

THE EFFECTIVENESS OF THE IMPLEMENTATION OF VIDEO YOUTUBE TO IMPROVE STUDENTS' ABILITY IN WRITING PROCEDURE TEXT

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Abstract

The purpose of this research is to find out the effectiveness of the implementation of video youtube to improve students' ability in writing procedure text. The method used in this research was pre-experiment with one group pretest-posttest. The population in this research were students of Class IX at SMP Negeri 8 Makassar for the 2022/2023 academic year. This research used a cluster random sampling technique. The sample was class IX.2, which consisted of 33 students. The instrument used in this research was pre-test and post-test. The results of this research, the mean score of students' pre-test and post-test increased (74.06 to 89.79). The standard deviation score for the pre-test (12.20) and post-test (11.28), showed that the standard deviation of the post-test was smaller than the standard deviation of the pre-test. The n-gain score was 0.59, with 58.57%. Then, the result of statistical hypothesis testing by using sample t-test found that (Sig < α (0.05)), Therefore, Ho was rejected and H1 was accepted, which means that the implementation of video is effective in improving students' ability in writing procedure text.

Keywords — *Implementation, video, writing, procedure text.*

INTRODUCTION

English is a foreign language that is taught in schools beginning in elementary school and continuing through senior high school. The aim of learning English for students is that they must be capable of verbal and written communication. The four linguistic abilities in English are speaking, reading, and writing. According to Harmer (2004), writing is one of four skills that encourage students to focus on proper language use because writing can lead to language development as students solve problems posed by the writer. One of the materials in junior high school that helps students improve their writing skills is procedure text. Procedure text is

a type of text that informs the reader about the proper steps to take to achieve the desired result.

The problem that causes students' skills in writing procedure text to be very low. First is students' difficulty starting writing because they cannot express ideas creatively. The second is students' lack of vocabulary, which makes it difficult to compose sentences. According to Malikul et al. (2022), developing and organizing ideas, difficulties in vocabulary, tenses, and grammar, different student abilities, and limited time are the difficulties faced in writing procedure text. The third is teacher factors, such as learning techniques that are less attractive, causing students to be less attractive and understand the material.

To overcome these problems, the researcher found media that can help teachers in teaching so that learning is more interesting and varied. The media that can be used is video, and this is one of the strategies in both educative and conceptual teaching approaches to increase students' interest, understanding, and cognitive abilities. Video can also be made creatively so that it has its charm in presenting material and can provoke students to develop their ideas and imagination in writing procedure texts.

Several researchers have conducted research related to writing procedure text. Ameliah's (2018) this study employed classroom action research (CAR) with a qualitative methodology. The subject of this research was 33 students in class eleventh, the result of this study is that using media images can improve students' writing skills in procedural texts in the eleventh grade of SMA Negeri 2 Takalar.

Annisa (2021) An experimental research strategy was used in this study, which employed a quantitative methodology. The ninth-grade sample for this study was IX.1 as the experiment class and IX.2 as the control one. This research used random sampling. The result of this research, showed a significant improvement in writing procedure text after they watched the tutorial video.

Based on the description above, the researcher was encouraged to conduct research titled "The Effectiveness of The Implementation of Video Youtube to Improve Students' Ability in Writing Procedure Text."

LITERATURE REVIEW

1. Writing

According to Brown (2000, p.336), writing is a process of thought. He also claims that writing could be organized and completed with just minor changes before publication. Furthermore, Elbow (1973) argues in Brown (2000, p.336) that writing is a two-step process. The first step is determining the concept, and the second is translating the meaning into language. The similarity stated by Kane (2000, p.17) Writing, as opposed to just putting words on paper, involves the following steps: Thinking about it, doing it, and repeating it. Based on some of the explanations above, writing is an ability to compose ideas or thoughts poured through language. Writing is a type of linguistic ability that can be utilized to communicate information indirectly. Based on some of the explanations above, writing is an ability to compose ideas or thoughts poured through language. Writing is a language skill that can be applied to subtly communicate information.

Writing is important because we can provide helpful information for others who need it. Writing is a reliable form of communication; the purpose of writing is for the reader to know and understand the values stated in the writing so that they feel or do anything relevant to the writing's content. The primary function of writing is as an indirect communication tool; students need to learn to write because it allows them to express all of their ideas in good, correct, exciting writing, which makes it easier for them to think critically. In addition, according to Grenville (2001), there are several purposes to writing, such as:

- a. Writing for entertainment is comprised of innovative or creative writing.
- b. Writing to inform, this type of writing can also be entertaining in the sense that it is enjoyable to read.
- c. Writing to persuade, covers some newspaper and magazine articles, as well as various genres of writing.

Jacob, et. al (1981, p.101) point out there are five elements of writing, namely:

- a. Content

In sequence for readers to understand the writing's content and learn something from it, it must be clear.

b. Organization

Getting ready for writing is known as organization. Organization refers to a writer's ability to organize their phrases into meaningful and cohesive concepts.

c. Vocabulary

Good writing and technicality will always result from effective word use.

d. Language Use

It is critical to use proper grammar and language when writing descriptions and other types of writing. The successful use of complex structures, agreements, tense, number, word order, articles, pronouns, and prepositions are referred to as language use.

e. Mechanics

Punctuation, capitalization and spelling are the main mechanics of written text. In writing in English, capitalization, punctuation and spelling can help clarify meaning. Spelling errors can create confusion and change meaning.

Jacob in Bahnar (2013) points out there are five characteristics of good writing, which are as follows:

a. Significances

Writing is considered significant when the readers can appreciate it, get knowledge from it, or feel the need to read. If the readers consider the writing useless and a waste of time, the composition is significant.

b. Clarity

When evaluating poor writing, individuals usually mention that the flaw that annoys them the most is a lack of clarity. To write clearly, we must be mindful of the audience, sentence structure, diction, organization, transitions, example selection, and a half-dozen other factors.

c. Unity and organization

Every word in a paragraph contributes to the development or support of the paragraph's core idea and contents in the same way.

d. Economy

The term "economy" in writing is probably strong, yet it should exist. Many student writers struggle to believe that they should write economically because they are frequently requested to prepare papers of a specific length.

e. Acceptable Usage

Good writing is any writing that could be acceptable usage. It should obey the rules of good English usage such as grammar, pronunciation and other mechanics of writing.

Harmer (2004) explains the writing process, the first one is planning. Planning is important because the writer must know what they want to write. The writer must also have a plan for the idea and purpose of writing. The second is drafting, the writer organizes ideas and everything related to the topic and realized it in action. The third is editing (reflecting and revising), the writer should read and review the material. Therefore, it is important to understand whether the writing is clear or not, as well as whether it is ambiguous or confusing the last is the final version, the author does some important things and adds or subtracts some as needed.

2. Procedure Text

In general, procedure text describes how to make something by following the correct sequence of stages or methods. Procedure text, as defined by Knapp and Watkins in Andaresta (2018), is the text that explains how to perform something. This content will normally be organized by objective, materials/equipment, and steps based on this statement. The purpose of a procedure text is to make its readers understand and know how to make or operate something through sequential steps. The first generic structure of procedure text is the goal, which contains the text's goal. The second is material, which contains materials that will be used to make something and the last is methods or steps, which contains the steps that must be taken so that the objectives described can be achieved. Language features of procedure text, use simple present tense, use action verbs, use sequence adverbs and use adverbials to express time and place in detail.

3. Video

According to Harmer (2003), the video may improve simulations by providing feedback by allowing students to watch themselves and assess their performance, but it may also make learners feel more realistic.

Harmer (2003) explains the benefits of using video to teach English including:

a. Seeing language in use

As a result, viewers can look beyond the content they are hearing and interpret the material more profoundly.

b. Cross-cultural awareness

Video allows students to see issues outside of their classrooms in a unique way.

c. The power of creation

Students have the potential to create something unique and pleasant when they use their video cameras.

d. Motivation

When allowed to see and hear the language being spoken, as well as when it is connected to fascinating projects, most students will show interest.

Harmer (2003) explains the disadvantages of using video in teaching English, the first is the nothing new syndrome, for residents who watch television and the internet are not too interested in displaying monitors in class and poor-quality tapes and disks must ensure that all students can easily see and hear the film. Teachers must also determine whether we can dim the ambient light sufficiently to make the image clear.

YouTube videos for students are online media that display recordings that make it easier to find information and develop knowledge. The majority of students are more interested in using media visual in learning. Through YouTube, students may comprehend a subject matter more rapidly than by studying from textbooks since, in most cases, learning materials are made entertaining so that students do not become bored. This is allegedly to be able to improve student interest in and motivation for studying.

METHODS

This research employed a quantitative design with pre-experiments. This research utilized a one-group pretest-posttest research design. So, in this study, only one class, which served as the experimental class, received a pre-test followed by treatment, and following treatment, the researcher administered a post-test. One-group pretest-posttest design can be described as follows:

Table 1. One Group Pre-test and Posttest Design

Pre-test	Treatment	Posttest
O1	X	O2

Where:

O1: Pre-test done before being given treatment

X: Treatment given to students using a quantitative approach

O2: Post-test did after being given treatment

(Gay, Mills & Airasian, 2012)

The cluster random sampling technique was applied. This study included ninth-grade students from SMP Negeri 8 Makassar for the academic year 2022/2023. The sample consists of 33 students of class IX.2. A pre-test and post-test writing test was employed as the research instrument in this study. The researcher asked students questions during the pre-test to choose one (how to make fried noodles or how to make fried rice), then students make a procedure text according to their choice. The type of test used in the pretest is the same as the post-test. In this study, researchers employed SPSS to analyze quantitative data. T-test, find the writing score, classify the writing score, and find the percentages are the statistics employed.

RESULTS

1. The Frequency and Percentage of Students' Pre-test and Post-test Scores

Table 2. The classification of the students' scores in pre-test and post-test

No.	Class	Range	Pre-test		Post-test	
			F	P	F	P
1	Very good	93-100	2	6%	17	52%
2	Good	84-92	3	9%	4	12%
3	Enough	75-83	13	39%	7	21%
4	Not enough	< 75	15	46%	5	15%
Total			33	100%	33	100%

The researcher saw an improvement in the post-test results, which are represented in the table. There were 28 (85%) students who scored >75 or above the average score, and only 5 (15%) students were given a low categorization. This shows that student achievement increases

after being taught with the implementation of video youtube to improve students' abilities in writing procedure text.

2. The students' mean score and standard deviation pre-test and post-testing

Table 3. The result of mean and standard deviation scores pretest and post-test

Test	Mean	Standard Deviation
Pre-test	74.06	12.20
Post-test	89.79	11.28

The table showed a mean score of 74.06 for the students' pretest. It can be concluded that the students' pretest scores are very low under the prescribed KKM of 75. The mean post-test score was 89.79, the pre-test standard deviation was 12.20, and the post-test standard deviation was 11.28. These findings demonstrate that the student's post-test standard deviation is lower than the student's pre-test standard deviation.

3. N-gain of The Pre-test and Post-test Score

Table 4. The result of the N-gain Score

N-gain Score	N-gain Score (%)
0.59	58.57

From Table 4 above it can be seen that the n-gain value is 0.59 with 58.57%. From these results, it can be categorized as quite effective.

4. The Significant Differences of The Pre-test and Post-test Score

Table 5. The result of the significant (t-test) of the student's pre-test and post-test

Test	Significant Value	Significant Level
Pre-test post-test	.00	0.05

The results of this research show that the mean is statistically significant at the level of Sig= .00 is smaller than the alpha or α level (0.05). Therefore, H1 (Alternative Hypothesis) is accepted because there is a difference between the pretest and posttest results, which indicates that the use of YouTube videos has improved students' writing procedure skills. H0

(Null Hypothesis) is rejected because there is no difference between the pre-test and post-test results.

DISCUSSIONS

This section presented the interpretation of the research results. This section interprets study findings about the effectiveness of using video youtube to increase students' ability to write procedural text. This research included four meetings, including a pretest, treatment, and post-test. The researcher's treatment is in the form of several videos, which can be accessed using the link provided by the researcher. The study's findings were obtained using quantitative methodologies and SPSS. The researcher found that the implementation of video to improve students' ability in writing procedure text is effective.

The results of this research, students who get a pre-test score <75 are 15 students or 46%, those who get a score of 75-83 are 13 students or 39%, those who get a score of 84-92 are 3 students or 9%, and those who get a score of 93- 100 are 2 students or 6%, with the mean score is 74.06. As a result, it can be claimed that the pre-test scores of classes IX.2 students of SMP Negeri 8 Makassar are included in the not enough category. While the results of the post-test, students who get a score <75 are 5 students or 15%, those who get a score of 75-83 are 7 students or 21%, those who get a score of 84-92 are 4 students or 12%, those who get a score of 93-100 are 17 students or 52%, with the mean score is 89.79. From these results, it can be seen that the post-test scores of classes IX.2 students of SMP Negeri 8 Makassar are included in the good category. The mean score of pre-tests was 74.06, while the post-test was 89.79. The result data is a post-test score higher than the pre-test score. This shows that class IX.2 students of SMP Negeri 8 Makassar experienced a significant increase after the treatment. The standard deviation for the pre-test was 12.20 and for the posttest was 11.28. It is proven by the results of the Paired Sample T-test show these results are considerably higher because Sig < 0.05. So, H1 is accepted and Ho is rejected, there are differences in pretest and post-test scores which increase, meaning that the application of YouTube videos is effective in improving students' ability to write procedure text.

CONCLUSIONS

Based on research findings after treatment, the results prove that the implementation of video youtube can significantly improve students' ability to write procedure text in class IX.2

students of SMP Negeri 8 Makassar. YouTube videos easily attract students' attention to learning because they have two elements, audio and visual, which make them easier to understand. It can be seen from the data that the mean score of post-tests is higher than the mean score of pretests. As a result, the null hypothesis (H₀) is rejected whereas the alternative hypothesis (H_a) is accepted. It can be stated the use of video to improve students' ability to write procedure texts is effective.

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