

## IMPROVING STUDENTS' WRITING ABILITY IN PROCEDURE TEXT USING YOUTUBE VIDEO GIA ACADEMY

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### ABSTRACT

This research aims to identify the writing skills of students who completed the course without the use of YouTube Video "GIA Academy," the writing skills of students who were provided teaching with the use of YouTube Video "GIA Academy," and the significant differences in writing skills between those students who were provided teaching with YouTube Video "GIA Academy" and those who did not. In this study, quantitative methodology was employed. In a quasi-experiment, two classes were compared as the experimental and control classes consisted of two groups of samples. The findings of this investigation revealed that the experimental class had an average post-test score of 79.72 whereas the control class had an average post-test score of 64.69. The experimental class had a post-test average score of 48.47, while the control class received a score of 16.53, demonstrating a clear distinction between the two classes. The two classes that were taught in different ways have a big difference, although the approach that used YouTube videos from "GIA Academy" to improve students' writing skills worked well enough. The data provided a rather accurate comparison of the test results between the experimental and control groups. In addition to improving students' writing abilities, YouTube video "GIA Academy" to study also changes the learning environment and is regarded as an enjoyable learning approach.

Keywords: Writing, Procedure text, YouTube Video, GIA Academy

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### INTRODUCTION

As English has become a global language that is spoken by most communities around the world, learning the language is crucial. The second language of English is widely utilized throughout the world. Even though learning English was difficult, it was worthwhile because it is necessary for nearly every aspect of life, including commerce, politics, education, science, and technology. There are four language skills

in English that are taught in schools: speaking, listening, reading, and writing. They are all crucial components that students should learn to advance their English proficiency.

Writing is the skill of expressing to readers ideas, thoughts, and opinions in the form of text created by an author using carefully chosen words in straightforward writing. Hardianti & Saosang, (2022) states that writing is the process of converting thought into written language. Furthermore Brown, (1999) states that Writing can be used as a means of communication to connect with others, share information, convey ideas, express emotions, amuse readers, and persuade them. Like in art and music composition, creative writing is one medium that allows the imagination to expand Harmer, (2007). In this research, the writer chose writing skill because writing is a productive skill. That was, writing involves producing language rather than receiving it.

Brown, (1999) states, the variety of written production can be categorized into four different types. The first type called imitative, this category is for demonstrating the writers' command of proper spelling and writing mechanics. Intensive, Beyond the basics of imitation writing, idioms, collocations, and context-appropriate language are produced. In this category, the author is able to construct an efficient sentence with a targeted structure. Responsive, For assessment tasks, students must perform limited discourse exercises, join sentences into paragraphs, and create a logically connected sequence of two to three paragraphs. In this category, The writer is skilled the elements of sentence-level grammar and focuses on discourse patterns since they can comprehend how to form a paragraph from a list, outline, and guideline. Extensive, it refers to the successful control of all writing processes and methods, up to the length of a thesis, an essay, a term paper, a lengthy research project report, etc. This category might assist the writer in creating an excellent paper or essay with a clear aim.

The writer has to understand writing indicator, particularly for writing procedural texts, when they are learning to write. According to Baso, (2016) there are five components on written the writer must be known in assessment of textt, they are content, organization, vocabulary, language use, and mechanics. Besides, Oshima & Hogue, (2007) say that there are five indicators of writing essay such as format, punctuation and mechanics, organitazion, grammar and sentence structure.

Furthermore, Brown, (2004) states that there are five indicators which can be used to evaluate writing ability such as organization, content, grammar, punctuation, spelling, mechanics, style and quality of expression.

Writing a procedure text is one of the writing skills that the students need to acquire or develop. Procedure text is one of the genres in writing that must be mastered by English foreign learners. Students must be able to write procedure text because it is not only a learning subject in school but also they will experience in their daily life. According to Djuharie, (2007), procedure text is a text that gives instruction about steps how to do something. Besides, Zaki & Rosa, (2014) states that procedure text is text that tells the reader or listener how to do something. Procedure text is a type of English text or commonly called a genre that shows a process in the making or operates something that serves to illustrate how something is done through the regular step. The purpose of a procedure text type is to explain how something can be done.

There are various social media platforms available for instructors to select as teaching tools. The sort of social media that will be used in the classroom will have an impact on how students learn, so the teacher must be able to comprehend and make an informed choice. One of the media that teachers use to enhance student learning is YouTube. The usability of YouTube is one of its draws. A simple keyword search may be used to find videos, watching a movie only involves pressing the Play button, and submitting a video is also essentially a one-button process. According to Nasution, (2019), making use of media can motivate students to take more ownership of and control over their education, participate in collaborative curriculum development, and adopt longer-term learning horizons. YouTube can be used as an useful teaching resource in classrooms and as an efficient instructional tool for increasing topic learning in EFL college students (Alwehaibi, 2015). Furthermore, Students can improve their speaking, listening, and pronunciation skills by using YouTube within or outside of the classroom (Watkins & Wilkins, 2011).

GIA Academy is an educational YouTube channel that contains learning videos from elementary, middle and high school. This channel has 61 thousand subscribers and has uploaded 83 learning videos. GIA Academy is a learning YouTube channel with the concept of learning as fun as playing, all subjects ranging from elementary, middle, and high school levels. At GIA Academy you can also consult assignments and majors

for the high school level. And GIA Academy uses learning methods tailored to the needs of students.

## **METHODOLOGY**

The class eleven students in classes XI IPA 1 and XI IPA 2 of SMA N 2 Rembang participated in this study. Due to their alleged inability to effectively express their ideas in written English sentences or paragraphs. Students' ability to produce procedure texts can be enhanced by watching the YouTube video "GIA Academy" during the learning process. This strategy works well in keeping pupils interested in their academics.

In this study, two classes were compared using a quasi-experiment. In this study, experimental and control classes were made up of two groups of samples. The experimental group is made up of those who are taught procedure text through the use of a YouTube video called GIA Academy, whereas the control group is made up of those who are not taught procedure text through the use of a YouTube video. Purposive sampling was used to choose the population for this study from the SMA N 2 Rembang eleventh graders during the 2022–2023 academic year.

Both XI IPA 1 and XI IPA 2 classes were attended by the writer. The experimental class, XI IPA 1, had a group of 35 students, while the control class, XI IPA 2, had a group of 34 students. The researcher used pre- and post-tests as the instruments to collect data for this study. Only the experiment group got the treatment; the control class had pre- and post-tests on how to prepare instant noodles and scrambled eggs. As a result, the author was able to assess if there were any appreciable differences between the writing skills of the pupils who have been taught using the YouTube video "GIA Academy" compared to those who were not. The author processes the data score using a statistical formula, and then employs specific steps to examine the data for that class.

## **DISCUSSION**

The study had been carried out on October 20, 2022, during the school year 2022–2023. Four steps were taken in conducting this study. Pre-test, twice-daily therapy, and post-test were all included. On October 20, 2022, a pre-test was given to

the experimental class (XI IPA 1) and the control class (XI IPA 2). They were instructed to create a procedural text using their personal experience. The researcher chose the resources and the lesson plan before the activities were carried out. The YouTube video "GIA Academy" was used as a teaching tool in the experimental class, while it wasn't used in the control class.

Table 1. The result of pre-test and post-test

Test		N	Minimu mScore	Maximu mScore	Mean	Std. Deviation
Pre-test Experimental		32	45	73	66.13	4.917
Post-test Experimental		32	74	88	79.72	3.476
Pre-test	Control Class	32	45	70	59.66	6.514
Post-test	Control Class	32	52	74	64.69	5.462
Valid N (listwise)		32				

Based on the information in the table above, two of the classes both provide a pre- and post-test. All classes took the pre-test at the beginning of the meeting, as well as the experimental class took the post-test following its treatments.

According to the distribution of pre-test scores for the experimental class, the lowest possible score was 45, the highest possible score was 73, and the average score was 66,13. The control group's pre-test scores range from 45 to 70, with 70 denoting the highest possible score and 45 the lowest. The control group received a 59.66 average score. We can draw the conclusion that the value corresponding to the norm of the control group is higher than the norm of the experimental group.

After the experimental class received the treatment twice, the post-test was given to two different classes. The data in the table show that the experimental class had an average score of 79.72, with the lowest score being 74 and the highest being 88. The average post-test score for the control class, which received no therapy, was 64,69, with 52 being the lowest and 74 being the highest. The researcher can draw the

conclusion that total performance on the post-test showed that the experimental class fared better than the control group.

## **CONCLUSION**

Students from SMA N 2 Rembang in the eleventh grade took part in a study in the academic year 2022/2023 to find out how to enhance students' writing abilities in procedure texts. The sample for this study consisted of the experimental class, XI IPA 1, which had a total of 35 students, and the control class, XI IPA 2, which had a total of 34 students.

The goal of this study was to assess the writing skills of students who received instruction without the use of the YouTube video "GIA Academy" in procedure texts. The second was to assess the students' writing skills in procedure text after using the YouTube video "GIA Academy" for instruction. Last but not least, it was important to understand the stark contrast in writing skills between pupils who were taught utilizing YouTube videos from "GIA Academy" and those who were not.

The data score of the students was gathered in three steps. The class was first given a pre-test by the researcher. Before receiving treatment, the test's goal was to ascertain the students' proficiency in composing procedure texts. Second, the students' writing abilities in procedure texts were enhanced by using the YouTube video "GIA Academy" as a teaching tool. The class received a post-test from the researcher last. It attempts to determine whether there is a significant difference between pupils who were taught utilizing YouTube Video "GIA Academy" and those who were not.

The data needed to compute the research's outcome were obtained from the test by the researcher. With the experimental class scoring 48.47 and the control class scoring 16.53, it is reasonable to draw the conclusion that the average post-test scores of the experimental class and the control class are different. It can be seen from the Test Statistics that Asymp.Sig (2 tailed) is worth  $0.000 < 0.05$ , demonstrating that the method significantly affects students who are given treatment (experimental class) to enhance their writing abilities.

Moreover, to prove that there is a significant effect on students who receive treatment (experimental class) in increasing writing skill in procedure text through Youtube

Video "GIA Academy". Students should learn to enhance their writing skill in procedure text by utilizing Youtube Video "GIA Academy" as a resource.

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