Penggunaan Media Youtube dalam Meningkatkan Kemampuan Menulis Teks Naratif Siswa di Sekolah Menengah Atas

The Use of Youtube Media in Improving Students' Narrative Text Writing Ability in High Schools

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Abstrak

Tujuan dari penelitian ini adalah (1) untuk mengetahui kemampuan siswa dalam menulis teks naratif melalui audio video youtube di SMAN 2 Pemalang (2) untuk mengetahui kemampuan siswa dalam menulis teks naratif tanpa audio video youtube di SMAN 2 Pemalang (3) untuk mengetahui perbedaan kemampuan menulis teks naratif berpikir dengan dan tanpa audio video youtube. Jenis penelitian ini adalah kuantitatif. Desain penelitian yang digunakan penulis adalah eksperimen semu. Populasi dalam penelitian ini adalah siswa kelas X SMAN 2 Pemalang yang berjumlah 330 siswa. Jumlah sampel sebanyak 72 siswa yang terbagi menjadi dua kelas. Untuk kelas X2 sebagai kelompok kontrol dan kelas X1 sebagai kelompok eksperimen. Data instrumen yang digunakan berupa tes yang terdiri dari pre-test dan post-test. Hasil penelitian menunjukkan bahwa (1) kemampuan siswa dalam menulis teks naratif tanpa menggunakan video youtube sudah memadai, hal ini terlihat dari nilai rata-rata tes 76,33; (2) kemampuan siswa dalam menulis teks naratif menggunakan video yutube sudah baik. Hal ini dapat dilihat melalui nilai rata-rata tes adalah 82,63; (3) terdapat perbedaan yang signifikan kemampuan siswa dalam menulis teks naratif tanpa menggunakan video youtube dan menggunakan video youtube. Hal ini terlihat dari nilai t-test yang lebih tinggi dari t-tabel (3,23 > 1,67). Dengan demikian, Ha menunjukkan bahwa terdapat perbedaan yang signifikan kemampuan siswa dalam menulis teks naratif yang diajarkan menggunakan video youtube diterima dan Ho yang menyatakan bahwa tidak ada perbedaan yang signifikan kemampuan siswa dalam menulis teks naratif yang diajarkan menggunakan video youtube ditolak. Kemudian disarankan kepada guru Bahasa Inggris untuk menggunakan media youtube dalam proses belajar mengajar agar lebih menarik, sehingga siswa akan termotivasi untuk berlatih menulis.

Kata Kunci; tulisan; teks naratif; video youtube.

Abstract

The aims of this study were (1) to determine the students' ability in writing narrative texts through youtube audio videos at SMAN 2 Pemalang, (2) to determine students' abilities in writing narrative texts without youtube audio videos at SMAN 2 Pemalang, (3) to determine the difference in the ability to write narrative text thinking with and without youtube video audio. This type of research is quantitative. The research design used by the author is a quasi-experimental. The population in this study were students of class X SMAN 2 Pemalang totaling 330 students. The number of samples is 72 students which are divided into two classes. For class X2 as the control group and class X1 as the experimental group. The instrument data used in the form of tests consisting of pre-test and post-test. The results showed that (1) the students' ability in writing narrative texts without using youtube videos was adequate, this could be seen from the average test score of 76.33; (2) students' ability to write narrative texts using YouTube videos is good. It can be seen through the average test score is 82.63; (3) there is a significant difference in students' abilities in writing narrative texts without using youtube videos and using youtube videos. This can be seen from the t-test value which is higher than the t-table (3.23 > 1.67). Thus, Ha shows that there is a significant difference in students' abilities in writing narrative texts taught using youtube videos is accepted and Ho which states that there is no significant difference in students' abilities in writing narrative texts taught using youtube videos is rejected. Then it is recommended for English teachers to use youtube media in the teaching and learning process to make it more interesting, so that students will be motivated to practice writing.

Keywords; writing; narrative text; youtube video.

PRELIMINARY

To prove the originality of this study, the writer presents the previous studies related with the study. It has been similarities and differences with the study. There are many techniques for teaching writing with different media. like videos. The research uses videos with interesting visual effects such as animated videos or videos from YouTube. which is very suitable for students to understand the teaching of writing. Researchers use animated videos or youtube videos because animation or cartoons are suitable for viewing by all ages. even a lot of moral values can be learned from animated videos or cartoons.

The author conducted this study to analyze what problems exist and will find a solution. SMAN 2 Pemalang was chosen to be one of the objects of research because based on the experience that the author has done while teaching at the school during internship III that in this case only 50% of students have grades with standard criteria of completeness. The

next reason is that teachers in schools only focus on the books that have been given.the researcher chose the tenth-grade students as one of the objects to be studied because the tenth-grade students still did not understand how to write correctly and also the tenth-grade students were chosen by the writer because this class had low scores in terms of writing narrative texts.

The first previous research taken from research conducted by Asfiranti, Erlin published in Repository Journal Volume 2, Issue 3, 2016. with the title ''the effectiveness of using short animation movie on student's narrative writing skills at Sma Muhammadiyah 4 yogyakarta''. This study only focuses on the use of movies as a medium that is taken and only focuses on 11th grade students in the science department at SMA Muhammadiyah 4 Yogyakarta in the academic year 2015/2016. the method used in this research is a quasi-experimental method. where, there are two classes that are taken as an experiment and as a control class. learning only uses movies and books. The instrument used is in the form of a test. the use of animation movie in research can increase children's enthusiasm and have a significant influence on students at SMA Muhammadiyah 4 Yogyakarta in the academic year 2015/2016 (Asfiranti, 2016).

The second study was conducted by Puspita, ira published in English Teaching Journal Volume 9, Issue 1, 2018. with the research title "An Analysis of Students Writing Ability by Composing Narrative Text". This research, which was conducted in junior high school at STIT Muhammadiyah Tanjung Rejeb, focused more on 7th graders at the junior high school. Differences in the use of understanding according to experts can distinguish previous research from current research. (Puspita, 2018). The third researchers is written by Putra, Irwan Adi published in English Teaching Journal Volume 6, Issue 2, 2015. The title '' The Effectiveness of Using Animated Films on Improving Students' Writing Skill of Narrative Text of The Eighth Grade of Mts Al-Hadi Girikusumo''. This study uses a quasi-experimental research method to test the effectiveness of using animated films in learning writing. as well as to improve students' writing skills in narrative texts. The researcher used eighth grade students of Mts Al-Hadi Girikusumo Mranggen as research subjects. by conducting a writing test as data collection, the test results showed a significant difference between the two groups. that is, where the experimental group is higher than the control group, ie 60.5>39.6. which means that the use of animated films in learning to write is very effective, if it is used in eighth grade students of Mts Al-Hadi Girikusumo Mranggen in the academic year 2014/2015.(Irwan & Putra, 2015)

The writer used quantitative research as a methodology to find out the ability of the tenth-grade students in writing Narrative text based on the use of a youtube video of SMA Negri 2 Pemalang. The method used by researchers is to use the experimental method. The

data of study were collected by using test. For the test the writer gave pre-test and post-test. The population of this study was students from the tenth grade of SMAN 2 PEMALANG. The researcher took two classes at SMAN 2 PEMALANG which consisted of eleven classes and each class member totaled 30 people and the total number of students was 330 people. This class should have started to get the material to be tested. The sample includes the population in a sample study that will be selected from part of the tenth class at SMAN 2 PEMALANG, and they consist of two experimental classes consisting of 60 students in which one class is 30 people. The data of study were collected by using test. It was used in order to know the difference achievement taught with and without by youtube video in writing narrative text of the tenthgrade students of SMA Negri 2 Pemalang. For the test the writer gave pre-test and post-test.

DISCUSSION

Based on Finocchiaro (1993), the media can make the classroom atmosphere morelively because the media can attract students' interest and attract students' attention. When the author decided on the idea of using youtube as a learning medium during the research, the author believed that youtube could be used as an additional tool to make the class lively and fun. students look more active and interested, so students can follow the lesson well.

In the first sub-chapter;

In this case, the author discusses the effectiveness of using youtube video as a teaching medium at SMAN 2 Pemalang. there are two classes used for the sample in this study, namely class X.1 and X.2. where the author makes X.2 a class that is taught without using youtube videos and X.1 as a class that is taught using youtube videos.

The teacher teaches narrative text in X.2 without using teaching media, the teacher uses a hand book when teaching. The teacher only focuses on the handbook. As a result, students look very bored. In receiving learning students do not master several aspects of writing, namely organization, grammar, punctuation, and spelling.

The teacher teaches narrative text in class X.1 using youtube video. During the teaching and learning process in class, the teacher explains narrative text to students using powerpoint as additional media so that students can understand easily. After that, the teacher shows an example of a narrative text on the internet. while he opened youtube on the internet. and it looks like the students really enjoy the learning given by the teacher. In this aspect, the teacher occasionally asks questions such as about the name of the character and also about the orientation that can hone students in learning in this narrative text.

Second sub-chapter;

Table 1. Criteria of Scoring Students' Writing Narrative Text

No	The Writing Element	Score	Category	Criteria
1	Organization: Introduction, body, and conclusion	20-18	Excellent	Appropriate title; effective introductory paragraph, topic is stated, lead to the body; transitional expressions used.
		17-15	Good	Adequate title; and introduction and conclusion, body of essay is acceptable, but some evidence may be lacking.
		14-12	Adequate	Mediocre or scant introduction or conclusion; problems with theorder of ideas in body the generalization may not be fully supported by the evidence given.
		11-6	Inadequate	Shaky or minimally recognizable introduction; organization can be barely be seen; conclusion weak.
		5-1	Failing	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence.
2	Logical Development of Ideas: Content	20-18	Excellent	Essay addresses are the assigned topic: the ideas are concrete and throughly

				developed material: essay reflects thought
		17-15	Good	Essay addresses the issues but misses some points: ideas could be more fully developed: some extraneous material present.
		14-12	Adequate	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right.
		11-6	Inadequate	Incomplete ideas; essay does not reflect careful thinking or was hurried written.
		5-1	Failing	Essay is complete inadequate and does not reflect college level work; so apparent effort to consider the topic carefully.
3	Grammar	20-18	Excellent	Native like fluency in English grammar; correcy use of relative clause, preposition, modals, articles, verb, etc.
		17-15	Good	Advance proficiency in English grammar; some grammar problems do not influence communication.

		14-12	Adaquate	Ideas are getting through the reader but grammar problems are apparent and have negative effect on communication.
		11-6	Inadequate	Numerous serious grammar problems interfere with communication of the writers idea.
		5-1	Failing	Severe grammar problems interfere greatly with the message, reader cannot understand.
4	Punctuation, Spelling, and Mechanics.	20-18	Excellent	Correct use of English writing convention; left and right margin all need capitals, paragraph intended, punctuation and spelling very neat.
		17-15	Good	Some problem with writing convention or punctuation; occasional spelling errors; lest margin correct, paper is neat.
		14-12	Adequate	Uses general; writing convensional but has errors; spelling problems distract reader; punctuation error
		11-6	Inadequate	Serious problems with format or paper, errors in the sentences puctuation and final punctuation,

				unacceptable to educated readers.
		5-1	Failing	Complete disregard for English convention; paper illegible; no margin, and severe spelling problems.
5	Style and Quality Expression	20-18	Excellent	Precise vocabulary usage; use of parallel structures; concise; register good.
		17-15	Good	Attempts variety; good vocabulary, not wordy, register OK; style fairly concise.
		14-12	Adequate	Some vocabulary misused; lacks awareness of register; may be too wordy.
		11-6	Inadaquate	Poor expression of ideas; problems in vocabulary; lacks variety of structure.
		5-1	Failing	Inappropriate use of vocabulary; no concept of register or sentence variety.

(Brown, 2004: 244-245)

Then, the writer got the score of each student in composition; the writer used formula as follows:

S = S1 + S2 + S3 + S4 + S5

Where:

S: Total score

S1: Score of organization

S2: Score of content

S3: Score of grammar

S4: Score of style

S5: Score of mechanic

Then the writer analyzed the result of the test collecting data using the test, the writer found out the position of the students in achieving the given materials. The achievement level can be drawn as followed:

Table 2. Level of Achievement

Letter Grades	Interval	Level of Achievement
A	90-100	Excellent
B	80-89	Good
C	70-79	Adequate
D	60-69	Inadequate
E	Below 60	Failing

In the third sub-chapter;

First, the writer calculated standart deviation of each group

1. The class whichwere taught without using youtube video

$$S_1 = \sqrt{\frac{\sum(x-x_1)^2}{n-1}}$$

$$= \sqrt{\frac{\sum(x-x^1)^2 - \frac{(\sum x-x^1)^2}{n}}{n-1}}$$

$$= \sqrt{\frac{116281 - \frac{(341)^2}{36}}{36-1}}$$

$$= \sqrt{\frac{116281 - 3230,02}{35}}$$

$$= \sqrt{\frac{113050,98}{35}}$$

$$= \sqrt{3230,028}$$

$$= 56,83$$

2. The class which were taught using youtube video

$$S2 = \sqrt{\frac{\sum(y-y_1)^2}{n-1}}$$

$$= \sqrt{\frac{\sum(y-y^1)^2 - \frac{(\sum y-y^1)^2}{n}}{n-1}}$$

$$= \sqrt{\frac{241081 - \frac{(491)^2}{36}}{36-1}}$$

$$= \sqrt{\frac{241081 - 6696,69}{35}}$$

$$= \sqrt{\frac{234384,31}{35}}$$

$$= \sqrt{6696,69}$$

$$= 81,83$$

Second, after the writer got the standart deviation of each group, the writer calculated the standart error of the mean each group.

1. The class which were taught without using youtube video

$$S\bar{x} = \frac{S_1}{\sqrt{n}}$$

$$= \frac{56,83}{\sqrt{36}}$$

$$= \frac{7,53}{6}$$

$$= 1,25$$

2. The class which were taught using youtube video

$$S\bar{Y} = \frac{S_2}{\sqrt{n}}$$

$$= \frac{81,83}{\sqrt{36}}$$

$$= \frac{9,04}{6}$$

$$= 1,5$$

Third, the writer calculated standart error of the difference between the mean.

$$S\bar{x}_1 - \bar{x}_2 = \sqrt{S_{X1}^2 + S_{X2}^2}$$

$$= \sqrt{(1,25)^2 + (1,5)^2}$$

$$= \sqrt{1,56 + 2,25}$$

$$= \sqrt{3,81}$$

$$= 1,95$$

After getting stadart error between the mean the writer computed the t-test. The following was thecalculations of t-test:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S_{x_1} - S_{x_1}}$$

$$= \frac{82,63 - 76,33}{1,95}$$

$$= \frac{6,3}{1,95}$$

$$= 3,23$$

The last, to know whether t-value is significant, the writer used the degree of freedom (df). The formula is as follows:

df = (N1+N2–2)

= 36+36-2

= 70

From the calculation obtained, the result of the t-test is 3.32 with degrees of freedom (df=70) and the t-table 5% is 1.67. it can be concluded that the t-test result is higher than the t-table (3.32>1.67). From the results above, it is concluded that there is a significant difference between students' competence in writing narrative texts using and without using youtube videos. The results showed that the scores of students who were taught using youtube videos were higher than the scores of students who were taught without using youtube videos. it can be interpreted that adding learning media such as this youtube video can make it effective for teaching writing.

It can be compared that research using YouTube as a teaching and learning tool can run well and also create a lively classroom atmosphere. as well as in previous studies, for example research conducted by Andi Irawan who happened to research on MTs students, but the research only focused on certain things, such as only composing narrative texts. Different from the research that the author did by focusing on high school students and also focusing on learning narrative texts as a whole. and it can also be seen from the results that have been shown by the author that the classes taught using youtube media are more developed to get good grades and also the classes become more fun.

CLOSING

The conclusions given are the conclusions obtained from the results of the study. namely the students' abilities in writing narrative texts that are not taught using YouTube videos are sufficient, it can be seen from the average test result, which is 76.33. Students who are taught to use youtube videos have good abilities. it can be seen based on the average value of the test, which is 82.63.

Significant difference between the abilities of students who are taught using youtube videos and those who do not use youtube videos. it can be seen from the results of the t-test, where the value of the t-test is higher than the results of the t-table, namely (3.23 > 1.67). it can be concluded that Ha'' there is a significant difference in the students' ability to write

narrative texts, between those who are taught using youtube videos and those who are not taught using teaching media.

Ha is accepted, and Ho'' there is no significant difference in students' writing skills in narrative texts taught using youtube videos, Ho is rejected.Based on the results of the research above, it shows that students who are taught using youtube videos have higher scores than students who are taught without using youtube videos. students' abilities increase by using youtube videos. Which means, YouTube can be used as an effective medium for teaching writing.

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