

## THE EFFECT OF USING YOUTUBE VIDEO ON THE STUDENTS' ABILITY IN WRITING PROCEDURE TEXT AT THE SEVENTH GRADE OF SMP SWASTA TELADAN PEMATANGSIANTAR

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### Abstrak

Tujuan penelitian ini adalah untuk mengetahui pengaruh penggunaan video YouTube terhadap keterampilan menulis prosedural siswa kelas VII SMP Swasta Teladan Pematangsiantar. Penelitian ini berfokus pada penggunaan video YouTube sebagai alat bantu menulis siswa pada topik "Membuat Minuman". Penelitian ini menggunakan jenis penelitian kuantitatif dengan desain penelitian quasi eksperimen dari Creswell. Populasi penelitian ini adalah siswa kelas VII SMP Swasta Teladan Pematangsiantar yang berjumlah 64 siswa. Sampel penelitian ini dibagi menjadi dua kelompok, yaitu kelas eksperimen (VII-A) yang berjumlah 32 siswa yang menggunakan media video YouTube dan kelas kontrol (VII-B) yang berjumlah 32 siswa yang hanya menggunakan penjelasan guru. Pengumpulan data dilakukan dengan menggunakan tes menulis untuk pre-test dan tes akhir. Peneliti mendapatkan nilai mean pre-test sebesar 52,6 pada kelompok eksperimen dan 56,2 pada kelompok kontrol. Rata-rata tes akhir pada kelompok eksperimen adalah 75,8 dan 72,1 pada kelompok kontrol. Nilai t-hitung ditetapkan sebesar 2,416, sedangkan nilai t-hitung berdasarkan derajat kebebasan (df) adalah 1,670 dengan taraf signifikansi 0,05. Hal ini dikarenakan nilai t-hitung lebih besar dari nilai t-hitung ( $2,416 > 1,671$ ). Dengan demikian dapat disimpulkan bahwa video YouTube memiliki pengaruh yang signifikan terhadap kemampuan menulis teks prosedural siswa kelas VII SMP Swasta Teladan Pematangsiantar.

**Keywords:** Menulis, Teks Prosedur, Video YouTube

### Abstract

*The purpose of this study is to find out the impact of using YouTube videos on the procedural writing skills of seventh grade students at SMP Swasta Teladan Pematangsiantar. This study focuses on the use of YouTube videos as a tool for students' writing on the topic "Making a Drink." This study uses quantitative research with a quasi-experimental research design from Creswell. The population of this study consisted of seventh grade students of SMP Swasta Teladan Pematangsiantar, a total of 64 students. The sample of this study was divided into two groups, namely the experimental class (VII-A), consisting of 32 students who used YouTube video as a medium, and the control class (VII-B), consisting of 32 students who used only the teacher's explanation. Data were collected using writing tests for the pre-test and the final test. The researcher found that the mean of the pre-test was 52.6 in the experimental group and 56.2 in the control group. The mean of the final test in the experimental group was 75.8 and 72.1 in the control group. The t-value was determined to be 2.416, while the t-value based on degrees of freedom (df) was 1.670 for a significance level of 0.05. Since the t-value is greater than the t-value ( $2.416 > 1.671$ ). Therefore, it can be concluded that YouTube videos have a significant impact on seventh-grade students' ability of SMP Swasta Teladan Pematangsiantar to write procedural texts.*

**Kata Kunci:** Writing, Procedure Text, YouTube Video

## Introduction

English is an international language that Indonesians people must know and study, particularly in our school system, as well as access to digital technologies (Dzulkipli Isadaud et al., 2022). It is studied as a foreign language since it has been declared by the Ministry of Education, National Culture, and controlled in Law Number 20 of 2003 about the National Education System which presently follows the 2013 Curriculum (Nur & Madkur, 2014:120). The role of English in the 2013 curriculum is very important because it has many functions, including: providing feedback on global challenges, and as a foreign language that must be mastered by students.

Learners of English as a foreign language acquire 4 fundamental skills: speaking, reading listening, and writing (Nugraheni et al., 2024). The four talents cannot be separated as they constitute a unit depending on the capacity to think, help each other, and cannot be divided. One of the objectives of studying English is to become proficient writer. Writing is the ability of an author to clearly convey readers ideas, thoughts, and views by means of text produced from well selected words in simple language (Lutfiah et al., 2024). Writing is a difficult skill for learners. It's not an easy thing to do. Many people underestimate writing skill but they have not known that there are so many things must be obeyed. There are several processes and takes a long time and high knowledge to make it sure. It needs aspects that students must pay attention and understand. They are content, organization, grammar, mechanics, vocabulary (Zahroh et al., 2023). Not only difficult in getting and organize ideas, but also difficult to make it into a readable text especially to create it to be an English text.

Text can be categorized into twelve distinct genres, each with a specific communicative purpose. These genres include spoof, recount, procedure, explanation, discussion, news item, and narrative, hortatory exposition, anecdote, description, report, analytical exposition (Kusumadewi & Cahyono, 2021). Each genre has its own unique structure, language features, and intended audience, reflecting the diverse ways we use text to convey information, express ideas, and engage with others (Geraldine, 2014). Procedure text is one of the books most often used in classrooms as the teaching tool. One of the primary skills in the English syllabus in autonomous curriculum (Kurikulum Merdeka) for teaching writing in the seventh grade in Junior High School is to be competent in conveying their views by writing process text.

Writing procedure text means the learners must be able to create a text to produce or perform something (Lubis & Hasibuan, 2021). A procedure text outlines a sequence of actions or instructions that, when followed, lead to a specific outcome or goal. This type of text provides a clear, step-by-step guide for completing a particular task or process (Munandar & Mustika, 2021). It's a text that explains how to do something by following a sequence of steps. The aim is to Provide directions for accomplishing something, producing something or going someplace.

A procedure text is a text that contains instructions or steps on how to do something, procedure text is created to show how something was done in stages (Saputri, 2021). This text is commonly used to describe how to make something which was close to our daily activity. Procedure text additionally had the generic structure they were aim/goal, ingredients/materials, steps/ methods. Through writing skill students can write down their thoughts and express their opinions on learning materials. For example, students writing procedure text with the theme "how to make a something (food)"

The researcher had done Based on the Practical field experience (PPL) from October 10, 2023 to January 27, 2024 of SMP Swasta Teladan Pematangsiantar, when the students learned about procedure text, the researcher observed that students still have difficulties in writing procedure text. The weaknesses of students writing procedure text with the theme "how to make a something (food)". We know that only 12 students (37,5%) at the class can get scores from 75-100 in 2023/2024. The majority of the students can only get scores of 20-73, and we can know that the ability of students in the class are still weak in writing procedure text. They were still difficult to

arrange words into a good sentence, unable to organize ideas in to a good one because they are lack of vocabularies, using incorrect punctuation that it will affect to the meaning. Not only difficult in getting and organize ideas, but also difficult to make it into a readable text especially to create it to be an English text.

In teaching writing the teacher needs a learning media. In the course of instruction and learning, learning media are any tools available to transmit messages or knowledge so as to engage students' attention and passion in learning (Hikmah, 2019). Incorporating media into education enhances student engagement by making lessons more appealing. The variety introduced through media usage helps maintain students' interest, reducing monotony in the learning process. This diversification of teaching methods through media integration helps prevent student boredom and fatigue with the subject matter. The benefit of using media was that they could improve students learning outcomes because teaching with media would be more attractive to the students (Mangesaa & Andayani, 2015). Learning should not just be about ordinary learning. The use of technology will have a good impact on society. YouTube is a platform where people can watch videos uploaded by others and also share their own creations with the world, (Manggalani & Seneru, 2023). It comprises different sorts of video as educational, political, historical, medical, personal films, and entertainment. That is why, YouTube video is a video sharing community. That implies that YouTube users may both publish and watch all types of video clips online using any computer browser (Manggalani & Seneru, 2023).

YouTube video is one of a good media to be used in teaching descriptive text because the students will be interesting and more enthusiastic by watching the video compare with the old way of teacher by teaching in full of explanation without something new. YouTube video is hoped as an affective media to teach procedure text. In addition, Educators should be skilled at using YouTube to discover relevant educational videos that can enrich both their teaching and their students' learning experiences, (Yusuf, 2020). The knowledge comes in the form of actions, pictures and photos. Students in the class will benefit from the learning process by using YouTube videos. Children will be effective learners if they enjoy the process. YouTube videos in English will give students more pleasure in studying.

Based on the background above, the researcher tries to conduct a new research with the following tittle "THE EFFECT OF USING YOUTUBE VIDEO ON THE STUDENTS' ABILITY IN WRITING PROCEDURE TEXT AT THE SEVENTH GRADE OF SMP SWASTA TELADAN PEMATANGSIANTAR"

## **Method**

This research was design by a quantitative research design. and the research design is a quasi-experiment design. According to (J. W. Creswell, 2012), "Quantitative research involves testing theories by exploring the relationship between variables". These variables, in turn, measurable and analyzed using statistical procedures. The researcher used a quasi-experimental design. Accrding to (J. W. Creswell, 2012) explains, "Quasi-experimental includes giving assignments, but not assigning participants to groups".The researcher used this design because the number of participants limited and were well organized in the class. The researcher conducted an experiment on two groups of students: The experimental group was given a certain course of treatment, while the control group did not. Both groups underwent a pre-treatment pre-test and a post-treatment post-test to measure their effects. In this research, the researcher collected the data by using test (written test) and the steps of doing research data collection were 1) Observation: The researcher had observed VII grade when the researcher did internship (PPL) in the school. 2) The researcher had given the pre-test to both classes namely experimental and control class to know the average score on preliminary data. The instruction of the pre-test was: Write down the procedure text "how to make A Cup of Tea" use your own words! 3. Both of experimental class and control class had been given the same material but each of class was given different treatment. The experimental class was taught by using YouTube video but the control class was taught by using teacher explanation. 4). The researcher conveyed material to experimental and control class, the researcher gave the test to both of classes on post-test by using same test. The

question for the post test will be: Write the procedure text "How to Make An Avocado Juice".

The research involved seventh-grade students from SMP Swasta Teladan Pematangsiantar. A sample is a smaller group chosen from the population to represent and analyze the characteristics of the whole group, (J. Creswell W., 2014). The total of students were 64, the research took the students as a sample and each class consisted of 32 students namely VII-A and VII-B. Two classes was used as samples by considering classes using teaching module where the material was procedure text in English subject, class of VII-A got the lower score comparing to the class of VII-B, therefore this research used purposive sampling. YouTube video had been given to VII-A as the treatment to investigate the effect of the treatment to the students' ability in writing but in the class of VII-B used the conventional textbook to see the differences that the students score.

### Result and Discussion

The data of this research were the result of students' tests collected from students of SMP Swasta Teladan Pematangsiantar. The researcher used two classes namely experimental and control class. They were on the grade seven in SMP Swasta Tteladan Pematangsiantar. Both the classes consisted of 32 students and the total of the students consisted of 62 students. The first class was VII A as the experimental class. This class applied YouTube video as the media for the students' teaching learning process. The second class was VII B as the control class. This class used without YouTube video as the media for the teaching learning process.

### Result

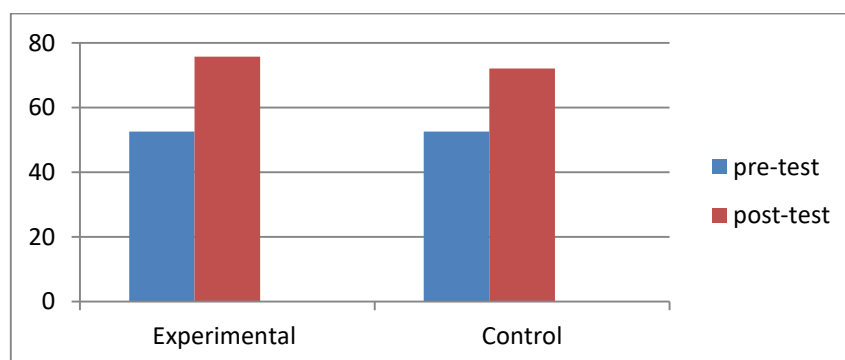
Research data included results of the pre-test and post-test for the experimental and control groups. We are pleased to announce that the writing test scores have been calculated and are ready to be revealed! These scores were determined by calculating the mean of the pre-test and post-test scores. The tests assessed writing ability in terms of content, vocabulary, mechanics, organization, and grammar.

Table 1. The Pre-test and Post-test Score of Experimental Class

No.	Initial Name	EXPERIMENTAL CLASS			
		Score (d1)	Mean (d2)	Differences (Da)	Differences Squared (Da <sup>2</sup> )
1.	RAD	25	75	50	2500
2.	RST	28	75	47	2209
3.	EW	30	72	42	1764
4.	KGP	36	78	42	1764
5.	GS	35	76	41	1681
6.	YKL	38	78	40	1600
7.	CFA	33	72	39	1521
8.	RRP	40	78	38	1444
9.	MFS	42	78	36	1296
10.	FDM	38	73	35	1225
11.	ALD	40	72	32	1024
12.	NN	64	96	32	1024
13.	RAS	48	78	30	900
14.	DSD	63	92	29	841
15.	AST	50	75	25	625
16.	RCS	52	75	23	529
17.	ALG	52	73	21	441
18.	HFZ	60	80	20	400
19.	FH	60	78	18	324
20.	KOCB	55	73	18	324

21.	APN	58	75	17	289
22.	MHZ	76	89	13	169
23.	ACP	63	75	12	144
24.	KAS	64	75	11	121
25.	PJD	68	78	10	100
26.	ER	56	60	4	16
27.	RSS	74	78	4	16
28.	DSS	86	89	3	9
29.	OES	72	75	3	9
30.	ADB	63	65	2	4
31.	DAT	48	50	2	4
32.	MHS	68	70	2	4
$\Sigma$		<b>1685</b>	<b>2426</b>	<b>741</b>	<b>24321</b>

The average pre-test score in the experimental group was low, with scores ranging from 25 to 86. There is no doubt that post-test scores improved, ranging from 50 to 96. The total pre-test score was 1685, and the total post-test score was 2426. By calculating the difference between each pre-test and post-test score and then summing those differences, we get a total interval (Da) of 741. Squaring each individual difference and summing those squared values results in a total of 24321.



The researchers compared the pre-test and post-test results for the experimental and control groups, then visualized this data on a graph. The graph shows a clear improvement in the students' ability to write procedural texts, especially after receiving the treatment. The experimental group, which used YouTube videos, displayed a significant increase in scores, going from 52.6 to 75.8. The control group, using traditional teaching methods, also improved, but not as much, going from 56.2 to 72.1. The experimental group's improvement of 23.2 points compared to the control group's improvement of 15.9 points highlights the effectiveness of YouTube videos in enhancing students' procedural writing skills.

### Hypothesis Testing

The researcher calculated the t-test value using the provided formula and found it to be 2.416 with 62 degrees of freedom. Comparing this value to the t-table at a significance level of 0.05, the researcher found that 2.416 was greater than 1.670. Therefore, the alternative hypothesis ( $H_a$ ) was accepted, and the null hypothesis ( $H_0$ ) was rejected. This indicates that using YouTube videos as a teaching tool effectively improved the seventh-grade students' ability to write procedural texts at SMP Swasta Teladan Pematangsiantar.

### Findings

From the results of data analysis, the researcher found that the use of YouTube video had a significant impact on the students' ability to write process text in the seventh grade of SMP Swasta Teladan Pematang Siantar. Some of the findings were, as follows:

1. The research found that students taught using YouTube videos performed better in writing procedural texts than those taught using traditional methods. Specifically, the experimental group, which used YouTube, had higher average scores both before and after the intervention.
2. The experimental group's average pre-test score was 52.6, compared to the control group's 56.2. Post-test scores were 75.8 for the experimental group and 72.1 for the control group. The experimental group also had a higher total post-test score (2426) than the control group (2310).
3. Statistical analysis using a t-test showed that the difference between the two groups was significant. The calculated t-value of 2.416 was greater than the critical value of 1.670 at a 0.05 significance level. This resulted in rejection of the null hypothesis (no difference between groups) and acceptance of the alternative hypothesis (a difference exists).

The researcher was able to ascertain from the data analysis that using YouTube videos had a significant impact on the students' ability to write process texts at the seventh grade of SMP Swasta Teladan Pematang Siantar.

## Discussion

Writing is process to express thoughts, ideas feelings into statement, paragraph in written form. By writing we can provide useful information to other people who need it. No matter how simple the words written are, it will definitely be useful for those who need it. It represents what we think and express through writing. That is why, to get the product, we need more ideas, informations, knowledges and experiences to help us in completing it all to be shared and learned. So, writing reflects things that are in the mind. By the explanations, we can get that writing is not an easy thing to be done.

Writing is a difficult skill for the learners. It is not easy thing to be done. Many people underestimate writing skill but they have not known that there are so many things must be obeyed. There are several processes and takes a long time and high knowledge to make it sure. It needs aspects that students must pay attention and understand. They are content, vocabulary, correct grammar, organizing the ideas to be coherent one each other. So, all those aspects will be important to help you in writing so that the readers can be easily to understand and avoid misunderstanding. That is why most of students find difficulty in writing case especially in writing procedure text.

YouTube video is one of a good media to be used in teaching descriptive text because the students will be interesting and more enthusiastic by watching the video compare with the old way of teacher by teaching in full of explanation without something new. YouTube video is hoped as an affective media to teach procedure text. In addition, YouTube video is medium of communication which contained some information, (Carolina, 2017:4). The information is in the form of picture, image and action. The students in the classroom would enjoy learning process by using YouTube video. YouTube video will make them more fun in learning.

The researcher conducted a quasi-experimental study to investigate the effectiveness of YouTube videos in teaching procedural writing. They collected data using pre-tests and post-tests for both an experimental group and a control group. The experimental group, who were taught using YouTube videos, showed a significant improvement in their procedural writing skills. The total score of the experimental group increased from 1685 on the pre-test to 2426 on the post-test, with the average score increasing from 52.6 to 75.8. The control group, which received traditional instruction, also showed improvement. However, their total score increased from 1799 to 2310, with an average increase from 56.2 to 72.1.

The researchers analysed the data using the t-test. The calculated t-value is 2.416, which is greater than the critical t-value of 1.670 (at a significance level of 0.05). Based on this comparison, the researcher accepts the alternative hypothesis (H) and rejects the null hypothesis (H<sub>0</sub>). This means that this study shows a significant difference between students trained using YouTube videos and students trained using traditional methods. The findings of this investigation suggest that YouTube videos are an effective tool for improving writing skills.

The researcher thought that this research had relevant argument with the previous researcher (Sitorus, 2018) with the title "The effect of Using YouTube Video on the Tenth Graders' Writing Procedural Text Achievement at SMA Corpatarin" and (Audhia et al., 2023) with the title where the

result of their research is that YouTube video has the significant effect "The Effectiveness of The Implementation of Video YouTube to Improve students' ability in writing procedure text" indicated by using YouTube video as an educational media gave the effective result to the students' ability in writing procedure text at the seventh grade of SMP Swasta Teladan Pematangsiantar.

## Conclusion

The results of this research show that using YouTube videos to teach procedural writing is effective. The students who were taught using YouTube (experimental group) performed better than those who were taught using traditional methods (control group). This aligns with findings from previous research and suggests that YouTube videos are a valuable tool for improving procedural writing skills in seventh-grade students at SMP Swasta Teladan Pematangsiantar. Using media may also aid instructors and students. For instructors, media may assist communicate the content to students effortlessly. For students the media helps students grasp what the instructor is conveying. The use of YouTube video and instructor explanation for training students to write process texts has the impact, but the use of YouTube video as medium demonstrated to be more efficient.

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