

Exploring the Challenges Faced by Students in Learning Writing Recount Text Using Discovery Learning through Short Videos

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Abstract

The study aims to explore the challenges faced by the tenth-grade students in learning to write a recount text through discovery learning using short video. The study used a descriptive qualitative method approach. Hence, the researcher collected the data by using interviews, observations, and document analysis. And then, the participants who participated in this study were 17 students of a senior high school located in Bandung. After gathering the data, the researcher then analyzed and coded them to make interpretations about the findings. The result revealed that the challenges faced by the students in creating a recount text include limited English proficiency. Additionally, it is recommended for further research to explore other areas like factors that may influence the effectiveness of using discovery learning through short videos in teaching writing recount text.

Keywords: Discovery Learning; Writing; Short Video; Recount Text

INTRODUCTION

In recent years, the use of short videos as a learning tool has become gradually popular. (Kay, 2012); (Lee & Chen, 2017) revealed in their research that video can enhance student engagement and motivation. Furthermore, (Mayer & Moreno, 2003) video can promote deeper understanding and retention of complex concepts. (Tseklevs, 2019) added that video can provide opportunities for authentic and situated learning experiences. However, little research has been conducted on the effectiveness of using discovery learning through short videos in teaching writing recount text. This study aims to investigate the challenges faced by students in learning to write recount text using discovery learning through short videos. Creating good recount text is important since this will help the readers get detailed information about something. At the senior high school level, students are expected to be able to create good recount text. Good recount text involves the grammatically-correct sentences, clear storylines, and proper conjunctions to connect one sentence to another. Furthermore, a recount text can be recognized as a good one if it meets the criteria such as clarity, organization, detail, perspective, and engagement. However, the EFL (English as Foreign Language) students at a school in Bandung, they have some challenges and obstacles in creating a good recount text. In previous observations in the school, students are challenged in creating clear storylines. Most of the ideas they are trying to create tend to juggle from one to another. Students are unable to create a cohesive and coherent composition. Apparently, this problem hasn't been solved well. In learning English, students are expected to master the four skills which are listening, reading, speaking, and writing. Every skill possesses the distinctive qualities that set it apart. Out of the four skills, writing is arguably one of the most challenging to become proficient in, as it involves a cognitive process. (Brown, 2007). Before publishing or sharing the writing product, a writer should plan and revise it. Moreover, (Harmer, 2007) states that writing motivates students to pay attention to the precision and correctness of their language. When students are involved in the process of writing, they ought to take into account the language they use. (Harmer, 2007)

stated that writing is a way to produce language and to express ideas, feelings, and opinions. Additionally, writing will be a necessity for academic purposes and future careers. (Kusuma, 2015) stated that one of the important skills for future life is writing skill since it will be used in numerous aspects of life such as science, technology, and others. In this case, as students, they need to be able to master well since it will help them a lot with their studies.

(Harmer J. , 2004) pinpointed several writing processes which include planning, drafting, editing, and final version. First, the purpose of the writing product should be taken into consideration since it influences among other things, not only the type of the texts that would be produced but also the language they would be used and the information that has already been chosen. And then, the writer has to take into account who would be the possible readers, while structuring arranges the content sequentially (Harmer J. , 2004). Second, the writer needs to start writing the first draft. Third, after the drafting, the writing can continue to the next phase which requires the writer to do some editing here and there. Fourth, the final version is prepared as it is already edited. Teaching writing is challenging since it takes time to manage the composing process. Hence, the role of teachers is very essential, especially to help students in generating ideas and providing practice in composing texts (Prabandani, 2016). It means that teachers must assist students to achieve the goal of writing which the students understand how to write in the right way during the process of writing and resulting in a good product. When helping students to become better writers, teachers have a number of crucial tasks to perform. Recount text is the kind of text that tells the past activity periodically as stated by (Anderson & Anderson, 2002) recount texts, which typically involve retelling events or experiences in chronological order, are an important genre for students to learn as they provide opportunities for students to develop their narrative and descriptive writing skills, as well as their ability to organize information effectively. This text is composed by the writer to tell the past experiences or events. Formally recounts texts are a sequence of events. Recount text is used to relate experiences or retell events, informing or reflecting.

Discovery Learning is a learning model where students find the facts and new knowledge by themselves. (Rahman, 2017) stated that discovery learning is one of the learning models where students conduct an experiment to build students own knowledge. Balm (2008:2) as cited by (Feriayanti, 2014) stated that Discovery learning in accordance with the constructivist approach should be used since the students learn more effectively by constructing their own knowledge. Hence, Discovery learning helps students to develop creative thinking abilities by training them to discover. This creative thinking skill is important to have for future skills to create non-existent jobs. Video is an electronic medium that consists of static or moving images with or without audio playback. According to (Canning, 2000) video can be described as the arrangement and ordering of ideas and information in a context that combines both audio and visual elements. In this case, a video can be a medium to convey a message or to transmit information that is most effective in the process of learning English. By using video, it makes the students curious about what they are learning.

METHOD

This study uses a descriptive qualitative approach that aims to analyze or describe the challenges faced by students during the learning process of writing recount text. (Gal & Borg, 2007) define descriptive qualitative research as a method that aims to describe and analyze a particular phenomenon or population in great detail, using qualitative data collection techniques such as interviews, observations, and document analysis. They explain that this type of research is concerned with understanding the complexity of the phenomenon being studied and generating a detailed and nuanced description of it, rather than testing specific hypotheses or

theories. This method involves collecting and analyzing data through interviews, observations, and document analysis. The subjects of this research were tenth-grade students from one of the senior high schools in Bandung. The total number students were 17 with specification male 7 students and female 10 students. The students were eager to learn and possess a high motivation to do challenges. After the implementation of teaching recount text to the tenth grade using discovery learning through short video. The researcher then collected data about the challenges they faced during the writing process. The researcher focused on the students who got lower scores. To collect the data, the researcher used a test to find out students' ability in writing which would be analyzed. And then, the researcher conducted an interview for the students who were involved in this research. The researcher then analyzed the data by organizing the data, identifying patterns or themes, coding the data, analyzing the coding data, and drawing conclusions.

RESULTS AND DISCUSSION

Results

The data collected from the study revealed several challenges faced by the students in learning to write a recount text using discovery learning through short video. These challenges include limited English proficiency. One of the most prominent themes that appeared from the data was that students reported encountered no problems at all in writing a recount text using discovery learning through short media. Students who reported this, tend to get good scores in their work. Students expressed their feelings toward not being able to choose or decide the correct past form of a verb. The challenges include in deciding whether they should put ed at the end of a verb as in regular verbs or they should change it completely as in irregular verbs. Hence, students were struggling with time as they spent longer time recalling the past form of the verb. Students reported that the lack of vocabulary became a major challenge they had during the process of writing. This difficulty includes defining whether the word is a noun, verb, adjective, adverb, or conjunction. Therefore, they limit the number of events happening in their writing. Several students reported having challenges spelling the correct word correctly. This challenge is caused by students who are often exposed to how a word is pronounced rather than written. So, they only remember how a word sounds and transcribe it to their mother tongue language, Indonesian.

Discussion

Through the analysis of interview data, several themes emerged that shed light on the challenges of these students face during the teaching learning process. One of the most noteworthy themes that emerged from the data was the importance of understanding the verb forms or conjugation of verbs. Several students described having challenges in deciding the verb forms especially in the past forms. They felt overwhelmed during the process of their writing since they were unable to decide the correct form. Participants who have good understanding about verb forms and have enough vocabulary managed to create a good recount text product. Another theme that emerged from the data was the challenges associated with lacking of vocabulary. Several Students reported that this challenge had prevented them to create longer or more detail recount text. They had no choice but to limit their story. The last theme that emerged from the data was the inability to recall how a word was supposed to be spelled correctly. Despite these challenges, students also reported a that they have no difficulties at all in learning writing recount text. They noted that the technique was effective.

CONCLUSION

From this research, it can be seen that learning writing text through short video is supposed to be proceeded by learning the past forms of the verbs, building vocabularies, and spelling session. However, the concept or generic structure of a recount text can be comprehended easily by students. To minimise the difficulties as shown above, the teacher is also suggested to review the prerequisite knowledge before teaching writing recount text to the students.

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