
The Ability to Write Procedural Text Through Titiz Craft YouTube Channel

Nurul Humairah

Universitas Pendidikan Ganesha

nurul.humairah@undiksha.ac.id

Abstract

This research was driven by the reduced learning ability and interest of students in learning to write procedural texts. This research is a qualitative descriptive research. The aim of this research is to describe the learning steps, writing skills using the Titiz Craft YouTube Channel, and the obstacles experienced in the learning text procedures for class XI students at SMA Negeri 1 Woha. The data collection techniques used in this research were observation, interviews and documentation. The results of this research show that the learning process at SMA Negeri 1 Woha is carried out face-to-face and the Titiz Craft YouTube Channel has been implemented as a learning medium. Students' abilities in text learning procedures via the Titiz Craft YouTube Channel were said to be successful with an average score of 80. One of the obstacles that faced students during learning was that students had difficulty using standard language and vocabulary.

Keywords: Writing ability, Procedure text, Titiz Craft YouTube Channel

INTRODUCTION

Apart from teaching students how to use language in the context of teaching text based language. It can help them become more adept of critical thinking, apart from that along with the shift in learning paradigm and changes in the teaching curriculum. Modification have been asked to make changes. There changes are related to the need for really good teachers understanding the text (content standards) which are the main language units that will be taught and the level of competency of graduates that must be met, this is achieved by offering education resources understanding teaching (assessment process standards) is important to examine how the text based Indonesian curriculum is implemented to determine what the objectives are the end this kind of teaching for teachers.

Procedure text is a text that will be used as a variable in research there will be examined at the high school level. class XI is where procedure text are taught. This research was conducted at Sma Negeri 1 Woha for classes XI and XII The K13 curriculum is still used. but class swquantally, (Kemendikbud 2013:84). Text that describes the steps or stages required to complete an activities is called procedure text, title, objective and steps are three components that need to be paid attention to when creating process language to ensure accurate content and good writing bases on the observations made during the interview process with the Indonesian language for class..

One of the learning media that can be used is youtube the use of youtube social media as a learning medium has become an alternative for making activities, learning teacher more interesting nowadays, youtube has always been a part of student lives because of the widespread broadcast of television show on youtube and on the other hand, youtube is a social media platform that is very easy for teenagers to access and offers access to everything they want to

look for youtube is very good tool for teaching,especially in helping class XI students at SMA Negeri 1 Woha improve procedurale text writting skill.

Based on observation researchers are interating in carrying out of the tittle the ability to write procedure texts via the Titiz Craft YouTube can also be a strong attraction to make student confortable in carrying out learning. Learning activities using youtube provide an interesting objective to created a learning atmosphere become enthusiastic in carrying out the learning process in class.The aim of the research ia to descibe the ability to write procedurale texts using the Titis Craft YouTube Channel at XI grade students of SMA Negeri 1 Woha.

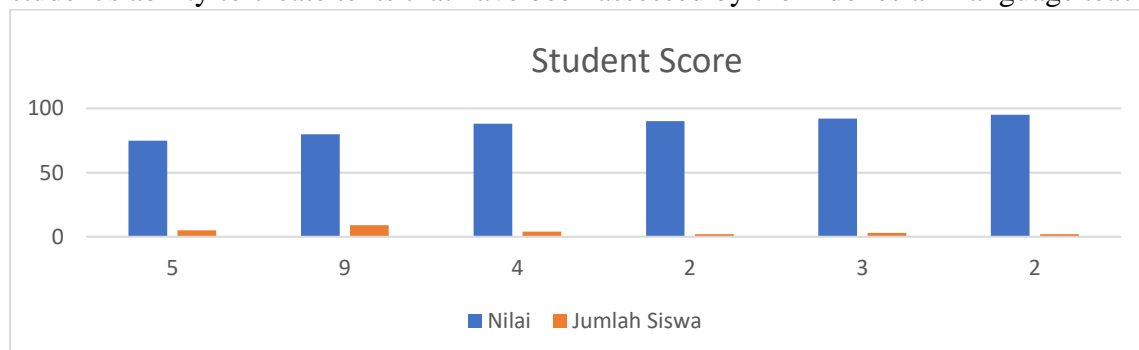
METHOD

In this research, the research design used by researcher is descriptive research. Thus, this research only focuses on describing students' abilities in writing procedural texts through the Titiz Craft YouTube Channel. When conducting research, the subject and object must be clear and precise so that the research carried out can be appropriate. The subjects of this research were XI grade students of SMA Negeri 1 Woha and their Indonesian Language teachers. The objects in this research include three things, those are the ability to write procedural texts as an appreciation for student learning using the Titiz Craft YouTube Channel media.

The following research methods must be used to obtain data, including: 1) observation; 2) interview; and 3) documentation. This research uses observation and recording of learning activities carried out by teachers and students as data collection methods. Then, create a list of interview questions and use it to obtain information about the main research question. Researcher used photos or pictures as documentation instruments when carrying out procedural text learning activities, starting with XI grade students of SMA Negeri 1 Woha. All data collected is processed through the following processes in data analysis techniques: 1) data reduction, 2) data presentation, and 3) conclusion or verification.

FINDINGS AND DISCUSSIONS

The main points of the researcher's discussion are presented in this chapter, along with learning objectives for students who will write procedural texts when practiced using videos from the Titiz Craft YouTube Channel to teach XI grade students of SMA Negeri 1 Woha procedural text lessons. The level of student proficiency in writing procedural texts through the Titiz Craft YouTube Channel for XI grade students of SMA Negeri 1 Woha is indicated by the student's ability to create texts that have been assessed by the Indonesian Language teacher.



Based on the data above, show the results of students' work regarding the ability to write procedural texts through the Titiz Craft YouTube Channel for XI grade students of SMA Negeri 1 Woha. Students' efforts in learning to create procedure texts are shown in the

following table. The grades the children received are shown in the following. Of the 28 students in XI IPA-2, two students (7.2%) got a score of 95, three students (10.7%) got a score of 92, three students (10.7%) got a score of 90, four students (14.3%) got a score of 88, two people (7.2%) got a score of 85, nine people (33.2%) got a score of 80, and five students (17.8%) got a score of 75. Students of SMA Negeri 1 Woha received a score of 75 fulfilling the KKM (Minimum Completeness Criteria). The lowest score obtained by a student is 75, and the maximum score obtained by a student is 95, as seen in the table above. The average score of XI grade students of SMA Negeri 1 Woha for learning procedure texts via the Titiz Craft YouTube channel is 80%, which is in the good score category. Data about students' proficiency in writing procedural texts using the Titiz Craft YouTube Channel for class can be concluded from this data. The red area indicates that 15 students scored 80-89 for writing proficiency. The eight students who scored between 90 and 100 on the writing section indicated that they were highly competent writers. Regarding the acquisition of teacher evaluation elements, topic suitability gets a score of 25, text structure gets a score of 50, and linguistic rules get a score of 25. According to Kemp & Dayton (in Rodhatul Jennah 2009:22), improving learning is one of the advantages of learning media. Interactive in terms of student engagement, reciprocity, and reinforcement using recognized psychological concepts and learning theories.

Selecting a theme or subject to be discussed is the first stage in writing a procedural document. It is recommended to choose an experienced and interesting subject to make the manual writing process easier for the writer. Topics that interest readers are topics that touch their interests, include prominent figures, important historical events, and things that are unusual or unusual. Choosing issues or topics to discuss can also be helped by students reading from various sources. Procedure books are often published on a variety of topics, including how to use tools, following traffic laws, performing certain activities, and more. When students complete procedure text assignments on their own, the instructor assigns a grade to each assignment based on the work completed by the student who earned the highest possible score—95. Because they were able to choose interesting topics, students got the highest marks in the suitability to the theme category and the overall excellent category. A number of students who achieved the highest scores chose to focus on the topic of making handicrafts from easily available used items. The themes that have been studied by students are very interesting and innovative. From the results of the students' assignments, it can be said that this is in accordance with the theme, because the theme discussed is very interesting. Determining a theme is a special point for students. By determining a theme, students can train their way of thinking to create something unique. Teachers give assignments to students with free and interesting themes. This is done so that students can continue to practice understanding how to write procedural texts.

According to Kosasih and Kurniawan (2018:33), procedure text is text that provides the clearest possible explanation about how to carry out a task. For someone who will use an item or carry out an action that they do not yet know how to use, the availability of these documents is very important. Procedure texts have five main components according to the Ministry of Education and Culture (2016:98–99): title, purpose, tools or materials, steps or how to make them, and closing. Learning to write procedural texts using the Titiz Craft YouTube Channel as a learning medium is carried out to make it easier for students to understand the material being taught. The teacher uses a video on the Titiz Craft YouTube Channel with the title "How to Make a Mini Trash from Used Cardboard // Creative Ideas for Used Goods". The results of the overall analysis of student products have fulfilled the structure of writing

procedure texts. From the results of the students' assignments, this can be said to be good and correct because the structure used is appropriate. With this structure, it makes it easier for students to know how to do something, and provides instructions so they can do a job accurately and get maximum results. An assignment can be said to be good when its preparation includes all the proper structures. This means that some students really understand learning to write procedural texts through the Titiz Craft YouTube Channel. Students' ability to write procedural texts is one of the teachers' successes in teaching. As a teacher, the teacher's responsibilities include guiding and supervising students, understanding their problems, identifying problems related to the learning process, and ultimately offering solutions. Teachers would be better served by taking on the role of leader rather than manager. Because the manager is very strict about the rules as they are. Teachers prioritize strict discipline when implementing discipline, for example. Meanwhile, teachers give their students greater independence and responsibility in carrying out their roles as leaders. Therefore, the discipline maintained by teachers in their capacity as leaders is life discipline.

In the writing results of XI grade students of SMA Negeri 1 Woha the teacher assesses it as very good, the procedure text contains several linguistic rules. The first linguistic rule is to use temporal conjunctions. To convey a sequential sequence of actions, conjunctions called temporal conjunctions are used as linking words. Use imperative verbs. Imperative verbs are used in command phrases to request or prohibit another person's action. 3) Utilize behavioral and material verbs. Everything that alludes to physical activity is a material verb. 4) Utilize sequence markers or numbers. Procedure texts are numbered or use numbers as indicators of the stages involved in implementation. In this assignment, students who get a score of 90 are able to determine linguistic rules in the procedural texts they create. The student's writing of the procedure text above is in accordance with the proper linguistic rules because it includes all the components of existing linguistic rules. This is in accordance with Kosasih's (2016:96) assertion that procedural texts explain how something is done through a series of stages or actions. To help readers understand the steps taken, each step of the procedure text is explained thoroughly in its presentation.

CONCLUSIONS AND SUGGESTIONS

This study can be completed based on findings and discussions that are in line with the problem formulation. Learning will have a positive impact if planned learning planning includes assessment planning. XI grade students of SMA Negeri 1 Woha will learn how to compose procedural texts through the Titiz Craft YouTube Channel. Student scores varied from 75 to 95, with an average achieved of 80. These findings show how successful learning to write procedural texts using the Titiz Craft YouTube Channel can help students meet the competency level for learning outcomes.

In connection with the previous discussion regarding research findings and conclusions, the suggestions put forward are as follows. For teachers, to ensure that learning is carried out effectively, researcher believe that teachers will be able to increase their knowledge and abilities in learning through the use of learning media, especially the Titiz Craft YouTube Channel. For research schools, researcher want to build more networks that facilitate the use of educational media in the classroom, especially on the Titiz Craft YouTube channel. For other researchers, researcher hope that by learning using the Titiz Craft YouTube Channel media, they can continue research on YouTube media in Indonesian language and other language subjects so that good results are obtained.

REFERENCES

- Sastra Digital Dan Industri Kreatif. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 2614–2007, 103–115. <https://ejournal.undiksha.ac.id/index.php/JJPBS>.
- Desira Hayes, J (2018) Keefektifan Media Youtube terhadap Kemampuan Menulis Teks Narasi Peserta Didik Kelas VII SMP Putri Al Azhar Pasuruan Tahun Pelajaran 2018/2019.
- Diyah Ekasari, A., Nuryatin, A., Suwito, W., Bahasa, J., Indonesia, S., Bahasa, F., & Seni, D (2014) Peningkatan Keterampilan Menulis Puisi Melalui Strategi Pikir Plus Dengan Menggunakan Media Gambar Peristiwa. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 2252–6722. <http://journal.unnes.ac.id/sju/index.php/jpbsi>.
- Ellinia Ika Gustiani, S. H (2020) Media Sosial sebagai Sarana Pembinaan Bahasa Indonesia di Era Digital.
- Fauziah, L. H., Zaidah, N., & Sulanjari, B (2022) Keefektifan Metode Talking Stick Berbantu Media Youtube dalam Pembelajaran Menceritakan Kembali Teks Deskriptif Pada Siswa Kelas XII SMAN 2 Blora Tahun Ajaran 2022-2023. *Jisabda Jurnal Ilmiah Sastra Dan Bahasa Daerah, Serta Pengajarannya P-ISSN*, 4(1), 2715–6281.
- Hendri Wira Nur Alam (2017) Peningkatan Kemampuan Memproduksi Teks Prosedur Kompleks Dengan Menggunakan Metode Demonstrasi. *Jurnal Dikstrasia*, 1(1), 32–38.
- Irma Itasari Sihombing, & Dra. Rumasi Simaremare, M. Pd. (2018) *Kemampuan Menulis Teks Prosedur Kompleks Menggunakan Strategi Sumbang Saran (Brainstorming) Oleh Siswa Kelas Xi Smk Negeri 2 Medan*.
- Islam, J. P., Ulandari, R., Rahman K, A., & Busrah, Z. (2021) Al-Ishlah Youtube Sebagai Media Pembelajaran Pai Di Masa Pandemi Covid-19. *Jurnal Pendidikan Islam, Vol 19, No 1*(1693–7449), 18–30.
- Islam, J. P., Ulandari, R., Rahman K, A., & Busrah, Z (2021) Al-Ishlah Youtube Sebagai Media Pembelajaran Pai Di Masa Pandemi Covid-19. *Jurnal Pendidikan Islam, Vol 19, No 1*(1693–7449), 18–30.
- Kusumah, A. W., Usada, W., Permana, A., & Siliwangi, I (2019) Meningkatkan Kemampuan Menulis Teks Prosedur Dengan Menggunakan Model Discovery Learning. *Cimahi*, 949.
- Kusumah, A. W., Usada, W., Permana, A., & Siliwangi, I (2019) Meningkatkan Kemampuan Menulis Teks Prosedur Dengan Menggunakan Model Discovery Learning. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia, Vol 2, No 6*(2614–6231), 949–966.
- Mulyati, L (2018) Upaya Meningkatkan Keterampilan Menulis Teks Prosedur Dengan Menggunakan Metode Probing Prompting Learning Pada Kelas Xi Smk 1 Sumedang. *Jurnal Bahasa, Sastra, Dan Pembelajarannya, Volume 4, No. 2*,(2623–0909), 211–219.
- Novita Sari (2021) *Kemampuan Menganalisis Struktur Dan Kaidah Kebahasaan Teks Prosedur Siswa Kelas Xi Sma Negeri 1 Siak Kecil Kabupaten Bengkalis Tahun Ajaran 2018/2019*.
- Selfina Nugrawati (2020) *Peningkatan Kemampuan Menulis Teks Prosedur Melalui Media Video Tutorial Siswa Kelas Vii A Mts Muhammadiyah Maradekaya*.
- Syifa Fauziah (2022) *Penggunaan Media Video Akun Youtube Idetrik Dalam Pembelajaran Menulis Teks Prosedur Siswa Kelas Vii Mtsn 1 Kota Serang Tahun Pelajaran 2021/2022*.

- Sulsilawati, E., Daeng Tata Raya, J., & Selatan, S (2021) Pengaruh Penggunaan Media Youtube Terhadap Keterampilan Menulis Teks Prosedur. *Jurnal Pembelajaran Bahasa Dan Sastra Indonesia*, Vol 2, No 1(2720–9377), 1–5. <https://ojs.unm.ac.id/indonesia>.
- Syifa Nurul Rifdah, A. R. (2022) Pengaruh Media Video Terhadap Kemampuan Menulis Teks Prosedur Siswa Kelas Xi Smk Kebon Jeruk. *Jurnal Bahasa, Sastra Indonesia, Dan Pengajarannya*, Vol. 15 No. 1(ISSN 2798-637X), 45–54. <http://ejournal.unibba.ac.id/index.php/metamorfosis>.
- Simbolon, Naeklan.(2014). Faktor-faktor yang Mempengaruhi Minat Belajar Peserta Didik. *Jurnal Fakultas Ilmu Pendidikan UNIMED* Vol.02 No 01.
- Winarsih, A. D (2015) Peningkatan Kemampuan Menulis Teks Prosedur Kompleks Melalui Model Pembelajaran Stad (Student Team Achievement Division) Pada Kelas X-Ipa 3 Sman Candipuro Lumajang. In *JINoP (Jurnal Inovasi Pembelajaran)* (Vol. 1, Issue 2).
- Yasintaning Wigati. (2016) *Struktur Teks Prosedur Siswa Kelas VII B MTs Raden Rahmat Umbulsari Tahun Pelajaran 2016/2017*.