

Students' Responses to Brainstorming by Short Videos of Tourist Attractions in Writing Descriptive Text (A Case Study at the Eighth Grade of Junior High School)

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ABSTRACT

The success or failure of the teaching process depends on several elements, including the media employed by the teacher. This research intends to discover the process of brainstorming by short videos of tourist attractions in teaching writing descriptive text and students' responses to it. It concerns attaining students' responses after learning using the medium. This study uses a qualitative method with a case study. The data of responses were gathered from observation and interviews. A total of 17 students in the eighth grade of SMP Islam Nunuk and a teacher as participants in observation and six of them were interviewed using a semi-structured format. The findings showed that the process of brainstorm using the medium in teaching descriptive text using an observation checklist was successfully implemented. During the teaching-learning process, the students tend to become active participants. Then, all the responses from the six students with low, medium, and high levels favor the teacher to provide the medium to teach the descriptive text. Students can find an idea and have enough inspiration to write with feeling happy. From the results of the research, it can be summarized that using short videos for brainstorming in writing descriptive text got a positive response from students.

Keywords: Brainstorming; Descriptive Text; Short videos of tourist attractions; Students' response

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INTRODUCTION

The teacher may need to support their teaching-learning by interactive media and strategy to make students not bored and help them find ideas. One of the media is by using short videos for brainstorming, especially in writing. According to Brame (2015), the video becomes an important part of higher education because it is audiovisual, which might enhance students to generate ideas in writing descriptive text. Meanwhile, brainstorming helps students deliver their ideas that come to mind and helps students think about and develop a topic on a piece of paper (Scarry, 2008 cited in Yuliani, 2019).

Paulus & Kenworthy (2019) state that the advantages of using short videos for

brainstorming are that videos allow students to hear and view the language, give students motivation in learning, and keep students' attention. Besides, the students can convey a creative potential and find new ideas, which never thought of before from the short videos. It may help them to explore ideas easily and quickly and make rational ideas relevant to their subject, such as their interest in their topic. Brainstorming by short videos is chosen to be the research topic because it is a good idea probably for students in writing.

There are some studies related to the use of short videos for brainstorming. The first research is by Minawati (2019). The objectives of this study were to find out whether the use of brainstorming techniques can improve the writing skill in descriptive texts. Second, Rapiyadi & Sari (2018) in their study investigate the influence of using video on the students' skills in writing descriptive text. Next is the research by Damanik (2015). The study explores the effect of using video on students' achievement in writing descriptive text. Then, the research by Anggraini (2020) shows that brainstorming technique was significant to increase students' writing skills at the tenth grade of MA YPI Darul Huda Lubuk Harjo.

However, the current research is different from the previous studies. Based on the explanation above, the previous research focused on the students' skills, students' achievement, and students' difficulties in writing descriptive text. Meanwhile, this research is more concerned with the students' responses on the use of short videos of tourist attractions for brainstorming in writing descriptive text.

METHOD

The research employs a qualitative method with a case study. The purpose is to determine the response of participants to brainstorming through short videos of tourist attractions. Qualitative research makes an inquiry approach useful for exploring and understanding a central phenomenon (Creswell, 2014 in Oktaviani et al., 2021). Observation and interviews as research instruments to obtain the data. The interviews are conducted after the observation. The researcher interviews the students to get their perspectives from brainstorming by short videos of tourist attractions for learning descriptive text.

a. Population

A population is a group of individuals who have the same characteristic (Creswell, 2012 in Saori, 2020). The population of this research was 17 students of the eighth grade of SMP Islam Nunuk. This research explores the implementation of brainstorming by short videos of tourist attractions to know students' responses in learning writing descriptive text. The participants for observation were all eighth grade students, totaling 17 people plus one English teacher.

b. Sampling

Meanwhile, this research employs a purposive sampling technique to interview. Purposive sampling is to select individuals or sites that best help to understand the key phenomenon. Purposeful sampling is an activity in which the researcher selects the location and participants based on their needs of the research (Creswell, 2012 in Mondal, 2021).

c. Data Collection

This research uses observation and interviews as research instruments to obtain the data. The interviews are conducted after the observation. The researcher interviews the students to get their perspectives from brainstorming by short videos of tourist attractions for learning descriptive text.

d. Data Analysis

The data of the observation checklist, field notes, and video recorder were analyzed and investigated. Besides, the interview session was recorded to assist the researchers in the data transcription.

FINDINGS AND DISCUSSION

1. The Process of Brainstorming by Short Videos of Tourist Attractions in Teaching Writing Descriptive Text

This section discusses the findings and discussion concerned with the process of brainstorming by short videos of tourist attractions in teaching writing descriptive text. The data are obtained from the observation. The observation is held on August 10, 2021, and August 23, 2021. The first observation is held on August 10, 2021.

Table 1. Teachers' Activities in Classroom (Observation 1)

No	Activities	Yes	No	Notes
1.	Planning: The teacher opened the class by greeting and check students' attendance list.	√		The teachers greet the students by saying "Good morning students" Students answer: Good morning, Miss". Then, the teacher check students' attendance. (Students' response it to say " Hadir Miss ".
2.	The Pre-Task: The teacher introducing the topic that will be discussed, especially the descriptive text			The teacher introduce the topic especially about descriptive text. Teacher: " <i>Jadi, hari ini kita akan mempelajari tentang descriptive text, ada yang tau apa itu deskriptif teks?</i> ". Students 4: " Yang menjelaskan tentang orang, miss, mungkin ". Teacher: " <i>Yes, betul ya. Deskriptif teks itu mendefinisikan orang, hewan, tempat dan lain-lain</i> ".
3.	The Task Cycle: The teacher gives instructions to watch the short videos to integrate learning activities into video-watching and asking about the content of the video	√		The teacher uses a laptop and also a projector to show the videos to brainstorm about tourist attractions. The lack of other supports such as electric plugs makes time quite drained. In addition, the teacher does not understand the use of projectors, finally helped by the

			researcher. Then, the teacher give instructions to watch the short videos. Students' waiting for the teacher to fix the process.
			Student 1: <i>"Miss, apakah bisa menyala? saya tidak sabar ingin menontonnya"</i> . After that, they watch the videos with enthusiasm and analyze the content of the video.
4.	Prewriting: The teacher gives instructions to list brainstorm. In this step, students list every phrase, word, and idea that comes to their minds about the topic as much as possible from the video and select the word	√	Students write some words that come to their minds in their books. In this case, any students feel hard to write the words into English. The student 2 ask the teacher, <i>"Miss, apa bahasa Inggrisnya sangat indah?"</i> and answer their questions, "very beautiful."
5.	Drafting: The teacher gives instructions to write the word into sentences or paragraphs on descriptive text include identification and description	√	After watching and discuss the videos, the teachers explain how to write descriptive text using short videos. Teacher: "After you write everything that comes to your minds, <i>coba tulis kedalam sebuah paragraf ya harus ada identifikasi dan deskripsinya dalam waktu 10 menit dulu ya.</i> " Students: <i>"Okay, miss"</i> . Students listening and occasionally ask about what they think they do not understand
6.	Revising: The teacher and students check the results of writing about students' descriptive text based on analytical assessments	√	After finishing writing, the teacher checks their writing using an analytical score. Teacher: <i>"Oke, yang sudah selesai, coba kumpulkan ya"</i> Students: <i>"Oke, bu sebentar lagi"</i> .

Based on observation, the application of learning activities runs well. Six steps are implemented.

The second observation is held on August 23, 2021. The purpose is to ensure the results of the first observation in the process of teaching the descriptive text using a short video

Table 2. Teachers' Activities in Classroom (Observation 2)

No	Activities	Yes	No	Notes
1.	Planning: The teacher			The teacher opened the class by saying

	opened the class by greeting and check students' attendance list	√	"Good morning! How are today?" Students: "Good morning, Miss. I am fine, thank you. And you?". After that, the teacher check students' attendace list
2.	The Pre-Task: The teacher introducing the topic that will be discussed, especially the descriptive text	√	The teacher introduces the topic by asking the students what descriptive text is, and students answer it directly. Teacher: "Do you still remember what descriptive is?". One of the students answers: "Menjelaskan tempat, bu."
3.	The Task Cycle: The teacher gives instructions to watch the short videos to integrate learning activities into video-watching and asking about the content of the video	√	The teacher uses a laptop and also a projector to show the short videos. After that, the teacher gives students instructions to watch the video and pay attention to an aspect of it. Then, students watching the videos are still the same as before, watching with enthusiasm. Students: "Wow, tempatnya berbeda, tapi sangat indah".
4.	Prewriting: The teacher gives instructions to list brainstorm. In this step, students list every phrase, word, and idea that comes to their minds about the topic as much as possible from the video and select the word	√	In this case, the activity is different from the previous. The teacher gives instructions to write words on the whiteboard, not in their book. Then, students write some words on the whiteboard one by one. Teacher: "Okay, sekarang coba tulis kata apa saja ang kalian dapat setelah menonton video tersebut ya di buku masing-masing". Students: "Siap bu!"
5.	Drafting: The teacher gives instructions to write the word into sentences or paragraphs on descriptive text include identification and description	√	The teacher gives instructions to the students to write descriptive text on the whiteboard based on the words obtained. The activity is students take turns to continue the sentence in the relay. Teacher: "Coba sekarang tuliskan kata-kata tersebut menjadi sebuah kalimat, menulisnya di papan tulis, lanjutkan kalimatnya secara bergantian". Students: "Saya mau duluan, bu!".
6.	Revising: The teacher and students check the results	√	The teacher and students check the results of students' writing descriptive text on the

of writing about students' descriptive texts based on analytical assessments	whiteboard. Student 1: <i>"Miss, yang saya betul tidak?"</i> . Teacher: <i>"Kita periksa sama-sama ya"</i> .
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In the second observation, the six steps in the brainstorming process in teaching descriptive text are realized. Starting from planning to revising, it runs smoothly. In this case, students are still enthusiastic about learning descriptive texts through short videos.

2. The Students' Responses to Brainstorming by Short Videos of Tourist Attractions in Learning Writing Descriptive Text

Based on findings, brainstorming using short videos of tourist attractions received a positive response from the students for learning descriptive text. It can be seen from the results of interviews with six students of different levels. The first question, it is focusing on students' responses to brainstorming. Four students know about brainstorming in writing even though the answer is incomplete and not quite right. However, two students do not know what brainstorming is in writing. Brainstorming facilitates ideas as a pre-writing activity and contributes to organizing learner ideas to engage in writing activities (Rashtchi & Porkar, 2020)

The second question focuses on students' difficulties in writing descriptive text. Based on the data interview, the difficulties experienced by students 1 and 2 (low achievement) in writing descriptive text are do not know the words in English and being strict about putting ideas into writing. For students 3 and 4 (middle achievement), the difficulties are grammatical mistakes and not having enough inspiration to write a descriptive text. Meanwhile, students 5 and 6 (high achievement) have difficulty finding ideas to write a descriptive text and did not have inspiration. According to Asiah et al. (2020), the difficulties in writing are poor of vocabulary, less of ideas, and grammatical mistakes.

Then, the third and sixth questions are to know the first impression that students feel when watching the short videos. Six students feel happy when they learn to use brainstorming by short videos in writing the descriptive text. The fourth question is to know the students' response while learning using the medium interesting or not. Based on the answers from six students, they said that learning to use short videos of tourist attractions to write descriptive text is interesting for them. Short videos of tourist attractions may help students feel enjoy and fun in the learning process.

The five, seven, and eight questions focus on the benefit that students get when brainstorming in learning descriptive text using the medium. Six students agree that short videos of tourist attractions can be beneficial for students, especially help to find ideas in writing the descriptive text. Besides, students assume that learning to use media is more straightforward than not using media. The benefit from brainstorming in writing descriptive text is to helps students in finding ideas (Malkawi & Smadi, 2018).

The nine-question focuses on the moral value that students get from the short videos of tourist attractions. Based on the data interview, six students get moral value from the short video besides writing lessons such as we must love and take care of the tourist attractions in

our country and do not destroy nature. In conclusion, questions number one, two, five, seven, and nine are includes in the cognitive response. Meanwhile, questions number three, four, six, and eight are included in the affective response.

CONCLUSION

The result of the research showed that the use of short videos of tourist attractions for teaching writing descriptive text at the eighth grade of SMP Islam Nunuk is successfully implemented. However, there are still some challenges encountered when applying it such as the lack of other supports such as electric plugs makes time quite drained but can still be overcome. The students' responses to brainstorming by short videos for writing descriptive text were positive. Students can fix their problems when they do not find an idea, do not have enough inspiration to write, and run out of words.

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