



The Effect of Using Video Tutorial to The Student's Ability in Writing Procedure Text of Grade Seventh at SMP Negeri 2 Siantar

Ephy cryday yanti gea¹, Selviana Napitupulu², Novra Melisa P. Hutabarat³

Email: Ephyghea@gmail.com¹

Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas HKBP Nommensen
Pematangsiantar, Indonesia

ABSTRACT

This study aims to determine the effect of video tutorial media on students' ability to write procedure texts in Class VII SMP Negeri 2 Siantar. This research uses quantitative research methods with quasi-experimental design. The population of this study were the seventh grade students of SMP Negeri 2 Siantar in the school year 2024/2025. This study used purposive sampling to select the sample. The researchers took two classes as samples. The samples were class VII-1 as a control class of 30 students and class VII-5 as an experimental class of 30 students. The experimental class was taught using video tutorial media while the control class was taught using conventional methods. Data was collected by giving pre-test and post-test to both the classes. This research instrument is in the form of essay questions with a total of 1 question. The results showed that the average score of the experimental class was higher than the average score of the control class. The average score of the experimental class in the pre-test was 48.06 and the average score in the post-test was 77. While the average score of the control class in the pre-test was 50.7 and the average score in the post-test was 71.46. Then, after conducting a t-test, the researcher found that the t-count was higher than the t-table ($2.91 > 1.672$). Therefore, the alternative hypothesis (H_a) of this study was accepted and the null hypothesis (H_0) was rejected. It can be concluded that the effect of video tutorial media is very significant on the procedural writing ability of seventh grade students of SMP Negeri 2 Siantar.

Keywords: Procedure Texts, Video Tutorial, Writing

INTRODUCTION

One of the most prevalent languages in daily life is English, recognized as an international language with widespread popularity. According to Napitupulu and Kisno (2014:1), learning English as a foreign language differs from acquiring a mother tongue, as students learn English not as their first language, and teachers may also be non-native speakers. This contrasts with the natural and continuous process of learning a mother tongue from birth, where individuals are immersed in the language through daily interactions with family and peers.

To effectively use English, students must develop language competence, which encompasses several skills. Language learning involves four key skills: listening, speaking, reading, and writing. Morrow, as cited in Firdaus (2023), explains that these skills can be categorized into receptive and productive skills. Receptive skills refer to reading and listening, which involve understanding discourse, while productive skills encompass speaking and writing, where students must generate their own language. Among these skills, writing is particularly crucial in learning English.

Brown (2001), referenced in Herlina et al. (2020), defines writing as the process of articulating thoughts, feelings, and perceptions through a structured approach that includes gathering ideas, composing, and revising. This indicates that writing serves as a medium for conveying ideas, information, and messages through written words. However, writing is often regarded as one of the most challenging skills to master in English. Swick (2009:5), as cited in Sitorus (2017:2), emphasizes that writing is both important and difficult, a sentiment echoed by Richard (2005:303) in Sitorus (2017:2), who notes that it poses significant challenges for second language learners. The difficulty arises when individuals attempt to write, as they must not only generate and organize their ideas but also translate them into coherent text.

Adas and Bakir (2013:254) highlight that writing skills present challenges for students in constructing complete sentences. Writing is a means of sharing knowledge and communicating through written language, as noted by Purnamasari, Hidayat, and Kurniawati (2021:101). It involves more than merely stringing words together; it requires connecting sentences into paragraphs and organizing those paragraphs into a cohesive text. Nunan (2003), cited in Fitriansyah & Miftah (2020), describes writing as both a process and a product, where writers engage in imagining, organizing, composing, editing, reading, and rereading. This writing process can be cyclical and sometimes chaotic, often requiring multiple revisions before the writer is satisfied with the final product.

During observations made during the PPL, the researcher noted that many students lacked interest in writing and had minimal writing experience. Several factors contribute to this issue, including difficulties in expressing ideas, using proper grammar, limited vocabulary, challenges in understanding writing genres, and a lack of confidence and motivation. Walker and Rı'u (2008) support this observation, stating that many language learners struggle with confidence and interest in writing. Consequently, these challenges hinder students' understanding and application of generic structures and linguistic features. The researcher found that students at SMP Negeri 2 Siantar faced writing difficulties due to low confidence and motivation, as well as challenges in expressing ideas and using correct grammar, which resulted in low writing scores. According to the 2013 curriculum, the minimum completeness criteria (KKM) for seventh-grade English at SMP Negeri 2 Siantar is set at 75. This situation is exacerbated by monotonous teaching methods that lead to student disengagement, a lack of teacher preparation, and insufficient learning media, resulting in many students scoring below the KKM.

In light of these challenges, a solution is necessary to help students enhance their writing abilities and creativity. This research focuses on procedure texts, as students are expected to articulate their ideas in sentences, paragraphs, or essays through this format. Procedure texts are designed to explain how to achieve something through a series of actions or steps. According to LTP et al. (2020), these texts aim to convey information about performing an action or process in a clear and detailed manner, enabling readers to follow instructions easily and effectively. They can serve as guides for activities, device assembly, or problem-solving procedures.

To assist students in organizing their ideas and overcoming writing difficulties, teachers can employ various approaches. The use of media significantly influences the teaching and learning process (Husnah, 2024), as it helps create a dynamic and engaging learning environment. Harmer (2001:323), cited in Asmira & Syam (2023), notes that one effective writing technique involves using video. Videos can serve as materials that connect events in a sequence, providing inspiration, models, or stimuli to aid students in their writing process. By incorporating videos, teachers can offer direct examples or ideas, facilitating the development of students' writing skills, particularly in crafting procedure texts.

Pratiwi (2011:4), as cited in Lance (2007:113), states that videos make learning easier and more enjoyable, contributing to a diverse classroom experience. Videos provide students with accessible visual and emotional experiences, presenting literacy and new language through imagery and symbolic visual codes. Harmer (2003), cited in Kurniawati (2017), further supports this by asserting that videos can help students contemplate their writing before or after viewing. Given these challenges, the researcher believes that utilizing learning aids or media is one of the most effective strategies to address these issues and support students. The careful selection and use of videos are crucial, as they can enhance student participation in the learning process, acting as stimuli to develop the necessary vocabulary, sentences, and expressions to construct coherent paragraphs.

Moreover, video tutorials can help alleviate student boredom. When students find their activities engaging, they are more likely to enjoy the class. Previous research by Victoria Ika Christin (2019) demonstrated that using English videos on YouTube significantly improved students' writing skills. Similarly, Azuhrah (2018) found that tutorial videos had a moderate effect on students' writing of procedure texts, concluding that there is a significant impact of tutorial videos on students' writing abilities.

Based on the fact above, the researcher has chosen to do the research with title **“The Effect of Using Video Tutorial to The Student’s Ability in Writing Procedure Text of Grade Seventh at SMP Negeri 2 Siantar”**.

METHOD

This research employs a quantitative design, specifically a quasi-experimental approach. This design is suitable for comparing two groups that may differ prior to the study (Napitupulu & Kisno:44). Quasi-experimental research focuses on establishing cause-and-effect relationships by identifying variables of interest and assessing whether changes in one variable (the independent variable) lead to changes in another (the dependent variable) according to Melville and Goddard (1996). In this study, the researcher utilized two sample groups: a control group and an experimental group, to examine the impact of video tutorials on students' ability to write procedure texts. The experimental group received treatment through video tutorials, while the control group was taught using traditional teacher presentations. Both groups underwent a pre-test before the treatment and a post-test afterward.

The researcher applied purposive sampling techniques, selecting two classes from the seventh grade, totaling 150 students. Class VII 1, consisting of 30 students, was chosen as the control class due to its stable learning outcomes, indicating that these students absorbed lessons well without needing additional support. Class VII 5, also with 30 students, was selected as the experimental class based on the students' characteristics.

The research instruments included a written test, with one question for the pre-test and one for the post-test, each on different topics. Students in both classes were tasked with writing a procedure text on "How to Make Nescafe Classic Milk Coffee," following the generic structure of procedure texts and using their own words. During the treatment phase, the experimental class was taught using video tutorials, while the control class did not utilize this method. For the post-test, students were assigned the topic "How to Make Avocado Juice," again requiring them to write according to the generic structure in their own words.

RESULT AND DISCUSSION

Data Description

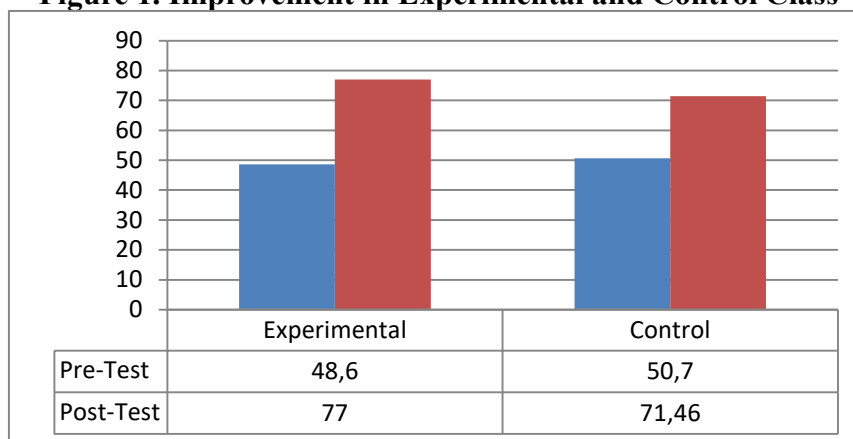
The data for this study are students' scores in writing recount texts with a focus on general structure. The following are representative values of student writing results, namely

from the highest score, medium score, and lowest score. The experimental group in this research was made up of students from class VII-5 of SMP Negeri 2 Siantar, which consists of 30 students.

Table 1. Students scores of the Experimental Class

No	Student's Initial Name	Pre Test	Post Test
1.	ADPN	51	77
2.	AYP	44	80
3.	AFS	45	74
4.	AH	45	69
5.	CS	46	78
6.	CN	43	56
7.	CNP	44	64
8.	DNS	50	74
9.	FC	49	75
10.	FAS	47	81
11.	GPA	47	77
12.	IAS	48	83
13.	JF	44	70
14.	JLYM	49	78
15.	KRM	52	70
16.	LMLS	50	85
17.	MI	55	83
18.	ML	52	77
19.	MAS	47	82
20.	NPS	46	78
21.	NZHL	44	84
22.	OET	48	92
23.	PY	50	83
24.	RRI	44	84
25.	RA	48	79
26.	SKS	50	72
27.	SA	44	70
28.	VBA	55	79
29.	WP	61	75
30.	YF	44	81
Σ		1442	2310

In the experimental class, the highest pre-test score recorded was 61, while the lowest score was 43. The total score for the pre-test in the experimental group was 1442 points, resulting in an average pre-test score of 48.06. After implementing video tutorials as a teaching medium, the post-test results showed a significant improvement. The highest post-test score reached 952, and the lowest score was 70. Following the instructional intervention, the experimental group achieved a total of 2310 points in the post-test, leading to an improved average score of 77.

Figure 1. Improvement in Experimental and Control Class

After calculating the mean scores for both the pre-tests and post-tests of the experimental and control groups, the researcher illustrated the combined data through a graph. The chart clearly indicates an improvement in student performance, especially following the intervention. The experimental group, which employed video tutorials as a teaching medium, demonstrated a significant increase in scores, with the mean score improving from 48.06 in the pre-test to 77 in the post-test. In contrast, the control group, which continued with traditional teaching methods, only showed a modest improvement, with their mean score increasing from 50.7 in the pre-test to 71.46 in the post-test. This results in an increase of 28.94 points for the experimental class, while the control class experienced an improvement of 20.76 points.

These findings suggest that the use of video tutorials significantly impacted enhancing students' writing abilities, particularly in writing procedure texts. The greater improvement observed in the experimental class compared to the control class indicates that using engaging media can be an effective strategy for developing writing skills among students, highlighting the importance of innovative teaching methods in promoting student engagement and improving educational outcomes in writing.

Testing Hypothesis

After conducting the data analysis, the researcher found that the t-test value was 2.91. The distribution table and t-test value were then calculated for various degrees of freedom (df). In this study, the degrees of freedom were determined to be 58, and at a significance level of 0.05, the t-table value was also 2.91. Based on these calculations, the alternative hypothesis (H_a) was accepted, while the null hypothesis (H_o) was rejected, as the t-test value surpassed the t-table value at the 0.05 significance level, specifically $2.91 > 1.672$.

Research Findings

The researcher can conclude from the data analysis that video tutorial media has a significant effect on students' ability in writing procedure text.

1. Video tutorial media has a significant effect on students' ability in writing procedure text.
2. Experimental Class
 - a. The highest pre-test score recorded in the experimental class was 61, while the lowest score was 43.
 - b. After implementing video tutorials as a teaching medium, the post-test results showed a significant improvement, with the highest score reaching 92 and the lowest score at 70.
 - c. The total score for the pre-test in this class was 1442 points, resulting in an average pre-test score of 48.06.
 - d. Following the instructional intervention, the experimental class achieved a total of

2310 points in the post-test, leading to an improved average score of 77.

3. Control Class

- a. In the pre-test, the lowest score for the control class was 43, while the highest score was 74.
- b. In the post-test, the control class scored as low as 61 and as high as 80.
- c. The total score for the pre-test in this class was 1521 points, resulting in an average pre-test score of 50.7.
- d. Following the instructional intervention, the control class achieved a total of 2144 points in the post-test, leading to an improved average score of 71.46.

4. Statistical Analysis

The t-test value calculated was 2.91, which was greater than the t-table value of 1.672 at a significance level of 0.05. This indicates that the alternative hypothesis (H_a) was accepted, while the null hypothesis (H_0) was rejected.

Discussion

Video tutorial media is utilized in the classroom to enhance the teaching of writing procedure texts, significantly increasing student engagement and interest. The analysis of the data revealed that the t-test results supported the acceptance of the alternative hypothesis (H_a) while rejecting the null hypothesis (H_0) when using video tutorial media. During the treatment, the researcher acted as the instructor, explaining the components of procedure texts, providing examples, and guiding students on how to construct sentences in a logical sequence.

Data analysis showed that the experimental group had an average pre-test score of 48.06, which improved to 77 after the intervention using video tutorials. In contrast, the control group had a pre-test score of 50.7 and a post-test score of 71.46, indicating that their conventional teaching methods were less effective in developing writing skills. The mean and standard deviation for the experimental group were 28.26 and 2.195, respectively, while the control group had a mean of 22.45 and a standard deviation of 4.423. The t-test value calculated was 2.91, exceeding the t-table value of 1.672 at a 5% significance level with $df = 58$. This confirms that the alternative hypothesis is accepted, indicating that video tutorial media is effective for improving students' writing abilities.

After implementing the video tutorials, students demonstrated improved focus and understanding of the correct generic structure for writing procedure texts. Although the use of video tutorials may require more time, the benefits in student engagement and learning outcomes were significant. In contrast, the conventional teaching strategy employed in the control group did not effectively engage students or enhance their writing skills.

CONCLUSION

Based on the data analysis, the researcher concludes that video tutorial media significantly enhances students' writing abilities. This is evidenced by the findings: the degree of freedom (df) is 58, and the t-table value at a 5% significance level for a two-tailed test is 1.672. The average score for the experimental class (M_a) was found to be 28.26, with a standard deviation (da) of 2.195.9. In comparison, the control class had an average score (M_b) of 22.5 and a standard deviation (db) of 4.423.5. The impact of video tutorial media is notably greater than that of conventional teaching methods, as demonstrated by the t-test analysis. The calculated t-test value was 2.92, which exceeds the t-table value of 1.672 at the 5% significance level. Consequently, the Alternative Hypothesis (H_a) is accepted, and the Null Hypothesis (H_0) is rejected. Therefore, it can be concluded that the use of video tutorial media positively influences the ability to write procedural texts among seventh-grade students at SMP Negeri 2 Siantar.

REFERENCES

- Adas, D., & Bakir, A. (2013). Writing Difficulties and New Solutions: Blended Learning as an Approach to Improve Writing Abilities. <https://staff.najah.edu/sites/default/files/28.pdf>
- Asmira, A. S., & Syam, U. K. (2023). The Use of Tutorial Video on YouTube as Alternative Media for Teaching Writing of Procedure Text. *English Language Teaching Methodology*, 3(1), 1-7.
- Azuhrah, M. (2018). The Effect Of Tutorial Video On Students' Writing Of Procedure Text. *Unpublished thesis. Jakarta: Department of English Education Faculty Of Educational Sciences Syarif Hidayatullah State Islamic University of Jakarta.*
- Dewi, M., & Muslim, A. B. (2024). Integrated Skills Approach in Teaching EFL Writing and Speaking as Productive Skills: A Case Study in Indonesian Context. *LET: Linguistics, Literature and English Teaching Journal*, 14(1), 161-181.
- Firdaus, J. (2023). THE STUDY OF WRITING ERROR FOR THE SECOND SEMESTER ENGLISH EDUCATION STUDY PROGRAM STUDENTS IN STKIP PGRI PACITAN AT ACADEMIC YEAR 2022/2023.
- Fitriansyah, N., & Miftah, M. Z. (2020). Positive connection of extensive reading and writing fluency in EFL learning. *LET: Linguistics, Literature and English Teaching Journal*, 10(2), 44-70.
- Herlina, H., Mortini, A. V., & Pratama, R. (2020). THE INFLUENCE OF WHIP AROUND TECHNIQUE TOWARD WRITING DESCRIPTIVE PARAGRAPH OF THE TENTH GRADE STUDENTS OF STATE SENIORHIGH SCHOOL 4 OF PALEMBANG. *Esteem Journal of English Education Study Programme*, 3(2), 90-107.
- Husnah, D. H. (2024). ANALYSIS OF THE INFLUENCE OF LEARNING MEDIA ON MI STUDENTS'INTEREST IN LEARNING IN TANJUNG PURA. *JURNAL EDUSCIENCE*, 11(3), 467-476.
- IKA, K. V. (2019). *TEACHING WRITING PROCEDURE TEXT USING ENGLISH VIDEO ON YOUTUBE AT THE THIRD SEMESTER ENGLISH EDUCATION DEPARTMENT OF BOSOWA UNIVERSITY* (Doctoral dissertation, UNIVERSITAS BOSOWA).
- Kurniawati, D. (2017). THE EFFECTIVENESS OF USING YOUTUBE VIDEO IN TEACHING ENGLISH GRAMMAR VIEWED FROM STUDENTS' ATTITUDE. *English Education: Jurnal Tadris Bahasa Inggris*, 5(1), 52-65.
- LTP, E., Tarigan, S. N., & Ginting, L. (2020). AN ANALYSIS STUDENT'S ABILITY IN WRITING PROCEDURE TEXT BY USING PICTURE SERIES AT SMP TELADAN MEDAN. *ELT (English Language Teaching Prima Journal)*, 2(1).
- Napitupulu, S., Kisno. (2014). *Teaching English as a Foreign Language*. Jakarta: Halaman

Moeka Publishing.

Purnamasari, D., Hidayat, Didin, N., & Kurniawati, L. (2021). An Analysis of Students Writing Skill on English Procedure Text. *Jurnal Tadris Bahasa Inggris*.

Sitorus, Caroline, J. (2017) The Effect of Using Youtube Video on the Tenth Graders' Writing Procedural Text Achievement at SMA Corpatarin. *Journal of English Teaching*.