

YOUTUBE VIDEO AS A MEDIA IN TEACHING NARRATIVE WRITING

Ayu Febri Mulyanti, M. Ali Ghufron¹⁾, Moh. Fuadul Matin²⁾

English Education Department
Faculty of Languages and Arts Education
IKIP PGRI Bojonegoro
ayukfebrim@gmail.com

Abstrack

Writing is an important skill for learners of English as a foreign language. It is important to be mastered in order to ensure success. Writing is one of the four skills that should be taught to English learners. However, writing becomes the most difficult skill for the student. So, from analyzing the whole problems and also the causes, the writer try to find the solution in this study. The use of YouTube video as the authentic material can trigger the students to study English easily. The objectives of this research were to find out whether or not using YouTube Video as a medium in teaching narrative text is more effective than textbook media. This study used a quasi-experimental method. The population in this reseach was the eighth-grade students of SMP Negeri 1 Cepu. The total number of population is 45 students. The samples were divided into two groups, i.e. experimental and control group. The experimental group consisted of 23 students, while the control group consisted of 22 students. The instrument used in this study was essay writing test. The data yielded from this test was analyzed by using t-test. Before the t-test was implemented, normality test and homogeneity test were employed. The result of t-test showed that t_{obs} is 7.28 and t_{table} with $\alpha=5\%$ is 2.017. Therefore, it is concluded that using YouTube video is more effective than textbook media in improving students' writing skill.

Key words: *YouTube video, teaching writing, narrative writing, textbook.*

Abstrak

Menulis adalah sebuah keterampilan penting untuk pembelajar Bahasa Inggris sebagai bahasa asing. Hal ini penting untuk dikuasai dalam menjamin kesuksesan. Menulis termasuk satu dari empat keterampilan yang harus dipelajari pembelajar Bahasa Inggris. Bagaimanapun, Bahasa Inggris menjadi yang paling sulit bagi para siswa. Jadi, dari menganalisa keseluruhan masalah dan juga sebab-sebab, penulis mencoba untuk menemukan solusi pada penelitian ini. Menggunakan video YouTube sebagai alat menulis dapat memicu siswa untuk belajar Bahasa Inggris dengan mudah. Tujuan dari penelitian ini adalah untuk menemukan apakah ya atau tidak video YouTube sebagai sebuah media dalam mengajar teks narasi itu lebih efektif dibandingkan dengan media buku

pelajaran. Pada penelitian ini menggunakan sebuah metode kuasi-eksperimental. Populasi pada penelitian ini adalah siswa kelas delapan SMP Negeri 1 Cepu. Jumlah populasi 45 siswa. Sampel dibagi menjadi dua kelompok, yaitu eksperimen dan kontrol grup. Kelas VIII-B sebagai kelompok kontrol dan kelas VIII-C sebagai kelompok eksperimen. Kelompok eksperimen terdiri dari 23 siswa, sedangkan kelompok kontrol terdiri dari 22 siswa. Instrumen pada penelitian ini adalah tes esei menulis. Data yang dihasilkan dari tes ini akan dianalisa menggunakan t-test. Sebelum t-test diterapkan, tes normalitas dan tes homogenitas dikerjakan. Hasil dari t-test menunjukkan bahwa t_{obs} 7,28 dan t_{tabel} dengan $\alpha=5\%$ adalah 2,017. Rata-rata keterampilan menulis siswa sebelum ke sesudah pada kelas yang tidak diajarkan menggunakan video YouTube atau diajarkan menggunakan buku pelajaran (61 sampai 61,77) dan keterampilan menulis siswa pada kelas yang diajarkan menggunakan video YouTube (62,08 sampai 72,26). Oleh karena itu dapat disimpulkan bahwa menggunakan video YouTube lebih efektif dibandingkan dengan menggunakan buku pelajaran dalam meningkatkan keterampilan menulis siswa.

Kata kunci: Video Youtube, Pengajaran Menulis, Menulis Narasi, Buku Pejararan.

INTRODUCTION

Writing is one of the four skills that should be taught to English learners. The language skills to be achieved are divided into two parts of language functions, namely, oral and written English as means of communication. In this case, listening and speaking are oral language; reading and writing are written language. However, writing becomes the most difficult skill for the student. The students are not only supposed to write, but they also have to combine their ideas with their thoughts into a good paragraph, this makes it a difficult task to write, moreover in foreign language. Tangpermpoon's (2008), states that writing is the most complex skill which needs suitable language use and vocabulary which are combined in good organization in order to

make the reader understand the writing product.

From analyzing the whole problems and also the causes, the writer and the teacher try to find the solution in this study. One of the possible solutions to the above problem is by using an aid to help the teacher in delivering the material. Manik and Sinurat (2015: 172) state that media is proven can increase the students' curious and write the imagination in their mind. Therefore, it is important for English teacher to used various kinds of methods, techniques, strategies, and media.

The writer conducted this study to analyze this problem deeply and will find the solution. The writer chose SMP Negeri 1 Cepu as the object of the study, because the scoreS of the students in English writing was low, only 50% students

who got standardized scores (*Kriteria Ketuntasan Minimal*). It was purposively chosen as a research setting. The second reason was the English teacher in this school focused on the textbook medium without audiovisual media. The writer choose the specification is the students in VIII class. Most of the students in this class had low scores in writing narrative text. The writer had proved this case from the survey study that means preliminary study.

YouTube video is one of media that can be used to teach writing narrative text. YouTube video is suitable with the characteristic of narrative text, because the plot of this video has the same order as the generic structure of narrative text. It also has the same aim as narrative text, which is to entertain the audience.

The use of YouTube video as the authentic material can trigger the students to study English easily. Pratiwi (2011) conducted the study to identify whether or not and to what extent the implementation of YouTube video to improve the students' writing skill, she found that the use of YouTube video are very useful and important to improve students' writing skill. Bashir (2012) studied about improving students' ability in writing descriptive text using YouTube video, he found that the use of YouTube video can improve students' writing skill and class climate. Mayora (2009) focused on using YouTube in writing classroom and she found that YouTube videos are effective in helping the students to write. Flerk, Beckham, Sterns, & Hussey (2014) conducted a research on YouTube in the English classroom and it provides how helpful tips and students'

perceptions. A, Nur S (2012) found that the use of YouTube video can improve students' writing skill and class situation of English class.

The use of video from YouTube can be considered as the audiovisual material which can be employed to teach other subjects through English with low-level learners. Anggraeni (2012) and Pratiwi (2011) reported their study that the video helps the students enable to explore main ideas, organize ideas, choose of right words to create sentences and paragraph, produce grammatically correct sentences and use mechanic (punctuation and spelling) in writing. Thus, YouTube is effective in helping the students to write in English.

Anggreini (2012) she said that the use of YouTube video can improve students' writing skill and class situation of English class. The students' writing skill increased after using YouTube video to teach writing procedure text. 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 enchancement of the students' to develop their writing skill is also supported by the result of the test scores. The mean score of pre-test was 61.77 and it improved into 71.03 in the post-test 1 and 91.45 in the final post-test. It proves that the use of YouTube video in teaching writing can improve the students' writing skill.

Based on the Bashir (2012) thesis entitled *Improving Students' Ability in Writing Descriptive Text*

Using YouTube Videos (A Classroom Action Research in the Tenth Grade Students of SMP Negeri Gondangrejo in the Academic Year of 2011/2012), he said that the use of YouTube video can improve students' writing skill and class climate. He said that using YouTube videos, the students' writing skill improved. In content, the students were easier to get ideas about what they were going to write and they could imagine their description using of the video as their guidance. They could write description based on the video with longer paragraph and more detail information and also more supporting ideas in each paragraph. The video gave them stimulus so that they could have something to write in their paper. The similarity with this research is this research is using YouTube video as a medium. The difference with this research are this research is classroom action research, for teaching descriptive text and it is aimed for tenth grade students.

METHOD

This research was aimed to investigate is Youtube video more effective than textbook as a media in teaching narrative writing. A quasi-experimental research design was carried out to all the subject. This experimental research is aimed to investigate whether the students who are treated by YouTube video have better writing performance than the students who treated by using textbook media.

The population of this research was the eighth-grade students of SMP Negeri 1 Cepu in the academic year 2017/2018. The total number of population is 45 students. There are two class, class

VIII-B and VIII-C. They are the experimental class and the control class. The experimental class consisted of 23 students, while the control class consisted of 22 students. In this research, the writer choose VIII-B and VIII-C class as a sample. The sampling technique will be used of this study is purposive cluster random sampling technique in which every class or unit has an equal chance of being selected from the frame or list. The writer used lottery to choose the one class of the sample.

Data collection is done by observing a situation, setting or interaction using the constructed instrument, Mujis (2004: 56). In this study the data was taken from essay writing test. According to Harris (1969: 71), "there are two kinds of test instrument used to measure four language skills of the students. They are objective test and the essay test. There are three meetings when observing.

The first meeting is pre-test, pre-test is aimed to know the students mastery in writing material before the treatments carried out. In the testing process, the students have to write a narrative text themselves. This results of the test became the evaluation before the use of YouTube video as the medium in writing narrative text is applied in the class.

The second meeting, after giving the pre-test both of the groups were given different treatments. The first group was treated by using YouTube videos and the second group was treated by using textbook media. Both of the groups were instructed to write good narrative paragraph which consists of

orientation, complication and resolution.

The last meeting give a post-test. The same instrument was designed to be given in the post-test. Post-test is done after the students get different treatment (VIII-C class was taught by using YouTube video and VIII-B was taught without YouTube video; textbook). From the score of this test the writer is intended to find out the effectiveness of using YouTube video as the medium in writing narrative text. The result of the scoring then is compared between experimental with control class. In this case the writer will know how the effectiveness of using YouTube video as the medium in writing narrative is.

In this research the writer used normality test. Normality test that used to know or to measure what the sample of data comes from normal distribution of population. In normality test are two statistic techniques that used. The first is using Chi Quadrat and the second using Liliefors Chi Quadrat used to count data in group and Liliefors used to count the single class. In this research, the writer used single data so it counts using Liliefors. Budiyo (2009: 170-171).

Before the data is analyzing, first the writer has to do homogeneity test to know the population is from the same variant or not. In this test the writer using F-test, Sugiyono (2009: 140). F-test is using to measure the variant of two group data.

FINDING AND DISCUSSION

To know the result of the effectiveness and significance difference between control class and experimental class, the writer used

the t-test (Budiyo, 2009: 157). Standard significance $\alpha=5\%$. Degrees of freedom is 43 (DK = 43). t_{table} value with DK 43 and $\alpha=5\%$ is obtained by interpolation formula is 2,017. t_{test} value obtained in the calculation is 7,28 \in DK, H_0 is rejected and thus H_a is accepted. The conclusion obtained that YouTube video more effective than textbook media in teaching narrative writing at the eighth-grade of SMP Negeri 1 Cepu in the academic year of 2017/2018.

Tabel 1. The Result of T-test

Data Analyzing	Pre-Test	Post-Test
T-test	0,08	7,28
T-table	2,017	2,017
Conclusion	Accepted	Rejected

The data value of the test results on the experimental class learn writing using YouTube video and control class by using textbook media can be seen in table 2

Table 2. Description of the Data the Results of learning writing

Class	Average	Variant
Experimental	72,2	28,11
Control	61,8	21,70

The result of the post-test showed that the scores of the students are mostly above 70 for experimental class and the control class is mostly under 70. It means that the students' writing skill after being taught by using YouTube video is better than students' writing skill without using YouTu

YouTube video (using textbook). The total of the students (N) is 23 for experimental class and 22 students' for control class. The score of post-test obtained by the students were various, for control class is from 52 to 70 and for

experimental class is from 64 to 85. The average scores of the post-test (\bar{x}) obtained by students were 61,77 for control class and 72,26 for experimental class. The sum of post-test scores (Σ) was 1359 for control class and 1662 for experimental class. From the score above, we can conclude that students' writing skill was increased. Most of the students in experimental class got value 64 up to 85. Here it served in table of categorization.

Table 3. Categorization Control Class

No	Classification	Range	Post-test	
			Frequency	Percentage
1	Excellent	9,6 - 100	-	-
2	Very Good	8,6 - 9,5	-	-
3	Good	7,6 - 8,5	-	-
4	Average	6,6 - 7,5	4	18,18%
5	Fair	5,6 - 6,5	15	68,18%
6	Poor	3,6 - 5,5	3	13,64%
7	Very Poor	0- 3,5	-	-

Table 4. Categorization Experimental Class

No	Classification	Range	Post-test	
			Frequency	Percentage
1	Excellent	9,6 - 100	-	-
2	Very Good	8,6 - 9,5	-	-
3	Good	7,6 - 8,5	5	21,74%
4	Average	6,6 - 7,5	17	73,91%
5	Fair	5,6 - 6,5	1	4,35%
6	Poor	3,6 - 5,5	-	-
7	Very Poor	0- 3,5	-	-

(Depdikbud, 1985: 6)

To get the result of the data analysis, the writer compared the value of the t-test and the t-table. The t-test is higher than the t-table ($t\text{-test} > t\text{-table}$), it means that there is significant difference of the students' writing skill between control class and experimental class. The method applied by the writer is successful. The alternative hypothesis is accepted.

In the first meeting of the two class, the writer gave a pre test for students. They were difficult to write on the blank paper and said there were no idea. In the second meeting (learning process), the control class was taught without YouTube video. So as usual, almost of students did not pay their attention to the writer explanation. They feel bored because the teacher used traditional method to explain the story. On the other hand, experimental class (which was taught by YouTube video medium) the students were more enthusiastic and more interesting in learning process.

In the last meeting, after the treatment was given, the students of experimental class were easier to write than control class in doing the post test. It happened because YouTube video could be seen as the guidance in arranging the events of the story. So, it made them get higher score in post test than control class.

Before being taught by using YouTube video, the students' writing skill was categorized unsuccessful, it can be seen from their pre-test score. After the writer gave the treatment to experiment class, it can be seen that there is significant improvement from pre test to post test mean of experiment class (62.08 to 72.26). The students' imagination is built by

watching film. They are easier to express their idea in writing.

On the other hand, there is no significant improvement from pre test to post test mean of control class (61 to 61.8). It could happen because the students were given traditional method (textbook) by the writer.

According to Harmer that was cited from Michael Nilsson journal (2006) he said that some teachers do not approve of textbooks at all. These teachers claim that both they and their students are bored by using textbooks due to the fact that they many times contain material that is not interesting enough. Furthermore, they claim that there is little variation in textbooks, which makes teaching and learning stifling. The risk of using textbooks is that teachers and students can become too attached to the textbook they are using and ignore all other sources of material. As a consequence, the textbook will control the teaching and learning in the classroom.

From the T – test result, it can be seen that the experimental class get higher score (7.28) than the control class (0.08). It means that there is significant difference between the two classes. Thus, based on the above explanation, the writer concludes that using YouTube video is effective in writing narrative text. YouTube video medium can help students to write easier.

According to the explanation above based on the research at the eighth-grade students of SMP Negeri 1 Cepu, it concluded that writing narrative text using YouTube video is better than without YouTube video (using textbook) . In addition, the positive finding of this reseach is in line with the previous research done by journal by Journal by Mayora

(2009) he said that YouTube can be a helpful online resource for encouraging authentic writing in EFL classrooms. The available technology can be put at the service of the learning process and it can be exploited in different way as long as it combines a sound pedagogical based an empirical knowledge collectively produced by teacher-researchers.

Thesis by Pratiwi (2010) said that through applying the YouTube videos the writing skill of the second grade students of SMP N 1 Juwiring improves. It was proved by the result of the students' mean score of post-test-1 64.0 become 69.31 in post-test 2. The students can achieve writing elements including the mastery of developing and organizing ideas in written form, using grammatical sentences, selecting appropriate words and expression, and mastering can obeying conventions of spelling, punctuation, and mechanics throught the practice of writing especially using YouTube videos. Beside that the students can write a narrative text well. So, YouTube video is effective in teaching writing narrative text.

CONCLUSION

Writing is a productive skill used by students to explain, describe or share everything either in personal or general idea. Writing is important skill for learners of English as a foreign language. It is important to be mastered in order to ensure success. Writing is one of the four skill that should be taught to English learners. However, writing becomes the most difficult skill for the students. So, from analyzing the whole problems and also the causes, the writer try to find the solution in this study.

The use of YouTube video can improve students' motivation to learn English. YouTube video is one of media that can be used to teach writing narrative text. YouTube video is suitable with the characteristic of narrative text, because the plot of this video has the same order as the generic structure of narrative text. Anggraeni (2012) and Pratiwi (2011) reported their study that the video helps the students enable to explore main ideas, organize ideas, choose of right words to create sentences and paragraph, produce grammatically correct sentences and use mechanic (punctuation and spelling) in writing.

The objectives of the study is to find out whether or not YouTube video is more effective than textbook media in teaching narrative writing in the eighth-grade of SMP Negeri 1 Cepu in the academic year of 2017/2018. This study used quasi-experimental design. The population in this research was the eighth-grade students of SMP Negeri 1 Cepu and the total number of population is 45 students. VIII-B as the Control class consisted of 22 students, and VIII-C as the experimental class consisted of 23 students. The instrument used in this study was essay writing test and the data yielded from this test was analyzes by using t-test. Normality test and homogeneity test were employed before the t-test was implemented. the result of the post-test is 7.28 for tobs and 2.017 for ttable. Therefore it is concluded that using YouTube video as a medium in teaching narrative writing is more effective than textbook media in improving students' writing skill.

This research will increase their motivation and develop students ability in writing, students have to

develop their knowledge and do many exercises in order to get a better achievement in producing written text. Teacher of English subject should be able to develop their technique to teach the students make them interest in learning the subject. The use of YouTube video in teaching and learning process is interesting media because it can attract students' interest and motivation in teaching and learning process. The teacher must prepare the right time for watching a narrative video, and also the teacher must think about the duration, because the students need longer times to watch and understand the film. The teacher must prepare the facilities for watching a narrative video. Some facilities are television sets, sound system, VCD player, computer and the classroom. The teacher must think that all of the students can watch the video easily and the students can hear the video clearly. YouTube video is one of medium that can be used in teaching-learning language. The researcher suggest for English teacher to use this medium in language classroom to teach writing or other skill in other genres. The writer suggest for the other researcher who want to use YouTube video as a medium, it would be better use YouTube video in different subjects and location. In order to strength the previous findings. It is also suggested to conduct their study on the use of YouTube video not only in narrative text but also in other genres text.

REFERENCES

- Anggraeni, S. N. (2012). *Optimizing the Use of Youtube Video to Improve Students' Competence in Writing*

- Procedure Text (A Classroom Action Research at the Tenth Grade Students of SMA N Kebakkramat in Academic Year of 2011/2012)*. Sebelas Maret University.
- Bashir, A. C. 2012. *Improving Students' Ability in Writing Descriptive Text Using YouTube Videos (A Classroom Action Research in the Tenth Grade Students of SMP Negeri Gondangrejo in the Academic Year of 2011/2012)*. Surakarta: Sebelas Maret University.
- Budiyono. 2009. *Statistika Untuk Penelitian*. Surakarta: UNS Press.
- Harris, D.P. 1969. *Testing English as a Second Language*. New York: Mc.Graw-Hill Book Company.
- Lee, C.-H. (2004). The effective use of live and recorded video on Satellite TV and the Internet in FLT/L. *Multimedia-Assisted Language Learning*, 7(1).
- Manik, S., & Sinurat, Jenih D. 2015. Improve Students' Narrative Writing Achievement Through Film at SMA Negeri 1 Palipi. *International Journal of English Linguistics*, 5(2),172-188.
- Mayora, C. A. 2009. Using YouTube to Encourage Authentic Writing in EFL Classrooms. *TESL Reporter*, 42(1).
- Mujis, Daniel. 2004. *Doing Quantitative Research in Education with SPSS*. London. Sage Publication.
- Nunan, David. 2003. *Practical English Language Teaching*. Singapore: McGraw-Hill Company.
- Oddone, C. (2011). Using Videos from YouTube and Websites in the CLIL Classroom. *Studies about Languages*, 18.
- Pratiwi, A. I. 2011. *Optimizing the Use of Youtube Video to Improve Students' Writing Skill (A Classroom Action Research at the Second Grade of SMP Negeri 1 Juwirang Klaten in the academic Year of 2009/2010)*No Title. Sebelas Maret University.
- Sugiyono. 2009. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Tangpermpoon, T. 2008. Integrated Approaches to Improve Students Writing Skill for English Major Students. *ABAC Journal*, 28(2).1-9.