

Engaging EFL Learner in Explainer Video for Creative Writing

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Abstract - This study investigated the effect of Explainer Video as a media for EFL students of Muhammadiyah University to improve writing ability. However, few of these studies have examined how students respond to the effect of explainer video. In order to broaden the writing skill through explainer video, this study observed thirty six students as the participants. They were divided into two groups. The experimental group received the treatment of explainer video while control group underwent the traditional writing in narrative. The result of data analysis revealed that the students who in the treatment of explainer video are outperform the students who were in class writing the narrative text. To triangulate the quantitative data, students' view and reflection about the effect of explainer video were elicited semi-structured interview. The qualitative data for underwent writing component analysis, hence emphasizing is effective to teach writing, narrative text. The result has implications for teaching writing through explainer video of EFL students of Muhammadiyah University.

Keyword: explainer video; media; writing ability; descriptive text; component analysis

I. INTRODUCTION

Technology development and social interaction are put English as main core to communicate among others, English in Indonesia is as foreign language. It is just taught in the classroom, not in general use in society. The condition, students have less time to practice and write an English text. Writing in English, it poses several challenges for students who learn English. These challenges placed the writing as one of the most difficult skill to develop, because in reality writing skill is not an easy activity, but it is less difficult than many students imagine (Nida, 2008). Winebrenner (1996) states if the teachers are flexible about the methods of teaching, writing also needs enable students are able to write. Writing is called as a complex activity, in which, students as writers have to know how to generate and to organize their ideas, and to concern to some aspects of writing such as content, vocabulary, organization, language use (grammar) and mechanics, so that the readers can understand what they mean on their writing without any-existence of body language (gestures) just like occurred in speaking skill. Writing is a language skill. It is used to communicate indirectly, not face to face with another person, but through the writing media. Writing does not require the appropriate selecting topic, but

To date, many research who have been interested in explainer video points of view: how do they think animated or explainer video. Ditya (2017) proves that explainer video method to be useful technique for helping students. Students

mostly to be determined who supposed to read it, and particularly for the article and its objectives. Through writing we can convey the contents of thoughts and feelings, both imaginary or real condition. In this case, we can write something based on our experience; funny, weird, thrilling, embarrassing or the experience of painful. However, it should be well understood that the results of education in Indonesia is still far from expectations. Undergraduate students in Indonesia are still placed in low level of competence. Parawansa, 2001; Siskandar, 2003; Suyanto, 2001). Based on the description above, this study attempts to see the effect of explainer video to improve writing skill of EFL Students of Muhammadiyah University. Its goals is to train students to write effectively and efficiently in English after watching a video. Thus, methods that are carry out by techniques implementation in the classroom should be flexible and meaningful, in which students' writing also should anchor their world. Then Writing becomes the main focus on lecturer who teach writing, Researcher found that they almost do not understand all the content in their book in terms of grammar, vocabulary, mechanic also the content of the writing, so when their lecturer asked them to write, they do not know what they have to write. Through writing we can convey the contents of thoughts and feelings, both imaginary or real condition. In this case, we can write something based on our experience; funny, weird, thrilling, embarrassing or the experience of painful. However, it should be well understood that the results of education in Indonesia is still far from expectations. Graduate school in Indonesia are still placed in low level of competition. Based on the description above, the research attempts to develop writing ability after watching the explainer video for students of English Department of Muhammadiyah University of Makassar. Lavery (2008) argues that film and video are effective ways in motivating and helping students to understand language. It is one of method that teacher or lecturer can use to help student express their ideas to certain topic with classmates. So, with teaching using animated film, students interest is achieved and try to re-write the story from the film. This study observed research question: is there any significant effect of using animated film on students? How do student ability to write narrative text through explainer video?

II. THEORETICAL BACKGROUND

are able to express their opinions and suggest questions. In addition, the achievement of class using animated film method have higher scores than the class which taught by using conventional technique. Ariyani (2015) The researcher found

there are improvement of student ability in writing and positive responses. In that class, the researcher applied picture as media to teach student writing narrative text. Piga (2017) he found the student more active, positive response and good team cooperation. It was proven by the result of every cycle that he did. Moreover, by using explainer the student got the motivation in development their imagination.

While the previous studies focus on improvement in writing through chained picture, The implication of these finding is, that the use of explainer video in writing is a good method or good way because it can make student interested, develop their imagination and more active in class. The research above and this research have the similarity and difference. The first similarity is object of the research that is writing and use the different method that is Explainer video as media to improve writing skill of the students. Based on finding that most students prepared video is one of media that

teacher can use as media in learning process. It makes students more interest because it involves the visual and audio of student. There are lot of kind of video but in this research use Explainer video to help student in learning process. Showing a news video Explainer can improve students' skills, especially memory and visual. Erawati (2016) using video as media is effective in teaching writing skill. It is proven by her research result, found that using images, videos, sounds and animations can enhance knowledge about vocabulary, motivate students to better learn independently and use in learning to build capacity in problem solving.

Explainer is a short animated video that focuses on explaining the idea in a simple, engaging and compelling way, by using a clear and concise language; appealing and attractive visuals that quickly grab the student's attention. It is a perfect time to exchange ideas. Here's an example of a storyboard for an explainer video as in the following:



Figure 1. Example of Storyboard

The implementation of this study focusses on the live Action Video that use real images or images life. It can be used to describe an event. Animation becomes format option to explain something. So the video is more interesting and full of creations from creator. Whiteboard Video Explainer is a video with a blackboard background. it uses Animation and illustrations like there is hand write the words. Kickstarter Video Explainer one of kind video explainer with long duration. It is used to describe a material completely.

Based on the explain above, live action, animation and whiteboard video explainer is the video that have duration 2-4 minute but kickstarter video is more than 4 minutes. All of them have strength and weakness. By showing Explainer video, students already have imagination of what the material

will be discussed. So that it can make students more easy to gain all of the information. Then this study use animated video to engage the learner competence in writing for academic based on the video to enhance the students' motivation, interest, and the imagination.

As discussed this study aim of using explainer video to increase students' writing in narrative text, whether the students had positive or negative responses to the effect of explainer video, are limited and focused on students' perceptions on it, which were usually gleamed through surveys or questionnaires. There are only few studies that investigate how animated video can actually improve students writing. Hence, this study aims to examine how students writing skill improve, through writing narrative text after

watching explainer video, in particular, to investigate whether students' perception really effect before watching explainer video.

III. EXPERIMENTAL METHODS

In order to find out the research questions, two different data were collected for this study writing test, and questionnaire, the students writing test analyzed based on content, language use, and vocabulary. The first test was the test given before the treatment pre test and then post test was given after the treatment, to measure the students' ability in writing narrative text before and after taught by using Explainer video.

Additionally, at the end of the class, a questionnaire was distributed to the students to investigate the effect of e using explainer video. Out of the 36 students, agreed that

explainer video can enhance students writing, the questionnaire consisted of five questions how useful the effect of explainer video. The questionnaire was completed in English Departement of Unismuh based upon the assumption that students would be able to express their thoughts more freely after watching the video that provided by the researcher. Since all of the questions were open-ended, the answers to these five questions were analyzed qualitatively through a thematic analysis.

IV. RESULTS AND DISCUSSION

First, in order to see improvement of students writing ability trough narrative text, this study were classified the result of writing narrative based on content, vocabulary and langauge use then this study clasified the students score based on seven categories as shown in table below:

Table 1. Students' score based on seven categories

Classification	Score	Pre		Post	
		F	%	F	%
Excellent	96 – 100	0	0	0	0
Very good	86 – 95	0	0	1	2.78
Good	76 – 85	2	5.56	3	8.33
Fairly good	66 – 75	1	2.78	6	16.67
Fair	56 – 65	3	8.33	11	30.56
Poor	36 – 55	18	50	14	38.88
Very poor	0 – 35	12	33.33	1	2.78
Total		36	100	36	100

The table showed that there were 36 students participated. In the pre test, none of students were categorized as very good category and excellent category. Interestingly, there were 30 students categorized in very poor category and poor category and 6 students spread in other categories. The poor category was the category that has the highest frequency of 18 students (50%) while the fairly good category has the lowest frequency of 1 student (2.78%). In the post test there was significant improvement of students' writing. Most of the students' score increased so the frequency moved to other categories. This can be seen from the number of the students which had very poor category decreased drastically from 33.33 to 2.78%. While the frequency in poor category decreased from 50% to 38.88%. In very good category, there

was one student (2.78%), even though in pre test there was no students categorized. While the excellent category none of the students categorized. Thus, the most of students' increase occurred in the fair and fairly good category

Explainer videos are bite-sized bits of video content, often around one to two minutes in length, and they come in many forms, from traditional animation, to 3D, to live-action and more. They also come in all genres, utilizing comedy or drama depending on the theme. That means there's a wide variety of design options and emotional tactics to communicate writing competence after watching the content of the video.

Result

Table 2. The Result of Pre Test and Post Test in Experiment Class

Writing Indicator	Mean Score		Improvement
	Pre test (X 1)	Post test (X 2)	X
1. Content	53.52	63.70	19.09
2. Vocabulary	45.83	58.19	26.96
3. Language Use	67.67	54.67	45.12

Writing Indicator	Mean Score		Improvement
	45.67	58.85	28.60

The table above showed that the students' score increased in post test. The result of pretest, the data showed that the mean score of pretest was 45.67 while in the post test was 58.85. The total improvement was 28.60%. After the three components were analyzed, it was known that the highest improvement was language use component with 45.12% improvement. The mean score of language use improved from 37.67 to 54.67. It increased twice greater than the other components. The mean score of vocabulary improved from 45.83 to 58.19, it means that the improvement was 26.96%. Meanwhile, the mean score of content improved from 53.52 to 63.70, meaning that the improvement was 19.09%. It was the lowest improvement of all component.

The Students Writing Ability after watching animated video

The first meeting the researcher observed and gave pre-test to the students, the time to work the test was 60 minutes. To check the students' improvement in writing report text, the researcher evaluated them by giving a test in the last meeting. After that the researcher analyzed the students' score in pre test and post to measure the students' ability in writing especially report test. There were three aspects analyzed namely content, language use and vocabulary. To know the improvement, the first was the researchers classified the students' scores in seven categories. The second was the researcher analyzed the student scores to find the mean score used to see the improvement that occurred in the control class. The result of means score can be seen the table below.

Table 3. The Result of Pre Test and Post Test in Control Class

Writing Indicator	Mean Score		Improvement
	Pre test (X 1)	Post test (X 2)	X
1. Content	53.14	57.96	9.07
2. Vocabulary	43.47	49.86	14.70
3. Language Use	37.78	44.56	17.95
	44.79	50.79	13.39

The table above showed there was improvement in each writing indicator. The mean score of students in pre test was 44.79 while in the post test it was 50.79 with the total improvement was 13.39%. The highest improvement was the language use component of 17.95%. However, if it was seen by the mean score of each component, the content got the highest mean score in the pre test and post test, which was 53.14 to 57.96 but the content has low improvement of 9.07% compared to other components. While the mean score of vocabulary improved from 43.47 to 49.86 with the improvement of 14.70%.

Discussion

The result of hypothesis test showed that the students taught have higher scores. It can be proved from average of writing achievement. The students' score in experiment class have higher scores (58.85) than those taught using conventional technique (50.79).

This indicated that the students' writing ability had increased after the implication of cooperative learning with explainer video and estafet writing. The scores of writing components also indicated that the students performed better in the post-test. The students performed better in three writing components namely content, language use and vocabulary

a) Content

Content is one of the components of writing. To produce good writing, a writer needed to create good content

to make the reader understand the text better. In assessing content, there are some aspect that needs to be considered: knowledgeable, development of the topic, substantive or completeness. Based on the findings, it can be known that there was improvement in experiment class. It was proved by the mean score of the student in pre test was 53.52 while the mean score in posttest was 63.70 with 28.60% improvement. In addition, the improvement can also be seen in table 4.2 classification of students score. Most of the students moved from very poor category to fair category.

Estafet writing method and explainer video give a positive effect to the students. Therefore, it increases the students' writing component. Estafet writing method involves discussion session. it made the students get input from their friends in the same group. The input obtained from their friends provided additional information in developing the content.

The use of explainer videos contributed greatly to the increase the score of students' content in experiment class. By watching the video, it stimulated the students to improve their ideas. It is related with theory of Mafazah (2017) using explainer video especially infographic (animation video) is a media that can increase students' imagination, creativity and interest. Thus, when explainer video is combined with estafet writing method, it increase students' imagination and knowledge.

b) Language use

Language use is one of components of writing, it is tenses or the pattern to order the words to be sentence. In the experiment class, there was improvement of the students' ability in writing specifically in language use. It was the highest improvement of three components which analyzed in this research. The improvement was 48,12%. The mean score of students' language use was 46.94 in pre test while in post test was 55.97. Then, the class percentage which pass the poor category in post test only 1 student (2.78%). It means the percentages howed there were 11 students who passed the very poor category.

c) Vocabulary

Vocabulary is important components of writing. It is all the words or hearth of language learning. To produce good writing, it depends on selection the right words. In this research, the students' vocabulary in experiment class improved from 45.83 to 58.19 while the improvement was 26.96%. This showed that the students performance in writing in terms of vocabulary improved after the application of using explainer video and estafet writing method. The use of explainer video made the students' vocabulary increased. Explainer provide stimulus to students so it increase the students' knowledge. In addition explainer video shows the subtitle so the students can see the English and find the meaning of the words if they don't understand. And also, when the material presented was equipped with sound and video, it provided audio and visual effects that make learning materials more interesting in auditory and visual manner. The result of this research was appropriate with the theory of Erawati(2016) her statement was using animation video enhance knowledge about vocabulary, motivation and ability to solve the problem The students could arrange the events based on the video. It provides opportunity to discuss or ask their friend if they do not understand the meaning.

V. CONCLUSION

Based on the data analysis and discussion gathered in the previous chapters, it can be concluded that the use of explainer video increases the students' ability in writing in terms of content, language use and vocabulary components. Particularly in teaching narrative text. It is proved by the improvement of experiment class was 28.86%. It means the use explainer video is effective in teaching. As the result of using Explainer video, the researcher would like to give some suggestion for the teacher, the student and the next researchers. Based on the result of the research, the explainer video is effective media in teaching writing and the estafet writing method is useful to improve the students' writing ability. It helps the students in generating ideas, enrich the content, language use and vocabulary. The English teacher is recommended to use the explainer video to teach writing in order to improve students' writing ability. They should always have a good motivation and participation in learning process. It will be very useful for them in improving their

writing ability. The students should always practice writing some sentence to paragraph until become a text to build their writing habits, one of the ways is by using explainer video and estafet writing method. However there are still some problems which were not yet solved because the limited time in implementing and the scope of this research. Other researchers who are interested do the research in the same field are recommended to implement this method collaborate with other media. and also the next researcher can use this method in other skill in English like speaking or reading.

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