The Effectiveness of Learning Writing Expository Texts Containing Disaster Mitigation using Video Based on the Creativity Level of Class X Students, in Ile Ape, Lembata, East Nusa Tenggara

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Article Info

Abstract

Expository texts writing is important skill in stimulating students' abilities for expressing various thoughts, ideas, opinions, facts. Also, can improve students' abilities in using proper Indonesian. The effectiveness of learning expository texts writing can be increased through the selection of appropriate learning media. Therefore, this study aims to analyze the effectiveness of learning writing expository texts contained disaster mitigation using video based on the creativity level of students in class X. The level of creativity of students is a moderate variable that can affect learning outcomes. This experimental research used a quasi-experimental factory design. Data collection was carried out through pre-test and post-test. Data analysis used paired sample t-test and ANOVA. The results of this study prove the influence of the use of learning media on student learning outcomes. Thus, it can be concluded that the use of video media is proven to be effective in improving the learning outcomes of writing exposition texts.

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INTRODUCTION

Indonesian learning is a challenging subject since it includes four aspects of skills, namely listening, reading, writing, and speaking (Zulaeha & Luriawati, 2020). One of the four skills that are considered more complex than other language skills is writing skills (Randaccio, 2013). Writing activities are complex because they involve an orderly way of thinking and various things related to writing techniques, such as thinking processes. As a result, writers must be able to produce good writing with a unified idea and communicate ideas effectively to readers in a way that is easy to understand.

One of the important writing competencies in the 2013 Curriculum for SMA class X is writing expository texts (Shofiah & Zulaeha, 2018). Learning to write expository text is important since it can stimulate students to express various thoughts, ideas, and opinions. The expository text does not aim to influence the opinion of others, and the reader is not forced to accept the opinion of the author. Every reader could accept and reject what is stated by the author in an exposition text (Ridodo et al., 2015) .

Many researchers claim that teaching expository texts is difficult and monotonous (Erdanu et al., 2019 ; Lestari P, 2019 ; Muttaqin et al., 2016 ; Sari, 2017 ; Siregar & Hanum, 2018). However, these barriers can be overcome through various innovations. One of them is using video as a learning medium. In line with this, Huda, (2015) and Diantari & Agung, (2021) conclude that video learning media in learning can be useful for increasing student interest in learning and developing cognitive, affective, and psychomotor domains. Furthermore, Sinabarib, (2017) also states that the use of effective learning media, the selection of the right learning method or model will help students achieve their learning goals.

In this study, the author tries to design a learning activity for writing expository texts by emphasizing the values of disaster mitigation. Students need to understand some of the dynamics of nature, especially those that cause disasters for humans, such as volcanic eruptions, hurricanes, and floods, which can be detected and predicted (Maryani, 2010). There are also natural dynamics that are difficult to detect, such as earthquakes. Therefore, knowledge, understanding, and mitigation skills are needed to prevent, detect, and anticipate various types of disasters early on, especially in places prone to natural disasters (Suhardjo, 2015) .

Pursuing this further, the learning process can occur effectively and efficiently depending on the selection of the right learning model. One of the learning models that is often applied to Indonesian language learning is the Problem Based Learning (PBL) model. PBL learning model rooted in constructivism and promote student involvement in learning to engage in contextual problem solving (Lidinillah, 2013 ; Syamsidah & Hamidah, 2018; Zaduqisti, 2010). Students learn how to build a problem framework, observe, collect data and manage problems, compile facts, analyze data, develop arguments related to problem solving, both individually and in groups (Warsono & Hariyanto, 2012).

In addition, the selection of media and learning models need to consider the level of creativity of students. To measure the creativity level of students, several aspects can be used, namely fluency, flexibility, originality, and elaboration. According to Semiawan (in Rachmawati & Euis, 2005), creativity is the ability to provide new ideas and apply them in problem solving.

Based on the explanation above, the purpose of this study is to analyze the effectiveness of learning writing expository texts containing disaster mitigation using video media based on the creativity level of students. The reason for choosing this media is because it is considered to be able to provide a more realistic experience for students that can arouse the spirit of learning.

METHODOLOGY

This study used a quantitative approach with a quasi-experimental factorial design

(Sugiyono, 2016). The variables in this study consisted of the independent variable in the form of learning writing an expository text containing disaster mitigation using video media, and the dependent variable in the form of student learning outcomes. There is also a moderate variable in the form of the creativity level of students such as high creativity and low creativity. Moderate variables have the potential to affect the dependent variable (Memon et al., 2019).

The population in this study were students of class X SMA Negeri 1 Ile Ape, Ile Ape District, Lembata Regency in the even semester of the 2021/2022 academic year, totaling 43 students. Based on Arikunto, (2006) the sample is part of the number and characteristics possessed by the population. In determining the study group to be represented, researchers need to pay attention to the relative characteristics of the group. Sukmadinata, (2010) states, in experimental research, the characteristics of the groups that will be involved in the experiment must be the same or equated.

Data collection techniques in this study were test and non-test. The test technique was used to obtain data on the value of students' exposition text writing skills, while the non-test technique was used to determine the creativity level of students. The test instrument in the form of item descriptions for the pre-test and post-test, while the non-test instrument in this study was a questionnaire on the level of creativity. After collecting the data, the researcher continued to analyze the data. According to Popenoe et al., (2021) data analysis is an important step in obtaining research findings because it is necessary to compile and interpret the quantitative data that has been obtained. In this study, the writer used basic data analysis steps such as: normality test, homogeneity test and Paired Sample T-test. Meanwhile, to test students' creativity, the one-way ANOVA test was used. All stages of data analysis using the SPSS 22 application

RESULTS AND DISCUSSION

The results of this study include (1) the effectiveness of learning to write exposition texts containing disaster mitigation using video media and (2) the effectiveness of learning to write exposition texts based on the level of creativity of class X students. All of these sections are described as follows.

The Effectiveness of Learning to Write Exposition Texts Containing Disaster Mitigation with Video Media

Before the students were given treatment, a pre-test was conducted to obtain initial data on the ability of students to write expository texts. After that, the researcher handing out a questionnaire containing 25 statement items two that divided into high level of creativity and low level of creativity. The post- results of the learning will be analyzed to determine differences in the effectiveness of the application of video media based on the creativity level of students.

The learning process of writing expository texts encompassing disaster mitigation using video media for class X students uses the syntax problem based learning (PBL) model . The stages of learning with the PBL model include the preliminary stage, where the providing motivation, information on learning objectives and delivery of learning scenarios.

The core stage begins by familiarizing students to the problem. At this stage the researchers showed two videos containing earthquakes and volcanic eruptions. The next stage is organizing students to learn. Students discuss in groups about the prvious video showed the disaster problems they experienced. Next, in the investigation stage, the researcher helps students in groups to conduct an investigation of disaster problems and mitigation efforts against disasters that occur and are developed into an exposition text and present their work. In the last stage , the researcher helps students analyze and evaluate the group's work and make improvements. And for closing part of learning writing expository texts, researchers guide students to evaluate and make the

summary and provide follow-up for the next lesson.

After giving treatment , a post-test was held to measure the success of the learning process. There are 5 aspects that become the reference for assessing students' post- test results, namely, (1) the suitability of the content of the text with the topic, (2) the completeness of the text structure, (3) the selection of vocabulary, (4) the use of sentences, and (5) mechanics. The scoring uses a range of values from 1 to 4. The average score for each aspect is illustrated in the following diagram.
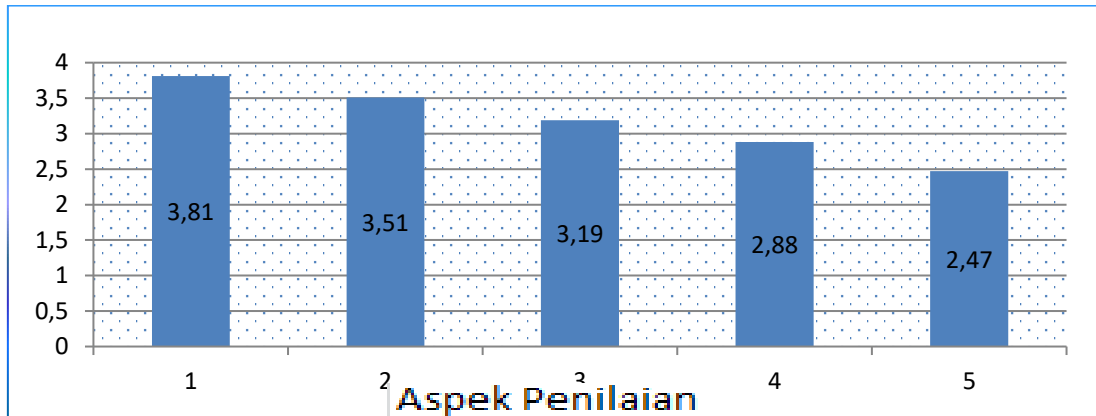
Based on the diagram, the average value of the content and topic suitability aspect is 3.81, the structural completeness aspect, the average value is 4.51, the word choice aspect gets an average value of 3.19, while the sentence usage aspect has an average value of 2.88. and mechanics obtained an average score of 2.47. The mechanical aspect is the assessment aspect with the lowest score.

The post- test results of the video experimental class students are presented in the following table.

No	Category	Range	Freq	%	Note:
1	Excellent	91 - 100	7	16.28	Completed:
2	Good	75 - 90	28	65.12	81.40
3	Less	60 - 74	8	18.60	Not Completed:
4	Poor	0 - 59	0	0.00	18.60
Amount			43	100	100

The table shows the results of the post-test of experimental class students with a complete score of 35 students, or 81.40%, and the number of students who obtained an incomplete score of 8 students (18.60 percent).

This learning outcome certainly increased significantly compared to the results of the initial ability test. In the initial test , only 13.94% of students who obtained scores that met the criteria for completeness. In the following, the scores for the pre-test and post-tests of experimental class students are presented.

Test	Min	Max	mean
Pre-test	38	82	59.41
Post-Test		67	97	82.62

The table showed that there is an increase in the average score on the –post-test. The average value of the initial test is 59.41 while the post- test is 82.62. The highest score obtained by students on the initial test was 82,00 and increased on the post- test to 97.00. The lowest score on the initial test was 38.00, while the lowest score on the post- test was 67.00. Based on the difference in test scores and the post- test,

it can be seen that learning to write expository texts with video media is proven to have a good impact on students' writing skills.

In this research, hypothesis testing uses paired sample t-test . This test was carried out after testing for normality and homogeneity. The normality test of the initial test with a significance of 0.099 and the post- test of 0.095 a significance value > 0.05 . While the homogeneity test of the initial test with a significance value of 0.311 and a post- test of 0.722, the significance value is > 0.05 . Thus, the data distribution is normal and the data variance is homogeneous. The test results answer the hypothesis in this study, namely Learning to write expository texts containing disaster mitigation with video media in a problem based learning model is effectively used in class X students. Paired t-test results

shows that the significance value of the learning outcomes of the video media experimental class is 0.000. The significance value used in this test is = 5%, meaning that the value of t - count > from t - table , then H0 is rejected and H1 is accepted. Based on the test results, it can be seen that there are significant differences in the results of learning to write exposition texts containing disaster mitigation after students are treated using video media. Therefore, it can be concluded that learning to write expository texts containing disaster mitigation using video media in a problem based learning model for class X students has proven to be effective and can improve students' abilities in writing exposition texts.

The Effectiveness of Learning to Write Exposition Texts with Video Media based on the level of creativity

In this study, in addition to knowing the effectiveness of learning to write expository texts with video media, measurements were also made based on the level of student creativity. The grouping of students into high and low creativity levels is based on the results of questionnaire analysis. Students with a minimum score of 61 are included in the high creativity category while the highest score equal

to 60 is in the low creativity category. In the study, the two levels of creativity were combined in one class and received the same treatment. Analysis of the learning effectiveness of high and low creativity levels based on the results of the post- test. In the following, the data on the results of the students' initial and post- tests are presented based on the level of creativity.

The test results of students with a high level of creativity.

Test	N	Min	Max	Mean	Category
Pre-test	20	45	82	62.50	Less
Post-test	20	70	97	84.35	Good

There are 20 students in the high creativity category, with the lowest pre-test score of 45, the highest score of 70.00, and an average score of 62.50. The post- test scores increased significantly, with the lowest score of 70, the highest score of 97, and an average of 84.35 . The average post-test score meets the criteria for completeness, but there are still students who score below the KKM.

The test results of students with low levels of creativity are displayed in the table below.

Test	N	Min	Max	Mean	Category
Pre-test	23	44	67	57	Less
Post-test	23	78	97	81.13	Good

Students with low creativity are 23 students, with the lowest pre-test score is 44, the highest score is 67, and an average score is 57.00 . While in the post- test , the scores obtained by students have increased, with the lowest score being 78, the highest score being 97, with an average of 81.13 .

After obtaining the post- test data, normality and homogeneity tests were carried out. The normality test of the post- test data obtained a significance value of 0.095, meaning that the significance value was > 0.05 and the data distribution was declared normal.

Furthermore, the homogeneity test of the post-test data was carried out with a significance value of 0.722 > 0.05, and the data variance was declared homogeneous.

To test the hypothesis that there are differences in learning to write expository texts containing disaster mitigation for students with high and low creativity levels, a one-way ANOVA test was conducted . The results of the ANOVA test showed a significance value of 0.209. Based on the provisions, if the significance value is greater than 0.05 , then H0 is accepted and H1 is rejected, it is known that there is no significant difference in learning outcomes between students with high and low creativity levels.

Based on the test results, it can be concluded that there is no difference in the effectiveness of learning to write expository texts containing disaster mitigation with video media for students of class X with high and low creativity levels.

The increase in learning outcomes can be seen from the difference between the average pre-test and post-test. In the pre- test, students with high creativity obtained an average score of 62.50 , and the post- test was 84.35. There was an increase in the average value of 21.85 . While students with low creativity obtained an average score of 57 in the pre-test and 81,13 in the post-test , with an increase in the average score of 24.13. The difference in the increase in learning outcomes shows that the learning outcomes of students with low levels of creativity increase more than those with high levels of creativity.

CONCLUSION

Based on the results of the research and discussion presented in the previous section, several conclusions can be drawn as follows. Learning to write expository texts with video media containing disaster mitigation in a Problem-Based Learning Model has proven to be effective and can improve the learning outcomes of class X students. The average value of learning outcomes has increased by 23.21. The proof is done through a paired t-test with a

significance value of 0.000. Thus the hypothesis in this study can be accepted.

For the one way ANOVA test on the ability to write an exposition text containing disaster mitigation based on the level of creativity obtained a significance value of 0.158. This significance value is greater than 0.05. Therefore, it can be concluded that there is no difference in the effectiveness of learning to write expository texts based on the creativity level of students.

Improved learning outcomes can be seen from the difference in the average score of the initial test and the post- test. Students with low creativity get an increase in the average score higher that is equal to 24.13 while students with high creativity levels get an increase in learning outcomes by 21.85.

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