THE USE OF TUTORIAL VIDEO TO IMPROVE STUDENTS WRITING OF PROCEDURAL TEXT
(Experimental Study at SMP N 2 Padang Tiji)

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Abstract: The aim of this research was to obtain the empirical evidence about the use of tutorial video to improvement students' writing of procedure text. The method used in this research was a quantitative method and the research design was an experimental. The sample of this research was at the ninth grade of SMP 2 Padang Tiji academic year of 2019/2020. They were XI 1 class as the experimental class, whereas XI 2 class as the control one. Each class consisted of 23 and 20 students. The experimental class was taught with tutorial video while the control class was taught with teacher's presentation or without tutorial video. For sampling technique the researcher used random sampling. The instrument used in this research was a written test and the scoring of writing rubric was used to score the students' writing on the pre and posttest. Based on the calculation, the post-test mean scores of the experimental class was 88.39 while that of the control class was 61.95. Then, the result of statistical hypothesis testing by using independent sample t-test found that on degree of significance 5% ($\alpha = 0.05$), t observe was 8.258 while t table was 2.021 or t observe > t table. Therefore, Ho was rejected and Ha was accepted. Furthermore, the Cohen's formulation was used in order to know the effect size of tutorial video and the result was 2.52. It proved that tutorial video gave strong effect and it can be concluded that there was a significant improvement of tutorial video on students' writing of procedure texts at the ninth grade of SMP 2 Padang Tiji in the academic year of 2019/2020.

INTRODUCTION

Writing is one of the skills that should be mastered by the students. Writing is a productive skill. It is very useful for students because it can convey their ideas through their minds into the written form. So writing is very important to learn for students. Based on the fact, writing skill has crucial role. It has many rules in very single word that would be written. Writing is didn't just developing the ideas into the paper, but attending the rules of the writing process carefully. Khoiriyah & Mahendra stated "Writing is a way of sharing information, thoughts, ideas and experiences to others in the written form" (Habibulloh, 2017).

There are some factors the students might think that writing is difficult. First, they find difficulties in gathering and organizing their ideas in a paragraph unity. Second, students do not have much idea of what to write and how to start writing. In

fact, they waste too much time thinking about what they are going to write. Third, students are afraid of making errors. Most students only focus on not making errors – spelling, grammar, and punctuation. Grammar, spelling, and punctuation are also important parts in writing, but the most important part is how the writers can give clear view through their writing.

In writing at junior high school, writing is divided into several kinds, such as narrative, descriptive, procedure, and recount text. They are supposed to be able to write short passages of different kinds of text. One of them is writing procedure text. Procedure text is part of human daily live. It tells how something is done through steps or actions. The goal of procedure text is to explain how something can be done such as recipes, materials, and steps.

To solve the problem in learning procedure text writing, the teacher can use methods or techniques that are suitable and interesting to the students. One of methods that can be used in teaching and learning procedure text writing is using videos. Teaching procedure text writing by using tutorial video can decrease boring and time consuming. Using tutorial video to teach procedure text is effective in teaching learning process. Based previous study by Bachtiar (2013) with the title "The Use of Video to Improve Students' Writing of Procedural Text" stated the study was conducted to investigate the effectiveness of the use of video in improving students' writing procedural text and to examine students' perception toward video technique.

The tutorial video is like stimulus to produce words sentence or even expression which is important to create a paragraph. Furthermore, the tutorial video prevents the students' bored. If the students are interested in what they do, they automatically will keep enjoying learning the lesson in the classroom. Based previous study by Septiana (2012) entitled "Optimizing The Use of YouTube Video to Improve Student's Competence Writing Procedure Text" stated that procedure text used

Tutorial Video can make a particularly powerful contribution to both the content and the process of teaching learning; especially contribute to interest and motivation. Moreover, several tutorial video in relation to each other that reflect chronological events, procedures, or steps from the first to the last, from the beginning to the end systematically.

According to the those explanations and the strong desire of finding the solution of these problems, the writer has motivation to do a research in improving the students' skill in real class by using tutorial video. It is hoped that can improve the students' ability in writing, especially procedure text.

THEORETICAL SUPPORT

Writing is one of a ways of people to communicate to each other for expressing their thinking and feeling. The various definitions writing may be caused by different viewpoints in seeing the nature of writing. Harmer stated "writing is as one of four skills that encourage students to focus on accurate language use, because by writing it may well provoke language development as they resolve problems which the writing puts into their minds" (Azurah, 2018). Meyers said that "writing is a process of discovering and organizing ideas, putting them on paper and reshaping and revising them" (Prasetya, 2017). By doing writing, language learners will be able to measure how good their English is, because it deals with their grammar and vocabularies mastery.

Anderson stated that "Procedure text is a piece of text that tells reader or listener instructions for doing something" (Azurah, 2018). Its purpose is to provide instructions for making something, doing something or getting somewhere. It is supported by Walter that Procedure text is a rule, an instruction that given or performed in order to achieve a successful outcome-usually a series of sequenced steps.

In this modern era video is not a new thing and strange thing for people especially students. Video can be found in many

platforms in internet beside in Television, such as YouTube and video.com. Based on Oxford dictionary, "Video is a type of magnetic tape used for recording television pictures and sound" (Hayati,2017). According Moore and Filling quoted by (Hanapi, Riki, 2018) stated "video is an innovative way for writing instructors to utilize technology to provide personalized feedback to students". Video can bring the thing become interesting in the classroom. It can attract students' attention and motivate the students in learning process.

RESEARCH METHODS

The research method used in this research is experimental design. It investigates whether video could help a teacher to improve student' writing procedural text. There were two classes as the subject groups in this research. The first group is the experimental group, which is given the treatment of the research, while the second group was the control group, which is given general method of teaching.

According to Arikunto quoted by (Faizah, 2015) stated that population is a set or collection of all elements possessing one or more attributes of interest.The population of the study is all of students at the ninth grade of SMP 2 Padang Tiji.

Millan and Schumacher quoted by (Nurvitasyari, 2017) said that sample is a group of subject selected from the population. It can be concluded that sampling is a technique or process for getting sample from a population. In this research, the researcher used cluster random sampling for getting sample from the population. Guy in (Hayati, 2017) stated that cluster random sampling is a sampling in which groups, not individual, are randomly selected. In this case all members of selected groups have similar characteristics. Cluster random sampling is used to determine two classes which are used as the sample in this research. After getting two classes, the researcher determines randomly which class will be used as the experimental group and

which class will be used as the control one. In this research the experimental class is IX 1 and the control class is IX 2.

The instrument use to collect data by researcher of this study is a set of written test in forms of pretest and posttest to gain the data regarding the effectiveness of tutorial video. It required the students to express their own idea in the written form.

In this research, the writer conducted the test of normality through SPSS (Special Package for the Social Sciences) version 16.0 The test of normality is need to be done in order to know whether the distribution of data were normal or not. Kolmogorov Swirnnov and Shapiro Wilk table was used in this test of normality. If the result of normality test was above 0.05, then it could be said that the distribution of data was normal. On the other hand, if the result showed less than 0.05, then it could be said the distribution of data were not normal.

RESULT AND DISCUSSION

This part shows the result of the test given to the sample, the students of SMP 2 Padang Tiji. The result was used to get empirical evidence about the effect of tutorial video on students' writing of procedure texts at the ninth grade of SMP N 2 Padang Tiji Jakarta in academic year 2019/2020.

The result of the normality test shows that the significance level of the experimental class was 0.310 and the control one was 0.235. It means that the probability value (p) of both experimental and control class was higher than (>) the degree of significance 5% ($\alpha = 0.05$). Therefore, it is concluded that the data of both the experimental and the control class' pre-test was normally distributed.

The result of the normality test for the post-test showed that the significance level of the experimental class was 0.99 and the control one was 0.389. It means that the probability value (p) of both experimental and control class was higher than (>) the degree of significance 5% ($\alpha = 0.05$). Therefore, it is concluded that the data of

both the experimental and the control class was normally distributed.

The post-test mean score of the experimental class was 88.39 while the control class was 61.95. The result of T-test in table 4.6 shows that t value which is 8.258 with the Sig. (2-tailed) 0.00. Then t value is compared to the t table to know whether the tutorial videos give significant improvement to students' writing of procedure texts. The t table is taken from the requirement which has been standard in analyzing the data. The t table shows 2.021 with 41 as the degree of freedom (df) in the significance level 0.05. The comparison shows that t value (8.258) > t table (2.021) and the Sig. (2-tailed) value of the post-test score was lower than α, 0.00 < 0.05. It means there was a significant improvement of tutorial video toward students' writing of procedure texts. To add the data of post-test, the t-test also was done to the gained scores in the two classes which are experimental class and the control class.

The gained mean score of the experimental class was 36.22 while the control class was 13.20. The result of T-test shows that t value which was 8.981 with the Sig. (2-tailed) 0.00. Then t value is compared to the t table to know whether the tutorial videos give significant improvement to students' writing of procedure texts. The t table is taken from the requirement which has been standard in analyzing the data. The t table shows 2.021 with 41 as the degree of freedom (df) in the significance level 0.05. The comparison shows that t value (8.981) > t table (2.021) and the Sig. (2-tailed) value of the post-test score was lower than α, 0.00 < 0.05.

The data which was taken from 23 students of the experimental class, Table 4.1 showed the description of the experimental class, the pre-test mean score which was 52.60 before the implementation of tutorial video. Moreover, after the students were given the implementation of tutorial video, the mean score of post-test was 88.39. Meanwhile, Table 4.2 shows the description of the control class, the pre-test mean score which was 48.5 and the post-test was 61.95. It can be seen from the mean score of pre-test in experimental and control class that the scores in the control got the lower scores than the experimental class.

In this description of the data which was taken from 23 students of the experimental class, Table 4.1 showed the description of the experimental class, the pre-test mean score which was 52.60 before the implementation of tutorial video. Moreover, after the students were given the implementation of tutorial video, the mean score of post-test was 88.39. Meanwhile, Table 4.2 shows the description of the control class, the pre-test mean score which was 48.5 and the post-test was 61.95. It can be seen from the mean score of pre-test in experimental and control class that the scores in the control got the lower scores than the experimental class.

During the treatments, tutorial videos as media were implemented in the experimental class to improve their writing of procedure texts. Meanwhile, the students in the control class were taught with teacher's presentations as the media. Based on the statistical analysis, the increasing point of the experimental class was 36.21; from 52.60 to 88.39. As for the control class, it increased 13.2 points; from 48.5 to 61.95. It means that the experimental class had more significantly increasing points rather than the control class.

CONCLUSION AND SUGGESTION

According to the findings in the previous chapter, it is concluded that tutorial video has a significant effect on students' writing of procedure texts at the eighth grade students of SMP 2 Padang Tiji. It can be seen from the data with the statistical hypothesis of significance level 5% showed that the mean score of post-test in the experimental class after implementing the treatment by using tutorial video was 88.39. It was higher than the mean score of pre-test before the treatment which was 52.60. The data analysis showed that in sig. 2-tailed 0.000 < 0.05. It means that null hypothesis

(Ho) was rejected and alternative hypothesis (Ha) was accepted. Then, the result of statistical hypothesis testing by using independent sample t-test found that on degree of significance 5% ($\alpha = 0.05$), t observe was 8.258 while t table was 2.021 or t observe > t table. Therefore, Ho was rejected and Ha was accepted. It showed that tutorial video shows the significant improvement on students writing of procedure texts. Moreover, the result of the effect size test which was calculated by using Cohen'd formula gave the strong effect with the result 2.52.

In summary, it is clear that the media tutorial video can positively improve students' writing of procedure texts at the ninth grade students at SMP 2 Padang Tiji.

The researcher would like to give some suggestions related to this research for teachers, students, and other researchers. The suggestions are as follows: (1) For the English Teacher: (a) The English teachers should improve their creativity in teaching writing, for example by using media to attract the students' motivation, using aids to explain the material, various techniques in every meeting in order to make the students enjoy teaching learning process happens. (b) The teachers can use video for teaching writing and to create variety of teaching learning English process. (2) For the Students: (a) The students should be more active and not afraid of making mistakes during teaching learning process, especially in the writing class. (b) They should practice writing English text, discussing with their friend if they have difficulty in writing the text, and enjoy in the writing class. (3) For Other Researchers: (a) This thesis can be a reference for other researcher to conduct the next research. (b) Other researchers are expected to use the finding of this research as a foothold to conduct the next research on similar problems. (c) The researcher expects that the teacher and teacher candidate are able to conduct classroom action research by their own, so that there will be many techniques and strategies applied in teaching.

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