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THE USE OF VIDEO MEDIA IN IMPROVING STUDENT WRITING ABILITY ON PROCEDURE TEXT

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Abstract
This research investigates the impact of using video media on students' writing abilities in procedural texts, driven by the challenges students face in the writing aspect, especially in procedural texts, as well as the potential benefits of integrating video as a teaching tool. This study involved two classes with different teaching methods: an experimental class that received video-based teaching and a control class with traditional methods. With a quantitative approach and quasi-experimental design, the results of statistical analysis, including the Mann-Whitney U test, showed a significant improvement in the writing ability of the experimental group, with higher post-test scores and a large N-Gain percentage. The control group also improved, although to a lesser extent. The Mann-Whitney test confirms the effectiveness of video media in improving students' writing skills. The practical implications of this research include the development of interesting video materials, teacher training regarding video integration, collaboration between educators, coaching individual students, and the potential for further research, presenting a positive picture regarding the benefits of implementing video media in the context of teaching procedural texts.
Keyword: video media, procedure text, writing ability

INTRODUCTION

Writing skills are one of the language skills that play an important role in teaching English at school, such as listening, reading, speaking and writing skills. There are several reasons why teaching and learning writing skills is important. Parmawati stated writing is one of the most important skills in English, along with other skills. Even in the mirror Skills are important, not enough attention and proper use of time in class and learning process (Yulianti, 2019)

Furthermore, according to Suhendra (2015: 5) Writing skill is a person's skill to express ideas in a piece of writing. This has always been considered difficult because people find ideas easier to convey in the form of spoken language. It can be seen that

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writing skills need to be improved as a basis for expressing ideas and ideas in written form, because writing skills are often abandoned because someone prefers to express ideas in oral form.

Additionally In writing, writers must have certain goals and intentions, certain relationships to their readers, and certain information to convey to the readers. Text is a resource used to fulfill all of those aspects. Hylan (2003) states that the ways of using language for particular purposes which socially recognized are called genres. Some factual genres are recount text, procedure text, descriptive text, report text, and explanation text. A procedure text is designed to describe how something is achieved through a sequence of actions or steps.

Procedure text is a written explanation of a set of steps that must be taken in order to complete a task (Tanjung, 2021). According to Harahap, (2018), the procedure text is an important piece of knowledge that explains how to use viewers about the goal and material to make something. Besides, procedure text is also used in daily activity such as make a food (Jupri, 2019). Based on the explanation above procedure text that is meant to explain how something can be done, such as directions, recipes, instruction manuals, and itineraries. According to the school's 2013 curriculum, learning procedure text is not as simple as the researcher believes. When writing procedure text, some difficulties are commonly encountered.

However, students faced some problems when writing procedure text. They are: some students have not achieved the functional level since they continue to struggle with writing issues, such as using correct grammar and having lack of vocabulary mastery. It means they have difficulties to find the appropriate vocabularies in writing; The students have lack of interest in learning procedure text since the students have difficulty to write. They struggle to find the ideas and topics in writing. Class X students of SMA Negeri I Lhoknga Aceh Besar have problems in writing. This can be seen from the results of the writing of class X-1 students. There are several aspects related to their problems in writing such as lack of vocabulary knowledge and innacurrate grammar. Writing is very difficult for learners in a foreign language. There fore, the use of video as a media in teaching procedure text is quietly important to improve the student writing ability

From the observation conducted by researchers to students of SMA Negeri 1 Lhoknga, they generally stated that the aspect of language learning that students disliked the most was writing or composing. Students think about the use of language (such as making strange sentences, sentences that are not connected, and the like) is not merely a

language error. Errors like that are actually error that are often made by other writers, and of course by frequently writing the above problems will certainly be resolved.

In fact, the teacher need to prepare lessons using some interactive media, one of that media is video in improving student writing skill on procedure text. There are several aspects that must be understood by the teacher in presenting video as a learning medium. Namely presenting the correct material, appropriate delivery techniques, optimal quality video production, and video making skills according to the latest developments. In addition to making the learning process more fun, video about recipe can also be displayed to make students remember material and pictures longer so that they can clarify students understanding of the material provided.

Based on several previous studies, video media have been experienced to achieve good results. Learning through video will make it easier for teachers to deliver learning material, as well as make it easier for students to understand the context of the subject. Some previous researchers used recipe video as a medium for the learning process to increase a student's writing ability. The first is (Lusiana, 2013) found that procedure text can assist students in enhancing their writing abilities because procedure text can entice students to produce the material.

Second, Ahmad Zakqi Yamani Lating, (2022). Based on the results, the students showed their interest, pleasure, enthusiasm and curiosity during the implementation of video recipes. Therefore, this study can be inferred that video recipes was able to improve the students' ability in writing procedure text.

Third, Felicia Azzahra Kusdinar, (2023). Through interactive video, student engagement in interacting with the learning content was the key to successful learning. Therefore, the result of this design showed this media has high potential to be implemented in writing class.

All three studies have the same focus: the use of video media, especially recipe or interactive videos, as a means of learning to improve students' writing skills on procedural texts. A particular emphasis of all three studies is how video media can serve as an effective tool to grab students' attention, increase their excitement, and increase their engagement during the learning process.

One of the things that distinguishes these three studies is the type of media used for learning. Although the focus is on the use of video, there are different types of video media used, such as interactive videos, recipes, and video about recipe. These variations

can affect the way students engage and learn from the media they use, which can change their learning experience.

From the paragraph above, we can conclude that videos are effective in improving the student's writing ability. thus the researcher wants to conduct a study entitled "THE USE OF VIDEO MEDIA IN IMPROVING STUDENT WRITING ABILITY ON PROCEDURE TEXT"

RESEARCH METHOD

This research used quantitative method with quasi-experimental design. Quantitative method is a method that describes a research problem through explanation of the variables' relationship, creates purposes statement, research questions, and specific hypotheses, then collects numeric data from samples by using instruments, and analyses the data by using statistic procedures and quasi-experimental is a design of the study which used because the experimenter can't unnaturally make groups for the experiment (John W. Creswell, 2012). The writer used quantitative research because he compared groups using statistical analysis and collected data from the sample using an instrument with present questions and responses. Furthermore, the writer chose quasi-experimental as the design of the research. As stated by Cresswell (2012), the design used when the writer cannot artificially create groups for the experiment is called quasi-experimental design. That is the design that was used by the writer because the writer used the existing class in the school without forming a new group of experiments.

The students in this study were SMA. The subject of this research is SMA N 1 Lhoknga Aceh Besar in academic years 2023/2024. The research population at SMA Negeri 1 Lhoknga Aceh Besar totaled 240 students. The sample is part of the population. In this study, researchers took class XII-1 and XII-2 SMA N 1 Lhoknga Aceh Besar, which consisted of 46 students.

REASERACH INSTRUMEN

The instrument of this research is test. The test itself is divided into pre-test and post-test. The test will be given to both experimental class and control class. The pre-test is conducted before the treatment of using video in teaching-learning process and the post-test is conducted after the treatment is finished.

TECHNIQUE OF DATA COLLECTION

The first step is giving the controlled class and the experimental class the pre-test before activity of the class treatment. The pre-test is aimed to know the student's background knowledge about writing procedure text. The pre-test that given to them is about instruction to write procedure text freely and they are the one who choose the topic of their writing.

The treatment is given after the students are given the pre-test; the students are given the video media treatment. The researcher gave four meetings for this treatment and each meeting lasted 45 minutes. The researcher applies the treatment by explaining video YouTube Then the material is given to students in the form of printed pictures, in other words after that students describe what they think. The students wrote in a paragraph in the form of procedure text.

The last activity is post-test. After conducting the treatment, the post-test is given to the students. Both classes will get the post-test. The reason for giving post-test to experimental class and controlled class is to measure the result of the treatment itself.

TECHNIQUE OF DATA ANALYSIS

Data analysis is the method used by a researcher to analyze data. By using quantitative data analysis to manage and analyze the collected data, researchers analyze the information using formulas. This analysis aims to find out whether there is a significant difference between students' writing skills before and after using video media. N-Gain

N-gain score is an evaluation metric in the context of learning research that is used to measure the increase in students' knowledge or skills after participating in a program or learning activity. Calculation of the N-gain score involves a comparison between the scores obtained by students before and after intervention or learning. The N-gain score formula includes the final score, initial score, and initial maximum score. With a value range between -1 to 1, the N-gain score provides an idea of the extent to which there has been an increase or decrease in students' understanding or skills. Positive values indicate an increase, while negative values indicate a decrease. Understanding the N-gain score is often applied in learning effectiveness research, allowing researchers to evaluate the extent to which a learning program is successful in increasing student achievement

Normality Test

In this research, the writer conducted the test of normality through SPSS (Special Package for the Social Sciences) version 20. The test of normality is need to be done in order to know whether the distribution of data were normal or not. Kolmogorov Swirnnov and Shapiro Wilk table was used in this test of normality. If the result of normality test was above 0.05, then it could be said that the distribution of data was normal. On the other hand, if the result showed less than 0.05, then it could be said the distribution of data were not normal

Mann Whitney

The Mann-Whitney test is a non-parametric statistical method used to evaluate whether there are significant differences between two independent data groups. This test is an option when the data does not meet the normal distribution assumption or when the data is ordinal. The Mann-Whitney test process involves ranking the values of the two groups being compared, and then calculating the U value (Mann-Whitney U) based on these rankings. The null hypothesis states that there is no significant difference between the two groups, while the alternative hypothesis states that there is a significant difference. The results of this test are interpreted by comparing the U value with the critical value of the Mann-Whitney U distribution. The Mann-Whitney test is frequently used in research in various fields when data do not meet parametric assumptions, and when comparisons of medians between two groups are to be evaluated, such as in the context of social sciences, medicine, and other research fields.

RESULT

Table 1. category of interpretation of the effectiveness of N-Gain

Percentage (%)	Interpretation
<40	Poor Effective
40-55	Less Effective
56-75	Enough Effective
>76	Effective

(Hake 2014)

Table 2. n-Gain score Experimental and control class

No	Experimental class				Control class			
	Scores		n-gain (%)	Criteria	Scores		n-gain (%)	Criteria
	Pre	Post			Pre	Post		
1	45	95	90,91	Effective	45	85	72.73	Enough
2	60	90	75,00	Enough	45	80	63.64	Enough
3	40	80	66,67	Enough	40	85	75.00	Enough
4	45	80	63,64	Enough	60	85	62.50	Enough
5	45	95	90.91	Effective	55	80	55.56	Enough

| No | Experimental class | | | | Control class | | | |
| | Scores | | n-gain (%) | Criteria | Scores | | n-gain (%) | Criteria |
	Pre	Post			Pre	Post		
6	40	80	66.67	Enough	55	75	44.44	Less
7	45	90	81.82	Effective	40	70	50.00	Less
8	55	90	77.78	Effective	45	90	81.82	Effective
9	40	80	66.67	Enough	40	70	50.00	Less
10	50	85	70.00	Enough	40	70	50.00	Less
11	50	95	90.00	Effective	60	95	87.50	Effective
12	60	85	62.50	Enough	45	85	72.73	Enough
13	45	90	81.82	Effective	45	85	72.73	Enough
14	45	85	72.73	Enough	50	80	60.00	Enough
15	45	90	81.82	Effective	50	80	60.00	Enough
16	45	90	81.82	Effective	50	85	70.00	Enough
17	60	85	62.50	Enough	50	85	70.00	Enough
18	50	95	90.00	Effective	60	80	50.00	Less
19	45	85	72.73	Enough	50	85	70.00	Enough
20	40	80	66.67	Enough	50	85	70.00	Enough
21	50	85	70.00	Enough	50	80	60.00	Enough
22	45	90	81.82	Effective	50	75	50.00	Less
23	40	80	66.67	Enough	45	85	72.73	Enough
Mean			**75%**	Enough	**Mean**		**64%**	Enough

Based on the n-gain score table above, for the experimental class it is 0.75 or 75% in the enough effective category compared to the control class 0.64 or 64% in the Enough effective category

Normality Test

Analysis the normality of the data should be measured. In determining the normality of the data, the Shapiro Wilk test is used because the sample is not more than 50 and uses SPSS 27. Sugiyono (2014: 114) state the Shapiro – Wilk normality test is a test carried out to find out the distribution of random data for a small sample using data simulation that is not more of 50 samples. Population is normal If Probability < 0.05 then the population is not normally distributed.

Table 3. Tests of Normality

| | Kelas | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
		Statistic	df	Sig.	Statistic	df	Sig.
Experimental Class	Pretest	.286	23	.000	.835	23	.001
	Posttest	.192	23	.027	.873	23	.007
Control Class	Pretest	.200	23	.018	.901	23	.026
	Posttest	.231	23	.002	.892	23	.017

Based on the table above, the Sig value for the two groups, the pretest Experimental Class was 0.001 and the posttest was 0.007. Meanwhile, the pretest Control Class was 0.026 and the posttest was 0.017) which was 0.024. Both groups are less than 0.05, which means the T test assumptions are not met for both groups. If the data is not normally distributed, the researcher uses a non-parametric statistical analysis method, namely the Mann-Whitney U test (for comparison of two independent groups).

Mann Whitney

Mann Whitney is used as a substitute for the t test. Alpha value =5% (0.05). Before entering the hypothesis testing section, there is a decision that is used as a reference in the Mann Whitney test:

1. If the significance value or Asymp.Sig. (2-tailed) is smaller than the probability of 0.05 then the hypothesis or "Ha is accepted"
2. But if the significance value or Asymp.Sig. (2-tailed) is greater than the probability of 0.05 then the hypothesis or "Ha is rejected

Table 4. Test Statistics

	Score
Mann-Whitney U	144.500
Wilcoxon W	420.500
Z	-2.728
Asymp. Sig. (2-tailed)	.006

Based on the output of the "test stats" on the Mann-Whitney test above, it is known that Asymp.Sig. (2-tailed) of 0.006 is smaller than the probability value of 0.05. Therefore, as a basis for making a decision on the Mann-Whitney test above, it can be concluded that "Ha is accepted". Thus, it can be said that there are differences in students' writing between the experimental class and the control class. Because there is a significant difference, the research problem formulation is answered, namely "there is an effect of using video media on improving writing skills in procedure text".

DISCUSSION

In the pre-test stage, both classes, experimental and control, showed relatively low average scores, indicating weak writing abilities among students before the intervention.

The majority of students in both classes scored in the "Very Poor" category, highlighting early challenges in writing skills. However, at the post-test stage, the experimental class showed significant improvement with an average score reaching 86.95.

Most of the students in this class improved into the "Good" and "Very Good" categories. Meanwhile, the control class also showed improvement, although not as big as the experimental class, with an average score reaching 81.52 and the majority of students were in the "Good" category. The N-Gain value shows that the experimental class (75%) had a more significant impact than the control class (64%), both of which remained in the "Moderately Effective" category. The Mann-Whitney test confirmed a significant difference between the two classes (p value = 0.006), supporting the idea that the use of video media has different effects on students' writing abilities. Because the data were not normally distributed, the Mann-Whitney test as a non-parametric test was considered more appropriate.

The use of video media in teaching procedural texts has a positive and significant impact on students' writing abilities compared to conventional learning methods. This study provides the implication that educators can consider the integration of video media as an effective tool for improving writing skills in the context of procedural texts. It is important to note that the interpretation of the results of this study must be carefully considered and its specific context, as well as taking into account potential factors that may influence the results of the study.

Additionally (Lating, 2022) said Students reported that using video recipes in procedural text writing instruction helped them improve their writing skills, especially their understanding of present tenses, temporal order, and equipment needed to prepare food and drinks. Berk stated (in Lating, 2022) that although the use of videos in EFL and ESL education is not new, this research found that the way videos are presented has an impact on the growth of learners' English language skills, especially in writing procedural texts. I have never seen recipe videos used to help students improve their English skills, especially when writing procedural texts.

From this method, the variety in teaching and learning writing can be done and do not make the students get bored especially in learning English. The writer summarized that teaching writing by video is one of method which helps the students to learn and determine idea and more easily to understand, interesting and students do not bored to learning English because this method can create the students' achievement to get involved and participate actively in the learning activities. This method also enhances the students to use English language in a communicative way. Teaching is always looking for ways to substitute rule repetition with more effective strategy to make writing easiest and more pleasant. It is very important to develop motivation in writing

CONCLUSION AND SUGGESTION

Conclusion

In this research, the use of video media in teaching procedural texts has succeeded in significantly improving the writing ability of experimental class students compared to the control class which uses conventional learning methods. Before the intervention, both classes showed low average pre-test scores, indicating initial difficulties in students' writing abilities.

After the intervention, the experimental class showed significant improvement, with most students achieving the "Good" and "Very Good" categories. Meanwhile, the control class also experienced an increase, although not as big as the experimental class. The N-Gain results showed that the experimental class had a more significant impact than the control class, although both remained in the "Moderately Effective" category. The Mann-Whitney test confirmed significant differences between the two classes, supporting the idea that the use of video media had different effects on students' writing abilities.

Suggestion

To enhance the teaching of writing, educators can focus on various strategies. First, the development of engaging and relevant video materials tailored to diverse learning styles can captivate students' interest. Second, providing teachers with comprehensive training on designing and integrating video materials into lessons is crucial for optimizing their effectiveness in the classroom. Third, fostering collaboration among teachers enables the exchange of experiences and ideas related to the use of video media in writing instruction, thereby improving overall teaching quality. Additionally, addressing individual student needs through targeted coaching can contribute to more equitable outcomes. Finally, further research should be undertaken to deepen our understanding of the impact of video media on writing instruction, exploring additional factors like student motivation to enhance the effectiveness of these strategies.

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