

## **USING YOUTUBE FOR PROMOTING STUDENTS' ABILITY IN WRITING PROCEDURE TEXT**

**By:**

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**Abstract:** The paper sought to explore whether there was a substantial alteration in writing procedure text achievement among seventh-grade students at SMPN 1 Sungai Pinang when utilizing YouTube. All the seventh-grade students from SMPN 1 Sungai Pinang in the academic year 2022/2023 were a population. It took fifty-eight students to become the sample. Two groups were formulated, namely experimental and control. A quasi-experimental design was carried out. Written test in the form of an essay, was reported twice as a pre-test and post-test. Formerly, the students were provided with five topics and crafted a procedure text. The scores were then examined using the t-test. SPSS version 26 was spent to calculate it. The independent sample t-test revealed that t-obtain was greater than t-table. The probability value was less than the alpha value. It caused the null hypothesis to be excluded while the alternative hypothesis was established. Hence, there was a substantial variance in writing performance between students who used YouTube and those who did not.

**Keywords:** procedure text, students' writing achievement, YouTube

### **INTRODUCTION**

Writing is a kind of human communication that uses signs and symbols to convey and receive information and emotions. In most languages, it serves as a supplement to speech or spoken language, as well

as a technique for making language readable. According to Purnamasari, Hidayat, and Kurniawati (2021, p.101), writing is a skill used to share knowledge and communicate with other individuals through written language. According to Muthoharoh

(2021, p.135), writing is a productive manner since it is the process of reaching out for one's beliefs and determining them. The result is valuable as it can be utilized for an extended period and anyone can comprehend it. Furthermore, writing involves vocal communication with others.

As stated by Prihatini, Prihatin, and Sani (2018, p.61), students ought to integrate their competence to learn the vocabulary to construct a good sentence, use grammar correctly, and create paragraphs that are cohesive and coherent. Despite this, most students struggle to produce good writing because many components must be included.

Punctuation, capitalization, spelling, and grammar are all crucial components of creating good writing, yet students frequently fail to pay

attention to what the teacher is teaching. Writing is also one of the most complicated and comprehensive abilities. When students commence writing, they must think about what they are doing and what they intend to convey. After finishing their writing, they must read it to verify that it is acceptable. According to Panggabean and Aini (2017, p. 31), writing is challenging since it is an actual act of transferring words or ideas to a medium. Writing is a sophisticated and complicated skill for all linguistic abilities to master (Adas and Bakir 2013, p. 254). It can be pointed out that writing skills are challenging for students to grasp and earn complete sentences.

As Zakariah et al. (2016, p.423), procedure text is writing genres that students must grasp, as well as realize its function. In general,

procedure text is written to clarify how something is accomplished through a series of acts or procedures. Moreover, according to Widayanti et al. (2019, p.688), procedure text is intended to transmit in what way something is pulled off through a series of deeds or steps.

However, students have trouble producing procedure text. As noted by Hidayah, Subroto, and Candra (2018, p.19), students struggle with social function, text structure, linguistic elements, and theme when producing procedural texts. Sitorus (2017, p. 2) confirms that the students had numerous challenges when producing procedure text, counting (1) Trouble exploring their thoughts, (2) Trouble identifying the processes, and stating the language aspects of procedure text. (3) Trouble in using the appropriate word in writing. (4)

Trouble in crafting grammatically proper sentences. In addition, Jupri (2018, p.110) noted that one of the problems with producing procedure text faced by students is that they fail to optimize their written communication in English. It means that they do not know what to write in English.

Well, nowadays social media can be used to promote students' ability to learn English, including writing. One of the social media is YouTube. Many people around the world must have known about it. YouTube is a web-based video-sharing platform that allows users to share their videos or simply watch videos shared by other users. Muthoharoh et.al (2021, p. 133) defined YouTube as a popular social network that is highly sought after by assorted segments of society. Further,

Watkins and Wilkins (2011, p.117) clarified it as an effective vehicle for teaching and exposing students to a variety of English dialects. Auriana et al. (2021, p. 2) also asserted that using YouTube as a medium for teaching can give a new perspective on the learning process.

Prihatini et al. (2018, p. 61) affirmed that YouTube is a very accessible alternative media for developing writing skills that are more effective, efficient, and directional. It implies that using YouTube to develop students' writing procedure texts will be simple and convenient in this day as it can be accessible from anywhere and at any time. Learners can also go over the video till they get the lesson completely.

Further, some previous studies indicated that YouTube has a positive

impact on students. Based on the study of Sari, Salija, and Atmowardoyo under the title 'The Implementation of YouTube Video to Improve Students' Procedure Text Writing Ability at Senior High School' it was found that the implementation of YouTube video can improve students' procedure text writing ability. The result shows a significant improvement in students' scores for the post-test in the experimental group. Finally, they concluded that the students have a strongly positive perception of the implementation of YouTube videos to improve their procedure text writing ability. Additionally, the result of the study of As, Syam, and Maharida under the title 'The Use of Tutorial Video on Youtube as Alternative Media for Teaching Writing of Procedure Text at Ninth Grade of

SMP Muhammadiyah 10 Makassar' revealed that the students also got better score after taught using Video YouTube.

Based on the elaboration above, it was very interesting to conduct the study under the theme of using YouTube to promote students' ability in writing procedure text.

## **METHODOLOGY**

Quasi-experimental research was piloted to promote students' writing achievement by using YouTube. The contributors to this research were 29 students in the Seventh grade at SMPN 1 Sungai Pinang Ogan Ilir. In accumulating the data, a written test in the form of an essay was employed. The test was run twice as a pre-test. The pre-test was given before the experiment, while the post-test was given after the

experiment. Before giving the test, it would be tried out on non-sample students of the Seventh-grade student of SMP Negeri 1 Sungai Pinang which is VIII1, to know whether the test was reliable and valid for the sample, moreover, the writing test would be judged by two raters which were initiated on an analytical scoring rubric.

In analyzing the data, this study used a t-test to ascertain if a correlation coefficient was used significantly different from zero (no correlation) and to compare a mean to set the value. Furthermore, a paired sample t-test was used to distinguish the average scores of writing tests which will be used gain by the experimental and control group students in the pre-test with the average scores of writing test gain in the post-test. Meanwhile, an

independent sample t-test was used to realize the difference in the average score gained by the students of both in the post-test.

Before the data was analyzed, normality testing was used to check the data whether the data was normal or not and homogeneity testing also was used to determine homogeneous variance from the sample in the population.

## RESULT AND DISCUSSION

Considering the pre-test performance in the experimental group, the greatest mark was 52, the slightest mark was 30, and the pre-test mid-value was 39.689 with a deviation of 57.576. For the post-test in the Experimental group, the greatest mark was 95 the slightest mark was 60 and the mid-value

was 74.793 with a deviation of 8.138.

Meanwhile the result pre-test in the control group, the greatest mark was 62 the slightest mark was 37 and the mid value of the pre-test was 49.689 with a deviation of 6.475. For the post-test in the control group, the greatest mark was 82 the slightest mark was 55 and the mid-value was 67.103 with a deviation of 6.752.

**Table 1**  
**The Summary of the Scores in Pre and Post-test**

Group	Pre-test				Post-test			
	Score		Mean Score	SD	Score		Mean Score	SD
	L	H			L	H		
Exp	30	52	39.689	57.576	60	95	74.793	8.138
Con	37	65	49.689	6.475	55	82	67.103	6.752

Relying on the clarifications above, it was confirmed that students' marks in the post-test were elevated than the pre-test. It means that students' scores had progressed after

they had been taught to write a procedure text by using YouTube.

To figure out whether there was a substantial variance in achievement before and after treatment in the experimental group, the results of the pre-test and post-test were contrasted by using a paired sample t-test.

After computing using paired sample t-test for the experimental group, it was uncovered that the p-value (0.000) was less than the  $\alpha$ -value (0.05) and the value of t-obtained (8.928) was higher than the critical value t-table (1.701). The conclusion can be drawn that there was an improvement in students writing achievement.

Meanwhile, after computed using paired sample t-test for the control group, the fact revealed that the p-value (0.000) was less than the

$\alpha$ -value (0.05) and the value of t-obtained (13.298) was higher than the critical value t-table (2.030). It means that there was an improvement too in students' writing achievement but not as significant as in the experimental group.

Finally, according to the independent sample t-test, it was discovered that the t-obtained (6.568) was higher than the t-table (2.0032) and the p-value (0.000) was less than the  $\alpha$ -value (0.05), it can be determined that there was a major alteration in writing attainment between students who were taught by using YouTube and that of those who were not.

In this study, YouTube made students extra responsive and interesting in the process of learning. Therefore, it could assist the students to apprehend writing procedure text

effortlessly and precisely. This result is in line with Prihatini et al (2018, p. 61) who assumed that YouTube could be an alternative media to promote students' writing skills as it can be accessible from anywhere and at any time.

Shocking facts were uncovered that the students were very enthusiastic in the classroom whenever YouTube was played. The teachers showed the way to write procedure text very attractive using YouTube. Finally, they could write procedure text and discuss it together with their classmates as well.

## **CONCLUSION**

Since writing is essential and brings about a lot of advantages, teachers ought to be more creative to bring it on in the classroom. A good teacher should be aware of the

technological advances. Many media in this digital era can be exploited in the case of promoting students' ability to learn a language.

This study has proved that YouTube can be adopted in the classroom to promote students' ability to write procedure text. Based on the result of the score, can be seen that there was a significant difference between students who were taught using media YouTube and those who were not.

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