



**Pemanfaatan Video Maker Sebagai Media Dalam Menulis Kartu Ucapan di
SMP Negeri 1 Mantiat Pari**
***The Utilizing Of Video Maker As A Media In Writing Greeting Card At Junior High
School 1 Mantiat Pari***

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ABSTRAK

Media merupakan salah satu hal yang penting dalam proses belajar mengajar. Salah satunya adalah video maker. Video maker adalah salah satu aplikasi yang dapat digunakan sebagai media dalam pengajaran menulis. Tujuan penelitian adalah untuk melihat pemanfaatan video maker sebagai media dalam menulis kartu ucapan. Ada enam belas siswa sebagai sampel, terutama pada siswa kelas delapan. Peneliti memberi mereka sepuluh item kuesioner.

Hasil penelitian ini dapat dibagi menjadi dua kategori. Yang pertama adalah video maker memberikan motivasi siswa dalam belajar bahasa Inggris. Mereka berada di pernyataan satu (84,44%) pernyataan dua (94,44%), pernyataan empat (88,89%), dan pernyataan enam (93,33%). Semua pernyataan memiliki kategori sangat tinggi. Artinya, video maker memberikan motivasi kepada siswa untuk belajar menulis. Kedua, siswa tertarik menggunakan video maker sebagai media dalam menulis. Mereka berada pada pernyataan ketiga (81,11%) dengan kategori sangat tinggi, pernyataan kelima (83,33%) dengan kategori sangat tinggi, pernyataan kedelapan (76,67%) dengan kategori tinggi, pernyataan kesembilan (68,89%) dan kategori tinggi, pernyataan kesepuluh (86,67%) dan kategori sangat tinggi. Tidak ada kuesioner pada level sedang, rendah dan sangat rendah. Berdasarkan hasil penelitian dapat disimpulkan bahwa pemanfaatan video maker sebagai media penulisan di SMPN-1 Mantiat Pari adalah positif. Para siswa memberikan respon positif untuk itu.

Kata kunci: Video Maker, Menulis Kartu Ucapan.

ABSTRACT

Media is one of important thing in teaching learning process. One of them is video maker. Video maker is one of application that can used as a media in teaching writing. The research aim is to see the utilizing of video maker as a media in writing greeting card. There were sixteen students as sample, especially at eighth grades students. The researcher gave them ten items' questionnaires.

The findings of this research can be divided into two categories. The first was video maker gave the students motivation in learning English. They were in statement one (84,44%) statement two (94,44%), statement four (88,89%), and statement six (93,33%). All of the statements have category very high. It meant video maker gives the students motivation to learn writing. The second was the students were interested using video maker as a media in writing. They were in the third statement (81,11%) and the category was very high, the fifth statement (83,33%) and the category was very high, the eighth statement (76,67%) and the category was high, the ninth statement (68,89%) and the category was high, the tenth statement (86,67%) and the category was very high. There was no questionnaire in medium, low and very low level. Based on the result, it can be concluded that the utilizing of video maker as a media in writing at SMPN-1 Mantiat Pari was positive. The students gave the positive response for it.

Keywords: Video Maker, Writing Greeting Cards.

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INTRODUCTION

Along with the development of technology in Indonesia, it makes the development of learning media very diverse. Teachers and students are required to be able to take advantage of these technological developments. This technology can use tools such as computers or cellphones, which can be used as media. On the other hand, technology facilitate the teaching and learning process in schools now.

Media is one of support system in teaching learning process. It can help the teacher to make sure students understand about the material. Media is one of way to make the students enjoy to study English. Learning media is used as a means of supporting the learning process for learning objectives can be achieved. Learning media is defined as a tool in the form of physical and non-physical used by teachers in conveying material to students to be more effective and efficient. So that the learning materials more quickly accepted students intact as well as attract students to learn more (Puspitarini & Hanif, 2019). Media is one of the important things in the teaching process. Especially in 21st- century learning, the teachers are asked to explore media using Information and Communications Technology (ICT). As access to ICT has become more widespread, so Computer Assisted Language Learning (CALL) has moved beyond the use of computer programs to embrace the use of the Internet and web-based tools.

The term Technology Enhanced Language Learning (TELL) appeared in the 1990s, in response to the growing possibilities offered by the Internet and communications technology (Harmer, 2007). It will make the students interested in learning because they can explore by themselves. For example, the research by Dian Novita and Mia Fauzia Farida showed the result of research most of the students like the media (Dian Novita and Mia Fauzia Farida 2019). In addition, the students feel more enjoy with the application of video media in learning than not using media. On the other hand, the research by

Irdawati & Wardah (2018) in Pontianak found too was highly effective in teaching using video in writing (Irdawati & Wardah, 2018).

Video is one of media in writing. As known, writing is a highest skill in English. According to Yacob writing consisted of several elements such as content, organization, vocabulary, language use, and mechanics (Komariyah, 2013). On the other hand, English is one of foreign language that taught in our country. English is not our second language, so, the students have difficulty in developing their idea in writing. Video can make interesting the students to learn writing. It can record and present creativity of students. According to Hadi et.al (2020) the media moving image-based learning (animation/video) can encourage learners understanding when it used in a manner consistent with multimedia learning theory. There are many various video applications that can be used as a media in teaching learning process.

Tik tok is one of video application that can used as a media. It can help the students understand how to write easier. Based on the research by Syaiffudin (2021), the result of research indicates that perception of the students toward the use of Tik Tok in learning writing descriptive text was positive. Students have positive response about it. Fifteen questionnaires' items were in high level. There were no questionnaires in medium, low, or very low level. It meant that the use of tik tok give benefits and positive effect for the students in learning descriptive text (A, 2021). In addition, other similar studies were also conducted by Elsa and Laili, the result of research indicated that the students said tik tok application had advantages in learning descriptive text and helped them study the descriptive text (Sonia et al., 2022)

The difference between this research and previous research is the different application that used. The researcher uses video maker as a media in writing. The video maker can be used by students as a means for learning writing. Video

maker is one of the applications that can be downloaded from the play store. The researcher uses this application because it is very simple. It can be downloaded on a handphone, so, the students can be easy to study writing everywhere using a video maker. The students can use it offline after downloading, it is different from the other applications that are used online. It will explore the student's ability in digital.

The research is conducted in order to know how useful video maker as a media in teaching learning process, especially in writing. Therefore, the research will point out whether the utilize of video maker gives any contribution in learning writing, especially greeting card. The purpose of the research is to find the student's satisfaction the utilizing video maker as a media in writing greeting card at SMPN-I Mantiat Pari.

Literature Review

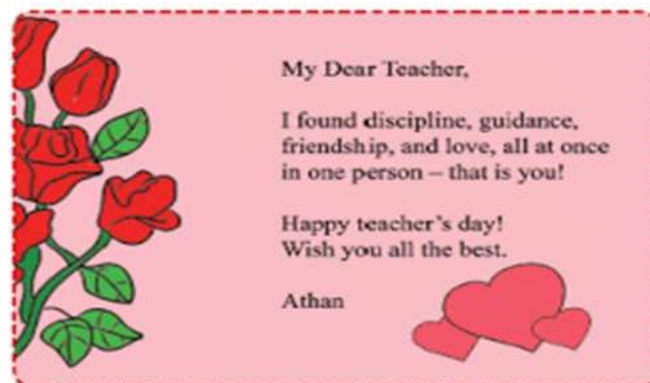
1. Writing

According to Nunun writing is an intellectual activity of finding ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by the people (Komariyah, 2013). Writing is considered a complex task for many ESL (English as a second language) and EFL (English as a foreign language) writers because of its intricate nature coupled with the lack of vocabulary in the writers' repertoire and the handicap in their grammatical knowledge of the English language. In this regard, the ESL and EFL writers may not have adequate language at their disposal which thus creates problems for them to write effectively in the foreign language (English) compared with LI writers who can write rather easily as they have automatic and quick access to the nuances of the language (Sabti et al., 2019).

2. Greeting Card

A greeting card is an illustrated card used to convey an expression of friendship or another feeling. Greeting cards are usually given on special occasions, such as birthdays, Lebaran day, or other holidays, they are also sent to express thanks or congratulation. Greeting cards are

usually packaged in an envelope (Mahanani, n.d.). The example of greeting card is following:



Media is supporting equipment for the teachers to enable them in explaining the materials attractively (Ardayati, 2018). In addition, by using media teachers could get some advantages. They are the following:

- 1) Media is increased the learners' experiences.
- 2) Media is reached everything out of the class, such as markets, stations, harbors, bacteria, viruses, etc.
- 3) Media is created for the possible direct interaction between learners and them environment.
- 4) Media is produced by some observation done by the learners to achieve the teachers' aims.
- 5) Media is keeping the basic, concrete, and real concepts of teaching.
- 6) Media has aroused the learners' motivation to learn.
- 7) Media has integrated the experience from concrete things to an abstract one.
- 8) Media is avoided the learner bored.
- 9) Media make the learners easily understand the instructional materials.
- 10) Media is made the teaching and learning process more systematic (Ardayati, 2018).

3. Video Maker

Video maker is an application that can be downloaded from the play store. There are a few procedures for teaching writing using a video maker application. The advantages of using video maker as a media in teaching writing, are as follows:

1. It can be downloaded on a handphone.
2. It can be used offline.
3. The students can create their idea with the features that include in the application.

4. The students can use their pictures themselves to include in the application.
5. The students can use a few songs that are related to the greeting card.
6. The students can share their videos in social media.

RESEARCH METHOD

The research employed a survey method. The data was collected to find out the student's satisfaction the utilizing of video maker as a media in writing greeting card at SMPN-I Mantiat Pari. The participant of this research were 16 students of eighth grades students at SMPN-I Mantiat Pari.

The instrument of collecting data was observation and questionnaire. Observation was made to identify the utilizing of video maker in the class during teaching learning process. The researcher saw the students 'activity in using video maker as a media in teaching learning process. It also described the students'behaviour during the learning process. For the questionnaire, they are ten statements that given for participants. They were written by Indonesian.

The participants responded them to the five scale statements ranging from 1: strongly disagree, 2: disagree, 3: neutral, 4: agree, 5: strongly agree (Joshi et al., 2015). The next step calculated the result of questionnaire by using formula:

$$P = \frac{n}{N} \times 100\%$$

Note :

P = the percentage of respondent's response

n = respondents' score

N = maximal score that respondents should get.

After that, categorizing the result into five categories was conducted as the table follow:

Percentage	Category
0% - 20%	Very Low
21% - 40%	Low
41% - 60%	Middle
61% - 80%	High
81% - 100%	Very High

Sugiyono, (2010)

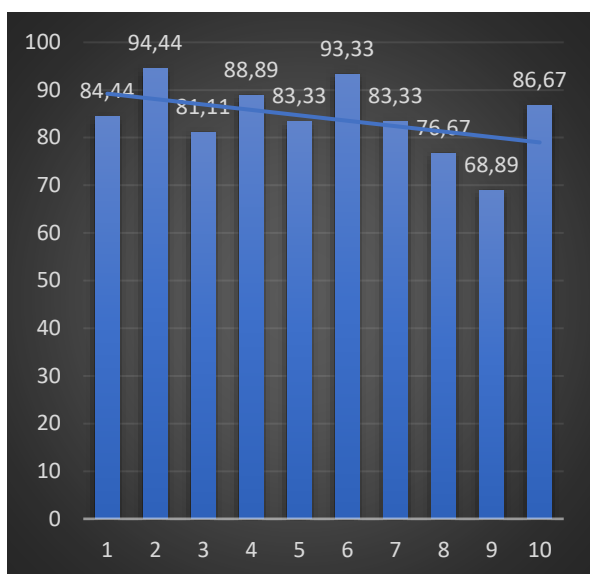
Table 1. Likert Scoring of Questionnaire

RESULT AND DISSCUSION

Video maker is a new media that applied by the teacher. It gave diverse obstacles that faced by the teacher and the students. It was found that a few of students did not use the application. They must study it from the teacher how to operate it. The table below was the statements that answered by the students. There are consist of statements, frequency, percentage and category.

No	Statements	Frequency	%	Category
1.	Video maker gives me motivation to learn writing	76	84,4 4%	Very high
2.	Learning English using video maker is fun.	85	94,4 4%	Very high
3.	I am interested in learning writing if the teacher uses video maker as teaching media.	73	81,1 1%	Very high
4.	I like learning English using video maker.	80	88,8 9%	Very high
5.	Video maker is one of facilitation to study writing.	75	83,3 3%	Very high
6.	Learning English using video maker is useful.	84	93,3 3%	Very high
7.	I feel be more confident to write by using video maker.	75	83,3 3%	Very high
8.	I can practice to write everywhere using video maker.	69	76,6 7%	High
9.	Video maker is an efficient tool to improve my writing	62	68,8 9%	High
10	I prefer an interactive teaching and learning process (discussion, use of media, etc.) because it is faster to understand the subject matter	78	86,6 7%	Very high

Figure 1: The Percentage of Responses



Based on the result above showed that the student's response toward the utilizing video maker as a media in writing greeting card was positive. It can be seen by the table; the result was very high and high. It was meant, video maker made positive contribution in teaching learning process, especially writing greeting card.

The findings of this research can be divided into two categories. The first was video maker gave the students motivation in learning English. They were in statement one (84,44%) statement two (94,44%), statement four (88,89%), and statement six (93,33%). All of the statements have category very high. It meant video maker gives the students motivation to learn writing. It was similar by the research from Syaifuddin (2021), which showed that learners agreed tik tok video gave them motivation in learning writing.

The second was the students were interested using video maker as a media in writing. They were in the third (81,11%) and the category was very high, the fifth statement (83,33%) and the category was very high, the eighth statement (76,67%) and the category was high, the ninth statement (68,89%) and the category was high, the tenth statement (86,67%) and the category was very high. It was related by the theory from Harmer (2007) that stated music and pictures are very good stimulate for writing and speaking.

The classroom activities were very fun. The students took the them picture in door and out door. They were happy and said it was good for learning activities. On the other hand, there were a few of students that said it was not fun, because it was offline not online like tik tok. The students believed video maker can make to increase them ability in writing, because they can practice everywhere. On the other hand, the others were not agreed, because they did not have handphone.

When viewed from the activeness of students, it can be seen that students have become more active. Video maker was an application that has interesting features, such as pictures, songs, various letter shapes and attractive colors. The students 'activity must be considered. The students were directly involved in using the application. So that, learning objectives can be achieved. If the learning objectives were achieved, then the learning can be said to be effective.

CONCLUSION

Based on the result of the research, it can be concluded that the utilizing of video maker as a media in writing at SMPN-I Mantiat Pari was positive. The students gave the positive response for it. Ten questionnaires' items were average in very high level. There was no questionnaire in medium, low and very low level. It meant the use of video maker gave the benefits and positive effect for the students in teaching learning process, especially writing. The utilizing of tik tok can give the motivation of students in learning writing. They can create their idea and make it into video maker. There were so many activities which designed by the students in order to their writing was interesting.

It is suggested for teachers or the others that want to use media in writing, video maker is recommended. It is caused the application is offline. So, we don't spend much moneys to buy data package. In addition, the teachers or the others can use the others application in play store as a media in teaching learning process. They are

very benefits for us to encourage the students' ability in learning English.

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