

The Effect of Using YouTube Video on the Tenth Graders' Writing Procedural Text Achievement at SMA Corpatarin

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Abstract

This research was aimed to determine whether youtube video significantly effected the tenth graders' writing procedural text achievement at SMA Corpatarin or not. This research was experimental research. The population of this research were 38 students and through random sampling method, control class (19 students) and experimental class (19 students) were taken. To attain the objective, data were colleted by the pre and post-test to both classes. The quantitavie data analysis was conducted with the SPSS version 17. To test the hypotheses, the researcher used normality test and homogeneity test. The results of the data analysis showed that the sample data of this research was normally distributed and homogeneous population variance and based on hypotheses test showed Sig.2-tailed (0.000) < Sig.level (0.05). It can be concluded that youtube video significantly affected the tenth graders' writing procedural text achievement at SMA Corpatarin.

Keyword: *Youtube video, writing procedural text, experimental method*

Introduction

Writing is an important and the most difficult skills. Swick (2009, p. 5) reported that writing in any language is a difficult skill to acquire. This supported by Richards (2005, p. 303) saying writing is the most difficult skill for second language learners to master. The difficulty is as someone starts to write on a piece of paper, they do not only generate and organize their ideas but they also need to translate their ideas into readable text.

Meyers (2005, p. 2) said that writing is a way to produce language which they do naturally when they speak. Writing is communication with other in a verbal way. Writing is also an action and a process of discovering and organizing their idea, putting them on paper, reshaping and then revising them.

Marjorie (2002, p. 13) stated that writing a good paragraph is not easy because of its complexity. It is complex because a paragraph has its own components. Writing has always been part of the syllabus in teaching of English. Although students have learned writing, they still have many difficulties to write especially to write a procedural text. Mark and Kathy (2003, p. 50) explained that procedure text is a piece of text which gives instructions for doing something. The purpose of a procedure text type is to explain how something can be done such as directions, recipes, instruction manual and itineraries. The procedure text is a kind of text type which gives instructions to do something through a sequence of actions or steps.

Based on the interview to the teacher, it is found that the students still had many difficulties in writing paragraph and most of them in the classroom were passive in joining the teaching learning process, especially in writing procedural text. Most of the students could only write a few words. They had difficulties to make it in written form. And when the teacher asked each of them to present the text in front of the class, most of them only said some words.

Subsequently, the students had also many problems in writing procedural text, such as (1) they had difficulties to explore their ideas; (2) could not recognize the steps and mention the language features of procedural text. Some students did not mention the language features of procedural text; (3) they had problems used the proper word in writing. Some of them could not write the words correctly; (4) they had problems in producing grammatically correct sentences. The students' sentences were not grammatical and the meaning of the sentence is confusing. The students often made mistakes in applying the appropriate structure of present tense in the text;

(5) some students had difficulties to use mechanic (punctuation and spelling) in writing. The students forgot give coma in their writing, for example in punctuation.

The causes of the problems came from the students and the classroom situation. The students' are passive during the teaching and learning process. Usually in the classroom, lack of effective facilities act as the additional factor. The classroom situations are: (1) the students often play and chat with friends during teaching-learning process; (2) some of the students did not finish the writing assignment during the lesson, for example the students did not get enough ability to write, they always opened the dictionary regularly or turned around to get the answer from their other classmates and most the students did not write notes given by teacher; (3) students were not active and creative to ask the lesson what they did not understand, for example they reported that they were confused because they did not understand the material, so they just kept; (4) some of the students were not active when the teacher asked them to do the task in front of the classroom, for example they were not confident with their answer; (5) it was difficult for the teacher to make the students pleasant with the situations, so the students easily got bored.

On the other hand, the students have to master writing procedural text based on the school curriculum, such as how to write the beginning of the procedure or how to explore their idea, how to recognize the steps language futures of procedural text, how to use proper word, how to produce grammatically correct sentences, and how to use mechanic in writing procedural text. Furthermore, procedural text has its own goal, materials and the steps. It is contracditory to the fact that some students found difficulties in writing procedural text form. Those things drove the researcher's interest to study it at SMA Corpatarin with the same level.

Language is not biologically inherited but it is mastered through some efforts (Dakhi & Zagoto, 2016). This implies that the language proficiency achievement has to be overcome through learning. There were many solutions to overcome the problems faced the students in writing procedural text. Hidayati (2010, p. 2) investigated the phenomenon that the students had difficulties in writing procedure text because the teacher just explains the material orally without being supported by teaching aids. The teacher could use various media.

Lance (2007, p. 111) explained that youtube video can prove a compelling and immersive educational experience. Students are easier to understand and memorize the information from the video. It was supported by Harmer (2003, p. 282) that video can add special extra dimension to the learning experience. Video helps the users to arrange what they

will say or write after watching the videos, because they do not listen, but they may recognize it through the gestures of each character in the videos.

Youtube video is medium of communication which contained some information. The information is in the form of picture, image, and action. The students in a classroom would enjoy learning porocess by using youtube video. The students would be successful in learning if they enjoyed the process. English youtube video could make them more fun in learning English.

According to Yusron (2013, p. 7) in his thesis entitled, "Teaching Writing Procedure Text by Using YouTube Video to the Tenth Grade Students of SMK NU MA'arif Kudus in the Academic Year 2012/2013" that using youtube video could improve students' writing procedure text ability.

By using youtube video, the researcher hoped that there is a significant effect on the tenth graders' writing procedural text achievement. According to Hughes (2003, p. 104) the components are content that deals with the text cohesion and paragraph unity, organization that deals with ideas; vocabulary that deals with effective word/idiom choice; language use in constructing correct sentences; the grammar accuracy is most related to the tense used in a particular text; and mechanics that deals with spelling and punctuation.

Based on the explanation above, the researcher formulated the problem in the form of question as "Does youtube video significantly effect the tenth graders' writing procedural text achievement at SMA Corpatarin?" Based on the problem in this research, the hypotheses are formulated as follows:

H₀: There is no significant effect of using youtube video on the tenth graders' writing procedural text achievement at SMA Corpatarin

H_a: There is significant effect of using youtube video on the tenth graders' writing procedural text achievement at SMA Corpatarin

Methodology

This research was conducted to know the effect of using youtube video on the tenth graders' writing procedural text achievement at SMA Corpatarin. The research was conducted at SMA Corpatarin, Duren Sawit. This Senior High School is located in Jl. Pondok Kopi No. 87, Duren Sawit. The research was held at SMA Corpatarin, started from April 25th to May 11th 2016. The design of this research was a true-exprimental type, in which the pre-test and post-test

design was used. The participant of this research were 38 students on the tenth graders. The researcher used random sampling to take XA (experimental class) and XB (control class) as the samples of this research.

In order to collect the data, the researcher used test. In realizing the technique the researcher designed a pre-test and post-test administered to the participants of both classes. The tests were designed to test in the form of written procedural text test. No validity test as the researcher took pre and post-test materials from books, ENGLISH Today 1 (SMA/MA) published by *Quadra*, ENGLISH for SMA/MA Class X published by *Arya Duta*, and Look ahead 1, English for Better Life published by *Erlangga*. Those books have high reliability, consequently assumed valid. It can be used in several schools as orientation in English teaching and learning for high schools according to 2006 Indonesian curriculum.

The researcher taught in the class XA as an experimental class and XB as a control class. The pretest was conducted before using youtube media. Then, the researcher applied the youtube video taught writing procedural text to the experimental class. While to the control class the researcher used the traditional way. The last was posttest done to measure the progress of the tenth graders' writing procedural text achievement.

The data was analyzed by using SPSS statistical computation 17.0. There were two types of techniques: descriptive statistic analysis technique and t-test. Descriptive statistic analysis technique is simply describing what is or what the data shows, that in this research through the mean, minimum scores and maximum scores. Inferential statistic is a technique used to test the differences (t-test) of the two classes, control and experimental, in order to see whether the differences meet the criteria of the significance of the effect the hypotheses proposed. However, before the inferential statistic used the normality and homogeneity test were tested.

Results and Discussion

In order to meet the goal, the researcher worked through three aspects and used descriptive statistic and t-test. First, students' initial competence of writing procedural text, through which worked through the pre-test and post-test scores of the two classes. Second, investigating the students' achievement on writing procedural text. In this phase, the researcher described the differences of both classes through the post-test scores. The last, it was the result of the research hypotheses test.

Table 1
The Descriptive Statistic of Pre and Post-Test Scores in the Experimental Class

Class	Scores	Mean	Minimum	Maximum
Experimental	Pre-Test	54.84	35	80
	Post-Test	82.95	67	96

The table described the result of students' pre and post-test in the experimental class. In the table, the mean of pre-test was 54.84 points. Then, for the mean of post-test was 82.95 points.

Table 2
The Descriptive Statistic of Pre and Post-Test Scores in the Control Class

Class	Scores	Mean	Minimum	Maximum
Control	Pre-Test	48.97	34	76
	Post-Test	61.82	44	81

The table describes the result of students' pre-test and post-test in the control class. In the table, the mean of pre-test was 48.97 points. Then, for the mean of post-test was 61.82 points. It can be concluded that the post-test result was greater than the pre-test. The data indicated the score increase in the post-test.

Table 3
The Descriptive Analysis Results of Post-Test Scores in the Experimental and Control Class

Class	Scores	Mean	Minimum	Maximum
Experimental	Post-Test	82.95	67	96
Control	Post-Test	61.82	44	81

The table describes the result of students' post-test in experiment class and control class. In the table, the mean of post-test in the experimental class was 82.95 points. While the mean of post-test in the control class was 61.82 points. It can be concluded that post-test in the experimental class was greater than post-test in the control class and it can be stated that the scores of the participants in experimental class were greater than those in control class.

Table 4
Tests of Normality

Class	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
Experimental	.101	19	.200
Control	.164	19	.190

Based on the table 4 it is known that the significant score (Sig.) of the post-test in the experimental class was 0.200, the significant score (Sig.) of the post-test in control class was 0.190. The result for normality in experimental class is pre-test 0.200 > Significant level (α) 0.05 and Significant score (Sig.) of post-test 0.190 > Significant level (α) 0.05. It can be concluded that the sample data of this research was normally distributed.

Table 5
Tests of Homogeneity

Score		Levene			
		Statistic	df1	df2	Sig.
Based on Mean	Based on Mean	0.68	1	36	.796
	Based on Median	0.70	1	36	.793
	Based on Median and with adjusted df	0.70	1	34.206	.793
	Based on trimmed Mean	0.71	1	36	.792

Based on the table 5, it is known that the significant score based on mean was 0.796. The significant was higher than the significant level (α) of 0.05; it means samples have the same variance (homogeneous). The result was Significant score (Sig.).

Since the test results on normality and homogeneity showed that the data of this research were normal and homogeneous, the researcher then worked through the hypotheses test. The researcher used T-test to test the hypotheses, the researcher choose the independent sample test (t-test) to see whether the data of the two groups were significantly different. The researcher hypotheses were formulated as follows:

- H₀: There is no significant effect of using youtube video on the tenth graders' writing procedural text at SMA Corpatarin
- H_a: There is significant effect of using youtube video on the tenth graders' writing procedural text at SMA Corpatarin.

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)	
Value	Equal variances assumed	.068	.796	8.069	36	.000
	Equal variances not assumed			8.069	35.910	.000

Based on the Table 6 it was obtained that the sig.2-tailed (0.000) was smaller than the significant level (0.05); Sig. 2-tailed < Sig. level. It means, H₀ is rejected and H_a is accepted. There were significant differences between post-test score in the experimental class to control class one. Therefore, it can be concluded that using youtube video significantly effected the tenth graders' writing procedural text achievement at SMA Corpatarin.

This finding proved that there was a significant effect of using youtube video on the tenth graders' writing procedural text achievement at SMA Corpatarin. This was supported Yusron (2013, p. 7) in his research entitled "Teaching Writing Procedure Text by Using Youtube Video to the Tenth Grade Students of SMK Nu Ma'arif Kudus in the Academic Year 2012/2013". The result of his research showed t-observation (t₀) is 5.05. Compared by t-table (t_t) on the degree of freedom 38 in level of significance 5% is 2.03, it means that the result of t-observation (t₀) is higher than t-table (t_t) and it showed there was significant difference between the ability of teaching writing procedure text before. It means that using youtube video can improve students' writing procedure text ability. Using youtube video media makes the students pay attention to the topic discussion, each of students can express and exchange their ideas, imagination, feeling and information freely. The findings reveal that there is a significant effect of students' writing procedural text achievement by using youtube video.

Conclusion and Suggestions

Most of students think that English is one of the most difficult subjects to learn. Students also feel tired and bored of learning writing only through conventional method. There is nothing that attracts their interest in learning writing. Students always find it difficult to express their thought and feeling based on the situation and context when they write about the topic of discussions. This finding proved that there was a significant effect of using youtube video on the tenth graders' writing procedural text achievement at SMA Corpatarin. Youtube video motivated the students to learn writing. It also makes the learning writing becomes an interesting lesson for students.

Based on the research findings and the conclusions of this research, the researcher offers some suggestions to consider in applying youtube video media in writing procedural text; 1) English teacher needs to explore many interesting methods to motivate the students in learning English and to change the monotonous teaching learning activity, such as by using youtube video. It is because this media was proved enabling students to get better scores. Besides, by using this media, the teachers are also able to create cheerful atmosphere in learning English to make the students enjoy and interest to study; 2) when the teachers implement the media, the students should be more active and communicative in learning process and try to be more involved in the activity offered. It is because it will give many benefits to the students. Besides implementing interesting media, making writing as students' habit hopefully can stimulate students love to write. Students should make writing as their good habit to develop their comprehending ability not only at the school but also at the outside. They also have to realize that writing can open the mind horizon and make the world wider; 3) further researcher should relate all things needed if they are interested to use the same media in teaching writing.

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