


## THE USE OF TUTORIAL VIDEO ON YOUTUBE AS ALTERNATIVE MEDIA FOR TEACHING WRITING OF PROCEDURE TEXT AT NINTH GRADE OF SMP MUHAMMADIYAH 10 MAKASSAR

Asmira As<sup>1</sup>, Ummi Khaerati Syam<sup>2</sup>, Maharida<sup>3</sup>

1,2,3 Universitas Muhammadiyah Makassar, Indonesia

ARTICLE INFO	ABSTRACT
<p><b>Article history:</b> Received: April 11, 2022 Revised: April 21, 2022 Accepted: June 15, 2022 Published: April 15, 2023</p> <p><b>Keywords:</b> Writing Procedure Text Media Video</p>	<p>The objective of this research is to use tutorial videos to improve the students' writing skills as ninth graders. In this study, students' understanding was focused on the content and organization forms. Pre-experimental is a research method with pre-test and post-test as research instruments. The population in this study were students in the ninth grade of SMP Muhammadiyah 10 Makassar. The researcher took one class, namely class IX, as a sample consisting of 18 students. The findings showed that the average results of pre-test and post-test scores increased students' average scores. The average pre-test score was 39 for content and 39 for organization. Following treatment, students' post-test average scores increased by 77 in terms of content and by 76,7 in terms of organization. Meanwhile, students' writing skills in the form of content improved by 97%. Then, 96.7% of students' writing skills improved in terms of organization. This is evidenced in the results of the significance test in finding writing skills focusing on the content with a t-test value of <math>16.81 &gt; 2.110</math> and organization with a t-test of <math>30.95 &gt; 2.110</math>. It is used to determine the hypothesis that occurs in this study. The hypothesis (H0) which was declared insignificant was rejected and the hypothesis (H1) was accepted, because the results of the t-test value for both content (16.81) and organization (30.95) were greater than the t-table value (2.110).</p> <p><i>This is an open access article under the <a href="#">CC BY-SA</a> license.</i></p> 
<p>How to cite: AS, A., Khaerati Syam, U. ., &amp; Maharida. (2023). The Use of Tutorial Video on YouTube as Alternative Media for Teaching Writing of Procedure Text: At Ninth Grade of SMP Muhammadiyah 10 Makassar. English Language Teaching Methodology, 3(1), 1-7. <a href="https://doi.org/10.56983/eltm.v3i1.7">https://doi.org/10.56983/eltm.v3i1.7</a></p>	
<p><b>Corresponding Author:</b> Asmira As, English Education Department, Universitas Muhammadiyah Makassar, 259 Sultan Alauddin Road, Makassar City, Rappocini 90221, Indonesia. Email: <a href="mailto:asmiraas@bg.unismuhmakassar.ac.id">asmiraas@bg.unismuhmakassar.ac.id</a></p>	

### INTRODUCTION

As a means of communication, language holds a significant role in human society. People must be able to understand the societal language in order to obtain crucial information in their environment. For example, English is a widely spoken language that is

classified as an international language. Communication can be effective if both the speaker and the listener are aware of what they are discussing. As a result, four abilities are always involved in acquiring a language: listening, speaking, reading, and writing. Two of the four talents are referred to as receptive skills (listening and reading), while the other two are productive skills (speaking & writing).

Writing is one of the talents that pupils should be able to master. It is extremely beneficial to pupils since it allows them to translate their thoughts from their heads into written form. As a result, pupils must learn how to write. Writing ability has an important function, as evidenced by the fact. In every single word that is written, there are numerous regulations. Writing entails not just putting thoughts on paper but also paying close attention to the laws of the writing process.

Writing has two benefits, according to Graham and Perin (2007:9-10). 1. It is a skill that necessitates the use of a variety of strategies (such as planning, evaluating, and revising text) to achieve a variety of goals, such as writing a report or expressing an opinion with evidence; 2. It is a means of extending and deepening students' knowledge, as well as a tool for subject matter learning. Writing entails more than just arranging words into sentences, connecting sentences into paragraphs, and arranging paragraphs into a document. It also requires grammatical and lexical knowledge, as well as an understanding of how to apply grammatical information. When learning to write, it is necessary to understand vocabulary, grammar, spelling, punctuation, and other parts of the writing process. When teaching students to write, on the other hand, the language must be produced through writing. Students must be able to pick appropriate words or phrases and then put them together into acceptable or reasonable sentences.

According to Douglas Brown (2001:335), writing products usually result in specialized thinking, producing, and editing procedures that necessitate specialist competence, skills that do not naturally increase with time. When I was doing P2K at SMP Muhammadiyah 10 Makassar, I noticed that practically all of the pupils, especially those in grade 9, had no interest in learning to write. In terms of writing, the students have very little knowledge. There are some elements that may lead children to believe that writing is difficult. First, they struggle with accumulating and structuring their ideas into a paragraph cohesiveness.

Second, pupils are unsure of what to write or how to begin writing. Third, pupils are terrified of making mistakes.

When teaching writing, the teacher must choose a method that is suited to the student's situation. Writing is taught in junior high school together with three other language skills. The ability of students to write a variety of text types, ranging from functional texts for some functional activities such as inviting something, requesting something, and getting things done, to different genres such as descriptive, recount, narrative, report, and procedure texts, is also a goal of English instruction at Junior High School (Depdiknas, 2006).

Procedural text is one of the writing types that students must master. A procedure text is a piece of writing that explains how to do something through a series of activities or steps. The purpose of a procedure text is to teach someone how to make, do, or operate something. As a result, students must be able to write procedure text every day. That is why it is critical to read the procedure text thoroughly.

Teachers can use a variety of approaches to help students structure their ideas and solve writing problems. Some teaching media can aid in the teaching-learning process. The importance of the media in the teaching and learning process cannot be overstated. They aid the teacher in conveying the lesson more concretely and motivate students to learn English by serving as a form of communication. One type of media that can be used to teach English writing is video.

Cooper (1991:11) defines video as a supercharged medium of communication and a powerful information vehicle chock-full of the message, visuals, and ambiguity, and thus as a rich terrain to be explored and rebuilt in the language learning classroom. In other words, video is a synthesis of electronic images and sound. One type of audio-visual aid is video.

According to Harmer (2001), one method of teaching writing is through the use of video. The videos that will be utilized as instructional materials are from the YouTube channels Falidazia Hasanah, Leni Indriyani, Arsa San, and Ana Ajeng Choirunnisa.

Based on the arguments presented above, it can be argued that a tutorial video is a technique of transmitting knowledge through a series of instructions to perform a task. As a result, a tutorial video is a movie that demonstrates how to complete a task using a set of instructions.

## RESEARCH METHOD

This study employs a pre-experimental research design. Prior to treatment, the subjects were given a pre-test to assess their prior knowledge. The design involves a group in which the researcher administers a pre-test, describes the treatment, and administers a post-test. The pre-test and post-test results were compared to determine treatment success.

The population of this research was the ninth-grade students of SMP Muhammadiyah 10 Makassar in the academic year of 2021/2022. There were 3 classes in total, with 1 class for every grade. The population of this research was students in the ninth grade of SMP Muhammadiyah 10 Makassar. The researcher took one class that was class IX as a sample that consisted of 18 students. The researcher used the purposive sampling technique because, based on the observation, she found one of the 3 classes that the students learned about procedure text.

## RESULT AND DISCUSSION

### The improvement of the students' writing skill on pre-test and post-test

*Table 1. The mean score and improvement of students writing skill in content and organization*

Indicator	Mean score		Improvement (%)
	Pre-Test	Post-Test	
Content	39	77	97 %
Organization	39	76.7	96.7 %

According to Table 1, the mean score of students in the form of content on the pre-test was 39, and the mean score on the post-test was 77. Furthermore, the students' mean pre-test form of organization score was 39, while their mean post-test form of organization score was 76.7. Meanwhile, students' content writing skills improved by 97%. Then, 96.7% of students improved their organizational writing skills.

### The Percentage and Frequency of Students' Content in Writing

Rate percentage and frequency of the students' content in writing on the pre-test and post-test of ninth-grade students at SMP Muhammadiyah 10 Makassar, can be seen clearly in the table below:

Table 2. The rate percentage of students' content in writing

NO	Score	Classification	Pre-Test		Post-Test	
			Frequency	Percentage	Frequency	Percentage
1	90-100	Excellent	0	0%	1	5.6%
2	80 -89	Very good	0	0%	6	33%
3	70 -79	Good	0	0%	8	44%
4	60-69	Fair	1	5.6%	3	16.7%
5	0 -59	Poor	17	94%	0	0%

The percentage and frequency of students' writing skills in the form of content are presented in Table 2 above, for both the pre-test and post-test. The table showed that none of the 18 students in the pre-test received excellent, very good, or good in terms of writing skill content. 1 (5.6 %) of pupils were assessed as fair, while 17 (94 %) were classified as poor based on content. Meanwhile, none of the 18 students who took the post-test scored poorly in terms of writing content. Based on content, 1 (5.6 %) of pupils were rated excellent, 6 (33 %) were rated very good, 8 (44 %) were rated good, and 3 (16.7 %) were rated fair.

#### The Percentage and Frequency of Students' Organization in Writing

Rate percentage and frequency of the students' organization in writing on the pre-test and post-test of ninth-grade students at SMP Muhammadiyah 10 Makassar, can be seen clearly in the table below:

Table 3. The rate percentage of students' organization in writing

No	Score	Classification	Pre-Test		Post-Test	
			Frequency	Percentage	Frequency	Percentage
1	90-100	Excellent	0	0%	0	0%
2	80 -89	Very good	0	0%	7	38.9%
3	70 -79	Good	0	0%	8	44%
4	60 - 69	Fair	2	11%	3	16.7%
5	0 -59	Poor	16	88.9%	0	36%

Table 3 shows the frequency and percentage of students' writing skills in the organization form in both the pre-test and post-test. In terms of organizational skills in writing, none of the 18 students in the pre-test received excellent, very good, or good. According to the organization, 2 (11%) students were classified as fair, while 16 (88.9%) were classified as poor. Meanwhile, the table above showed that none of the 18 students received excellent or poor in terms of writing skill organization in the post-test. According to

organization, 7 students (38.9%) were categorized as very good, 8 students (44%) were classified as good, and 3 students (16.7%) were classified as fair.

### Hypothesis Testing (T-Test of Significant)

The researcher used a t-test analysis with the level of significance ( $p$ ) = 0.05 and the degree of freedom ( $Df$ ) =  $N-1$  to determine the level of significance of the pre-test and post-test, and the t-table value is 2.110. Statistical analysis was used for the independent sample.

*Table 4. The Significant of Content and Organization*

Component	t-test value	t-table value	Comparison
Content	16.81	2.110	t-test >t-table
Organization	30.95	2.110	t-test >t-table

The t-test value in the form of content is higher than the t-table ( $16.81 > 2.110$ ) in Table 4. Furthermore, the t-test value for the organization was greater than the t-table value ( $30.95 > 2.110$ ). It implies that there was a significant difference in the content and organization of the students' writing skills before and after using the instructional video technique. Although the null hypothesis ( $H_0$ ) was rejected, the alternative hypothesis ( $H_1$ ) was accepted.

Based on the findings, it can be stated that using a YouTube tutorial video to teach students how to write procedure text in both form content and organization was beneficial in improving students' procedure text writing skills. The following conclusions corroborated the study's findings: According to Irina (2010), YouTube videos allow teachers to connect pupils to real-life nature videos. Students can be assisted in exploring a world of online English learning opportunities by providing context for these brief movies. The settings, actions, emotions, and gestures seen in a video clip provided students with a significant visual stimulus for language production and practice. As a result, using videos in English class was a very beneficial and stimulating method of motivating students to get the most out of the lesson.

### CONCLUSION

The researcher concluded that using YouTube tutorial videos to improve students' writing ability in procedure text, particularly in terms of content and organization, was effectively based on the researcher's findings and discussion in the previous chapter, as well as the research findings. It was demonstrated by the content mean score of the pre-test and post-test before and after treatment (39 became 77) with a t-test value greater than the t-table ( $16.81 > 2.110$ ) and the organization mean score of the pre-test and post-test before and after treatment (39 became 76.7) with a t-test value greater than the t-table ( $30.95 > 2.110$ ). It means that the students' writing in the procedure text was significantly different at the level of significance of 0.05 and the degree of freedom  $N-1$ ,  $18-1 = 17$ . The post-test score was

higher than the pre-test score. The discovery of a tutorial video on YouTube was one of the most effective methods for teaching procedural text writing.

## REFERENCE

- Apriliya Intan Pratiwi. 2011. *Optimizing the Use of YouTube Videos to Improve Students' Writing Skill (A Classroom Action Research at the Second Grade of SMP Negeri 1 Juwiring, Klaten in the Academic Year of 2009/2010)*. English Department Teacher Training and Education Faculty Sebelas Maret University.
- Batubara, Aulia, Fahmi. 2017. "Improving Students' Ability in Writing of Announcement Through Gallery Walk Technique of Eight Grade at MTs Jam'iyatul Alwashliyah Tembung". Thesis. Department of English Education. Faculty of Tarbiyah Science and Teacher Training. State Islamic University of North Sumatera: Medan
- Febriani, Eka. 2014. "Improving Students Skills in Writing Procedure Texts by Using Picture Series for the Seventh Grade Students of SMP N 3 Mertoyudan in the Academic Year of 2013/2014". Thesis. English Education Department Faculty of Languages and Arts. Yogyakarta State University
- Fitriyani, Henita. 2016. "The Use of Tutorial Video on Youtube as Alternative Media for Teaching Writing of Procedure Text (Quasi Experimental Research in the 7th Graders of SMP NU 09 Rowosari Kendal in the Academic Year of 2015/2016)". A Final Project. Language Faculty. Sultan Agung Islamic University Semarang: Semarang
- Habibulloh, Amiq, Mohammad. 2017. "The Use of Video in Teaching Writing Procedure Text to the Seventh Grade Students of SMPN 1 Mojo Kediri in Academic Year 2016/2017". Journal. Teacher Training and Education Faculty. University of Nusantara PGRI Kediri: Kediri
- Hastrinda, Hedwigis Rosario Iswari. (2018). *Students' Perceptions on the Use of Videos in Learning Narrative Texts*. English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Yogyakarta: Sanata Dharma University.
- H. Douglas brown, Language Assessment, p. 244-245
- Huda, Miftahul, M. 2015. "Improving Students' Ability in Writing ProcEDURE Text Through Demonstration (A Classroom Action Research with of Seventh Grade Students of MTs. Al Islam Jepara in the Academic Year of 2014/2015)". Thesis. Education And Teacher Training Faculty English Education Department Islamic. State University of Walisongo Semarang (UIN Semarang): Semarang
- Sumarni, Fitria. 2014. "The Use of Tutorial video in teaching writing Procedure Text (An Experimental Study at the Second Graders of SMPN 8 Darussalam)". Script. Faculty of Teacher Training and Education. Syiah Kuala University Darussalam Banda Aceh: Banda Aceh
- Sholihah, Maratus, Binti. 2017. "The Effectiveness of Tutorial Video Toward Writing Achievement on Procedural Text of the Ninth Grade Students at SMP Terpadu Darur Roja' Selokajang Srengat Blitar". Thesis. Faculty of Education and Tracher Training. State Islamic Institut (IAIN) Tulungagung: Tulungagung