IMROVING YOUTUBE MEDIA IN TEACHING WRITING SKILL OF PROCEDURE TEXT

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Abstract

Tenth grade students have difficulty in writing English skill. The objectives of the research is to find out to what extent the implementation of YouTube media improves the students' writing skill. The aimed implementation of YouTube media in writing skill, describing weather or not YouTube media improve students' writing skill and describing the situation when YouTube media used in writing class. The study was implemented in SMA N 1 Kalitidu, at the X grade, using action research. The writer took 35 students as the subject of the research. To find the result, the research got the information from students answer the question test in the from of pre-test and post-test. The improvement of the students it can be seen in the result of pre-test and both post-test. The mean score of pre-test 66.83 improved into 74.80 in the post-test 1, and it also improved into 81.43 in the final post-test. Based on the results of pre-test, post-test 1, and post-test 2, the researcher could consider that most of the students understood about procedure text. The students could make procedure text based on the indicators of writing such as content, organization, vocabulary, language use, and mechanics.

Keywords: Writing, Procedure Text, YouTube

Abstrak

Siswa kelas X memiliki kesulitan dalam keterampilan menulis Bahasa Inggris. Tujuan penelitian ini adalah Untuk mengetahui sejauh mana penerapan media YouTube meningkatkan keterampilan menulis siswa. Penelitian ini bertujuan mendeskripsikan implementasi media YouTube dalam keterampilan menulis, menggambarkan cuaca atau tidak media YouTube meningkatkan keterampilan menulis siswa dan menggambarkan situasi ketika YouTube media yang digunakan dalam kelas menulis. Penelitian dilaksanakan di SMA N 1 Kalitidu kelas X dengan menggunakan penelitian tindakan kelas. Penulis mengambil 35 siswa sebagai subjek penelitian. Untuk mengetahui hasil tersebut, penelitian ini mendapatkan informasi dari siswa menjawab soal tes berupa pre-test dan post-test. Peningkatan siswa dapat dilihat dari hasil pre-test dan post-test keduanya. Nilai rata-rata pre-test 66,83 meningkat menjadi 74,80 pada post-test 1, dan juga meningkat menjadi 81,43 pada post-test akhir. Berdasarkan hasil pre-test, post-test 1, dan post-test 2, peneliti dapat menilai bahwa sebagian besar siswa memahami tentang teks prosedur. Siswa dapat membuat teks prosedur berdasarkan indikator menulis seperti isi, organisasi, kosa kata, penggunaan bahasa, dan mekanik.

Kata kunci : Menulis, Teks Prosedure, YouTube

BACKGROUND OF THE STUDY

Writing is one of the productive language abilities that deals with communicating messages with the use of graphic symbols, according to Spratt, M, Pulvernes, A, and Williams, M. in (Febriani, 2014:2012). They define writing as an activity that involves employing letters, words, phrases, and clauses to form a series of related sentences in order to communicate one's thoughts. Writing entails more than just putting words together in phrases, arranging sentences into paragraphs, and connecting paragraphs into a narrative; it also necessitates grammatical and lexical understanding in order for the reader to understand. Meanwhile, other children who wish to convey their thoughts, feelings, or opinions in writing struggle to do so since they must first learn how to write letters before combining them into words, sentences, and language forms. In the implementation of learning, especially learning procedure text, some students have difficulty in writing procedural text. As a result, procedure text has stages that must be tiring to make something, so it is usually difficult for students to know the stages in making a procedure.

Based on the writer experience during teaching in the classroom, especially in the tenth grade students, the writer noted amount of problems in writing procedure text, most of the students have difficulty to write their sentence in writing form and when they were asked them to present their text in front of the class some of them have ungrammatical sentences. The condition of the class during the teaching and learning process of English is not conducive, such as: 1) Lack of attention of students in listening to what is explained by the teacher. They tend to talk to their classmates. 2) They did not ask the teacher about their difficulties in writing. Some of them said they were confused because they didn't understand the material, so they just kept quiet and did nothing. 3) afraid to answer the teacher's questions, for fear of being wrong so he prefers to be silent when the teacher asks 4) During the writing lesson the students never finish working on it. The reason is, they are not used to writing lessons, making writing lessons as homework instead of doing it at school. 5) Some students refuse to present their writing in front of the class. Because they are not confident.

To overcome this problem, it can be overcome by using various applications, one of which is the YouTube video application which explains the procedure text. YouTube is one of the most popular online programs today. It is popular for increasing the value of video sharing platforms for internet users. The inclusion of YouTube in education is an easy and user-friendly way to improve collaboration skills and integrate technology into learning activities. The students can get information faster and feel more confident in dealing with the lesson as they not only depend on their speaking skills but also their comprehension. In addition, watching videos also unconsciously helps the students learn grammar in an automatic way. The students got the input so well from the speakers, who are mostly native English speakers, in YouTube media.

Through YouTube, the online teaching and learning process is more practical just by inserting the URL of the video on the YouTube site that will be selected. Integrating YouTube videos allow students to be more creative in learning and not limited to just the subject matter. YouTube videos really provide clarity for students to see a visual picture of various conditions and also provide an opportunity for students

to see the actual condition. Based on the information above, students' writing skills are influenced by using of YouTube.

To solve the problems in writing teaching and learning process to improve students' writing skill in SMA N 1 Kalitidu, the use of YouTube media can not make class boring and time consuming and it will guide the students' activities in an interesting way, easy to understand in studying English. It helps the teachers transfer the materials that are related to the lesson. Students can imagine 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 is contained in the video. They can see the act and listen to the language from the video so they can write down what they have seen and listened to on the paper. The writer believes by watching YouTube videos the students will enjoy the learning process and they will be successful because it can make them more fun and meaningful in learning English. Using YouTube media to teach English classes as supplementary material will provide learners with good understanding and knowledge of their teacher.

Therefore, using YouTube media in the tenth grade of SMA N 1 Kalitidu, can improve students' difficulties in writing by stimulating their interest, making the classroom more diverse, making it easier for students to understand, using technology, and providing a variety of materials.

RESEARCH METHODOLOGY

This study uses a collaborative approach. This method aims to find problems that students face in the learning process in order to improve their writing skills. This study adopted the circulatory behaviour study model proposed by Kemmis and McTaggart (1998). Researchers and staff worked together to identify obstacles and weaknesses in the education and learning process, identify problems, and plan and implement countermeasures. The researchers and employees then evaluated, considered, and discussed the measures implemented. In this Classroom Action Research (CAR), researchers performed two cycles to collect data. In this study, researchers applied four phases from Burns (2010: 8), Kemmis and McTaggart. These phases are planning, action, observation, and reflection.

Researchers conducted action research in the classroom for two month from March, 29th until May, 30th 2022 at SMAN 1 Kalitidu. With meeting in each cycle is three time. Located at Jl. Raya Ngasem No. 458 Kalitidu. The writer choose as a research site for two main reasons. First, the location is field experience practice of the writer for doing the research. Second, because the researchers were there, they knew that first-year middle school students had a hard time writing. In fact, researchers want to help English teachers improve their students' writing skills. This condition corresponds to a demonstration as a medium that can be used to learn process texts in the classroom. The subjects of this study were tenth grade students of SMAN 1 Kalitidu, with 35 students. They come from a variety of intellects, social backgrounds and locations.

To find out the average student score, the writer used the following formula: According to Sutrisno (1981:246), these equations are:

Where, $M = \dfrac{\sum x}{n}$

Formula description:

M : Mean of students score

$\sum x$: The sum of students score

N   : The total number of students

After that, the researcher tried to get the class percentage which passed the Minimal Masteri Level (KKM) considering English subject gained score 75 at SMA N 1 Kalitidu. The formula is:

$$P = \frac{F}{N} \text{ x } 100\%$$

P   : The Class Percentage
F   : Total Percentage Score
N   : Number of Students.

In another hand, after finding the students' mean score. The researcher will identify whether students' ability is increase in writing procedure text. From the pre-test up to post-test 1 in cycle 1, and post-test 2 in cycle 2. The researcher using formula below to analysed the data.

$$P = \frac{y1 - y}{y} \text{ x } 100\%$$

P   :Percentage   of   students's improvement
y   : Pre-Test result
y1   : Post-Test 1

$$P = \frac{y2 - y}{y} \text{ x } 100\%$$

P   : Percentage   of   students's improvement
y   : Pre-Test result
y2   : Post-Test 2

RESEARC   FINDING   AND DISCUSSION
A. Situation Prior to Research

This research was conducted in class X SMA NEGERI 1 Kalitidu in the academic year 2021/2022 in the even semester (II). There are 35 students in Class X of SMAN 1 Kalitidu. Including 13 boys and 22 girls with English teacher Mr. Moh. Dinarto S.Pd. The implementation of this CAR coefficient is carried out over 1 cycle, the first cycle is held on Tuesday, March 29, the second meeting is April 12, 2022 and the third meeting is on March 26. in 2022 with a

time allocation for each meeting of two lessons of 2 x 30 minutes. Cycle II, held on May 10, 17 and 24th, 2022 with a test duration of 2 hours x 30 minutes.

The competence under study is to write a procedure. There are three phases in this research, they are pre-research, research implementation and research discussion. In pre-research, the author asked the teacher D to conduct the pre-research. Prior research was done to identify: 1. Problems encountered in the classroom in improving students' writing skills before adopting another technique; 2. Student behavior in the learning process; 3. Classroom situation before applying the technique; Students' learning activities during the process. This data has been collected by certain means. Have conversations with teachers and students, observe the learning process, give students a pre-test.

A pre-test is held to know the details of the student's writing skills. The results showed that the student's mean score was 66.83, below the minimum score of 75.00. Thus, YouTube media was used as a learning medium throughout the writing course.

B. YouTube Media in Teaching Writing

After conducting prior research, the researcher developed an instructional learning plan that included procedural writing activities using YouTube videos. In this activity, the writer wanted to improve the students' English skills, especially   in   writing   problems, especially procedural texts.

According to Suryaman (2015) Youtube has advantages as a learning medium, namely as follows:

1) Informative, namely Youtube can provide information about the development of science and technology 12.

2) Cost Effective, i.e. Youtube can be accessed for free by using the internet network.
3) Potential, namely Youtube is a very popular site and has many videos so that it can have an impact on education.
4) Practical and complete, namely Youtube can be used easily and has complete information
5) Shareable, namely Youtube videos can be shared easily by sharing links
6) Interactive, namely Youtube has facilities for questions and answers through the comments column.

Based on the information above, it can be seen that YouTube can be a medium for student learning, especially in writing skills. There is a lot of material that can find on YouTube.

C. **Situation in Each Cyle**

During cycle 1, the researcher accumulated data from multiple pieces of data such as field notes, observation report, interview report, the score of pre-test, post-test 1, post-test 2, and some photographs. The research results include the improvement of the students' writing skill and the improvement of classroom situations.

Based on the information above, the researcher concluded that teaching writing using YouTube video made students more active, motivated, and enjoy the teaching and learning process. The implementation of YouTube video in teaching writing could explore the students' ideas. By implementing YouTube video in teaching writing the students writing skill improve in making procedure text.

CONCLUSION

Based on the discussion in the previous chapter, the author found the results of the application of YouTube media as an increase in students' writing procedure text and class situation. The first is about the answer of: To find out to what extent the implementation of YouTube media improves the students' writing skill? Second is about the answer of: To describe the improvement that happens with the situation when YouTube media are used in writing class?

1. The result of the research showed that the use of YouTube video is able to improve the students' writing skill that covers writing to explore their ideas, to organize their ideas, to use the proper word in writing, to write paragraph by using the correct grammar, and to use mechanics in writing sentences. The enhancement of the students' writing skill is also supported by the result of the test scores. The mean score of pre-test was 66.83 and it improved into 74.80 in the post-test 1 and 81.43 in the final post test. It proves that the use of YouTube video in teaching writing can improve the students' writing skill.
2. The positive improvements of situation of the class during the teaching learning process the students' behavior changed. They did not do the useless activity during the lesson, students were more motivated and they enjoy in writing class, students were more active to ask about the lesson what they did not understand, students gave more responses when the teacher asked them to do the task in front of the classroom, and students were pleasant with the situation.

To compare the results of the pre-test and post-test in each cycle, the researcher used several steps. Taking into account the average of the students' total test, calculating the percentage, and

calculating the students' improving score from post-test 1 and post-test 2 into presentation.

In analysed the results of the pre-test, the first step the researcher took was to get the average value of the class. It was calculated as follow:

$$\bar{X} = \frac{\sum x}{n}$$
$$\bar{X} = \frac{2339}{35}$$
$$\bar{X} = 66.83$$

From the calculation above, it is known that the average of the pre-test before implementing Classroom Action Research (CAR) was 66.83

The second step is to find out the percentage of students' scores which passed the KKM (75). It was calculated by using the formula below:

$$P = \frac{F}{N} \text{ x } 100 \text{ \%}$$
$$P = \frac{10}{35} \text{ x } 100 \text{ \%}$$
$$P = 28{,}57 \text{ \%}$$

Based on the computations, the percentage of class in the pre-test was 28.57%. that means, there are 5 students who pass according to the KKM.

Next, data from cycle 1 Classroom Action research, the author calculates the results of post-test 1 to determine student improvement based on the results of pre-test to post-test 1. Where there are 3 steps to get that value. The assessment is calculating the students' mean score of the class, calculating the students' improvement score into percentage and calculating the class percentage.

The first step were calculate the mean score of the post-test 1. The calculation was as follows:

$$\bar{X} = \frac{\sum x}{n}$$
$$\bar{X} = \frac{2618}{35}$$
$$\bar{X} = 74.80$$

From the calculating above, the average student score in post-test 1 was 74.80. which is already more than the average score of students in the pre-test. The difference can be seen from the pre-test mean score of 66.83 to the post-test 1 mean score of 74.80.

The second step was to get percentage of students' improvement score from pre-test to post-test 1. The writer calculated by using the formula below:

$$P = \frac{y^1 - y}{y} \text{ x } 100 \text{ \%}$$
$$P = \frac{74.80 - 66.83}{66.83} \text{ x } 100 \text{ \%}$$
$$P = \frac{7.97}{66.83} \text{ x } 100 \text{ \%}$$
$$P = 11.92 \text{ \%}$$

Based on that computation, the percentage increase in scores from pre-test to post-test was 11.92%. it showed that the score in the cycle 1 had improved 11.92% from pre-test score. The third step was to know the percentage of students who passed the KKM. The calculating was as allows:

$$P = \frac{F}{N} \text{ x } 100 \text{ \%}$$
$$P = \frac{25}{35} \text{ x } 100 \text{ \%}$$
$$P = 71.42 \text{ \%}$$

From calculated above, class presentation in pot-test 1 was 71.72%. this means that there are 25 students who have passed the KKM and 10 students whose scores are still below the KKM. The percentage of class in the pre-test (28.57%). the students' improvement which passed the KKM was 42.85 (71.42% − 28.57%). The event though, still requires an increase in that value because it still hasn't earned 75%, which doesn't meet the criteria for success in learning. Therefore, the researcher has carried out the second cycle, because some students still have scores below the standard.

Furthermore, in the cycle 2. The writer also takes into account the results of the post-test 2 to know further the score improvement either from the result of pre-test and post-test 1.

First was to calculate the mean score of the class in the post-test 2. The calculate was follow:

$$\overline{X} = \frac{\sum x}{n}$$
$$\overline{X} = \frac{2850}{35}$$
$$\overline{X} = 81.43$$

From the calculation above, it showed the average of the class scores at post-test 2 was 81.43. it was concluded the achievement score of students' ability in writing procedure text by watching YouTube media was effective. It could be seen from the improvement of students' score post-test 1 to post-test 2 was 6.63 (81.43 – 74.80).

The second step was to get the percentage of students' improvement score from pre-test to post-test 2. The writer calculated by using the formula as follows:

$$P = \frac{y^2 - y}{y} \text{ x } 100 \text{ \%}$$
$$P = \frac{81.43 - 66.83}{66.83} \text{ x } 100 \text{ \%}$$
$$P = \frac{14.6}{66.83} \text{ x } 100 \text{ \%}$$
$$P = 21.84 \text{ \%}$$

Based on that compilation, it could be seen the post-test 2 improved 21.83% from the pre-test or 9.91% (21.83% - 11.92%). The third step was the research tried to get the class percentage whose the score passed the KKM. It used the calculation was as follows:

$$P = \frac{F}{N} \text{ x } 100 \text{ \%}$$
$$P = \frac{31}{35} \text{ x } 100 \text{ \%}$$
$$P = 88.57 \text{ \%}$$

From the calculation, the class percentage was 88.57%. it means that there are 31 students who pass the test in cycle 2 and only 4 students whose scores are still below the KKM. The class percentage of post-test 2.

From the information above, from pre-test, post-test 1 and post-test 2 were improving. In the pre-test, the mean score of students on writing test before carrying out Classroom Action Research (CAR) was 66.83 and it showed there were only 10 students who were able to pass the KKM (75) and there were 25 students who did not pass the KKM. Furthermore, the mean score in the post-test 1 was 74.80. It meant there were some students' score improvement from the previous test (pre-test). That was 7.97 (74.80 – 66.83) or 11.92 %. Meanwhile, The class percentage which passed the KKM in post-test 1 was 71.42 %. It showed there were 25 students who passed the KKM and 10 students were still under the KKM. Consequently, the writer and the English teacher decided to continue to the cycle 2 because it could not achieve the target of success yet; that is 75 % (or at least 24 students) from the class percentage. Next, the mean score in the post-test 2 was 81.43. It showed the students' improvement score 6.63 (81.53 – 66.83) from the post-test 1 (74.80) or 21.84 %. Meanwhile, the class percentage which passed the KKM was 88.57 %. It meant there were 34 students whose the scores passed the KKM and there were only 4 students whose the scores were under the target of the KKM. The post-test 2 had fulfilled the criteria of success; that was above 75 % students could pass the KKM. Automatically, it could be said that the Classroom Action Research (CAR) was success and the cycle was stopped.

Other conclusions were the strength and weakness of the uses of YouTube video in teaching writing procedure text. The strength were: Students were more motivated and gave more responses

toward researcher instruction. Students more easily explore their ideas while writing procedure text. So if the teacher modifies the learning using YouTube video, the students will like the learning. When the students like the learning, they will learn the subject well.

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