Effect Of Interactive Video To Improvement Writing Reproduction Skill To Primary Eduction Program

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Abstract

Research Objective to know the influence of writing reproduction, use Interactive Video in learning English. The problem how the influence of the use of the interactive Video in learning English to improve the writing reproduction skills of English students Primary Education Program? The research used is quantitative approach and the type of research used is Experimental research, this research design used is one-group. Design of this study did not involve any control group. In this design, the experimental group was given pretest, then applied the treatment by using interactive video learning media. The Result of this study that used Interactive Video learning English there is a significant influence between the use of interactive Video on learning to write reproduction skills, increase in the average learning outcomes of writing skills at the end of learning (post-test) shows that there is a significant influence between the use Interactive of Video media on the learning outcomes of writing reproduction skills.

Keywords: writing, reproduction, skill, interactive Video, English

Writing skills is one of the abilities that should be used in the language to communicate, to speaking, reading and listening. Writing skills require training, thinking, creativity and mastery of grammar and should know what to write, what background topics will be written, then selecting material that fits the theme, to write takes sufficient time. Thus, it will make it easier for students to pour their ideas into writing.

When students do not do writing exercises in English then the low achievement, the data obtained when doing initial research only 25% of students who have the desire to write This is due to their lack of practice in writing, the lack of mastery of English vocabulary, did not grammar mastery , correct mastery of deaf according to the rules of writing sentences and paragraph. When students are given individual writing exercises that do only 25% of the task and of the 44 students who were able to do the tasks only 11 students, 7 people in the category enough, 17 people low category, and 16 people including the category is lowest

There are several alternative ways to anticipate this problem, using the right teaching model, using VCD media Interactive English learning, interactive visual media, it is necessary to have a teaching strategy in the development of English language writing skill through the use of VCD media in English learning interactive expected Improve writing skill, through the use of VCD listening and viewing the object or moment to be written.

Sundayana (2013) argues that when learners are familiar with multimedia as sophisticated as information technology, a necessity for teachers to be willing and able to use audio-visual media (video) in learning. Ronald G. Held (Sundayana, 2013) formulates that an investigation, a learner who learns by using his sense of hearing only, then after 3 hours he is able to recall 70% and after 3 days later he is only able to recall 10% of what he hears, But when a learner learns by using the sense of hearing and sight, then after 3 hours he is able to remember 85% and after 3 days he is still able to recall 65% of what he heard and he saw, based on previous research that students' writing skills can be enhanced with special training such as writing ideas, stories or reports either independently or as a group (Hafsah: 2013), line put forward by Rohana (2013: 45) stated that reproduction of writing skills students can Enhanced through language laboratory using Audio Visual media is very useful in generating interest in learning, enhancing the creativity of enjoyable learning.

Expecting in using Interactive Audio Visual (VCD) media so that students have high interest and ability, a sense of motivation to learn English, and not feel bored in the monotonous classroom atmosphere. According to Hamalik (1994: 12), media functions are: "1) educational function, 2) social function, 3) economic function, 4) political function, and 5) cultural art function", and Ahmad (2011)) Teaching will attract more students so it can foster motivation to learn; (B) teaching materials will be clearer (c) teaching methods will be more varied, (d) more learning activities, such as observing, performing, demonstrating and others.

Rresearchers want to conduct research to find out whether the influence of the use of Interactive VCD media to the writing skill of PGSD students, with the problem how the influence of the use of interactive VCD in learning English to improve the writing skills of English students Primary Education students? Research Objective to know the influence of English Primary Education students' skill writing reproduction through the use of Interactive VCD in learning English.

RESEARCH METHODS

A. Approach and Type of Research

The research approach used is quantitative approach and type of research used is Pre-Experimental research

B. Research Variables and Designs

1. Research Variables

The variables that become the reference in this research are:

A Free variable (X): in this study, the independent variable is the use of learning video media.

C. Dependent variable (Y): in this study, the dependent variable is the result of learning writing skills.

Research Design

The research design used in this research is one-group pretest-posttest design involving one group that is as experiment group. The experimental group applied GI Group Investigation learning model using instructional video media. The design of this study did not involve any control group. In this design, the experimental group was given pretest then applied the treatment by using video learning media after it was held posttest.

X = Direct learning model by using learning video media

O1 = Giving pretest

O2 = Provision of posttest

In this design, the observation is done twice before and after the experiment. Observations made before the experiment (O1) are called pretests and post-experimental observation (O2) is called posttest. The difference between O1 and O2 i.e. O2 - O1 is assumed to be the effect of the treatment.

1. Data collection phase

Based on this research obtained data in the form of scores of learning result of English writing skill acquired through test activity i.e. rewriting (reproduction) which aired on Interactive VCD and questionnaire of learning finding.

The stage of data collection is as follows:

a. After giving pretest and treatment in class which become subject of research, with experimental class treatment applied model study of GI Model (group Investigation) by using learning video media and given problem.
b. Assess the test results obtained from the experimental class taught through the GI learning model using the learning video media (cognitive) and assess the learning outcomes of writing skills using VCD learning media
c. Further data that have been obtained are analyzed and prepared to make research report.
d. The value of learning outcomes (cognitive) writing skills of the experimental class is derived from the test of learning outcomes, firstly calculated the number of item scores or questions answered correctly from the overall maximum score of the test. Further analyzed to determine the value of learning outcomes based on the test results that have been given previously, using the formula of calculation (Purwanto, 2010) as follows: 2. Conclusion

The final stage of this research is the conclusion. At this stage, the pretest and posttest values are analyzed using the t test to determine whether there is influence between the uses of VCD media Interactive learning English on the learning outcomes of writing skills

Data Analysis Technique

Data analysis techniques used by researchers is statistics, because this research is quantitative research, so there are two kinds of statistics used are:

1. Descriptive Statistics

Descriptive statistical analysis aims to describe the results of learning writing skills obtained by students from the experimental group. The learning

Table 3. 3 Guidelines for Categorizing Student Results

Interval value (score 100)	Categories
86 – 100	Very Good
71 – 85	Good
56 – 70	Midle
41 – 55	Low
≤ 40	Lowest

outcomes are then compared by classifying the following learning outcomes (following sheets):

The data analyzed in this research is the data of posttest result without remedial.

Inferential statistics

Inferential statistical analysis was used to test the research hypothesis by using the t-test. Prior to hypothesis testing, prerequisite analysis was performed, i.e. normality test and homogeneity test where all data was processed in Statistical Package for Social Science (SPSS) version 20.0.

Normality test

Normality test is used to determine whether the samples examined are normally distributed or not. Testing of data normality of learning result of student writing skill using One-Sample Kolmogrov-Smirnov Test on SPSS version 20.0 system. The learning outcomes of the population will be normally distributed if the sig (2-tailed) ≥ α with a real level of $\alpha = 0.05$.

Homogeneity Test

The homogeneity test used the students' writing skill learning result using Test of Homogeneity of Variances test with Statistical Package for Social Science (SPSS) version 20.0. The test criteria used are sig (2-tailed) ≥ α with real level α = 0.05 data is homogeneous.

$$\mathbf{t} = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{{s_1}^2}{n_1} + \frac{{s_2}^2}{n_2} - 2r\left(\frac{s_1}{\sqrt{n_1}}\right)\left(\frac{s_2}{\sqrt{n_2}}\right)}}$$

$\bar{x}_1$ = average *pretest*
$\bar{x}_2$ = average *posttest*
n_1 = amount of sample *pretest*
n_2 = amount sample *posttest*
s_1 = value of standard devise *pretest*
s_2 = value standard devise *posttest*
${s_1}^2$ = value variants *pretest*
${s_2}^2$ = value variants *posttest*
r = Value of Correlation Coefficient

Hypothesis testing of this research was conducted to find out whether there is a significant influence between the use of learning video media to the learning outcomes of Primary Education Program student writing skills, how the influence of independent variables on the dependent variable, in this study used t-test combined using Statistical Package for Social Science (SPSS) version 20.0, by comparing t-count with t-table (α = 5%) by the formula (Sugiyono, 2014: 122) as follows (can be seen on next page)

The test is a t-test of two dependent samples (paired sample t-test) using two-tailed test. The possible results of the study are as follows:

If t-count> t-table (α = 5%) then t arithmetic obtained significant (alternative hypothesis / Ha accepted and hypothesis zero / Ho rejected).

If t-count ≤ t-table (α = 5%) then t arithmetic obtained is not significant (alternative hypothesis / Ha rejected and null hypothesis / Ho accepted).

RESEARCH FINDING AND DISCUSSION

Presentation of Data, Process and Research Finding

Descriptive Statistics Analysis of Learning Outcomes

The results obtained from the results of evaluation tests conducted in the beginning before treatment or treatment in the experimental class and the results of evaluation tests after doing treatment or treatment in the learning process using interactive VCD media learning English. Double choice evaluation test of 20 numbers, 10 essay-test numbers

	Pretest $(\mathbf{x_1})$	**variants** $(\mathbf{x_1 - \bar{x}_1})$	**variants quadrat** $(x_1 - \bar{x}_1)2$	***Posttest*** $(\mathbf{x_2})$	**variants** $(\mathbf{x_2 - \bar{x}_2})$	**variants quadrat** $(x_2 - \bar{x}_2)2$
amount	**2758**	**0.08**	**7104.48**	**3887**	**0.04**	**2040.08**

$\bar{x}_1 = \sum \frac{x_1}{n_1} = \frac{2758}{44} = 62{,}68$

$\bar{x}_2 = \sum \frac{x_2}{n_2} = \frac{23887}{44} = 88{,}34$

${s_1}^2 = \sum \frac{(x_1 - \bar{x}_1)^2}{n_1 - 1} = \frac{7104.48}{43} = 165{,}22$

${s_2}^2 = \sum \frac{(x_2 - \bar{x}_2)^2}{n_2 - 1} = \frac{2040.08}{43} = 47{,}44$

$s_1 = \sqrt{\sum \frac{(x_1 - \bar{x}_1)^2}{n_1 - 1}} = \sqrt{\frac{7104.48}{43}} = \sqrt{165.22} = 12{,}853$

$s_2 = \sqrt{\sum \frac{(x_2 - \bar{x}_2)^2}{n_2 - 1}} = \sqrt{\frac{2040.08}{43}} = \sqrt{47.44} = 6{,}888$

***Pretest* (x)**	***Posttest* (y)**	$(x - \bar{x})$ X	$(y - \bar{y})$ Y	X^2	Y^2	XY
$\sum x$ =2758 $\bar{x}$ = 62.68	$\sum y$ =3887 $\bar{y}$ = 88.3	0.08	0.04	$\sum X^2$ = 7104.48	$\sum Y^2$ = 2040.08	$\sum XY$ = 2415.77

$r_{xy} = \frac{\sum XY}{\sqrt{X^2 Y^2}} = \frac{2415.77}{\sqrt{7104.48\ x\ 2040.08}} = \frac{2415.77}{\sqrt{7104.48\ x\ 2040.08}} = \frac{2415.77}{3807.06} = 0{,}635$

So there is a positive correlation of 0.635 between the learning result of student's writing skill before and after using video learning media

$$\mathbf{t} = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{{s_1}^2}{n_1} + \frac{{s_2}^2}{n_2} - 2r\left(\frac{s_1}{\sqrt{n_1}}\right)\left(\frac{s_2}{\sqrt{n_2}}\right)}}$$

$$\mathbf{t} = \frac{62{,}68 - 88{,}34}{\sqrt{\frac{165{,}22}{44} + \frac{47{,}44}{44} - 2\ x\ 0{,}635\left(\frac{12{,}835}{\sqrt{44}}\right)\left(\frac{6{,}888}{\sqrt{44}}\right)}}$$

$$\mathbf{t} = \frac{-25{,}66}{\sqrt{3{,}76 + 1{,}08 - 1{,}27\ (1{,}94)(1{,}04)}}$$

$$\mathbf{t} = \frac{-25{,}66}{\sqrt{4{,}84 - 2{,}56}}$$

$$\mathbf{t} = \frac{-25{,}66}{\sqrt{2{,}28}}$$

$$\mathbf{t} = \frac{-25{,}66}{1{,}51} = \mathbf{t} = -16{,}99$$

The value of t-count = -16.99 lies in the area of acceptance Ha, with the record price t count is the absolute price, so not seen positive (+) or negative (-) it. So, we reject Ho, where t-count> t-table or t-count (16.99)> t-table (2.01669). Then Ha is accepted. Ha's conclusions are accepted, meaning there is a significant influence between the use of learning video media on the learning result of reprinting skills (reproduction)

From a comparison of pretest and posttest learning outcomes. The test result of the learning obtained by the students at the time of pretest of cognitive domain at most is in enough category with the percentage of 43, 1% and good with the percentage 27, 27%, posttest of cognitive domain at most is in very good category with percentage 73, 73% and both with a percentage of 27.27%. From this result, it can be concluded that the use of Interactive VCD media of English learning can affect the learning result of writing skill (writing skill) of students

Pretest (x_1)	**variants** $(x_1 - \bar{x}_1)$	**variants Quadrat** $(x_1 - \bar{x}_1)2$	***Posttest*** (x_2)	**Varian's** $(x_2 - \bar{x}_2)$	**Varian Quadrat** $(x_2 - \bar{x}_2)2$
3013	**-0.12**	**3117.41**	**3912**	**-0.04**	**1257.72**

$\bar{x}_1$ = average *pretest*
$\bar{x}_2$ = average *posttest*
n_1 = amount of sample *pretest*
n_2 = amount sample *posttest*
s_1 = value of standard devise *pretest*
s_2 = value standard devise *posttest*
${s_1}^2$ = value variants *pretest*
${s_2}^2$ = value variants *posttest*
r = Value of Correlation Coefficient

$\bar{x}_1 = \sum \frac{x_1}{n_1} = \frac{3013}{44} = 68{,}48$

$\bar{x}_2 = \sum \frac{x_2}{n_2} = \frac{3912}{44} = 88{,}91$

${s_1}^2 = \sum \frac{(x_1 - \bar{x}_1)^2}{n_1 - 1} = \frac{3117{,}41}{43} = 72{,}498$

${s_2}^2 = \sum \frac{(x_2 - \bar{x}_2)^2}{n_2 - 1} = \frac{1257{,}72}{43} = 29{,}25$

$s_1 = \sqrt{\sum \frac{(x_1 - \bar{x}_1)^2}{n_1 - 1}} = \sqrt{\frac{72{,}498}{43}} = \sqrt{72{,}498} = 8{,}514$

***Pretest* (x)**	***Posttest* (y)**	**(x − x̄)** X	**(y − ȳ)** Y	**X²**	**Y²**	**XY**
$\sum x$ =3013 $\bar{x}$ = 68.48	$\sum y$ =3912 $\bar{y}$ = 88,91	-0.12	-0.04	$\sum X^2$ = 3117,41	$\sum Y^2$ = 1257,72	$\sum XY$ = 838,9092

$s_2 = \sqrt{\sum \frac{(x_2 - \bar{x}_2)^2}{n_2 - 1}} = \sqrt{\frac{1257,72}{43}} = \sqrt{29,25} = 5,408$

$r_{xy} = \frac{\sum XY}{\sqrt{X^2 Y^2}} = \frac{838,9092}{\sqrt{3117,41 \; x \; 1257,72}} = \frac{838,9092}{\sqrt{3117,41 \; x \; 1257,72}} = \frac{838,9092}{1980,10} = 0,424$

***Pretest* (x_1)**	**variants $(x_1 - \bar{x}_1)$**	**variants quadrat $(x_1 - \bar{x}_1)2$**	***Posttest* (x_2)**	**variants $(x_2 - \bar{x}_2)$**	**Variants quadrat $(x_2 - \bar{x}_2)2$**
3013	**-0.12**	**3117.41**	**3912**	**-0.04**	**1257.72**

$\bar{x}_1$ = average *pretest*
$\bar{x}_2$ = average *posttest*
n_1 = amount of sample *pretest*
n_2 = amount sample *posttest*
s_1 = value of standard devise *pretest*
s_2 = value standard devise *posttest*
s_1^2 = value variants *pretest*
s_2^2 = value variants *posttest*
r = Value of Correlation Coefficient

$\bar{x}_1 = \sum \frac{x_1}{n_1} = \frac{3013}{44} = 68,48$

$\bar{x}_2 = \sum \frac{x_2}{n_2} = \frac{3912}{44} = 88,91$

$s_1^2 = \sum \frac{(x_1 - \bar{x}_1)^2}{n_1 - 1} = \frac{3117,41}{43} = 72,498$

$s_2^2 = \sum \frac{(x_2 - \bar{x}_2)^2}{n_2 - 1} = \frac{1257,72}{43} = 29, 25$

$s_1 = \sqrt{\sum \frac{(x_1 - \bar{x}_1)^2}{n_1 - 1}} = \sqrt{\frac{72,498}{43}} = \sqrt{72,498} = 8,514$

$s_2 = \sqrt{\sum \frac{(x_2 - \bar{x}_2)^2}{n_2 - 1}} = \sqrt{\frac{1257,72}{43}} = \sqrt{29,25} = 5,408$

***Pretest* (x)**	***Posttest* (y)**	**(x − x̄)** X	**(y − ȳ)** Y	**X²**	**Y²**	**XY**
$\sum x$ =3013 $\bar{x}$ = 68.48	$\sum y$ =3912 $\bar{y}$ = 88,91	-0.12	-0.04	$\sum X^2$ = 3117,41	$\sum Y^2$ = 1257,72	$\sum XY$ = 838,9092

$r_{xy} = \frac{\sum XY}{\sqrt{X^2 Y^2}} = \frac{838,9092}{\sqrt{3117,41 \; x \; 1257,72}} = \frac{838,9092}{\sqrt{3117,41 \; x \; 1257,72}} = \frac{838,9092}{1980,10} = 0,424$

Ha is accepted, meaning there is a significant influence between the use of learning video media on the learning outcomes of writing skills. Based on the results of hypothesis testing with inferential statistics showed the influence of the use of Interactive VCD media of learning English on the learning result of writing skill. Decision making on hypothesis testing is done in two ways that is comparing t-table with t-count and compare probability value. From the statistical result using manual calculation for t-test two dependent samples (paired sample t-

test) combined with SPSS 20.0 program obtained ttable value for N (44) = 2.01669 while tcount of cognitive domain learning -16,99, t-count (16.99)> t-table (2.01669), and tally with the ote that the price of t-count is the absolute price, so it is not seen positive (+) or negative (-) it. Meanwhile, by comparing the probability value, the significance value of the learning achievement of cognitive domain writing skill The achievement Pretest in cognitive

Range = highest value– lowest value
= 83 – 28 = 55

Amaount of Interval class = $\frac{range}{interval} + 1$
= $\frac{55}{5} + 1 = 12$

Modus = $b + p\left(\frac{b_1}{b_1 + b_2}\right)$
= 65, 5 + 5 $\left(\frac{7}{7+7}\right)$
= 68

Median = b + p $\left(\frac{\frac{1}{2}n - F}{f}\right)$
= 65, 5 + 5 $\left(\frac{\frac{1}{2}44 - 21}{11}\right)$ = 66

Posttest

Range = highest value – lowest value
= 100 - 72 = 28

Amaount of Interval class = $\frac{range}{interval} + 1$
= $\frac{28}{7} + 1 = 5$

Modus = $b + p\left(\frac{b_1}{b_1 + b_2}\right)$
= 92, 5 + 7 $\left(\frac{4}{4+15}\right)$
= 93, 97

Median = b + p $\left(\frac{\frac{1}{2}n - F}{f}\right)$
= 85, 5 + 7 $\left(\frac{\frac{1}{2}44 - 12}{13}\right)$ = 90,4

CONCLUSION

Based on the results of research, data analysis, and discussion, it can be concluded that:

The result of learning skill of reproduction writing of class Primary Education Program at the posttest in cognitive domain are in very good category. The increase of the average of learning result of writing reproduction skill at the end of learning shows that there is a significant and affective sig (2-tailed) 0.000 <α (0,025) (0,05 / 2) means Ho is rejected Ha accepted. So there is a significant influence between the use of interactive VCDs on learning skills writing skills an increase in the average learning outcomes of writing skills at the end of learning (posttest) shows that there is a significant influence between the use of learning video media on the learning outcomes of writing skills influence between the uses of learning video media to the learning result of writing reproduction skill of Primary Education Program

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