



**THE EFFECT OF USING VIDEO DEvised BY WINDOWS MOVIE
MAKER ON THE DESCRIPTIVE WRITING ACHIEVEMENT OF THE
TENTH GRADE STUDENTS AT SMAN 3 LUMAJANG IN THE 2012/2013
ACADEMIC YEAR**

THESIS PROPOSAL

Proposed to Fulfill One of the Requirements to Obtain the Degree of S1 at the
English Education Program of Language and Arts Education Department
The Faculty of Teacher Training and Education
Jember University

**DAVID IMAMYARTHA
(080210401050)**

**ENGLISH EDUCATION PROGRAM
THE DEPARTMENT OF LANGUAGE AND ARTS
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DEDICATION

This thesis is honorably dedicated to:

- 1. All of my teachers;*
- 2. My beloved parents, Munawir and Khotimah, my brother and sister, Deki Setyo Inka Dani and Irma Pramesti Regita Cahyani, thank you for your love and support. This thesis is dedicated to you for your endless love;*
- 3. All my friends and colleagues.*

MOTTO

“Write Drunk, Edit Sober”

(Christina Baker Kline)*

*) Kline, C., B., 2010. *Write Drunk, Edit Sober*. (Online) Available at <http://christinabakerkline.wordpress.com/2010/06/15/write-drunk-edit-sober/>. Retrieved on October 10th 2012

CONSULTANT APPROVAL

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I believe that this thesis still owns some drawbacks. Therefore, any criticisms and comments from those who are really willing to improve the thesis will be sincerely and thankfully appreciated.

Jember, November 4th 2012

Writer

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SUMMARY

The Effect of Using Video Devised by Windows Movie Maker on the Descriptive Writing Achievement of the Tenth Grade Students at SMAN 3 Lumajang in the 2012/2013 Academic Year; David Imamyartha, 080210401050; 2012; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

One of the productive skills in learning a foreign language is writing. In comparison to the skill of speaking, writing demands more skills since it lacks of immediate feedback from the addressee as a kind of guide and feedback. Because of lacking guide and feedback, a writer should anticipate the readers' misinterpretation on the written discourse and try to produce a text that, according to Grice in Kooshafar *et al.* (2012), is clear, relevant, truthful, informative, interesting, and memorable. In order to meet the efficacy of this communicative act, linguistic accuracy, clear presentation, and organized ideas should be taken into consideration. In addition, the teaching of writing in both EFL and ESL class possesses distant obstacles in comparison to that of other skills. In fact, teaching writing has been enormously difficult to EFL and ESL teachers. This is supported by Setyono (2002) who argues that among the four language skills, writing is regarded to be the most difficult one for students have to be able to communicate with their readers indirectly and clearly by providing clear written information in good language which meets the rules of grammar, vocabulary, organization, and mechanics.

In order to overcome such hurdles, more and more English teachers begin to use various instructional media which, most commonly nowadays, are related to multimedia and CALL. For the nature of multimedia and CALL enables teachers to improve, develop, and even invent instructional media, a great number of instructional media have been created these days.

Referring to the previous premises, the researcher conducted an experiment on teaching writing by creating and displaying a particular video devised by Windows

Movie Maker (WMM). The research conducted was pre-experimental research: intact group comparison. Descriptive text was chosen as the research topic on the assumption that the experiment, as far as the researcher knew, has never been conducted before. Consequently, choosing the simplest text genre from the applied syllabus as the topic seemed to be an ideal thing to do.

Before conducting the treatment, a homogeneity test and cluster random sampling were purposively done, taking X1 class as the experimental class and X2 class as the control one. In line with the teacher's syllabus, the researcher selected animal, famous people, and interesting place as the topics of the writing activity. In the end of the treatment, there was one specific topic chosen as the topic of the post test, which was famous people. The topic selection was owing to the premise that every student usually had an idol inspiring them so that they would expectedly know a lot to write about.

Considering the analysis on SPSS (Statistical Package for Social Science) which generated the significance value of 0.000, it was statistically proven that the use of video devised by WMM had a significant impact on the students' descriptive writing achievement. Moreover, the analysis indicated that there was significant difference between the classes especially on the aspect of content, language use, vocabulary, and organization. This significance was supported by the result of DRE (Degree of Relative Effectiveness) analysis, which statistically indicated that the overall score of experimental class was higher by 11.81% than that of control one. On the basis of the writing aspects under study, DRE analysis generated the value of 23.25% on vocabulary, 21.64% on the language use, 9.24% on the content, and 7.32% on the organization. However, it did not happen on the aspect of mechanic. The SPSS analysis indicated the significance value of 0.719, showing that there was insignificant difference on mechanic between the classes. The DRE analysis on mechanic has also shown insignificant mean difference in that the experimental class was subtly different by only 1.12% from the control class.