

## THE EFFECTIVENESS OF USING YOUTUBE VIDEO IN TEACHING WRITING ABILITY OF PROCEDURAL TEXT AT MTS AL JAM'İYATUL WASHLIYAH GEDUNG JOHOR

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### Abstract

The aims of this study was to find out the significance effect of YouTube video in teaching writing ability of procedural text at MTS Al Jam'iyatul Washliyah Gedung Johor. The research design used in this study is an experimental design with a quantitative approach. The subject of the research was eighth grade of MTS Al Jam'iyatul Washliyah Gedung Johor which consisted of 50 students, there are class VIII-B as the experimental group and VIII-C as the control group. This research employed a test (pre-test and post-test) as an instrument and also observation and documentation as a compliment. They were organization ideas, developed ideas, grammar, vocabulary, and mechanics. After analyzing the texts written by the student, the researcher categorizes them into six categories, namely excellent, very good good, fair, enough, and need guidance. To analyzed data, the researcher used statistically and SPSS. The Mean Score and Improvement of The Students' Writing Ability with YouTube Video 87.50% and without YouTube Video 68.75%. Students who taught by using YouTube video got higher score than students who taught without using YouTube Video. The results of calculations using the t test show that the t-test results from SPSS reveal a sig (2-tailed) of  $(0.01 < 0,05)$ . There was significant effect of using YouTube Video for students, especially in english writing skills. The result of data analysis showed that by using YouTube video as media improved the students' ability in writing skill, stimulated the students to be more active, got interest, and motivation in joining the class.

Key words : writing ability, youtube video, procedural text

### Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh signifikansi video YouTube dalam pengajaran kemampuan menulis teks prosedur di MTS Al Jam'iyatul Washliyah Gedung Johor. Desain penelitian yang digunakan dalam penelitian ini adalah desain eksperimen dengan pendekatan kuantitatif. Subyek penelitiannya adalah siswa kelas VIII MTS Al Jam'iyatul Washliyah Gedung Johor yang berjumlah 50 siswa, yaitu kelas VIII-B sebagai kelompok eksperimen dan kelas VIII-C sebagai kelompok kontrol. Penelitian ini menggunakan instrumen tes (pre-test dan post-test) serta observasi dan dokumentasi sebagai pelengkap. Yaitu gagasan pengorganisasian, gagasan yang dikembangkan, tata bahasa, kosa kata, dan mekanika. Setelah menganalisis teks yang ditulis siswa, peneliti mengkategorikannya ke dalam enam kategori, yaitu sangat baik, sangat baik, cukup, cukup, dan perlu bimbingan. Untuk menganalisis data, peneliti menggunakan statistik dan SPSS. Nilai Rata-rata dan Peningkatan Kemampuan Menulis Siswa dengan Video YouTube 87,50% dan tanpa Video YouTube 68,75%. Siswa yang mengajar menggunakan video YouTube memperoleh nilai lebih tinggi dibandingkan siswa yang mengajar tanpa menggunakan Video YouTube. Hasil perhitungan menggunakan uji t menunjukkan bahwa hasil uji t dari SPSS menunjukkan sig (2-tailed) sebesar  $(0,01 < 0,05)$ . Terdapat pengaruh yang signifikan penggunaan Video YouTube terhadap siswa, khususnya dalam keterampilan menulis bahasa Inggris. Hasil analisis data menunjukkan bahwa dengan menggunakan media video YouTube meningkatkan kemampuan siswa dalam keterampilan menulis, merangsang siswa untuk lebih aktif, memperoleh minat, dan motivasi dalam mengikuti kelas.

Kata kunci : kemampuan menulis, video youtube, teks prosedur

## 1. INTRODUCTION

Learning to write is a productive ability that is necessary for people to be able to communicate both orally and in writing. In addition to speaking, writing is another way that people can communicate by expressing their ideas, thoughts, and feelings. According to Brown (cited in Christina & Putri, 2021): “writing is a thinking process because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization”. Students must first consider the subject or idea they will write about. To write well, students need to learn grammar, vocabulary, and mechanics. Teachers have a crucial role in enhancing students writing skills.

In schools and universities, writing is taught as a crucial talent for producing language. Writing serves as a tool for communication in the field of English as a Foreign Language (EFL), but it also helps students organize their information and put their thoughts and ideas into writing (Sanjaya et.al., 2020). There are three goals exist for writing, according to Grenville (cited in Prihatini et al., 2019): to inform, to entertain, and to convince. One type of text that students are taught when they are learning to write is a procedural text. The purpose of this text is to demonstrate how something is done by following a set of stages or actions.

YouTube is one of the social media that can be used as a learning media in schools effectively. In an increasingly modern era like now, technological developments are increasingly rapid. It is can help with classroom instruction, because there are many types of learning videos, especially learning English. The use of videos in the classroom has a positive influence on students' comprehension of how to write procedure texts effectively. Students found learning to be simpler and more enjoyable, and they are able to write Procedure Text accurately.

There are many students who experience difficulties in writing English. First, it's evident that students vocabulary is limited since they struggle to put concepts into words and construct coherent phrases. Second, students may find it challenging to understand grammar rules pertaining to the usage of verbs, subjects, and objects as well as the proper use of tenses. Thirdly, they struggle to comprehend sentence structure, particularly when it comes to word choice, conjunction usage, and punctuation.

Based on the problem, the research aim to explore the using YouTube videos in improving students' ability to write procedural texts, as well as to contribute to our understanding of how technology can be effectively integrated in educational contexts. The explanation provided above demonstrates that employing videos as a medium to enhance students' procedural text writing skills resulted in positive results. Therefore, there is any discernible improvement in the students' writing skills after using videos.

## 2. RESEARCH METHOD

This research was designed by used the quantitative method with experimental design. In quantitative research, information is obtained through a methodical procedure that uses numerical data. The subject of research is the eighth grade (VIII-B and VIII-C) students of MTS Al Jam'iyatul Washliyah Gedung Johor that consists of 50 students. The object of this research is limited to the procedure text written using YouTube video recipe/tutorial as a medium by the eighth grade students of MTS Al Jam'iyatul Washliyah Gedung Johor. The research was intended to find out whether there are differences of students' writing achievement after being taught using YouTube video in teaching writing about procedure text. The data obtained through writing test, pre-test and post-test.

According to (Arikunto, 2010), data collection is the conscious effort to gather data using a methodical approach that adheres to standard operating procedures. The researcher analyzed the average scores from the pre-test and post-test to determine whether there is a significant difference in the students' abilities to produce procedure language when using video and when they did not. Next, the researcher used the t-test and SPSS formula to examine the study's findings.

**3. RESULT AND DISCUSSION**

The research results show an overview of the results of the data that have been collected through writing tests on the pre-test and post-test. This section offers statistical calculations of pre-test and post-test data that demonstrate the effectiveness of using YouTube video in Teaching Writing Ability of Procedural Text.

**4.1 The mean score and Improvement**

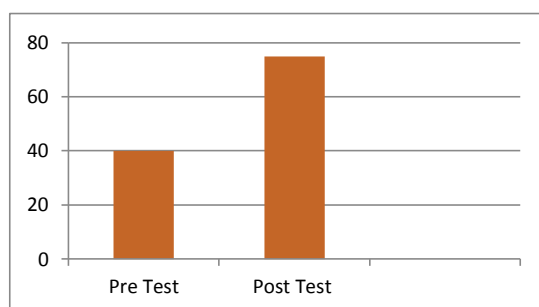
Types	Mean Score		Improvement
	Pre-Test	Post Test	
Control	32.00	54.00	68.75 %
Experimental	40.00	75.00	87,50%

As shown in table 4.3 above, In the Control group, students scored 68.75% after being taught writing without using a YouTube video. The mean pre-test score for students is 32.00, and the post-test score is 54.00.

**Chart 4.1 Control Group**



**Chart 4.2 Experimental Group**



Students' post-test writing ability scores improved by 87.50% after being taught writing ability utilizing YouTube videos. Students' mean pre-test score is 40.00, while their post-test score is 75.00.

$$t = \frac{M_a - M_b}{\sqrt{\left(\frac{dx^2 + dy^2}{N_a + N_b - 2}\right) \left(\frac{1}{N_a} + \frac{1}{N_b}\right)}}$$

$$t = \frac{1300 - 1445}{\sqrt{\left(\frac{1300 + 1445}{25 + 25 - 2}\right) \left(\frac{1}{25} + \frac{1}{25}\right)}}$$

$$t = \frac{13}{\sqrt{\left(\frac{2745}{48}\right) \left(\frac{2}{50}\right)}}$$

$$t = \frac{13}{\sqrt{(57,1875)(0,04)}}$$

$$t = \frac{13}{\sqrt{2,28}}$$

$$t = \frac{13}{1,14}$$

$$t = 11.4035087$$

$$t = 11$$

The researcher employed the assumption that hypotheses are admissible if t-calculated was > t-critic. Based on the colculation of t-test, the value of t-calculated is 11.

**Table 4.2 T-Test used SPSS**

		Levene's Test for Equality of Variances		Independent Samples Test							
		F	Sig.	t-test for Equality of Means							
				t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Sig (2-tailed)			Lower	Upper
Class learning outcomes	Equal variances assumed	2,399	0,128	4,95	48	<,001	<,001	21	4,243	12,47	29,53
	Equal variances not assumed			4,95	46,969	<,001	<,001	21	4,243	12,465	29,535

The t-test results from SPSS reveal a sig (2-tailed) of 0.01, which is less than 0.05. It significance that Ha was accepted, but Ho was rejected.

**Table 4.3 Group Statistic**

	Class	N	Mean	Std. Deviation	Std. Error Mean
Class learning outcomes	Post Test Experimental	25	75,00	16,073	3,215
	Post Test Control	25	54,00	13,844	2,769

Based on the table above, there is mean difference between post test experimental and post control. Which is post experimental the mean is 75.00, while in post control the mean is 54.00, it shown that in post test experimental they got higher score.

According to the calculations, the use of YouTube videos in teaching writing ability of procedural text has a significance effect at MTS Al Jam'iyatul Washliyah Gedung Johor's eighth grade level.

#### 4. CONCLUSION AND SUGGESTION

##### 4.1 Conclusion

The research found a significant difference in students' writing abilities between those taught using YouTube videos and those taught without. Students' writing ability scores improved by 87.50% after using a YouTube video, compared to 68.75% in the control group. The t-test results from SPSS reveal a sig (2-tailed) of  $0.01 < 0.05$ . It significance that  $H_a$  was accepted, but  $H_o$  was rejected. This suggests that YouTube videos significantly enhance students' writing skills in procedure text.

##### 4.2 Suggestion

Have seen the result of the research, the effect of the use of YouTube video could help the students in writing procedure text. the suggestion researcher introduce as the following:

1. For the English teacher, it is important to choosing creative media of learning in order to teach writing ability. The use of YouTube video in teaching writing helps the students developing their ideas in writing and can make students interest to learning.
2. For students, The use of YouTube videos as an alternative media can help students improve their writing skills and overcome writing difficulties. The students appreciate their teacher entirely rattention to the lesson for supporting the learning process functioning effectively.
3. For other researchers, The findings of this study can be used as basic information or a reference for future research on the use of media such as YouTube videos in teaching writing, and it is hoped that this research will help them understand how to use media to improve students' writing abilities.

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