

THE INFLUENCE OF YOUTUBE BASED VIDEO TOWARD STUDENTS' WRITING SKILL IN RECOUNT TEXT

(The Quasi Experimental Research at Tenth Grade of SMK Daruttaibin

Ciwadas Pabuaran)

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ABSTRACT

The objective of this research was to find out if there is a significant influence of YouTube based video toward students' achievement in writing recount text. This research is used quasi experimental design. The population of this research was the first students of SMK Daruttaibin Ciwadas Pabuaran. The cluster random sampling was used to take the sample. The sample was two classes, X Pemasaran 1 as the experimental class and X Pemasaran 2 as the control class. The experimental class consisted of 22 students and the control class consisted of 20 students. The instrument of collecting data was pre-test and post-test. From the data analysis, the student's score of the experimental class in the post test was higher than the students in the pre-test. The mean score of posttest in the experimental class 74.7 was higher than mean score of the control class 67.5. It was found that the result statistic calculation, it was obtained that the value of T_{value} was 1.94 and degree of freedom (df) is 40. In the table of significance 0.05 the value of the significance was 1.68, comparing those values, the result was $1.94 > 1.68$ which means T_{value} score. It means that there is significant influence toward students' writing skill between the students who were taught using YouTube based video and those who were not. In conclusion, the H_0 is rejected and H_a is accepted.

Keywords: Writing Recount Text, YouTube Based Video.

A. INTRODUCTION

Technology offers a renewal process that covers all aspects of life using technology as the main media that plays an important role in every development. Technology can be used as a learning media, namely learning facilities and resources for

students and teachers. According to Kustandi and Sutjipto (2013: 8) argue that learning media is a tool that can help the teaching and learning process and serves to clarify the meaning of message conveyed, so that can achieve learning goals better and perfect.

While according to Sanaky (2013: 3) states that learning media is a tool that works and can be used for convey the message of learning. One of learning media is audio visual or video. Video can present language in lively way as video features audio and visual in which students can learn much from it. YouTube is an online video and the main use of this site is as a media for searching, viewing and sharing videos that are original to and from everything over the world through a web (Budiargo, 2015: 47). Teaching writing for Senior High School students is not an easy. It is different from teaching writing for adults. Senior High School students need more motivation and guidance from the teacher to write in English. By using videos on YouTube as a media for teaching writing, students can have a new perspective in the teaching and learning process. Therefore, video on YouTube can be used by teacher depend on the need. Videos on YouTube can be played from the beginning to the end the video without play paused or can be played using pause on the scene needed. In accessing a

YouTube, content appear consisting of types, categories and channels that are equipped links that can be accessed according to the needs desired by the user. YouTube provide program options and categories in accordance with what the user visits. There are several English channels on YouTube, namely:

1. Tuition Center Nurul Fikri

Learning Guidance and Consultation Nurul Fikri (abbreviated as NF) is one of the largest tutors in Indonesia with hundreds of branches in various cities.



Picture 1.1 Video Recount and Past Simple

(Source: <https://youtu.be/bVEqB6ux0>)



Picture 1.2 Home YouTube Channel Nurul Fikri

(Source: <https://www.youtube.com/c/BimbelNurulFikriJuara>)

2. Haloedukasi

Haloedukasi is a free online learning tool for various subjects for kindergarten to college students. In *Haloedukasi* you can take courses without paying, taught by teachers who are very skilled and with material that is easy to understand.



Picture 2.1 Video Structure and

Example Recount Text

(Source: <https://youtu.be/h5VDsxHH0e8>)

3. Unacademy – Indonesia

Unacademy is tool that presents educational content with a variety of the latest technological innovations to eliminate the distance between teachers and students.



Picture 3.1 Video Lesson Recount Text

(Source: <https://youtu.be/XPWj2sYTulc>)



Picture 3.2 Home YouTube Channel Unacademy-Indonesia

(Source: <https://www.youtube.com/c/UnacademyIndonesia>)

And there are many other English channels, both from a YouTuber which can help the process of learning English. In the process of learning video broadcasting from YouTube to students is done with the help of a computer (laptop) and LCD and then the video can be watched either the download or the results manipulation download, or streaming.

B. METHOD

The method in this research is quasi-experiment with a quantitative approach. In the experiment, writer try to determine whether a treatment affect the results of a study. This influence is assessed in a way apply certain treatments one group (treatment group) and do not apply it to other groups (control groups), then determine how the two groups determine the final outcome (John W. Creswell, 2014: 19). The research employed the pre-test and post-test design. The population for this research is the tenth grade students of SMK Daruttaibin Ciwadas Pabuaran in Academic Year

2019/2020. The population consists of 129 students. The writer took sample from tenth grade students of SMK Daruttaibin Ciwadas Pabuaran. The samples of this research were taken by using cluster random sampling technique. The writer takes 42 students as the sample. The sample consists of two classes. They are X Pemasaran 1 as experimental class that consisted of 22 students and X Pemasaran 2 as control class

The first class is the experimental class (X Pemasaran 1) which were be taught by using video and the other class is the control class (X Pemasaran 2) which were be taught by using conventional method. There are 42 students as the sample of this research consists of 22 students as the experimental class and 20 students as the control class.

C. RESEARCH FINDING

This research was conducted to know the influence of YouTube based video to student writing skill at tenth grade SMK Daruttaibin Ciwadas Pabuaran in academic year of 2019/2020.

The writer gave treatment to the students by using video

YouTube to experimental class and the control class by using conventional method. The data of two classes can be seen as follow:

a) Experimental Class

The test was arranged in a blank paper for pre-test and post-test. to know the result of the test, it will be presented on the table below:

Table 4.2 The Test Result of Experimental Class

Student	Pre-test score (X ₁)	Post-test score (X ₂)	Gained score (X)	X ²
S1	60	65	5	25
S2	65	70	5	25
S3	45	55	10	100
S4	70	75	5	25
S5	55	65	10	100
S6	65	70	5	25
S7	70	75	5	25
S8	50	60	10	100
S9	65	70	5	25
S10	70	75	5	25
S11	75	75	0	0
S12	55	60	5	25
S13	55	65	10	100
S14	65	70	5	25
S15	70	75	5	25
S16	45	60	15	225
S17	65	70	5	25
S18	50	55	5	25
S19	65	65	0	0
S20	60	75	15	225
$\sum_{Y=2}^N$ 0	$\sum Y_1$ =122 0	$\sum Y_2$ =135 0	$\sum Y$ =130	$\sum Y^2$ =150
	M=6	M=6		

Student	Pre-test score (X ₁)	Post-test score (X ₂)	Gained score (X)	X ²
	1	7,5		

The table of student score in experimental class showed that the mean score of pre-test in experimental class is 60,9090 while the mean score of post-test 74,7727 total gained score in the class is 305. It can be concluded that there was significant result in pre-test and post-test.

b) Control Class

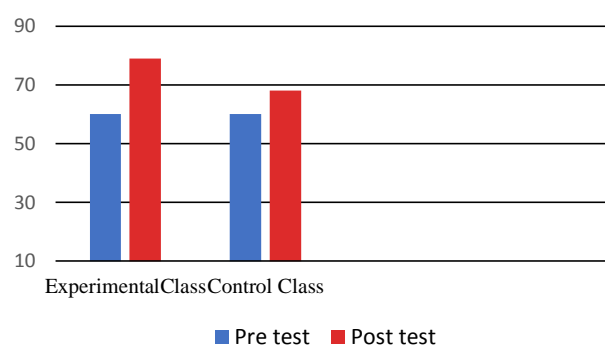
The test was arranged in a blank paper for pre-test and post-test presented on the table below:

Table 4.2 The Test Result of Controlled Class

Student	Pre-test Score (X ₁)	Post-test Score (X ₂)	Gained Score (X)	X ²
S1	65	75	10	100
S2	75	85	10	100
S3	50	65	15	225
S4	45	70	25	625
S5	55	75	20	400
S6	60	80	20	400
S7	75	85	10	100
S8	60	75	15	225
S9	70	75	5	25
S10	70	80	10	100
S11	60	75	15	225
S12	70	85	15	225
S13	45	65	20	400

Student	Pre-test Score (X ₁)	Post-test Score (X ₂)	Gained Score (X)	X ²
S14	65	75	10	100
S15	60	70	10	100
S16	50	65	15	225
S17	65	75	10	225
S18	65	70	5	25
S19	60	70	10	100
S20	70	80	10	100
S21	50	75	25	625
S22	55	75	20	400
Σ	ΣX ₁ =1340	ΣX ₂ =1645	ΣX=305	ΣX ² =4825
	M=60,909	M=74,772		

The table of student score in controlled class showed that the mean score of pre- test in control class is 61, and the mean score of post-test is 67,5 total gained score in the class is 130. From the result of the research, the comparison between experiment and controlled class based on the pre- test and post-test score can be described on the chart below:



**Diagram 4.1 The Summary
Research of Pre-test and Post-test**

The result of all test that have been conducted in this research shows that the experimental class by using video YouTube has higher mean than score than control. There is any significant difference in result of post-test both experimental and control class.

D. DATA ANALYSIS

1. Determining Mean of Variable X

$$M_x = \frac{\sum x}{N_x}$$

$$M_x = \frac{305}{22}$$

$$M_x = 13,86$$

2. Determining Mean of Variable Y

$$M_x = \frac{\sum x}{N_y}$$

$$M_y = \frac{130}{20}$$

$$M_y = 6,5$$

$$SE_{Mx} = \frac{15,15}{\sqrt{21}}$$

$$SE_{Mx} = \frac{15,15}{4,5}$$

$$SE_{Mx} = 3,36$$

3. Determining Standard of Deviation Score of Variable X

$$SD_x = \sqrt{\frac{\sum x^2}{N_x}}$$

$$SD_x = \sqrt{\frac{4825}{22}}$$

$$SD_x = \sqrt{229,54}$$

$$SD_x = 15,15$$

4. Determining Standard of Deviation Score of Variable Y

$$SD_y = \sqrt{\frac{\sum Y^2}{N_y}}$$

$$SD_y = \sqrt{\frac{1150}{20}}$$

$$SD_y = \sqrt{57,5}$$

$$SD_y = 7,58$$

5. Determining Standard error Mean of variable X with formula

$$SE_{Mx} = \frac{SD_x}{\sqrt{N_x - 1}}$$

$$SE_{Mx}$$

6. Determining Standard error Mean of variable Y

$$SE_{My} = \frac{SD_y}{\sqrt{N_y - 1}}$$

$$SE_{My} = \frac{7,58}{\sqrt{20 - 1}}$$

$$SE_{My} = \frac{7,58}{\sqrt{19}}$$

$$SE_{My} = \frac{7,58}{4,3}$$

$$SE_{My} = 1,76$$

7. Determining Standard error of Mean of Variable X and Y

$$SE_{Mx-My} = \sqrt{SE_{Mx}^2 + SE_{My}^2}$$

$$SE_{Mx-My} = \sqrt{3,36^2 + 1,76^2}$$

$$SE_{Mx-My} = \sqrt{11,2896 + 3,0976}$$

$$SE_{Mx-My} = \sqrt{14,3872}$$

$$SE_{Mx-My} = 3,79$$

8. Determining to with formulation

$$t_o = \frac{M_x - M_y}{SE M_x - M_y}$$

$$t_o = \frac{13,86 - 6,5}{3,79}$$

$$t_o = \frac{7,36}{3,79}$$

$$t_o = 1,94$$

9. Determining t-table in significance level 5% with degree of freedom (df).

$$Df = (N_x + N_y) - 2$$

$$Df = (22 + 20) - 2$$

$$Df = 42 - 2$$

$$Df = 40$$

The degree of freedom (df) = 40

The t-table of degree of freedom (df) is 40 at the degree of significance 5% (0,05) is 1,68. Comparing t-observation (t_o)=1,94 and t-table (t_t)=1,68, we know that t_o is higher than t_t . The results follow.

T-table (t_t) at significant level 5% = $t_o > t_t = 1,94 > 1,68$.

10. Hypothesis Testing

In the research, the writer proposes null hypothesis (H_o) and alternative hypothesis (H_a):

H_a : There is any Influence of YouTube Based Video Toward Students' Writing Skill at "SMK

Daruttaibin Ciwadas Pabuaran".

H_o : There is no Influence of YouTube Based Video Toward Students' Writing Skill at "SMK Daruttaibin Ciwadas Pabuaran".

The hypothesis criterion states that; if $t_o > t_t = H_a$ is accepted and H_o is rejected. In other condition, if $t_o < t_t = H_a$ is rejected and H_o is accepted. T_o is t-observation and t_t is t-table. The result from calculating the data is $t_o = 1,94$ and $t_t = 1,68$. In significant level 5% t_o is higher than t_t $1,94 > 1,68$. It can be concluded that the null hypothesis (H_o) is rejected and alternative hypothesis (H_a) is accepted. It means, there is a significant Influence of YouTube Based Video to Students Writing Skill.

E. DISCUSSION

In this research, the writer applied video in YouTube to the tenth grade students of SMK Daruttaibin Ciwadas Pabuaran in teaching writing skill. The writer used video in YouTube on writing recount text. This research used quasi-experimental. Based on the observation using video in YouTube on writing recount text can support

students to be more interested and motivated.

The students taught by the new strategy, this strategy gave a good significance for the students; it could be seen by students' value. The result of the students post-test was higher than the result of post-test. After doing the post-test, the result showed the significant differences in the students writing recount text. It was really good significant effect from this strategy on the students writing recount text. Because of Pandemic Covid-19 in Indonesia, Teaching and learning process conducted by home to home.

First meeting, the writer gives the students pre-test before the treatment. The students still shame and they do not understand how write good recount text. Although the students have low vocabulary and not understand the structure of recount text, they have effort to know the material. The writer gives treatment by using video in YouTube about recount text. By using video, the students know which part they should write first. They can watch and hear the language from video. In this research, the writer chooses

Tuition Center Nurul Fikri as material in teaching process. In YouTube many type program which can be used as a learning media. As stated by Nasution (2019) that YouTube doesn't only have about fun videos, in YouTube can also use as learning media, in there we too can find so many education videos in every level, start from beginner, intermediate, and even for advanced level.

The use of videos in YouTube as a media for learning is as one of the forms in utilizes the advancement of information and communication technology in the world education to support the improvement of the quality of teaching and learning activities in class. In line with oktaviana, Emzir, and Rasyid (2020) that exposure to the process of Information Communication and Technology (ICT)-based English language learning in SMAI NFBS was quite successfully in improving the quality in teaching and learning process. In short, YouTube can be as one of alternative media in learning, displaying material through interesting video can stimulate the interest of

student in learning, and make the learning more interesting and also flexible to access.

F. CONCLUSION

The result of the test analysis in the research can be seen in the previous chapter. The result showed that t-test ($t_o = 1,94$) is higher than t-table ($t_t = 1,68$) in degree of significant 5%. It can be concluded that the null hypothesis (H_o) is rejected and alternative hypothesis (H_a) is accepted. It means there is significant influence of YouTube based video to students writing skill in recount text. The writer gets results the data in three meetings. The first meeting for pre-test, the second meeting for treatment, and then the third meeting for post-test. The experimental class in teaching recount text by using video in YouTube and the control class by using conventional method. Teaching learning process by using video in YouTube gave better effect and motivation to the students. They are more active in learning writing. By utilizing the available facilities students can get up to date of teaching learning process.

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