Enhancing Students' Ability to Write Procedure Text through YouTube Video

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ABSTRACT

This study was aimed at finding out how YouTube Video as the media are employed to enhance the students' ability in writing procedure text of SMP Negeri 3 Barebbo. This research used quantitative research method named quasi-experimental design with pre-test and post-test in analyzing students' writing achievement. The research was conducted in eight meetings, in which it includes pre-test, four times of treatment, and post-test. The subject of this research were the third year students which consist of 24 students. This research finding indicated that The YouTube video was significantly effective enhancing students' procedure text writing, include all aspects of writing; content, organization, vocabulary, language use and mechanic. It can be seen from the results that were analyzed using descriptive statistic. The mean score of experimental groups' pre-test is 53.33, meanwhile post-test is 84.46 and the frequency and percentage of pre-test,students were very poor level and in post-test 50.00% of students got very good level. It is indicated that the use of YouTube video as media can enhance students writing achievement of the third-year of SMP Negerri 3 Barebbo in the 2018/2019 academic year. Based on the research finding, the teacher are recommended to have better competencies in selecting and presenting procedure text video in teaching writing.

Keywords: Writing, Procedure Text, YouTube Video

INTRODUCTION

Writing is an ability to express and convey ideas, thoughts and opinions to the readers in a text form which is produced by a writer in carefully chosen words in a simple text until there is a well-understanding and interaction between them as Spratt, M,

Pulvernes, A and Williams, M. in (Febriani, 2014:2012)state that writing is one of the productive language skills which deals with conveying messages with the use of graphic symbols. According to them, writing is an activity to communicate one's idea by using letters, words, phrases, and clauses to from a series of related sentences. Writing is not just fixing up the words into sentences, arranging the sentences into paragraphs and linking paragraph into a text, it also involves grammatical and lexical knowledge to make the readers understand easily. Paragraphs are the basic building blocks of texts. Well-organized paragraphs do not only help readers understand the argument; they also help writers to structure their ideas effectively (Cash & Stankovic, 2016). Furthermore Bailey states that a paragraph is a collection of sentences that deal with one subject. .All paragraphs contain a topic sentence, which is often, but not always, the first (Bailey, 2003). Also A paragraph is the foundation of writing structure. In many ways, it mimics the larger structure of a typical essay. Each paragraph contains one or more sentences, which generally cover one subject (Barrett, 2016).

Based on the writer experience during teaching in the classroom, especially in the ninth grade students, she noted amount of problems in writing procedure text, most of the students have difficulty to write their sentence in written form and when they were asked them to present their text in front of the class some of them had ungrammatical sentence.

The following problem indicators which is done by the students: (1) Students had trouble to evolve their ideas, they only could write until three words in a sentence for example, *pour the water* (2) Students have difficulty in arranging the procedure steps language feature. Numerous students didn't write the procedure text language feature, for example first, second, next, then, after that, and finally, for instance they wrote "*Pour oil into the fan, pour the water into the glass, season with salt and pepper*" (3) Students had difficulty used correct word in writing. They could not choose the appropriate words when they had writing assignment for example "*pour the water into the glass*" they wrote "*come the water in glass*" (4) students had difficulty to produce the correct sentences grammatically, and it had incomplete meaning.

The effect of the above problems cause the students were passive during the classroom teaching learning process. The classroom situation like: (1) students did not do the academic activities, they did not have high learning motivation, for example drawing or chatting with their friends; (2) students did not ask what they did not catch from the lesson, they did not have enough learning   understand all the material, (3) some of students did not have enough self-confident when the teacher ask them to practice their task in front of the class, they just kept silent even their answer was correct (4) some of the students did not complete their writing assignment through the lesson process, because they didn't have enough writing ability, they just always opened the dictionary to find out the meaning of the words or cheated their friend's answer around them. All the students' reality make the teacher had trouble to contrive a gladden situation. Some of them did not accomplish their homework given by the teacher, they had low motivation to study hard (A, Septiana Nur 2012). Those problem arose might be because of teaching method, the materials, the technique, the media or the combination of them. In the teaching and learning process the teacher only uses the conventional method explains what the procedure text is, the media used is very simple such as hand book and work sheet.

To solve the problems in writing teaching and learning process to improve students' writing skill in SMP Negeri 3 Barebbo, the teacher can use media or techniques that are suitable and appealing to the students. One of the methods that can be used in writing teaching and learning writing process is through CALL (Computer Assisted Language Learning). Computer Assisted Language Learning refers to the use of computers as part

of a language-learning course (Omari, 2015). Full audio-visual support and synchronous feedback to a user, makes this type of CALL particularly successful for language learning (Motteram, 2013: 36). Studies show that the CALL trend has facilitated students in their English language writing with useful tools such as computer based activities and word processing (Palphanathan, 2017).In support the instructionsperceptions of the use of technology in the classroom the impact of the combination of different tools within computer-mediated communication, such as videos (Omari, 2015).

YouTube was one of a number of competing services aiming to remove the technical barriers to the widespread sharing of video online. The website provided a very simple, integrated interface within which users could upload, publish, and view streaming videos without high levels of technical knowledge, and within the technological constraints of standard browser software and relatively modest bandwidth (Green, 2009: 1). Furthermore (Miller, Wiegand, Kanouse, & Teeters, 2010: 3) explain that part of YouTube's appeal is its ease of use. Finding a video is as easy as performing a keyword search; watching a video requires nothing more than the click of a Play button; and uploading a video is also pretty much a one-button operation. The YouTube site itself does all the heavy lifting in terms of technology, including file conversion, hosting, and serving.

It's a preference to make the teaching process will be effective, especially in teaching procedure text. The use of YouTube video in classroom can throw boring and time consuming and it will guide the students' activities in an interesting way, easy in understanding in studying English. It helps the teachers transfer the materials that are related to the lesson. Students can imagine about the content of the video that is related to the materials. The students watch the video and pay attention to the scene until they know all about what contains in the video. They can see the act and listen the language from the video so they can write down what they have seen and listened on the paper. The writer believes by YouTube video the students will enjoy the learning process and they would be successful because it can make them more fun and meaningful in learning English. Using YouTube video to teach English classes as supplementary material will provide learners with good understanding and knowledge of their lectures.

Furthermore, it gives students the opportunity to memorize their lessons more easily (Wael, 2016). Sherer and Shea (2011: 56) explain that YouTube is one popular example of a video-sharing resource that both faculty and students can use effectively, both inside and outside of the classroom, to engage students in their learning, energize classroom discussion, and meet course learning goals. According to a summary of current research and educator surveys, educational television and video in (Cruse, 2018) notes that the impact of video on students learning are reinforces reading and lecture material, aids in the development of a common base of knowledge among students, enhances student comprehension and discussion, provides greater accommodation of diverse learning styles, increases student motivation and enthusiasm, and promotes teacher effectiveness.

Based on the above fact, the researcher is interested in carrying out experimental research to resolve the students' problem by applying English YouTube video as a media to teach and deliver the material of procedure text writing.This study was aimed at finding out how YouTube Video as the media are employed to enhance the students' ability in writing procedure. She believes that using this strategy will improve the students' ability in the teaching learning activity. By applying this such strategy the researcher expects that the learning activity will be more effective and gives good impact both in the final result and also in the teaching learning process, so the researcher will conduct a research entitled *"Enhancing Students' Ability to write Procedure Text through*

Video YouTube (A Quasi-Experimental Research to the Ninth Grade Students of SMPN 3 Barebbo in Academic Year 2018/2019)".

In line with the background of the study, the researcher formulates problems statement as follows:

1. Does the use of YouTube video enhance the students' ability to write procedure text?
2. To what extent does YouTube video enhance the students' ability to write procedure text?

The objectives that will be attained in this research are: first, to identify whether the use of YouTube video enhance the students' ability to write procedure text. Second, to describe the students' enhancement in writing procedure text when YouTube video are applying in writing class.

LITERATURE REVIEW

Kretsai Woottipong (2014) *Effect of Using Video Materials in the Teaching of Listening Skills for University Students".* The result of his study showed that teaching listening using authentic video materials enhances student's listening comprehension ability due to the combination of visual images and sound which stimulate student's perceptions.Video can help in promoting the language learners' listening comprehension.

WaelAbdulrahmanAlmurashi(2016). *"The Effective Use of YouTube Videos for Teaching English Language in Classroom as Supplementary Material at Taibah University in Alula".* The paper discusses the effective role of the multimodal text found in many YouTube videos for teaching English inside the classrooms. This paper found that the use of YouTube in teaching the English language plays a leading role in helping learners understand their English lessons. It can improve the performance of students and upgrade their levels in English courses.

GbolahanOlasina (2017) *"An Evaluation of Educational Values of YouTube Videos for Academic Writing".* The significant results of the difference in academic writing performance of the two groups show that the YouTube facilitated group performed better compared to the traditional learning technique group. The fundamental findings suggest that the digital media provided engagement and motivation.

Elson Szeto and Annie Yan-Ni Cheng (2013)*"Exploring the Usage of ICT and YouTube for Teaching: A Study of Pre-service Teachers in Hong Kong".* The results reveal that their ICT usage is high and YouTube is useful for teaching at all three school levels: kindergarten, primary and secondary. The constraints and affordances of YouTube for teaching were identified, namely 'information', 'demonstration' and 'open-ended constructivist'.

Carlos A. Mayora(2014). *"Using YouTube to Encourage Authentic Writing in EFL Classrooms".* He concludes that YouTube can be a helpful online resource for encouraging authentic writing in EFL classrooms and YouTube video is providing learners with a wide and more realistic audience than just a teacher.

1. Teaching Writing

Writing plays an important role in all stages of life from early education to college and beyond. It allows students to communicate ideas, develop creativity and critical thinking, and build confidence (Lee, 2017). The other explanation writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader Nunan, (2003:). Writing is a

learned process that doesn't come naturally to anyone. We all must be taught it. Don't fret if you think you're behind where you should be(Barrett, 2016).

According toLanganWriting as a Skill, Writing as a process of discovery (2010:3), then he also states that writing consists basically of making a point and then providing evidence to support or develop that point(Langan, 2010:5). This idea also supported by (Amiq, 2017)Writing isa process of communication where the students express ideas on paper. Writing is a thinking process where ideas are generated and focused on more relevant ideas, so it is not only a simple matter of transcribing language into writing symbols. Furthermore (Ariyuni and Husein :2) assert writing is expression idea, opinion, experience, or information in the mind of the writer into the form of written language. Writing skill covered some items; kinds of writing, characteristic of effective writing, purpose of writing, element or component of writing, aspect of writing, process of writing, macro and micro-skill of writing, and scoring writing.

Otherwise, in teaching writing consider some aspect such as; the role of the teacher in teaching writing, principle for teaching writing, problem and challenge in teaching writing and strategies in teaching writing.

2. Genre and Text

According to Watkins(2005: 21)genre primarily refers to the language processes involved in doing things with language. Ken Hyland also stresses that genre is socially recognized ways of using language for particular purposes (2003: 18). Butt et al in (Hyland, 2003: 20) classified factual genre in five item : recount, procedure, description, report and explanation. Watkins(2005: 27)adds there are four kinds of **g**enre (social Process) that: describe, explain, instruct, argue and narrate.

Hinkel (2004: 30) writes that process analysis involves directions on how someone should do something or how something should be done, including chronological details in a series of steps/operations/ actions necessary to achieve a particular result or happening.
The purpose of instructing is to tell someone what to do or how to do it, this can be achieved through a range of textual forms (Watkins, 2005: 153). It consists of three parts; title/goal, list of materials and steps. According to Sukismo, dkk procedure texts have the language features as follows; the use of Simple Present Tense, often in imperative form, mainly use temporal conjunction, sentence introducers (sequencers) especially in spoken text.

3. YouTube Video

Alqahtani states (2014: 15) Video YouTube is a video sharing website that allows users from over the world to watch videos posted by other users and upload videos of their own. It includes several kinds of videos such as educational, entertainment, political, historical, medical, and personal videos.

Green expresses (2009: 1) YouTube was one of a number of competing services aiming to remove the technical barriers to the widespread sharing of video online.Skjæveland (2016: 32) claims short authentic videos can benefit English language students by enhancing memory, developing communicative competence, cultural competence, increasing motivation, and catering to different learning styles. However, Bull and Bell (2010: 151) says that downloading video from the web can be a bit more complicated. Not all digital video files found on the web are designed to be downloaded. This process is that many streamed video files cannot be easily saved for later viewing,

nor can they be transferred from one computer to another. The files are only temporarily stored on the computer and disappear once they have been watched.

METHOD

The methodology of this study is quantitative method with quasi experimental design for the research. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. Gay and Geoffrey give assertion that quantitative research is the collection andanalysis of numerical data to describe, explain, predict, or control phenomena of interest (2016: 24).This research was conducted at SMP Negeri 3 Barebboin academic year 2018/2019. The populations of this research were the third year students', the subjects were taken from two groups, experimental and the control group. Each of groups consisted of 24 students. The sample was taking by using cluster random sampling techniques. Cluster random sampling is a sampling intact groups, not individuals, are randomly selected.(Gay, 2016: 161).

The data were obtained through writing test, pre-test and post-test. The Pre-test given to the students to know the students' writing ability before the treatment and post-test was given in the last meeting after the researcher had given the treatment. It was used to examine the students' achievement in writing skill of procedure text and significant difference between the results of the written test from both groups after using the treatmentsThere were 4 number of questions. The students were asked to choose and write one of the procedure text and used Jacobs' writing scale in scoring students' writing test. The data analyzed using descriptive statistic.

FINDING AND DISCUSSION

1. **The Students' Writing Ability**
   The first research question described students' writing score classified:
   Table 1The Frequency and Percentage of the Pre-test

Classification Score	Interval Score	Experimental Group		Control Group	
		F	**%**	**F**	**%**
Very Good	91- 100	0	0,00%	0	0.00%
Good	76 - 90	1	4.20%	1	4.20%
Fair	61 - 75	9	37.50%	8	33.30%
Poor	50 - 60	4	16.70%	6	25.00%
Very Poor	<50	10	41.60%	9	37.50%
Total		**24**	**100%**	**24**	**100%**

a. The percentage of students' achievement in pre-test and post-test of the experimental and control group before and after conducting treatment. Before the treatments both of the groups have similar percentage, they were very poor level in writing procedure text.
   Table 2. The Frequency and Percentage Distributions of the Post-test

Classification	Interval	Experimental Group	Control Group

Score	Score	F	%	F	%
Very Good	91- 100	12	50.00%	5	20.80%
Good	76 - 90	5	20.80%	8	33.30%
Fair	61 - 75	7	29.20%	7	29.20%
Poor	50 - 60	0	0.00%	4	16.70%
Very Poor	<50	0	0.00%	0	0.00%
Total		**24**	**100%**	**24**	**100%**

While the students' writing achievement in post-test indicates that a great frequency of the students at the experimental group were classified as very good in writing procedure text. The fact shows that there were 12 students with percentage 50.00% got very good. Otherwise, it is identified that in the control group, 5 students with the percentage 20.80% got very good. Certainly such data tell us that majority of the students of experimental group had very good quality and significance improvement in writing procedure text after teaching them how to write procedure text through YouTube video.

b. The Mean Score and Standard Deviation of Pre-test and Post-Test Scores.

Table 3 The Mean Score and Standard Deviation of the Pre-test and Post-Test Scores.

Test	Experimental Group		Control Group	
	Mean Score	Standard Deviation	Mean Score	Standard Deviation
Pre-Test	56.33	10.58	56.50	13.62
Post-Test	84.46	13.97	75.92	12.85

it is clearly seen that the mean score of pre-test in experimental group is 56.33 and post-test is 84.29 the mean rising value is 28.13. The mean score of pre-test in control group is 56.50 and post-test is 75.92, it means that, after conducting the treatment, the mean sore of post-test in experimental group is higher than the mean score of post-test in control group (84.46>75.92). It can be concluded that the use of YouTube video enhance the students' achievement in writing procedure text.

c. Test of significance (t-test).

Inferential analysis were used to test the hypothesis. In this case the researcher used t-test (test of significance) for independent sample test, that is a test to know the significance difference between the result of the students' mean scores in post-test in experimental group and control group. If the result of t-table value is higher than t-test value, it is concluded that there is no significantly difference in both groups in pre-test. Then, if the result of t-table value is same or lower than t-test value it is concluded that there is significantly difference in both groups in pre-test.

Table 4 The Value of T-Test of the Pre-test

No	Variable	Value of t-table	(α)	Value of t-test
1.	Pretest of Experimental and Control group	2.01	0,05	-0.070

Based on the table 4 in pretest of experimental and control group, the researcher found that the probability value is -0,070 which means that there is no significance difference in pretest of both groups,

The level of significance (α) = 0,05, the only thing needed degree of freedom (df) = 46, were N+N2-2= 24+24-2 = 46.

Table 5. The Value of T-Test of the Post-test

No	Variable	Value of t-table	(α)	Value of t-test

1.	Pretest of Experimental and Control group	2.01	0,05	2.21

The result of test is presented in the table above is the calculation of t-test of writing achievement on the experimental group and control group. Based on the result of the data analysis as summarized in the table 4.5 the researcher found that the value of t-table for level of significance (α) = 0,05 and degree freedom (df) = 46 was 2.01. Then the value of t-test of students' post-test is 2.21. The positive value indicates that the mean of experimental group is higher than the mean of control group in post-test. Thus the value of t-table is lower than the value of t-test. Based on the result above, it proves statistically that there is significantly difference in both groups in post-test. This finding are .used to determine the null hypothesis (H0) was rejected when the t-test value was greater than t-table and of course, the alternative hypothesis (HI) was accepted. It showed that the use of YouTube Video significantly enhance the students' ability to write procedure text. Then it is concluded that the use of YouTube video is able to give significantly contribution to the students' writing skill.

2. **Students' Score Based the Five Components of Writing**
   Table 5.The Mean Score of Post-test in Scoring System in the Experimental and Control Group after Treatment

NO	Writing Elements	Mean Score		Mean Rising Value
		Experimental Group Post-test	Control Group Post-Test	
1.	Content	25.25	21.42	3.83
2.	Organization	17.41	16.71	0.70
3.	Vocabulary	17.20	16.33	0.87
4.	Language Use	20.33	17.96	2.38
5.	Mechanics	4.25	3.50	0.75

The mean score of every aspect of post-test in experimental group and post-test in control group: the mean score of content in experimental group 25.25 and in control group 21.42 the mean rising value is 3.83, organization mean score of experimental group is 17.41 and control group 16.71 the mean rising value is 0.70, vocabulary mean score in experimental group is 17.20 and control group is 16.33 the mean rising value is 0.87, language use mean score in experimental group is 20.33 and in control group is 17.96 the mean rising value is 2.38, mechanic score in experimental group is 4.25 and in control group is 3.50 the mean rising value is 0.75.

DISCUSSION

The research findings covers the students' writing ability before and after conducting the treatment. For more noticeable about the findings, the researcher exemplifies it in the following section:

1. The Students' Writing Ability. After conducting the treatment, the researcher found that the students' writing ability improved significantly. It is supposed by the percentage of score of the experimental group and the control group. The students score who taught writing procedure text by using YouTube video (the experimental group) shows that some students could reach very good and good score. Teaching procedure text writing using video gave opportunities to students to increase their writing skill which activities make them more active in teaching learning process. It gives students the opportunity to memorize their lessons more easily (Wael, 2016). Through YouTube video the students can watch the action and hear the language from video so they will find out which the urgent part they should write down based

on what they have seen and heard into the paper. When students use video camera themselves they are given the potential to create something memorable and enjoyable. The cameras video-making can provoke genuinely creative and communicative language, with students finding themselves doing new things in English Harmer (2008: 282).

2.Students' Writing Enhancement. The researcher describes the detailed information of enhancement about students' writing ability based on the writing components; content, organization, vocabulary, language use and mechanics, before and after conducting the treatment. It can be asserted that there was significant difference effect of using YouTube video in language use of writing of the third-year students of SMP Negeri 3 Barebbo.Carlos A. Mayora (2014)concludes that YouTube can be a helpful online resource for encouraging authentic writing in EFL classrooms and YouTube video is providing learners with a wide and more realistic audience than just a teacher.

CONCLUSION

Based on the findings and discussions in the previous chapter, the researcher concludes that:It shown that teaching writing through YouTube video is appropriated to be implemented in the classroom and has improved the students' procedure text writing ability. The students were better in arranging the words into sentences specially related to procedure text, It can be seen in experimental group the students' mean score in pre-test was 56.33 improved to 84.46, also the frequency and percentage of students pre-test are very poor level 10 (41.60%) and there is no one student at very good level. In post-test the percentage increased, 11 (45.80%) are at very good level. In control group pre-test and post-test is 56.50 and 75.92. The frequency and percentage of students' pre-test, 9 (37.50%) are very poor level and 0.00% of student very good level, while in post-test, 5 (20.80%) students' are very good level. It means that the students' mean score of post-test indicated the experimental group was higher than control group (84.46>75.92). It proved that YouTube video can enhance the students' procedure text writing ability of Third-Year Students of SMP Negeri 3 Barebbo.

Using YouTube video enhance students' writing ability in all component of writing; content, organization, vocabulary, language use and mechanic of their text. It can be seen that the students' mean score of each component increased, the mean scores in post-test is greater than the mean score in pre-test.

Based on the above conclusions, the researcher put forwards some suggestions for future studies as follows: First for teachers, teaching English is difficult, so before enter to the classroom the teacher should be well prepared materials which will be taught to the student. The teacher should use various and appropriate media and method in teaching writing based on the situation. YouTube video is the suitable choice of teaching way so that can make teaching learning process run well.

The researcher expects that the teacher and teacher candidate are able to conduct will be many techniques and strategies applied in teaching and helping the students' in increasing students' learning achievement in learning English. For students, it is suggested for students to enhance the writing ability. The students should be active in teaching learning process and do more practices in writing. The students have to improve their competence in writing and be confidence in making sentences and paragraphs in writing. The students have to be brave and not afraid of making mistake

whenever they meet difficulties, asks the teacher to help them solving the problem. Third for other researchers, this result of this research who are going to conduct the similar research, hopefully can be used as an additional reference with different variables. Next researchers can develop with their other material which is suitable for the teaching learning process of English lesson. The finding of this research can be used as foothold for the next research in similar problem.

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