



The Effect of Using YouTube Video on Students' Ability of Senior High School in Writing Analytical Exposition Texts

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Abstract

This study aimed to know about the effect of using YouTube video of 11th grade students of SMAN 1 Kampung Dalam Kabupaten Padang Pariaman in writing analytical exposition text. The sample of this research was taken by using the quota sampling technique. The number of the students was 20 students. The data was collected by using pretest and posttest. This research used four types of aspects in writing, namely content, organization, language use, and vocabulary. The result showed students have the higher total average after using YouTube video in writing analytical exposition text. It seems using YouTube video can make students developing their ability in writing.

Keywords: *writing, writing analytical exposition, YouTube video*

Introduction

Writing is one of important skills in English subject beside the other skills. It is supported by Eny Maulita Purnama Sari (2018) in their study found that the students are supposed to understand about the meaning of text in writing. It is processing thoughts and communicating the results of thoughts in the form of

writing or essays. Through of writing, we can express or generate about thoughts and feelings. In learning to write, students are required to express ideas in writing based on their knowledge and experience. These activities require seriousness and seriousness to process, organize, and critically consider the ideas that will be put in writing. The writing procedure is an aspect of skills, the quality of the written content describes aspects of knowledge and in writing it can also be seen from aspects of student attitudes such as self-confidence, responsibility and so on. To fulfill this, students must be trained to develop their writing skills so that students' knowledge in other fields develops independently. If students really want to produce quality writing, then these students will prepare and increase their knowledge so that they can be translated into their writing, one of which is writing an exposition text type.

Before conducting this study, the researcher conducted the primary study by asking several questions relating to some of SMAN 1 Kampung Dalam about their knowledge and opinion toward Analytical Exposition. By result on interview showed that students have experienced in writing analytical exposition, however, 100 students face some difficulties in writing an analytical exposition. Then, the researcher also asked the english teacher guide class XI. The teacher said most of students couldn't write for reasons. First, in writing analytical exposition, the students must use scientific words, but they have difficulty in choosing words to be scientific words. Second, students has difficulty in writing their arguments to translate their paragraphs from Indonesian in to English form. Third, their understanding about the components of good writing is poor, there are five components of writing; Grammar, Words Choice, Organizations, and Mechanics.

Based on the context of students of SMAN 1 Kampung Dalam in writing analytical exposition, teachers play the important role in teaching an Analytical Exposition text. In order for students to master language skills, it is suggested that the teacher must provide material that is in accordance with the curriculum and find the right media for teaching and learning. A suitable resource is YouTube. This resource can be useful in language teaching because it offers multiple channels making YouTube a very useful online resource for teaching and learning. Chairunnisa (2018) states that video is authentic material to help students improve their writing skills. Students can present what they have learned and also discuss with others, it is a great opportunity for them. According to Shoukot Ali (2019) stated that online videos have many advantages to help teachers and students in classroom activities. Moreover, YouTube videos have accessibility, versatility, breadth of content and up-to-date material. The exposition text writing skills of students can be improves by using YouTube video as the learning media. Based on Conny and Manik (2021) there is the effect of using YouTube video to increase students' skills in writing analytical explanatory text. Thus, the use of YouTube video as media is an alternative for teachers in providing other learning experiences for students' ability in writing analytical exposition text.

The reasons of the researcher choose YouTube video as media in teaching and learning English is to enlarge the knowledge as follows; Is there any significant effect of using YouTube video on students' ability of SMAN 1 Kampung Dalam in writing analytical exposition text? Therefore, this study aims to find out whether there is the effect of using YouTube video on students' ability of SMAN 1 Kampung Dalam in writing analytical exposition text.

Method

This study used experimental design because the researcher wants to evaluate the effect of youtube's video in the writing analytical exposition. Arikunto (2013) explains that experimental study is a study to purpose about there is or not the impact of the variable studied.

Respondents who were the research subjects were all students of class XI SMAN 1 Kampung Dalam with the problem being studied, namely the ability to write exposition text. The total number was 181 students. Because the population for this study was large, in this study the author used a purposive sampling technique on a sample of 20 students in class XI IPS 4.

Researcher took the data by distributing writing test (pre-test and post-test). The worksheet for pre-test and pos-test is distributed in classroom to students. This test is to evaluate students' ability to write exposition text before and after being subjected to action.

The researcher then analyzed the results using descriptive statistics so that the researcher could identify the differences in the results before and after the cycle. The following four aspects of evaluating which were uses: 1) Content; The ideas relevant to assigned topic, have varieties of topic; the numbers of grammatically true sentences are among piece of paper. 2) Organization; clearly ideas, good organized, logical sequencing, and cohesive. 3) Language Use; There isn't any error of language that significant, the meaning and text content can be understood clearly. 4) Vocabulary; There isn't any error of language that significant, the meaning and text content can be understood clearly.

Result

Pre-Test

In this study, the researcher conducted a pre-experimental study on the effect of using YouTube videos on the ability of students of SMAN 1 Kampung Dalam Padang Pariaman Regency in writing analytical explanatory texts. Involved Researchers XI IPS 4 consists of 20 students. Data was collected through control tests. The first test is a pre-test before being given treatment to students. The aim is to determine students' ability to write analytical introductory texts before starting treatment. The pre-test results show that the writing is bad. After the pre-

test, the researcher treated students with YouTube videos. During the treatment, students enjoyed learning and were enthusiastic about playing. At the end of the treatment, the researcher conducted a post-test to assess students' ability to write analytical explanatory texts after using YouTube videos as a source. In fact, the results of the post-test showed that the students' writing ability increased significantly.

Table 1. The Score in Pretest

NO	NAME	SCORE				PRE-TEST
		CONT	ORGN	LANGU	VOC	
1	TS	1	1	1	1	25
2	DL	2	1	1	3	43,75
3	NV	3	1	2	2	50
4	ND	1	1	1	1	25
5	FZ	3	1	3	2	56,25
6	MS	3	1	2	2	50
7	EL	3	4	3	3	81,25
8	FK	3	3	1	2	56,25
9	MI	3	2	2	2	56,25
10	DN	3	1	1	2	43,75
11	IM	3	2	1	3	56,25
12	SL	1	1	1	1	25
13	LD	1	1	1	1	25
14	AD	2	1	1	2	37,5
15	SR	1	2	1	3	43,75
16	PP	1	1	1	1	25
17	AG	3	3	1	3	62,5
18	RV	3	2	2	2	56,25
19	NBL	2	3	3	2	62,5
20	ST	1	1	1	1	25

*Table 2. Statistic of Pre-test
 Descriptive Statistics*

	N	Minim	Maximu m	Mean	Std. Deviat
Pre-Test	20	25,00	81,25	45,31	16,332

Valid (listwise)	N	20				
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Based on the pretest data, the average score is 45.31, 25 is the minim score, 81.25 as the max score, then standard deviation is 16.332.

Table 3. The Frequency and Percentage of the Students' Writing in Pretest

Score	Classification	Frequency	Percentage
		Pre-test	Pre-Test
91 – 100	Very Good	0	0%
76 – 90	Good	1	5%
61 – 75	Fair	2	10%
51 – 60	Poor	5	25%
≤ 50	Very Poor	12	60%
Total		20	100%

Table 3 shows the frequency and percentage of students' written pretests for 20 students. As can be seen clearly, the majority of students (60%) have very poor grades. Meanwhile, some students are weak and mediocre, only a small number are good at writing. Besides, there is no class of excellent students. In short, before being given treatment in class 11 at SMAN 1 Kampung Dalam, the students' writing skills were sufficient, especially for analytical expository texts.

Post-test

The test was the same as the test before but with a different topic. The number of students who completed the post-test was 20. The aims of this test was to evaluate the students' posttest writing ability as shown in the following table :

Table 4. The Score in Posttest

NO	NAME	SCORE				POST-TEST
		CONT	ORGN	LANGU	VOC	
1	TS	4	3	4	3	87,5
2	DL	4	4	4	3	93,75
3	NV	3	4	3	3	81,25
4	ND	4	4	3	4	93,75
5	FZ	4	2	3	3	75
6	MS	4	3	3	4	87,5
7	EL	4	4	4	4	100

8	FK	4	3	2	3	75
9	MI	4	3	3	4	87,5
10	DN	4	3	2	3	75
11	IM	3	3	2	4	75
12	SL	3	2	4	3	75
13	LD	4	2	4	3	81,25
14	AD	4	3	4	4	93,75
15	SR	3	3	3	3	75
16	PP	4	4	4	3	93,75
17	AG	4	4	3	4	93,75
18	RV	4	4	3	3	87,5
19	NBL	4	4	4	3	93,75
20	ST	4	3	4	4	93,75

Table 5. Statistic of Post-Test Descriptive Statistics

	N	Min	Max	Mean	Std. Deviation
Post-test	20	75,00	100,00	85,93	8,573
Valid N (listwise)	20				

Based on the post-test data above, the average total post-test score is 85.93, 75 as a minimum, 100 as a maximum, and a standard deviation of 8.573.

Table 6. The Frequency and Percentage of the Students' Writing in Posttest

Score	Categorize	Frequency	Percentage
		Post-test	Post-Test
91 - 100	Very Good	8	40%
76 - 90	Good	6	30%
61 - 75	Fair	6	30%
51 - 60	Poor	0	0%
≤ 50	Very Poor	0	0%
Total		20	100%

Based on table 6, it shows about the frequency of writing and the percentage of students in posttest of 20 students. As seen in the table, almost all students have good category in writing skills. Besides that, the percentage that got in the quite category was very small, namely only 6 students or 30%. There are no poor and very poor students. That is, the writing skills of students at this school increased significantly after being given treatment.

Development of Students' Writing in Pre-test and Post-test

The figure below showed the percentage of students' writing in test

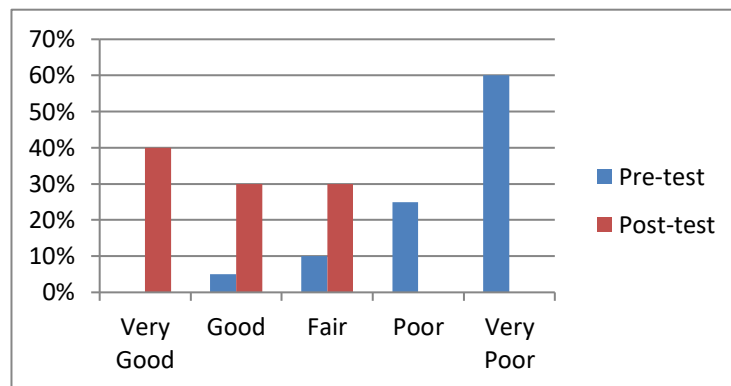


Figure 1. Percentage of The Students' Writing in Pre-test and Post-test

Figure 1 shows about results of student writing. Therefore, the results of the pre-test and post-test after being given a trial show different result. As shown in the table, the frequency of outstanding students increased from 0% to 40% and the frequency of outstanding students also increased from 0% to 30% after being given treatment by the researchers. In addition, students achieved an average score of 10% on pretest and 30% on posttest, in the "Normal" category. In the "bad" category, students' writing ability reached 25% on the pretest and no more students got the bad category after being given treatment. Therefore, the use of YouTube videos to improve students' writing skills, especially analytical presentation text, is very useful and effective.

Table 8. The Development of the Students' Writing in Pre-test and Post-test

Indicator	Pre-test	Post-test	Improvement (%)
Writing	45.31	85.93	90%

Table 8 viewed 45,31 for pretest and 85,93 for posttest, the score of posttest bigger than pretest. So, the development of the students' mean score of pretest and posttest were 90%. It shows that the students' writing analytical exposition text significantly through YouTube video.

Table 9. The Result of T-test Calculation Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
					Low	Up			
Pair 1	before treatment - after treatment	-40,625	17,851	3,991	-48,979	-32,270	-10,177	19	,000

Based on the table, if significance < 0.05 and $t\text{-test} = 11,50 > t\text{-table} = 1.71$. H_0 was rejected, and H_1 was accepted. Thus, before and after treatment there were differences in students' abilities in writing analytical explanatory by using YouTube Video.

Table 10. The T-test and T-table of the Students' Development

Variable	t-test Value	t-table Value
Writing	10.177	1,711

Table 10 shows that the t-test value is greater than the table t-test value ($10.177 > 1.711$). This means that the use of YouTube videos has been increased to improve the ability to write analytical explanatory text for class XI students in the 2022/2023 academic year.

Based on the explanation above, it can be showed that H_0 is rejected and the H_1 is accepted. It means, the use of YouTube videos can improve the ability to write analytical expository text of class XI students for the 2022-2023 academic year.

Discussion

The researcher found that the majority of students (60%) rated the pre-processing of the YouTube video app very badly. At the same time, some students are of poor (25%) and fair (10%), only a small percentage (5%) are good at writing. In addition, not a single student scored very well in the pre-test. Therefore, after being given treatment in class 11 at SMAN 1 Kampung Dalam, students already had good writing skills, especially in analytical explanatory text.

However, after manipulating the YouTube application, most of the students were in the good category or had good writing skills. There are 8 students (40%) in excellent category before using video there was no one in this category (0%), and 6 students (30%) in good category before that only 1 student (5%) got this. In

addition, the proportion that got the "enough" category was very small, namely only 6 students, so 30%. There are no students who fall into the category of "less" and "very less". Meanwhile in pretest there are 19 students got poor category. It means that using YouTube video is very useful in writing analytical exposition text, after watching video the students can develop their ideas and arguments so they can easily arrange words into sentences in writing analytical exposition text. Then, the use of YouTube videos also increases students' enthusiasm and interest in writing through teaching and learning process. Students are not afraid to express their thoughts. Because using videos on YouTube can stimulate students' imaginations and motivate them to write good analytical explanatory texts and can broaden students' inner circle, giving them more ideas to write analytical explanatory texts. Therefore, the results of this study also show that the use of YouTube videos to improve students' writing skills in analytical exposition text in grade 11 of SMAN 1 Kampung Dalam is beneficial for them.

This finding is supported by Luqman and Sumardiono (2019) who argue that YouTube videos can help students understand what to write and provide students with an adequate basic level of writing. In addition, when using YouTube videos, teaching will be more effective because students are more interested in watching videos. When discussing about student work, YouTube is also a good medium to showcase the work. Therefore, YouTube videos make teaching more effective and efficient in terms of time, effort and equipment. This greatly improves students' writing ability.

Camellia (2019) also states that the use of video makes the teaching and learning process more enjoyable for students and improves their writing skills. Students improved significantly in the areas of content/ideas, structure/structure and vocabulary. However, students are still poor at using the language, which is related to Kumara (2018) that most students have difficulty with grammar when writing. This is because spelling errors can occur due to differences in structure between the first and second languages. Indonesian sentence structure is different from English. Overall, the YouTube videos were effective in improving the students' interest, concentration and writing skills. They became more interested in the teaching and learning process and remained focused in the classroom. We also have more opportunities to practice our skills with YouTube videos. Significant improvements were seen in test scores. In summary, using YouTube videos is effective in teaching how to write analytical presentations.

Also, as a result, the average score of the pretest is 45.31 and after treatment he was 85.93. That is, post-test score > pre-test score. Additionally, the student's average score improved by 90% before and after the test. Another result of this study showed that the t-test scores were higher than the t-test table scores (10.177 > 1.711). Based on the above, we can conclude that H₀ was rejected. Otherwise, the alternative hypothesis (H₁) was accepted. The improvement by 90% occurred

because the video help students to develop their ideas and enrich their vocabulary so that they can expand their arguments in writing analytical expositions. In short, the use of YouTube videos can develop students' skills in Grade 11 analytical explanatory writing for the 2022-2023 school year.

Conclusion

Analysis of the test (pretest and posttest) data showed that students' average scores enhanced from pre-test to post-test in creating analytical explanatory texts. As a result, the students had an average pre-test score of 45.31, which was rated as very poor, but their post-test scores were higher than the average pre-test score of 85.93, which was rated as good. Furthermore, based on data analysis, the t-test values were higher than those in the table, H₀ was rejected and H₁ was accepted. In other words, YouTube videos can develop students' skills in writing analytical explanatory. Moreover, both pretest and posttest were analyzed. It can be concluded that content or ideas is the highest aspect of writing, the participants get high score in this category. Meanwhile in language use, the participants get the lowest score in this aspect.

This study believed that there are many ways that can be applied by lectures. It is likely worth mentioning that lectures may reconsider the findings of this study as a reference in teaching. Then, it's also possible that the students are not familiar with the construction of the test. The students are recommended to enhance their ability in writing analytical explanatory text by using YouTube video as media. The students can increased their concentration and develop their ideas in writing by using YouTube, and YouTube gain students' interest and motivation in learning to write. In addition, in future research it is hoped that researchers will be encouraged to analyze and determine the actual problems faced by students in writing analytical expository texts. Every school has different student levels, so I recommend using this technique with students of different levels. Other researchers need to creatively and innovatively modify engineering activities and use YouTube videos to improve students' writing skills.

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