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Teaching descriptive text writing by using youtube videos to Improve the tenth-grade students' writing achievement

Aulia Septian Wulandari ¹, Zakiyah Tasnim ^{2*}, Areta Puspa ³

¹⁻³ Department of English, Teacher Education The University of Jember, Indonesia

* Corresponding Author: **Zakiyah Tasnim**

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Abstract

This classroom action research aimed to improve the active participation and descriptive text writing achievement of the tenth-grade students. Observation and a writing test were used to collect the data, and the collected data were analyzed by using percentage and mean score. The analysis results from observation showed that there was an improvement of the students' participation in the teaching learning process of writing by using YouTube videos from 70 % in the meeting 1 and meeting 2 to 80 % in the meeting 3 and meeting 4. In addition, the mean score of the students' descriptive text writing test also improved from 55.9 in the pre-action up to 78.7 after the post action. The number of students gaining the passing grade of 75 or more also improved from 35% in pre action to 75 % after the post action. So, It could be concluded that the use of YouTube Videos could improve the active participation and descriptive text writing achievement of the tenth-grade students. Therefore, English teachers are suggested to use YouTube videos for teaching descriptive text writing.

Keywords: YouTube videos, Descriptive text, Writing skill, Classroom action research

Introduction

Writing is one of the language skills that has an essential role in teaching and learning English. Raimes (1983) ^[11] claims that writing is the ability to convey feelings, and ideas by composing words into sentences, then into paragraphs, and then into texts. Meanwhile, the purpose of teaching writing, according to Pramanca & Turmudi (2013) ^[10], is to help students write effectively and accurately in various genres. According to Wening (2016) ^[15], to produce a good writing, some aspects of writing must be considered, covering organization, grammar, content, vocabulary, and mechanics.

Based on the 10th-grade syllabus of 2013 curriculum concerning the descriptive text writing, students are expected to be able to write descriptive texts by paying attention to the generic structure, language features, and social functions of the text. In addition, according to the basic competency 4.4.2 in the syllabus, students are expected to be able to compose oral and written descriptive texts related to famous tourism objects and historical buildings by paying attention to social functions, generic structures, and language features correctly and in context.

Based on an interview with one of the English teachers of SMK Gajah Mada Puri, Mojokerto, it was found that the students' achievement in writing was still low, including writing a descriptive text. There were several reasons for the bad achievement. Vocabulary and grammar were serious problems faced by students when they were learning writing. The inactivity of students in the classroom could be a contributing factor as well. Besides, the students were often confused about finding ideas they should write down. It is because the teacher usually provided some explanations and examples from the students' books. The students were not creative and active in asking about the material they did not understand. Thus, the students needed more media to help them find ideas and more material for learning grammar and vocabulary when they were learning writing skills. The use of media can help students to be more interested in learning writing. YouTube video is one of the exciting media that can be used. According to Styati (2016) ^[12], YouTube videos can provoke students' background knowledge needed to learn English more easily.

Some researchers have conducted some studies about YouTube videos. Bashir (2012) ^[3] has conducted research entitled Improving students' ability in writing descriptive text using YouTube videos.

His research result showed that using YouTube videos could improve the students' learning climate and the students' writing scores which were higher than the passing grade. It was 75.00. Moreover, Pramanca *et al.* (2013) ^[10] conducted a comparison study entitled "The comparison of descriptive text-ability using downloaded youtube video and serial pictures of the students of SMPN 2 in the academic year of 2020/2021". Their study proved that using YouTube videos was more effective than using serial pictures in teaching writing ability. According to the previous studies above, the researcher used YouTube videos as a medium to improve students' writing skills. The result of the previous studies showed that YouTube videos could improve students' writing skills and class situations.

Based on the elaboration previously, YouTube videos were used as learning media to improve writing skills. It was because YouTube videos could help students improve their ideas and enrich vocabulary. Therefore, the research entitled "Teaching descriptive text writing by using youtube video to improve the tenth-grade students' writing achievement" was conducted at SMK Gajah Mada Puri Mojokerto, East Java.

Literature Review

Youtube Video and the Strengths in Learning Writing

In this era, we have already known that technology is widely used in various aspects of life, including in education. According to Orús *et al.* (2016) ^[9], YouTube is one of the most visited websites in the world after Google and Facebook. YouTube is a platform where people can share their videos and watch many kinds of videos without cost, and it was launched in 2005 (Terantino, 2011) ^[13]. Nejadi (2010) ^[8] also adds that YouTube is an "unlimited resource for language acquisition/learning". It reveals that language learners can listen to either formal or informal language used in video content. From the explanation above, YouTube is one of the biggest platforms in the world that can be used to share and watch many kinds of videos.

According to Nejadi (2010) ^[8], YouTube is a medium for learning English that plays an essential role in improving students' abilities in the future. It also provides many learning materials about other cultures and helps students become independent language learners. In addition, Berk (2009) ^[4] claims that videos provided by YouTube can help students learn languages using different learning styles. YouTube not only provides pictures and sounds but also provides subtitles that can be read by the students. Students can use YouTube videos with learning styles that the students have. As we know, there is already a lot of content about learning English that has been provided from various channels on YouTube, such as Linguamarina, English Language Academic, Ruang Guru Bimbel Online, and easy English Learning. Therefore, an English teacher can use learning materials taken from YouTube videos.

The Procedures of teaching writing by using YouTube videos

In learning writing using YouTube Video, there are 2 activities that can be applied by the teacher, according to Watkins & Willkins (2011). They are:

1. Note-taking and Summarizing

This activity can be used for beginner to intermediate-level students. This activity encourages students to focus more when watching the YouTube video. It is because they are required to listen and watch the explanation and take notes on

some essential points, discuss notes with a partner verbally, check and expand notes, and listen again for more information, then summarize the notes. After taking those steps, students can match their notes to and compare them with teachers and friends.

2. "How-to" do Writing

This activity also can be used for beginner to intermediate-level students. In this activity, the teacher instructs students to search for a video with the appropriate topic and the length of the video on YouTube. Then, the teacher writes a step-by-step guide about what the video contains, creates a sequencing or cloze activity, and students are asked to complete the activity. After those activities are guided by the teacher, the next activity is done by the students themselves. They are asked to choose their interesting video according to the topic given and create step-by-step guide notes about the video.

In addition, Cakir (2006) ^[5] also suggests that there are 2 techniques that the teacher can use to teach writing by using video.

1. Active Viewing

This technique increases students' satisfaction and enjoyment and focuses students' attention on the main idea of the video. The teacher writes some questions related to the video on the board before the teacher plays the video. During watching the video, the students should take a note, and they may express the idea that they got from the video through writing.

2. Silent Viewing

In this technique, the audio for the video is silenced; and it shows the visual performance of the video. The character behavior in the video is observed by the students. Then, the teacher pauses the video at specific points and asks the students to predict what is happening in the video. Students are asked to take a note about what points they get. After that, the video is replayed to compare the points from the video and the students' notes.

Previous Study

There were some previous researches related to this present research. Angreini (2012) investigated the use of YouTube videos to improve students' competence in Writing Procedure Text. This research focused on teaching writing procedure text by using youtube videos. The research subjects were the tenth-grade students (X 7). Quantitative data and Qualitative data were used in this research. Quantitative data were collected through tests. Qualitative data were collected through interview, observation, and questionnaire. The research results showed that the use of YouTube videos could improve students' writing skill. The research result was proved by the mean score from 61.77 in pre-test to 71.03 in cycle 1 and to 91.45 in the cycle 2.

In addition, Almoswai *et al.* (2017) ^[1] conducted research entitled The Effectiveness of Using YouTube Video on EFL Iraqi College Students' Performance in Grammar at Missan University. This research aimed to determine how effective the use of YouTube videos was on the performance of Iraqi EFL students in grammar at Missan University. The instruments used in this research were questionnaires and grammar tests. These research results indicated that there was a significant effect of using YouTube videos on the students' grammar performance.

Based on the previous researches, it could be concluded that YouTube videos were effective media that could be used to improve students' English ability, including their writing skills. Therefore, how can teaching descriptive text writing by using YouTube videos improve the tenth-grade students' writing achievement was investigated in this research.

Research Method

The research design used in this research was classroom action research because this research aimed to investigate the extent to which the use of YouTube videos can help and facilitate the 10th-grade students to write a descriptive text. Koshy (2005)^[7] suggests that the purpose of action research is to learn through action leading to personal or professional development. This Classroom Action Research (CAR) was conducted in a cycle model consisting of the following activities, namely (1) the planning of the action, (2) the implementation and observation of the action, and (3) data analysis and reflection of the action (Kemmis, et.al., 2013)^[6]. This research was conducted at SMK Gajah Mada Puri, Mojokerto, East Java, Indonesia. The school was chosen as the research area because of some reasons. Firstly, this school has been using the 2013 curriculum. Therefore, it provided the data needed to conduct this research. Secondly, the school principal had given permission to conduct the research there. Lastly, the 10th-grade English teacher was ready to collaborate with the researcher to conduct this research.

The participants of this research were the 10th-grade students of SMK Gajah Mada Puri. Based on the results of the interview with the English teacher, the 10th-grade students' writing achievement, especially in writing a descriptive text was still very low with a mean score was 55.9. So, the 10th-grade students were selected as the research participants by using purposive method.

There were three kinds of data collection methods used in this research. They were: observation, writing test, and interview. Observation was used to collect data about the students' active participation while joining the writing class by using YouTube videos. The writing test aimed to measure the students' writing achievement on descriptive text. And, interview was carried out to find any problems faced by the students during the teaching and learning process of descriptive text writing, the technique used and how the teaching and learning process was conducted before the research was conducted.

There were two classifications of collected data. The first data were the results of pretest and post-test before and after the teaching-learning process of descriptive text writing by using YouTube videos. The second data was the results of classroom observations during the teaching and learning process of descriptive text writing by using YouTube video.

The writing test results from both pretest and posttest were firstly analyzed by using mean score formula. It was used to know the improvement of the students' descriptive text writing achievement from pre-action to post-action. The research was successful if the mean score of the writing descriptive text test after action increases or is higher than mean score before action. Next, the percentage formula was used to analyze the collected data to know the percentage of the students who got score at least 75 in the descriptive text writing test. The research was successful if the percentage of the students who achieved the score at least 75 in the descriptive text writing test $\geq 70\%$. The collected data from observation were also analyzed by using percentage formula

to know the students' active participation joining the teaching and learning process of descriptive text writing by using YouTube videos. If more than 70% of the students participated actively in the teaching and learning process, the research was successful.

Results and Discussion

This research was conducted in one cycle with 5 meetings, 4 meetings for conducting the teaching and learning process of descriptive text writing by using YouTube videos, and one meeting for post-test. Meeting 1 and 2 were carried out based on lesson plan 1, and meeting 3 and 4 were based on lesson plan 2. The last meeting was for administering the post-test after the action was implemented. Furthermore, observation was carried out collaboratively between the researcher and the English teacher to observe the students' active participation during the teaching and learning process of descriptive text by using YouTube videos in meeting 1 up to meeting 4. The observation's result in the first and second meetings was 70%, and in the third and fourth meetings was 80%. It means that the success criteria of the students' active participation joining the descriptive text writing class by using YouTube was achieved. The result showed that using YouTube videos in teaching descriptive text writing could improve students' active participation. The students did all the tasks given actively and they were also active in the teaching and learning process of descriptive text writing by using YouTube videos. They explored any information related to writing descriptive text through YouTube. Then they could write a descriptive text. So, it could be concluded that all the activities provided in this research were done by the students well. And, it was successful to facilitate students' active participation in learning writing descriptive text through the tasks given based on YouTube videos.

Moreover, the students' writing achievement increased after the action was implemented; that was teaching descriptive text writing by using YouTube videos. In the pre-cycle, the mean score of writing descriptive text was 55.9 with the highest score was 78 and the lowest score was 40. After the teaching learning process of descriptive text writing by using YouTube was conducted in meeting 1 and meeting 2, the mean score of students' writing descriptive text was 72.75; and after meeting 3 and 4, the mean score was 76.9. In the post-test, the students' mean score on writing descriptive text was also increased into 78.7 with the highest score of 91.5 and the lowest score of 63. It means that there was an improvement in the mean score of the students' descriptive text writing from pre-action to post-action. The following figure presents the improvement.

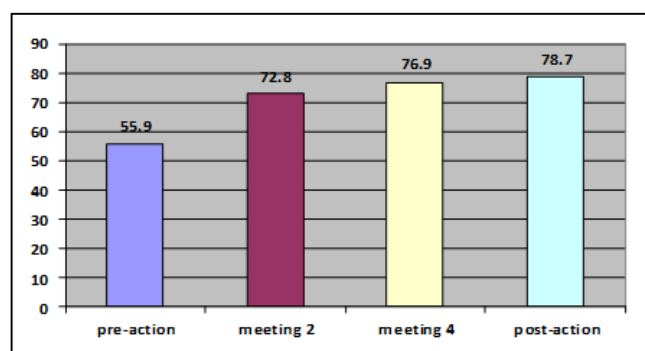


Fig 1: The Improvement of the Students' Descriptive Text Writing Achievement

The figure showed that there was an improvement of the students' descriptive text writing achievement after joining the writing class by using YouTube video from the mean score of 55.9 in pre-action, to 72.8 in meeting 2, to 76.9 in meeting 4 to 78.7 in the post action. In addition, the students who got score ≥ 75 also increased from 35 % in the pre-action to 75% after the post action. So, it could be concluded that the use of YouTube Video can improve the descriptive text writing achievement of the tenth grade students.

Conclusion and Suggestion

Conclusions

Based on the data analysis results, it could be concluded the following points: (1) the use of YouTube videos could improve the students' active participation in learning to write descriptive texts. It could be seen from the observation result showing that there was the improvement in the students' active participation from 70 % in the first and second meetings to 80 % in the third and fourth meetings. Moreover, this research was successful because the students who were active during the teaching and learning process of writing descriptive text using YouTube videos were more than 70 %; (2) the use of YouTube videos could improve the descriptive text writing achievement of tenth-grade students. The students' writing achievement test results showed that the mean score of the students' descriptive text writing achievement test before using YouTube video was 55.9, and it improved to 78.7 after using YouTube videos. And the percentage of the students gaining a writing score at least 75 was 75%.

Suggestions

Based on the research results the following suggestions are given: (1) for the English teachers who have difficulties in teaching descriptive text writing are suggested to use YouTube videos. By using YouTube videos in the teaching of descriptive text writing, the teacher can facilitate the students to improve both students' active participation and writing achievement; (2) for the students who have difficulties in learning descriptive text writing are suggested to use YouTube videos since it can facilitate them to learn writing more easily; and (3) for the next researchers are suggested to use the research results as one of the references to conduct further research dealing with the use of YouTube videos in English language teaching.

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