THE EFFECTIVENESS OF USING VIDEO TO TEACH WRITING OF NARRATIVE TEXTS VIEWED FROM STUDENTS’ MOTIVATION
(An Experimental Research on the Tenth Grade of SMA Negeri 7 Surakarta in the Academic Year of 2010/2011)

Proposed by
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APPROVAL

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PRONOUNCEMENT

This is to certify myself write the thesis entitled: The Effectiveness of Using Video to Teach Writing of Narrative Texts Viewed from Students’ Motivation (An Experimental Research on the Tenth Grade of SMA Negeri 7 Surakarta in the Academic Year of 2010/2011).

It is not plagiarized or made by others. Anything related to other’s work is written in quotation, the source of which is listed on bibliography. If then this pronouncement proves incorrect, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, March 2012

Arumsari
ABSTRACT


The objectives of this research are to find out: (1) to find out whether Video is better than Power-Point presentation for teaching writing of narrative text; (2) to find out whether students having high motivation have better writing skill than those having low motivation; (3) to find out whether there is an interaction between teaching media and students’ motivation in teaching writing of narrative text.

The research method used was experimental research. The teaching media as the experimental variable is of two kinds: video and powerpoint presentation. Motivation as the attribute variable is divided into high motivation and low motivation. The research was conducted at SMA Negeri 7 Surakarta. It was carried out from February 2011 to April 2011. The population was the tenth grade students of SMA Negeri 7 Surakarta in the academic year of 2010/2011. The technique used to get the sample was cluster random sampling. The technique of collecting data was a test (writing test) and a non-test technique (questionnaire). The questionnaire was valid and reliable after it was tried out. The data of writing test were analyzed by using multifactor analysis of variance 2x2. Then, it was analyzed by using Tukey test. It was used to know the significant difference of two groups of data.

The result of inferential analysis of the data shows that there are some research findings that can be drawn. First, Video is more effective than Powerpoint Presentation for teaching writing skill. It can be seen from the students mean score, the mean score of the students who are taught by using video (68.33) is higher than that of students who are taught by using powerpoint presentation (60.95). Second, students having high motivation have better writing skill than the students having low motivation. The mean score of students having high motivation (66.58) is higher than that of students having low motivation (62.67). Third, there is an interaction between the media used and the students’ motivation in teaching writing, due to the fact that the result of ANOVA shows that $F_{0}$ interaction (38.71) is higher than $F_{1}$ (3.981) at the significance level $\alpha = 0.05$ and $F_{1}$ (7.022) at the significance level $\alpha = 0.01$. The result of Tukey test also shows that video is more effective than powerpoint presentation for teaching writing for students having high motivation and powerpoint presentation is more effective than video for teaching writing for students having low motivation, it means that there is an interaction between teaching media and motivation.
Based on the research findings, it can be concluded that video is an effective media to teach writing skill, and the effectiveness is affected by the level of students’ motivation.

The research result of this study implies that video can be used to improve students’ writing skill and therefore it is suggested that: (1) English teachers could use video to teach writing; (2) the students could use video to improve their writing skill; (3) the future researchers are expected to develop some dimensions which have not been developed in this research such as using different students’ population or students’ condition viewed from students’ interest or social economic background.
MOTTO

To accomplish great things, we must not only act but also dream;
not only plan, but also believe.

(Antole France)
DEDICATION

The writer dedicates this thesis to:

♥ Her beloved mother and father
♥ Her beloved sister and aunt
♥ Her big family
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8. All my friends who always supports her.

She realizes that this thesis is far from being perfect. That is why she always expects criticisms and suggestion from the readers and users in order to make improvement. However, the writer hopes that this thesis can be useful for other writers, teachers, and especially for students.

Surakarta, March 2012

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ABSTRACT


The objectives of this research are to find out: (1) the effectiveness of Video compared to Power-Point presentation for teaching writing of narrative text. (2) which ones have higher writing skill, students with high motivation or those with low motivation. (3) the interaction between teaching media and motivation.

The research method used was experimental research. The teaching media as the experimental variable is of two kinds: video and PowerPoint presentation. Motivation as the attribute variable is divided into high motivation and low motivation.

The research was conducted at SMA Negeri 7 Surakarta. It was carried out from February 2011 to April 2011. The population was the tenth grade students of SMA Negeri 7 Surakarta in the academic year of 2010/2011. The technique used to get the sample was cluster random sampling. The technique of collecting data was a test (writing test) and a non-test technique (questionnaire). The questionnaire was valid and reliable after it was tried out. The data of writing test were analyzed by using multifactor analysis of variance 2x2. Then, it was analyzed by using Tukey test. It was used to know the significant difference of two groups of data.

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Based on the research findings, it can be concluded that video is an effective media to teach writing skill, and the effectiveness is affected by the level of students’ motivation.
The research result of this study implies that video can be used to improve students’ writing skill and therefore it is suggested that: (1) English teachers could use video to teach writing; (2) the students could use video to improve their writing skill; (3) the future researchers are expected to develop some dimensions which have not been developed in this research such as using different students’ population or students’ condition viewed from students’ interest or social economic background.

Key words: Video, PowerPoint Presentation, Writing, Motivation.
ABSTRAK


Peneleitian ini bertujuan untuk mengetahui: (1) keefektifitasan penggunaan media pembelajaran vidio dibandingkan dengan penggunaan media pembelajaran presentasi power poin dalam mengajar menulis teks naratif ;(2) apakah siswa yang mempunyai motivasi yang tinggi mempunyai kemampuan menulis yang lebih baik daripada siswa yang mempunyai motivasi yang rendah; (3) adanya interaksi antara media pembelajaran dan motivasi siswa.

Penelitian ini merupakan penelitian kuantitatif dengan metode eksperimental. Metode pengajaran sebagai variabel ekperimen terdiri dari dua jenis: media video dan media presentasi power point. Motivasi sebagai variabel atribut dibagi menjadi dua tingkatan, yaitu motivasi yang tinggi dan rendah.


Berdasarkan uji hipotesis, dapat disimpulkan bahwa; (1) media pembelajaran menggunakan vidio lebih efektif daripada media pembelajaran menggunakan presentasi power poin untuk mengajar kemampuan menulis teks naratif. Hal tersebut bisa dilihat dari rata-rata nilai siswa. Siswa yang diajar dengan media pembelajaran video memiliki nilai rata-rata lebih tinggi (68.33) daripada siswa yang diajar menggunakan media pembelajaran presentasi power poin (60.95); (2) siswa yang mempunyai tingkat motivasi yang tinggi mempunyai kemampuan menulis yang lebih baik daripada siswa yang mempunyai tingkat motivasi yang rendah. Hal tersebut bisa dilihat dari rata-rata nilai siswa. Siswa yang mempunyai tingkat motivasi yang tinggi mempunyai nilai rata-rata lebih tinggi (66.58) daripada siswa yang mempunyai tingkat motivasi yang rendah (62.67); (3) ada interaksi antara media pembelajaran dan tingkat motivasi siswa dalam pengajaran menulis, berdasarkan fakta dari hasil Anova yang menunjukan bahwa F0 interaksi (38.71) lebih tinggi daripada Ft pada level signifikan $\alpha = 0.05$ (3.981) dan $F_t$ pada level signifikan $\alpha = 0.01$ (7.022) dan hasil tes Tukey menunjukan bahwa media pembelajaran menggunakan video lebih efektif daripada media pembelajaran menggunakan presentasi power poin untuk mengajar kemampuan menulis untuk siswa yang mempunyai tingkat motivasi...
yang tinggi dan media pembelajaran menggunakan presentasi power poin lebih efektif daripada media pembelajaran menggunakan presentasi power poin untuk siswa yang mempunyai tingkat motivasi yang rendah.

Berdasarkan hasil penelitian, bisa disimpulkan bahwa media pembelajaran video adalah sebuah media yang efektif untuk mengajar kemampuan menulis, keefektifannya dipengaruhi oleh tingkat motivasi siswa.

Berdasarkan hasil penelitian, dapat diimplikasikan bahwa video dapat digunakan untuk meningkatkan kemampuan menulis siswa dan disarankan bahwa; (1) guru Bahasa Inggris dapat menggunakan media pembelajaran video untuk mengajar menulis; (2) siswa dapat menggunakan video untuk meningkatkan kemampuan menulis mereka; (3) diharapkan peneliti yang akan datang dapat mengembangkan dari beberapa dimensi yang mana belum dikembangkan oleh penelitian ini seperti menggunakan populasi siswa yang berbeda atau kondisi siswa yang ditinjau dari ketertarikan siswa atau latar belakang ekonomi siswa yang berbeda.

Kata kunci: media pembelajaran video, media pembelajaran presentasi power poin, kemampuan menulis, motivasi.
CHAPTER I
INTRODUCTION

A. Background of the Research

English has played an important role in the world as a means of international communication. English plays an important role in every aspect of human life, such as communication, economic, education, science, and technology. English is mostly used in the world; we know that it is also needed in the scientific field as means of expanding science and technologies written in English, because of these reasons the master of English by Indonesian people could be significant requirements in order to be successful in the process of getting science, and technology. It is reasonable enough to learn it since English plays an important role.

Students of Senior High Schools, as young generations need to be communicatively competent in the international language. It means that they need to master the four language skills namely listening, speaking, reading, and writing. As stated in 2006 English Curriculum, students of Senior High Schools are expected to be able to use English in oral form through speaking and writing forms through writing.

Ironically, the fact tells a different story. The ability of Senior High School graduates in communicating in English, especially in writing, is still far from the expectation. Many students are able to communicate orally but cannot communicate in written form. Hughey, et al. (1983: 38) states that...
“writing is often found as the most difficult skill among all of the English skills both as the first and the second language”. It is because the writer has to be able to communicate with the readers without face to face interaction. It means that people are required to write on their own without the possibility of direct interaction with the readers. It is quoted by Brown (2001: 357) there are some basic aspects of students’ writing competence: (1) content: thesis statement, related ideas, development of idea through personal experiences, illustration, facts, opinions; (2) Organization: Effectiveness of introduction, logical sequences of ideas, conclusion, appropriate length; (3) Discourse: topic sentence, paragraph unity, transitions, discourse marker, cohesion, rhetorical conventions, reference, fluency, economy, variation; (4) syntax; (5) vocabulary; (6) mechanics: spelling, punctuation, citation of references, neatness and appearances. Dealing with the aspects of writing, BSNP states that writing should involve the following four aspects they are generic structure (organization), developing idea, accuracy (grammar and vocabulary), and mechanics (spelling and punctuation). Considering the aspect, it can be said that it is not easy for student to write well in English as the second language.

Writing is considered as a complicated work. As stated by Coulthard in Parto (2001: 2) that “without a clear sense of audience, the writer cannot decide what texts and what result are incoherent, almost unreadable text, requiring a lot of inferential effort to be processed”. Based on those ideas, it can be assumed that too many simple or short sentences will make the reader
get bored and uninterested to keep on reading. On the county, too difficult sentence constructions will likely cause unnecessary problems to the beginning readers. As a result, the purpose of writing will fail completely.

As stated by Russo (in River, 1987: 85),” writing is not a necessary activity on the part of the author but it can be intensely interactive, involving the instructor, other students, and individual outside the formal classroom setting”. She adds that writing skill could be developed by using some techniques such as class writing, group writing, individual writing, and community writing. Based on the explanation above, it can be concluded that it is important to give the students opportunities to interact among others in writing language to improve their writing competence. By practicing writing a lot, students do more exercises and they will get more experiences in writing. Therefore, it is important for teachers to assign the students to practice writing regularly in order to improve their writing competence and, in teaching writing, the technique that the English teacher uses should be challenging and suitable with the students’ level of English proficiency in order that both the lower and the higher achievers are able to achieve the teaching goals and improve the writing achievement.

As stated in 2006 English curriculum, the tenth grade students of senior high school are expected to be able to use the steps of rhetorical development accurately in writing texts in form of narrative, recount, procedure, and descriptive. By this condition the writer focuses on writing narrative text. As
stated by Hardy and Karen (1990: 16) narrative is constructed from four
generic structures, those are: orientation, complication, resolution, coda.

Technology has been around in language teaching for decades. Tape
recorders, language laboratories and video have been in use and are still used
in classroom around the world. SMA N 7 Surakarta, has been equipped with
good facilities such as TV, LCD projectors, computers, sound system set,
OHP, tape recorder in classroom. In teaching English, the teacher likes to
explain the material by using power point slides, sometimes teacher likes to
use a simple point on the slide. As stated by Allan (2003: 11) PowerPoint is an
excellent aid to presentations providing each presentation is considered first
from a pedagogical viewpoint, bearing in mind the different ways in which
students learn and largely trying to avoid the pitfalls of passive knowledge
transmission. Teacher likes to use it because power point is easily operated.
By using power point he/she can develop many kinds of english materials.
Furthermore, because it is very often applied, and perhaps the teacher does not
have enough knowledge to improve teaching technique so students find it
monotonous. This makes them fail to perform good writing. By this
condition, the teacher should find the best or the effective technique to teach
writing. Subijakto Nababa (1993: 5) states: “Guru yang baik pada umumnya
selalu berusaha untuk menggunakan metode pengajaran yang paling efektif
dan memakai alat bantu atau media yang terbaik”.

While Sadiman (1996: 6) states:

“Media adalah segala sesuatu yang dapt digunakan untuk
menyalurkan pesan dari pengirim ke penerima sehingga dapat merangsang
pikiran, perasaan, perhatian dan minat serta perhatian siswa sedemikian rupa sehingga proses belajar terjadi”.

One technique that can be used in teaching writing is using video. The use of video in English classes has grown rapidly as a result of the increasing emphasis on communicative techniques. Being a rich and valuable resource, video is well-liked by both students and teachers (Hemei, 1997:45). There are some reasons why video is suitable for writing class. Video provides visual stimuli such as the environment and this can lead to and generate prediction, speculation and a chance to activate background schemata when viewing a visual scene reenacted. It can be argued that language found in videos could help nonnative speakers understand stress patterns. Videos allow the learner to see body rhythm and speech rhythm in second language discourse through the use of authentic language and speed of speech in various situations. Videos allow contextual clues to be offered. In addition, video can stimulate and motivate student interest. On this research, the researcher choose video as teaching techniques to teach writing of recount text because through video students will be more interested and motivated to learn English.

Motivation, as a supporting element of learning, plays an important role in teaching and learning process. High motivated students usually perform better learning than low motivated ones. Students who know how to do and are challenged to do something usually work harder than those who do not know and are not motivated. Those who have greater intrinsic motivation are eager to learn more. Intrinsic motivation often arises when students get satisfaction on what they do. Therefore, teachers should be able to provide the
students with activities which can increase such motivation by implementing challenging atmosphere of learning activities.

Based on the explanation above, the writer is interested in conducting an experimental research entitled “The effectiveness of using video to teach Writing of Narrative Texts to the Tenth Grade Students of SMA Negeri 7 Surakarta Viewed from Students’ Motivation.”

B. Identification of the Problem

Based on the elaboration in the background of the research above, the English teacher and learning process in the tenth grade of SMAN 7 Surakarta, shows that:

1. Do the students know the importance of writing?
2. Why do the students have low motivation to learn writing?
3. Does the students’ motivation influence their writing skill?
4. Does the teacher often get difficulties in finding appropriate media in teaching writing?
5. Does the teacher give them opportunity to do exercises in pairs or in group?
6. Are the students with high motivation better taught using video so that they can improve their writing skill?
7. Are the students with low motivation better taught using Power-Point Presentation so that they can improve their writing skill?
8. Is there any interaction between teaching media used in teaching writing and students’ motivation?

C. Limitation of the Problems

Realizing that there are a number of the problems that have to be answered, the writer is concerned only with some of those problems to be investigated. This limitation, however, is taken because there is not enough ability for the writer to investigate all of the problems, including time allotment and financial allocation.

The problems of this study are limited to some related variables. The researcher only focuses on Video and Power Point Presentation as the experimental variables and motivation as the attribute variable. Meanwhile, the teaching writing will be concentrated on the teaching writing of narrative text for senior high school students. This is because both Video and Power Point Presentation can be applied in teaching writing. Meanwhile motivation is chosen as one of psychological aspects that affect students’ writing skill. The researcher wants to find out whether there will be an interaction between experimental and attribute variables.

D. Statement of the Research Problems

Based on the background of the research above, the problems of this research are stated as follows:
1. Is the use of Video more effective than Power-Point presentation to teach writing for the tenth grade of SMAN 7 Surakarta in the academic year of 2010/2011?

2. Do the students having high motivation have better writing skill than those having low motivation for the tenth grade of SMAN 7 Surakarta in the academic year of 2010/2011?

3. Is there any interaction between teaching media and motivation at teaching writing for the tenth grade of SMAN 7 Surakarta in the academic year of 2010/2011?

E. Objective of the Study

Generally, this research is aimed at knowing the influence of the teaching techniques and students’ motivation on students’ writing skill. Particularly this research is proposed to know:

1. To find out whether Video is better than Power-Point presentation for teaching writing of narrative text for the tenth grade of SMAN 7 Surakarta in the academic year of 2010/2011.

2. To find out whether students having high motivation have better writing skill than those having low motivation for the tenth grade of SMAN 7 Surakarta in the academic year of 2010/2011

3. To find out whether there is an interaction between teaching media and students’ motivation for the tenth grade of SMAN 7 Surakarta in the academic year of 2010/2011
F. Benefits of the Study

The finding of this research is expected to give valuable contribution to the researcher, another researcher, teachers, students, and school itself.

1. To the researcher

To develop the researcher’s knowledge on the development of various techniques implemented in teaching English to the senior high school students.

2. To another researcher

To give a brief knowledge to another researcher to conduct a similar research in another school and the result of this thesis can be used as a starting point to conduct the next research.

3. To another teacher

To enrich the teacher’s knowledge on the use of various techniques or strategies in teaching writing.

4. To the students

It is also beneficial for the students to get a meaningful strategy to overcome their problems not only in improving writing skill but also in motivating the students to learn English.

5. To the school

It will be beneficial for school in giving beneficial contribution of the improvement of the quality of the education in the school, if the school has a good quality of course the society will trust and believe it and they will be motivated to register their children to the school.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter highlights the discussion of some theories related to the variable of the research. The theories are divided into some parts. Those are the nature of writing, the nature of narrative text, the nature of instructional media, the concept of video, the concept of PowerPoint presentation, the nature of motivation. Based those mentioned, these are some parts which are still divided into sub unit.

A. The Nature of Writing

1. The Meaning of Writing

Writing is a method of communication. It uses marks that the people see and understand. The marks which people uses to write English are the letters of the alphabet. They stand for sounds. At a very young age, the people memorize the letters of the alphabet and sound. Once they have done that they can combine the marks into words and sentences. Other people can understand them. They can understand what other people have written. They also can write down their thought just for theirselves, and develop them in their live (Encharta, 2008: 1).

The main purpose of learning a language is to be able to communicate in the target language. It means learning a language is learning to communicate in the target language. When learning to
communicate, people may learn to understand others by listening to them, talk to others, read what others have written or write to others. In such situation, spoken language is the easiest means of the communication. When a person is trying to communicate with other people who are not present nearby, often he or she has to use written language. To be able to use written language well, people need to learn writing.

Nunan (2003: 88) defines that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. It indicates that the learners are expected to explore the ideas and make them into good paragraph. Besides, writing is both a physical and a mental act. It is the physical act of committing words or ideas to some medium, whether it is an object or a symbols or an email message.

Writing is a complex activity since it requires students’ comprehensive abilities such as mastering grammar, vocabulary, and punctuation. Besides, to write well, the students are expected to be able to present their ideas in the written form as writing is a means of communication. However, some think that writing is not only delivering ideas to others but also using a sheer energy to complete the writing process itself; thinking the ideas, preparing the outline, transferring the outline into draft, revising the draft, and finally proofreading the draft to prepare for the final outcome. The fact is that the students find it difficult to do so since they have limited ability and mastery of English.
Nunan (1991: 3) writes successful writing involves mastering the mechanics of letter formation and obeying conventions of spelling and punctuation, using the grammatical system to convey one’s intended meaning, organizing content at the level of paragraph and the complete text to reflect given new information and selecting an appropriate style for one’s audience. It can be concluded that if students want to be successful in writing, they must do some steps, and each step involves the grammar rule, spelling, punctuation, how to organize content at level of paragraph.

Based on the theories above, writing is an act of putting letters, symbols, numbers, or words on paper or a computer screen which is used to express and explain ideas. The primary function of writing is to communicate the writers’ ideas to their readers.

2. Writing Skill

Writing skill can be defined as an ability to communicate all the ideas or imaginations into the form of structured pattern so that the readers may understand what the writers mean in their writing. Murcia (2000:161) states that “the writing skill is often perceived as the most difficult skill since it requires a higher level of productive language control that other skills. It is no wonder that EFL students think that writing is a difficult skill to be mastered because it requires many aspects of language in its production such as: organization, diction, language use, mechanics, and English rhetoric”.

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Bell and Burnaby in Nunan (1998: 36) states that writing is a complex cognitive activity in which the writer is demanded to demonstrate control of a number of variables simultaneously at the sentence level – include control of content, spelling, and letter formation and beyond the sentence – structure and integrate information into cohesive and coherent paragraph and text.

Heaton (1975: 12) says that “writing skill is a complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment elements”.

Dealing with nature of writing, Byrne (1984:1) states that “Writing can be said to be the act forming these symbols: making marks on a flat surface of some kind. But writing is clearly much more than production of graphic symbols, just as speech is more than the production of sounds. The symbols have to be arranged, according to certain conversations, to form words, and words have to be arranged to form sentences, although again we can be said to be “writing” if we are merely making lists of words, and words as inventories of items such as shopping lists”.

Writing involves the encoding of a massage of some kind: that is, translating our thought into written language. It is a process of thinking ideas and putting them down in written form. Farbain and Winch (1996: 32) state “that writing is about conveying meaning by using words that have been selected and put together in a written or printed form”. Healton (1975:127-138) said that “the writing of a composition is a task,
which involves the student in manipulating words in grammatically correct sentences and in linking those sentences to form piece of continuous writing which successfully communicates the teachers’ thoughts and ideas on a certain topic”. Canale and Swain (in Mukminatien, 1991:134) state that “writing minimally includes four areas of knowledge: grammatical competence, discourse, sociolinguistic competence, and strategic competence. The first are concerned with linguistic whereas the last two concerns with functional aspects of communicative”.

The purpose of writing according to Ur (1996: 163) is “the expressing of ideas, the conveying of a message to the readers; so that the ideas themselves should arguably be seen as the most aspect of writing”.

In addition, good writing should also be well written. A writer should be mastering aspects of writing. Dealing with the aspects of writing, Hughes (1996: 91) mentions five aspects of writing, they are: (1) grammar, that is an element of writing deals with a set of rules to have a writer construct sentences that makes sense and acceptable in English; (2) vocabulary, it deals with a list of words and their meanings; (3) mechanics; that is the convention in writing, which is related to punctuation, spelling, and capitalization; (4) fluency; which refers to the ease and the style of the composition; and (5) form (organization), that is the logical sequences and cohesion, or the flow of ideas being put into written language, to make unified contribution to the whole paragraph.
This organization of the written text is recently often called the generic structure. BSNP states that “writing should involve the following four aspects: (1) generic structure (organization); (2) developing idea; (3) accuracy (grammar and vocabulary); (4) mechanics (spelling and punctuation)”. By mastering the aspects of writing the writer will be able to write a meaningful writing and to use language effectively.

According Brown (2001: 357) there are some basic aspects of students writing competence there are:

a. Content: thesis statement, related ideas, development of idea through personal experiences, illustration, facts, opinions;
b. Organization: Effectiveness of introduction, logical sequences of ideas, conclusion, and appropriate length;
c. Discourse: topic sentence, paragraph unity, transitions, discourse marker, cohesion, rhetorical conventions, reference, fluency, economy, variation;
d. Syntax;
e. Vocabulary; using meaningful words or phrases.
f. Mechanics: spelling, punctuation, citation of references, neatness and appearances

3. Micro and Macro Skills in Writing

In order to be able to do such things in writing, learner need to acquire micro and macro skills of writing. Ur (1996: 162) states that writing should maintain between micro and macro aspects. In micro aspect, the
students practice specific written forms at the level of word or sentence (handwriting or typing, spelling, punctuation). On the other hand, in micro aspect, the students emphasize on content and organization. In case, they express themselves using their own words, state a purpose for writing, and specify an audience. More description is given by Brown (2004: 220). He states that micro skill are related to imitative and intensive type of writing task whereas micro skills are related to responsive and extensive writing. The descriptions are as follows:

Micro skills:

a. Produce graphemes and orthographic patterns of English.
b. Produce writing at an efficient rate of speed to suit the purpose.
c. Produce an acceptable core of words and use appropriate word order patterns.
d. Use acceptable grammatical systems (e.g. tense, agreement, pluralization), patterns and rules.
e. Express a particular meaning in different grammatical forms.
f. Use cohesive devices in written discourse.

Macro skills:

a. Use the rhetorical forms and conventions of written discourse.
b. Appropriately accomplish the communicative functions of written texts according to form and purpose.
c. Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
d. Distinguish between literal and implied meanings when writing.
e. Correctly convey culturally specific references in the context of the written text.

f. Develop and use a battery of writing strategies, such as accurately assessing the audience’s interpretation, using pre-writing devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Based on the previous elaboration, it can be generated that the writing skill is the activities of putting ideas into written language. There are five aspects of writing. They are: (1) generic structure (organization); (2) content; (3) grammar; (4) vocabulary; and (5) mechanics (spelling and punctuation).

4. Writing process

The writing process may be represented as simply as a three stage process of prewriting, drafting, and revising, or it may be divided into the following six phases (Trupe, 2001):

a. Prewriting:

Engage the activities that generate ideas, including reading, brainstorming, free writing, clustering, creating tree diagrams or flow charts, drawing, dramatizing or role-playing, engaging in chat.

b. Planning:

Design the structure and content of the text.

c. Drafting:

Compose text.
d. Revising:

Re-seeing or re-envisioning the whole text by adding or deleting content, changing the order of presentation, making major stylistic changes, etc.

e. Editing and proofreading:

Making changes at the local, or sentence, level, including changing word choice and sentence structure as well as correcting any errors.

f. Publishing:

Formatting, producing, and distributing the revise text, including possibilities like presenting an individual portfolio, publishing a class book, etc.

Heirston (1986:5-6) proposes six characteristics of good writing. They are as follows:

a. Good writing should be significant. It means that writing should tell something suitable with the purpose of writing.

b. Good writing should be clear. It means that writing must be understandable, for that the readers do not have to reread the writing several times to find out the meaning.

c. Good writing should be unified. It means that in writing, each sentence develops and supports the main idea. In addition, the sentences must support each other in a logical sequence or coherence.

d. Good writing is economical. It means that each point exposed in writing should be written in simple way. Rewriting some sentences or some words or sentences that do not support the main idea should be avoided.
e. Good writing should be adequately developed. It means that writing should have limited topic. The topic should be developed by having supporting details.

f. Good writing should be grammatically acceptable. It means that writing must use correct grammar and punctuation.

In writing, students will rely on at least four types of knowledge: knowledge of the content, procedural knowledge to organize the content, knowledge of conventions of writing, and procedural knowledge required to apply the three other types of knowledge in composing a written product (Hillocks in O’Malley, 1996: 136). It is in line with Tribble (1996: 43) who states that in order to understand a specific task in writing, a writer requires the range of knowledge which can be summarized as follows:

1) Content knowledge : knowledge of the concept involved in the subject area

2) Context knowledge : knowledge of the context in which the text will be read

3) Language system knowledge : knowledge of those aspects of the language system necessary for the completion of the task

4) Writing process knowledge : knowledge of the most appropriate way of preparing for a specific writing task.
Therefore, in order to be able to produce a good written text, a writer should require the range of knowledge. Besides, the writer also focuses on the macro and micro skills of writing. In addition Nunan (1998: 37) states successful writing involves:

a. Mastering the mechanic of letter formation.
b. Mastering and obeying conventions of spelling and punctuation.
c. Using the grammatical system to convey ones’ intended meaning.
d. Organizing content at the level of the paragraph and the complex text to reflect given/new information and topic/comment structures.
e. Polishing and revising ones’ initial efforts, and
f. Selecting an appropriate style for ones’ audience.

5. Teaching Writing

McGilick (1987: 2) explains that the emphasis of learning to write fairly extended pieces of English. We are more interested in helping the students to express ideas thought processes on papers; to organize those idea thought and feeling in writing. It means that in teaching writing, teacher helps students to express ideas, thought, and feeling on papers. Then, teacher also helps students to organize those ideas, thought, and feeling in sentences to compose meaningful paragraph or text on learning to write.

Byrne explains that there are roles of the teacher in teaching writing (1998: 32). The roles of the teacher are:

a. Deciding how to present the activity to the class
In early stage, begin to demonstrate the writing activities on board or overhead projector. It will help students to do a certain amount of writing.

b. Preparing the students orally

By giving a number of examples orally, help the students to know exactly what they have to do.

c. Deciding how the writing task should be carried out

An activity can be done individually, in pairs or in a small group. Some activities can also be begun in pairs or in groups but concluded or ended on individual writing task.

d. Deciding on correction procedures

The students can be asked to exchange their completed work to evaluate one another’s efforts. This helps to train them to look at written work critically as readers. Then writing work can also be discussed on a classroom to get necessary correction or some time students make their own correction.

Related to written language, Brown (2001: 341) lists some characteristics of written language as follows:

a. Permanence: when something is written down to intended audience in its final in form, it remains its features time without any chances for unspecified period of time. This is because the writer abdicates certain power: the power to emend, to clarify and to withdraw it. In other words, a written text tends to be permanent.
b. Production Time: a person may be a good writer when he or she can manage the time to revise his or her before it comes to final form. However, not all work of writing are given ample time of production. Some writers have only very limited time to finish their work. Thus, the production time of writing may very depending on the situation.

c. Distance: anticipating the audience is a difficult problem for writers. The anticipation included how specific words, phrases, sentences, and paragraphs will be interpreted. Different people from different background of knowledge may have the distance factor between the writer and the targeted readers.

d. Orthography: all expression in writing are captured through the manipulation of letter and other written symbols. Mechanics which involves spelling and punctuation play very important role to convey clear meaning. Therefore, a good writer must have good knowledge in orthography.

e. Complexity: writing is complex work. Writer must know how to avoid redundancy, combine sentences, make references to other element in a text, create syntactic and lexical variety, and other supporting element of writing.

f. Vocabulary: written language typically utilizes greater variety of lexical items than spoken on. Written language places a heavier demand on the use of vocabulary than spoken one does. In spoken language the real social context is present and the meaning of certain
words or expressions can be directly negotiated and predicated from the context. In written language, such context and negotiation should be created as clearly as possible in the written form of expressions. Therefore, careful choice of vocabulary is paramount to create clear context.

g. Formality: formality refers to prescribed forms that certain written massage must adhere to rhetorical and organizational formality demands a writer’s conformity to conventions like paragraph topics, logical order of comparing and contrasting something, preference for non-redundancy and subordinate clause, etc.

Then Brown (2001: 358) states that if the teachers still need to assign a single grade or score to each paper, then consider weighting the first few categories more heavily. Teachers can thereby emphasize the content-based flavor of their evaluation. Such weighting scale might look like this:

<table>
<thead>
<tr>
<th>Category</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>0 – 24</td>
</tr>
<tr>
<td>Organization</td>
<td>0 – 20</td>
</tr>
<tr>
<td>Discourse</td>
<td>0 – 20</td>
</tr>
<tr>
<td>Syntax</td>
<td>0 – 12</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>0 – 12</td>
</tr>
<tr>
<td>Mechanics</td>
<td>0 – 12 +</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

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B. The Nature of Narrative Text

1. The Definition of Narrative Text

Genre according to Hyland (2007: 4) is “term for grouping text together representing how writers typically use language to respond to recurring situations”. The concept of genre is based on the idea that members of a community usually have little difficult in reorganizing similarities in the texts they use frequently and are able to draw on their repeated experience with such texts to read, understand, and perhaps write them relatively easily.

Text is a meaningful symbol of language. Based on communicative aims text is divided into many kinds of text. To get the communicative aims, a text is constructed in different structure and features. And in KTSP, narrative is one of genre that the student of Senior High School should be master.

Narrative writing in general which offers the opportunity to think and write about ourselves and explain how our experiences express to some important realization or conclusion about live or about the world (Kies, 2008:2). To write a narrative, people need to think about an importance moment sharing and to think about finding the significant, the important point in that moment. Finally, writer includes detail information and explanation, which will make the moments or happens real for reader.
Sudarwati and Grace (2006: 74) said purpose of narrative are to amuse or to entertain the reader or the listener and deal with actual or imaginative experiences in different ways to the reader or listener. While Andersons (1988: 3) said that a narrative is a text that tells a story in doing so, entertains the audience.

2. The Language Feature and Generic Structure of Narrative Text

The language feature of narrative text are focus on specific and individualized participants, the use of material process, the use of some behavioral and verbal process, the use of relational and mental process, the use of past tense, and the use of temporal conjuctions and circumstances.

While Hardy and Karen (1990: 16) state that narrative is constructed from four generic structures, those are:

a. Orientation: represents the settings in time and place, characters.

b. Complication: state problem to be solved by characters.

c. Resolution: the solution to the complication suitable ending story.

d. Coda: covers a comment on the significance or point of story that the writer wishes the reader to understand.

www.definition-of-narrative-text.com states that narrative text consists of the following structure:

a. Orientation: Introducing the participants and informing the time and the place.
b. Complication: Describing the rising crises which the participants have to do with.

c. Resolution: Showing the way of participant to solve the crises, better or worse.

In summary, a narrative is a text that consists of exposition, climax, and resolution or it is well-known in terms of orientation, complication, and resolution. Narrative also presents by using past forms.

C. The Nature of Instructional Media

This section contains the meaning of instructional media, the kind of instructional media, the principles of media selection, and the use of media in teaching writing.

1. The Meaning of Instructional Media

Teaching writing is not easy, teacher has to give model without mistake. For that purpose, it needs a good media as teaching aids, which can help the teacher in teaching learning process. Media are means of communication that carry information between sources and receivers (Smaldino, 2005:9). Many experts have defined the instructional media. Smaldino, et al. (2005: 9,209) media is a means of communication and source of information; additionally they say that a variety of media can make students’ learning more realistic and engaging. According to Karim and Fatmi (1986:9) “media in language teaching are language teaching aids which are used to make the instructional process run well”. Teacher
employs teaching aids the purpose of which is to improve students’ interest and motivation to learn the language, so the instructional objective can be achieved.

Gagne (1970) as quoted by Sadiman (1996) states that “Instructional media as the physical means surrounding the learners can help the study”. Briggs in Sadiman (1996: 6) gives his opinion that media is physical means which enable student to learn. Smaldino (2002) states a medium (plural; media) is a means of communication and source of information.

The most common use of media use of media in instructional situation is for supplement support of the “live” instructor in the classroom. The properly designed instructional media can enhance and promote learning and support teacher-base instruction. But the effectiveness depends on the instructor (Heinich, et al., 1993:16).

The purpose of media is to facilitate communication and learning. There are some similar perceptions about media. Media is such things that can be used to distribute the massage from the sender to the receiver to stimulate sense, mind, attention, and the students’ interest to build the teaching learning process. Other expert Wittich and Schuller (1979: 2) give their opinion about other advantages of using media in teaching learning process. They says that “when more information is communicated by learning media, teacher can give more attention to the uniquely human aspect of education, understanding the need of individual
students, helping them to set and realize goals and stimulating them to use the information available from education media.

Based on the previous explanation, it can be concluded that media plays an important role as teaching aids in the communication between the teacher and the student in achieving the instructional objective.

2. The Kind of Instructional Media

Sadiman (1986:28) states that “there are two kinds of instructional media based on their characteristics, namely: (1) Graphics media such as picture or photograph, sketch, diagram, chart, graph, cartoon, poster, and globe, (2) non-graphics media are television, radio, video, tape-recorder, and other electronic devices”.

Newby (2000:101-107) states that “media commonly used in elementary and secondary school include multimedia, video, graphics, audio, text, real object and model”. The term multimedia conveys the nation of a system in which various media (ex: graphics, video, and audio) are integrated into single delivery system under computer control. Video is moving images can be recorded on videotape, videodisc, DVD, and computer disk. Graphics are type of media used in teaching and learning like, visuals, slides, overhead transparencies, and display board. Visuals are two dimensional materials designed to communicate a message to students, they are graphic and verbal. Audio, the most common is audiotape.
Text refers to letters and numbers usually presented in the form of printed material or on computer screen. Real object such as coins, tools, plants, and animal. Models are everything available from the teacher supply companies and toy stores.

There are two kinds of media in education, namely:

a. Digital Media

1) Computer

Computers have developed rapidly since the invitation of them in the middle 1980. They have used in formal and informal education. Teachers use the in managing classroom activity as teaching aids. It has many roles to play in the curriculum between not only for tutor but also for the students.

2) Multimedia

Multimedia is combinations of using some variety of media formats in a given presentation or self study program. The combination of them may incorporate the computer as a display device for text, picture, graphic, sound, and video. Furthermore, the example of multimedia is slides with synchronized of audiotapes, video tapes, CD-ROMs, DVD, the World Wide Web, and virtual reality, Smaldiono, et al.,(2005: 141).

3) Distance Education

Distance Education is a field of education, which focuses on the pedagogy and andragogy, technology and instructional system design
which aim to deliver education to students who are not physically on
side (Wikipedia, 2008:7). The types of available technologies used in
distance education are divided into two groups: synchronous and
asynchronous. Synchronous technology is used in distance education
in which learning is occurring in different places but at the same time.
Asynchronous is used in distance education lessons in which learning
is occurring in different places but also at the different time,

b. Traditional Media

Teachers can use and facilitate many of the traditional media in
teaching learning process, namely:

1) Instructional Materials and Displays

include learning centers, printed materials, and free and inexpensive
materials”. He says that we are able to use chalkboards, flip charts,
and the other display format, furthermore he says that we can use
cheaper and traditional media to be use full, small is beautiful and
cheaper is effective.

2) Audio

Smaldino, et al., (2005: 265) says all various audio media has
function for recording and transmitting the human voice and other
sounds. It is for instructional purposes. There are three kinds of
audio media, such as: audiotapes, compact discs, MP3/WAVE File Format.

3) Video

Video is the technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still images representing scenes in motion. Video technologies were first developed for television system, but has been further developed in many formats to allow the consumer video recording (Wikipedia: 2008).

4) Visuals

Smaldino et al., (2005:239) says that to provide powerful visual support to abstract ideas can be used picture, charts, graphs, posters, cartoon, hence the students can produce themselves. He wants to say that using visual can help the students to find ways understanding complex ideas.

Visual aids play a very important role in teaching and learning a foreign language, especially for the students of senior high school. Visual aids are classified into two parts namely un-projected visual and projected visual aids. Un-projected visual aids are including picture, drawing, chart, graph, poster, and cartoon. Whereas projected visual aids are including document cameras, overhead projection, slide digital image compact disc-room, picture, photo compact disc, digital camera scanner, and digital image projection.
Based on the statement above, it can be concluded that using media not only digital media but also traditional media, will give opportunity for teachers and students to get the best way to study and develop their teaching and learning in a certain goal and in a system.

3. **The Principles of Media Selection**

Media must be selected before they are used in the classroom. The knowledge about characteristics of media is needs and becomes the base of media selection dealing with the learning situation. Kemp in Sardiman (1996: 28) states that “the question of what media attributes are necessary for a given learning situation becomes the basic of media selection”.

Before going through the media selection, there are some factors that must be considered by the teacher. Morgan and Bowen (1982: 3) give their opinion; they say that before deciding aids or media in his lesson plan, however teacher must consider the following points:

a. The purpose of the lesson related to the scheme of work and the syllabus.

b. The specific objective of the lesson.

c. The characteristics of the class members (age, sex, educational background, and the reason f learning the language).

d. Communication problems, which may affect the lesson (hesitation for withdrawal caused by shyness, anxiety, relationship within the group).

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e. The design of the lesson (lesson plan).

f. Available resources (visual and audio).

Brown, et al., (1993:7) says that there are several generalized principle to guide the selection and use of media, namely: (1) no one medium, procedure, or experience is the best for learning, (2) be sure uses of media are consistent with instructional objectives, (3) recognize that, to adapt materials to specific program purposes, you must know them thoroughly, (4) media must also be consistent for their appropriateness for use in the instructional mode selected, (5) one’s own preferences must not stand in the way of choosing or using particular media, (6) be aware that some otherwise excellent media may become second rate in their instructional effect if used in poor environments, (7) realize that student experience, preferences, individual interests and capabilities, and learning styles may influence results of media use, (8) keep in mind that resources and learning experiences are not necessarily good or bad simply because they are concrete or abstract.

From the nation above, it is said that in choosing media for teaching, teacher has to pay attention to the students’ preferences and it must be appropriate with the need of teaching. This is in the purpose of making the instructional process reaches the objective
4. The Use of Media in Teaching Writing

Writing skills can be improved with effort and practice, one of them is the use of media in learning them. Heinich, et al. (1993: 19) state instructional media can exchange and promote learning and support teacher based instruction. Therefore, using media in teaching writing is good to stimulate the students to be actively involved during the teaching and learning process.

In writing, teacher can use media in his teaching to motivate the students to do something that they can do in real life as they very involved with. Media in writing is important to increase students’ knowledge and make them feeling happy and relaxed. Using story material, students fell to be entertained then they perhaps to be able to retell the story (Cahyono, 1997: 17).

Thus, media are very useful for the teacher and the students in the activity of teaching and learning of writing. Teacher may use media to make his teaching purpose run well; he use the media to clarify his explanation, to generate students highly motivated, and to give joyful felling to the students. Media can make students have knowledge clearly and happily.
D. The Concept of Video

1. The Definition of Video

Video is the visual portion of a television broadcast. Also video is at best defined as the selection and sequence of messages in an audio-visual context (Canning, 1998: 3). Other definition from wikipedia that video is the technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still images representing scenes in motion.

While Curriculum film making in http://online4.curriculum.org/curriculumfilmmaking/ says that video is the technology that captures moving images electronically. Those moving images are really just a series of still images that change so fast that it looks like the image is moving.

Video can be aid in the teaching learning process. Cooper (1991: 11) states that video is a supercharged medium of communication and a powerful vehicle of information. It is packed with messages, images and ambiguity, and so represents a rich terrain to be worked and reworked in the language learning classroom. While in the internet IJEDICT journal (Babalola, 2007:106) states that “video is a powerful tool for instruction in the classroom”.

Harmer (2003: 290) states that video can enhance simulations, not only because it can provide feedback when students can watch themselves and evaluate their performance, but also because the presence of a video
helps to make more realistic. It is important to make the students active whenever they watch video material.

Video is medium of communication which contains some information. The information is in the form of picture, image and action. All of them can be discussed in classroom. McDonald, et al. (2003: 323) states the school that are equipped with compressed video systems can bring live, fully interactive instruction from one location to the next or have distant quest speakers visit the classroom without having to travel. The only requirement is to have the appropriate equipment at both locations.

Teachers have long used the media—and particularly video—to accomplish various instructional objectives such as building background for particular topics or motivating student reaction and analysis. The appeal of visual media continues to make film, video, and television educational tools with high potential impact; and they are now considerably more accessible and less cumbersome to use.

2. Teaching English Using Video

Apart from video aimed at entertaining children, they are also used in educational programmers for children and sometimes for adults and they frequently feature in advertisements.

There are some ways to select video for teaching English as follows:

a. Watchability: the video should be interesting for the learner

b. Completeness: The ideal video clip tells a complete story or section of a story. This idea of completeness is important for the learners whose
primary motivation for watching a video is enjoyment. Tomalin (1991: 50).

c. Length: The length of the clip is important, it shouldn't be too long, perhaps between 30 seconds and 10 minutes depending on the learning objective.

d. Appropriateness of Content: The content should be suitable for the learners.

e. Availability of Related Materials: Many authentic videos now come with ready-made materials that can be used for language teaching. Other videos may have been adapted from books, which could be used in the classroom to support the video. (http://www.teachingenglish.org.uk/).

The most obvious division between types of video sequences is that which separates educational videos made specifically for language learning and authentic video material for example video/TV/film material made originally for native speakers.

The general categories are presented below:

a. Drama: this broad category embraces most video, TV, and film material with scripted dialogue and/or dramatic elements, such as TV soap operas, drama series, plays, situation comedies. It also includes features films as a subcategory.

b. Documentaries: any material which is non-fictional and/or unscripted (e.g. a TV current affairs investigation of an issue as opposed to a
scripted drama about the same issue). Subcategories include TV news programmers, interviews and sports programmers, and also the kind of TV talk shows indicated in some of the recipes.

c. TV commercials: all kinds of TV or cinema advertising material or short promotional videos (except music videos).

d. Music videos: generally used to refer to pop music videos of all kinds, but could include songs and musical numbers from TV light entertainment shows or cinema musicals.

Video is richer than audiotape. The speaker can be seen. Their body movements, the clothes they wear, and their location give clues as the meaning. Based on the previous explanation there are several types of video such as drama, comedy, commercials, cartoon, etc. This research, cartoon video will be used. Through cartoon video, students can also see the gesture and expressions which play an essential role in clarifying the part of meaning which is conveyed by intonation and tone voice. Being well constructed, picture and sounds, they find language classes more interesting and enjoyable. And finally, video can be a mean to test the students. By using video, teacher can create activities which can be used as a testing formal.

3. The procedure

There are ranges of techniques the teacher can choose to use video in the classroom according to Allan (1991: 31) as follows:

a. Viewing the whole programme

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The first option the teacher has is to use video just like a TV set and show a programme straight through from beginning to end.

**VIDEO PLAN 1: Viewing straight through**

*Stage One: Before viewing*

a. Introduce the topic and key vocabulary.

b. Set one or two general questions designed to elicit the main content points in the programme.

c. Try to include at least one question which focuses on information that is presented visually, so that everyone has a chance of producing an answer.

*Stage Two: Play the programme*

Note that it is not a good idea to ask students to make notes or complete a worksheet while they view, as this means their heads will be down and they will miss some of the visual information.

*Stage Three: Follow-up*

Depending on the time the teacher has, the discussion of the programme could continue in the classroom, but it is often difficult to revive interest if this has to wait until the next lesson. It is probably best to keep the teacher’s round-up within the time available immediately after the class has seen the programme. Alternatively the teacher could set a post-viewing task for homework.

b. Breaking it up into sections

An obvious benefit of having the video machine under the teacher’s control is that he/she can break a programme up into sections and guide the learners through it one section at a time.
VIDEO PLAN 2: Viewing in sections

a. Set previewing questions for Section One
b. Play Section One
c. Discuss answers for Section One questions. Set previewing questions for Section Two
d. Play Section Two.
e. Discuss answers for Section Two questions. Set previewing for Section Three
And so on to final stage: repeat the whole programme without pauses.

c. Viewing tasks

The students will look and listen with more attention if they are viewing for a purpose. This also helps them remember better afterwards what they have seen and heard. That is why it’s good to think about ways the teacher can encourage her/his students to view actively. The teacher can do this in different ways.

1) Previewing questions

Before the teacher switches on, set questions to focus the students on whatever he/she wants to highlight at that stage. The questions might be about: the topic (What is the programme about?), the setting (Where is it), the point of view expressed (What effect does the programme seek to make?), or the language (How is …. described?)

2) Worksheets

Another way of setting viewing tasks is to have some form of worksheet for the student to fill in during or after viewing.
d. Silent viewing

The value of silent viewing to the learners is that it lets them concentrate on one element at a time. The first viewing of a sequence can be done without sound so that the learner has time to think about the place, the people and the situation before having to cope with what they are saying. Silent viewing also generates a genuine desire to communicate within the group. The students seek to interpret what they see. They form hypotheses about the people they see on the screen – who are they, why they’re there, what's going on. Even if they have very little command of the spoken language, they will have their own ideas about what they have seen.

**VIDEO PLAN 3: Silent viewing**

*Stage One: Prepare for silent viewing*

Tell the class that they will see the sequence without sound and ask them to think about specific questions while they view. The questions might be:

- Where is the place?
- What objects are shown?
- What is the programme about?
- What can you work out about what you see?

*Stage Two: First silent viewing*

Play the sequence without sound

*Stage Three: Discussion*

Class works in groups, comparing notes on their answers, followed by general round-up group views.

*Stage Four: View with sound*

Play the sequence with sound. Students check their predictions about the situation, content or language, depending on the preview task they have had.
In doing teaching writing in the classroom, all those techniques above can be implemented. It is because of the condition of the students and classroom situation. The researcher will choose the technique which match with the students and classroom situation.

4. **The Advantages and Disadvantages of Teaching Using Video**

There are some advantages and disadvantages in teaching using video:

a. The advantages of teaching using video:

1) Video can present a communicative transaction in its totality. The learners can see the people and the situation (the setting where the interaction is occurring). They can see and hear the attitude of the persons involved (the interlocutors). They can hear the linguistic registers and the appropriateness of the language within the situation. They can appreciate cross-cultural relationships by asking themselves if this piece of business would be conducted in the same way in their country. They will become aware of other cultural aspects, such as the gestures used and the distance maintained between the people involved. It is a replica of natural conversation in the real world (Finocchiaro, 1989:151).

2) The learners feel interested when language is experienced in a lively way through television and video. This combination of moving pictures and sound can present language more comprehensively than any other teaching medium. And more realistically too (Stempleski & Tomalin, 1990:3).
3) The internet TOJET Journal Arthur (2006:2) says that video can give students realistic models to imitate for role-play; can increase awareness of other cultures by teaching appropriateness and suitability.

4) The internet TOJET Journal Katchen (2002:1) A great advantage of video is that it provides authentic language input. Movies and TV programmes are made for native speakers, so in that sense video provides authentic language input.

b. The disadvantages of teaching using powerpoint presentation:

1) Teaching using video is more time consuming than following an already planned class.

2) Teacher with no training on this technology have no access to ELT using information and communication technologies given that they don’t know how to teach classes.

3) It becomes boring and purposeless for students.

E. The Concept of Power Point Presentation

1. The Definition of PowerPoint Presentation

There are several definitions of PowerPoint. Fisher (2003:1) defines that PowerPoint is a type of presentation software that allows one to show colored texts and images with animation and sound. Power-Point is just one of many types of presentation software.
While in the internet TESL Journal, Tuffle (2006:1) states that:

“PowerPoint is a complete presentation graphics giving everything to produce professional-looking presentation. PowerPoint can also offer word processing, outlining, drawing, graphing, and presentation management tools—all designed to be easy to use and learn.”

Kasito (2006:2) defines that Power Point is presentation software bundled in MS office and used for creating presentation usually in the form of slideshows. Over the grades Microsoft has been updating the software, each time making it even better.

Based on the definition of Power Point above, it can be concluded that Power Point is one of the presentation software producing professional looking presentation such as colored texts, graphic packages, sound, animations, and the form of slideshows.

2. Teaching English using Power Point Presentation

Fisher (2003:2-3) explains that “Power point can be used in many ways in teaching English second language as well as in other subjects”. They can be used for initial teaching, for practice and drilling, for games for reviews, and for tests. Many English materials of listening, reading, speaking, and writing can be inserted in power point easily. By recording the sound from TV program, radio, or by copying other files. Fisher (2003: 3) adds that power point can be used in many parts of teaching, they are as follows:
a. Initial Teaching

Power point can be used to teach new ideas and concepts to students. In theory this sounds very good; however, in particular this can be tricky. The teacher must anticipate areas of misunderstanding and difficulty. Once the teacher knows the troubles, which the students will face, he or she can create or adapt a presentation for the students. The presentation must be clear and uncluttered. It should address anticipated areas of student’s difficulty in an order manner. This type of presentation is difficult to prepare, but it can be done. Once an initial teaching presentation is prepared, it can be served and used again and again, and it can be share with others.

b. Practice and Drilling

Power point can be used much more for practice and drills. To do this, it is necessary to have the type of material, which can be repeated many times. A presentation of irregular verbs is one example of something which can be repeated again and again. Other types of material can be repeated weekly.

Song and games are a good way to review and practice English. Teachers can use power point by recording or copying from many sources to create their own games to use in the classroom. Once a game has been created, it can be reused by the author or shared with other teacher.
c. Review

Power point is great for reviewing ideas which have already been taught. After the students have learned and practiced something, it is good to see a presentation. Presentations of power point can be done everyday. They provide a break in the routine and away to see material differently. Not only do students find this interesting, but it is also a good way to check and see if they have mastered a concept. When using a presentation created by another teacher. The students have a chance to see old ideas presented in different ways. Power point media is also good ways to review a lesson before a test.

d. Test

A teacher in our school uses power point for the tests. She places picture of items on slides to be shown at preset intervals. Teacher sets her timer for reasonable number of seconds for each slide. Using the timer feature, a teacher could design a many types of tests or quizzes.

Power point comes bundled with Microsoft packages. It wil run on either or Windows PC’s. The files are easy to create and can be e-mailed as attachments. They can be posted on or downloaded from websites, and can be converted to html web pages. Not only can Power Point presentations be traded and exchanged, they can also be modified to fit any individual classroom setting. Although
other presentation soft wares may have the same capabilities, it is
the most common, and it is user friendly.

3. The Procedure

Microsoft PowerPoint is presentation software that allows users to
create all kinds of slide shows and presentations. Cork (1978: 344), for
example, recommends three teaching activities can be designed using
power point presentation: (1) warm-up; (2) creative writing activities
(essays); (3) annual project work. Annual project work indicates activities
that are done after the activities, perhaps as homework. The simple
procedure for teaching using video and teaching using power point
presentation are as follows:

Table 1. The summary of simple procedure for teaching using video and
teaching using power point presentation.

<table>
<thead>
<tr>
<th>Teaching Using Video</th>
<th>Teaching Using PowerPoint Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Teacher introduces the topic that is going to be discussed.</td>
<td>a. Teacher introduces the materials that are going to be discussed.</td>
</tr>
<tr>
<td>b. Teacher shows a video in teaching learning process without pausing and the students are asked to write difficult words while they watch the video.</td>
<td>b. Explain the materials clearly by using power point presentation.</td>
</tr>
<tr>
<td>c. Teacher shows the video again in front of the class by pausing it in a certain situation and discuss the</td>
<td>c. Give a certain example dealing with the material, in this case is an example of narrative text. Ask students to analyze the text and make sure all students understand.</td>
</tr>
<tr>
<td></td>
<td>d. Give a certain topic to students and ask</td>
</tr>
</tbody>
</table>
difficult words.
d. The students are asked to write the story in their own sentences.
e. Ask them to present their writing in front of the class and make such kind of discussion among themselves.

| them to make a narrative text dealing with the topic.
e. Ask them to explain the texts that are made by themselves in front of the class and make such kind of discussion among themselves. |

4. The Advantages and Disadvantages of Teaching Using Power Point Presentation

a. The advantages of teaching using Power Point presentation:

1) Appropriate use of Power Point can enhance the teaching and learning experience.

2) Students get a clear cut idea about the materials by observing slides.

3) Power point is a wide spread, relatively inexpensive programme and therefore easy to have it. Additionally power point presentation can be converted to html form and can be used through the Internet.

4) A presentation can become more effective because it stimulates the interest of the adult learners since a variety of objects can be included like animation clips, graphics, sound effects, video clips or movies as QuickTime, hyperlinks, audio clips, ClipArt etc.
b. The disadvantages of teaching using power point:

1) It can’t correlate between what the teacher explains and what the students see. Usually students end up only reading on the screen and there are not really listening.

2) Sometimes teaching using Power point, class is boring and sleepy and also it doesn’t create mood the students.

3) The use of the IT in the teaching process requires the existences of the necessary infrastructure. More specifically, for power point presentation it is necessary to have a video projector and a screen and/or a surface that can be used as a screen.

F. The Concept of Motivation

1. Theoretical Definition

(Waittaker, 1970:142) states that “motivation is a broad term used in psychology to cover the internal conditions or states that activate or energize organism and that lead to goal directed behavior”. (Hebb in Whittaker, 1970: 142) states that “motives or drives as they are often called, may be primarily innate in nature, or learned, but whatever their origin, when aroused, they initiate activity toward goals or incentives that have become related to particular motive involved in learning”. The term “incentive” is used to refer to goal objects that are employed to control or manipulate motivation behavior. Some motives also perform a cue function that influences the direction of activity. The sound and smell of
food being cooked will activate hungry individual. It also provides a cue to where the motives may be satisfied.

Wikipedia (in http://en.wikipedia.org/wiki/motivation) states that "motivation is the set of reasons that determines one to engage in a particular behavior is the set of reasons that determines one to engage in particular behavior. Motivation may be rooted in the basic need to minimize physical pain and maximize pleasure, or it may include specific needs such as eating and resting, or a desired object, hobby, goal, state of being, ideal, or it may be attributed to less-apparent reasons such as altruism, morality, or avoiding mortality”.

Like many other concepts in psychology, the word “motivate” refers to something that cannot be directly observed. The existence of motive can be observed from the behavior or for the knowledge of certain other factors. Covington, 1998 in Dornyei (2001:7) states, “Motivation, like the concept of gravity, is easier to describe (in terms of its outward, observable effects) then it is to define. Of course, this has not stopped people from trying it. The existence of some motives, on the other hand, may be inferred directly from the knowledge of physiological condition of the organism. Stomach contractions, chemical changes in blood, and taste sensitivity, for example, are psychologically related to hunger drive”.

Dornyei (2001:7) states that “motivation explains why people decide to do something, how hard they are going to pursue it and how
long they are willing to sustain the activity. Because human behavior has two basic dimension, direction and magnitude (intensity), motivation is closely related with the choice of a particular action, the effort expended on it and the persistence with it”.

Brophy (1998:3) says that “motivation is a theoretical construct used to explain the initiation, direction, intensity, and persistence of behavior, especially goal-directed behavior”. Another similar concept by Elliot, Kratochwill, Cook, and Travers (2000: 332) define “motivation as an internal state that arouse one to action, pushes one in particular directions, and keeps one engaged in certain activities”.

Yamin (2008: 94) states that:

“Motivation may be explained by coordinating these three principles: (1) every behavior will result in a certain outcome. A person behaves certain behavior because he or she expects certain result or outcome. This is called outcome expectancy; (2) the outcome has certain value or interest for certain people. A person performs special action because he or she wants other people to be interested and pay attention to him or her. This is called valiancy; and (3) the outcome can be gained with certain efforts. Every outcome is related to the perception on how difficult and how hard the efforts are. For instance, a student who believes that reading will make him pass the final examination will have to do harder effort to pass the exam and get good scores. This is called effort expectancy”.

According to Harmer (1989: 3) “motivation is some kinds of internal drive that encourages somebody to pursue a course of action. It seems to be the case that if an individual perceives a goal (that is something we wish to achieve) and that goal is sufficiently attractive, he or she will be strongly motivated to do whatever is necessary to reach that goal”.

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Whittaker (1970: 142) determines the characteristics of motivated behavior into four that differentiate them from unmotivated behavior.

1. Motivated behavior is cyclical, first, motives or drives are aroused from both physiological needs, such as food or water, and psychological need, such as the need for companionship or acquisition. Second, a sequence of behavior occurs when the individual is trying to satisfy or reduce the drives. Finally, some goals are reached whereby the drive is reduced.

2. A motive operates to make both behavior and experience in the organism selective. An animal that has been deprived of water but not food for a certain period of time will show greater effort to get water than food or other goals irrelevant to the aroused motives.

3. Motivated behavior is relatively active and persistent. A man may become increasing persistent to search food as hunger is increasing on him, ultimately, as he approaches/starvation, activity and persistent diminish.

4. Motivation behavior is *homeosiotic*. It means that everybody tends to preserve or maintain a constant physiological equilibrium.

Further, Whittaker (1970: 143) states that:

“Motives are originally classified into two; physiological and social motives. Physiological motives are inborn. They are originated in the physiological requirements and self-regulating process. They include hunger, thirst, sex, material motivation, rest, pleasant feeling, pain avoidance, etc. Social motives are acquired in the course of being socialized in a given culture. They are formed through interpersonal relations, established social values, norms, or intuitions. The
main point of the relation between physiological and social motives is that once aroused, a motive influences behavior in the same way, regardless of origin”.

2. Intrinsic and Extrinsic Motivation

The incentive theory of motivation views that a reward, tangible or intangible, which is presented after an occurrence of action (i.e. behavior) may cause the behavior to occur again. This is done by associating positive meaning to the behavior. Studies show that if the person receives the reward immediately, the effect would be greater, and decreases as duration lengthens. Repetitive action reward combination can cause the action to become habit. Motivation comes from two things: motivator and other people. There is extrinsic motivation, which comes from others, and intrinsic motivation, which comes from within people.

Extrinsic motivation comes from outside the performer. Money is the most obvious example, but coercion and threat of punishment are also common extrinsic motivation. Extrinsically motivated behaviors, in contrast, are performed to anticipate the extrinsic reward, that is, the reward from outside and beyond the self. The examples of extrinsic reward are money, praises, grades, and certain positive feedback.

Intrinsic motivation is a motive that comes from the inner heart of the person himself and not because of the influence of extrinsic reward. Intrinsic motivation, according to Harmer (1989: 4), “is the motivation which is concerned with what takes place in the classroom”.
Deci (in Brown, 2001: 76) defines intrinsic motivation as follows:

“Intrinsically motivated activities are one for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own shake and not because the lead to an extrinsic reward. ......intrinsically rewarding consequences, namely feeling of competence and self determination”.

Researches prove that intrinsic motivation is more powerful than the extrinsic one. Maslow (in http:en.wikipedia.org/wiki/motivation) claims that “intrinsic motivation is superior to extrinsic one. People are ultimately motivated to achieve self-actualization one the basic physical, safety and community needs are met”.

From the elaboration above, it is clear that intrinsic motivation influences human behaviors greater than extrinsic one. Thus, motivation in this research is focused on intrinsic motivation rather than the extrinsic ones.

3. Learning Motivation

Learning motivations exist in every learning behavior. Stronger learning motivation results in better learning performance. It is the duty of teachers, parents, and community to strengthen the students’ motivation.

Sardiman (1992: 75) defines “learning motivation as non-intellectual psychical factors which have specific roles in promoting learning enthusiasm, joy, and interest”. Natawijaya and Moesa (1992: 59-61) determine “the roles of learning motivation as follows: (1) motivation determines learning reinforcement; (2) motivation determines as goal of learning; (3) motivation determines the types of control toward learning stimuli; and (4) motivation determines learning seriousness”. Meanwhile,
Honey in (http://www.peterhoney.com/content/LearningMotivation.html) suggests five important concepts of learning motivation.

“Firstly, learning motivation is an internal process which activates, guides, and maintains behavior from time to time. Individuals are motivated based on different reasons and intensity. Second, learning motivation is dependent on the theory underlying it. It may be a consequence of reinforcement, the degree of the needs, the effect of dissonance, the attribute of success or failure, or an expectancy of a success. Thirdly, learning motivation may be promoted by emphasizing the learning objectives. Fourthly, learning motivation can increase if teachers draw students’ interest, maintain curiosity, apply various learning motivation, and give immediate and sufficient feedback. Finally, learning motivation may increase if teachers provide proper reward”.

4. Learning Motivation in Foreign Language Education

Intrinsic motivation influences human behavior to pursue higher needs greater than the extrinsic one. It means that in education students will be more motivated to perform better learning when they have strong intrinsic learning motivation. Brown (2001: 77-78) suggests that” teachers convert extrinsic motivation into the intrinsic one in the shake of better outcome of learning”.

Then, Whittaker (1970: 376) states that:

“Intrinsically motivated second language learners show the following aspects: (1) high genuine interest; (2) positive attitude toward the lesson; (3) enthusiastic manner in learning; (4) hard effort in fulfilling the goal; (5) high courage to discover the learning; and (6) ultimate autonomy and independence”.

Further, Winkel (1996: 173-175) states that “intrinsic motivation in learning activities exist when learning begins and continues base on the
consciousness and drives which absolutely deal with the learning activities themselves. Thus, the intrinsic learning motivation arouses from the realization of the needs to be successful and students perform hard efforts through learning to satisfy the needs. The learning behavior is usually accompanied by high interest, positive attitude toward the lesson, curiosity, and consciousness that learning will enrich the students themselves”.

Students are likely to be intrinsically motivated if they:

a) Attribute their educational result to internal factors that they can control (e.g. the amount of effort they put in);

b) Believe they can be effective agents in reaching desired goals (i.e. the results are not determined by luck);

c) Are interested in mastering a topic, rather than just rote-learning to achieve good grades.

Willing learning are self-motivated, thrive on challenge and change, and take responsibility for their learning and development. The more they want to learn, the easier and more sustainable it becomes – and the greater their contribution now and in the future. Honey (in http://www.peterhoney.com/content Learning Motivation.html) states that:

“Intrinsically motivated learners show the following behaviors: (1) holding positive beliefs about the worthwhileness of learning; (2) having enthusiasm about learning as an activity; (3) showing curiosity and inquisitiveness; (4) demonstrating the courage to take risks in order to learn; and (5) showing resilience in the face of setbacks and disappointments”.
While in extrinsic motivation, according to Winkel (1996: 173-175) states that:

Learning behavior begins and persists based on the drives which are not absolutely deal with the learning itself. It deals with external reward including praise, prizes, and avoidance of threat or punishment. Moreover, extrinsic learning motivation involves, (1) learning for avoiding punishment; (2) learning for praise; (3) learning for prizes; (4) learning for position or promotion career.

Carol in http://giftedkids.about.com/od/glossary/g/extrinsic.htm stated that:

“Extrinsic motivation refers to motivation that comes from outside an individual. The motivating factors are external, or outside, rewards such as money or grades. These rewards provide satisfaction and pleasure that the task itself may not provide”.

Dealing with Foreign Language Learning, Harmer (1989: 3) states that “extrinsic motivation as the motivation which concerns with factors outside the classroom.” There are two types of extrinsic motivation:

a. Integrative motivation: the student is attracted by the culture of the target language community, and in the strong from of integrative motivation wishes to integrate himself into that culture. A weaker from of such motivation would be the student’s desire to know as much as possible about the culture of the target language community.

b. Instrumental motivation: the student believes that mastery of the position. The language is an instrument to be used by such a student.
Peter (1994: 351) says that “Extrinsic motivation refers to the need to a task or perform an activity for the sake of a reward, privilege or externally derived satisfaction. For example, students who study to achieve good grades or gain prize or attention from their teachers are extrinsically motivated”. While Brown (2001: 76) states that extrinsically motivated behaviours, on the other hand are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback. Behaviours initiated solely to avoid punishment are also extrinsically motivated, even though numerous intrinsic benefits can ultimately accrue to those who, instead, view punishment avoidance as a challenge that can build their sense of competence and self determination.

Extrinsic motivation is when individuals are influenced to action from external or environmental factors, such as reward, punishments, or social pressures (Richard 2001:80).

From the above elaboration, it can be inferred that learning motivation is classified into intrinsic and extrinsic learning motivation. Intrinsic learning motivation is the motives that come from the inner heart of a person that involve: (1) positive beliefs about the worthwhileness of learning; (2) high genuine interest; (3) positive attitude toward the lesson; (4) enthusiasm about learning as an activity; (5) curiosity and inquisitiveness; (6) demonstrating the courage to take risk; (7) hard effort in fulfilling the goal; and (8) ultimate autonomy and independence.
Extrinsic learning motivation comes from outside the performer that involves: (1) learning for avoiding punishment; (2) learning for praise; (3) learning for prizes; (4) learning for position or promotion career.

G. Rationale

1. The difference between video and power-point presentation to teach writing of narrative text.

Writing is a complex work of language. It involves some aspects like grammar, spelling, punctuation, and organization. A good work of writing should fulfill a high degree of those aspects. To be able to produce a good work of writing students need to be given chance to learn how to write well. They need to know how a good work of writing should be like. They need to be given much chance to exercise. Exercise should be done often enough in the classroom so that students can learn how to begin and finish the work. The exercise gives students chance to learn from their error and be able to avoid it in the future.

Students’ skill in writing is influenced by many factors, one of them is a teaching media used by the teacher. Video is one of media to teach writing. It encourages students’ creativity and thinking in writing, so that video is appropriate media to teach writing. It can make students interested. It means that video is considered important in the process of teaching of writing to senior high school. Compared with PowerPoint, using video as a media is more effective for teaching writing because video can change the class atmosphere from silent to active, and from
boring to interesting. Learning by using video encourages students’ thinking and creativity. Having good classroom atmosphere will make the students feel comfortable to learning. If they feel so, of course the material given will be easily understood by them.

Power-Point presentation doesn’t give much opportunity to the students to be active, creative and imaginative. This media doesn’t attract the students’ attention and cannot improve students’ motivation. By using Power Point presentation students cannot improve their writing skill because the lesson in the class only focuses on the teacher’s explanation and the students only observing the slide of powerpoint. Moreover, it will make the students addictive. It can be assumed that video is more effective than power point presentation at the tenth grade of SMA Negeri 7 Surakarta in the academic year of 2010/2011.

2. The difference between the students who have high motivation and low motivation in writing.

Motivation determines the reinforcement, goal, seriousness and type of control toward stimuli of learning. Students with high motivation have strong energy to perform learning. They have greater effort in pursuing success than those with low motivation. They have strong intention to learn more than what is given in the class. They tend to be active in learning activities and problem solving, and this makes them learn much either from the teacher or from their friends. They are also
eager to find other learning resources to make their work better. They are curious to know more than what they get from the teacher. Unlike students with high motivation, students with low motivation are usually lazy. They tend to be passive without significant involvement in teaching and learning process. If they have some problems in learning, they are reluctant to solve them or ask their friends. Since they are not actively involved in the teaching learning process, they do not experience learning much. Based on the elaboration, the researcher assumes that students with high motivation have better writing achievement than those who have low motivation.

3. The interaction between teaching media and students’ motivation in teaching writing.

It cannot be denied that teaching media and students’ motivation play an important role in teaching writing. The students with high motivation tend to be active in teaching learning process so that video is suitable media to teach them. Teaching using video provides maximum opportunity for students practice in writing. It gives students chance to dig their own ideas and share their idea with their friends. While sharing, the students learn to appreciate different opinions and aspects of criticism or suggestion from their friends. If the students with high motivation taught by using powerpoint presentation cannot find such a situation. As the result, they will get bored easily when they are taught by using power
point presentation because they cannot express their idea, and they do not have enough opportunity to share their opinion.

The students who have low motivation tend to be passive, lazy, silent, and afraid to do something because they are afraid of making mistakes. Teaching using video is not suitable media for them. The low motivated students will only sit silently on their seat with nothing to say even when the teacher asks them to do something. They prefer to be silent to active. In this condition, the suggested media is using power point presentation in teaching writing because the students don’t want to be active in the classroom activity. It can be concluded that power point presentation is suitable media for students who have low motivation. By using power point presentation students get clear idea about the materials by observing the slide. Lesson in the class focuses on the teacher’s explanation. The students feel safe because they do not need to share their ideas. Meanwhile teaching writing by using video is less effective for the students who have low motivation because they always feel afraid of making mistakes. So it can be assumed that there is an interaction between teaching media used and student’s motivation in teaching writing.
**H. Hypotheses**

Based on the theory above, the hypotheses of the research can be formulated as follows:

1. Video is more effective than PowerPoint Presentation to teach writing of narrative text for the tenth grade of SMA Negeri 7 Surakarta in the academic year of 2010/2011.
2. The students having high motivation have higher writing skill than the students having low motivation for the tenth grade of SMA Negeri 7 Surakarta in the academic year of 2010/2011.
3. There is an interaction between teaching media and motivation in teaching writing of narrative text for the tenth grade of SMA Negeri 7 Surakarta in the academic year of 2010/2011.
CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the components that are discussed in research methodology. They cover the setting and time of the research, research design, population, sample, and sampling, technique of collecting data, and techniques of data analysis.

A. Setting and Time of the Research

This research was conducted at the tenth grade students of SMA Negeri 7 Surakarta in the academic year of 2010/2011. It is located at Jalan Muhammad Yamin no 79 Surakarta, Central Java. This school was chosen purposively because video had never been applied by the teacher at that school. It was the result of preliminary study when the researcher asked some questions to the English teacher.

This experimental research was conducted from March to May 2011. The following is the time schedule for the research.

Table 2. Time schedule for the research

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reviewing literatures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B. Research Design

The research method used in this research is experimental research. To conduct an experimental research, the researcher uses experimental design. Fraenkel and Wallen (1997: 97) state that an experimental design is a preconceived for conducting an experiment.

This design of this research is a simple factorial design 2x2 with Post-Test Only Design, because the population was taken from two classes out of nine that already exist at that school. In the Post-Test Only Design, the subject of the research was chosen to determine the experimental group and control group. The experimental group was taught writing narrative text by using video, while the control group was taught writing narrative text by using PowerPoint. At the end of the treatments, both experimental and control groups were given post tests. In this post test only design, the two groups of the subjects were first assigned to the different treatments or control conditions. Then the experimental group and control group were given a post test in the form of writing test. The result was analyzed by comparing the post
test scores of both groups by using ANOVA or F-test and then by using Tukey test. The design is presented by the following diagram:

Table 3. Factorial Design 2 X 2

<table>
<thead>
<tr>
<th>Media of teaching</th>
<th>Video (Experimental Group)</th>
<th>PowerPoint (Control Group)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation</td>
<td>(A₁)</td>
<td>(A₂)</td>
</tr>
<tr>
<td>High (B₁)</td>
<td>A₁B₁</td>
<td>A₂B₁</td>
</tr>
<tr>
<td>Low (B₂)</td>
<td>A₁B₂</td>
<td>A₂B₂</td>
</tr>
</tbody>
</table>

C. Population, Sample, and Sampling

1. Population

Wiersma (1998: 78) define “population as the group to which the researcher would like the result of the study to be generalizable; it includes all the individuals with certain specified characteristic” Arikunto (2006: 130) states that “populasi adalah keseluruhan subjek penelitian.” Thus, population is the total number of respondents.

It is important for the researcher to determine the population before the sample is taken and treatments are given. Based on the title and background of this research the population is the tenth grade students of SMAN 7 Surakarta in the academic year of 2010/2011. There are nine classes and each class consists of 36 students. The total number of the population is 324 students.
2. Sample

Sample is any group from which information is obtained. According to Fink (1955: 1), sample might be defined as a set of elements taken from a larger population according to certain rules. In other word, it can be said that sample is representative elements from a large population taken using certain rules.

The sample of this research is two classes of SMAN 7 Surakarta in the academic year of 2010/2011, each of which consists of 36 students. The students accordingly have common characteristics of population, as follows:

a. The students study at the same school, SMA Negeri 7 Surakarta in the academic year of 2010/2011.

b. The students are at the same level.

c. The students are taught by the same teacher.

d. The samples picked out from the population are 72 students coming from the two classes. One class is used as the experimental group and the other one as control group.

3. Sampling

Sampling is the way or technique of taking sample out of a population. There are some ways of sampling, and this research uses cluster random sampling as the way to take the sample. The use of cluster random sampling is due to the fact that the number of population is large enough, in accordance with Arikonto’s statement
(2006:133) that “samples can be used if the number of the population is too large to be observed wholly”. Considering the number of population, the technique of cluster random sampling is used to take the sample.

For the above reason, two classes were taken as the sample and in determining which two classes out of nine were chosen as the sample, the writer used cluster random sampling. Then, the researcher had to decide which one of two classes would be the experimental group and which one would be the control group. In this case, too, a lottery was applied.

After determining the experimental and the control group, a questionnaire was distributed to the students. The score of the questionnaire was analyzed to know who had high motivation and who had low motivation.

D. Technique of Collecting the Data
1. Writing test

Margono (2000: 171) defines that “a test is a set of stimulation given to respondents to get answer and to determine the score”. Heaton (1984: 1) explains that “language test is constructed as device to reinforce language learning by assessing students’ performance in the target language’. Writing test in this research is used as the media to get the primary data of the student’ writing score of recount. However; in this research, the aspects of writing that are evaluated are grammar, mechanic,
vocabulary and organization skills. Those aspects are chosen for the reason that the teaching writing to the second year students of senior high school is intended on thus aspects of writing.

Arikunto (2002: 127) defines “test as a set of questions, exercises or other instruments which are used to measure skill, knowledge, intelligence, and aptitude of an individual or groups”. Hughes (1998: 9 – 14) divides the test into four types based on the purpose of giving a test:

“Covering proficiency test (to measure how suitable candidates will be for performing certain task or following a specific course), achievement test (to measure a student’s mastery of what has been taught), diagnostic test (to check the student’s progress for specific weakness and problem they may have encountered), and placement test (to sort students into groups according to their language ability at the beginning of a course”).

Moreover, Hughes (1998: 10) says that “achievement test is to determine how successful individual students, group of student, or a course is in achieving objectives”. This research uses the achievement test with the consideration that the researcher wants to know the students’ writing achievement.

Concerning with the person who constructs the test, test can be divided into two kinds. Those are teacher-made test and standardized test (Arikunto, 2006: 223). Teacher-made test is a test created by the teacher with certain procedures. Standardized test is a test created by the teacher with certain procedures. Standardized test is a test created by testing institution, the validity and reliability of such kinds of test have been evaluated. In this research, a teacher-made test is used. The test is
constructed based organization skills, and considering the 2006 English Curriculum for the English teacher to know whether the test can be given to the students or not.

The writing test is used to know the students’ writing skill. The test will be conducted at the end of the treatment. The aim of this test is to know the progression of the students writing skill after they are taught by using video and power point presentation. It is also done to get students’ writing score. The instruction in the writing test is written in writing text. the readability of the instruction is very important. Readability refers to easiness degree of the text to understand (Sakri 1993: 135). Richard (1985: 233) states that readability is how easily written materials can be read and understood. To know whether the instruction is readable for the students or not, the researcher gives questionnaire about the instructions in writing test to some students.

In this research, a teacher-made test in the form of subjective test is administered. Composition test is applicable to the construction of writing achievement test. It means that by using composition test, it is possible to measure students’ achievement in composition writing more easily. Harris (1969: 69) explains that “there are three strengths of composition test. First, composition test requires students to organize their ideas by using their own words, thus, it can measure certain writing ability more effectively. Second, composition test is able to motivate students to improve their writing skills. Third, composition test can be prepared more
easily and quickly”. He adds that the best way of measuring students’ writing ability is to have them write.

Concerning with the scoring system, analytical method is used to score the writing aspects suggested by Hughes (1996: 19) and BNSP (2006) that (1) generic structure (organization); (2) content; (3) grammar; (4) vocabulary; (5) mechanics (spelling and punctuation). Further, Hughes (1996: 19) states “by using the analytical scoring method, the scorer has to give the scores that will tend to make the scoring more reliable”. Hopefully, the scorer can give more objective scores and can get more specific information about the students’ ability in writing.

There are two ways to score writing test with little subjectivity. They are by using intra rater and inter rater. Hughes (1996: 19) explain that “to decrease subjectivity, the writing can be scored by two different scorers (inter rater) or one scorer scores the same writing test in different occasion (intra rater)”. In this research, the students’ work was scored by two persons, the first was the researcher herself and the second was the English teacher who teaches in the sample classes. It means that in scoring the students’ work the researcher used inter rater. Then, the scores from the two scorers were combined and the average score was taken as the final score. This final score was analyzed statistically. The description of scoring rubric of writing is as follows:
Table 4. Scoring Rubric of Writing

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Generic structure (organization)</td>
<td>17-20</td>
<td>Appropriate title effective introductory paragraph, topic is stated, leads to body, transitional expression used; arrangements of material shows plan (could be outlined by reader; supporting evidence given for generalization; conclusion and complete.</td>
</tr>
<tr>
<td></td>
<td>13-16</td>
<td>Adequate title, introduction and conclusion; body of essay is acceptable, but some ideas aren’t fully developed, sequence is logical but transitional expressions may be absent or misused.</td>
</tr>
<tr>
<td></td>
<td>9-12</td>
<td>Mediocre or scant introduction or conclusion; with the order ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere.</td>
</tr>
<tr>
<td></td>
<td>5-8</td>
<td>Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization</td>
</tr>
<tr>
<td></td>
<td>1-4</td>
<td>Absence of introduction or conclusion no apparent organization of body; severe lack supporting evidence; writer has not made any effort to organize composition (could not be outlined by the reader)</td>
</tr>
<tr>
<td></td>
<td>2. Content 30%</td>
<td>25-30</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>19-24</td>
<td>Essay address the issue but misses some points; ideas could be fully developed some extraneous material is present.</td>
</tr>
<tr>
<td></td>
<td>13-18</td>
<td>Development of ideas not complete or essay is somewhat off topic paragraphs aren’t divided exactly right.</td>
</tr>
<tr>
<td></td>
<td>7-12</td>
<td>Ideas incomplete, essay doesn’t reflect careful thinking or was hurriedly written; in adequate effort in area of content.</td>
</tr>
<tr>
<td></td>
<td>1-6</td>
<td>Essay is inadequate incomplete and doesn’t reflect college-level work; no apparent effort to consider the topic carefully.</td>
</tr>
<tr>
<td>3. Grammar 25%</td>
<td>21-25</td>
<td>Native-like fluency in English grammar, correct use of reflective clause, preposition modals, articles, verb forms, and tense sequencing no fragment run-on sentences</td>
</tr>
<tr>
<td></td>
<td>16-20</td>
<td>Advance proficiency in English grammar, some grammar problems do not influence communication, although the reader is aware of them no fragments or run on sentences.</td>
</tr>
<tr>
<td></td>
<td>11-15</td>
<td>Ideas are getting thought to the reader, but grammar problems are apparent and have negative effect on communication, run-on sentences or fragment present.</td>
</tr>
<tr>
<td></td>
<td>6-10</td>
<td>Numerous serious grammar problems interfere with communication of the writer’s ideas; grammar review of some areas clearly needed difficult to read</td>
</tr>
</tbody>
</table>
sentences.

| 4. Vocabulary | 17-20 | Precise vocabulary usage; use of parallel structure; concise, register good |
| 20% | 13-16 | Attempt variety; good vocabulary; not wordy; register OK; style fairy concise. |
| | 9-12 | Some vocabulary misused; lack awareness of register, may be too wordy. |
| | 5-8 | Poor expression of ideas; problems in vocabulary; lack variety of structure. |
| | 1-4 | Inappropriate use of vocabulary; no concept of register or sentence variety. |

| 5. Mechanics | 5 | Correct of English writing convention left and right margin all needed capitals, paragraphs intended, punctuation and spelling are very neat. |
| 5% | 4 | Some problems with writing conventions or punctuation occasional spelling errors; left margin correct, paper is neat and legible. |
| | 3 | Use general writing conventions but has errors spelling; problems direct reader; punctuation errors interfere with ideas. |
| | 2 | Serious problems with formal of paper; parts of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers. |
2. **Questionnaire**

Hornby and Ruse (1988: 508) defines “questionnaire as a list of questions to be answered by a group of people especially to get facts or information”. Arikunto (2006: 15) defines that “questionnaire is a set of written questions used to obtain information from respondents in the from of their own personality and things they know”. In a research, the term questionnaire is used to refer both the method and the instrument of collecting data.

Tuckman (1978: 196) states:

“Questionnaires and interviews are used by researcher to convert into data the information directly given by a person (subject). By providing access to what is “inside a person’s head,” these approaches make it possible to measure what a person knows (knowledge or information), and what a person thinks (attitude and beliefs). Questionnaires and interviews can also be used to discover what experiences have taken place (biography) and what is occurring at the present.”

Thus, it can be concluded that questionnaires are used to dig information about respondents’ mental state dealing with what they know, what they believe they think, and what experience they have undergone and are undergoing now. In this research, the questionnaire is used to obtain information about the students’ motivation.

*Adopted from Brown (2001: 357)*
The type of questionnaire is usually divided into two: open and close ended questions. Open ended questions enable respondent to give their own opinion, while close ended questions require respondent to choose from a limited number of predetermined responses or to select one of the alternative answers given (Christensen, 2007: 56).

In this research, the researcher uses close ended questions. The form of the item is objective. The questionnaire is used to classify students into two groups: the students who have high motivation and the students who have low motivation. The questionnaire consists of statement about students’ motivation and there are four options that can be chosen in each item. There is no right or no wrong answer because the students’ responses are based on their condition.

The researcher uses a Likert Scale using four points scale in which the interval between each point on the scale is assumed to be equal. It is used to register the extent of agreement to a particular statement. The items of the questions are in the positive direction and in negative direction. The score is as follows:

| Strongly Agree | Agree | Disagree | Strongly Disagree |

Figure 1. Likert Scale
Table 5. The Score of Motivation Questionnaire

<table>
<thead>
<tr>
<th>Answer</th>
<th>Positive item</th>
<th>Negative item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

The validity of the questionnaire was analyzed by using the following formula:

$$ r_{it} = \frac{\sum \sum}{\sum} $$

The result of the computation ($r_o$) was compared with the value in validity table ($r_t$). If $r_o$ is higher than $r_t$ ($r_o > r_t$), the item is valid. After that, the reliability test was administered. The formula is:

$$ r = \frac{1}{1 - \frac{\sum i}{t}} $$

Where:

$$ t = \frac{\sum t}{n}, \quad i = \frac{\sum i}{n} $$

commit to user
If the coefficient of the reliability ($r_{kk}$) is higher than $r_I$ ($r_0 > r_I$), the instrument is reliable.

At the first, the researcher constructed 90 questions. The questionnaire was tried out and the first analysis they were 69 valid questions. Then the analysis was continued on valid out questions or valid on valid questions and they were 68 valid questions. Then, reliability test was administered and the coefficient of reliability of the questionnaire ($r_{kk}$) was 0.953. Because $r_0$ (0.953) exceeds $r_I$ (0.148) for $N=36$ at level of significant $\alpha = 0.05$, it can be concluded that the instrument is reliable.

3. Technique of Data Analysis

Data analysis method is a way to analyze the obtained data. In this research, the primary data were obtained in the form of students’ writing scores in the post-test. The students’ works of writing are scored by using the writing scoring rubric. The scoring rubric consists of five sub skills consisting of generic structure (organization), content, grammar, vocabulary, and mechanics (spelling and punctuation). The mean scores of the two groups are compared to know whether there is a significant difference.

The writing scores of both experimental and control group were first analyzed using the F-test ANOVA. The formula of ANOVA is as the following:

1. The total sum of the squares:

$$
\sum t \sum t \sum t^{\text{commit to user}}
$$
2. The total sum of the squares between groups:

\[
\sum_{b} \left( \frac{\sum_{1}^{2}}{n_{1}} + \frac{\sum_{2}^{2}}{n_{2}} + \frac{\sum_{3}^{2}}{n_{3}} + \frac{\sum_{4}^{2}}{n_{4}} \right)
\]

3. The total sum of the squares within groups:

\[
\sum_{t} \sum_{b}
\]

4. The between-columns sum of the squares:

\[
\sum_{bc} \left( \frac{\sum_{n}^{2}}{n} + \frac{\sum_{n}^{2}}{n} + \frac{\sum_{n}^{2}}{n} \right)
\]

5. The between-rows sum of the squares:

\[
\sum_{b} \left( \frac{\sum_{n}^{2}}{n} + \frac{\sum_{n}^{2}}{n} + \frac{\sum_{t}^{2}}{n} \right)
\]

6. The sum of-squares interaction:

\[
\sum_{int} \sum_{b} \sum_{bc} \sum_{b}
\]

7. The number of degrees of freedom associated with each source of variation:

- df for between-columns sum of the squares = C – 1
- df for between-rows sum of the squares = R – 1
- df for interaction = (C – 1) (R – 1)
- df for between-groups sum of the squares = G – 1
- df for within-groups sum of the squares = \( \Sigma n \) – 1
- df for total sum of the squares = N – 1

Where

commit to user
C = the number of columns

R = the number of rows

G = the number of groups

N = the number of subject in one group, and

N = the number of subjects in all groups

The result of data analysis was consulted to the $F_{table}$ at the significance level $\alpha = 0.05$ to know whether the result was significant or not. If the result of $F_{computation}$ is higher than $F_{table}$, it means that the null hypothesis is rejected and the degree of effectiveness is analyzed. Then, the data are analyzed using Tukey-test. The formula of Tukey test is as follows:

1. Between columns (video and power point)

$$
\frac{c}{\text{Error Variance}} / n
$$

2. Between rows

$$
\frac{| r \quad r |}{\text{Error Variance}} / n
$$

3. Between columns (students having high motivation)

$$
\frac{c}{\text{Error Variance}} / n
$$

4. Between columns (students having low motivation)

$$
\frac{1}{\text{Error Variance}} \quad \text{or}
$$
\[
\frac{c}{\bar{c}} \cdot \frac{\text{Error Variance}}{n}
\]

\( q_0 \) is compared with \( q_t \), if \( q_0 > q_t \) the difference is significant.

**E. Statistical Hypotheses**

In this study the writer proposes three hypotheses. These hypotheses are based on the formulation of the problems presented in the previous chapter and will be illustrated through null hypotheses.

1. The difference between video (A₁) and PowerPoint Presentation (A₂) to teach writing of narrative text.
   
   \[ H_0 : \mu_{A_1} = \mu_{A_2} \]
   
   \[ H_a : \mu_{A_1} > \mu_{A_2} \]

2. The difference the students having high motivation (B₁) and the students having low motivation (B₂).
   
   \[ H_0 : \mu_{B_1} = \mu_{B_2} \]
   
   \[ H_a : \mu_{B_1} > \mu_{B_2} \]

3. Interaction between teaching media and motivation in teaching writing of narrative text.
   
   \[ H_0 : A \times B = 0 \]
   
   \[ H_a : A \times B > 0 \]
CHAPTER IV

THE RESULT OF THE STUDY

A. Data Description

The objective of this study is to investigate the combined effect of media and motivation on students’ writing skill. This study is conducted at the tenth grade of SMA Negeri 7 Surakarta. The writer takes two marketing classes as sample, those are, X-4 as the control group and X-5 as the experimental group. Each group consists of 36 students as the respondents.

There are 18 male and 18 female students in the experimental group and there are 18 male and 18 female students in the control group.

The detail respondents of this study can be seen on the following table:

<table>
<thead>
<tr>
<th>Sex</th>
<th>Respondents Category</th>
<th>Experiment</th>
<th>%</th>
<th>Control</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td>18</td>
<td>50%</td>
<td>18</td>
<td>50%</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td>18</td>
<td>50%</td>
<td>18</td>
<td>50%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>36</td>
<td>100%</td>
<td>36</td>
<td>100%</td>
</tr>
</tbody>
</table>

1. Experimental Group

The data distribution in this experimental group is classified into three groups: (1) the students who are taught by using video (A1); (2) the students
who are taught by using video and who have high motivation (A₁B₁); (3) the students who are taught using video and who have low motivation (A₁B₂).

a. The students who are taught by using video (A₁)

From the data which are taken from the result of the students’ post test, it can be seen that the number of respondents is 36, the highest score is 80.00 and the lowest score is 54. The mean of the score is 65.94, the mode is 71.396, the median is 68.82, and the standard deviation is 7.30.

The frequency of distribution of these data can be seen on table, the histogram and polygon below:

Table 7. Frequency Distribution of Data A₁

<table>
<thead>
<tr>
<th>Class limit</th>
<th>(Frequency) fᵢ</th>
<th>(Midpoint)Xᵢ</th>
<th>fᵢ Xᵢ</th>
</tr>
</thead>
<tbody>
<tr>
<td>54 – 57</td>
<td>5</td>
<td>55.5</td>
<td>277.5</td>
</tr>
<tr>
<td>58 – 61</td>
<td>9</td>
<td>59.5</td>
<td>535.5</td>
</tr>
<tr>
<td>62 – 65</td>
<td>3</td>
<td>63.5</td>
<td>190.5</td>
</tr>
<tr>
<td>66 – 69</td>
<td>3</td>
<td>67.5</td>
<td>202.5</td>
</tr>
<tr>
<td>70 – 73</td>
<td>12</td>
<td>71.5</td>
<td>858</td>
</tr>
<tr>
<td>74 – 77</td>
<td>2</td>
<td>75.5</td>
<td>151</td>
</tr>
<tr>
<td>78 – 81</td>
<td>2</td>
<td>79.5</td>
<td>159</td>
</tr>
<tr>
<td></td>
<td><strong>36</strong></td>
<td></td>
<td><strong>2374</strong></td>
</tr>
</tbody>
</table>
b. The students who are taught by using video and who have high motivation \((A_1B_1)\).

From the data which are taken from the result of the students’ post test, it can be seen that the number of respondents is 18, the highest score is 80, and the lowest score is 59. The mean of the score is 71.83, the mode is 72.06, the median is 71.96, and the standard deviation is 4.39. The frequency of distribution of these data can be seen on table, the histogram and polygon below:
Table 8. Frequency Distribution of Data A₁B₁

<table>
<thead>
<tr>
<th>Class limit</th>
<th>(Frequency) $f_i$</th>
<th>(Midpoint)$X_i$</th>
<th>$f_iX_i$</th>
</tr>
</thead>
<tbody>
<tr>
<td>59 – 62</td>
<td>1</td>
<td>60.5</td>
<td>60.5</td>
</tr>
<tr>
<td>63 – 66</td>
<td>0</td>
<td>64.5</td>
<td>0</td>
</tr>
<tr>
<td>67 – 70</td>
<td>4</td>
<td>68.5</td>
<td>274</td>
</tr>
<tr>
<td>71 – 74</td>
<td>11</td>
<td>72.5</td>
<td>797.5</td>
</tr>
<tr>
<td>75 – 78</td>
<td>0</td>
<td>76.5</td>
<td>0</td>
</tr>
<tr>
<td>79 – 82</td>
<td>2</td>
<td>80.5</td>
<td>161</td>
</tr>
</tbody>
</table>

|          |          | 18             | 1293     |

Figure 3. Histogram and Polygon Data A₁B₁
c. The students who are taught using video and who have low motivation $(A_1B_2)$.

From the data which are taken from the result of the students’ post test, it can be seen that the number of respondents is 18, the highest score is 72, and the lowest score is 54. The mean of the score is 60.17, the mode is 59, the median is 59.5, and the standard deviation is 4.39. The frequency of distribution of these data can be seen on table, the histogram and polygon below:

Table 9. Frequency Distribution of Data $A_1B_2$

<table>
<thead>
<tr>
<th>Class limit</th>
<th>(Frequency) $f_i$</th>
<th>(Midpoint)$X_i$</th>
<th>$f_iX_i$</th>
</tr>
</thead>
<tbody>
<tr>
<td>54 – 57</td>
<td>5</td>
<td>55.5</td>
<td>280</td>
</tr>
<tr>
<td>58 – 61</td>
<td>8</td>
<td>59.5</td>
<td>488</td>
</tr>
<tr>
<td>62 – 65</td>
<td>3</td>
<td>63.5</td>
<td>264</td>
</tr>
<tr>
<td>66 – 69</td>
<td>1</td>
<td>67.5</td>
<td>71</td>
</tr>
<tr>
<td>70 – 73</td>
<td>1</td>
<td>71.5</td>
<td>71.5</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td></td>
<td>1083</td>
</tr>
</tbody>
</table>

Figure 4. Histogram and Polygon Data $A_1B_2$
The data distribution in this control group is classified into three groups: (1) the students who are taught by using power point presentation (A₂); (2) the students who are taught by using power point presentation and who have high motivation (A₂B₁); (3) the students who are taught using power point presentation and who have low motivation (A₂B₂).

a. The students who are taught by using power point presentation (A₂)

From the data which are taken from the result of the students’ post test, it can be seen that that the number of respondents is 36, the highest score is 73 and the lowest score is 45. The mean of the scores is 63.53, the mode is 65.03, the median is 64.08, and the standard deviation is 5.71. The frequency of distribution of these data can be seen on table, the histogram and polygon below:

Table 10. Frequency Distribution of Data A₂

<table>
<thead>
<tr>
<th>Class limit</th>
<th>(Frequency) fᵢ</th>
<th>(Midpoint)Xᵢ</th>
<th>fᵢ Xᵢ</th>
</tr>
</thead>
<tbody>
<tr>
<td>45 – 49</td>
<td>1</td>
<td>47</td>
<td>47</td>
</tr>
<tr>
<td>50 – 54</td>
<td>0</td>
<td>52</td>
<td>0</td>
</tr>
<tr>
<td>55 – 59</td>
<td>8</td>
<td>57</td>
<td>456</td>
</tr>
<tr>
<td>60 – 64</td>
<td>10</td>
<td>63</td>
<td>620</td>
</tr>
<tr>
<td>65 – 69</td>
<td>12</td>
<td>67</td>
<td>804</td>
</tr>
<tr>
<td>70 – 74</td>
<td>5</td>
<td>72</td>
<td>360</td>
</tr>
<tr>
<td></td>
<td><strong>36</strong></td>
<td></td>
<td><strong>2287</strong></td>
</tr>
</tbody>
</table>
b. The students who are taught by using power point presentation and who have high motivation ($A_2B_1$).

From the data which are taken from the result of the students’ post test, it can be seen that the number of respondents is 18, the highest score is 71, and the lowest score is 45. The mean of the score is 61.94, the mode is 61.17, the median is 62, and the standard deviation is 6.75. The frequency of distribution of these data can be seen on table, the histogram and polygon bellow:
Table 11. Frequency Distribution of Data A₂B₁

<table>
<thead>
<tr>
<th>Class limit</th>
<th>(Frequency) ( f_i )</th>
<th>(Midpoint) ( X_i )</th>
<th>( f_i ) ( X_i )</th>
</tr>
</thead>
<tbody>
<tr>
<td>45 – 49</td>
<td>1</td>
<td>47</td>
<td>47</td>
</tr>
<tr>
<td>50 – 54</td>
<td>0</td>
<td>52</td>
<td>0</td>
</tr>
<tr>
<td>55 – 59</td>
<td>5</td>
<td>57</td>
<td>285</td>
</tr>
<tr>
<td>60 – 64</td>
<td>6</td>
<td>62</td>
<td>372</td>
</tr>
<tr>
<td>65 – 69</td>
<td>4</td>
<td>67</td>
<td>267</td>
</tr>
<tr>
<td>70 – 74</td>
<td>2</td>
<td>82</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>357</td>
<td>1115</td>
</tr>
</tbody>
</table>

Figure 6. Histogram and Polygon Data A₂B₁

c. The scores of the students who are taught using power point presentation and who have low motivation (A₂B₂).

From the data which are taken from the result of the students’ post test, it can be seen that the number of respondents is 18, the highest score is 73, and the lowest score is 58. The mean of the score is 65, the mode is 68.18, the median is 66.50, and the standard
deviation is 4.93. The frequency of distribution of these data can be seen on table, the histogram and polygon below:

<table>
<thead>
<tr>
<th>Class limit</th>
<th>(Frequency) ( f_i )</th>
<th>(Midpoint) ( X_i )</th>
<th>( f_i ) ( X_i )</th>
</tr>
</thead>
<tbody>
<tr>
<td>58 – 60</td>
<td>5</td>
<td>59</td>
<td>295</td>
</tr>
<tr>
<td>61 – 63</td>
<td>3</td>
<td>62</td>
<td>186</td>
</tr>
<tr>
<td>64 – 66</td>
<td>1</td>
<td>65</td>
<td>65</td>
</tr>
<tr>
<td>67 – 69</td>
<td>6</td>
<td>68</td>
<td>408</td>
</tr>
<tr>
<td>70 – 72</td>
<td>2</td>
<td>71</td>
<td>142</td>
</tr>
<tr>
<td>73 – 75</td>
<td>1</td>
<td>74</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td></td>
<td>1170</td>
</tr>
</tbody>
</table>

Figure 7. Histogram and Polygon Data \( A_2B_2 \)
3. Motivation Group

The data distribution in this motivation group is classified into two groups: (1) the students who have high motivation (B1); (2) the students who have low motivation (B2)

a. The students who have high motivation (B1)

From the data it can be seen that the number of respondents is 36, the highest score is 80, and the lowest score is 45. The mean of the score is 66.17, the mode is 71.24, the median is 68.50, and the standard deviation is 6.99. The frequency of distribution of these data can be seen on table, the histogram and polygon below:

Table 13. Frequency Distribution of Data B1

<table>
<thead>
<tr>
<th>Class limit</th>
<th>(Frequency) fi</th>
<th>(Midpoint)Xi</th>
<th>fi Xi</th>
</tr>
</thead>
<tbody>
<tr>
<td>45-50</td>
<td>1</td>
<td>47.5</td>
<td>47.5</td>
</tr>
<tr>
<td>51-56</td>
<td>1</td>
<td>53.5</td>
<td>53.5</td>
</tr>
<tr>
<td>57-62</td>
<td>11</td>
<td>59.5</td>
<td>654.5</td>
</tr>
<tr>
<td>63-68</td>
<td>5</td>
<td>65.5</td>
<td>327.5</td>
</tr>
<tr>
<td>69-74</td>
<td>16</td>
<td>71.5</td>
<td>1144</td>
</tr>
<tr>
<td>75-80</td>
<td>2</td>
<td>77.5</td>
<td>155</td>
</tr>
<tr>
<td></td>
<td><strong>36</strong></td>
<td></td>
<td><strong>2383</strong></td>
</tr>
</tbody>
</table>
b. the students who have low motivation (B₂)

From the data, it can be seen that the number of respondents is 36, the highest score is 73, and the lowest score is 54. The mean of the score is 62.56, the mode is 63.50, the median is 61.86, and the standard deviation is 4.34. The frequency of distribution of these data can be seen on table, the histogram and polygon below:

Figure 8. Histogram and Polygon Data B₁
### Table 14. Frequency Distribution of Data B₂

<table>
<thead>
<tr>
<th>Class limit</th>
<th>(Frequency) $f_i$</th>
<th>(Midpoint)$X_i$</th>
<th>$f_i X_i$</th>
</tr>
</thead>
<tbody>
<tr>
<td>54 – 56</td>
<td>4</td>
<td>55</td>
<td>220</td>
</tr>
<tr>
<td>57 – 59</td>
<td>7</td>
<td>58</td>
<td>406</td>
</tr>
<tr>
<td>60 – 62</td>
<td>10</td>
<td>61</td>
<td>610</td>
</tr>
<tr>
<td>63 – 65</td>
<td>4</td>
<td>64</td>
<td>258</td>
</tr>
<tr>
<td>66 – 68</td>
<td>6</td>
<td>67</td>
<td>402</td>
</tr>
<tr>
<td>69 – 71</td>
<td>3</td>
<td>70</td>
<td>210</td>
</tr>
<tr>
<td>72 – 74</td>
<td>2</td>
<td>73</td>
<td>146</td>
</tr>
<tr>
<td></td>
<td><strong>36</strong></td>
<td></td>
<td><strong>2252</strong></td>
</tr>
</tbody>
</table>

![Histogram and Polygon Data B₂](image)
B. Prerequisite testing

The study using statistic analysis needs several assumptions that have to be fulfilled, namely; normality testing and homogeneity testing

1. Normality Testing

Lilifors testing is used to compute the normality of the data. The normality test is to check whether the data are in normal distribution or not. If $L_0$ ($L$ obtained) is lower than $L_t$ ($L$ table) at the level of significance $\alpha = 0.05$ on lilifors, the sample is in normal distribution. The formula used in this testing is:

$$S = \frac{\sum_{i=1}^{n} Zi}{n}$$

$$Zi = \frac{\text{Cell (A1B1)} - \overline{x}}{s}$$

a. Cell (A1B1)

In this Cell (A1B1) that contains 18 students who are taught by using video

($n = 18$), the highest value of $F(z_i) - S(z_i)$ or $L_0$ is 0.123. $L_t$ at level significance $\alpha = 0.05$ is 0.200. Because $L_0$ is lower than $L_t$ (0.123< 0.200) it can be concluded that the sample is in normal distribution.

b. Cell (A1B2)

In this Cell (A1B2) that contains 18 students who are taught by using video
(n = 18), the highest value of F(zi)-S(zi) or L₀ is 0.174. Lt at level significance α = 0.05 is 0.001. Because L₀ is lower than Lₜ (0.174 < 0.200) it can be concluded that the sample is in normal distribution.

c. Cell (A₂B₁)

In this Cell (A₂B₁) that contains 18 students who are taught by using power point presentation (n = 18), the highest value of F(zi)-S(zi) or L₀ is 0.121. Lt at level significance α = 0.05 is 0.200. Because L₀ is lower than Lₜ (0.121 < 0.200) it can be concluded that the sample is in normal distribution.

d. Cell (A₁B₂)

In this Cell (A₁B₂) that contains 18 students who are taught by using power point presentation (n = 18), the highest value of F(zi)-S(zi) or L₀ is 0.163. Lt at level significance α = 0.05 is 0.200. Because L₀ is lower than Lₜ (0.163 < 0.200) it can be concluded that the sample is in normal distribution.

e. Cell (A₁)

In this Cell (A₁) that contains 36 students who are taught by using video

(n = 36), the highest value of F(zi)-S(zi) or L₀ is 0.119. Lt at level significance α = 0.05 is 0.148. Because L₀ is lower than Lₜ (0.119 < 0.148) it can be concluded that the sample is in normal distribution.
f. Cell (A2)

In this Cell (A2) that contains 36 students who are taught by using power point presentation (n = 36), the highest value of F(zi)-S(zi) or L₀ is 0.101. Lₜ at level significance α = 0.05 is 0.148. Because L₀ is lower than Lₜ (0.101 < 0.148) it can be concluded that the sample is in normal distribution.

g. Cell (B1)

In this Cell (B1) that contains 36 students who are taught by using power point presentation (n = 36), the highest value of F(zi)-S(zi) or L₀ is 0.127. Lₜ at level significance α = 0.05 is 0.148. Because L₀ is lower than Lₜ (0.127 < 0.148) it can be concluded that the sample is in normal distribution.

h. Cell (B2)

In this Cell (B2) that contains 36 students who are taught by using power point presentation (n = 36), the highest value of F(zi)-S(zi) or L₀ is 0.104. Lₜ at level significance α = 0.05 is 0.148. Because L₀ is lower than Lₜ (0.104 < 0.148) it can be concluded that the sample is in normal distribution.
The summary of normality testing is as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Data</th>
<th>The Number of Sample</th>
<th>L Obtained</th>
<th>L Table</th>
<th>Alfa (α)</th>
<th>Distribution of Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A₁B₁</td>
<td>18</td>
<td>0.123</td>
<td>0.200</td>
<td>0.05</td>
<td>Normal</td>
</tr>
<tr>
<td>2</td>
<td>A₁B₂</td>
<td>18</td>
<td>0.174</td>
<td>0.200</td>
<td>0.05</td>
<td>Normal</td>
</tr>
<tr>
<td>3</td>
<td>A₂B₁</td>
<td>18</td>
<td>0.121</td>
<td>0.200</td>
<td>0.05</td>
<td>Normal</td>
</tr>
<tr>
<td>4</td>
<td>A₂B₂</td>
<td>18</td>
<td>0.163</td>
<td>0.200</td>
<td>0.05</td>
<td>Normal</td>
</tr>
<tr>
<td>5</td>
<td>A₁</td>
<td>36</td>
<td>0.119</td>
<td>0.148</td>
<td>0.05</td>
<td>Normal</td>
</tr>
<tr>
<td>6</td>
<td>A₂</td>
<td>36</td>
<td>0.101</td>
<td>0.148</td>
<td>0.05</td>
<td>Normal</td>
</tr>
<tr>
<td>7</td>
<td>B₁</td>
<td>36</td>
<td>0.127</td>
<td>0.148</td>
<td>0.05</td>
<td>Normal</td>
</tr>
<tr>
<td>8</td>
<td>B₂</td>
<td>36</td>
<td>0.104</td>
<td>0.148</td>
<td>0.05</td>
<td>Normal</td>
</tr>
</tbody>
</table>

2. **Homogeneity Testing**

The homogeneity testing used in this study is by applying Bartlet formula. From the data, it is obtained that the value of the chi square of observation is 2.114, while the table value of the chi square for df = 3, at the level of significance α = 0.05 is 7.81. Because chi square observation is smaller than chi square table, it can be concluded that the sample are homogeneous.

The homogeneity testing is as follow:
Table 16. Homogeneity Testing

<table>
<thead>
<tr>
<th>Sample</th>
<th>df</th>
<th>$1/\text{df}$</th>
<th>$s_1^2$</th>
<th>$\log s_1^2$</th>
<th>$(\text{df}) \log s_1^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>17</td>
<td>0.059</td>
<td>19.712</td>
<td>1.295</td>
<td>22.015</td>
</tr>
<tr>
<td>2</td>
<td>17</td>
<td>0.059</td>
<td>21.075</td>
<td>1.569</td>
<td>26.673</td>
</tr>
<tr>
<td>3</td>
<td>17</td>
<td>0.059</td>
<td>21.791</td>
<td>1.338</td>
<td>22.746</td>
</tr>
<tr>
<td>4</td>
<td>17</td>
<td>0.059</td>
<td>23.752</td>
<td>1.376</td>
<td>23.392</td>
</tr>
<tr>
<td></td>
<td><strong>68</strong></td>
<td><strong>0.236</strong></td>
<td></td>
<td></td>
<td><strong>94.826</strong></td>
</tr>
</tbody>
</table>

\[ n_{10} \sum n_i \left( \log_{e} t \right) = 2,303,957,449,942,211,147 \]

$\chi^2_{0.05(3)} = 7.81$

Because $X_0 (2.114)$ is lower than $X_t (7.81)$ so the data are homogeneous.

C. Hypothesis Testing

Statistically, there is null hypothesis ($H_0$) and alternative hypothesis ($H_a$) which is accepted if $F_0$ is lower than $F_t$. Conversely, null hypothesis will be rejected if $F_0$ exceeds $F_t$. Based on the objective of this study, this results are analyzed by means of multifactor analysis of variance. The following is the summary:

Table 17. Multifactor Analysis of Variance

<table>
<thead>
<tr>
<th>Source of variance</th>
<th>SS</th>
<th>Df</th>
<th>MS</th>
<th>$F_o$</th>
<th>$F_{0.05}$</th>
<th>$F_{0.01}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between columns (media)</td>
<td>159 014</td>
<td>1</td>
<td>159 014</td>
<td>6.216</td>
<td>3.981</td>
<td>7.022</td>
</tr>
<tr>
<td>Between rows (motivation)</td>
<td>276 125</td>
<td>1</td>
<td>276 125</td>
<td>10.793</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Columns by rows (interaction)</td>
<td>990 125</td>
<td>1</td>
<td>990 125</td>
<td>38.702</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between groups</td>
<td>1425 264</td>
<td>3</td>
<td></td>
<td>475.088</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within groups</td>
<td>1739 611</td>
<td>68</td>
<td></td>
<td>25.583</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3164.875</td>
<td>71</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

commit to user
It can be concluded as follows:

1. The value of $F_0$ between columns, the comparative analysis between the effect of teaching writing using video and power point presentation, shows the value of $F_0$ is 6.216. $F_{\text{table}} (F_t)$ at the significance level $\alpha = 0.05$ is 3.981. $F_0$ (6.216) is higher than $F_t (0.05) = 3.981$. It means there is a significant difference between the means of column 1 and that of column 2. It can be concluded that video differs significantly from power point presentation on the performance of the subject of the writing skill achievement.

2. The value of $F_0$ between rows, the comparative analysis of the learning achievement between the students having high motivation and those having low motivation is 10.793. $F_{\text{table}} (F_t)$ at the significance level $\alpha = 0.05$ is 3.981 and at the significance level $\alpha = 0.01$ is 7.022. $F_0$ (10.793) is higher than $F_t (0.05) = 3.981$ and $F_t (0.01) = 7.022$. It means that the difference between the mean of the students’ learning achievement of the students having high motivation and that of students having low motivation is significant.

3. The value of $F_0$ interaction, the interaction between teaching media and motivation, $F_0$ is 38.71. $F_{\text{table}} (F_t)$ at the significance level $\alpha = 0.05$ is 3.981 and at the significance level $\alpha = 0.01$ is 7.022. $F_0$ (38.71) is higher than $F_t (0.05) = 3.981$ and $F_t (0.01) = 7.022$. It means that there is an interaction between the two variables, media and motivation. The effect of media on writing skill depends on the level of motivation of the students.
D. Tuckey Test

Data analysis using tukey test:

1. Between columns (video and power point presentation)

\[
\begin{array}{ccc|c}
\text{error} & \text{ar} & \text{a} & c \\
\hline
3 & 3 & \beta
\end{array}
\]

2. Between rows

\[
\begin{array}{ccc|c}
\text{error} & \text{ar} & \text{a} & r \\
\hline
\beta & \beta & \\
\end{array}
\]

3. Between columns (HM)

\[
\begin{array}{ccc|c}
\text{error} & \text{ar} & \text{a} & c \\
\hline
3 & \beta & \\
\end{array}
\]

4. Between columns (LM)

\[
\begin{array}{ccc|c}
\text{error} & \text{ar} & \text{a} & c \\
\hline
3 & \beta & \\
\end{array}
\]

The summary of Tukey test is as follows:

Table 18. Summary of Tukey Test

<table>
<thead>
<tr>
<th>Between Group</th>
<th>q₀</th>
<th>q₀(0.05)</th>
<th>q₀(0.01)</th>
<th>Significantly</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A₁ – A₂</td>
<td>3.54</td>
<td>2.86</td>
<td>3.82</td>
<td>Significant</td>
<td>A₁ &gt; A₂</td>
</tr>
<tr>
<td>B₁ – B₂</td>
<td>4.65</td>
<td>2.86</td>
<td>3.82</td>
<td>Significant</td>
<td>B₁ &gt; B₂</td>
</tr>
<tr>
<td>A₁B₁ – A₂B₁</td>
<td>8.73</td>
<td>2.95</td>
<td>4.02</td>
<td>Significant</td>
<td>A₁B₁ &gt; A₂B₁</td>
</tr>
<tr>
<td>A₂B₂ – A₁B₂</td>
<td>3.73</td>
<td>2.95</td>
<td>4.02</td>
<td>Significant</td>
<td>A₂B₂ &gt; A₁B₂</td>
</tr>
</tbody>
</table>
Referring to the result of Tukey test, it can be concluded that:

a. Comparing two columns (group A1 and group A2), $q_0$ is 3.536 and the value of $qt$ at the level of significance $\alpha = 0.05$ is 2.86. Because $q_0$ (3.536) is higher than $qt$ at level of significance $\alpha = 0.05$ (2.89) it means that the students who are taught by using video are significantly different in writing skill achievement from the students who are taught by using power point presentation. The mean score of students who are taught by using video (68.33) is higher than that of those who are taught using power point (60.92), so the students who are taught using video have a better writing skill achievement than the students who are taught using power point. It means that video is more effective than PowerPoint presentation.

Based on this result ($q_0 > qt$) and the result of ANOVA ($F_0 > F_t$), $H_0$ is rejected and $H_1$ which states video is more effective than power point presentation to teach writing is accepted.

b. Comparing two means between rows (group B1 and group B2), $q_0$ is 4.65. The value of $q_t$ at the level of significance $\alpha = 0.05$ is 2.86 and at the level of significance $\alpha = 0.01$ is 3.82. Because $q_0$ (4.647) is higher than $qt$ at level of significance $\alpha = 0.05$ (2.86) and $qt$ at level of significance $\alpha = 0.01$ (3.82) it means that the students who have high motivation are significantly different in writing skill achievement from the students who have low motivation. The mean score of students having high motivation (66.58) is higher than that of students who
have low motivation (62.67), so it means that the students who have high motivation have a better writing skill achievement than the students who have low motivation.

Based on this result ($q_0 > q_t$) and the result of ANOVA ($F_0 > F_t$), $H_0$ is rejected and $H_1$ which states that the students having high motivation have higher writing skill than the students having low motivation is accepted.

c. Comparing two means between cells (group $A_1B_1$ and group $A_2B_1$), $q_0$ is 8.73. The value of $q_t$ at the level of significance $\alpha = 0.05$ is 2.95 and at the level of significance $\alpha = 0.01$ is 4.02. Because $q_0$ (8.73) is higher than $q_t$ at level of significance $\alpha = 0.05$ (2.95) and $q_t$ at level of significance $\alpha = 0.01$ (4.02), it means that the students who are taught by using video are significantly different in writing skill achievement from the students who are taught by using power point presentation. The mean score of students who are taught by using video (71.78) is higher than that of students who are taught by using PowerPoint presentation (61.39), so the students who are taught by using video have a better writing skill achievement than the students who are taught by using power point presentation for those who have high motivation. It means that video is more effective than PowerPoint presentation for students with high motivation.

d. Comparing two means between cells (group $A_2B_2$ and group $A_1B_2$), $q_0$ is 3.73. The value of $q_t$ at the level of significance $\alpha = 0.05$ is 2.95.
Because $q_o$ (3.73) is higher than $q_t$ at level of significance $\alpha = 0.05$ (2.95) it means that the students having low motivation who are taught by using video are significantly different in writing skill achievement from the students who are taught by using power point presentation. The mean score of the students who are taught by using power point presentation (64.89) is higher than that of students who are taught by using video (60.44), so the students who are taught by using power point presentation have a better writing skill achievement than the students who are taught by using video for those who have low motivation. It means that power point presentation is more effective than video for students with low motivation.

e. Reffering to the finding of point c and d, it is said that video is more effective than power point presentation for teaching writing to the students having high motivation and powerpoint presentation is more effective than video for teaching writing to the students having low motivation. So, it can be concluded that there is an interaction between teaching media and students’ motivation in teaching writing.

Based on this result ($q_o>q_t$) and the result of ANOVA ($F_0>F_t$), $H_0$ is rejected and $H_1$ which states that there is an interaction between teaching media and motivation in teaching writing is accepted.

E. Discussion

1. There is a significant difference between teaching writing using video and teaching writing using power point.
The result of the study shows that there is a significant difference in teaching writing of narrative text between students taught by video and students taught by power point presentation. Statistically, there are descriptive statistics, analysis of variance, Tukey test. It can be seen that the value of analysis variance ($F_0 = 6.216$) is higher than $F_1 (0.05) = 3.981$, the value of tukey test ($q_o = 3.54$) is higher than $q_t (0.05) = 2.89$, and the mean score of students taught by using video is 66.11 while the mean score of students taught by using power point presentation is 63.14. It means that teaching English writing by making use of video is more effective. According to Hemei (1997: 45) the use of video in English classes has grown rapidly as a result of the increasing emphasis on communicative techniques. Being a rich and valuable resource, video is well-liked by both students and teachers. Videos allow the learner to see body rhythm and speech rhythm in second language discourse through the use of authentic language and speed of speech in various situations. Videos allow contextual clues to be offered. From the explanation above, it can be summarized that video helps the students to develop thinking skill and build their creativities in writing narrative text.
2. There is a significant difference in writing skill between students with high motivation and those with low motivation.

It indicates that students with high motivation have higher writing skill than those with low motivation and it means that motivation determines the success of learning. It can be seen from statistic analysis there are: the value of analysis variance \( (F_0) = 10.79 \) is higher than \( F_1 (0.05) = 3.981 \) and \( F_1 (0.01) = 7.022 \), the value of Tukey test \( (q_o) = 4.65 \) is higher than \( qt (0.05) = 2.89 \) and \( qt (0.01) = 3.82 \), and the mean score of students having high motivation is 66.52 while the mean score of students having low motivation is 62.67.

Highly motivated students perform better learning than students having low motivation. Winkel (1996: 150) states that learning motivation plays an important role to promote the spirit of learning so that students with high motivation have strong energy to perform learning.

Sardiman (1992: 75) states that motivation has specific roles in promoting learning enthusiasm, joy, and interest. Highly motivated students are usually active, curious, perform hard effort to gain the goal, enthusiastic, and courageous to take risk for their learning. Curiosity makes them challenged to find more learning resources to satisfy their need. Courage makes them brave to express ideas and to practice which means more chance for them for learning. Natawijaya and Moesa (1992: 59-61) determine “the roles of learning motivation as follows:
(1) motivation determines learning reinforcement; (2) motivation determines as goal of learning; (3) motivation determines the types of control toward learning stimuli; and (4) motivation determines learning seriousness”. They make greater effort in pursuing success than those with low motivation.

Low motivated students do not often perform hard effort to learn more. They are not actively involved in the learning activities. They do not have enough courage to take risk to enrich their knowledge. This makes them perform low learning activities and makes them have low achievement.

3. There is an interaction between teaching media and students’ motivation.

There is an interaction between teaching media and students’ motivation. It can be seen from statistic analysis there are: the value of analysis variance ($F_0 = 38.71$) is higher than $F_t (0.05) = 3.981$ and $F_t (0.01) = 7.022$, the value of Tukey test from the students having high motivation who are taught by using video is significantly different in writing skill achievement from the students having high motivation who are taught by using power point presentation ($q_o = 8.73$ is higher than $q_t (0.05) = 2.95$ and $q_t (0.01) = 4.02$), the value Tukey test of the students having low motivation who are taught by using video is significantly different in writing skill achievement from the students
having low motivation who are taught by using power point presentation \((q_o) = 3.73\) is higher than \(q_t (0.05) = 2.95\) and \(q_t (0.01) = 4.02\), the mean score of the students having low motivation who are taught by using video (60.44) is lower than that of students having low motivation who are taught by using power point presentation (64.89).

Good teaching media challenge students to perform better learning. They also minimize boredom and energize students to do more than usual. Good teaching media, in their turn, increase students’ motivation. Students are more motivated to learn when they are taught using interesting teaching media.

Video as one of media is suitable for students with high motivation as it increases students’ motivation and in its turn increase students’ learning achievement. Harmer (2003: 290) states that video can enhance simulations, not only because it can provide feedback when students can watch themselves and evaluate their performance, but also because the presence of a video helps to make more realistic. It is important to make the students active whenever they watch video material.

When highly motivated students are taught using good media, the result will be better learning achievement. The media of teaching have some effects on students’ motivation. If they find it deadly boring, they will probably become de-motivated. While, if they enjoy the learning situation and they will be motivated in learning.

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CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on the results of this study, some research findings can be drawn as follows:

1. The groups of students who are taught by using video have a better English writing skill achievement than those who are taught by power point presentation. It means that video is more effective for teaching writing than power point presentation.

2. The students who have high motivation have a better achievement in writing skill than the students who have low motivation. A higher level of writing skill achievement can be expected when the students are high-motivated than they are low-motivated.

3. There is an interaction between the two variables, the types of teaching media and the level of motivation in teaching English writing skill. The interaction in the teaching of writing itself can be elaborated as follows:

   a. Video is effective for the students having high motivation
   b. Power point presentation is effective for those who have low motivation
Based on the research findings, it can be concluded that video is an effective media to teach writing and the effectiveness is influenced by the level of motivation.

B. Implication

The result of this study shows that the use of video is able to give better result in English writing skill than the use of power point presentation. It implies that video is appropriately applied in teaching English writing, particularly to the tenth grade students of Senior High School.

The use of video in teaching writing is more effective, meaningful and communicative than the use of power point presentation. The use of video presents active nuance within the learning process. In addition, it emphasized on students activity. In other words, it involves the students in various activities as the primary means to develop their English writing skill. As a result, students who are taught by using video have a better writing skill achievement than those taught by using PowerPoint presentation.

Motivation also determines the success of learning. Students with high motivation perform better learning than those with low motivation. This is because students with high motivation perform harder effort to gain the goal of learning than those with low motivation. So, the teacher should
promote and increase students’ motivation through various activities in which they can interact with other students.

The result of the study shows that students who are have high motivation have a better English writing skill than students who have low motivation. Students who have high motivation have awareness that English writing skill is important. It is not only for getting good score but also for achieving good English writing skill that is useful for their future. It means that video is more suitable for students who have high motivation in improving their English writing skill.

C. Suggestion

It has been known from the result that the use of video in teaching English writing skill is more effective than the use of power point presentation. Hopefully, the result of this study makes the teachers use this media in teaching English writing. Teaching by using video does not only watch story in learning process but also make students more creative, make them rich in vocabulary and give students chance develop their idea.

Beside, the teachers also need to make good preparation before conducting the instructional activities. They should be able to make the students interested in the material. The lesson will be successful and meaningful if the students are interested in the teaching learning activities.

Moreover, teachers also play an important role in the classroom. They should be able to be a motivator to encourage the students to be
ready in joining the lesson. By so doing, it can elaborate the students’ motivation in learning English writing.

On the other hand, it is important for the students not to be dependent on teachers in reaching the success of learning. They need to be actively involved in the learning activities in the classroom, be creative, and perform hard effort to gain it by taking extra lessons out of the class, asking questions, or joining English clubs.

In addition, the result of this study, hopefully can urge other researcher to conduct a similar research with different population characteristics. It may be worthwhile to have another research with different attributive variables.
REFERENCES


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