THE EFFECT OF YOUTUBE VIDEO TO STUDENT'S ABILITY IN WRITING DESCRIPTIVE TEXT FOR TENTH GRADE STUDENTS

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Abstract

The study's goal is to examine the value of YouTube videos in teaching expressive writing to tenth-grade students at SMK Al Mashum throughout the 2022/2023 academic year. The seven classes at SMK Almashum Kisaran's X grade A courses make up the population of this study. A quantitative approach and a sort of quasi-experimental methodology are used in the study. In this study, the participants are split into two categories: experimental and control. The investigators, which included who are divided into two groups, are given a pre-test, therapy, and post-test. The sample in this study chooses X TKJ1 as the study group and X TKJ2 as the comparison control. There are roughly 30 pupils in the experiment group and 30 people in the control sample in X TKJ1. As a consequence, the total number of participants in this study is 60.The t-test calculation demonstrates the results of the tvalue in both post-tests (2.418) are bigger than the the ttable (1.671) at the significance level of 0.05, and since it relies on the hypotheses evaluating criteria, the tvalue the ttable suggests that h0 (null hypotheses) has been disapproved and ha (alternative hypothesis) is approved. It denotes that the average score of the experimental group is higher than the average score of the control group, demonstrating that YouTube videos have an impact on children' descriptive text writing. Finally, YouTube videos assist students in honing their descriptive writing abilities.

Keyword: *Youtube Video, Writing, Descriptive Text*

Introduction

Language is necessary for everyday connection with people. Language instruction is also mandated according to the Indonesian educational system in order to improve human resource quality. English is presently taught in all Indonesian schools. It is covered and understood in schools beginning with preschool and progressing though elementary, junior high, high school, and university levels. Writing, speaking, reading, and listening are the 4 skills that must be understood when studying English.

Writing is a valuable linguistic skill in connection because it allows you to express yourself. Others can learn about people's opinions if they express them.

thoughts on paper As a result, writing has become another way for people to communicate. You should be able to express yourself and share your ideas with others. Narrative, procedure, descriptive, and descriptive text are the four types of writing. Because it entails piecing together grammatically accurate phrases, writing is the most challenging ability for a second language learner to acquire. (Mataram & Mataram, 2018) Blaylock Is writting regarding the way someone, something, location, or thing appears in a descriptive text. You might explain the exact location of a spot on occasion. descriptive Text are text that describes someone or something. Its goal

is to identify and disclose a certain person, location, or thing. As a result, descriptive writing is a written work that characterizes a person, a thing, or a location.

To increase the students' attention and enthusiasm in learning and producing, the teacher should be able to choose and build an acceptable material delivery strategy. It is not enjoyable for students to learn through descriptive language in a book. According to Jeremy Harmer, utilizing a book and then repeating the sequence in each unit may get monotonous, and using the textbook would become increasingly repetitious. As a result, the teacher must devise a novel method of making the teaching-learning process enjoyable for the pupils.

Technology plays an important role in people's everyday lives in this day and age. It may be used for a variety of purposes, including interaction, enjoyment, and education. The student can provide several online materials by utilizing technology. Particular resources, such as the YouTube website, can be blended into regular English lessons. Youtube is regarded as a source of online information that plays an essential function in the sphere of teaching and learning. It can assist the learner in better grasping the stuff that they're going to get. Not only that, but using YouTube videos can be uninteresting and time consuming throughout the course of instruction in school.

The utilization of media relating to the subject being taught by the instructor is one component of teaching. There are three categories of visual media: media that is visual, audio mediums, and sound visual

media. There are four forms of instructional media, according to Hamalik (1985: 63): visual materials which are able to be observed, aural materials that may be heard, sensory media that may be observed and heard, and melodrama (playing an instrument or marionette game).

By choosing and developing relevant resources and methods, students' interest and drive in studying descriptive text writing may be increased. According to Jeremy Harmer in (Hayati, 2020), overusing a textbook and so continually following the sequence in each unit may become uninteresting, and the daily routine of the textbook will become incrementally monotonous. As a result, the instructor must come up with a new way to make the teaching-learning process entertaining for the pupils. Technology is a crucial part of people's everyday life in nowadays. It may be used for a variety of purposes, such as interaction, entertainment, and education. The student can supply a range of online information by utilizing technology. YouTube videos, for example, may be included into conventional English lectures. Youtube is recognized as an essential source of internet information in the realm of instruction and education. It could help the student in receiving a higher grade.

Students may be more motivated to learn if youtube video are given the freedom to express their thoughts whatever they choose since they may share their own thoughts, feelings, and experiences. This can help the students develop the enthusiasm and writing abilities they need, especially when it comes to developing their vocabulary and

indirectly learning how to construct effective sentences (klimova, 2015) by (Nissa, 2021).

An alternate method for teaching descriptive texts is through keeping a youtube. It is hoped that this will encourage students to freely express their ideas and to dig deeper into the teaching and learning process. This method should be viewed as a way to give students more experience so they can improve their ability to write descriptive texts. The researcher thought that a YouTube video may be used to alleviate the pupils' writing difficulties. By using it, children may feel free to communicate their thoughts, feelings, or anything else going on in their lives in writing. Furthermore, it may help them enhance their vocabulary, grammar, and writing mechanics. As a result, individuals might improve their command of the English language.

Methods

At SMK Almashum Kisaran, Grade X students served as the participants of this study. In the province of Sumatera Utara, JL BATU ASAH NO. 2 SIDODADI Kec. Kisaran Barat, Kab. Asahan, is where this school is situated. The study is a quantitative type of investigation. that time they transformed the video on YouTube to function as an independent variable to the implementation. in order to compare the outcomes within the treatment group and the control group, the method of study that the research chose to use is a quasi-experimental design. The study creates two classes: the experimental class, designated as XI TKJ1, and the control class, designated as XI TKJ2, which was used as the sample.

Table 1 the scheme of quasi experimental design

Group	Pre-test	Treatment	Post test
A	Y1	X	Y2
B	Y1	-	Y2

The research employed purposive sampling in this study. Purposive sampling, according to Sugiono (2013), is a strategy for selecting samples while taking certain factors into account In this study, 60 individuals compose 25% of the 240 participants. So, divide 60 pupils by two courses to get 30 students. The writer chooses X TKJ1 as the group to be investigated and X TKJ2 as a control group from among seven classes. The experimentation group in X TKJ1 had 30 pupils, whereas the control sample in X TKJ2 had 30 students. As a result, this study's total sample size is 60 pupils. The research employed a rating system to assess or evaluate the students' writing achievement in this study. There are five factors that are taken into account during scoring. Content, structure, vocabulary, language usage (grammar), and mechanics are the five components. to Dwiwandono (2008, p.62) by (Agustina et al., 2022),

The tool for this study was an assessment, and the type of test employed was a pretest and a posttest. After collecting all of the individuals' pretest and post-test results, the data was examined for similarity and normally using IBM SPSS 22. The writer then used the t-test approach to compare the t-test findings with the t-table results to discover if there were any efficacy of employing YouTube videos to train descriptive text writing. Finally, for the purpose of this research, an additional hypothesis is developed:

1. If the ttest (to) exceeds the ttable (tt) by 5%, the Ho (Null Hypothesis) is accepted. That is, the average score in the experimental class is greater than in the controlled class. In other words, using YouTube videos to teach students how to write descriptive prose is beneficial.

2. If the ttest (to) and ttable (Null Hypothesis) is regarded as valid if and only if both are significant to 5%. In other words, the experimental environment's average grade is lower than that of the controlled class. In other words, it is ineffective to educate children how to write describing writing using YouTube videos.

Findings Research And Discussion

The following table describes the comparison of students' scores in the pretest and post-test between the experimental and control groups:

Table 2.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PreTest Eksperimen	30	25	80	52.00	15.953
PosTest Eksperimen	30	50	90	70.33	9.371
gained score	30	5	40	18.33	12.200
Valid N (listwise)	30				

Table 3.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PreTest Control	30	30	80	51.67	13.412
PosTest Control	30	45	85	64.00	10.860
gained score	30	5	40	12.33	9.803
Valid N (listwise)	30				

According to the table, there were several notable changes in both classes, including the mean score. The mean pretest score of pupils in the group doing the

experiment was lower than that of the controlling class. The pretest score in the experimental classroom was 52.00, whereas it was 51.67 in the controlled class. In the posttest, both classes improved their scores. The experimental class received a mean posttest score of 70.33, whereas the controlled class had a mean posttest score of 64.00. However, the experimental class earned 18.33 levels as their score climbed from a pretest to posttest, whereas the group that was controlled gained just 12.33 points.

Table 4

Tests of Normality		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	kelas	Statistic	df	Sig.	Statistic	df	Sig.
hasil test siswa	pre test eksperimen	.141	30	.134	.956	30	.238
	pre test control	.124	30	.200[*]	.963	30	.364

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Tests of Normality		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	kelas	Statistic	df	Sig.	Statistic	df	Sig.
hasil test siswa	pos test eksperiment	.186	30	.010	.951	30	.175
	pos test control	.144	30	.116	.955	30	.224

a. Lilliefors Significance Correction

The t-test result is then used to assess the statistical hypotheses' validity, answer the study's query, and as one component in closing the inquiry. The t-test result is as follows: The normality test in the pre-test experiment indicates that the mean Asymp. Two-tailed Sig. is 0.200, meaning it is above the value of 0.05 or the level of significance threshold, indicating that the data set has a distribution that is normal. The normality test on the pre-test control indicates that the mean Asymp. Two-tailed Sig. is 0.200, which is above the value of 0.05 or the statistically significant threshold, indicating that the set of data has a normally distributed distribution. In addition, the posttest experiment results demonstrate that the Asymp. Two-tailed Sig. is larger than 0.05, indicating that the data set has a normal distribution. The asymp 0.44 is shown by the post-test control result. Both of them of these findings are larger than 0.05, indicating that the control population's pre-test and post-test have a distribution that is typical.

Table 4.

Test of Homogeneity of Variance		Levene Statistic	df1	df2	Sig.
hasil test siswa	Based on Mean	.551	1	58	.461
	Based on Median	.567	1	58	.455
	Based on Median and with adjusted df	.567	1	52.967	.455
	Based on trimmed mean	.557	1	58	.458

The Sig. in Test of Homogeneous of Variances presented above is 0.461, which is more than 0.05, suggesting that the pretest data are homogeneous. Furthermore, for the posttest, table 3.7 reveals that the Sig. in Test of Homogeneity of The variations is 0.091, which is greater than 0.05, indicating that the posttest data are similarly homogeneous.

Test of Homogeneity of Variance		Levene Statistic	df1	df2	Sig.
hasil test siswa	Based on Mean	2.951	1	58	.091
	Based on Median	2.959	1	58	.091
	Based on Median and with adjusted df	2.959	1	56.484	.091
	Based on trimmed mean	2.907	1	58	.094

Furthermore, for the posttest, table 3.7 reveals that the Sig. in Test of Similarity of Variances is 0.091, which is greater than 0.05, indicating that the posttest data are similarly homogeneous.

Table 5.

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 test siswa	Equal variances assumed	2.951	.091	2.418	58	.019	6.333	2.619	1.091	11.575

Equal variances not assumed			2.418	56.783	.019	6.333	2.619	1.089	11.578

Based to the statistical the calculation, the homogeneity and normality tests indicated that the results from both the pre- and post-tests in both groups had distributions that were normal and homogenous. The t-test might then be used to examine the data. The t-test estimation shows that at a significance threshold of 0.05, which is the tvalue in both posttests (2.562) is higher than the ttable (1.671), and since it relies on the suggested testing requirements, It might be found that the is a tvalue > t table, showing that Ha (alternative hypotheses) has been accepted and H0 (null hypothesis) have been ignored. This suggests that the YouTube video had an impact on students' ability to write descriptive texts because the experimental group's average results are higher than those of the control group. Last but not least, the YouTube video is fantastic for improving pupils' descriptive writing.

Conclusion

The researcher found that the pre-test and post-test methods have an important effect on students' descriptive writing skills after assessing the data. It indicates that by watching a YouTube video, pupils' ability to write descriptive language improved. The students' scores with the computation of The t-test (2.562) with degrees of freedom (df) = 58 were higher than the ttable (1,671) (p=58). Each writing exam having a major influence on pupils' scores. As a result, it is possible to conclude that students' descriptive text writing skills have been affected by videos on YouTube.

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