USING YOUTUBE TO IMPROVE STUDENTS' WRITING ABILITY

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Abstrak
Penelitian ini bertujuan untuk mengetahui peningkatan kemampuan siswa dalam penulisan teks deskriptif dengan menggunakan media YouTube. Penelitian dilakukan pada bulan Agustus hingga September 2021 pada siswa kelas satu SMAN 3 Bunta. Penelitian ini merupakan penelitian kuantitatif dengan subjek penelitian 29 siswa kelas X MIA SMAN 3 Bunta. Dalam mencari data penelitian, maka digunakan tes tulis dengan berisi Pre-test dan post-test. Instrumen diberikan untuk mengetahui seberapa jauh kemampuan menulis siswa sebelum dan sesudah tes. Hasil penelitian menunjukan bahwa t-hitung sebesar 5,825. Oleh karena itu, t-tabel dengan nilai signifikansi satu ekor adalah 0.05, dan ditemukan bahwa t-tabel adalah 1.701. Hal ini menunjukan bahwa t-hitung lebih tinggi dari t-tabel. Dengan kata lain, ada peningkatan yang signifikan pada kemampuan menulis siswa setelah menggunakan YouTube. Oleh karena itu, hipotesis penelitian ini dapat diterima. Skor rata-rata pra-tes adalah 53,17 dan rata-rata pasca-test adalah 68,31. Ini berarti bahwa skor rata-rata siswa ditingkatkan 15,14. Sehingga, hasil penelitian menyimpulkan bahwa menggunakan YouTube dapat meningkatkan kemampuan siswa dalam menulis teks deskriptif di SMAN 3 Bunta.
Kata Kunci: YouTube; Menulis; Teks Deskriptif

Abstract
This study aims to determine the improvement of students' ability in writing descriptive text using YouTube media. The research was conducted from August to September 2021 on first-grade students of SMAN 3 Bunta. This research is quantitative research with 29 students of class X MIA SMAN 3 Bunta as research subjects. In searching for research data, a written test was used which contained pre-test and post-test. The instrument is given to find out how far the students' writing ability is before and before the test. The results showed that the t-count was 5.825. Therefore, the t-table with a one-tailed significance value is 0.05, and it is found that the t-table is 1.701. This shows that the t-count is higher than the t-table. In other words, there was a significant improvement in students' writing ability after using YouTube. Therefore, this research hypothesis can be accepted. The mean pre-test score was 53.17 and the mean post-test was 68.31. This means that the average score of students is increased by 15.14. Thus, the results of the study conclude that using YouTube can improve students' ability in writing descriptive text at SMAN 3 Bunta.
Key Word:Youtube; Writing; Descriptive Text

Introduction

Writing plays an important role as a language skill. Writing is a process of expressing ideas, thoughts, or even experiences in the form of paragraphs. According to Tiwari, "writing can be defined as a process of transforming thought into written language" (Tiwari, 2005). Spratt, argues that writing is an action in which individuals pass on information through the login page (Spratt, 2005). And also, Harmer defines that writing is a form of communication in which information is delivered or feelings are expressed in written form (Harmet, 2001). That is, during writing activities, people have to express their message or ideas by using symbols such as letters and punctuation mark. One must pay attention to what they want to express and to whom their message are being communicated in order to be able to write.

Brown argues that writing is the process of defining ideas and then putting them on paper, to clarify ideas, then provide sustainable organization. On the other hand, writing is an entertainment to stimulate thoughts and feelings about a subject, so that the choice of writing material and the way it is written can influence the message conveyed to the reader. Furthermore, writing is not a straightforward thing, because writing should be able to provide ideas as a contribution to the reader (Brown, 2001).

He stated that for the global literacy community, writing ability is one of the abilities that must be possessed, whereas writing ability is needed. Given this, people must be able to write effectively and with a logical, well-developed organization that achieves a specific goal (Brown, 2004). Harmet describes that writing ability is writers ability to communicate with a reader or group of readers (Harmet, 2007). Also, Widdowson explained that writing is the act composing accurate words and to transfer them through the visual medium as markings on paper. It's signifies that a writers writing capacity is the ability to communicate with a pencil or a pen on paper by creating phrases (Widdowson, 1978). There are several types of texts students will learn writing skills, there are expository, descriptive, persuasive, narrative, and creative writing. Descriptive text is a text that an object so that the object is real, it used to describe objects in the form of things, people, places, and events. Hyland argues that descriptive text is text with a social reason to document imagined or authentic occasions. Then, he went to explain that descriptive text utilizes the present tense and the words "be" and "have" (Hyland, 2004).

Wardiman "descriptive text is a part of factual genres". Furthermore, it has a social capacity which is to depict a specific individual, spot, or thing. Descriptive text gives a feeling of impression like the vibe, sound, taste, and look of something through words. It additionally serves a social function by describing a particular individual, spot, or thing (Wardiman, 2008).

When writing descriptive texts, most of the students in SMAN 3 Bunta difficult to develop their ideas. The students of SMAN 3 Bunta still made mistakes in composing sentences and also with grammar. Related to that, the correct learning strategy can make students understand and master the material. In support of the learning process, media also has an important part of teaching English. In fact, it is proper to create students better get the material given by the teacher. Besides, media is the tool utilized by teacher to help convey the subject matter in the learning process. Video is an audio-visual media that has been circulating in the community. Besides, the videos are great demand by the students, ranging from types of entertainment videos, knowledge, information, music, and historical stories can be witnessed easily. YouTube is an online video sharing website that provides a free forum for viewing, downloading, and uploading videos. This makes YouTube very famous among many people, including academics, entertainers, and entrepreneurs because of the easy of YouTube. Besides YouTube an interactive learning media to improving students abilities in the material achievement. It was supported by who stated that the use of interactive videos such as YouTube into the teaching process would increase student's understanding and mastery of skills (Burnet, 2008).

Jallaludin defines a video sharing website as one that shares various types of videos, such as video clips, TV clips, music videos, film trailers, and other content, for example, video publishing content on a blog, short unique shorts, and educational shorts (Jalalludin, 2020). YouTube is a free web-based platform that enables individuals to effectively view, upload and share video clips on www.youtube.com, mobile phones, websites, and email. Furthermore, YouTube is an application that is considered as a source of online material that can be useful in teaching and learning activities (S.C et al., 2009).

YouTube is a communication medium that contains some information. The information is introduced as an image, a picture, and an action. Teachers and students can utilize YouTube regardless of the emphasis of the syllabus they are following. Furthermore, YouTube firmly affects content and the course of language learning, particularly on interest and inspiration. It was supported by Lance who states that YouTube can provide a compelling and immersive educational experience (Lance, 2007).

Hypothesis

Based on the explanation above, it is necessary to formulate the research as "Can the students ability at writing descriptive text be improved by using YouTube as a teaching aid at the first grade of SMAN 3 Bunta?" based on the problem of this research, the hypothesis can be stated as follows:

Ha : There is significant improvement in students' writing ability from pre-test to post-test after being taught using YouTube in teaching descriptive text.

H_0 : There is no significant improvement in students' writing ability from pre-test to post-test after being taught using YouTube in teaching descriptive text.

Research Method

In this research, the researcher used experimental research to learn about the real data obtained from the respondents. The researcher's intention was to explain the use of YouTube to enhance students' writing ability, particularly when writing descriptive text for the first grade of SMAN 3 Bunta with comparing between the students' scores before and after being taught by using YouTube. The population of this research was the first grade students of SMAN 3 Bunta in the academic year 2021/2022. This research's population was X MIPA, which consisted of 29 students. To obtain the sample for this research, the researcher used a total sampling technique. The first grade was chosen as a sample by the researcher. This research sample consisted of students from class X MIPA at SMAN 3 Bunta. This class had 14 male students and 15 female students. Because there was no control variable, this research was called as pre-experimental design. In this research, the researcher only used one group and used a pre-test and post-test to determine the results of the test.

The data collection was used to create two writing tests, which are a pre-test and a post-test. Students were given a pre-test before the teacher taught another material on YouTube. They were instructed to write descriptive text in their own style. The pre-test was regulated prior to the treatment process to determine the students' ability to write descriptive text. A post-test would be directed after the treatment. The post-test was carried out to determine the last score and the difference between the students' scores prior and then afterward treatment. The motivation behind this test was to assess students' ability to write descriptive text after they had been taught how to do.

To analyze the data, the researcher would employ a proper technique to determine the impact of both variables in this research. First, classifying the students' score used the marking scheme.

Table 1. The Scoring Rubric of Writing

Categories	Explanation	Score
Content	Knowledgeable, substantive, thorough development of ideas, relevant to assigned	27-30
	Some knowledge of subject, adequate range, limited development of ideas, mostly relevant to topic, but lacks detail	22-26
	Limited knowledge of subject, little substance, inadequate development of ideas.	17-21
	Does not show knowledge of subject, non-substantive not pertinent, or not enough to evaluate.	13-16
Organization	Fluent expression, ideas clearly stated/supported, succint, well-organized, logical sequencing, cohesive	18-20
	Somewhat choppy, losely organized but main ideas stand out, limited support, logical but incomplete sequencing	14-17
	Non-fluent, ideas confused or disconnected lacks logical sequencing and development	10-13
	Does not communicate, no organization, not enough to evaluate	7-9
Vocabulary	Sophisticated range, effective word/idiom choice and usage, word from mastery, appropriate register	18-20
	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured	14-17
	Limited range, frequent errors of word/idiom, choice, usage, meaning confused or obscured	10-13
	Essentially translation, little knowledge of English vocabulary.	7-9
Language Use	Effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition	22-25
	Effective but simple construction, minor problems in complex constructions, several errors of agreement tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured	18-21
	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragment, run-ons, deletions, meaning confused or obscured	11-17
	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.	10-5
Mechanics	Demonstrate mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing	5
	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning obscureds	4
	Frequent errors of spelling, punctuation, capitalization, paragraphing poor, handwriting, meaning confused or obscured	3
	No mastery of conventions, dominated by errors of	2

spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

After getting the students' scores, the data then collected in a table. The researcher then calculating the mean score by using formula purposed by Sugiyono (2012):

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

Next, the researcher find the mean score difference of pre-test and post-test using the formula proposed by Arikunto (2002):

$$\text{Md} = \frac{\sum d}{N}$$

After calculating the mean difference between the pre-test and post-test scores. The researcher then calculated the sum of square deviations. Arikunto (2006) proposed the formula than can be seen below:

$$\sum x^2 d = \sum d^2 . \frac{(\sum d)^2}{N}$$

The last, the researcher finding the t-counted using the following formula purposed by Arikunto:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

Finding and Discussion

The researcher administered a test twice to determine the answers to the research questions raised in the previous chapter. The data from the pre-test and post-test were collected to determine the students ability to write descriptive text prior and then afterward the treatment. In the following table, the mean score of pre-test and post-test data from the class was listed with the mean deviation scores. Here is the interpretation of the tables:

Table 2. The Summary of Statistic Data

Sample	N	Mean Score of Pre-test	Mean Score of Post-test	Score Deviation	Df	Sig. Level	T
X MIPA	29	53.17	68.31	15.03	28	0.05 (1.701)	5.825

The table above represents the summary of statistic data. The pre-test score was 53.17 and after treatments was 68.31, indicating that the score of the post-test was highly improved. It can be seen in the mean score deviation which is 15.03. To determine the degree of meaning of the pre-test and pot-test, the researcher calculated the t-table score to be contrasted with the t-counted score to determine whether the hypothesis was accepted or rejected. The researcher used independent sample t-test with degree of freedom 28 or equal to 1.701, in probability 0.05. The result t-counted computation is 5.825, it was higher than t-table (df = 28, 1.701). As a result, there were contrasts in the

writing abilities of students previously, then after using YouTube. To put it another way, the alternative hypothesis (Ha) was accepted while the H_0 was rejected. However, using YouTube could improve students' descriptive text writing abilities in the first grade of SMAN 3 Bunta.

Furthermore, the use of YouTube videos may help students improve their descriptive text writing skills. Using YouTube during the learning process increased students energy and interest. The students were unafraid to express their thoughts. Since using a YouTube video can help students develop their imaginations, they will actually want to write a better descriptive text. This was also supported by Burnett (2008) who stated that the use of interactive videos such as YouTube into the teaching process would increase students' understanding and mastery of skills. In accordance with the findings of research conducted by Lance who explained that YouTube could prove a compelling and immersive educational experience (Lance, 2007). However, using media such as YouTube makes lessons more effective because students are not bored during the lessons. In addition, using YouTube videos in lessons can make them more viable and effective as far as time, energy, and equipment. Thus, students' writing abilities can be properly improved.

Zulfanita also stated that the incorporation of YouTube into the instructing and learning process can possibly further improve students' writing skills. The students made significant progress in the space of content, organization, vocabulary, language use, and mechanics in their writing (N.S, 2019). The use of YouTube videos helped them improve their interests, focus, and writing proficiency. They were more inspired by the teaching and learning process and remained attentive in class. YouTube offers a variety of implementation materials to help students who are bored with learning to write, such as writing descriptive text. Additionally, test scores improved significantly.

However, the findings show that the mean score in the pre-test was 53.17 and after treatments was 68.31, indicating that the score of the post-test was higher than the score of the pre-test. Furthermore, the students' mean pre-test and post-test scores improved by 28.47 percent. Another finding of this research was that the t-counted value was greater than the t-table value (5.825 > 1.701). Based on the explanations provided above, it is possible to conclude that H_0 was rejected. Aside from that, the alternative hypothesis (Ha) was accepted. Finally, using YouTube videos can improve the writing ability of students in the first grade of SMAN 3 Bunta, especially in writing descriptive text.

Suggestion

This research aimed to improve students descriptive text writing abilities in first grade at SMAN 3 Bunta. Based on the previous chapter's discussions, it is possible to conclude that YouTube has improved in teaching descriptive text writing. The pre-test mean was 53.17, and the post-test mean was 68.31. The t-table was discovered to be 1.701 by analyzing the t-counted formula. The t-count obtained was 5.825. As a result, t-counted was higher than t-table. This implies that the alternative hypothesis (Ha) was accepted while the null hypothesis (H_0) was rejected.

From the conclusion stated above, the researcher suggested several things in using YouTube video to teach writing especially writing descriptive text. There were as follows:

1. Teachers ought to have the option to foster their own technique, strategy, and media to stimulate their students' interest in writing an English text, particularly descriptive text.
2. Students should improve their writing skills and become more involved in the classroom. They should understand the significance of writing in both their studies and their daily lives.

3. In request to arouse the students curiosity in the lesson, the school ought to provide media such as YouTube videos so that students can explore various material based on competency and curriculum.
4. For researchers, hopefully in the future, there will be other researchers directing research on the most proficient method to use YouTube videos in teaching writing English texts in different genres and making teaching-learning more successful.

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