



The Effectiveness of Using Youtube Video in Improving Students Writing Skill of Procedure Text at the Tenth Grade Of SMA Prima Tembung

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ABSTRACT

The aim of this research was to obtain the empirical evidence about the effectiveness of tutorial video on students' writing of procedure texts. The method used in this research was a quantitative method and the research design was a quasi-experimental. The sample of this research was at the tenth grade students of SMA Prima Tembung academic year of 2020/2021. They were X IPA-1 class as the experimental class, whereas X IPA-2 class as the control one. Each class consisted of 25 students. The experimental class was taught with tutorial video while the control class was taught with teacher's presentation or without tutorial video. For sampling technique the researcher used purposive sampling. The instrument used in this research was a written test and the scoring of writing rubric was used to score the students' writing on the pre and posttest. Based on the calculation, the post-test mean scores of the experimental class was 79.32 while that of the control class was 75.44. Then, the result of statistical hypothesis testing by using independent sample t-test found that on degree of significance 5% ($\alpha = 0.05$), to observe was 3.108 while t table was 2.001 or to observe $>$ t table. Therefore, H_0 was rejected and H_a was accepted. Furthermore, the Cohen's formulation was used in order to know the effect size of tutorial video and the result was 0.80. It proved that tutorial video gave moderate effect and it can be concluded that there was a significant effect of tutorial video on students' writing of procedure texts at the tenth grade of students SMA Prima Tembung in the academic year of 2020/2021.

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INTRODUCTION

English is an international language, therefore English is very feasible to be used as a second language in various countries, and become an additional language in several countries. In Indonesia itself, English is an additional language that must be introduced from elementary to college. According to Harmer (2007) English is taught in Indonesia as a foreign language for the

development of knowledge, technology, science, and communication among people from other countries. In learning English, there are some skills need to be mastered by the students. They are listening, speaking, writing, and reading.

When the teacher explains a sentence or procedure, students pay attention to the teacher but they don't necessarily understand, because most students don't like the teacher who keeps talking, From the data analysis, it can be concluded that there was significant effect between video and students' writing ability. So, this research will be apply a procedure text with the same way and to get the result.

According to Stubbs in Herlina (2011), writing is a physical act, it requires material and energy. And like most physical acts, to be performed fully, to bring pleasure, to both performer and audience, it requires practice. By writing someone can expressed his or her through, ideas, and feelings. Then, it provides the information for his or her readers. So, in writing we has to give ideas, feeling, and opinions and created our own thinking to make readers understand. Graham (2012) said that writing is a process through with people though to their ideas. Writing ability is the ability of a person to express his or her ideas, feeling, or something to others by using written language. Writing also one of tools to share information and ideas. So, the students 10 11 will be easy to share their idea or their knowledge through writing.

Bryne (1998) divided the problems that make writing difficult into three categories. The first is language difficulty. Linguistic aspect like grammar, vocabulary, language use, and choice of sentence in writing must have fully monitoring. The second is phycology difficulty, which more focuses on the writer's difficulty because there aren't direct interaction and feedback from the reader when they are writing. This difficulty more focuses on difficulty in develop written material or content of composition. The third is cognitive difficulty. Writing has to be thought through formal instruction like spelling, punctuation, capitalization, and paragraphing.

Teachers must choose materials that are suitable for writing abilities. The teacher should choose the best video with clear pronunciation. The teacher must choose a good topic so that students can understand easily. The YouTube video that presented must be a good video and not boring when students listening to it and to improve their writing skill. Process of writing Richards and Renandya (2002) state the process of teaching writing consists of four basic stages. They are planning, drafting, revising, and editing. For each stage, various learning activities that can support the learning of specific writing skills are suggested. For instance, in the planning stage, teachers can help their students to improve their writing skills in generating ideas by giving activities, such as brain storming, clustering, and rapid

free writing. The planned writing experiences for the students can be described as follows: 1) Planning, 2) Drafting, 3) Revising and 4) Editing.

According to Coursera (2024) Writing is a technical skill to communicate effectively through the written word. Though these may vary depending on what the writing, there are several that transcend categories. According to Sianipar (2013) YouTube is a database containing video content that is popular on social media as well as a provider of various helpful information. YouTube has a function to search for video information or view videos directly. Kinds of YouTube: 1) YouTube, 2) YouTube kids, 3) YouTube music, 3) YouTube Creator Studio and 4) YouTube TV.

YouTube that can be used is general YouTube, this type of YouTube can contain any content and all people can use it as needed, such as this study using a YouTube video to improve writing skills the author uses YouTube as a learning medium because students tend to get bored with repeated explanations that the teacher gives, students prefer learning media because they can more easily understand with a presentation of original sources, by using YouTube they know their native language when native speakers explain a tutorial video From the result, it shows that YouTube has improved students' listening ability.

Anderson & Kathy (1998) explain that a procedure is a piece of text that tells the reader or listener how to do something. The purpose of procedure text is to provide sequenced information or directions so that people can successfully perform activities in safe, efficient, and appropriate ways. It is supported by Walter that procedure text is a rule, an instruction that given or performed in order to achieve a successful outcome-usually a series of sequenced steps.

Anderson stated that a procedure text usually has three sections. There is an introductory statement or title that gives the aim or goal of the procedure, followed by a list of materials that will be needed to complete the procedure. The final section is a sequence of steps, in the order, they need to be completed, to achieve this goal. Objective of the Research The goal of the research is to get effect of YouTube video on students' writing skill of procedure.

RESEARCH METHOD

This research use quantitative research and experimental research; it involves the students in groups that the experimental group and the controlled group, experimental group as a group that got treatment and the control group that do not get the treatment. Priyono (2016) stated that quantitative research is "research that uses the assumptions of a positivist approach." Positivist approach based on natural phenomena and their properties and relations as verified by the empirical sciences. Experimental research is research which conducted to find out the effect of giving a

treatment to a research subject that has been controlled in such a way that later there will be found a causal relationship from the results of the experiment with the effect given (Masyithoh, 2016).

In pretest-posttest control group design “there are two groups chosen randomly, then previously given a pretest to find out the initial state between experimental and control groups.” (Sugiyono, 2012). After knowing the pretest results of the two groups, then the experiment group will be given the treatment (using youtube) while the control group will not.

Bailey (in Priyono, 2016: 104) stated that “Population is the whole unit of which want to be investigated. Meanwhile, the sample is part of population that want to be studied.” Based on the statement, the population of this research is students of SMA Prima Tembung and the sample of this research is students of SMA Prima Tembung Grade X-IPA.. In this research, the researcher use Stage Cluster Random Sampling. This technique is use if the researcher do not have a list of names of all members population but have complete data about the group. In this technique, the researcher only need to draw names of group then choose it randomly. The Following is the sample selection flow. (Priyono, 2016: 116). In this research the writer uses some technique are follows: 1) Observation, 2) Test is used to pre-test and post-test.

RESULT AND DISCUSSION

The writer conducted the normality test before calculating the t-test. It purposed to know whether the data from the two classes have been normally distributed or not. The result of normality test on both the experimental and control class either pre or post-test score were gained from Kolmogorov-Smirnov and Shapiro-Wilk table using IBM Statistics SPSS version 20. The result can be seen as follows:

Pre Test

Table 1.
Tests of Normality

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental	.114	25	.200*	.959	25	.285
Control	.136	25	.167	.944	25	.114

Lilliefors Significance Correction

The result of the normality test showed that the significance level of the experimental class was 0.114 and 0.285 and the control one was 0.167 and 0.114. It means that the probability value (p) of both experimental and control class

was higher than ($>$) the degree of significance 5% ($\alpha = 0.05$). Therefore, it is concluded that the data of both the experimental and the control class' pre-test was normally distributed.

Post Test

Table 2.
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental	.151	25	.077	.938	25	.081
Control	.142	25	.129	.954	25	.211

Lilliefors Significance Correction

The result of the normality test for the post-test showed that the significance level of the experimental class was 0.077 and 0.081 and the control one was 0.129 and 0.211. It means that the probability value (p) of both experimental and control class was higher than ($>$) the degree of significance 5% ($\alpha = 0.05$). Therefore, it is concluded that the data of both the experimental and the control class was normally distributed

The Homogeneity Test

After doing the normality test, the homogeneity test was also required in order to test the similarity of the sample in the experimental class and control class. To calculate homogeneity test, the researcher used *Levene* Statistic Test from IBM Statistics SPSS version 20. The following is the result which was obtained from the test:

Table 3.
Homogeneity of Variances Test of Pre-test

Levene Statistic	df1	df2	Sig.
3.556	1	58	.064

Based on table 3, the result of *Levene* Statistic Test showed that the significance of pre-test between experimental class and control class was 0.64. Therefore, the data of pre-test was homogenous because it was higher than 0.05.

Table 4.
Homogeneity of Variances Test of Post-test

Levene Statistic	df1	df2	Sig.
1.879	1	58	.176

From the result of the *Levene* Statistic Test, it has seen that the significance level or probability value (p) of the data from the experimental and control's post-

test score was 0.176. It means that the significance level or probability value (p) of the data was higher than the significance degree ($\alpha = 0.05$). The result of homogeneity test showed that the sample data from the population has homogenous variance.

The Hypothesis Test

After doing the normality and homogeneity test, the writer conducted the hypothesis test. The writer used the independent t-test from IBM Statistics SPSS version 20 to compare the means or averages of the experimental and the control class in order to check whether there was a significant difference in the result of the experimental and control class after treatments were given.

Table 5.
The T-test Result of Post-test Scores Group Statistics

	class	N	Mean	Std. Deviation	Std. Error Mean
Post- test	Experimental	25	79.13	5.594	1.021
	Control	25	74.20	6.656	1.215

Table 6.
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
	Equal variances assumed	1.879	.176	3.108	.58	.003	4.933	1.587	1.756	8.111
Post-test	Equal variances not assumed			3.108	56.331	.003	4.933	1.587	1.754	8.113
	assumed									

The post-test mean score of the experimental class was 79.13 while the control class was 74.20. The result of T-test in table 4.9 shows that tvalue which is 3.108 with the Sig. (2-tailed) 0.003. Then tvalue is compared to the ttable to know whether the tutorial videos give significant effect toward students' writing of procedure texts. The ttable is taken from the requirement which has been standard in analyzing the data. The ttable shows 2.001 with 58 as the degree of freedom (df) in the significance level 0.05. The comparison shows that tvalue (3.108) > ttable (2.001) and the Sig. (2-tailed) value of the post-test score was lower than α , $0.003 < 0.05$. It means there was a significant effect of tutorial video toward students' writing of procedure texts. To add the data of post-test, the t-test also was done to the gained scores in the two classes which are experimental class and the control class. The result is referred to the Table 4.10.

Table 7.
The T-test Result of Gained Scores

	class	N	Mean	Std. Deviation	Std. Error Mean
score	Experimental	25	25.77	12.218	2.231
	Control	25	6.97	8.572	1.565

Table 8.
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
score	Equal variances assumed	2.865	.096	6.899	58	.000	18.800	2.725	13.345	24.255
	Equal variances not assumed			6.89	51.98	.000	18.80	2.725	13.332	24.268

			9	1	0			
	assumed							

Based on the data t-test above, the result is $t(58) = 3.108$, $p = 0.00$. It means that there was a significant difference between the experimental class ($M = 25.77$, $SD = 12.218$) and the control class ($M = 6.97$, $SD = 8.572$). The result also shows that $t_{value} (3.108) > t_{table} (2.001)$ and the Sig. (2-tailed) is $0.00 < 0.05$. Then, it can be concluded that the tutorial video has a significant effect on students' writing of procedure text. Therefore, it can be seen that $p < \alpha$, which means that H_0 was rejected and H_a was accepted. It proves that the mean score of the experimental class is higher than the control class. In other words, there was a significant effect of tutorial video on students' writing of procedure texts.

Discussion

In this description of the data which was taken from 25 students of the experimental class, Table 4.1 showed the description of the experimental class, the pre-test mean score which is 53.36 before the implementation of tutorial video. Moreover, after the students were given the implementation of tutorial video, the mean score of post-test is 79.32. Meanwhile, Table 4.2 showed the description of the control class, the pre-test mean score which is 67.68 and the post-test is 75.44. It can be seen from the mean score of pre-test in experimental and control class, that students got very minimum scores for their writing of procedure text and the experimental got the lower scores than the control class. In summary, in the pre-test the students in the experimental class got the lower scores than the students in the control class. Whereas, in the post-test the students in the experimental class got higher scores than the students in the control class.

During the treatments, tutorial videos as media were implemented in the experimental class to improve their writing of procedure texts. On the other hand, the students in the control class were taught with teacher's presentations as the media. Based on the statistical analysis, the increasing point of the experimental class was 29.12; from 50.2 to 79.32. As for the control class, it increased 7.76 points; from 67.88 to 75.44. It means that the experimental class had more significantly increasing points rather than the control class. Based on the t-test from the SPSS calculation, it can be proved that p (sig. (2-tailed)) $< \alpha$:

$0.003 < 0.05$. it means that H_0 - which is null hypothesis that youtube video did not give significant effect on students' writing of procedure texts at the tenth grade students of SMA Prima Tembung was rejected and H_a - which is alternative hypothesis that youtube video gave significant effect on students' writing of procedure texts at the tenth grade students of SMA Prima Tembung was accepted. From the data analysis of the research; it can be assumed that tutorial video can give significant effect

on students' writing of procedure texts because the score of students' writing after being taught by tutorial videos is higher than before the writer gave the treatment. The tutorial videos as media can help students to practice their writing of procedure texts.

CONCLUSION

According to the findings in the previous chapter, it is concluded that youtube video has a significant effect improving students writing skill of procedure texts at the tenth grade of SMA Prima Tembung. It can be seen from the data with the statistical hypothesis of significance level 5% showed that the mean score of post-test in the experimental class after implementing the treatment by using tutorial video was 79.13. It was higher than the mean score of pre-test before the treatment, which was 53.36.

The data analysis, moreover, showed that in sig. 2-tailed ($\rho < \alpha$, or $0.003 < 0.05$). It means that null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. Then, the result of statistical hypothesis testing by using independent sample t-test found that on degree of significance 5% ($\alpha = 0.05$), to observe was 3.108 while ttable was 2.001 or to observe $> t_{table}$. Therefore, H_0 was rejected and H_a was accepted. It showed that tutorial video shows the significant effect on students' writing of procedure texts. In summary, it is clear that the media - tutorial video can positively affect students' writing of procedure texts at the tenth grade of SMA Prima Tembung.

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