

THE USE OF YOUTUBE AS ENGLISH LANGUAGE MEDIA TO IMPROVE STUDENTS WRITING SKILL IN PROCEDUTE TEXT

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ABSTRAK

The purpose of this study was to determine the application of YouTube videos to improve students' ability to write procedural texts and to determine students' perceptions of the application of YouTube videos. Data was collected by giving pre-test and post-test. The population of this study was 198 people and the research sample was students of class X OTKP SMK Prama Arta Bandar Huluan Private School year 2022/2023. The researcher took 1 class as a sample of class X OTKP SMK Prama Arta Bandar Huluan which consisted of 33 students. The sample was taken using saturated sampling. The results showed that the students' ability to write procedural texts using YouTube videos on the pre-test and post-test differed significantly. The t-test value is greater than the t-table. That is t-value (1.782) > t-table (1.756) and sig. (2-tailed) lower post test scores 0.000 < 0.05. This shows that the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. It can be concluded that the application of YouTube videos is effective in improving students' ability to write procedural texts. While the average score of students' perceptions of using YouTube videos was 81. This indicated that students gave very positive responses or agreed that YouTube videos were useful and could improve their ability to write procedural texts.

Keywords : YouTube Video, Procedure Text, Writing Ability

I. INTRODUCTION

Language is a means of communication for humans. As a means of communication, language is used to convey intentions, feelings, opinions or desires between members of society to one another. With language, humans can establish relationships with other humans easily and smoothly in the process of social interaction. From this, language is an important thing and is a primary need for communication. Without language, it is impossible for someone to communicate well. Along with the times, language or communication activities for modern humans have become very complex activities and greatly determine the development of world civilization (Sutrisna & Artini, 2020). With the existence of language, humans can convey, express, explore, search, and even dismantle all contents in the scientific world. Language as a means of communication can be done directly or indirectly. Directly in terms of communicating is face to face with the communicant opponent. There are four language skills that must be mastered by students, namely listening, speaking, reading and writing. Writing is the most important skill that students do in school.

Procedure text explains how people make or do something step by step. Text procedures usually contain recipes, how to make something, or how to operate something. There are many strategies that can be used to improve students' writing procedural text writing achievement. Procedure text is a text that is designed to describe how something is accomplished through a sequence of actions or steps. This type of text is not only can be learnt at school, but it also can be found in students' daily life. The students can find procedure text in game rules, cooking recipes, using new phone, etc. One of the strategies is to make the teaching and learning process interesting, and make it easier for students to understand the content of the material, so the writer chose to apply the use of various media and must find the right media in the teaching and learning process. One way is to use YouTube media.

YouTube videos make a very positive contribution to teachers and students, because with audio visuals students are more interested in taking lessons. When they are interested in following the lesson, it becomes easier for them to understand and the more knowledge they absorb. In this era of development, the millennial generation is more interested in learning to use social media as their learning environment. Currently it is not uncommon for students to use gadgets with these facilities so



they can reopen what their teachers have shown and taught them at school. Every gadget definitely has YouTube because the application already exists automatically on each cellphone, that way students can reopen what their teacher has shown or taught. Because Youtube is social and can be accessed by various groups, they can open and re-learn it anywhere.

Video on Youtube is an audio-visual medium that produces sound, color and also concrete images. By using videos on YouTube as a learning medium, students can make a very strong contribution both from content in the teaching and learning process, the most important thing is to make students more interested and they can enjoy lessons in a fun way. By using YouTube as a medium, they can see about procedure text and they can see how procedure text is used in everyday life. Using Youtube can attract the attention of students because there are audiovisuals so that students more easily understand and can absorb.

The Purpose Of Research

Based on the problems above, the objectives of this research is To find out whether the using of YouTube as an English Language Teaching Medium to Improve Students Writing Skill in Procedure Text at SMK Swasta Prama Artha At Tenth Grade in SMK Swasta Prama Artha Bandar Huluan.

II. RESEARCH METHODE

The type of research used in this research is quantitative . The quantitative method is a type of research whose specifications are systematic, planned and clearly structured from the start to the creation of the research design. Quantitative research methods, as stated by (Sugiyono, 2011), namely: "Research methods based on the philosophy of positivism, are used to examine certain populations or samples, data collection uses research instruments, data analysis is quantitative/statistical, with the aim of testing hypotheses which has been set".

III. RESULT AND DISCUSSION OF RESEARCH

Research Result

The Description of Data

The writer analysis the data using the previously selected formula. To collect data to be analysis, writer conducted a pre-test and pos-test. The results are arranged in colum. In the research, writer gave treatment using Youtube. During meeting, students are given a detailed explanation of the method, with the hope that the result of the pos-test give an overview of the result by using Youtube as an English Language Medium .

The Data And Data Analysis of Research

After conducting the research, the writer obtained two kinds of data; the score of pre-test and the score of post-test. Pre-test was given before the treatment and post-test was given after the treatment. Frequency

In this table we can see how many students reach the same score.

Table 1
Frequency of Pre-test
Pre-test Experimental

		Pre-test Experimental			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	3	9,1	9,1	9,1
	40	13	39,4	39,4	48,5
	50	7	21,2	21,2	69,7
	60	10	30,3	30,3	100,0
Total		33	100,0	100,0	

As can be seen in the table above, there are 3 students getting a score of 30 with a presentation of 9.1%, 13 students getting a score of 40 with a presentation of 39.4%, 7 students getting a score of 50 with a presentation of 21.2%, 10 students getting a score of 60 with a presentation of 30.3%



Statistic Table

In this table we can see a lot of data. We can measure and check the students’ writing skill in procedure text through Youtube as an English Language Teaching Medium

Table 2. Statistics of Pre-Test

Statistics		
Pre-test Experimental		
N	Valid	33
	Missing	0
Mean		47,27
Median		50,00
Std. Deviation		10,085
Variance		101,705
Range		30
Minimum		30
Maximum		60
Sum		1560

Based on Table 2 which shows the statistics of the pre-test, the score above the mean of the total pre-test score is 47,27, the median of the pre-test is 50.00, the standard deviation is 10.085, the variance is 101,705, the range is 30, the minimum score is 30, the maximum score is 60, and the sum is 1560.

Test of Normality

Test of normality aims to determine whether the distribution of responses has a normal distribution or not. Test of normality was using Kolmogorov Smirnov Formula.

Table 3. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Pre-test Experimental
N		33
Normal Parameters ^{a,b}	Mean	47,27
	Std. Deviation	10,085
Most Extreme Differences	Absolute	,249
	Positive	,249
	Negative	-,200
Kolmogorov-Smirnov Z		1,433
Asymp. Sig. (2-tailed)		,033
a. Test distribution is Normal.		
b. Calculated from data.		

The table above is stating that a normality test was conducted on the experimental class and the Asymp.Sig.(2-tailed) value was found to be 0,033. This value is compared to the significance level of 0.05 and it is determined that the significance value = 0,033 > 0,05. Therefore, it is concluded that the average is normally distributed or homogeneous. Essentially, the test found no evidence to suggest that the data deviates significantly from a normal distribution.

The Data Analysis of Post-test in Experimental Class

Frequency

In this table we can see how many students reach the same score.

Table 4. Post-test Experimental

Post-test Experimental					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	3	9,1	9,1	9,1
	60	12	36,4	36,4	45,5
	70	7	21,2	21,2	66,7



	80	11	33,3	33,3	100,0
	Total	33	100,0	100,0	

The table shows that there are 1 students who got the score of 70 with a percentage of 3.4%, 4 students who got the score of 75 which is about 13.8%, 7 students who got the score of 80 which is approximately 24.1%, 6 students who got the score of 85 with a percentage of about 20.7%, 1 student who got score 86 with percentage 3.4%, 7 students got the score 90 with percentage 24.1%, 1 student got the score 92 which is about 3.4%, and 2 students got the score 95 with percentage 6.9%.

Statistic Table

In this table we can see a lot of data. We can measure and check the students’ writing skill in procedure text through Youtube as an English Language Teaching Medium.

Post-test Experimental		
N	Valid	33
	Missing	0
Mean		67,88
Median		70,00
Std. Deviation		10,234
Variance		104,735
Range		30
Minimum		50
Maximum		80
Sum		2240

Based on Table 5 which shows the statistics of the post-test, the score above the mean of the total pre-test score is 67.88, the median of the pre-test is 70.00, the standard deviation is 10.234, the variance is 104.735, the range is 30, the minimum score is 50, the maximum score is 80, and the sum is 2240.

The Test Normality

Test of normality aims to determine whether the distribution of responses has a normal distribution or not. Test of normality was using Kolmogorov Smirnov Formul.

		Post-test Experimental
N		33
Normal Parameters ^{a,b}	Mean	67,88
	Std. Deviation	10,234
Most Extreme Differences	Absolute	,234
	Positive	,234
	Negative	-,215
Kolmogorov-Smirnov Z		1,343
Asymp. Sig. (2-tailed)		,054
a. Test distribution is Normal.		
b. Calculated from data.		

The table above is stating that normality test was conducted on the experimental class and the Asymp.Sig.(2-tailed) value was found to be 0,054. This value is compared to the significance level of 0.05 and it is determined that the significance value = 0,054 > 0,05. Therefore, it is concluded that the average is normally distributed or homogeneous. Essentially, the test found no evidence to suggest that the data deviates significantly from a normal distribution.

Test of Homogeniety



If the significance is less than 0.05 (Sig. (2-tailed) <0.05), the variants differ significantly (not homogeneous). If the significance is greater than 0.05 (Sig. (2-tailed) >0.05), the variants are significantly similar (homogeneous).

Table 7. Test of Homogeneity

Test of Homogeneity of Variances			
Post-test Experimental			
Levene Statistic	df1	df2	Sig.
,010	1	64	,923

Based on the output test table of homogeneity of variances above, it is known that the significance value (Sig.) of the X OTKP 1 class result variable is 0.923. Because the significance value is $0.923 > 0.05$, as the basis for decision-making in the homogeneity test above, it can be concluded that the variance of the data results from the pretest and post-test is the same or homogeneous.

Table 8

ANOVA					
Post-test Experimental					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	7006,061	1	7006,061	67,875	,000
Within Groups	6606,061	64	103,220		
Total	13612,121	65			

The pre-test and post-test data sources obtained consisting of 66 cases with one variable. Using this data source, we can obtain F-table results by subtracting the number of variables (1) from the number of cases (66), resulting in 65. The F_{table} value for this degree of freedom is 3,99. The $F_{counted}$ value is 67,875. Therefore, we can conclude that $F_{counted} = 67,875 > F_{table} = 3,99$, indicating that the use of YouTube media is effective in improving students' writing ability in procedure text.

Test of Hypothesis

To analyze the data on learning outcomes, statistical analysis is performed using the T-Test formula in pairs (Paired Sample T-Test). The results of the calculation of the paired t-test hypothesis test (paired sample t-test) for the experimental class using SPSS 21 are as follows:

Table 9. Test of Hypothesis

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	67,88	33	10,234	1,782
	Pretest	47,27	33	10,085	1,756

The paired sample statistic given is the mean difference between the post-test and pre-test scores. The post-test has a mean score of 67,88 out of 33 participants, with a standard deviation of 10,234 and a standard error mean of 1,782. The pre-test, on the other hand, has a mean score of 47,27 out of the same 33 participants, with a standard deviation of 10,082 and a standard error mean of 1,756. These statistics suggest that there is a significant difference between the post-test and pre-test scores of the students.

Table 10

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Posttest & Pretest	33	,972	,000

The paired sample correlation between the post - test and pre - test measures for pair 1 is very strong with a value of 0,972. This means that the two measures are highly related and increase or decrease consistently together. Additionally, the significance level of 0,000 indicates that the likelihood of getting such a strong correlation by chance is extremely unlikely, providing further support for the strong relationship between the post-test and pre-test measures. The sample size for this pair is 33.



Table 11

		Paired Samples Test					T	df	Sig. (2-tailed)
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower		Upper			
Pair 1	Posttest – Pretest	20,606	2,423	,422	19,747	21,465	48,853	32	,000

The paired sample t-test was conducted to test the hypothesis about students' writing skill using the YouTube as an English Language Medium. Based on the results obtained, the T-counted is 48,853. The T-table, obtained from the statistical table by looking at the degrees of freedom (df) which is 32, is 1,693. Since T-counted is greater than T-table ($T_{counted} = 48,853 > T_{table} = 1,693$), it means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Therefore, it can be concluded that there is a significant difference in students' writin skill in procedure text using the YouTube as an English language medium

Research Discussion

The data analysis above presents the findings of a study of using YouTube as a media of teaching English, especially in writing ability. The study was conducted with a population of 235 students, and a sample of 33 students was selected for the study. The researcher selected one class as the experimental group, and pre-test and post-test assessments were conducted to evaluate the effectiveness of youtube in improving English writing ability. In the pre-test assessment, the students' scores were distributed across different ranges. In the pre-test assessment, the students' scores were distributed across different ranges. Three students scored 30, representing 9.1% of the total, while 13 students scored 40, accounting for 39.4%. Additionally, seven students scored 50 (21.2% of the total), and ten students scored 60 (30.3%). The overall mean score for the pre-test was 47.27, with a median score of 50. The standard deviation was 10.085, the variance was 101,705, and the range of scores was 30. The minimum score obtained was 30, while the maximum score was 60. The sum of all the scores amounted to 1560. The statistical analysis indicated that the pre-test scores followed a normal distribution, as the Asymp.Sig. (2-tailed) value (0.033) was compared to the significance level of 0.05 and found to be greater, supporting the conclusion of normality. Moving on to the post-test results, the distribution of scores varied once again. One student achieved a score of 70, representing 3.4% of the total, while four students scored 75 (13.8%). Additionally, seven students obtained a score of 80 (24.1%), and six students scored 85 (20.7%). One student achieved a score of 86 (3.4%), while seven students scored 90 (24.1%).

Furthermore, one student received a score of 92 (3.4 %), and two students scored 95 (6.9%). The post-test statistics revealed a mean score of 67.88, a median score of 70, a standard deviation of 10.234, a variance of 104,735, and a range of 30. The minimum score observed was 50, while the maximum score was 80. The sum of all the post-test scores equaled 2240. A normality test conducted on the experimental class yielded an Asymp.Sig. (2-tailed) value of 0.054. Comparing this value to the significance level of 0.05, it was determined that the significance value (0.054) was greater than 0.05, leading to the conclusion that the average scores were normally distributed. The F-table value for this degree of freedom is 3.99. The F-counted value is 67.875. Therefore, we can conclude that $F_{counted} = 67.875 > F_{table} = 3.99$, indicating that the use of YouTube media is effective in improving students' writing ability in procedure text. The paired sample t-test was conducted to test the hypothesis about students' writing skill using YouTube as an English Language Medium. Based on the results obtained, the T-counted is 48.853. The T-table obtained from the statistical table by looking at the degrees of freedom (df), which is 32, is 1.693. Since T-counted is greater than T-table ($T_{counted} = 48.853 > T_{table} = 1.693$), it means that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. Therefore, it can be concluded that there is a significant difference in students' writing skill in procedure text using YouTube as an English language medium.

The utilization of YouTube as an English language medium has proved to be an effective approach in developing students' skill in writing procedure texts. A research study was carried out for a period of one month, during which students were requested to compose procedural texts both before



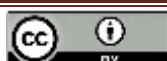
and after viewing YouTube videos as part of their classroom instruction. Following this, their writing was evaluated using a rubric that assessed clarity, coherence, and accuracy. The outcomes demonstrate that the difference in writing skill between prior to and following the use of YouTube is notable and statistically significant, ruling out the possibility of mere chance. The data presents a significant enhancement in students' writing skills after watching instructional videos on YouTube. However, the sample size used in the research was small and other factors influencing the students' writing skills were not taken into account. It can be concluded that incorporating YouTube as part of the classroom instruction can augment students' writing abilities in regards to procedure texts. This method can be utilized by teachers by selecting relevant videos that model clear procedural writing and providing opportunities for students to write their own in response to the videos.

IV. CONCLUSION

Based on the finding and discussion above it is shown that, T-counted is greater than T-table ($T\text{-counted} = 48.853 > T\text{-table} = 1.693$), it means that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. This statement of hypothesis means there is a significant difference in students' writing skill in procedure text using YouTube as an English language medium. Incorporating YouTube as part of classroom instruction can augment students' writing abilities in regards to procedure texts. This method can be utilized by teachers by selecting relevant videos that model clear procedural writing and providing opportunities for students to write their own in response to the videos.

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