

The Use of Youtube Videos to Develop Students' Writing Skill in Narrative Text

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ABSTRACT

The objective of this research is to find out whether there is positive effect of applying Youtube videos on the Grade XI students' writing skill of Senior High School. The instrument used in this research was writing test about narrative text based on Youtube videos. The test was conducted after the two groups got treatment for 6 meetings. The test is carried out to find out whether students who were taught by using Youtube videos get better writing skill than students who are not taught by using Youtube videos. Data analysis of this research was tested by using t-test in order to find out whether the research hypothesis was accepted or not. Based on the calculation, the t-ratio is 2,998. It was consulted with t-table on the significant level (α) of 5% and the degree of freedom (df) was 38. The t-table obtained was 1,686. It proves that t-ratio is higher than t-table ($2,998 > 1,686$), so the hypothesis of the research is accepted. Furthermore, the conclusion of this research is that Youtube videos give positive effect on the writing skill to teach writing to the students who are taught by using Youtube videos. It is suggested for the teacher to apply Youtube videos in the teaching writing. It can be used to solve the students' difficulties in writing narrative text. Therefore, they can improve students' writing skill.

Keywords: youtube videos, writing, narative

INTRODUCTION

Language is one of the texts that must be mastered by students in Indonesian high schools. The goal of teaching and language learning is how the students are able to communicate in their daily life. This communication ability includes both spoken and oral forms. As it is formulated in the curriculum, the students must be able to develop communicative competence in written as well as in spoken to achieve functional literacy level (Depdiknas, 2006). In the curriculum, specifically for writing skill competence, the students need to develop ideas to express meaning and rhetorical structures through simple texts using written language varieties accurately, fluently and appropriately in daily life context to interact with others. The texts that need to be acquired are in the form of procedure, descriptive, recount, narrative and also report. In other side, it is not easy to achieve this goal.

To write, the students need to combine their ability in choosing the words or vocabulary to produce a sentence which expresses the idea, use the grammar correctly, and create the paragraph cohesively and coherently. All aspects in producing a good writing text also need to be considered such as, punctuation, capitalization, spelling, grammar and the others.

Today, using social media for enhancing language skill is a necessity. Since it is a main part in our daily lives and a lot of people spend their time on using social media like Facebook, Twitter, and Youtube worldwide. A research conducted by Başöz (2016) describes that social media can develop the vocabulary knowledge. It creates more relaxed and stress-free language learning environment and gives language learners access to more authentic language use. Hopefully, using social media can give significant contribution for teaching and learning EFL. Ali et al. (2017) reveals that technology strengthen learning and dominates over the conventional methods in too many aspects. The example is applying of social media in the classroom. The study explores recent trends of social media use, and the result shows social media enhance learning and students academic purposes.

Learning is the activity of how to interact with others, exchange ideas and criticism. In this case, educators, or teachers along with the policy makers need to develop strategies and design application to motivate the students in adaption of social media for learning (Helou et al.,2012). Many efforts are made in teaching learning for students. One of them is using Youtube videos as a medium. According to Harmer (2004: 282), one of the main advantages of video is that students not only speak language, they also watch it; while Berk (2009) says that using Youtube videos informally also helps to understand the concept, presents a viewing angle alternatives, participating in learning activities, and motivating students. Thus, these videos can be used to inspire or motivate students to learn so students can enjoy the material.

The problem faced by most students of Muhammadiyah High School in Tegal City in writing is that they still find it difficult to get coherent texts. When they have read several stories in Indonesian or English, they cannot formulate the main ideas for their own texts. In addition, they are still afraid to make mistakes in writing, which is why writing is an activity that broadcasts, wastes, and is not fun for students in the class. Therefore, teachers must be creative, look for methods and make learning activities enjoyable for students.

Writing skill was chosen for this study because in writing process, besides to achieve the goal of the curriculum, students can also express their ideas and opinions. In addition, Youtube which is very accessible will be applicable to use as an alternative medium in developing writing skill. To be more effective, efficient and directional, this research limited to find out the effect of applying Youtube videos toward students' writing skill in narrative

text on the Grade XI students of SMA Muhammadiyah Tegal in the academic year 2017/2018.

LITERATURE REVIEW

There are several previous studies that discussed the use of Youtube videos in English, especially in writing. One of the research study conducted by Septiana (2012) found that there are some improvement of student writing skills using Youtube videos: (1) students can discuss ideas; (2) students can organize participation; (3) students can choose the right words; (4) students can produce sentences that are truly grammar; (5) students can use mechanics (punctuation and spelling) in writing. According to Wells (1987), the level of literacy is related to the level of performance, functional level, level of information, and epistemic level. High school students convey information because they will continue their education at university or apply for jobs. Teenagers are very interesting to teach, but they can also cause teachers to face many problems. High school students still have an unstable transition that can cause difficulties in the learning process, including writing.

Knowing that writing skills are very important, it is a must for teachers to teach those skills in high school. In fact, it might also strengthen one's knowledge of the structure of grammar and choice of words. It makes students practice to express their ideas in written form. The ability to write has become a necessary ability in the global literacy community. Most importantly, the teacher must motivate students to write and encourage them to write more. As long as students want to write, their writing skills will increase. Byrne (1997: 7) defines writing as an act of forming letters or letter combinations: making flat surface marks of several types. In addition, writing is a skill that is needed in many contexts throughout life. Based on the description above, it can be concluded that writing is a written productive language skill for the purpose of communicating with others. In other words, the reader can understand the information the author writes. In writing, the author must choose a topic that can attract the interest of readers and try to present it in an interesting way.

Granville (2001:1-2) classified three purposes of writing: to entertain (to arise the readers's emotions or feelings), to inform (to tell or explain particular information) and to persuade (to persuade the readers opinion or arguments dealing with certain idea). According to Harmer (2004: 39), there are five main types of writing namely expository writing, descriptive, narrative, persuasive, and creative. In writing evaluation, there are several elements that will be assessed. According to Brown (2004), the writing elements that must be assessed are 1) organization, 2) content, 3) grammar, 4) punctuation and spelling and 5)

choice of words.

Narrative is a text whose social function is to entertain and to deal with representative experiences in different ways (Gerot and Wignell, 1994). According to Anderson (1997: 8), the steps to build/generic structure of narrative are 1) orientation/exposition, 2) complications/actions that increase, 3) sequence of events/climax, 4) resolution/action fall and 5) reorientation. There are many different types of narrative texts, including fable, tales, legend/myths, folk stories, romance stories, horror stories, historical stories and science fiction.

Youtube has been integrated into EFL classrooms in a wide range of implementation (Brook, 2011). While Kuo (2009) noted that the utilization of Youtube videos offers a real native speaker setting and that Youtube offers opportunities to access audio-visual materials that may enhance EFL learners' listening comprehension skills. Moreover, it was reported that the use of Youtube encourages students motivation and improves EFL learners' oral and aural skill. Youtube videos as one of the audio visual media make a very strong contribution to the content and process of language learning, especially for interest and motivation. Berk (2009) states that utilizing Youtube videos informally is also useful to describe concepts, present alternative perspectives, stimulate learning activities, and motivate students. Thus, this video can be used to inspire or motivate students to learn so students can enjoy the material.

Stempelski et al, (1990:3) says that videos are richer than audio recordings. Their body movements and their location provide clues as to their meaning. This can be used to present information, provide topic background, and play various forms of dialogue and interaction. As stated above that Youtube is a very popular web video sharing site that allows anyone to keep short videos for private or public viewing. This means that teaching using Youtube is similar to teaching using video. In writing activities, Youtube videos can be used to build students' creativity in compiling or summarizing the sequence.

Youtube videos are used in teaching learning as a means to deliver teaching material to achieve goals more easily. Youtube videos in writing skills make it easy for students to understand the content and most contain a lot of cultural materials that can be exploited with little preparation. Youtube videos make a very strong contribution to the content and process of language learning, especially for interest and motivation.

The procedure for using Youtube videos in teaching writing narrative texts is:

1. The teacher asks students to activate the background of their knowledge by giving several key questions related to the topic discussed.
2. The teacher explains about the narrative text writing model.

3. The teacher displays video shows using Youtube media and asks students to listen.
4. The teacher asks students to write narrative texts about the stories in the video.
5. Then the teacher asks students to submit their work and discuss it together.

The use of Youtube videos about narrative texts in teaching English, especially in writing skills is very appropriate. This strategy can encourage students' motivation in writing and make their work useful for them in learning English. Furthermore, the teachers have the opportunity to teach English, especially in writing to become more fun. In this research, taking into account the explanations and relevant researches on Youtube video above, it is assumed that the better the application of Youtube videos, the better the writing skills of Grade XI Students at Tegal Muhammadiyah High School.

RESEARCH METHODOLOGY

In this study, a quantitative approach was used. Numbers were used to collect and analyze data to show the results of this study. To check the improvement in writing achievement, the authors applied a post-test. It was used to find out students' achievement in writing after they were taught using Youtube videos. In this study, the authors used experimental research as a type of research. Because this research is a part of quantitative research, it has special characteristics, especially in the presence of a control group. There are three kinds of research design, pre-experimental, quasi-experimental, and true-experimental design (Nunan, 1990:41). A true experimental is designed in this research. There are two groups; experimental groups (taught using Youtube videos) and control groups (taught about writing in the conventional way).

The population of this study was all Grade XI students of Muhammadiyah Tegal High School 2017/2018 Academic Year. The number of Grade XI students is 65 students consisting of 3 classes. Cluster random sampling was used to get the research sample which was by randomly selecting a particular group (in class) without seeing the ability of the students themselves. Then, two classes were taken from the Grade XI students of Muhammadiyah High School Tegal and divided into two groups; namely the experimental group consisting of 20 students and the control group consisting of 20 students.

There are two types of variables; independent and dependent variables. Independent variables are factors that are measured, manipulated, or chosen by experiments to determine their relationship with observed phenomena. Based on the title of this study, the independent variable is the effect of using Youtube videos. Meanwhile, the dependent variable is the observed and measured factor to determine the effect of independent variables. The dependent

variable of this study is student writing achievement.

Data is an important role in research because without obtaining data, it is not possible to obtain research results. To get data on the effect of using Youtube videos in teaching writing, the author uses a writing test. In this study, a writing test was given at the end of the treatment to collect data. Tests were given to the experimental group and the control group. Then, the results of this test aim to find out whether students who are taught using Youtube videos get better writing achievement than students who are not taught using Youtube videos.

In this study, writing tests were used as research instruments. This was done to find out whether students who were taught using Youtube videos got better writing achievement than students who were not taught without using Youtube videos. Fourty (40) students were taken as the sample of this study, of which 20 students became the experimental group and 20 students became the control group. Both groups were taught the same material but different teaching techniques. The experimental group was taught using Youtube videos. Meanwhile, the control group was not taught using Youtube videos. Next, the test was given after the experimental and the control group received treatment. The research instrument was a written test. The test was a narrative text that consisted of 100 words in 4 or more paragraphs. The students have to complete the text in 60 minutes. Scoring rubric of writing from Brown (2004) was used later to assess the texts.

To measure the instrument validity, content validity and builds validity were used. Content validity is used because the instrument relates to the topic in the syllabus in the first semester of Grade XI. Meanwhile, construct validity is used because the topics in the instrument are measured in every aspect of the specific instructional goals in the lesson plan. After the test is valid, it must be measured again through reliability. Student writing must be assessed consistently. In other words, the assessor must assess the same performance in the same way on different occasions. Therefore, a standard assessment is used to assess the writing of students in this study. The data were analyzed using the t-test formula to see the significance difference between two variables in the research.

FINDING AND DISCUSSIONS

This research was conducted in Grade XI of Tegal Muhammadiyah High School in academic year 2017/2018, by taking a sample of 20 students for the experimental group and 20 students becoming the control group. Both groups were taught with the same material, but with different treatments. This research was conducted in seven meetings, includes the post treatment. In this study, researchers divided the sample of 40 students into 2 groups, namely

20 experimental group students and 20 control group students. Each of which was conducted in 6 meetings. In the experimental group, the teaching materials were prepared using Youtube videos while in the control group, the teaching materials were prepared without using Youtube videos.

In the last meeting (post treatment), the final test was given to both groups. The students were asked to make narrative texts. They have 60 minutes to make a true story consisting of 100 words. According to the result of writing test, both experimental and control group can be summarized in the table below:

Group	N	\bar{x}	Me	Mo	SD	SD ²
Control	20	65	65	60	9.319	86.844
Experimental	20	74	75	65	9.679	93.683

From the table above, it shows that the experimental group which is taught by Youtube video has better results. From the control group, it can be seen that the mean (\bar{x}) score is 65. The mean score was taken from the total of the students score. The median (Me) score shows similar with the mean score 65. While the modus of the data in the control group is 60. The standard deviation and variant of control group scores are 9.319 and 86.844.

In opposite with control group, for experimental group the data shows higher scores. The mean score (\bar{x}) significantly raised up to 74 and the median score is 75. While modus for the group is 65. The standard deviation and variant of experimental group appear 9.679 and 93.683.

Finally, the results of the writing test between the experimental group and the control group were compared to check whether students who were taught using Youtube videos got better writing results than students who were not taught using Youtube videos. Findings revealed that t-test 2.998 with degrees of freedom is 38 and a significant level (5%) is obtained 0.05 with t-table 1.686. It can be said that t-ratio is higher than t-table ($2.998 > 1.686$), because the t-test is higher than t-table, so the alternative hypothesis is accepted and the null hypothesis is rejected.

In general, students are very motivated in learning to write, especially narrative texts because of the application of Youtube videos in class. Using Youtube videos is not bored as expected by previous students. This can be seen for the first time when the teacher gives the first treatment, they are lazy and not interested in the class but after a number of activities, they feel enthusiastic in carrying out the task given. Youtube videos are effective media for

applying teaching teaching texts. Teachers can use youtube videos to improve students' ability to write narrative texts because they provide many benefits. For teachers, Youtube videos are easy to obtain and easy to implement in the teaching and learning process. While the benefits for students are by using Youtube videos can increase the curiosity of the stories from the videos displayed so that they can attract their interest in writing narrative texts.

By using Youtube video media, students not only listen but also see visually. Youtube videos can stimulate students' ability to write, especially to produce ideas from the videos they see so they can be poured into interesting narrative texts. The use of Youtube videos is not only an entertaining medium but can also be used as a medium that is very helpful in increasing students' ability to learn. Because the display of videos accompanied by sound and images can attract students' attention during the teaching and learning process so that it can create a comfortable and pleasant learning environment and students enjoy the lessons presented.

Despite of the research finding above, there are also several notes in applying Youtube videos in the classroom. First, before teaching and learning process, the students should be prepared previously by watching the Youtube material at home. Therefore, it will save the time in the classroom. Second, during the learning activities in the classroom, it is not easy for some students to produce or create a paragraph using their own language. They will choose to cite the sentences from the Internet. By doing this, the students will not originally develop the ideas and produce the paragraph. There are also some common mistakes for the students in creating the paragraph, like grammatical errors, incorrect punctuation, capitalization and the others. Furthermore, the students vocabulary mastery also needs to develop.

CONCLUSION

Based on the results of the research and discussion described earlier, it can be concluded that many Muhammadiyah Tegal High School students still have difficulty in writing texts. Therefore, to make it easier for students to write text, the use of Youtube videos can help them capture the main points of a text. In this study, the authors used the design of two groups namely the experimental group and the control group. Each group consisted of 20 students as a research sample. The sampling technique used is cluster random sampling. Next, content and builds validity were used to measure whether the instrument is valid or not. A standard assessment test was also used to assess the writing of students in this study.

From the results of the assessment test, it can be concluded that students who were taught using Youtube videos got better writing achievement than students who were not

taught using Youtube videos. The positive effects of this technique can also be seen from the reactions of students during the learning process; therefore students are interested in learning to write. Students do not feel bored because the situation in the class is fun. In conclusion, Youtube videos can be used by English teachers as one of alternative teaching strategies in teaching writing. For teachers, it is advised to apply Youtube videos in teaching writing because it provides a positive effect in writing texts based on research findings. Teachers can develop ways of teaching narrative text by using Youtube videos to improve students' writing skills. By using audio visual media, teachers are expected to be able to change the boring writing paradigm of students.

For students, they are advised to use Youtube videos regularly in their homes to improve their writing skills by using different video images in learning to write. Students must be active by using Youtube videos in learning to write. For future, researchers it is suggested to explore aspects of this strategy that have not been presented in this study. Furthermore, they can use it as a reference for their research. This research can give them more information about the effects of using Youtube videos in teaching writing.

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