

THE EFFECTIVENESS OF USING VIDEO TO TEACH A PROCEDURE TEXT DURING THE PANDEMIC ERA

Qurrota A'yun, Mutmainnah Mustofa, Eko Suhartoyo

English Education Department of Faculty of Teacher Training and Education

University Of Islam Malang

Email: 21701073005@unisma.ac.id

Abstract:

In this online learning, the writer utilizes video as the learning method to make the students easy to understand about writing procedure text especially in this pandemic era of *COVID-19*. The research design in this study was used quantitative research design, quasi experimental design. There were 60 students in the ninth grade and divided into two groups, experimental and control group where each group were consist of 30 students. The treatment that was given to the experimental group was using a video which was taught at fourth meeting by using WhatsApp Group while control group was given the same material in the form of textbook. Then, the writer provided to the students to make a paragraph of procedure text to measure the students' achievement.

To analyze the data, the writer used SPSS 20 that was Independent T-test. The result showed the mean of experimental group was ($M= 82.13$) and the control group was ($M= 77.06$). At the same time it was shown the p value was 0.000 ($p < 0.05$). After knowing the result of the data, it indicated that using video to learn procedure text was more effective to be implemented by the students in this online learning. Students feel more enjoy during the learning process, therefore; they can understand the material clearly.

Keywords: Video, Procedure text, writing

BACKGROUND

World pandemic as known as Corona Virus Disease 2019 (COVID-19) has a big effect in the world of education at all level. It is starting when many countries implementing lockdown or quarantine policies carried out in an effort to reduce the interaction each other.

Therefore, all the teaching and learning activities were done online. It was appalling many students that they learn anything at their home and must learn alone or only with their stakeholder. Realizing this condition, the minister of education decided to do the teaching and learning process through online learning method. Schleicher (2020:16) said that online learning became a lifeline for all of the level education in this pandemic era. In this case, some of the students have many difficulties to understand the material as well especially when they learn English language.

A. Writing

According to Durga & Rao (2018:2) writing is one of the English skills. On the other word, Tin (2010:96) said that writing is an important skill for students because it is used in the communication language. It also supported by Nunan (2003:88) that writing is the mental process of generating ideas, deciding how to convey them, and structuring them into rational statements and paragraphs for a reader to understand. It indicates that to have a good writing, a set of rules and principles are needed. There are several types of writing text such as procedure, narrative, descriptive, recount, and report text. In this research, the writer focused at the procedure text in the junior high school level.

According to Oshima and Hogue, the process of writing as follows (Alice, 2007:15-18):

- a. Pre-writing: Choose a topic and collect information about it that we will write is the first step in the writing process. In this step, we should gather as much knowledge as possible to assist our writing, which we can do by reading extensively.
- b. Outlining: In planning, we organized our ideas into an outline. By outlining, it makes easy to write because the outline will make our writing become a focus. It guides our writing based on the track. This process builds on the preceding one (pre-writing).
- c. Writing: In the writing process, we write the rough draft. Follow the outline as closely as possible. When we are writing, try to write or discuss on the track. The writer can expand on his/her ideas in this step, but he/she should keep the main topic.
- d. Polishing: The polishing of what you have written is the final phase in the writing process. This step is also known as revising and editing. Revising concerns with the content and organization of the text. Meanwhile, editing focuses on the minor grammatical and punctuation errors. The next stage is to rewrite the rough draft after we have completed it.

B. Procedure text

To write a good procedure text, the students must be understand the definition of the procedure text. According to Wardhana & Arini (2019:53), procedure text is a text which explains the way to do or to make something through a series of actions or steps. It means that procedure text is a text that describes how learners make or use something such as cooking food or arrange things through a sequence of actions or steps. The aim of teaching procedure text is learners are able to understand the conceptual meaning in a simple way. To make the students understand how to write procedure text, the writer using video demonstration while the teaching and learning process.

C. Video

Video is one of the medias which is well-known by many people included the students. This platform as teaching and learning media is more comprehensive tool since the information delivery is more conversational (Sofyan *et al*, 2018:3). Todays, in this pandemic era many schools are use video as a learning media to support their learning process effectively. This learning media can give more detailed information about the lesson, the learners could watch the video carefully while understands the scene of the video so that they get the content of the video. Learners are able to listen the language that produces from the video then they can write down or make free writing based on what they heard on a piece of paper. When they feel confused about the material, they are able to pause the video and try to understand that material.

The Advantages of Video as the Learning Media

According to Chalies (As cited in Sablić & Miroslavljević, 2020) Watching videos is a unique and powerful educational tool. Therefore, there are many advantages of using video as learning media such as the material that was conveyed by the teacher more understandable and retain in memory, so that the students have a real effect in the learning outcomes (Mufidah et al., 2020:450). Since video enable students to watch the actions, hear the explanation, and also students read the text on the video at once time. Video brings more information, teaching and learning using video do provide the information in an easy to consume, fun manner, and enjoy (Nurizmawati et al., 2014:3). Moreover, from all the advantages that have been explained before, the writer expects the goal of using video as teaching and learning media is make the students easy to undertand the material.

Therefore, the researcher wants to conduct a research to the the effectiveness of using video to teach how to write a procedure text, especially in writing test. And the hypothesis of this study is: “Do the students who are taught how to write a procedure text using video get better achievement?” Based on the research problem, the purpose of this study is know the significance of students’ achievement in writing procedure text using video as learning media.

METHODOLOGY

This study used an experimental design. Three types of experimental research design are Pre Experimental, True Experimental, and Quasi-Experimental (Ross & Morrison, 2003:1022). Quasi-experimental design is where the writer does not have any authority to select the sample. Latief (2019:95) said that in quasi-experimental research design the writer has fewer steps than true experimntal research design.

The sample for this research was selected by the English teacher in the ninth grade of MTs. Darus Sholichin Malang, which consists of 60 students. Then, the writer was divided the students into two groups by using simple random sampling technique. Thirty students were in the experimental group and other students were in the control group.

In this research, the writer used test in order to measure the students’ achievement. The writer used writing procedure text individually to know the students’ achievement on this research. Students should be doing it by themselves in a test. After the writer gives an instrument, the students should be carrying out the test. The test is conducted after the students (only the experimental group) watched the video as was explained before. In this case, the students were writing a procedure text in a paragraph including the ingredients and the utensils that they need. This kind of writing output will be the students’ post-test. Then, the writer computed the difference between the average score of both groups. Moreover, the data collected via online by utilizing WhatsApp. For the experimental group, in the first meeting, the writer was share the definition of procedure text in the form of video via WhatsApp.

The researcher uses quantitative data analysis technique to know the effectiveness of using video to learn procedure text. The quantitative data were analyzed by using statistical techniques. The writer conducted the posttest-only Control Group treatment. The posttests’ scores of the students were counted by independent sample t-test at SPSS (Statistical Package for Social Science) 20, *Independent Sample t-test*. The results were analyzed using the SPSS statistical program. For all statistical studies, the level of significance was fixed at 0.05.

FINDINGS AND DISCUSSIONS

The scores were compared by using a *t-test independent t-test* to measure whether there were any differences between these two groups and found the average score. After teaching procedure text in ninth grade, the writer got a score from the test which had been conducted by the students that called as posttest after the treatment was finished. Based on the table in the table 1, the 30 students of experimental group have the average score is 82.13, the highest score is 93, and the lowest score is 75. While, 30 students in the control group have 77.06 for the average score, 85 for the highest score, and the lowest one is 70 which had been explained. The result of t-test was shown as the mean score of control group with $n = 30$, mean = 77.06, Std. Deviation = 3.94; experimental group, $n = 30$, mean = 82.13 Std. Deviation = 5.36. *See table 1*

Table 1. Experimental & Control group's mean and Std. deviation

Group Statistics					
	Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar	Experimental Group	30	82,133	5,3674	,9800
	Control Group	30	77,067	3,9474	,7207

At the same time, the data were examined using the Independent Sample T-test to determine whether the means were equal. It showed (t value=4165, sig. value=0.000, $p < 0.05$.

See table 2

Table 2 The Result of Independent t-test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar	Equal variances assumed	4,807	,032	4,165	58	,000	5,0667	1,2164	2,6317	7,5016
	Equal variances not assumed			4,165	53,270	,000	5,0667	1,2164	2,6271	7,5062

Table 1 shown the mean score of the control and experimental group which 77.06 was the mean score of the control group and 82.13 was the mean of the experimental group. It means that there are significant differences from both mean scores with the difference mean 5.07 points.

Table 2 was also shown the result of the statistical hypothesis of the study. T was the value of t_{count} ; 4.165, the df (degree freedom) was minus 2 from the total. 2-tailed value was 0.000, based on this result p was lower than 0.05; ($0.00 < 0.05$). It assumed that H_0 was rejected and H_a was accepted. In other word, using video to learn procedure text is significantly effective to the students' achievement.

In short, based on the result above there was a significant difference between the control group and the experimental group cause of the mean score (M) and the sig. value (p) were significantly different. It can be pointed out that students who use video to learn procedure text get better achievement and scores. Not only that but also using video to teach or learn procedure text is more effective. To make sure about the significance of the t value and t table was calculated where the t value was 4.165 and the t table from $0.05/2$; (58) was 2.001. t value $4.165 > 2.001$ as t table means that H_0 was rejected and H_a was accepted.

This research was carried out to answer the research problem about the effectiveness of using video to learn procedure test as writing in pandemic era at ninth grade of MTs. Darus Sholichin. In the early on teaching and learning process, there were some students do not understand the procedure text. In the WhatsApp Group, the writer encourage students to answer some questions from the writer to remember what procedure text is and what component that students need to write a procedure text. Many students do not answer the question properly. Then, in the next meeting, when the students identify the procedure text, the writer found that some students showing a great answer and they enjoy while learning procedure text using video. Therefore, students made a procedure text by themselves and the writer encourage the students to identify their work. The students' work that do not matched with the discussion in the online class can be improved by their own. After that, in the last meeting, the students receive the treatment then write down a procedure text using their own words. They wrote a procedure text properly and in accordance with the instruments that already set. These activities was done to the control group also, the students in the control group also got some questions from the writer and the writer also found that many students do not understand the procedure text. Therefore, in the next meeting the writer taught using textbook and the students identify the material. Some students can identify properly but

others were not. The students need more explanation while teaching and learning process. In the last meeting, the writer gave the students procedure text that was ready in their textbook then the student made their own procedure text and submit it to the writer.

The final result indicates that teaching procedure text using video as a writing skill is significantly effective for the students who get material thought online or internet. It can be said, utilize video as learning media especially for learning procedure text is helping students to improve their achievement in a writing skill.

Video is suitable for the teacher who teaches procedure text in this condition of *Corona Virus 2019* because students are able to replay it until the students understand the material. By using video which consists of explanation and food demonstration, make student easier to understand the crucial point on procedure text. Demonstration teaching technique and presentation technique built specifically for stimulating students' focus on the text, technique activities for building students' writing skill are the techniques used for comprehending and appreciating this literature (Sanda, 2009). Demonstration recipe in a teaching procedure text was effective for the students in ninth grade of MTs Darus Sholichin. By watching demonstration recipe will encourage the students to understand the material especially procedure text (Mataram, 2018). The students' ability in writing procedure text was improved which show the students can make a procedure text by their own word.

All in all, using demonstration video to teaching and learning process is useful for students to improve their writing procedure text. It is help the students to understand about the goal of procedure text. In addition, using demonstration video offer a solution for teacher that can be used in helping the students to reach better writing procedure text.

CONCLUSIONS AND SUGGESTIONS

Using demonstration video to taught the students especially during pandemic era was great activity. Students can understand the material very well. In this research, quasi experimental research was used and supported by sixty students from MTs Darus Sholichin Malang as the participants. The independent t-test from SPSS 20 was used to calculate the mean score of the posttest result. The experimental group had higher mean score that was 82.13 while control group was 77.06. The data result calculated in SPSS presented that sig. (2-tailed) was 0.000. It meant that $p < 0.05$. from that result H_0 was rejected and H_a was accepted. Then, it can be assumed that using video to teach procedure text is effective toward ninth grade students of MTs. Darus Sholichin .

a. Suggestion for Teacher

English teachers suggested using video as a learning media since many researchers have positive final results from this experiment, especially in this era where online learning is carried out. Teachers should motivate students to increase their writing procedure text using video to ensure the learning process is still effective although in the remote learning process.

b. Suggestion for Further Researcher

The result of this research proved that video is one of the learning media which successful for learning procedure text as writing. Therefore, a better improvement is more needed. In the other words, this research can be an improvement in a different subject, material, ideas, as well as the design, provide more various contributions in a different perspective.

REFERENCES

- Durga, S. S., & Rao, C. S. (2018). Developing Students ' Writing Skills in English-A Process Approach. *Journal For Research Scholar and Professional of English Laguage Teaching*, 2(6), 6.
- Latief, M. A. (2019). *Research Methods On Language Learning: An Introduction*. UM Penerbit & Percetakan.
- Mataram, J. I. (2018). Using Video Recipe To Improve The Junior High School Students' Ability In Writing Procedure Text. In *Journal of Languages and Language Teaching* (Vol. 6, Issue 2).
- Mufidah, I., Nulhakim, L., & Alamsyah, T. P. (2020). Development of Learning Media for Video Audio-Visual Stop Motion Based on Contextual Teaching and Learning in Science Learning Water Cycle Material. *Jurnal Ilmiah*, 4(3), 449–462.
- Nunan, D., Terrell, T. D., & Brown, H. D. (2003). Practical English Language Teaching. In *Language* (Internatio, Vol. 57, Issue 3). McGrawHill.
- Nurizmawati, C., Apriliaswati, R., & Arifin, Z. (2014). The use of animation video as a media in teaching narrative text. *Training and Education Faculty of Tanjungpura University, Pontianak*, 1–13.
- Ross, S. M., & Morrison, G. R. (2003). *Experimental Research Methods*.
- Sablić, M., & Mirosavljević, A. (2020). Video-Based Learning (VBL)—Past, Present and Future: an Overview of the Research Published from 2008 to 2019. *Technology, Knowledge and Learning*, July. <https://doi.org/10.1007/s10758-020-09455-5>
- Sanda, S. (2009). Using Demonstration in Teaching Writing through Procedure Text for SMA Students. *Journal of English Education*, 3(1), 53–62.
- Schleicher, A. (2020). *COVID-19 On Education Insights From Glance 2020*. OECD Council. <http://www.oecd.org/termsandconditions/>
- Tin, T. B. (2010). RELC Journal. *RELC Journal*, 3(1), 96–115. <https://doi.org/10.1177/003368820003100105>

Wardhana, P. A., & Arini, Y. D. (2019). *Detik-Detik Ujian Nasional Bahasa Inggris* (pp. 1–154). PT Penerbit Intan Pariwara.