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Using Tutorial Video on YouTube in Teaching Writing Procedure Text through Zoom at the Seventh Grade Students of SMP Mardisiswa 2 Semarang

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Abstract

This research is about the use of video tutorials on YouTube in learning to write procedural texts through zoom in class VII students of SMP Mardisiswa 2 Semarang. The aims of this study were: (1) to determine the ability of the seventh grade students of SMP Mardisiswa 2 Semarang who were taught using video tutorials on YouTube in learning to write procedure texts via Zoom, (2) to determine the ability of seventh graders at SMP Mardisiswa 2 Semarang who were taught without video tutorials on YouTube in learning to write procedure texts via Zoom, (3) to find out the significant difference in the ability of seventh graders at SMP Mardisiswa 2 Semarang in writing procedure texts taught using video tutorials on YouTube and without using video tutorials on YouTube via Zoom. The research design used in this study is an experimental design with a quantitative approach. The results showed that the ability of the seventh grade students of SMP Mardisiswa 2 Semarang to be able to write procedure texts taught using video tutorials on YouTube via Zoom was relatively high. The ability of grade VII students of SMP Mardisiswa 2 Semarang to be able to write procedural texts that are taught without using video tutorials on YouTube via Zoom is low. Based on the independent sample T-test above, the T-test value is known that T-test (2.173) is higher than T-table (2.007). This means that there is a significant difference in teaching writing procedure text for students who are taught using video. As a teacher, you must create a fun teaching and learning process, especially in this pandemic era, the stress level of students is increasing due to the government's restrictive policy, which causes students to stay at home most of the time.

Keywords: writing, procedure text, video

Introduction

A teacher must have teaching methods and media that can help students understand the objectives and concepts of learning to be achieved. By using learning media, students are expected to have some understanding of the learning concepts to be taught and the learning objectives can be achieved properly. As stated by Flew (2009:62) in general, teaching media in

general are tools for the teaching and learning process. Everything that stimulates the thoughts, feelings, attention, and abilities or skills of a learner so as to encourage the teaching and learning process. These limits are quite broad and include the notion of resources, environment, people and methods used for learning/training purposes.

According to research conducted by Siti Aminah in 2018 that to increase their motivation, teachers should try to find some ways to develop their vocabulary and explore their ideas. In this case, technology, especially video, can be used as a way to teach students to write. Because the video can provide a real model of the target language. His research revealed that the use of videos helped students to create procedural texts based on generic structures and language features. Meanwhile, the results of student responses showed that students were more interested in watching videos and agreed that videos helped them in getting ideas for writing.

Due to the coronavirus disease-19, more and more classes are being held online, but instead of just being a substitute for in-class courses, classes can be combined with a classroom-based approach. This often offers medical students a more engaging and motivating experience. Zoom's electronic educational resources have helped introduce several innovations into foreign language instruction. In a situation where more and more of us have to stay at home, we need to find other ways to meet. Here are some tips and advice for university teachers on what is good to think about and do in online teaching with the e-meeting service Zoom.

From the explanation above, the writer decided to use video as a medium in learning procedure text and conducted a research with the title "Using Video Tutorials on YouTube in Learning to Write Procedure Texts Through Zoom in Class VII Students of SMP Mardiswi 2 Semarang".

Method

The research design used in this study is an experimental design with a quantitative approach. Polit and Hungler state that quantitative research is a means to test objective theories by testing the relationship between variables (2013: 56). So in the quantitative approach the researcher collects numerical data. It closely uses mathematically based methods and the data must be in numerical form.

Burns and Grove (2009:67) states that quantitative research is divided into four main designs, namely descriptive, correlational, experimental and quasi-experimental. According to Hamer and Collins (2014: 19) experimental research is a systematic and objective trial. They are considered the 'gold standard' in research evidence. In experimental research the investigator controls the independent variables and randomly assigns the subjects to different conditions. Moreover, this is the only type of research that directly tries to influence a particular variable. This study uses a quasi-experimental design with a quasi-experimental design. It was a post-test only design with unequal control groups. So, used treatment, post-test.

Arikunto, Suharsimi (2010:265) defines that data collection is awareness to obtain data with a systematic method, based on standard procedures. To collect data must use instruments. Writing test is used to determine students' writing ability. In this case, the researcher used a

written test, especially an essay test, to find out and measure students' mastery in writing procedural texts. The post-test was tested on the control and experimental groups.

To determine the ability of the seventh grade students of SMP Mardisiswa 2 who are taught using video, the authors look for the average of the test results. To determine the ability to write procedural texts that are taught without using video, the authors look for the mean of the test results. To see whether the difference in students' ability to write procedure text using video and without using video was significant or not, the authors compared the average results of the pre-test and post-test. Then the author analyzed the results of the study using the t-test formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

- x1 = the average value of the experimental group
- x2 = mean value of control group
- n1 = number of experimental groups
- n2 = number of control group
- s = standard deviation
- s2 = variance

Results and Discussion

The results showed that the ability of the seventh grade students of SMP Mardisiswa 2 Semarang to be able to write procedure texts taught using video tutorials on YouTube via Zoom was relatively high. The ability of grade VII students of SMP Mardisiswa 2 Semarang to be able to write procedural texts that are taught without using video tutorials on YouTube via Zoom is low. Based on the independent sample T-test above, the T-test value is known that T-test (2.173) is higher than T-table (2.007). This means that there is a significant difference in teaching writing procedure text for students who are taught using video. This shows that Ha is accepted and Ho is rejected.

Table 1: Hypothesis Test

Variable	T (value)	T (table)	Result
Video	2.173	2.007	H ₀ is rejected H _a is accepted

Based on the results of observations about the use of video in learning to write procedural texts, there are several things that can be further elaborated. These points relate to teacher activities, student activities, teaching and learning processes, materials used, and media used.

In using video in teaching writing procedure text, the writer observed that the teacher had prepared the material beforehand. It can be seen that there are three kinds of material related to procedure text. They are “How to make a cup of tea”, “How to make fruit iced tea”, and “How to make an omelet”. After preparing the material, the teacher introduces the topic to students in each meeting. He always introduces the topic at the beginning of the lesson. After that, the teacher stimulates the students about the related material before starting the lesson. Stimulation is always related to daily activities. In this case, the teacher gives an example of how a mother teaches her child to eat something and how to do something. The teacher only gives an example at the first meeting.

Given that students have understood the examples given, the teacher then explains the nature of the procedure text, its generic structure, and its linguistic features. He explained it in a simple way. Therefore, students can understand the explanation. After explaining further, the teacher always asks students some questions related to the material given. Because the teacher's explanation was considered clear enough for them, the students were able to answer most of the teacher's questions. Furthermore, in each meeting, the teacher always introduces new vocabulary to students. For example boiling, adding, stirring, etc. Realizing the importance of providing opportunities for students to ask questions, the teacher always motivates them to ask any questions related to the material given. However, because the students were still in seventh grade and the material was new to them, the students were mostly silent without asking anything.

The students, however, were mostly silent; teachers assume that they must have had many difficulties in their learning process. Therefore, the teacher asks students' difficulties and helps them overcome them. In this case the teacher rarely helps students in writing procedural texts, but the teacher always provides feedback on students' writing.

Student activities are part of the observation about the use of video in teaching writing in procedure text. In this section, students provide responses to the teacher's explanation of the nature of the procedure text, its generic structure, and its linguistic features. They not only answered all the teacher's questions but also understood the explanations. This can be seen when the teacher asks the name of one of the students. He can answer questions about what the procedure text is. This phenomenon shows that students actively participate in learning. However, in writing activities, students still face many difficulties in compiling texts. The difficulty is mostly in terms of vocabulary. Seeing this condition, the teacher always provides feedback on student writing.

Fortunately, the students understood the feedback. The feedback itself is in the form of comments. There are three stages of teaching learning process, they are pre-viewing, viewing, and post-viewing activities. These stages show several techniques in the use of video in the teaching and learning process. The techniques used are active viewing, freeze framing, repetition, and reproductive activity.

First, in the pre-show activities, the teacher has prepared the media selectively. The teacher really chooses the media with the consideration that it can make it easier for students to understand the topic. It can be seen that the media used is in the form of short videos. Because the media used is video in the mother tongue and adapted to the level of students, the teacher believes that it can make the teaching and learning process less monotonous. It can bring a new and fresh atmosphere in the teaching and learning process. After selecting the media, the teacher then introduces the activity to the students. The introduction is in the form of asking students'

prior knowledge and information related to the topic. The topic itself is very close to daily activities, such as how to make a cup of tea, how to make fruit iced tea, and how to make an omelet.

Second, after introducing the topic, the teaching and learning process comes to viewing activities. At this stage, the teacher plays the video several times showing repetition. Since the video was played several times, the students paid their full attention. Next, in the middle of watching, the teacher and students discuss briefly about the visualization. The discussion is about what the narrator says, what he does, and what things he uses. The final stage is post-viewing. At this stage, the teacher asks students' difficulties and new vocabulary found in the visualization. He, then, tries to get over it. After overcoming students' difficulties, students were asked to write compositions based on the visualization theme they watched that day. In the process of writing, the teacher invites students to discuss with their friends.

The material given in the writing class is in accordance with the curriculum, as mentioned in the first chapter that class VII students are expected to be able to understand and create procedural texts based on the generic structure and linguistic characteristics (Depdiknas, 2004: 17). Because the material provided is in accordance with the interests of students, it can make them participate actively in class.

The media used is good. It could be seen and heard clearly throughout the class. Thus, students really enjoy and pay more attention to video details. During watching videos, students concentrate on watching their own. They record what is presented in the video. Because of their concentration, they don't care about other people. This means that the use of video in the teaching and learning process can attract more students' attention.

The results of the research and hypothesis testing showed that the problem formulation was met. The results of the study generally mean that: The results of hypothesis testing indicate that there is an effectiveness in using video in teaching writing procedure text. This can be proven from the results of the t value (2.173) which is higher than the t table (2.007). The scores of students in the experimental class were different from those in the control class. The lowest score in the experimental class was 65, while that in the control class was 64. Then, the highest score in the experimental class was 85, while in the control class it was 83. The average value of the two classes was also different. The results of the analysis show that the average score of students who are taught using video (77.1) is higher than that of students who are taught using textbooks (73.5). This means that students who are taught using videos have better achievements than students who are taught using textbooks.

Based on the teaching-learning process in the classroom, learning to write procedural texts using videos makes students more interested in the learning process compared to using textbooks. Teaching writing procedure text using videos provides opportunities for students to improve their writing skills whose activities make them active in the teaching and learning process. The researcher played a video about the procedure text. The researcher asked the students to watch and observe the video also the students had to pay attention to it.

After the students understood the content of the video, the researcher asked the students to compose a procedural text based on the video in their own words on paper. By using videos, students will know which part they should write first. They can watch the action and hear the language of the video so they can write down what they have seen and heard on paper. Teaching writing procedure text using videos can support students to be more interested and motivated. The teaching-learning process in the classroom is also more diverse. They will feel something

new and different from what they used to get in the previous class. According to Harmer (2003:290) video can increase stimulation, not only because it can provide feedback when students watch themselves and evaluate their performance, but also the presence of videos helps students feel more realistic.

The teaching process in the classroom requires the right media to teach students. Media is a tool that has an important function to support the teaching and learning process in the classroom and help teachers to transfer knowledge to students. Therefore, the teacher must choose the right media, so that students will enjoy learning. Based on the results of the study that there is effectiveness in using video in learning to write procedure texts for class VII students of SMP Mardisiswa 2.

Conclusion

From the results of the research and discussion above, the authors conclude:

1. The ability of grade VII students of SMP Mardisiswa 2 Semarang to be able to write procedural texts taught using video tutorials on YouTube via Zoom is relatively high.
2. The ability of grade VII students of SMP Mardisiswa 2 Semarang to be able to write procedural texts taught without using video tutorials on YouTube via Zoom is still low.
3. Based on the independent sample T-test above, the T-test value is known that T-test (2.173) is higher than T-table (2.007). This means that there is a significant difference in teaching writing procedure text for students who are taught using video.

The author has a suggestion based on this research that as a teacher you should create a fun teaching and learning process, especially in this pandemic era, indeed, the stress level of students is increasing due to the government's policy of restrictions which causes most of the time students are only at home, YouTube can be one of the reference media in online learning, but it is better if the teacher makes his own video.

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