

# THE IMPLEMENTATION OF TUTORIAL VIDEO TO IMPROVE STUDENTS' SKILL IN WRITING PROCEDURE TEXT

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## ABSTRACT

The objectives of this study are to describe the students' writing skills taught using tutorial video in writing a procedure text, to describe the students' writing skills taught using conventional method in writing procedure text, to find out the difference between students' who were taught using tutorial video and conventional method in writing procedure text, and to find out whether or not the class which is taught using tutorial video is better than the class using conventional method. This research was experimental research. The participants were the second grade students of SMK N 5 Yogyakarta. The results showed that the level of students' writing skills taught using tutorial video was categorized as "very high" at the category scale 75-above (Mean= 80.11 and SD= 6.716), the level of students' writing skills taught using conventional method categorized as "high" at the category scale 58.33-75 (Mean = 63.64 and SD= 6.302), the result of t-test showed Sig. (2-tailed) level was 0.000 which implies a significant difference between the students' writing skills taught using tutorial video and who were taught using conventional method, the experimental class taught using tutorial video produced better writing skills than using conventional method.

**Keywords:** writing, procedure text, tutorial video

## Introduction

Communication is important for human being, because it can be used to express the idea, mind, concept, and feeling. Language is one of the most important things in communication and it is used as a tool of communication among human being in all over the world. Wardraugh (1992: 1) states that a language is what the members of particular society speak.

Writing is an activity to combine words to form meaningful messages that the writer wants to express. Writing is one of important skill that the students have to be mastered. Writing is categorized as a complex skill. It involves the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly (Nunan, 2003).

Writing also takes an important role in educational field. In the school, the students are expected to be able to write kinds of academic writing. However, the students face the difficulties in using the language, especially in writing. Many students could not express their idea smoothly in written form. They still find the difficulties when they write a text, especially when they write a procedure text. This happens because they create a procedure text without analyzing the generic structure specifically, they also get difficulties in using imperative verbs, vocabularies used and temporal conjunction in appropriate sentences.

It happens because the teachers concern on teaching them by using conventional technique with whiteboard and text books. It made the activities in the class monotonous and boring. The teacher must use teaching aids to solve the problems and using visual aid or media to teach procedure text.

## Literature Review

### *Curriculum 2013 and Literacy Approach*

For the vocational high school, the goal of teaching English is to provide students with knowledge and skills to make the students able to communicate by using English either in spoken or written language. All school in Indonesia which is use Curriculum 2013 must use Scientific approach. However, the new regulation has announced that Scientific Approach can be replaced by others approach. In this paper, Literacy approach is an approach for teaching and learning in the classroom. It is teaching-learning cycle, it consists of four phases such as BKOF (Building Knowledge of the Field), Modeling, JCOT (Joint Construction of Text), and ICOT (Independent Construction of Text). Kern (2000: 16-17) states that literacy is the use of socially, historically, and cultrally-situated practices of creating and interpreting meaning through texts.

In this research, there are two classes, they are experimental and class using conventional method. They are the comparison of teaching between experimental class and class using conventional method.

Table 1

The Teaching Comparison between Class Using Conventional Method and Experimental Class

Stages of Learning	Class Using Conventional Method	Experimental Class
BKOF	<ul style="list-style-type: none"><li>• The students are stimulated to recall their experience about procedure text.</li><li>• The students are taught about generic structure, vocabularies used, and language features by using handout or textbook.</li></ul>	<ul style="list-style-type: none"><li>• The students are stimulated to recall their experience about procedure text by discussing the title of tutorial video.</li><li>• The students are taught about generic structure, vocabularies used, and language features by watching tutorial video.</li></ul>
MOT	<ul style="list-style-type: none"><li>• The students read the text of the textbook given by the teacher.</li><li>• They are given the explanation about the materials.</li></ul>	<ul style="list-style-type: none"><li>• The students are given tutorial video as model in teaching writing a procedure text.</li><li>• They are given the explanation about the materials.</li></ul>
JCOT	<ul style="list-style-type: none"><li>• The students are asked to work in group to do some exercise in the textbook.</li><li>• They are asked to work in group to write a procedure text.</li></ul>	<ul style="list-style-type: none"><li>• The students are asked to work in group to do some exercise.</li><li>• They are asked to work in group to write a procedure text which are based on the tutorial video, but they have to write by using their own idea.</li></ul>
ICOT	The students are asked to work individually to write procedure text.	The students are asked to work individually to write procedure text based on the tutorial video, but they have to write by using their own idea.

### *Media and Tutorial Video*

Media facilitate classroom teaching. According to Sadiman (2002), medium is anything used to send message(s) from the sender(s) to the receiver(s), so it can stimulate pupils' thought, feeling, and interest in order to gear their learn.

The media are very important to help students learn new concepts of the skills and language competences. There are many kinds of media which can be used by the teachers in the teaching English. One of media that maybe applied is tutorial video. By using video in teaching and learning process, it is useful to attract the student's interest in learning language. Hopefully,

it can also help the students in generating and structuring ideas and also improve their ability in writing a procedure text in which they are demonstrated the way how something is made through sequence of steps. Regarding the problems above, the researchers try to propose tutorial video as media to help and make students able to write a procedure text easily.

Mayer (2001) in Cruse (2007) defines video as a form of multimedia which transfers information through two simultaneous sensory channels called auditory and visual and also presents the demonstrations on screen print and closed captioning. Whereas tutorial video is often defined as a method of transferring knowledge through a sequence of instruction to complete a task.

By using video in the classroom, there are several advantages. Harmer (2001: 282) describes the benefits of using video as medium in the classroom; (a) Seeing language in use, where students not only hear the language, but also can see the process. (b) Cross cultural awareness, in which students can see the situation of the people across the video i.e. what they wear, etc. (c) The power of creation, video gives the students potential to create something memorable and enjoyable since the task of given can provoke creativity and communicative uses of language. (d) Motivation, video can increase students' interest through its visual display.

Tutorial video also improves imagery strategies of the students. Thornbury (2002: 25) labels this strategy as imaging and points out that words which easily evoke pictures are well memorable and that it is helpful for learners to associate also abstract words with some mental image.

## **Method**

Nunan (1992: 24) states that experiments are carried out in order to explore the strength of relationships between variables. In this research, the researchers used True Experimental Design. The design of this study involved three steps: pretest-treatment-posttest.

The sample of this research came from two classes (X1 and X2) of the second grade of SMKN 5 Yogyakarta in academic year 2016/2017. The researchers used Purposive sampling to obtain the sample. The researchers did the procedure which was called lottery technique to get the sample of the research. The result of the lottery technique was that, the experimental class (X1) was XI Tekstil A and XI Tekstil B was class who taught using conventional method (X2).

In this research, the writer used an achievement test to measure students' writing skill. Arikunto (2002: 114) states that a good instrument must have two characteristics, valid and reliable. In order to make a good test, the writer had to pay attention on content validity, criterion validity and construct validity.

After the try out, it is showed that the test was reliable. The result reliability of pre-test class which was taught by conventional method was 0.997 and the reliability of pre-test class which was taught by using tutorial video was 0.992.

The data were analyzed by using t-test. The purpose of analyzing the data was to know between the level of students' writing skills taught using tutorial video and without using tutorial video (conventional method), to know the distribution score between pre-test and post-test both classes and to know the hypothesis test between pre-test and post-test.

## Discussion

### *Descriptive Analysis*

#### 1. Pre-test of Experimental Class

It shows that the total number of the students who belong to the experimental class is 27. The highest score of pre-test is 77 and lowest score of pre-test is 56. The analysis of the data gives information that the mean score is 64.85 and the standard deviation is 4.873. It can be said that the students' writing skills of experimental class is "high" at the category scale of 58.33 – 75.

#### 2. Pre-test of Class Taught Using Conventional Method

It shows that the total number of the students who belong to the class taught using conventional method is 28. The highest score of pre-test is 76 and lowest score of pre-test is 36. The analysis of the data gives information that the mean score is 47.04 and the standard deviation is 11.260. It can be said that the students' writing skills of class taught using conventional method is "moderate" at the category scale of 41.67 – 58.33.

#### 3. Post-test of Experimental Class

It shows that the total number of the students who belong to the experimental class is 27. The highest score of post-test is 92 and lowest score of post-test is 66. The analysis of the data gives information that the mean score is 80.11 and the standard deviation is 6.716. It can be said that the students' writing skills of experimental class is "very high" at the category scale of 75 – above.

#### 4. Post-test of Class Taught Using Conventional Method

The total number of the students who belong to the class taught using conventional method is 28. The highest score of pre-test is 76 and lowest score of post-test is 56. The analysis of the data gives information that the mean score is 63.64 and the standard deviation is 6.302. It can be said that the students' writing skills of class taught using conventional method is "high" at the category scale of 58.33 – 75.

Based on the histogram of pre-test experimental class above, it can be seen that there are 3 students who got 56-60,1 score. There are 15 students who obtained 60,2-64,3 score. There are 3 students who scores were 64,4-68,5 score. There are 4 students who got 68,6-72,7 score. There are 2 students who got 72,8-77. Meanwhile, based on the histogram of post-test of experimental class, it shows that there are 2 students who got 66-71,1 score. There are 6 students who obtained 71,2-76,3. There are 8 students who got 76,4-81,5 score, 7 students who got 81,6-86,7 score, and 4 students who obtained 86,8-92 score.

Based on the histogram of pre-test from class who taught using conventional method, it shows that there are 15 students who got 36-43. There are 3 students who obtained 44-51, 5 students who got 52-59, 4 students who obtained 60-67, and 1 student who got 68-76. Meanwhile, based on the histogram of post-test from class taught using conventional method, it shows that there are 2 students who got 54-58,3. There are 14 students who obtained 58,4-62,7, 3 students who got 62,8-67,1, 2 students who got 67,2-71,5, and 7 students who obtained 71,6-76.

### *Inferential Analysis*

#### Hypothesis test

The data were normal and homogeneous. There are two steps of data analysis proposed by Sugiyono (2013:223):

- a) The first step is the data analysis to find the difference between pre-test of two classes. Hopefully, there is no significant difference between pre-test of two classes.
- b) To test the hypothesis which is proposed, the data analysis is to see the difference between posttest of the two treatments.

The result was that there is no a significant difference of pretest between experimental class and class which is taught using conventional method. It means that the Sig. (2-tailed) calculated is higher than 0.05. Both classes were at the same level before doing treatment.

Meanwhile, the result shows that with degree of freedom (df) 53, it has got the Sig. (2-tailed) is 0.000, while the p-value is 0.05. It means that the Sig. (2-tailed) calculated is lower than 0.05, ( $0.000 < 0.05$ ), then  $H_0$  was rejected and  $H_a$  was accepted. It can be concluded that there is a significant difference of post-test in writing ability between the students who are taught using tutorial video and the students who were taught without using tutorial video (conventional method).

The previous section has shown that the average score of the class taught using tutorial video was in “very high” level of category scales, while the average score of control class taught using conventional method was in “high” level of category scales of writing skills. The students who were taught using tutorial video were more active during the teaching and learning and writing activities. They wrote procedure text based on their own ideas after they watched the tutorial video. Tutorial video also helped them in developing their ideas clearly in the processes of writing. They also often asked the teacher if they found difficulties in the process of writing.

On the other hand, the students who were taught without using tutorial video were less active to write procedure text. They wrote what the teacher asked them to write. The students were passive in the learning process. The teacher only asked the students to write what they had to write. In conclusion, the students were not active during the teaching and learning process because there were no interesting media to facilitate them in writing text, especially in writing procedure text. Based on the result, the experimental students’ taught using tutorial video produced better writing skills than the students who were taught without using tutorial video (conventional method).

## **Conclusion**

After discussing the findings in the previous chapter, the conclusions of the research are the level of students’ writing skills taught using tutorial video, is categorized as “very high” at the category scale of 75-above (Mean= 80.11 and SD= 6.716). The level of students’ writing skills taught using conventional method, categorized as “high” at the category scale of 58.33-75 (Mean = 63.64 and SD= 6.302). The result of t-test showed that Sig. (2-tailed) level was 0.000. Therefore, it means that there was a significant difference between the students’ writing skills taught using tutorial video and the students who were taught using conventional method. Based on the result of t-test, the experimental taught using tutorial video produced better writing skills than the students who taught without using tutorial video (conventional method). In conclusion, tutorial video can be a good solution and alternative medium for the teacher in teaching writing procedure text.

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