Research Review
Jurnal Ilmiah Multidisiplin
Vol. 2, No. 2, Januari 2024 ISSN: 29622743

Analyzing Writing of Producing Ideas and Using Mechanics through Showing Short Videos

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Article Info

Article history:

Received: 20 December 2023
Revised: 29 Desember 2023
Accepted: 10 Januari 2023

Keywords:

Writing essay
Producing ideas
Showing videos

Abstract

This study addresses the challenges students face in writing, particularly in balancing writing theories with idea generation. It focuses on enhancing students' ability to produce clear and logical scientific writing by improving their mechanics application. Despite challenges faced by students in the English Department of FSB UNG, such as difficulty in writing long paragraphs and applying mechanics, the study aims to overcome these obstacles. The research, conducted through eight sessions of "Writing for Professional Context," utilizes short videos to facilitate idea generation and improve writing mechanics. The objectives include describing students' approaches to idea generation and mechanics application, minimizing deficiencies in these areas, and exploring improvements after intervention. The method involves descriptive qualitative analysis, incorporating tests on mechanics application and essay writing, with results scored using Anderson's criterion reference. Out of 19 students assessed, 4 demonstrated proficiency in the A category, 9 in the B category, and 6 in the C category. Ultimately, the research aims to publish an article in an international journal and secure intellectual property rights (HKI).

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1. INTRODUCTION

Writing is commonly known as complicated tasks, because it is related to how people expressing idea and acquiring information. In expressing idea, people think what they should write in their writing, while acquiring information refers to how people store information as the previous knowledge for writing (Putri & Aminatun, 2021). The idea should be structured and connected which can make writing understandable, thus students should have many vocabularies and understand the structure of the sentences (Sholikhatun, 2022). The structure of idea related to the mechanics of writing such as capitalization, punctuation and spelling (Yuliawati, 2021; Maharani & Sholikhatun, 2022). These elements of mechanics

can influence the producing text of writing, in case of how people use it correctly. The correct usage of mechanics of writing can help readers to understand the writing and writer to deliver idea through the text. In other words, it can be said that writing is comprehensive as it involves a multifaceted process that requires students to identify, analyze, and cultivate ideas (Ayu & Zuraida, 2020).

Essay writing serves as a fundamental aspect of scientific writing, fostering critical thinking and idea generation. To develop ideas, individuals must engage in extensive reading and carefully select topics for analysis, as it aims to inform and persuade readers to accept a point of view (Christianti, 2023). However, a study conducted by Bulqiyah et al. (2021) found that generating ideas before writing is acknowledged as a challenge for students. In addition students encountered challenges in locating the appropriate vocabulary and enhancing their written concepts (Basri & Anggraini, 2020). It is in line with a previous evaluation in March 2022, many students struggle with initiating their essays, with 12 out of 19 students only producing 2 to 5 sentences per hour. This indicates a difficulty in idea selection and organization, compounded by poor mechanics usage.

To address this, incorporating media, such as short videos, into the learning process can enhance students' understanding and facilitate easier idea generation and writing, while also promoting proper mechanics usage (Umutlu & Akpinar, 2020). By incorporating media into the learning process, students become more engaged and enthusiastic about generating ideas critically. A study conducted by Maru & Nur (2020) has proved that the utilization of videos is effective in enhancing students' writing abilities which overcome challenges such as motivation and interest in writing, limitations in ideas and vocabulary, and grammatical aspects. Therefore, this initiative is particularly valuable in preparing students to undertake thesis work in their S1 Program, as it accelerates their writing skills development. In this research, students' writing outcomes are assessed using two evaluation methods suggested by Hyland (2003): holistic and analytic scoring. Holistic scoring provides an integrated assessment of students' ability to generate ideas and utilize mechanics in essay writing, while analytic scoring focuses on identifying specific issues in mechanics (Suastra & Menggo, 2020; Yamanishi, Ono & Hijakta, 2019).

Aligned with UNG's research strategy plan, which aims to empower the region's potential and establish the university as a competitive institution, this research contributes to the social development of humanities, arts, culture, and education. By addressing students' writing challenges through a focus on mechanics and the use of short videos to stimulate idea generation, this study aligns with the university's commitment to enhancing educational quality. It is because proficient writing is a vital literacy skill essential for academic achievement and future career growth (Bai, Wang, & Nie, 2021). Furthermore, it supports the development of ICT-based learning innovations, thereby advancing UNG's vision and mission by improving students' writing proficiency. Additionally, the practical teaching approach employed in this research facilitates the creation of international journal articles, further underscoring its relevance and impact.

The specific objectives of this research are threefold. Firstly, to describe students' approach to generating ideas and employing mechanics in essay writing through the facilitation of short videos. Secondly, to mitigate the shortcomings observed in students' ability to generate ideas and apply mechanics in their writing tasks. Thirdly, to assess the impact of guiding students through the use of short videos on their ability to generate ideas and employ mechanics in essay writing, thereby enhancing their progress in the undergraduate S1 Program.

The research offers several advantages. Firstly, it empowers students to proficiently generate ideas and apply mechanics in their essay writing tasks. Secondly, by facilitating the use of short videos in the learning context, students can broaden their conceptual understanding, making it easier for them to initiate and articulate their ideas clearly, precisely, and logically. Thirdly, it aids students in smoothly organizing their ideas for their thesis and dissertation, ensuring their work is comprehensible to readers. Additionally, it supports students in submitting articles to national or international journals. Moreover, pre-service teachers from the English Department who are engaged in teaching writing skills at secondary school levels can benefit from the insights provided by this research. Lastly, students and English teachers alike can anticipate improvements in the quality of learning outcomes as a result of implementing the findings of this study.

2. METHOD

This research employs a qualitative method to describe the phenomenon of students' idea generation in writing, focusing on the application of mechanics after the researcher implements a teaching writing process involving the use of short videos. Conducted at the English Department of UNG, the study targets students from the E class of the second semester in the academic year of 2021/2022, with a total of 19 participants.

The research unfolds through three distinct stages: data collection, data analysis, and reporting of research results. These stages are realized through a series of steps. Firstly, the pre-research phase involves assessing participants' essay writing abilities before the introduction of teaching videos in the initial meeting.

Secondly, subsequent meetings focus on reinforcing paragraph composition and organizing essays while emphasizing the application of mechanics through exercises. In the third meeting, students are instructed on utilizing different types of mechanics in writing, aided by the content of the first short video, and are tasked with forming topic sentences and structuring essays in groups.

The following meetings continue this process, with the fourth and sixth sessions involving the viewing of additional short videos, followed by individual essay writing tasks. Feedback is provided in the fifth and seventh meetings, addressing the correct use of mechanics and students' questions. The final evaluation occurs in the eighth meeting, where students are tested on their essay writing skills, specifically focusing on the application of mechanics.

The data from students' tasks are calculated by using criterion reference of evaluating writing or reading skills by Anderson (1992). To calculate the students' score of writing essay that contain mechanics used the criterion reference compared to UNG guideline of students' level achievement and the letter grade as follow:

Level of Achievement	Score	Qualification
85-100 %	A	Excellent
75-84 %	B	Good
60-74 %	C	Average
45-59 %	D	Less
0-44 %	E	Failed

3. FINDINGS AND DISCUSSION

3.1 Findings

The part of this chapter illustrates the finding of the research and its discussion. To find the result of the research is based on the data from the field that referred to three research questions. The first is illustrated the students' way of producing idea and using mechanics in writing essay by facilitating showing short video. By this effort the second and the third research question are directly be answered with its presented the students' results of their organizing essay. These to research questions are as whether the process of getting data minimized the level of the students of applying the types of mechanics in their writing essay. This resulted to illustrate the third research question about the students' level of essay writing by using mechanics.

To evaluate the students organizing essay and how to apply the types of mechanics in their writing, the students were given two types of writing tests, those are the first to rewrite a stilted passage without link that consisted of four paragraphs. The students had to rewrite and put suitable link in need. The second type of test is to write an essay with the "collage" topic.

In the initial test, students were given considerable freedom in choosing the types of mechanics and linkages, resulting in the production of 42 simple sentences. Evaluation of this test relied on a rubric developed by the researcher, structured in a single form model. From the results of the first test, it was observed that 7 students demonstrated a high level of proficiency (level A) in applying various types of mechanics, while 11 students fell into the B category, indicating a satisfactory performance. Additionally, 2 students were categorized under C, suggesting room for improvement in mechanics application.

Upon analyzing the writing results of all 19 students, a diverse distribution was evident: 6 students were classified as level A, showcasing commendable mastery of mechanics; 4 students fell into category B, representing a proficient performance; 6 students were categorized in level C, indicating a fair proficiency level, while 4 students were placed in category D, signaling areas for improvement.

Overall, the average ability of the students in applying mechanics and composing essays revealed a balanced distribution: 4 students demonstrated excellence (level A), 9 students achieved a satisfactory level (level B), and 6 students displayed fair proficiency (level C). These findings, summarized in Table 1, offer valuable insights into the overall performance and areas of strength and improvement among the student cohort.

Table 1. Students' Scores or Test Result of Using Mechanics and Composing Essay

Participant Number	Test Result of Using Mechanics				Test Result of Composing Essay				Total value	Category
	Using full stop only based on text	Less of using punctuation little link	Using punctuation, & less of link	Good using punctuation & good link	Less vocab, less coherence, & bad grammar	Less vocab, good coherence, bad grammar	Many vocab, good coherence, good grammar	Many vocab, very good coherence & good grammar		
Category	D 45-59%	C 60-74%	B 75-84%	A 85-100%	D 45-59%	C 60-74 %	B 75-84%	A 85-100%		
1				87		63			75	B
2				89				85	87	A
3			80				80		80	B
4			90			60			75	B
5				90				90	90	A
6				90				90	90	A
7			79					85	82	B
8		70				70			70	C
9				90		60			75	B
10			80				80		80	B
11			83					97	90	A
12			75				75		75	B
13			76		54				65	C
14			80			60			70	C
15			84		56				70	C
16			80				80		80	B
17		70			50				60	C
18				93				87	90	A
19		60				60			60	C
Total	0	3	9	7	3	6	4	6		

3.2 Discussion

From data analysis of 19 students' results of two tests those are applying types of mechanics and writing essay. In this part, here presented the level of students' ability in answering the two kinds of tests.

3.2.1 Students' applying the types of mechanics in the first test

This type of test is the silted sentence which consists of 42. Those sentences organized without using mechanics in it. To answer this test, students were asked to rewrite all sentences by applying suitable and correct mechanics that are needed. Besides, they are freely to put appropriate link as well as good coordinate or subordinators' conjunctions. To evaluate the students' result of the answers, there are four categories as the based, those are A category for the students who are in good using punctuation and good link, B category for them who are in using punctuation, yet they have less of using link, C category for them who are in less of using punctuation and little link, and D category for the students who are in using full stop only based on text given.

Table 2. Test Result of Using Mechanics

Participant Number	Test Result of Using Mechanics			
	Using full stop only based on text	Less of using punctuation little link	Using punctuation & less of link	Good using punctuation,good link
Category	D 45-59 %	C 60-74 %	B 75-84 %	A 85-100 %
1				87
2				89
3			80	
4			90	
5				90
6.				90
7			79	
8		70		
9				90
10			80	
11			83	
12			75	
13			76	
14			80	
15			84	
16			80	
17		70		
18				93
19		60		
The Sum up % of Each Students' Ability inTwo Kinds of Tests	0	3	9	7

The result of evaluation, there are 7 students in level of good ability or A category. They have applied good punctuation by adding links in the first test; however, the types of mechanics are dominated by commas and full stop. In the second level of category, there are 9 students who have used less punctuation or mechanics but they have good links. The third level C category of applying types of mechanics is 3 students. Their applying types of mechanics are dominated by the less of using punctuations and little links in the given task. There is no any one student in D Category, because all students were motivated to use mechanics because of their good getting knowledge of using types of mechanics in previous learning process in class.

3.2.2 The students' result of writing in essay test

To this kind of test, the students were asked to make an essay with the title of "Collage" topic. The students were asked to be freely to choose one of the kinds of essay organization that have been given to them before, those are the essay of descriptive, narrative, recount, and expository essay organization. Those ways have been treated to those students by following the steps of writing introduction paragraph, body, and concluding organization. From the students' freely choosing the topic, they have made the variation of stating title based their own ideas relate to the content of the essays.

Table 3. Test Result of Composing Essay

Participant Number	Test Result of Composing Essay			
	Less vocab, less coherence, &bad grammar	Less vocab, good coherence, bad grammar	Many vocab. Good coherence, good grammar	Many vocab, very good coherence & good grammar
Category	D 45-59 %	C 60-74 %	B 75-84%	A 85-100 %
1		63		
2				85
3			80	
4		60		
5				90
6				90
7				85
8		70		
9		60		
10			80	
11				97
12			75	
13	54			
14		60		
15	56			
16			80	
17	50			
18				87
19		60		
The Sum up % of Each Students' Ability in Two Kinds of Tests	3	6	4	6

As the evaluation results of the writing test which derived from 19 participants of students, there are 6 students have very good or A category. Their writings are generally long essays that included in very good coherence, good grammar and good vocabulary. Moreover, their writings have appropriate using mechanics. Three of them have written six very good paragraphs. Those are participant 2 in 85%, participant 6 in 90%, and participant 18 in 87%. Besides, other 3 participants have written 3 to 4 long good paragraphs. They are the participant 5 in 90%, 7 in 85%, and 11 in 97%. The accumulation of the students' evaluation can be seen in the following description.

3.2.3 The students in A category

Each of the students' writing result illustrated here to get detail information. The first three students as the participants who have written six very good paragraphs which in A category are; a) the participant 2 in 85%; his essay consisted of 5 paragraphs. He had only made 5 mistakes in adding 's' for plural nouns in his

essay and 2 mistakes in adding ‘ing’ in gerund. The final writing result of this student is accumulated by summing the two results of the two tests. Finally, the students got 85% value. b) The participant 6 in 90%, she organized long essay, she wrote an essay consisting of 6 paragraphs. To assess the essay in question, the student only has a few mistakes in terms of using one of the past tenses in the sentence. Then other errors only exist in the addition of using’s’ in plural nouns. The essay written by this student has very good coherence so he gets a score of 90%. c) The participant 18 has organized a long essay with the long 5 paragraphs. This student has some shortcomings in using conjunctions and mistakes in using punctuation such as periods and commas, besides that the student concerned does not use capital letters at the beginning of sentences. In several sentences in her essay there are tenses errors, for example in paragraph 4 the student should use 'are' he uses 'was' so that the student's essay score is at the 85% level

Three other students who composed their essays only consisted of 3-4 paragraphs. a) Participant 5 has written her essay in 3 paragraphs which only has 3 writing mistakes adding 's' to the sentence structure in the third person singular and adding 's' to the plural form. So that students she got 90%. b) The participant 7 has been written her essay with a little mistake in terms of writing error of word order. In his writing, there are clearer sentences to be understood. She got 85% in her writing. c) The participant 11 it was found four paragraphs in her essay. There is no mistake in her essay and it seems that her writing has good coherence and good grammar. She got 97% in her writing.

3.2.4 The students in B category

The students in B category in writing essay test consist of 4 students as participants. They organized many vocabularies, good coherence and good grammar. These students in this level are participant 3 in 80% 10 in 80% 12 in 75% and 16 in 80%. The 4 participants in this category are; a) the participant 3 has written only two paragraphs and there are some mistakes of using ‘s’ in plural form and adding ‘ing’ in present continuous. Besides the student made mistakes in using subject in new sentences in her essay. The grammar of her essay is categorizing good. Thus, she has 80%. b) The participant 10 has written only two short paragraphs in her essay; however, there is no any mistake in her essay. Her essay included B category or 80%. c) The participant 16, in his essay there are only two paragraphs with some mistakes in adding ‘s’ toward present form. This essay included in B category or 80%. d) The participant 12 has written essay only in one long paragraph that consists of seven sentences with it is good grammar and a little mistakes in punctuation. She got B category or 75%.

3.2.5 The students in C category

The students in this category in writing essay test consist of 6 students. They wrote less vocabularies, little bad grammar, but they are still in good coherence in their writing essay. The participant in this level are participant 1 in 63%, 4 in 60%, 8 in 70%, 9 in 60%, 14 in 60%, 19 in 60%. a) The participant 1 has written only two sentences in only short paragraph, with it is little mistakes of structure and using mechanic in terms of avoiding writing capital letter after her using of full stop. This is not included in an essay; she only got 63%. b) The participant 4 has written only one paragraph but consisted of seven sentences. The three sentences of his paragraph were organized in good structure; she got 60% of her essay. c) The participant 8 has written five sentences in his essay which has some mistakes in writing mechanic in using ending ‘s’ in plural form. He has 70% in his essay. d) The participant 9 has written only two long sentences and one error of sentences structure. However, her writing has clear idea that included in 60% and C category. e) The participant 14 has written simple paragraph which consist of four sentences with some mistakes of structure. The participant got her essay in C category with value of 60%. f) the participant 19 has written an essay with five sentences to her essay, there are mistakes of using present tense ‘has’ to be ‘have’. She has well in completing of using punctuation in her essay, she got 60%.

3.2.5 The students in D category

The students in this category consist of 3 participants. Their writing has fewer vocabularies, less coherence and bad grammar. The students as participant in this level are the participant 13 in 54%, 15 in 56% and 17 in 50%. a) The participant 13 where asked to write an essay with the topic of ‘college’ however she just wrote three short sentences without continuing the content of idea of the essay. In these, three sentences she made mistakes in writing some word forms. She had only with the 54% in her writing. b) The participant 15, the participant’s composition only consisted to very good sentences. However, her composition did not finish. There is no a completed idea as a paragraph even as an essay. She got 56% of her writing. c) The participant 17, the essay of this participant is only seven sentences with some mistakes in using ‘her’ to it is personal pronoun. This essay is not finished and it is too hard to get idea. He has 50% in his writing.

4. CONCLUSION

From the results of data analysis on the problem of students' lack of ability to produce ideas and use mechanics in writing essays and the application of the media of showing short video, it shows that the steps taken in this study can have a positive effect on the writing abilities of class C students majoring in English at FSB UNG. Showing videos starts the writing learning process, class conditions come alive, students learn in fun, relaxed situations, and easily generate ideas for determining the focus of writing, composing sentences, and compiling paragraphs and essays. Students have more broad insight and are free to choose topics related to the videos presented. This condition makes it easier for students to take advantage of the time to start and produce good ideas. The results of conducted this research show that from the first punctuation test, there are 7 students in the level A category or very good in applying the types of mechanics, 11 students in B category, 2 students in C category.

As the evaluation results of the writing in the second type of test which derived from 19 participants of students, there are 6 students have very good or A category. Their writings are generally long essays that included in very good coherence, good grammar and good vocabulary. The students in B category in writing essay test consist of 4 students as participants. They organized many vocabularies, good coherence and good grammar. These students in this level are participant 3 in 80% 10 in 80% 12 in 75% and 16 in 80%. The students in C category in writing essay test consist of 6. They wrote less vocabularies, little bad grammar, but they are still in good coherence in their writing essay. The participant in this level are participant 1 in 63%, 4 in 60%, 8 in 70%, 9 in 60%, 14 in 60%, 19 in 60%. The students in D category consist of 3 participants. Their writing has fewer vocabularies, less coherence and bad grammar. The students as participant in this level are the participant 13 in 54%, 15 in 56% and 17 in 50%.

The results of this study indicate that the problem of difficulty writing essays, determining topics, parsing sentences, and using mechanics can be overcome by showing a short video before instructing writing activities. This leads students to freely start writing and enjoy producing ideas.

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