

THE USE OF BANDICAM APPLICATION AS TEACHING MEDIA TO ENHANCE STUDENTS' WRITING SKILL

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ABSTRACT

This research aimed to know whether the use of the bandicam application as a teaching media can enhance students' writing skill in SMAN 18 Makassar. This research focused on pre-experimental research one group pretest and posttest. The population of this research was the tenth-grade students of SMAN 18 Makassar at the first semester 2021/2022 academic year. The writer took of 270 students as population. The data were obtained from the writing text. The results of the research used inferential analysis of t-test by SPSS v.16, showed that there was a significant enhance in the students' mean score writing skill between the pretest and posttest. The mean score of the students' writing enhanced from 51.04 in the pretest to 79.95 in the posttest. The significance value calculated 0.000 is smaller than 0.05 (P-value = 0.000 < 0.05). Therefore, the hypothesis of this study was accepted. It means that the use Bandicam Application As Teaching Media Can Enhance students writing skill at SMAN 18 Makassar. In addition, students' motivation after using this media also increased. The writer concluded that the use of Bandicam Application As Teaching Media in teaching English can enhance the students' writing skill.

Keywords : Bandicam Application, Writing Skill, Recount Text

INTRODUCTION

Education is the most important thing because education gives knowledge to someone. Education in schools is formal education. Formal education has a lot of learning that students learn. One of the subjects studied by students is learning foreign languages in English. In learning English, we need to know the ability to write. Referring to Wells' theory of literacy levels, in general, English learning in Indonesia is targeted at four literacy levels, namely performative (meaning students can read, write, listen and speak with the symbols used), functional (meaning students can use English). as survival skills for daily life), informational (meaning students can use English to access knowledge), and epistemic (meaning students can express and transform knowledge in English) (Depdiknas, 2004).

There are some problems that students encounter in writing. Compared to the other three skills (listening, reading, and speaking), writing is more difficult because in writing, in addition to knowledge of vocabulary, it is also important to know spelling, punctuation, and effective sentences. In writing, it is necessary to pay attention to grammar and systematic.

Based on the results of the writers' observations when conducting an introduction to the school field at SMAN 18 Makassar, there were still many

students who made mistakes in writing, including the context of students' writing that was not systematic, students' writing grammar was still a lot wrong and also students were not able to develop ideas in writing because they lacked vocabulary. Similar to that Compared to spoken language, the use of written language is often considered more difficult and complex, especially when it is done in a foreign language. Errors in writing are often found in the field of everyday life and are found in the writings of students ranging from elementary school (SD), junior high school (SMP), senior high school (SMA) to university. A study conducted by Zalmansyah (2014) showed that many errors were found in the writings of sixth-grade elementary school students. At the junior high school level, Nani (2014) shows the types of mistakes made by junior high school students in writing. Then Wijayanti and friends (2017) showed errors that occurred in the writing of students at the high school level. Furthermore, research conducted by Goas (2005) and Kusumaningsih and friends (2017) also shows that writing errors are still made by students. It turned out that errors were also found in the text of English teaching materials used at the Open University (Adijaya, 2011) and in the revised 2017 edition of the Indonesian Curriculum 2013 textbook (Giyanti and friends, 2019).

There are various ways that teachers can do to overcome students' difficulties in writing. Among other things, teachers can use technology to create interesting and relevant learning media. According to Bovee (in Sanaky, 2009: 3) a tool that functions in conveying learning messages and helps communicate between teachers and students is learning media. In understanding the material students have different learning styles, as teachers can choose suitable media for students used in learning activities. Sourced from observations in school (PLP) some teachers useless interesting learning media, for example, the use of reading texts and summarizing which makes students bored with learning.

Teachers must use interesting and relevant learning media to enhance students' writing skills. Among other things, teachers can use technology to create interesting and relevant learning media. The teacher must choose the right media for all students so that it is easy to understand the material presented. Media text, images, and audio are combined so that it becomes a good medium for students with various learning styles. Learning media can help students understand the learning material. Helping teachers in presenting or delivering material, so that learning becomes interesting, students are motivated and enthusiastic in writing learning activities. There is an application that can be used to create learning media, namely the Bandicam application. This application can be used by teachers for learning media in improving students' writing skills. The researcher hopes that the bandicam application can help teachers in learning efforts to improve writing skills.

According to Herayanti (in Wulandari, 2020:10), bandicam is a screen recording device that can record PC screen activity. Using this learning media can help students when learning independently; the media can be stored, so that

participants can repeat the material anytime and anywhere. According to Sumiati (2007:163-165), learning media have benefits that can clarify learning material and discuss something intangible into a form that exists, can convey information, provide the real experience, because students can interact with their learning environment, can learn learning material repeatedly despite the limitations of space and time. The description explains that this research has the aim to enhance writing skill of using bandicam application as learning for tenth grade SMAN 18 Makassar at first semester 2021/2022 academic year, which hopes into a valid and practical medium, as well as to make it easier for students to understand the material. During this pandemic, learning time is very limited so that with this learning media developed students can learn without thinking about time and place.

METHOD OF THE RESEARCH

In this writing, the writer applied an experimental research method. The design was used a pre-experimental one-group pre-test-post-test. This design involved one group that was given a pre-test (O), given treatment (X), and given a post-test. In pre-experimental research one group pre-test and post-test, the first step is to determine the sample to be the research sample and grouping it into one research class. The next step is to provide a pre-test to measure the motivational condition of students before being given treatment by the use bandicam application as teaching media to enhance students' writing skill. Then the final stage of the sample was given a post-test to measure the condition of students' writing skill after being given treatment the use bandicam application as teaching media to enhance students writing skill. This writer carried out of SMAN 18 Makassar at the first semester 2021/2022 academic year. The writer took fourth meeting. The research time took place in August. The populations of the research are tenth-grade students of SMAN 18 Makassar at the first semester 2021/2022 academic year. The total of the population were 270 students. And the writer took the students from class X IPA 2 randomly as the sample. In this research the writer took 24 students as sample. The material took from the authentic material in teaching writing recount text. The kind of the text used "personal recount text". Students asked to make a personal recount text. The test gave twice, before and after treatments or the teaching and learning process. The writer has given students a pre-test, to know the initial writing skill of the sample and then the post-test measure the use of bandicam application as teaching media can enhance or not enhance students' writing skill. And to see whether the use of bandicam application as teaching media gives a significant effect than conventional strategy, the writer compares the result of the pre-test and post-test samples.

FINDINGS AND DISCUSSIONS

The writer conducted a pre-test to know the prior knowledge of the students' writing skill and conducted post-test after giving treatments. The presentation of data in this part was obtained through writing test. Below is the table show the students' scores in a pre-test and a post-test.

Table 1 The Percentage of Students' Pre-Test

No	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1	Very good	91-100	-	-	3	12.5%
2	Good	90-76	-	-	17	70.83%
3	Fair	75-61	4	16.66%	4	16.66%
4	Less	51-60	5	20.83%	-	-
5	Poor	0-50	15	62.5%	-	-
Total			24	100%	24	100%

Score: Students' writing score

The results of data analysis in table 4.6 show that in the pre-test none of the students classified as very good and good, 4 (16.66%) students classified as fair, 5(20.83%) students classified as poor category, and 15 (62.5%) students classified as very poor. In the post-test 3 (12.5%) students classified as very good, 17 (70.83%) students classified as good, 4(16.66%) students classified as fair, and none of the students were classified as less and poor. The writer found in the pre-test, most of the students got a low score. But in post-test, most of the students can be got a good score. This result showed that can enhance students' writing skill in grammar.

Table 2 Students' score classification

No	Students' initial	Pre-test	Classification	Post-test	Classification
1	AFA	68	Fair	84	Good
2	AAK	57	Poor	82	Good
3	No	40	Very Poor	78	Good
4	AFS	58	Poor	84	Good

THE ACADEMIC

Journal of English Language Education
ISSN: 2528-3677; E-ISSN: XXXX-XXXX

Volume 7 No. 1 June 2022

5	YDN	42	Very Poor	73	Fair
6	APR	50	Very Poor	82	Good
7	NS	58	Poor	78	Good
8	FA	40	Very Poor	73	Fair
9	Fi	53	Poor	78	Good
10	SNA	50	Very Poor	80	Good
11	SZ	47	Very Poor	74	Fair
12	WONS	73	Fair	93	Very Good
13	ANS	45	Very Poor	76	Good
14	NP	42	Very Poor	78	Good
15	AN	45	Very Poor	76	Good
16	SA	41	Very Poor	76	Good
17	MG	38	Very Poor	70	Fair
18	MFZH	46	Very Poor	80	Good
19	AJW	52	Poor	83	Good
20	Nu	48	Very Poor	80	Good
21	FRS	45	Very Poor	81	Good
22	JAP	75	Fair	91	Very Good
23	MI	40	Very Poor	77	Good
24	AIU	72	Fair	92	Very good
TOTAL		1225		1919	

Source: Students' writing score

Based on the table 4.7 above, the classification students' score pre-test and post-test; In the pre-test; 4 (16.6) students classified as fair, 5 (20.83%) students classified as poor, 15 (62.5%) students classified as very poor. In the post-test; 3 (12.5%) students classified as very good, 17 (70.83%) students classified as good, 4 (16.6%) students classified as fair. From the result of classification students' score pre-test and post-test is the score of post-test higher than the score pre-test

After conducting the students' pre-test and post-test scores in the experiment class, the writer used a t-test for the hypothesis test. The T-test is a test to measure whether or not there is a significant difference between the results of the students' mean scores in the pre-test and the post-test. The using inferential analysis of t-test or test of significance run by SPSS Version 16, the significant differences can be easier to analyze.

In this research, the Null hypothesis (H_0) stated that the using bandicam application as teaching media can't enhance the students' writing skill in English at the tenth-grade of SMAN 18 Makassar at the first semester 2021/2022 academic year. While the Alternative hypothesis (H_1) state that the using of bandicam application can enhance the students' writing skill in English at the tenth-grade of SMAN 18 Makassar at the first semester 2021/2022 academic year. If the value of significance is 2 or sig. (2-tailed) lower than 0.05, H_1 accepted and H_0 rejected. The t-test of the students' writing skill is presented in the following table:

Table. 3 The Result t-test

		Paired Differences				T	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	pre-test - post-test	-2.9304	6.420	1.338	-32.080	-26.527	-21.889	22	.000

The result of the t-test stated that Sig. (2-tailed) was 0,000. The result provided that the Sig. (2-tailed) the table was lower than the level of significance. So, the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It means that the using bandicam application as teaching media can enhance students' writing skill in English at the tenth grade of SMAN 18 Makassar at the first semester 2021/2022 academic year.

DISCUSSION

From the findings, it's clear that there is enhanced students' writing skill after given treatment through bandicam application as teaching media. The students' writing skill especially for five components (Content, Organization, Vocabulary, Grammar and Mechanics) before treatment was less and after treatment was good. The students showed that the using bandicam application as teaching media makes them interested to join the class. They also were more active and creative during teaching learning process. Therefore, the writer took conclusion the use bandicam application as teaching media can enhance students' writing skill.

In line with the results of statistical analysis on the students' writing skill show that from their pre-test score; none of students classified as very good and

good, 4 (16.66%) students classified as fair, 5 (20.83%) students classified as less and 15 (62.5%) students classified as poor. On the other hand, the students' writing skill could be classified as good. In the result of post-test 3(12.5%) students classified as very good, 17 (70.83%) students classified as good, 4 (16.66%) classified as fair and none of the students classified as less and poor. There some students not chance classification because their vocabulary is still less and it was difficult to make the sentence into a paragraph, and there are also students when the pre-test the score is low but after the treatment was given, the students feel motivated to learn. When the post-test was given the score of students is higher.

The result of the t-test analysis show that there is significant different between the result of pre-test and post-test. The mean score at the pre-test is 51.04 and classified fair. While, the total mean score at post-test is 79.95 and classified as good. It means that the students' writing skill enhanced after being taught by using bandicam application as teaching media. The result of t-test stated that Sig. (2-tailed) was 0,000. The result provided that the Sig. (2-tailed) table was lower than level of significance. This result means that there was a significant different between the results of pre-test and post-test. In the other words, teaching writing through bandicam application as teaching media can enhance students writing skill. In line with (Pratiwi and friends: 2020) based on the results of research on the use of video bandicams to increase cognitive learning outcomes; student learning outcomes have increased. Same with (Pangebean: 2020) Bandicam Screen Recorder can be used as an alternative variation of learning media by teachers and can make the students learning outcomes have enhanced.

In addition, after doing research the writer found, the use of bandicam application as teaching media there are some advantages is of the bandicam application as teaching media can make easy to students for learning anywhere and anytime with the material provided by the writer. Teachers can use the bandicam application as teaching media. And then students are interested of the material explanations because bandicam have audiovisual. It's evidenced by students learning outcomes that enhance after treatment by the use of bandicam application as teaching media. They are also more active during the teaching and learning process. However, bandicam application as teaching media it also has disadvantages is; students cannot be monitored directly when studying, the learning materials obtained are limited because they only come from a summary of the material made by the writer. And then, while doing research the writer encountered some obstacles. Obstacles were found because this research was carried out during the pandemic of the corona-virus when teaching and learning activities moved at home. The writer had to prepare extra teaching strategy, the writer should tell students' information repeatedly. Teaching English language in a class by using Smartphone for communication and gave information. So sad because we can't interact directly and the writer just handle students on

Smartphone. Besides that, there are also some students who do their assignments not as instructed by the writer.

Although there are obstacles encountered during the research process, the use of the bandicam application as a teaching media has many benefits. Therefore, Referring to the result above it was concluded that in this research, bandicam application as teaching media can to enhance students' writing skill. The students of tenth-grade Class IPA 2 at SMAN 18 Makassar good achievement in writing skill after the use bandicam application as teaching media.

CONCLUSION

The result of conducting the students' pre-test and post-test scores in the experiment class, the writer used a t-test for the hypothesis test. The result of the t-test stated that Sig. (2-tailed) was 0,000. The result provided that the Sig. (2-tailed) the table was lower than the level of significance. So, the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. Therefore, the conclusion that the use of bandicam application as teaching media can enhance students' writing skill in English at the tenth-grade of SMAN 18 Makassar at the first semester 2021/2022 academic year.

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