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SARASWATI****MAJALAH ILMIAH TENTANG BAHASA, SASTRA
DAN PEMBELAJARANNYA**

IMPROVING STUDENTS' WRITING SKILL IN NARRATIVE TEXT BY USING SHORT VIDEO AT SMK SARASWATI 3 TABANAN

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Abstrak

Penelitian ini bertujuan untuk menyelidiki penggunaan video pendek untuk meningkatkan keterampilan menulis teks naratif siswa di sekolah menengah kejuruan. Penelitian ini dikategorikan sebagai penelitian tindakan kelas. Penggunaan video pendek membantu siswa memahami struktur generik teks naratif. Selama proses pembelajaran, siswa diminta untuk menganalisis struktur naratif dari paragraf pengantar hingga kesimpulan. (Manalu & Tarigan & Sitopu & Silaban, 2021). Pada siklus pertama, siswa menunjukkan peningkatan sedang dalam menulis teks naratif. Namun, masalah seperti kosakata yang terbatas dan penggunaan tenses yang salah masih terlihat. Setelah menganalisis tantangan ini selama fase refleksi, kegiatan tambahan dimasukkan dalam siklus kedua, termasuk latihan membangun kosakata dan latihan tata bahasa yang terfokus. Pada akhir siklus kedua, siswa menunjukkan kemajuan yang substansial. Skor menulis rata-rata meningkat dari 65 pada tes awal menjadi 75 pada tes akhir siklus pertama, dan selanjutnya menjadi 85 pada tes akhir siklus kedua. Selain itu, siswa menunjukkan peningkatan kreativitas dan keterlibatan, yang terbukti dalam orisinalitas dan koherensi cerita mereka. Penggunaan video pendek memberikan konteks visual, sehingga memudahkan siswa untuk menghasilkan ide dan menyusun narasi mereka secara efektif.

Abstract

This study aims to investigate the use of short videos to improve students' writing skills of narrative texts at the vocational high school. This study is categorized as classroom action research. The use of short videos helps students understand the generic structures of narrative texts. During learning processes, students are asked to analyze the narrative structures from the introductory to the conclusion paragraph. (Manalu & Tarigan & Sitopu & Silaban, 2021). In the first cycle, students demonstrated moderate improvement in writing narrative texts. However, issues such as limited vocabulary and incorrect use of tenses were still apparent. After analyzing these challenges during the reflection phase, additional activities were incorporated in the



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second cycle, including vocabulary-building exercises and focused grammar drills. By the end of the second cycle, the students showed substantial progress. The average writing score increased from 65 in the pre-test to 75 in the post-test of the first cycle, and further to 85 in the post-test of the second cycle. Moreover, students displayed enhanced creativity and engagement, which were evident in the originality and coherence of their stories. The use of short videos provided visual context, making it easier for students to generate ideas and structure their narratives effectively.

1. BACKGROUND OF STUDY

Writing is a fundamental skill in language learning, essential for effective communication and expression. In the context of vocational schools like SMK Saraswati 3 Tabanan, developing students' writing skills, particularly in narrative texts, is crucial for enhancing their overall language proficiency and preparing them for future careers. However, many students struggle with writing due to various factors, including a lack of engagement, limited vocabulary, and insufficient understanding of narrative structure.

The integration of multimedia resources, such as short videos, has emerged as a promising method to enhance writing skills. According to Mayer (2009), the use of multimedia in

education can foster better understanding and retention of information, making it easier for students to grasp complex concepts. Videos can provide contextual understanding and stimulate students' creativity, encouraging them to write more effectively. As stated by Hwang et al. (2015), using videos in education can help improve motivation and engagement, which are critical for learning.

Research by Riasati, Sahebi, and Shariati (2012) indicates that visual aids can significantly improve writing skills, particularly in narrative texts, by helping students visualize story elements and structures. Furthermore, videos can serve as models for students, showcasing effective storytelling techniques and narrative development, as highlighted by



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Riazi (2016), who emphasizes the role of examples in skill acquisition.

Learning English writing is important because it helps developing student's critical thinking skills and helps them to understand and and communicate complicated ideas (Fadila, 2015). However, for many students, especially at SMK Saraswati 3 Tabanan, writing narrative texts poses significant challenges. This is because writing requires not only the mastery of grammar and vocabulary but also the ability to organize ideas coherently and express them creatively. Many students struggle with these aspects, which affects their overall writing proficiency and motivation to engage in writing activities.

Traditional methods of teaching writing, such as using textbooks or focusing on grammar exercises, often fail to capture students' interest. These methods tend to be teacher-centered and do not always provide the necessary stimuli to inspire creativity or engagement. As a result, students frequently find the process of writing narrative texts dull and difficult, which

leads to a lack of motivation and poor writing performance.

To address this issue, integrating technology, particularly multimedia tools, into the classroom has become an increasingly popular approach. One such tool is the use of short videos as a teaching aid. Short videos can provide visual and auditory input that helps students understand narrative elements like setting, character development, and plot progression. They also offer engaging content that can serve as inspiration for students' own writing. By presenting stories in a dynamic and relatable way, short videos can help students overcome creative blocks and encourage them to explore new ideas in their writing.

This research focuses on the use of short videos as a strategy to improve students' narrative writing skills at SMK Saraswati 3 Tabanan. By incorporating videos into writing lessons, the study aims to provide a more interactive and stimulating learning experience, motivating students to write more creatively and improving their overall writing proficiency. The research is



conducted as classroom action research, where the effectiveness of short videos will be assessed in terms of their impact on students' narrative writing skills.

2. Literature Review

The research by Fadila (2015) in this study indicate that there is improvement of the student's skill in writing narrative paragraph. Most of the students gradually gained good score at the end of the cycle. The class condition during teaching learning process was quite good. In addition, these was a positive response from the English teacher and the student about the implementing the action. In conclusion, short story can improve students' writing skill narrative text.

The research findings showed that the use of short video in teaching writing narrative texts was able to improve the students' writing skills. It included their abilities in generating ideas, vocabularies, language use and mechanics. There were several factors that influence the improvement, such as the students' interest with short video. They enjoyed writing narrative text by using short video being more creative. Besides, teaching writing narrative texts using short video could attract students'

attention and motivation. The students became more enthusiastic in writing after using short video in the class. It indicated that the students made a considerable improvement in writing narrative texts (Refika & Devi, 2018).

This study aims to investigate the use of short videos to improve students' writing skills of narrative texts at the vocational high school. This study is categorized as classroom action research. The use of short videos helps students understand the generic structures of narrative texts. During learning processes, students are asked to analyze the narrative structures from the introductory to the conclusion paragraph. (Manalu & Tarigan & Sitopu & Silaban, 2021)

3. Research Method and Materials

The researcher in this study used classroom action research: identification, planning, action, observation, and reflection. The Source of data used in this study were students of SMK Saraswati 3 Tabanan. There are nine classes in this school. Because there are so many populations, the researchers only choose one class used as a simple sample of the



study. The class used in this study was class XI K1, which consists of thirty students.

The test technique used was divided into two, namely pre-test and post-test. The pre-test was conducted to determine students' writing abilities before implementing the Short Videp. In contrast, the post-test was conducted after the Short Video was implemented to determine students' writing abilities afterwards.

The data consist of qualitative and quantitative data. The instruments used to attain the qualitative data are observation and documentation, while the quantitative data are collected using writing tests. This study is carried out in two cycles. The use of short videos helps students understand the generic structures of narrative texts. During learning processes, students are asked to analyze the narrative structures from the introductory to the conclusion paragraph. (Manalu & Tarigan & Sitopu & Silaban, 2021).

4. RESULTS AND DISCUSSION

This study is classroom action research that consists of steps; planning,

action, observation, and reflections (Kemmis & Mc Taggart, 1999). Due to classroom action research, there some writing teaching-learning problems to be solved in this study. Before doing action activities, researchers identify writing problems. Then, the problems faced are solved using short videos.

The implementation of short videos in teaching narrative writing at SMK Saraswati 3 Tabanan showed significant improvements in students' writing skills. The study was conducted in two cycles, each consisting of planning, action, observation, and reflection phases. The data collected from students' writing tests, observations, and questionnaires highlighted positive trends in their ability to develop ideas, use appropriate narrative structure, and apply correct grammar and vocabulary.

In the first cycle, students demonstrated moderate improvement in writing narrative texts. However, issues such as limited vocabulary and incorrect use of tenses were still apparent. After analyzing these challenges during the reflection phase, additional activities were incorporated in the second cycle, including vocabulary-building exercises



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The findings also indicated a positive shift in students' attitudes toward writing. Feedback from the questionnaires revealed that most students found the use of short videos enjoyable and motivating. They appreciated the visual stimulus, which helped them better understand narrative elements such as plot, characters, and setting. Overall, the integration of short videos proved to be an effective tool in improving students' narrative writing skills.

5. CONCLUSION

The use of short videos as a teaching tool in narrative writing lessons at SMK

Saraswati 3 Tabanan has proven to be highly effective in enhancing students' writing skills. This study, conducted through two cycles of classroom action research, revealed that the integration of short videos significantly improved students' ability to generate ideas, develop coherent narrative structures, and use correct grammar and vocabulary. The combination of visual and auditory elements provided by the videos helped students better comprehend the key components of narrative texts, such as plot, character development, setting, and conflict resolution.

Furthermore, short videos served as a powerful motivational tool, sparking students' interest and making the learning process more engaging. Students were more enthusiastic and confident in expressing their ideas, which contributed to the originality and creativity of their writing. The visual prompts from the videos helped students to organize their thoughts more effectively and provided a concrete reference for their stories.

The study's findings showed a significant increase in students' writing performance, as reflected in their test scores. The average writing scores



improved notably from the pre-test to the post-test in each cycle, indicating a consistent upward trend in their writing abilities. Beyond the measurable improvements, students' attitudes toward writing also shifted positively. Feedback gathered from questionnaires and class observations revealed that most students found the use of short videos enjoyable and believed it helped them overcome difficulties they previously faced in narrative writing. In conclusion, the use of short videos is an effective and practical instructional strategy for improving students' narrative writing skills. It not only enhances technical aspects of writing but also fosters a more dynamic and engaging learning environment. Given its success in this context, this approach can be widely implemented in similar educational settings to support students in developing their writing proficiency and creative expression.

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