

Improving The Eighth Grade Students' Writing Skill In Descriptive Text By Using Youtube Video

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ABSTRACT

This article has two objectives : to describe the process of using YouTube videos to improve the students' writing skill in descriptive text, and to know the students' responses toward the use of YouTube video used in writing class.

This research used classroom action research method which was done in two cycles, and each cycle consisted of four stages; planning, acting, observing, and reflecting. There were 32 eighth grade students became the subject of the research. The instruments of the research were observation checklist, questionnaire, and test.

The result of this research shows that teaching and learning by using YouTube video could improve the students' writing skill in descriptive text and they gave positive responses toward the media. Regarding the students' writing skill, the improvements include: the students were able to develop their idea, use appropriate grammar, and correct spelling and punctuation. Related to the students' responses, they did not feel bored, but enjoyed the class in the teaching and learning process.

It is recommended that the English teacher apply YouTube video in teaching and learning process, so that the students writing skill can improve and they will enjoy the writing class.

Key words: writing skill, YouTube video, descriptive text.

INTRODUCTION

Writing is one of the main language skills in learning English. Writing has an important role in learning English. According to Nunan (2003: 88), writing can be defined by a series of contrast. The first, writing is both a physical and a mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium. On the other hand, writing is the mental work of investing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. The second, its purpose is both to express and impress. Writers typically serve two masters: themselves, and their own desires to express an idea or feeling, and readers also

called the audience, who need to have ideas expressed in certain ways. Writers must then choose the best form for their writing, depending on its purpose. The third, it is both a process and a product. The writer imagines, organizes, drafts, edits, reads, and rereads. This process of writing often cyclical, and sometimes disorderly. Ultimately, what the audience sees, whether it is an instructor or a wider audience, is a product. In addition, Boardman (2002 : 11) states that writing is a continuous process of thinking and organizing, rethinking, and reorganizing. It can be conclude that writing is producing a sequence of sentences arranged in particular order and linked together in certain ways.

From that opinion, the writer concluded that writing is an important subject because in writing students must share their ideas and they must be clever to choose and combine the vocabulary to create something that is meaningful. Besides that, there are many components that should be mastered by the students.

In writing practice there are four types of text that are usually used in writing essay and literature at junior high school. They are narrative text, recount text, descriptive text, and procedure text. One of the text is descriptive text. Descriptive text is a type of text that describes something based on the impression of the writer's observation, experience and feeling.

In writing descriptive text, students may has some difficulties when they write. For the first, students had problems to develop the main idea into a paragraph. Second, they are still confused about the grammatical rules. Third, the students are still confused how to organize the beginning, the middle and the last into a good text. According to Nunan (1998: 35) learning to write fluently and expressively is the most difficult skill of the four macro skills for all language users regardless of whether the language in question is a first, second or foreign language. To solve that problem, a teacher must find out a media or a method that makes students easily to express and develop their idea.

Nowadays, technology was growing rapidly but it has a positive effect because it provides new opportunities for teachers to apply online resources to traditional classrooms. Technology has allowed individuals to obtain, assemble, analyze, and communicate information in more detail and at much faster pace than even before possible. It makes both learning and teaching more interesting. According to Newby (2000: 21) in his book entitled Instructional Technology for Teaching and Learning, technology can build good condition during the lessons.

YouTube is a website that shares different kind of videos such as video clips, movies, music videos, film animation, educational videos etc. Not only share many kinds of videos it also allow YouTubers to watch and save other videos. YouTube videos provides both visual and audiolingual. It make students more interested in leaning. So, it can be one way for students to gets some information. YouTube videos also make a particularly contribution both the content and the process of teaching and learning, especially contribute to interest and motivation.

There are some previous studies related to this research, the first study was conducted by Aprilia (2012) in her research entitled "Optimizing The Use of YouTube Video To Improve Student's Competence In Writing Procedure Text". And the second was conducted by Micholis (2013) whose research was entitled "Teaching Writing Procedure Text By Using Youtube Video to Tenth Grade Students of SMK NU Ma'arif Kudus in the Academic Year 2012/2013". Both of the studies showed that the use of YouTube video could improve the students' writing skills in procedures text.

Based on previous studies above, the writer has motivation to do the research in "Improving the Eight Grade Students' Writing Skill in Descriptive Text By Using YouTube Video at SMPN 2 Rengel".

In this research the writer would like to focus on the process of using YouTube videos to improve the students' writing skill in descriptive text and the students' response toward the use of YouTube videos.

RESEARCH METHODOLOGY

This study used classroom action research. The steps of classroom action research were planning, acting, observing, and reflecting. The subject of the research were 32 students of the VIII-A class SMPN 2 Rengel. There were chosen because of their problems in writing skill.

To collect the data, the writer used three instruments: observation, test, and questionnaire. Observation was used to know the class situation; test was used to know the students' writing competence, and questionnaire was used to know the students' response toward the use of YouTube video in teaching-learning process.

The procedure of collecting data of this study involved some steps. First, asking permission from the headmaster of SMPN 2 Rengel, and from the eighth grade English teacher, second doing pre-test at VIII-A class, third asking the English teacher to correct

the writers' lesson plan, forth implementing the use of YouTube video at VIII-A class, fifth asking the subject of the study to complete the questionnaire, and the last collecting all the data compiled to be analyzed.

After collecting the data, the next step of the study is analyzing the data. In analyzing the data from observation, the writer made the result from checklist observation sheet and described the students' activities. Then the target of the writer was 70% of the students have to pass minimum score: 72. In analyzing the data from test, the writer computed the mean score, the percentage of students who passed the minimum score, and the result of questionnaire.

The formula used to compute the mean scores is:

$$M = \frac{\sum x}{N}$$

Note:

M = Mean

$\sum x$ = Individual Score

N = Number of Students

To know the percentage of the students who passed the minimum score or do not pass the minimum score, the writer used formula:

$$P = \frac{\sum y}{N} \times 100\%$$

Note :

P = Percentage

$\sum y$ = Number of students

N = Total number of students

To analyze the data from questionnaire the writer measured unto percentage used formula as follow:

$$P = \frac{F}{N} \times 100\%$$

Note:

P = Percentage

F = Frequency of the answer

N = Total number of subject

RESEARCH FINDINGS AND DISCUSSION

A. RESEARCH FINDINGS

1. The Implementation of YouTube Video to Improve the Students' Writing Skill

The result of pre-test showed that the eighth grade students' had problem in writing; the students' could not develop their ideas, they did not understand about the grammatical rules, and they could not use appropriate spelling and punctuation. Moreover, many students did not pass the minimum score and the percentage of students who reach the minimum score was only 13%.

Knowing about that, the writer decided to do action research in VIII-A class of SMPN 2 RENGEL. In this research, the writer did action research in two cycles. The writer had target which 70% of the students passed the minimum score that was 72.

The result of the first cycle showed that twenty students (65%) passed the minimum score. It was better than in the pre-test in which only four students (13%) passed the minimum score. Based on these improvement results, the aim of 1st cycle had not been achieved because the target should reach 70%. It was therefore, the writer continued to cycle 2.

From the reflection in cycle 1 some students still had problems in using appropriate grammar and had some mistakes in spelling. So the writer teach them in cycle 2 by playing another video from YouTube. After that, the writer explained about the video to the students in order to make them easier in understanding the video by emphasizing the grammar part that the students should use present tense in their writing text.

In the second cycle, the students writing improved. It showed that the improvement of the students score that twenty nine students (93%) passed the minimum score. It means that the action was successful.

Each cycle showed the improvement of the students' writing skill. The improvement of the students' writing skill in descriptive text from pre-test (preliminary observation), post-test 1 and post-test 2 can be seen on the following table:

The Number of Students who pass the minimum score

No	Explanation	Minimum Score	Number of Students			Percentage		
			Pre-test	Cycle 1	Cycle 2	Pre-test	Cycle 1	Cycle 2
1	Score above minimum score	72	4	20	29	13%	65%	93.5%
2	Score under minimum score	72	28	11	3	87%	35%	6.5%

2 The Students' Responses toward the Use of Youtube Video

The Students' Responses were Positive. When YouTube videos were implemented, the students gave positive responses. They did not feel bored in teaching and learning process. They became more enthusiastic and enjoyed following the teaching and learning process. The students could understand the material and were able to write a paragraph more easily. They were also interested to use YouTube video in the other time as their source to look for their lesson or material.

B. DISCUSSION

Based on the result of the observation, the students' writing skill in descriptive text by using YouTube video improved and the students' responses were positive. It is similar to Aprilia (2012) study which prove using YouTube video in teaching and learning writing, improved the students writing skill.

The students' also gave positive responses while study using YouTube video. YouTube could be a media in teaching and learning writing. The result was in line with Hobbs (1998) in Lance (2007: 113) who stated that watching video is more effortless, enjoyable and it is also making the classroom more diverse. It is suitable with the result of the research that YouTube could make the teaching and learning process more enjoyable.

CONCLUSSION AND SUGGESTION

In this study, the writer found that the use of YouTube video in teaching-learning process plays an important role in helping the students' skill in writing descriptive text with their English lesson. It showed from the improvements of the students' score in writing descriptive text. Moreover, the students' responses were positive. They did not feel bored in teaching and learning process, and enjoyed the teaching and learning process.

Based on the result, it is recommended that English teacher implemented the use of YouTube in their teaching and learning process of English lesson in their class to improve the students' writing skill and to create an enjoyable classroom atmosphere to their students. Then, it suggested for the students to use YouTube video as their source in studying. The last, it also suggested for the next researcher study the use of YouTube video in teaching writing of English for other topics.

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