USING TUTORIAL VIDEO TO IMPROVE WRITING SKILLS OF THE NINTH GRADE STUDENTS OF MTS ALKHAIRAT LUMBUMAMARA DONGGALA

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah penggunaan video tutorial dapat meningkatkan keterampilan menulis siswa kelas IX MTs Alkhairat Lumbumamara Donggala atau tidak. Penelitian ini menggunakan desain penelitian pra eksperimen. Sampel dipilih dengan menggunakan teknik total sampling. Mereka adalah 21 siswa MTs Alkhairat Lumbumamara Donggala. Penelitian ini dilaksanakan dalam enam pertemuan yang meliputi pre-test, treatment, dan post-test. Pengumpulan data dilakukan dengan menggunakan tes tulis yang dilaksanakan dua kali yaitu pre-test dan post-test. Hasil penelitian menunjukkan bahwa nilai rata-rata pre-test adalah 62,26 sedangkan nilai rata-rata post-test adalah 71,69. Hasil analisis data diketahui bahwa nilai t hitung (5,46) lebih tinggi dari nilai t tabel (1,73) dengan menerapkan taraf signifikan 0,05 dengan derajat kebebasan (df) 21 (n-1).). Artinya hipotesis diterima. Hal ini menunjukkan bahwa pengaruh penggunaan video tutorial signifikan. Selain itu, implikasi dari temuan ini dapat disimpulkan bahwa penggunaan video tutorial efektif untuk mengajar menulis teks prosedur karena video tutorial dapat membantu untuk melatih ide mereka, juga membantu guru mentransfer materi yang terkait dengan pelajaran. Hal ini dapat memberikan informasi yang lebih rinci tentang objek dalam konten. Dapat memberikan gambaran tentang isi video tutorial yang berkaitan dengan materi.

Kata kunci: mengembangkan; penulisan; tutorial video

ABSTRACT

The objective of this research is to find out whether the use of tutorial video can improve writing skills of the ninth grade students of MTs Alkhairat Lumbumamara Donggala or not. This research applied a pre-experimental research design. The sample was selected by using total sampling technique. They were 21 students of MTs Alkhairat Lumbumamara Donggala. This research was held in six meetings involved pre-test, treatment, and post-test.The data were collected by using writing test administered twice as pre-test and post-test. The finding showed that the mean score of pre-test was 62.26 while the mean score of post-test was 71.69. The results of data analysis revealed that the value of the t-counted (5.46) was higher than the value of the t-table (1.73) by applying a significant level of 0.05 with a degree of freedom (df) 21 (n-1). It means that the hypothesis is accepted. It indicates that the effect of using tutorial video is significant. In addition, the implication of this finding is can be concluded that using tutorial video was effective to teach writing procedure text because tutorial video can helped to practice their idea, also It helps the teachers transfer the materials that related to the lesson. It can give more detailed information about the object in the content. It could give imagination about the content of the tutorial video that is related to the materials.

Keywords: improving: writing skills; tutorial video

INTRODUCTION

Writing is one of the skills besides speaking, listening, and reading that should be taught in the early of learning. In teaching writing for Junior High School, the students must be exposed to several kinds of writing practice. They are supposed to be able to write short passages of different kinds of texts. One of them is writing procedure text.

Based on the Curriculum of 2013 at Junior High School in Indonesia, the basic competence for teaching English writing at the ninth grade students are the students can identify the generic structure and social function effectively and efficiently related to the procedure text, the students are able to asking and giving information related to food recipes, short and simple according to the context, and the students are able to practice reading a loud sound and correct spelling. Procedure text is really close to the daily activities. Therefore, procedure text should not be strange for the students or the teachers. Furthermore, the focus of teaching text is on the quality of the text.

In English learning process, procedural text is one of subject that learned by students. Procedural text is containing the processes, means, or steps of make/do (operate) something. According to Susanti (2015) the purpose of procedural text is to provide sequenced information or directions, so that people can successfully perform activities in safe, efficient and appropriate ways.

Learning writing, using tutorial video is considered as new medium because the video really attracts students' attention in learning-teaching process. By using tutorial video, students will not get bored quickly because they can see pictures and sounds that are very suitable for learning procedure text. Pratiwi (2011) believes that the tutorial video can help the students enable to explore main ideas, organize ideas, choose of right words to create sentences and paragraph. Besides tutorial video are typically short, so the students and teachers can found specific pieces of information easy. For example, if the students wanted to find a tutorial video about how to make fried rice, they do not have to watch an hour-long video about all the recipe about cooking. Instead, the students found a tutorial video that focused on how to make fried rice.

METHOD

In this research, the researchers applied pre-experimental research design, involved one group only. The design is called the one group pre-test and post-test design. It means that only one group of the students was given pre-test, treatment, and post-test.

$$O1 \ X \ O2$$

The population of this research was the ninth grade students of MTs Alkahirat Lumbumamara Donggala. Sugiyono (2009:63), the technique of taking the sample in this study was total sampling. Total sampling is a technique sampling where the number of sample is the same as the population. So the number of samples in this study was 21 students. The researchers used the test as an instrument used a test of writing. It was a procedural text, the topic was about: how to make fried banana, vegetable, noodles, special omelet, juice, and fried rice. The reason of why selecting those topics because it is more realistic in everyday life how to make something and students understand food more easily. The test was administered twice as pretest and post-test. After collecting the test the researchers evaluated the students writing with using analytical scoring.

FINDINGS AND DISCUSSION

FINDINGS

The results of this research were analyzed statistically. In offering data, the researchers analyzed the data taken from pre-test and post-test given to the group. The researchers used the data to measure the effectiveness of the treatment used in this research, which is tutorial video was improved writing skills of the ninth grade students of MTs Alkhairat Lumbumamara Donggala. Further, the researchers elaborated the pre-test and post-test results in the following points

Result of Pre-test

The researchers conducted a pre-test to measure the students' abilities before using tutorial video. In analyzing the data taken from the pre-test, the researchers respectively presented the pre-test results.

The Students' Score of Pre-Test

Table 4.1

No	Initials	Max Score	Standard Score
1	AG	40	67.50
2	AR	40	62.50
3	AL	40	67.50
4	ARN	40	60.00
5	FA	40	62.50
6	HA	40	70.00
7	HAG	40	60.00
8	HRN	40	65.00
9	IS	40	67.50
10	MA	40	75.00
11	MZ	-	-
12	MNF	40	62.50
13	NO	40	60.00
14	NK	40	67.50
15	RHK	40	72.50
16	RYA	40	60.00
17	RLD	40	67.50
18	RS	40	62.50
19	SA	40	67.50
20	WN	40	67.50
21	WR	40	62.50
	Total score		1.307.5

The researchers counted the mean score of the students by applying the mean formula as proposed previously. The researchers added all standard score and divided with the number of the students. The mean computation was 62.26

Result of Post-test

The post-test was given to the students after the treatment to improve student's writing skills of procedure text through tutorial video. The researcher expected that by using tutorial video, the students' writing skills could be developed.

The students' score post test

Table 4.2

No	Initials	Max Score	Standard Score
1	AG	40	82.50
2	AR	40	77.50
3	AL	40	75.00
4	ARN	40	72.50
5	FA	40	75.00
6	HA	40	85.50
7	HAG	40	70.00
8	HRN	40	77.50
9	IS	40	72.50
10	MA	40	75.00
11	MZ	-	-
12	MF	40	80.00
13	NO	40	70.00
14	NK	40	72.50
15	RK	40	72.50
16	RYA	40	75.00
17	RLD	40	72.50
18	RS	40	72.50
19	SA	40	77.50
20	WN	40	80.00
21	WR	40	70.00
	Total score		1.505.5

After getting the result, the researchers found the mean score was 71.69. The result of computation showed that there was significant difference between the students' mean score in pre-test and post-test. The students' mean score in pre-test was 62.26 lower than the students' mean score in post-test 71.69. It was improved that the student's achievement in post-test was improved

Result of Deviation

After calculating the students' mean score of both pre-test and post-test, the researcher computed the deviation and square deviation of the students' scores in pre-test and post-test. The result was presented in the following table

The students' score deviation of pre-test and post-test

No	Initials	Students' Standard Score		Deviation (X2-X1)	Square Deviation (X2-X1)
		Pre-Test (X1)	Pots-Test (X2)		
1	AG	67.50	82.50	15.00	225,00
2	AR	62.50	77.00	14.50	210,25
3	AL	67.50	75.00	7.50	56.25
4	ARN	60.00	72.50	12.50	156.25
5	FA	62.50	75.00	12.50	12.25
6	HA	70.00	85.50	15.50	240.25
7	HAG	60.00	70.00	10.00	100,00
8	HRN	65.00	77.50	12.50	156.25
9	IS	67.50	72.50	5.0	25.00
10	MA	75.00	75.00	0.0	0.0
11	MZ	-	-	-	-
12	MMF	62.00	80.00	18.00	324
13	NO	60.00	70.00	10.00	100.00
14	NK	67.50	72.50	5.0	25.00
15	LHK	72.50	72.50	0.00	0.0
16	RYA	60.00	75.00	15,00	225,00
17	RLD	67.50	72.50	5,00	25.00
18	RS	62.50	72.50	10.00	100.00
19	SA	67.50	77.00	9.50	90.25
20	WN	67.50	80.00	12.50	156.25
21	WR	62.50	70.00	7.50	56.25
	Total Deviation			197.5	2.283.25

By applying 0.05 level of significant with the degree of freedom (df) N-1 = 20. The researchers found that the t-counted (5.46) was higher than (1.73) the t-table It means that the research hypothesis was accepted.

The researchers would like to prove that the ninth grade students of MTs Alkhairat Lumbumamara Donggala can improved through tutorial video. The researchers stated the criteria of testing hypothesis where if the t-counted was higher than t-table (t-counted > t-table), it means that the hypothesis was accepted, but if the t-counted was lower than t-table (t-counted < t-table), it means that the hypothesis was rejected.

Based on the criteria, the researchers found that the t-counted was (5.46). In order to know the significant difference between pre-test and post-test, the researchers compared the value of the t-counted (5.46) with the value of the t-table (1.73) by applying the degree of freedom (df) = N-1 = 21-1 = 20 with the level of significant 0.05. Thus, it shows that t-counted (5.46) was higher than t-table (1.73). In conclusion, the hypothesis of the research was accepted. In other words, that the use of tutorial video in teaching writing procedure text of MTs Alkhairat Lumbumaamra Donggala was successful.

DISCUSSION

This research was aimed to find out whether the use of tutorial video could improve students' writing skills or not. The use of tutorial video helped the students to practice their writing of procedure texts. They had problem in choosing the right words or diction. In addition, they could not write a procedure text with good organization and appropriate mechanics of writing. In short, the students are not yet able to follow a good procedural text.

As mention in scope of this research, there were five components of writing assessed. They were the students' vocabulary, organization, mechanics, grammar, and content of writing. There were several components that students are lacking, students have difficulties in expressing their ideas in English caused by lack of vocabulary, the problem is mainly in the lack of vocabulary and lack of ability in operating English grammar. Next, organization the students got difficulty in building their idea and cut off ideas due to limited vocabulary. Last mechanics of writing because students focus on finding vocabulary in English, this is the main reason why they have problems in mechanics such as capitalization, punctuation, and spelling.

However, using tutorial video in teaching of writing skills the ninth grade students of MTs Alkhairat Lumbumamara Donggala was effective, it was proved by the respond of the students when the researcher applied tutorial video in the classroom was enthusiastic and exited. The reason, because first time to the students learning English by using media as a tutorial video. Furthermore, the problem of the students was difficult to understanding what the tutorial video said, because basically their vocabulary was poor.

The finding of this study was supported by Habib (2017) and Anisa (2021), they found that using video is effective on students' writing skills in the procedural text. Also Dupuy (2001:10) claims that video can be used to motivate students to learn essential writing skill. Furthermore, the use of video can make language more accessible for students by making it easier to integrate and contextualize writing activities (Chau, 2003:2).

Dealing with the explanation above, the use of tutorial video is effective in teaching writing skills. To increase the students' writing skills, tutorial video can be used as one way to teach students to write the procedure text. It is because tutorial video can give the real model of the target language. As Sherman (2003:3) claims that there is a special thrill in being able to understand and enjoy the real thing in video, also tutorial video proved imagery strategies of the students. Thornbury (2002: 25) labels this strategy as imaging and points out that words which easily by see the pictures and sound are well memorable and that it is helpful for learners.

CONCLUSION

The students of MTs Alkahirat Lumbumamara Donggala was proved by the result of this research that the mean score of the pre-test of the students was (62.26) and post-test was (71.69). Therefore, the t-counted value (5.46) was higher than the t-table value (1.73). It was improved that the hypothesis is accepted in which there was the development of the students after giving the treatment. It means that the use of tutorial video can improve students' writing skill.

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