TEACHING WRITING WITH AUTHENTIC VIDEO THROUGH SWELL METHOD FOR EFL STUDENTS

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Abstract: This research with a quantitative method aims to examine whether the use of authentic videos is effective to improve students' writing ability of third semester students at English Tadris Program. The population in this research were students at the third semester students at English Tadris Program and the sample was students of TBI 1 and 2 with total sample of 56 students. In this research the researcher used a total sampling technique. And the data collection technique using test, namely pre-test and post-test. The technique of data analysis that the researcher used is the t-test. The results of the data analysis showed that t-count is and t-table (t-count 7.175 > t-table 1.184). It means the results of the research showed that there is a significant improvement of the students' writing ability of the third semester students' writing skill after the use of authentic video through SWELL Method of third semester students at English Tadris Program.

Key terms: Writing, Authentic Video, Swell Method

Introduction

Writing skill is measured by most students as an unnerving task and the most challenging skill to be mastered (Ingels, 2010:19). Nearly everyone whose non-English speaking background can speak well but cannot write well (Hammond in Nunan, 1991: 86) In speaking, there are suprasegmental phonemes, mime, and gesture that help the speakers convey their intention. Conversely, written form does not have those elements but punctuation mark. Both of suprasegmental and punctuation mark, they work in a different way in delivering intention of the writer or speaker and also for the listener and reader. It is the challenge of the writer to make the reader understand well what the writer's point.

The same phenomenon also happens to the most EFL students in IAIN Palu as EFL Students. They found difficulties in exploring theirs idea whether in oral or written way. But, the complicated one is writing. They consider that the rules in writing make it more complicated than speaking. They must give attention to grammar, diction, punctuation and many others. Meanwhile, when they speak, they ignore some rules in writing. That is why the researcher interested to conduct this research.

The researcher decided to solve the problem by considering a method of teaching by using an instructional media, where media could be used to improve the students' learning accomplishment and to be success on learning process. The researcher

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ponders using authentic video as audiovisual media through SWELL method in this research, even though audiovisual media is generally used in teaching speaking and listening skill. The authentic video is an authentic material that supposed by Gilmore (2007) that it has a great effect on students' motivation. Related to it, Kuimova, Uzumboylu, & Golousenko (2016:253) also believe that video can be used to increase the students' learning interest and enthusiasm, improves students' language skills, and enhances comprehension and discussion. In addition, Corbally (2005: 376) also assumes that the use video has the potential to be one of an interesting resource for students. It convinces the researcher to use the authentic video as one of authentic material as a teaching media.

Problem Statement

Does authentic video have any effect on EFL students' writing result through SWELL method?

The Objective of The research

The objective of the research is to examineto examine the use of authentic video on EFL students' writing result through SWELL method. Practically, it is hoped to provide meaningful contribution related to practical guidance in conducting English subject and research related to teaching media and technique in teaching writing.

Related Literature

1. Previous Study

Many researchers have used this media to teach language in all over the world. Video has increased the students' interest in learning language. The researcher summarizes the relevant previous researches to prove the originality of the research. The first research which related to the researcher's study has been done by Yuniasari (2007) with her research paper entitled "Film as Media in Teaching Narrative Writing in Eleventh Grade of Senior High School". This research was focused on teaching narrative text using film. Related to her research, she wrote the implementation of film as a media in teaching narrative writing, the result of students' narrative frame work, and the problem in language feature that were faced by the students in writing narrative text. She concluded that the students can create their ideas in developing their narrative writing. Even though both have the same purpose, but this study confirmed the impact of authentic videos on students' competence in writing narrative text, and the object of the previous study was senior high school students but in this study the object was junior high school students.

The NEXT research on these previous studies has been done by Herlina (2010) with her research paper entitled "The Use of Discovery Channel Video to Teach Writing of News Item Text to The Tenth Grade Students" through experimental research. She used Discovery Channel Video as treatment in teaching news item text, and she wrote the student's response. Furthermore, she concluded that there was a significant difference of means between the pre-test and post-test score in experimental group. This technique gets positive response from the students.

2. The Concepts of Writing

Writing is described by Nurdin (2012:3) as a way in conveying writers' idea through written form and present it to be comprehended by others easily is a writing activity. In agreement with Brian Cox in Brindley (2005:151) enlightens that written form serves many dedications both for individual and for society as a whole, and it is not limited to the communication of information. He further gives detail that for the individual author, writing form can have rational functions in clarifying and supporting thought while at the level of whole society, written form serves the functions of record keeping and storing both information and literary works.

a. Components of Writing

Heaton (1988:135) explains that there are five general components for a good writing, namely *1. language use is* the ability to write in correct and appropriate sentences; *2. mechanical skills is* the ability to use those conventions peculiar to the written language correctly (punctuation, spelling); *3. treatment of content is* the ability to think creatively and develop thoughts, including all irrelevant information; *4. stylistic skills*: the ability to write in an appropriate manner for a particular purpose by a particular audience mind, together with an ability to select, organize and order relevant information.

According to Hughes (2008: 103) point out that in analytic scale, it has five components in writing namely: Content, Organization, Vocabulary, Language use, Mechanics: a) Capitalization, b) Punctuation, c) Spelling

3. The Concept Video

a. Definition of Video

Susan Stempleski in Richards and Renandya (2002:364) states video as an extremely dense medium, one which incorporates a extensive variety of visual elements and a great range of audio experiences in addition to spoken language. In line with it, in Cambridge Advanced Learner's Dictionary: Third Edition (2008), video is defined as recording of moving pictures and sound that has been made on a long narrow strip of magnetic substantial inside a rectangular plastic container, and which can be played on a special machine so that it can be watched on television. It can be said that video is a series of visual moving picture which covers sound as a result or product of recording or broadcasting which can be played on a special machine. It can be used as a teaching media by modifying it to syllabus or material that is being taught.

b. Authentic Video

(Shahani, Tahriri, & Divsar (2014:44) defines the authentic video is not scripted; and also its rate of speech and vocabulary is not reduced to be understandable. Instructionally, the concept of authenticity is well-defined as "being as close a match as possible between the language and social context of the input which learners take in the classroom and the language and social context of everyday life" (MacDonald, Badger, & White, 2000:253-254). The authentic video has been used in dissimilar ways for learners to improve their listening comprehension skill (Canning-Wilson, 2000; Cakir, 2006; Erfani, Iranmehr & Davari,

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2011; Mousavi & Iravani, 2012; Ismaili, 2013) but in this research, the researcher is going to investigate the effectiveness of video in teaching writing skill. In choosing spoken text in video as media of teaching writing, Widodo (2015:68-69) deliberates some criteria include connectivity, selectivity, authenticity, representativeness, neutrality, familiarity and intelligibility, and comprehensibility. Moreover, Kuimova, Uzumboylu, & Golousenko (2016:254) present the criteria in selecting the authentic video as follows:

1. Video as teaching media Contains a new and an fascinating information for students;

2. Video as teaching media Demonstrates natural situations, characters, and circumstances;

3. Video as teaching media Contains contemporary language and meets the requirements and norms of the literary language of those areas which students often have to face (though, in many cases, the choice is determined by the objective of the lesson);

4. Video as teaching media has natural pauses between sentences;

5. Video as teaching media Complies with students' age peculiarities, interests and their speech experience in native and foreign languages;

6. The text of video should not be weighed down with new words, expressions, and gestures of strangers;

7. Slang and colloquial expressions of video should be short enough and not too difficult for accepting;

8. Video as teaching media Evokes emotional response of the students.

4. The Concept of SWELL (Social-Interactive Writing for English Language Learners)

a. The Introduction of SWELL Method

SWELL which stands for Social-Interactive Writing for English Language Learners is firstly introduced by Adeline Teo (2009), a professor at Chung San Medical University, Taiwan. It is basically a writing technique that is supported by several theories related to collaborative writing theories, technique of teaching writing and researcher as feedback provider.

Formerly, Teo adapted the theory of Topping namely Paired Writing Method that is a kind of peer-assisted writing. He uses Topping's theory at his ESL class, then reformulated it to be SWELL with the similar stages and added some revisions. Seemingly, after Teo implemented SWELL in his class he got a great result of students' development in writing task. SWELL method consists of several steps they are: generating idea, drafting, reading aloud, editing, best copying and researcher's evaluating. Besides, students are firstly divided into pairs based on their English level proficiency. Each pair consists of the higher and lowers level students who play the role as the helper and writer to work collaboratively. Hopefully, the more proficient student could be tutor for less proficient student. It is supported by Harmer (2004) that, working in pair should have mixture of weaker and stronger students in which the more able students not only can help their less knowledgeable colleagues, but also can understand more about language. Hence, the selection of membership in a group or pair influences productivity.

b. The procedure of SWELL Method

According to Teo (2009), SWELL (Social-Interactive Writing for English Language Learners) consists of several steps that should be practiced subsequently, as following:

Step 1: IDEAS

Step 2: DRAFT

Step 3: READ

Step 4: EDIT

Step 5: BEST COPY

STEP 6: RESEARCHER 'S EVALUATION

5. The Effectiveness of Using SWELL Method in Teaching and Learning Process

Knowing that each step of SWELL is supported by several advantages as explained on the previous point. It can be considered that SWELL steps are dealing with a shared thinking and idea, also a social interactive learning with much conversation in the whole steps. As Teo (2009) stated in SWELL is allowed for students to use their mother tongue for oral discussion. Moreover, Spring (1997) (said that:

The acts of collaborative writing include: establishing the goal, identifying writing tasks then dividing tasks among group members, tracking individual idea generation, defining rules of document, managing conflict, identifying the roles of member and communicating ideas. Therefore, collaborative writing requires effective communication between members of the writing group.

In this way, students is not only be comfortable by using their native language to work together or exchange information, but will also feel that their native language is respected in their classroom.

Besides, in this method the members of pair they are; the helper and the writer, have the same right to arrange the writing collaboratively. Furthermore, in a true collaborative environment, each contributor has an almost equal power to add, edit and remove the text.

Hence, in order to collaborate effectively, individuals must offer ideas and experiences, and be willing to accept consensus and identity of group. These enable the knowledge and expertise of the group to transcend that of any single collaborator. Thus, this is type of ideal collaboration requires hard work especially in terms of overcoming conflict and coordinating activities in order to come to a shared understanding. Therefore, collaborative writing helps the members to get know and respect each other and they learn each others' strengths and weaknesses.

So, they feel more comfortable with each other in work as a team that led to be successful teamwork.

2. Theoretical Framework

The theoretical frameworks in this research are systematically explained below:

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│             INPUT               │
│   The teaching of writing skill │
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│            PROCESS              │
│ Using authentic videos through  │
│          SWELL Method           │
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┌─────────────────────────────────┐
│            OUTPUT               │
│ The Students' Writing Skill     │
│           achievement           │
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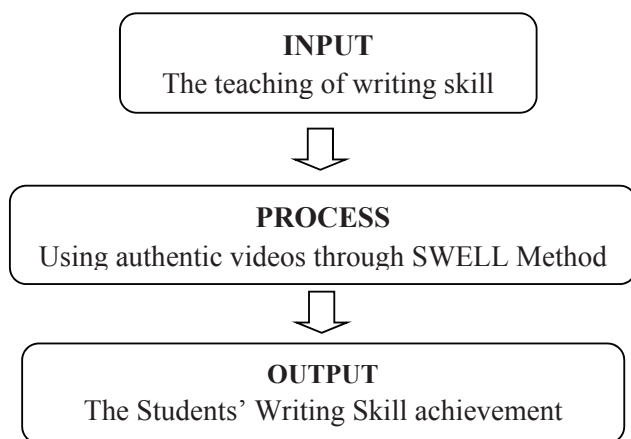
Figure 2.1 Theoretical Framework

1. Input.

   Based on the researchers' observation and her experience of the third semester of students' at Tadris English Program IAIN Palu, the researcher found that almost students of the third semester of students' at Tadris English Program IAIN Palu have low achievement in writing ability.

2. Process.

   The research conducted in the classroom by giving treatment to the students. Then, the researcher taught two different classes by using different method both for control class and experimental class. There were two main approaches to learn writing that is used:

   a. Control group. For the control group, the researcher taught narrative writing through direct method. In this class the researcher instructed to write narrative writing and in the last of meeting, the researcher give test to compose narrative text.

   b. Experimental group. For the experimental group, the researcher taught writing through SWELL method with authentic videos. Through the process of the SWELL method the researcher played some videos to be watched by the students to compose the narrative text.

3. Output

   The treatment that were given in the process of the conducting research and through the steps of SWELL method was evaluated by looking at the indicator of the students' improvement on their writing ability in each components of writing.

4. Hypothesis

   H_0 : There was no any significant difference in the achievement of the both two classes who were through Direct Instruction technique in writing narrative text.

   H_1 : There was a significant difference in the achievement of the both two classes who were taught through SWELL method and through Direct Instruction technique in writing narrative text.

Research Method

In this research, the researcher applied quasi experimental research as design of the research which used two groups, they were experimental group and control group. In experimental group, the researcher gave a treatment to students by using SWELL method with authentic videos to the experimental group. In the control group, the researcher gave a treatment to the students by using direct method as a method and authentic videos as media of teaching.

The population of the research was third semester students of English Tadris Program. They

consisted of two classes, they were TBI 1 and TBI 2. Based on the data gathered, there were 56 students in the third semester. The sample of the research was taken two classes as the samples which presented the experimental (TBI.1) were 28 students and control group (TBI.2) were 28 students. The numbers of total sample was 56 student

To get the data, the researcher gave writing test before and after giving treatment in the experimental class and control class. The output is the result of the process of both treatments. The instrument of the research was test in the form of writing test which was conducted in pretest and posttest. The test was given once in each, the pretest and posttest. In pretest, it was intended to know the students' prior writing ability while The post-test was administered to reveal whether or not the students' writing achievement in writing after learning by using SWELL method with authentic videos. Both pretest and posttest were given through the same topics of writing. The procedures of pre and post test as follows:

1. Pretest

The researcher gave pretest before giving treatment to the students both in experimental and control group. The students had to explore their ideas in written form or essay without cheating to their neighbor/friends. The processes were:

1. The researcher gave an explanation of the test to the students.

2. The researcher distributed the test to the students.

3. Before doing the test the researcher had the students to read the instruction carefully and gave the answer session for some questions.

4. The researcher gave a chance for the students to do the test.

5. The researcher asked the students to submit after finishing their work.

2. Posttest

The posttest was given after the students of experimental group got the treatment. It was given to know the effectiveness of video as media for teaching writing through SWELL method and also to know the significant improvement of the students' writing skill after being taught by using authentic video through SWELL method. Finally, The result of the test were analyzed by using SPSS

Findings

As explanation before that the way to collect and analyze the data were by administering writing test. The kind of writing test that was given by the researcher was narrative text. Before the treatment the researcher gave pre-test by asking the students to write down their experience. After giving three times treatments with three topics, the researcher gave post-test for taking final data. All the data that the researcher found both for pre-test and post-test are shown and explained as follows:

1. Classification and Percentage of The Students' Result Writing Test Both in Pre-test and Post Test of Experimental and Control Group

1) Result Writing in Pre test

The distribution of writing score composition categories in experimental and control group are shown in table 4.1 below:

Table 4.1 The Classification score in the Pre-test of Experimental and Control Group

	Classification	Range Percentage	Experimental Group		Control Group	
			F	(%)	F	(%)
1	Very Good	86 – 100	5	17.85	0	
2	Good	71 – 85	1	3.58	7	25.00
3	Fair	56 – 70	17	60.71	10	35.71
4	Poor	41 – 55	4	14.28	10	35.71
5	Very Poor	0 – 40	1	3.58	1	3.58
			28	100	28	100

Overall score classification in Pre-test of experimental and control group
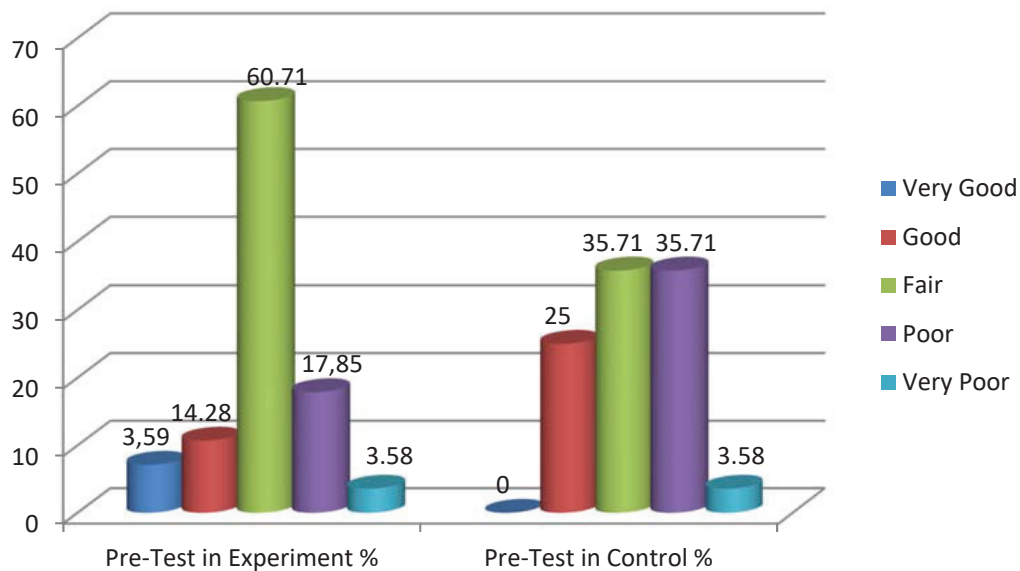
The distribution table above presented the composition categories of writing test in pre-test of experimental and control group. The table indicated that in pre-test of experimental group, there were 5 students gained very good score with the percentage 17.85%, 1 students gained good score with percentage 3.58%, 17 students gained fair score with percentage 60.71%, 4 students gained poor score with percentage 14.28%, and 1 student gained very poor score with percentage 3.58%.

Nonetheless, the students' writing score in control group, there was no student gain very good score. There were 7 students gained good score with percentage 25.00%, 10 students gained fair score with percentage 35.71%, 10 students gained poor score with percentage 35.71%, and 1 student gained very poor score with percentage 3.58%. Both in experimental and control group, only 1 student gained very poor score in pre-test with percentage 3.58%.

From the table distribution of composition writing test presented above, it could be presumed that only one categorization remained roughly the same. The main differences of composition categories of writing test from both pre-test in experiment and control group was fair categorization. It could be seen in classification chart that there were 60.71% students as classified fair in experimental group whereas in control group there were 35.71% students as classified fair. Nevertheless, there were 3.58% students classified as the same categorization of writing test that was very poor for each group, experimental and control group. Additionally, overall score in both classes did not show good writing composition.
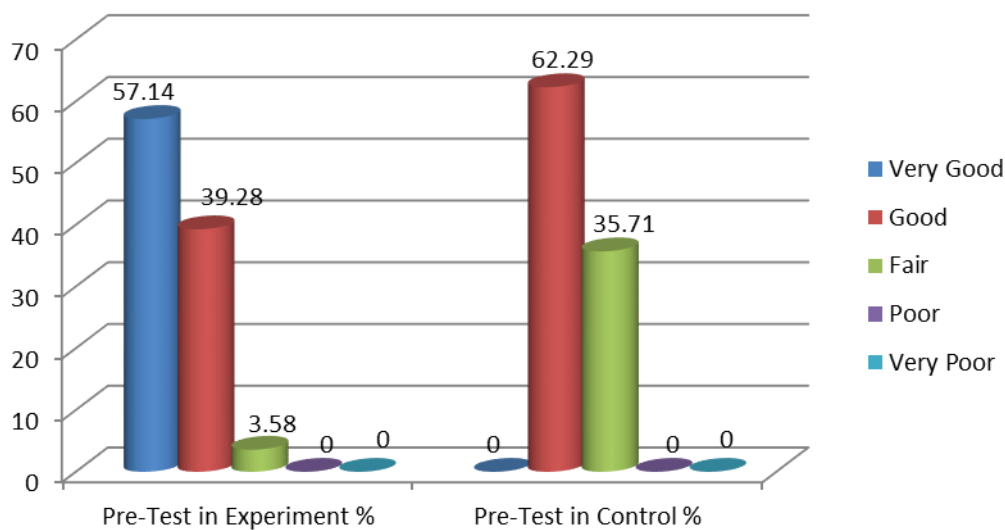
2) Result Writing in post test

The distribution of writing score composition categories in experimental and control group are shown in table 4.2 below:

Table 4.2 The Classification score in the Post-test of Experimental and Control Group

	Classification	Range Percentage	Experimental Group		Control Group	
			F	(%)	F	(%)
1	Very Good	86 – 100	16	57.14	0	0
2	Good	71 – 85	11	39.28	18	62.29
3	Fair	56 – 70	1	3.58	10	35.71
4	Poor	41 – 55	0	0	0	0
5	Very Poor	0 – 40	0	0	0	0
			28	100	28	100

Overall score classification in post-test of experimental and control group

The distribution table above presented the composition categories of writing test in pre-test of experimental and control group. The table indicated that in result of students' writing in post-test of experimental better than the result of students' writing in control group. It can be seen that the highest category value in experimental group was A with frequency 14 out 28 students compared the highest category value in control group was B with frequency 18 out of 28 students. Conversely, the lowest category value in experimental group was C with frequency 1 out of 28 students and in control group was C with frequency 10 out of 28 students.

In classification chart above illustrated significantly differences both in experimental group and control group. It can be seen that the highest percentage score in post-test of experimental group were 57.14 % with category very good classification whereas in the highest percentage score in post-test of control groupwere 62.29% with category good classification. Furthermore, the lowest percentage score in post-test of experimental group were 3.58 % with category fair classification whereas in the lowest percentage score in post-test of control group were 35.71% with category good classification.

Consequently, each class either in experimental group and control group demonstrated the improvement of students' composition writing score in post-test although had any different percentage and classification both of them.

2. The range, minimum, maximum, mean score, standard deviation and variance of the students' pretest

The distribution of writing score composition categories in experimental and control group are shown in the following table 4.3:

Table 4.3 The range, minimum, maximum, mean score, standard deviation and variance of the students' pretest

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Experimen	28	41.00	53.00	94.00	69.9286	8.67063	75.180
Control	28	30.00	54.00	84.00	67.1786	8.70952	75.856
Valid N (listwise)	28				2.75		

The distribution table above presented the composition categories of writing test in post-test of experimental and control group. The table indicated that in result of students' writing in post-test of experimental better than the result of students' writing in control group. It could be seen that the highest category value in experimental group was very good with frequency 16 of 28 students with percentage 57.14 % compared the highest category value in control group was good with frequency 18 of 28 students with percentage 62.29%. Conversely, the lowest category value in experimental group was fair with frequency 1 of 28 students with percentage 3.58% and in control group was also fair with frequency 10 of 28 students with percentage 35.71%.

Consequently, each class either in experimental group and control group demonstrated the improvement of students' composition writing score in post-test although had any different percentage and classification both of them.

2) The Range, Minimum, Mean Score, Standard Deviation and variance of Students' Writing Result Both for Pre-test and Post-test Scores on Experimental and Control group

In analyzing the range, minimum, maximum, mean score, standard deviation, and variance of students writing in this study, the scores were taken from the result of students' writing result both from the pre-test and the post-test in experimental and control group.

1) Writing Result for Pre-test

The result of the student's writing scores of pre-test for experimental and control group were presented in the following table:

Table 4. 3 The range, minimum, maximum, mean score, standard deviation and variance of the students' pretest

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Experimental	28	41.00	53.00	94.00	69.9286	8.67063	75.180
Control	28	30.00	54.00	84.00	67.1786	8.70952	75.856
Valid N (listwise)	28				2.75		

The data presented above indicated that range of the both classes was 41.00 and 30.00. Minimum score was 53.00 for experimental group and 54.00 for control group. The maximum score for experimental group was 94.00 and 84 for control group. Where the mean score of student's writing result for experimental group was 69.92 and 67.17 for control group categorized as fair classification and standard deviation for both groups was 8.67 and 8.70.

Considering on the performance table and the description above, it can be assumed that the students' mean score both in experimental and control group was low.

2) Writing Result for Post-test

The result of the student's scores of post-test for experimental and control group presented that the students' English writing ability have the different ability in the experimental and control group. It is showed in table below:

Table 4. 4 The range, minimum, maximum, mean score, standard deviation and variance of the students' post test

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Experimental	28	23.00	69.00	92.00	85.57	5.53428	30.628
Control	28	18.00	66.00	84.00	74.82	4.46666	19.951
Valid N (listwise)	28				9.64		

The data presented above indicated that range of the both classes was 23.00 and 18.00. Minimum score was 69.00 for experimental group and 66.00 for control group. The maximum score for experimental group was 92.00 and 84 for control group. Where the mean score of student's writing result for experimental group was 75.39 and 85.03 for control group was categorized as good and very good and standard deviation for both groups was 8.67 and 8.70.

Consequently, on the performance table above, it can be presumed that the student's mean score in experimental and control group was good.

3) **Test of Significant (t-test)**

The hypothesis was tested and tabulated by using inferential analysis. In this case, the researcher used SPSS windows version 20.1 to find the testing of significance which is usually called t-test (testing of significance) for independent sample. The level of significance is 0.05

The following table is the table that shows the result of calculating the P-value of the students' pre-test both experimental and control group.

Table 4.5 The result of P-value of t-test of The Students' Pre-test

Variable	Mean score	Probability value	α
Experimental	69.3286	0.242	0.05
Control	66.2886		

The table above showed that P-value (0.242) was higher than α = 0.05. it means that the prior knowledge of the students was statistically not significance it can be concluded that H_o was accepted and H_1 was rejected. Those experimental group and control group have the equal ability in writing before treatment.

The table below showed the result of calculating the P-value of the students' post-test both experimental and control group.

Table 4.6 The Result of P-value of The Students' Post-test

Variable	Mean score	Probability value	α
Experimental	85.5757	0.0000	0.05
Control	74.8229		

The table above showed that P-value (0.0000) was lower than α = 0.05. it means that the students' knowledge statistically was significance it can be concluded that H_1 was acceptable and H_1 was rejected. There was significance difference between the post test of the students for both the two groups after treatment by implementing SWELL method with Authentic s videos.

Discussion

There is one main research problems in conducting this experimental research study. The research problem was to examine out whether there was significant effect of authentic videos through SWELL Method on the writing skill of the third semester students of English Study Program IAIN PALU . In this part, the researcher used descriptive, inferential analysis and SPSS 21 to analyze the data.

The data acquired in the post-test in the form of scores, just like the data that had been acquired in pre-test.

The means scores were acquired from the final result writing in pre-test in both groups experimental and control group. The mean scores of students' writing in pre-test for experimental group was 69.32 while in control group was 66.28. While The mean score of post-test in experimental group was 85.57 and 74.82 in control group.

Pre-test and post-test for each group were then compared. This analysis was aimed to investigate the effect of authentic videos through SWELL Method that was given. To have a final judgment in data analysis, the researcher used t-test to compare between the experimental groups. A comparison between pre-test and post-test score of experimental

group resulted t-test value in pre-test was 1.184 and in post-test was 7.175. With the t-test value 7.175, it means that H1 was acceptable and the statistical hypothesis of Ho was rejected.

Conclusion and Suggestion

1. Conclusion

Considering on the finding and discussion in the previous chapter, the researcher comes to the conclusion that the use of authentic videos through SWELL Method in teaching writing was effective in improving of the third semester students of English Tadris Program at IAIN Palu after being given treatment. The mean score of experimental group in post-test and control group were significantly different. The mean score of post-test in experimental group is higher than the control group (85.57 > 74.82). As the result, it concluded that the authentic videos through SWELL Method in teaching writing is effective to improve the students' writing ability of third semester students at English Tadris program IAIn Palu.

Using authentic video through SWELL Method is complex. It adresses different aspect of writing, content, organization, vocabulary, language use and mechanic.

2. Suggestion

Based on the conclusion above, the researcher addressed the following suggestion and recommendation as follows:

1. In teaching English specially writing subject, the English teacher should consider the important of using one media and technique to improves the students' writing.

2. The way of using authentic videos through SWELL method is highly recommended in order to improve students' ability in writing.

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