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INCREASING ISTE PROGRAM STUDENT'S ACTIVITIES USING VIDEO ON WRITING AND RETELLING

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Abstract

Classroom action research for International Standard Teacher Education (ISTE) program activities using video on writing and retelling has been conducted. This research based on the fact that most students that take English for Biology course just have reading ability but not followed by writing and speaking capability. So that this research focused on how to improve student's activities in writing and speaking ability using video. In writing activity, the students are asked to rewrite the material that they had been watched, while in speaking ability they asked to retell all of the materials that they have been watched by their own language. This research is conducted using two cycles. The data of writing activities were collected using writing assessment, while retelling activities were collected using observation sheet. The result showed that using video can improve student's activities in writing and retelling beside got positive response from ISTE student.

Keywords: Student's Activities, Writing, Retelling, Response, Video

INTRODUCTION

English for Biology course has two goals that need to be reach that are increasing student ability in speaking and in comprehending biology english resources. For reaching this goal, it is needed not only lecturer creativity in increasing students activity and students comprehend but also needed students creativity since English is not their "mother language". In comprehending english biology material resources, the students that follow English for Biology course, especially ISTE program, do not show satisfied result. This result showed from classroom practice. Commonly, they have difficulty in retelling what they have been read. In average, they just can retell a half of the text, so that the real meaning of the text unclear and learning program goal do not reach optimally. Beside this problem, not all of the students participate maximally, so that learning goals difficult to achieve.

Base on analysis that have been done, it is concluded that this problem raised because of several factors such as lack of students activities and ability in comprehending text book that they have been read. Another problem cause of the lack of lecturer ability in facilitating students activities in learning, even there are several attempts have been done.

In improving students' activities in learning program, variety efforts have been done such as discussion groups, debate, additional games, making diary and retell it in front of class, making english club and reading articles but it is not enough to make maximal result. Base on this condition, it is needed to find another alternative to increase student activities. One effort that can make maximum students activities is by using video that consist of several biology fenomenas in "Increasing ISTE Program Student Acitivities by Using Video on Writing and

Retelling” classroom action research. It is believed that, by using videos not only students ability in listening that can improve but also their capability in writing, catching video ideas, and comprehending several biology materials.

RESEARCH METHOD

A. Kind of Research

This research is classroom action research. The main goal of this research is to improve student activities in learning by using videos on writing and retelling.

B. Research Procedure

This classroom action research is begined with front analysis that found students have problem in comprehending and retelling what they have been read. Base on this problem, it has been done two cycles classroom action research. Each cycle consist of three times meeting including plan, action, observation, and reflection phases.

1. Plan phase.

At this phase, several activities that has been done were choosed the topic of course, choosed some videos that related to biology materials (Elephant behaviour, Mammals, Eating snake), prepared of activity observation sheet, writing and retelling sheet.

2. Action phase

At this phase some activities that has been done are played videos, gaved some question about videos content, asked the students to write what they have been whacth, and asked the students to retell what they have been written in front of class spontaneously.

3. Observation phase

At this phase, researcher team observed every aspect that students showed by using observation sheet. After learning program researcher discused observation result.

4. Reflection phase.

Base on observation and discussion of researcher, the the goal of research is decided base on those criteria: 1) the students could wrote what they have been wacthed, that evaluated using writing rubric with average good criteria, but in first cycle students ability still had not good mark. 2). Students could retold what they have been watched well that evaluated using performance rubric and retelling composition with good criteria. On first cycle student also still had not good mark. 3) Student enthusiastic to their friend retelling performance observed using observation sheet with good criteria. The result of students activities is analysed by presentage formula:

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

n = number of sample

N = Total sample

PAM = percentage of student activities

(Modified from Zafri, 2000).

Students activities is group base on several criterias:

90 – 100% = Very good

80 – 89% = Good

65 – 79% = Enough

55 – 64% = Not good

0 – 54% = Bad

(Modified from Purwanto, 2004). Base on this criteria conversion, it is known cycle student activities criteria.

In relation with first cycle result that in all of aspect showed not good criteria, this

research is continued to second cycle to repair all of the lack in first cycle. In second cycle, repairing is focused on debate group activities, discussing video that has been watched. The purpose of debate is to know how far students comprehend video s material and to improve student activities in learning program. The phase that conducted in this cycle were same with the first phase, but there were some additional in each phase.

1. Plan phase

At this phase, several activities that has been done were choosed of topic course, choosed of some videos that related to biology materials (Frog, domestic animal, Environmental problems), prepared of activities observation sheet, prepared of writing and retelling sheet.

2. Action phase

At this phase some activities that has been done were played videos, gaved some question about videos content, asked the students to write what they have been wacthed, and asked the students to retell what they have been written in front of class spontaneously. After that, lecturer lead the students to do debate about the topic in group.

3. Observation phase

At this phase, researcher team observed every aspect that students showed by using observation sheet. After learning program researcher discused observation result.

4. Reflection phase.

Base on observation and discussion of researcher, the the goal of research is decided base on those criteria: 1) the students could write what they have been wacthed, that evaluated using writing rubric with average good criteria. In this phase students have reached good criteria 2). Students could retell what they have been watched well that evaluated using performance rubric and retelling composition with good criteria. On this cycle students also had good criteria 3) Students enthusiastic to their friend retelling performance observed using observation sheet with good criteria. The result of students activities also analysed by presentage formula that modified from Zafri (2000). Based on this criteria conversion, it is known that on second cycle student activities had reached very good criteria. So that this research did not continue to another cycle.

C. Research Sample

Research sample are Biology ISTE program students that took English for Biology course in january-june semester 2010.

RESULT AND DISCUSSION

A. Student writing and retelling activities in learning using videos

After attempting two cycles classroom action research, it is found that using video could improve student's activities in writing and retelling, as shown in Table 1.

Tabel 1. Percentage of Students Activities

No.	Activities Aspect	1st cycle	2nd cycle
		Average of Percentage	Average of Percentage
1.	Paying attention on videos.	76,19	100,00
2.	Asking question to friend performance.	66,67	123,00
3.	Writing of videos materials	95,24	100,00
4.	Retelling videos materials	14,29	28,57
5.	Giving ideas	95,24	100,00

6.	Asking question to lecturer	66,67	38,09
7.	Negative activity in classroom (leaving classroom, doubting, making noise)	14,28	4,79
	Total	428,58	594,45
	Average	61,22	84,92
	Category	Not good	Good

Table 1 showed that there was improving student's activities in second cycle 23.69%. It is supposed since in second cycle is conducted some efforts to give students change to express their ability in responding their friend retell in group. More over, lecturer lead the question about material to their own friend and lecturer. Beside that, to increase student's activities in retelling, lecturer gave a change to students who wants to delivery their own retelling activities based on comment and debate in first performance. In second performance, the students had to repair their retelling composition. This condition made percentage students activity more than 100%. This repairing giving better result, the average of student's activity achieved good criteria.

One attempt that can be use by lecturer to improve students' activities and their ability in comprehending learning resources is use video as multimedia and followed by lecturer controled practise, writing and retelling. Video using in this course based on several advantages. Rustaman et al. (2003) stated that the advantages of using videos are can handle the limited space and students experience. improve students' interest to study learning material cause the students' have ability in retell video content not only in written but also in spoken. Muller (2005) state that writing and retelling activities very compatible if use in teaching English for Biology course. Eventhough this treatment only use in English for Biology Course, lecturer also lead the students' how to applied it in other biology materials, so that this activities compatible if use in this course.

At first cycle, students' activities still not good criteria. Based on observation result, their enthusiastic still low, since they had no early provision about the material that will be study. This condition made lecturer should have provoke students to ask question and respond their friend retelling. To folowed up this condition, it is made two kinds improvement: 1). Told the students about topic that will be study in next meeting, and asked them to find learning resources that will be study. So that they had early provision toward materials that will be study; 2) Gave extra time to students to practice in group before retelling performance; 3) Gave the students extra time to show their retelling in each meeting. 4). Gave wide change to students to ask the question to their friend, respond or to add idea about materials. 5) Minimized change to aks question to lecturer, so that more of them can participate and many ideas will be appear. At the end of the meeting lecturer gave addition toward students shortage (if any). 6) Gave extra change to students that want to display their retelling materials after repaired base on their friend and lecturer criticism and suggetion. Anonim (2010a) stated that using writing and retelling activities in learning will make students active succesful.

B. Student's response to English for Biology course base on video.

Students response to English course base on video on last meeting showed in Table 2.

Table 2. Students response to english for biology course base on video.

No.	Statement	% response			
		SS	S	TS	STS
1.	Students' feel happy to attend on time in English for Biology course.	77,8	22,2		

2.	Students' pay attention, listen lecturer statement seriously in english for Biology Course	88,9	11,1		
3.	Students interest in learning English for Biology course using video as learning media	77,8	22,2		
4.	Students interest with stories about living things in videos	66,7	33,3		
5.	After whatching videos students interest in looking for examples that related to their daily life.		88,9	11,1	
6.	Student want to improve their knowledge that they get from videos through combine it with daily life examples	33,3	66,7		
7.	Students interest to ask question when discussion about videos material is delivered in English for Biology course	77,8	22,2		
8.	Students interest to deliver discussion after whatching videos in English for Biology course	66,7	33,3		
9.	Students interest with lecturer way using videos as learning media in English for biology course	77,8	22,2		
10.	Students interest in retelling and discussion methode after wacathing videos	55,6	44,4		
11.	Students preparing them selves in reading material that would be learn in English for Biology course	33,3	66,7		
12.	English for Biology course can be easier by using videos	22,2	55,6	22,2	
13.	Students feel understand and comprehend faster by using videos	33,3	66,7	11,1	
14.	Students feel that they need to re learn at home even it is understood	44,4	44,4		11,1
15.	Students feel English for Biology course comfortable if using video.	22,2	77,8		
16.	Students wants to use videos in other courses as media	11,1	77,8	11,1	
17.	Students more concentration in watching meterial in videos.	22,2	77,8		
18.	Students get wider knowledge by watching videos in English for Biology course.	22,2	77,8		
19.	Students can make conclution from videos	22,2	66,7	11,1	
20.	Students can retell videos contain with their own language	22,2	77,8		
21.	Students feel by wacathing and making conclution, their ability in writing more	55,6	44,4		

	improve				
22.	Students feel their speaking ability more improve after watching, retelling, making conclusion, and delivering discussion video content with their friend.	66,7	22,2	11,1	
23.	Students feel their ability in comprehending biology materials that written in english more improve after wachting, retelling, making conclusion and delivering discussion video content.	66,7	33,3		
24.	By using videos, students feel more interest in developing their english ability.	44,4	55,6		
25.	Students feel good to learn English for Biology using videos as one of media that can improve their english comprehending	55,6	44,4	11,1	
26.	Students satisfied learn english for Biology by using videos	44,4	44,4	11,1	
27.	Students want to wacth other videos that relevance with Biology materials.	44,4	44,4	11,1	
	Sum	1255,6	1344,4	111,1	11,1
	Average	46,5	49,8	4,1	0,4
	Total positive Respons	96,3			
	Criteria	Very good			

Based on Table 2 it is shown that students agree that using video is compatible in learning English for Biology course. They feel that using videos in learning, will make study become more fun, interesting and improving their ability not only in writing, hearing, but also in speaking and giving argument on others statement. It is means that video can be use as on of alternative in learning. Rohani (1997) stated that video can overcome various limitation in learning and can make learning become more interesting.

Students response toward writing and retelling videos in learning English for Biology based on several reasons: 1) Videos can motivate them develop their knowledge and connect it with daily life examples; 2). Writing and retelling activities give more opportunity to participate in learning; 3) Watching videos make students understand biology material faster; 4). Writing and retelling videos in learning make students satisfied caused it can improve their hearing, writing, speaking, and comprehending learning resources. So that students hope that using videos can also held in other course.

CONCLUSION AND SUGGESTION

Base on two cycles classroom action research can be concluded that using video on writing and retelling in learning english for Biology Course could increase ISTE students activities in learning and got positive response from students.

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