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THE USE OF VIDEO IN TEACHING ~~WRITING~~

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**THIS PROJECT PAPER IS SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENT
FOR THE DEGREE
MASTER OF EDUCATION**

**FACULTY OF LANGUAGES
UNIVERSITI PENDIDIKAN SULTAN IDRIS
2008**



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DEDICATION

Dedicated to my beloved parents and siblings.



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DECLARATION

I hereby declare that the writing in this thesis is my own except for quotations and summaries that have been duly acknowledge.

Date

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ACKNOWLEDGEMENTS

It is a great pleasure for me to take this opportunity to express my heartfelt appreciation and gratitude to a host of wonderful people whose kindly thoughts and selfless help will always be remembered.

A special thanks to my supervisor, Dr Abdul Ghani bin Abu, for the opportunity of the guidance and supervision of pursuing this research, I will remember his advices and invaluable help given which enabled me to carry out this study successfully.

To the Director of Politeknik Ungku Omar, Tuan Hj Jayus bin Bunasir, English language lecturers in English Language Unit and the MUET Tuesday & Thursday night classes students, your warm welcome and prompt cooperation enabled me to conduct the research without hitches and gather the relevant data successfully.

To my beloved parents, Awaludin Hj Ahmad & Norehan Hj Mansor, my siblings Fazlin and Hakim for simple love, faith and trust in what I am doing & will always be for the good and right.

My course mates, and not to forget my true friends, Amy, Liza and Miza for their help and supports.

To all of you, I am truly grateful and thank you for everything.





ABSTRACT

The aim of this study was to investigate the effectiveness of using video in writing composition to MUET Semester 5 Diploma students with particular reference to the development of their writing skills. The subjects involved were 20 students from various technical courses in Politeknik Ungku Omar, namely Electrical Engineering, Mechanical Engineering and Commerce. The method use to elicit data for analysis was through the students' written products, whereby they were required to write composition by using video and without using video. The analysis of the study was carried out using the percentage in Pretest and Posttest. However, the results showed that writing with video was more effective by using video from the writing composition without using video. The finding of this study proved that video could be used to improve writing skills among the students.





ABSTRAK

Tujuan kajian ini adalah untuk menyiasat keberkesanan penggunaan video dalam penulisan karangan kepada pelajar –pelajar MUET Diploma Semester 5. Subjek yang terlibat adalah terdiri daripada 20 orang pelajar daripada pelbagai kursus di Politeknik Ungku Omar iaitu: Kejuruteraan Mekanikal, Kejuruteraan Elektrik dan Perdagangan. Cara yang digunakan untuk memperoleh maklumat untuk tujuan penganalisan ialah melalui penulisan karangan pelajar -pelajar tersebut di mana mereka perlu menulis karangan tanpa menggunakan video dan menulis karangan menggunakan video. Analisa kajian ini telah dijalankan dengan menggunakan purata peratusan dari Pretest dan Posttest yang dijalankan. Berdasarkan analisa tersebut, penyelidik telah mendapati bahawa penggunaan video di dalam penulisan lebih berkesan berbanding dengan penulisan karangan tanpa video. Kajian ini juga membuktikan bahawa penggunaan video dapat memperbaiki skil penulisan pelajar.





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CHAPTER ONE

BACKGROUND OF THE STUDY



1.0 Introduction

The study examines the use of video in improving the students' writing skill. Eventhough, there are varieties of techniques used to teach writing, students sometimes still have difficulties in writing their exercise especially in paragraph writing.

Buckley (1993) advocates that writing is the most difficult and abstract of verbal thinking. In order to produce a good piece of writing, the students should be able to think critically as well as adapting some techniques and skills in writing. It is no doubt that complexity of acquiring the writing skills can lead to some serious implications to those attempts to write.

According to Canning (1997:2), it is widely known that video can stimulate imagination and provide enjoyment to the viewers. Video in language learning may



mean the use of popular films, the use of smaller pieces of broadcast material that can be used to provide content and teach structure or it can be referred to professionally produced tapes specifically written and designed for classroom instruction.

The use of video in classroom helps many English teachers to teach writing skills especially where language is concerned. The video documentaries are designed for English teaching especially in teaching writing. Video documentaries also act as an additional alternative to the effective use of available aids in language classroom. It is also can be manipulated according to the students' level of proficiency.

There are many possible configurations for working with video. Some teachers like to do all the book material for a given unit first, then the video material. Some like to do some of the video material first, then some of the book material, then more video material, perhaps a writing assignment. There is no one correct way to use video (Stempleski, 1987); flexibility of approach will help to determine the best way of working with video.

1.1 Statement of the problem

Writing activities often aim at producing a very motivating classroom environment in order for the students to write imaginatively and effectively, because most writing classes are stressful and agonizing, discussion are often held prior to the writing task so as to make the class less threatening. This is due to aid the students during the writing process. Sometimes, having the discussions often little help to the students. They are not stimulating enough to make the students engage activity in them, and thus, are not helpful enough in asserting the students in producing an effective writing piece.



Students write to learn and they learn to write in school. They write to express or to show what they know and how to work out ideas in their mind. In other words, they learn how to put their ideas together and they need to use the various linguistic structures and items to bridge their ideas. As the second language learners, we cannot deny the fact that not having enough language to express themselves is a major problem in writing compositions in second language. How are they coping with the language to express themselves after going through 13 years of formal instructions in English language classes? This is a pertinent question not only to the teachers but also to the students themselves. This is because the Semester 5 Diploma MUET students need to be accurate in their compositions and they will be judge for their accuracy in their MUET Writing 800/4 paper. When there are lots of errors in their compositions, naturally the students would not get good marks and thus lower the grade in the MUET Writing 800/4 paper. This is vital to be avoided because they are at a threshold of pursuing their degree in tertiary education.

In general, students' encounters difficulties where they are enable to generate their ideas accordingly in writing essay without any stimulus as an aid. In fact, by using video, the students will be able to stimulate, develop and fabricate their ideas. This study is interested to find out whether or not video can enhance the students to generate ideas in writing essays.

The use of video in writing class is likely to help overcome this problem, that is not only stimulates group discussions, but also help to enrich the students vocabulary, which is needed in the process. Therefore, the study attempts to look into the usefulness of video as an aid in enhancing the student's skill in writing.

The researcher believes that a study should be carried out on how to help students to write better in class. This is because writing is not an easy skill to master.



As had been stated before, students have to go through a complex and routine process in writing. Students can be demotivated if their teachers use the same techniques all the time. Teachers must vary the techniques in their teaching of writing. However, in this study, the researcher focuses on the use of video in teaching essay writing on the students of average proficiency levels.

1.2 Purpose of the Study

The purpose of this study is to examine whether the use of video in teaching writing can help students' write essays to 20 students in a polytechnic in Ipoh. It is to see whether or not using video will give any marked improvement in the developments of the students' writing skills. Basically the researcher is going to investigate and seek answer whether the use of video help to improve the students writing skills.

1.3 Rationale

Writing is the goal of learning English language in the classroom. Through writing we will know whether students understand what they have learnt. The students, who find difficulties in writing, need support from the teachers and students also need to maintain control over thinking and writing process.

The rationale of using video to teach writing among polytechnic students is because the video could motivate their interest in learning English language. Through video, the students are asked to watch the documentary and understand the plot of the documentary - Master Craftsmen of Songket Weaving.



From the plot, they are asked to write one paragraph about the documentary and it is also called paragraph writing. The characteristic of the video chosen is the descriptive -documentary and the focus is to enhance the students to write one paragraph of writing consists of thesis statement, supporting details and transitions words.

1.4 Theoretical Framework

There are two early cognitive social theories, those of Bandura and Mischel (1988). Bandura (1991) pioneered the study of observational learning theory or vicarious conditioning theory. He believed that, rather than operating in a mechanistic way, reinforcement provides information about future reinforcement. Such information can be gleaned by watching models' behaviour rather than by behaving in a particular way and experiencing the consequences oneself. In the social learning theory, Bandura distinguished between acquisition of knowledge and observable performance based on knowledge. Internal and external factors are important in shaping this behaviour. Bandura also distinguished between enactive learning that is learning by doing and vicarious learning is learning by observing others rewarded or punishment for their actions.

The elements of observational or vicarious learning theory are:

1. Attention : teachers must attract students' attention to critical features of a lesson
2. Retention : It is to imitate behaviour that they are remember
3. Motivation and reinforcement: incentives may be necessary to encourage performance and maintenance of newly acquired skills.





In the observational or vicarious learning theory, it suggests that the audience respond positively or negatively to a stimulus based on their observation of how others respond. In this situation, video has the power in stimulating the students' interest because of the identification with screen characters- they can see the life-styles and might imagine themselves in them. The day - to day realities might seem quite ordinary without these vicarious experiences that can lift us out of ourselves.

The observational or vicarious learning theory supports the strategy of presenting content in association with people enjoying or appreciating what ever they're trying to promote, whether the idea, a product or a procedure. It also supports the presentation of materials in a manner that is outside the ordinary. If the audiences sees the screen characters having positive experiences or fulfilling a fantasy or dream, members of the audience are more likely to be persuaded to adopt products associated with these experiences.



These theories operate the activity on the basis of association a positive relationship between the content and those who are using or implementing it. The keynote of this theory is making the message desirable.

1.5 Research Question

This study put forward this research question:

To what extent the use of video help students to write essays?





1.6 Definition of Terms

For the purpose of this study, the following definitions were be used.

Video - sound and vision recorded onto the tape and played through a video recorder onto a television screen.

Writing skills - refers to learners ability to do something well especially when they have learned and practiced it. In this study, the learners will practice their writing by completing writing tasks given by the researcher.

Polytechnic - an institution which conducted formal term training varying from 2-3 years in technical courses.

Documentary - Programmes which presents topics that are factual aspects of the world which includes commentary, location, interviews etc



1.7 Significance of the study

This study will benefit teachers conducting writing classes as it can give some guidelines for them to use videos in teaching writing. It would also assist students producing better essays. Through the use of using videos in writing task, teachers will get some insight on how to provoke the students to indulge actively in classroom interactions, which are important in any writing activities. Furthermore, this study also seeks to evaluate the use of video in teaching writing.

The researcher hopes that the findings of this study will benefit teachers, as they will be able to use video as classroom aids, especially when their student are not in the mood of writing an essay. In addition, the researcher also hopes that the study can create awareness in the teachers about the importance of classroom prior to writing task and as such realize the potentials of video as an aid of motivating the





students to indulge in meaningful communication in the classroom. More importantly the study also aims in providing writing teachers as well as other teachers of English with supplementary materials so that they will not have to depend on modules and workbooks only.

For the purpose of this study, the videos are taken from Malaysian Tourism Board. It is important to stress writing teachers to suit the students' various needs and levels of proficiency can adapt the compilation of the documentary. Apart from that, the study will also benefit the students who took part in the research. Students' were given an opportunity to experience the research undertaken. Therefore, their experience will be very useful to them when they sit for their Malaysian University English Test (MUET) examination.

The findings of this study will also contribute to the development of ESL writing in Malaysian tertiary level of education. It will provide useful information on whether or not the present employment of video in MUET writing syllabus had assisted students in enhancing their writing skills.

In addition, the findings will help teachers to determine at which type of writing activities that are suitable with the types of documentary. By doing so, teachers will know what roles they are supposed to play in order to ensure maximum learning with the aid of video and to help students to achieve this in their writing.

However, it is not the objective of this study to give the impression that the use of video is the panacea for all shortcomings in writing. The research is on the opinion that if the teacher in the right context and environment, employ them wisely, video can improve students writing to a great extent. In the long run, students will not find writing is laborious and irrelevant task that is forced upon them, but as something interesting, productive and worthwhile.





1.8 Limitations of the Study

In conducting the study the researcher was hampered by several limitations. Firstly, the scope of the study was restricted to one higher education in Ipoh. Only 20 students were involved in this study. This means that the researcher had samples of student's essays in that particular higher education institution only. Secondly, it was difficult to determine student's progress because the limited amount of time allocated for the study. The researcher faced difficulties in finding the right time to do research in the polytechnic itself. This was due the researcher had to conduct observation over a period of three lessons that is one lesson per week. Hence it was difficult to analyze the potential of the students in producing their essays. Thirdly, it was the selection of the suitable video. Videos are available in abundance from the video store outlet. However, it was difficult to choose the appropriate video for the students that suit their interest and proficiency level.



1.9 Summary

Out of the four language skills, writing is the most common yardstick of students' performance in English. Writing competence reflects overall achievement in language. Learners who have developed the ability to communicate effectively in the written medium of a language have indeed mark the language of their own (McAlphin, 1980).

Nevertheless, many ESL students are unaware to this fact and view writing in English as irrelevant to their immediate and daily needs. This could be done to the fact that writing is the most difficult skill to master be it by native speakers or non native speakers of English. Bearing this in mind, the researcher felt that there is a prevailing





need of ESL teachers to familiarize students with the device that are necessary for the effective communication through the medium of writing. In this case, the presence of video to aid the writing process might become hardy for both students and teachers of video documentary for writing comprehension and the effect that the use of video has on ESL learners.

McAlphin, (1980) also added that, it is generally true that video convey much more real impression than words. Thus, teachers can enhance their lesson by utilizing a wide range of videos in a variety of ways at different stages of the lesson and for different activities. In other words, videos are cheap, accessible and versatile which makes them the most sought-after and widely used teaching aids in the classroom.

