face to face meeting in the classroom. Yet, the fifth meeting was done through an online meeting during the COVID-19 pandemic because based on Directorate General of Education and Culture Decree

Number 302/2020 March 31st 2020 and Government of North Sulawesi Decree Number 97 in March 16th about prevention of Corona Virus Disease 2019 (COVID-19) which urges that all of people have to work from home and learn from home. The researchers improvised and adapted the scenario by offering students to choose video of a figure whom they are interested in watching. Prior to it, the researchers provided the profiles of prominent figures to students and demanded them to select the three most familiar ones. The first video was Billie Eillis, the video length was 10 minutes and 4 seconds. The video was used for the tests. They then came to the video of Donald Trump, the video length was 3 minutes and 4 seconds, the second video was Michael Jackson, the video length was 10 minutes and 58 seconds. Those videos were applied for virtual meeting using Edmodo application. The researchers did the intervention in six meetings and assigned students with relevant exercises as well as gave them feedbacks, which are also crucial part in the writing development (Nusrat et.al, 2019). The written feedbacks as parts of the treatment cannot be performed maximally in online learning. It is due to the distinct situation of the class setting. In face to face meeting, the researchers may directly give feedback to the students' writing exercise but, in the online based learning, it takes time and is problematic since students need to upload their work into Edmodo LMS, to guarantee internet connectivity and quota limitation as well. In the last meeting the post-test was given to evaluate the students' ability in writing descriptive text used Edmodo application. Adjusting to this LMS, the researchers posted the video and students watched it in 10 minutes after that the video was erased and the students had to submit their descriptive text in Microsoft office word form about Billie Eilish video that they have already watched for 23 minutes. In other words, the researcher collected the data from the score of pre-test and post-test in writing descriptive text. The researcher gives the pre-test to know student's writing ability in descriptive text before applying video presentation technique. After the researchers gained score from pre-test, the researchers applied video treatment in practicing writing a descriptive text. Then, the researcher administered and carried out post-test to the participants. The post-test and pre-test used the same essay test requiring participants to describe Billie Eilish in correct and proper English. The researchers compared the students' writing ability as indicated by their achievement before and after the intervention.

Data analysis

As a quantitative study, the researchers apply the design of the pre-experimental one. Hatch and Farhady (1982) stated: "one group pre-test post-test design similar to one shot case study. The difference is that a pre-test is given before instruction or treatment begins. Thus, there were two tests: T1=pre-test: T2 = post-test and X is used to symbolize the treatment in the following representation of design: T1x; T2.

Result

The subjects of this research were 26 students. The researchers applied one-group pre-test and post-test design in collecting the data. The data concerning with the use of using video in teaching writing were obtained from the pre-test which measured the effect of using video on developing students' ability in writing descriptive text. There were pre-test and post-test given to the students in order to collect the data and later to be analysed as set by the formula. In pre-test the teacher did not used video but later on post-test, the teacher used video. The result of pre-test (T1) and post-test (T2) were described in the table below.

Table 2. The Score of the Students in Pre-test (T1) and Post-test (T2)

N	X	Y	GAIN
	Pre-test	Post-test	
1	6.25	7.75	1.5
2	6	7.25	1.25
3	4.75	6.75	2
4	8.25	9	0.75
5	7.5	8.75	1.25
6	7.5	8.75	1.25
7	7.5	8.5	1
8	5.5	8.75	3.25
9	5.5	7.5	2
10	5.5	7.25	1.75
11	5.5	8.25	2.75
12	5.75	7.5	1.75
13	5.75	7.75	2
14	5.25	7.5	2.25
15	3.75	6.25	2.5
16	4.5	6.25	1.75
17	5.5	7.25	1.75
18	5	7.5	2.5
19	3.5	5.75	2.25
20	6.5	9	2.5
21	6	7.25	1.25
22	3.25	6.5	3.25
23	4	6.25	2
24	5.25	7.5	2.25
25	6.5	8.5	2
26	3.5	6.5	3

From table 2, the tests were taken by 26 students. The data informed that prior to the intervention students' achievement was low as pictured in the results of the pre-test as they averagely scored only 5.54. After the intervention was performed despite the distraction of the work from home policy in the last two meetings within which students were told to have online learning due to covid-19 pandemic, students still underwent the rise of achievement as confirmed by their gains. It is summarized in the following details; the result of pre-test showed that the highest score was 8.25 and the lowest one was 3.25. After being given the treatment by applying video, the researchers did post-test and the result of post-test showed that the highest score was 9 and the lowest one was 5.75.

This result indicates that the given intervention was effective in increasing students' achievement in writing descriptive text. It indicates that the scores of the post-test were higher than those of the pre-test. It is obviously apparent that there is a positive significant effect size after the use of video in the classroom as suggested by the students' score significantly higher at post-test than at pre-test. Comparing the achieved score and means of the students before to after the treatment, in the pre-test they could only score 8 at the highest and attained 5.54 meanwhile in the

post-test they scored 9 and reached 7.52. That means that there is significant improvement in descriptive text. Hence, the illustrated data confirms the previous studies that the use of video in EFL classroom is useful and effective increasing students' writing ability, in this case, including writing descriptive text. It seems that the emergence of the Covid-19 pandemic which distracted the conduction of the last two meetings that cost the adaptation of the intervention did not change the increasing tendency of students' achievement when video is applied for classroom learning. The use of the video remained significant in improving students' writing ability in general and writing descriptive text in particular.

Table 3. Recapitulation of Mean (*X*) and Standard Deviation (s) of T1 and T2

Test	Mean Score	Standard Deviation
Pre-test (T1)	5.54	1.34
Post-test (T2)	7.52	0.97

After the intervention, the means of students' achievement rises in the post-test. It is higher than that of pre-test. This clearly points out that there was an increase. The recapitulation of mean score and standard deviation in pre-test and post-test was different. This means that the treatment is successful and effective in improving students' writing descriptive text. As findings, these designate that the use of video show does not merely encourage students to be willing to write as they formerly were reluctant to do so but also to overall drive them to improve their ability and attain better scores in their writing of descriptive text. Therefore, it confirms the potential of the application of video in the EFL classroom especially for teaching writing skill in low to intermediate level students as those of senior high school even though it will be a very challenging task when distraction and adaptation occur during the implementation.

Discussion and conclussion

This research shows that in overall the use of video in improving students' writing ability especially writing descriptive text is effective in the transition period that is before and during the emergence of Covid-19 Pandemic. In spite of the pandemic effect, the use of video remains applicable for teaching. It is true that the change from classroom meeting to online learning alters the scenario of the intervention implementation but the students' score is still higher than pre-test. That suggests that the students presumably have overcome the challenges of motivation and interest to write, ideas and vocabulary limitation, and grammatical aspects. The higher achievement in the post-test justifies the previous research findings that the use of video facilitates the teaching of writing skill in EFL class.

Interestingly, this research implies that students with the lowest scores in the pre-test might experience more challenges and enjoyment and special improvement by the use of the video. They seem to find opportunity to develop themselves. The data of this research exhibit that the three students whose scores are the lowest in the pre-test attain the highest gains namely 3.52, 3.52, and 3.0. In other words, students with low level skill are most likely helped by the use of video in the classroom. The high level skill ones appear to undergo a little stagnancy as they display less increase to be compared to lower level ones. This implies the need for more creative and interesting video that would be applicable for all of the student levels in the classroom.

Further, this research, as said earlier, witnesses the distraction of design for intervention as the Covid-19 emerged and affected the educational mode of learning. The treatment was simply

planned for classroom activities or face to face meeting but the school policy changed as a response toward the threat of Covid-19 contagion. Students were ordered to stay home and study online. It surely created hindrances for researchers. It challenged the researchers whether to carry on the study or not. It was the realization of having the opportunity to reveal a new phenomenon in the learning practice due to the educational changes in the covid-19 period convinced the researchers to proceed. This required modification of the implementation of the intervention in the last two meetings that is the treatment remained the same yet performed in online learning. It seems that it answers the gap of achievement of the gain in the current study. The finding of this study shows students can gain a 1.25 at the lowest and 3.25 at the highest. Hypothetically, basing upon the previous studies, the use of video in the EFL writing class might result in the increase of students' gain in achievement within overall range from two (2) points to four (4) points (Rivai, Arniz & Mujadidi, 2017, Hadijah, 2016, Rachman & Pratiwi 2011) This implies that it is true that the use of video in the class of writing descriptive text is effective. However, a sudden adaptation and implementation mode of the treatment may affect the effectiveness level. The turn from classroom meeting to online meeting influences the readiness of both teachers and student, not to mention the resources. The implementation of the online learning leads to some obstacles for both teachers and students such as the limitation of internet connection and access, students' location, the financial support for internet quota, the existing support for the used LMS, and surely the digital literacy of teachers and students. In addition, assessing online learning and test were not easy for teachers. The other challenges come to the performance of the online test which does yet not guarantee the absence of cheating and plagiarism. These circumstances may occur to similar classes and even schools in Manado, Indonesia, which undergo the transition mode of learning.

In overall this study confirms that using video showed a significant result to develop students' achievement in writing descriptive text despite the emergence of COVID-19 pandemic. The online learning can be a solution for EFL learning during or post pandemic but it has to be comprehensively designed and prepared to ensure the obtaining of the learning outcome. This study discloses that the emergence of the pandemic also affect the implementation of the intervention and its result in the terms of the range of the gain. Further, this research implies the possible problematic realities beheld by both students and teachers in the transition period of the Covid-19 pandemic; before and during the pandemic. The alteration of the educational practices due to the corona virus spread requires the readiness and competence of teachers and students in utilizing and adapting with proper technology applications and instruments. Besides, efficient and effective online learning infrastructure and management as well as the solution for internet access are necessary to be systematically administered and supported. On the other side, since this study is carried out in the school located in the city, further studies on the practice of online learning in the rural and remote areas during the COVID-19 threat deserve to be conducted and so do studies on the use of the online learning modes and their assessments.

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