

Short Video in Improving Students' Writing on Procedure Text: An Experimental Study for Students in Vocational School

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Abstract

Mastering English skills for EFL students requires mastery of vocabulary as well. In doing writing also needs a good understanding of vocabulary and sentence structures. Writing was very complex activities to be done, started from drafting to creating. The students at Putra Rifara Vocational School also found some difficulties in learning writing. Mistakes always appeared in doing the task such as grammatical errors, and punctuations. The students also had obstacle in expressing their thought on the paper. The purpose of this research was to obtain empirical evidence about the effect of short video on students' writing procedure text. Quantitative method with quasi-experimental was applied in this study. The sample of this research was eleventh grade students at Putra Rifara Vocational School Kabupaten Tangerang. The purposive sampling was implemented in this research. The total samples were 52 students from two classes (control and experiment class). In the control class consists of 23 students and the experiment class consists of 29 students. The instrument used in this paper was essay. The data was analysed by using SPSS. The result showed that the experimental class got the highest score compared to the control class. Moreover, the result of interview also showed positive respond from the students after learning writing procedure text by using short video. It can be concluded that there was a significant effect of the use short video in improving students' writing procedure texts for eleventh grade at Putra Rifara Vocational School in Kabupaten Tangerang.

Keywords: *procedure text, short video, writing skill.*

Introduction

Language is a main tool of communication in our life. Its function is to communicate with each other. It means that language is the most important media for people to express their feelings, ideas, desire and thought (Atayeva et al., 2019). There are two forms of language; spoken and written. Both spoken and written language are used for communication and exchange information between speakers and listeners.

Writing is a thinking process where ideas are generated and focused on more relevant ideas, so it is not only a simple matter of transcribing language into writing symbols (Habibulloh A, 2017; Martarini & Sastaparamitha, 2020). The function of writing is written communication by expressing ideas or feelings through writing (Rivai et al., 2017). Today, written communication is very important. Because by writing, we can provide useful information for others who need it. No matter how simple the words are written, they are definitely useful for those in need. The importance of writing can be seen from our daily lives, such as writing news in newspapers, sending messages by mail or social media, etc.

In mastering a foreign language for Indonesian students will find some difficulties in learning a new language, especially with writing skills. Students must convey their ideas on paper with good structure and grammar (Jayanti, 2019; Renandya et al., 2020). In addition, learning writing skills aims to enable students to communicate with others using appropriate language through writing (Bjørkvold & Svanes, 2021; Sopiani et al., 2019). Sometimes most students consider

English a difficult subject to learn and get bored in writing activities because they have to spend a lot of time expressing their ideas in writing (Heti Hidayah, 2021).

Beside those reasons, there are other reasons that make writing as a difficult subject. The other reason is there are many kinds of texts in English, such as narrative, descriptive, procedure, and recount text (Annisa, 2021). Each text has different characteristics and purposes. They are supposed to be able to write short passages of different kinds of texts. One of them is writing procedure text. Procedure text is really close to the daily activities. Therefore, procedure text should not be strange for the students or the teachers (Wahidah, 2022). Procedure text is a text designed to describe how to make something with several steps (Aisah 2019). In this subject, the students must be able to present the steps of activities or various stages to do or produce something. Making something based on the steps, is not easy for the students. Sometimes, they are difficult to start writing because they cannot arrange their ideas in writing procedures text well (Hidayatin, 2020).

In doing pre-observation the researchers got the data from the field that most of students' score in writing did not achieve minimum completeness criterion. The minimum completeness criterion of the school was 75. Based on the data provided by the teacher, it shows that the majority of students did not reach the minimum completeness criteria or as many as 30% of students got English score below 75 and only 5% of students got score above 75. The English teacher also said that the students did not interest in learning writing because they did not know how to use the words in constructing the good sentences and comprehending the meaning of words itself. They only have limited vocabulary in learning English. Moreover, in learning English they only used students' worksheet and text book from the school. They did not learn with others media such as video, quiz, or games.

Success in learning English is also influenced by the use of media in the process. Choosing the right media will have a positive impact on students, such as previous research conducted by (Cahyati Melani Sukma & Rosnija, 2021), it shows that applied video tutorials from the "Food & Cooking" channel as a learning media give positive impact to solve students' problem in writing procedure text and make them more active in learning process. Dwifadjrin and Pamungkas (2020) also said in their study that using video can gather students' attention in learning procedure text. It happened because students can watch the picture and understand the meaning of words. Moreover, by using video in teaching and learning process can encourage students' motivation (Devanti & Rizqi Amalia, 2018; Wahidah, 2022.). The all-previous study finds positive result in using video as a media in teaching procedure text.

In this current research also use short video in improving students' writing on procedure text but it differs with the previous study. The previous study used general video such as food and cooking. This study used English for special purpose (ESP) materials in choosing the video and creating the task based on students' major, namely computer networking engineering for students at Putra Rivara Vocational School. The materials focus on the use and operate the computer and networking scopes. This study aims to answer two objectives, the first is to find the effect of the use short video in improving students' writing on procedure text, and the second is to describe students' respond on the use short video in learning procedure text. By using short videos in teaching and learning process on writing procedure text, the researchers hope to develop interactive learning atmosphere in the classroom, which can motivate students to learn and improve their skill in writing. This finding also can give benefits for teachers, students, educators, and policymakers in developing teaching strategies and learning media in writing. Furthermore, this study can give contribution to English education field and technology in enhancing outcomes-based education.

Method

The researchers conducted the research at Putra Rifara Vocational School. It is Located on Jalan Bojong Renged Nomor 3, Kecamatan Teluknaga, Kabupaten Tangerang Banten 15510. The respondents of this study are students from eleventh grade in class XI-A and XI-B for computer and networking engineering (*Teknik Komputer dan Jaringan*). Purposive sampling is used in this study with the total of samples are 52 students (in class XI-A is 29 students and XI-B class is 23 students). The quantitative method was used in this study with quasi-Experimental design by using pre-test and post-test. This study used two classes (control class and experimental class). The design of this study can be seen on the table below:

Table 1. Research Design

| | | |
|----------------|---|----------------|
| O ₁ | X | O ₂ |
| O ₃ | | O ₄ |

Notes:

O₁: Experimental class before being given treatment (pre-test)

O₂: Experiment class after being given treatment (post-test)

O₃: Control class before being given treatment (pre-test)

O₄: Control class after being given treatment (post-test)

X : Giving treatment

The researchers used two instruments to collect the data, namely written test and interview. Written test used to know the effect of using short video in improving students' writing procedure text. Interview also used to answer the second research question on how students' respond on the use short video in learning procedure text. In written test, the researchers used essay (Sugiyarni & Rini, 2023) and allowed the students to make their own procedure text that related to the topic (computer and networking issues). In conducting the interview, the researchers used structure interview with 6 questions and involved 3 students as a representative of samples from experimental class.

The procedures of this research divided into eighth meeting including pre-test and post-test also interview. It is only focus on the students in experimental class. In the first meeting, the researchers asked students to make procedure text about how to operate computer, this test called pre-test. The pre-test uses to determine students' initial abilities in writing procedure text. The second meeting until seventh meeting, the researchers gave explanation of procedure text that including definition, social function, generic structure of the text, and language features. In delivering materials in the classroom, the researchers used short video based on the lesson plan. In the eighth meeting or the last meeting, the researchers allowed the students to do the post-test. In post-test, the researchers asked students to make their own procedure text based on the topic materials that related to computer, networking, and engineering. The researchers analyze and interpret the data by using SPSS version 25 in order to answer the research questions. In analysing the data, the researchers use normality and homogeneity test. It uses to determine whether the data obtains are normally distributed and homogeneous or not. After collecting the data, the researchers compare the result of pre-test and post-test. Due to the data was normally distributed and homogeneous, the analyse data in testing hypothesis used

independent sample t-test and calculated it by using SPSS version 25. After doing the post-test, the researchers did interviews with 3 students.

Results

Result of Written Test

The researchers used written test as the instrument in order to answer the first research question on the use of short video in improving students' writing on procedure text. After gathering the data from the field, the researchers analyse the description of the data including pre-test and post-test in both classes (control and experimental class). The following data can be seen on the table 2 and 3 below:

Tabel 2. Description of experimental class

| | N | Minimum | Maximum | Mean | Std. Deviation |
|----------------------|-----------|-----------|-----------|-----------|----------------|
| | Statistic | Statistic | Statistic | Statistic | Statistic |
| Pre-test Experiment | 29 | 41 | 68 | 49.83 | 7.709 |
| Post-test Experiment | 29 | 73 | 91 | 80.97 | 4.289 |

Table 3. Description of control class

| | N | Minimum | Maximum | Mean | Std. Deviation |
|------------------|-----------|-----------|-----------|-----------|----------------|
| | Statistic | Statistic | Statistic | Statistic | Statistic |
| Pretest control | 23 | 40 | 66 | 48.65 | 6.471 |
| Posttest control | 23 | 69 | 79 | 74.43 | 3.057 |

Based on the table 2 and 3, it shows that the mean score of post-tests in both class (experimental and control class) is higher than mean score in pre-tests. However, based on the results from the two tables above, it shows that the experimental class got higher results than the control class in terms of minimum score, maximum score, mean score, and standard deviation.

The Normality Tests

In testing normality, the researchers used Kolmogorov-Smirnov and calculated it by using SPSS 25 with the α is 0.05. It used to know whether the data is normally distribution or not. The result can be seen on the table 4:

Table 4. Normality test

| Result | Class | Kolmogorov-Smirnov ^a | | |
|--------|----------------------|---------------------------------|----|-------|
| | | Statistic | df | Sig. |
| | Pre-test Experiment | .163 | 29 | .046 |
| | Post-test Experiment | .135 | 27 | .200* |
| | Pre-test Control | .174 | 23 | .068 |
| | Post-test Control | .159 | 23 | .137 |

The results show that the sig. value of post-test in the experimental class is 0.200 and the control class is 0.137. It means that the sig. value of experimental class and control class is higher than α (0.05). So, it can be concluded that H_a is accepted and the all of data is normally distributed.

The Homogeneity Test

Homogeneity tests used to determine whether the data obtained are homogeneous or not. It used Levene's formula for equality of variances to test it. The finding shows in table 5:

Table 5. Homogeneity Test

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| .880 | 1 | 50 | .353 |

In table 6, shows that the sig. value is 0.353. it means that the sig. value is higher than α ($0.353 > 0.05$). So, it can be concluded that all data are homogenous.

The Testing of the Research Hypothesis

In testing the research hypothesis, the researchers used independent sample t-test formula in order to find the effect of short video in improving students' writing procedure text. The result shows in table 6 below:

Table 6. Independent sample t-test

| Levene's Test for Equality of Variances | | | | | |
|---|-----------------------------|------|-------|--------|-----------------|
| | | Sig. | t | df | Sig. (2-tailed) |
| Result | Equal variances assumed | .335 | 6.161 | 50 | .000 |
| | Equal variances not assumed | | 6.402 | 49.509 | .000 |

The result shows that the sig. (2-tailed) of equal variances assumed is 0.000. It means that the sig. (2-tailed) is less than α ($0.000 < 0.05$). So, it can be concluded that H_a is accepted and H_o is rejected. It can be interpreted that there is significant different between the experimental class and control class that was taught by using short video in writing procedure text.

Result of Students' Interview

In answering the second research question on how students' respond on the use short video in learning writing procedure text, the researchers used structure interview. It uses as supporting data to the previous findings. There are six questions consists of indicators (Anderson, 1987; Mangesa et al, 2022; Soleh Fudin et al., 2022; Yendrita & Syafitri, 2019); (1) clarity of message, (2) stand alone, (3) user friendly, (4) educative, (5) attractiveness. The result can be seen on the table 7 below:

Table 7. Result of students' interview

| No | Respondents | Questions | Answers |
|----|-------------|--|--|
| 1 | Students 1 | How clear is the material conveyed through short video? How is the procedure text material compatible with the short video used? How easy is it to use short videos in the learning process of writing procedure text? | I think, the use of short video in developing material of procedure text is very clear. I think, the materials use by using short video are compatible with the lesson plan given by the teacher. It is very easy to access. |

| | | | |
|---|-----------|--|--|
| | | How does the short video used provide educational understanding in writing procedure text? | I my view, the use of short video helps me in understanding the material of procedure text. |
| | | How do short videos provide attraction in learning to write procedure text? | I think, it is very interesting. |
| | | How do you feel after using short videos in learning writing procedure text? | I'm very happy |
| 2 | Student 2 | How clear is the material conveyed through short video? | I think, it is very clear |
| | | How is the procedure text material compatible with the short video used? | In my opinion, the short video used is very appropriate to the materials |
| | | How easy is it to use short videos in the learning process of writing procedure text? | It is very easy to understand. |
| | | How does the short video used provide educational understanding in writing procedure text? | I think, this short video can help me in understanding procedure text. |
| | | How do short videos provide attraction in learning to write procedure text? | I think, yes. It's very interesting to use it in learning writing procedure text. |
| | | How do you feel after using short videos in learning writing procedure text? | I'm very excited. |
| 3 | Student 3 | How clear is the material conveyed through short video? | I think, the video is very clear with the materials of procedure text. |
| | | How is the procedure text material compatible with the short video used? | In my opinion, the use of video also matches with the lesson plan. |
| | | How easy is it to use short videos in the learning process of writing procedure text? | I think, it is very easy and simple to understand. |
| | | How does the short video used provide educational understanding in writing procedure text? | In my opinion, it gives a lot of benefits in accepting the materials writing procedure text. |
| | | How do short videos provide attraction in learning to write procedure text? | I think, yes. It is very interesting not boring. |
| | | How do you feel after using short videos in learning writing procedure text? | I'm very enjoy to do it. |

Based on the result of students' interview, it shows that the all indicators have positive answers. So, it can be assumed that the students give positive respond on the use of short video in learning writing procedure text.

Discussion

In teaching and learning process in the classroom should be provided the interesting material and media. Selecting media must also pay attention to indicators to achieve learning objectives. One of the learning media that can be used in learning to write procedure text is short videos. The use of videos can give a positive impact on students in developing their writing skills in different personality (Faridha, 2019).

The short video as media can help students to practice their writing of procedure texts. Moreover, this current study have similarities with the previous research which conducted by

(Safitri and Suparman 2019; Aminah et al., 2018; Halimah et al., 2021; Susilo & Damayanti, 2018)) that video as teaching media in teaching writing procedure text could be used to improve students' writing skill in being taught by using video, the students could improve their writing skill and improve aspects of writing regarding to the result of post-test, but there are different in the research instrument used (written test and interview). The use short video media in learning is a tool that can help students to make it easier to understand the technique how to write procedure text. The use of media of short video, students will have a clear picture and explanation on what they watched (Dewi et al., 2023; Lubis & Hasibuan, 2020). Moreover, implementing video can develop their performance in mastering vocabulary, listening, reading, and speaking, also their motivation (Azhar et al., 2024; Pebri et al., 2021; Zulhelmi et al., 2017).

This finding gives positive result in answering the research question on the effect of the use short video in improving students' writing procedure text and how students respond on the use short video in learning writing procedure text. It happened because the use of media match with the materials design that focus on their computer and networking engineering major. So, they can easy in understanding and achieving the materials and encourage their motivation (Ilahiyah et al., 2019) and critical thinking in elaborating the text (Aida & Widiyati, 2020; Pravita & Kuswandono, 2021). The application of short video can be modified to suit the conditions and learning abilities of students in a classroom or school. The teachers can use this media (short video) to attract students' interest in learning English in order to develop their English skills.

Conclusion

In teaching and learning process, the students need an interesting media in developing materials especially for writing on procedure text. Teaching English for specific purposes (ESP) for students in vocational school, the material should be related to their major study. By choosing an appropriate media and its materials can help the students in achieving students learning objectives. This current study also shows a positive finding in using short video. It can help students in improving their skill in writing procedure text. This finding also supported by students' interview who give positive respond on the use short video as a teaching media in learning writing procedure text. So, it can be concluded that short video can implemented in teaching and learning process whether in the classroom or outside the classroom.

This research also has implications for English language education. It is proven that short videos have several benefits for teachers and students in helping develop their skills in learning English, not only in writing but also other English skills. Apart from that, it can also increase students' motivation in learning English.

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