

An Analysis of Using Youtube Videos in Teaching Writing Competency in Seven Grade at SMPN 2 Singaraja

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Abstract

This research aims to analyze the use of YouTube videos and the problems teachers face when using YouTube videos in teaching writing to seventh grade students at SMP N 2 Singaraja. The method used is a descriptive research method that focuses on data-based problem solving, data presentation, and data completeness. The techniques used to obtain data are observation and interviews, using observation sheets and interview guidelines through your own research. This research was carried out at SMP N 2 Singaraja with an English teacher and used two classes, namely: VII 1 and VII 2. In the observation sheet, an English teacher used four stages of writing, namely: pre-writing, compiling, revising and editing. In the interview guide there are two indicators that are problematic, namely: Teacher teaching skills and teacher teaching habits. In the first indicator, the teacher's lack of ability to manage teaching time means that the learning process becomes less effective. In the second indicator, teachers do not prepare the learning media needed by students. That is the result of research that there are still many techniques and ways to apply the four stages of teaching writing using YouTube videos.

Keywords: Youtube; Video; Teaching Writing Competence.

INTRODUCTION

In English foreign language learning writing competency in students are very necessary and it is considered that having good writing is a must for students. Writing is an activity of delivering messages, ideas and emotions with written language as a tool or medium (Yunus, 2007). Writing competency is used to express students' thoughts, ideas, and opinions in written form. There are many things students get when writing such as communication training, developing critical thinking, training in making logical arguments, can be a place to express ideas. Unfortunately, writing do not attract students. The reasons that trigger why students don't like writing are students don't know what to write, don't have ideas in

assembling sentences and feel they don't know how to write to make interesting writing results.

The students' lack of interest in writing is also felt by the English teacher at SMPN 2 Singaraja, the teacher explained that the students' lack of interest in writing was seen when students had difficulty expressing ideas on the task of writing a text, easily lost concentration, often looked sleepy, showed a bored attitude and produced writing that tended to be the same as other students. In this problem, it is realized that the teacher has an important role to increase students' interest in writing. So that the English teacher decided to use YouTube videos in teaching writing, where the delivery of material and text samples would be mostly shown through videos, because the teacher knew that understanding the material and determining the idea of writing required a long process if it was not supported by interesting learning media.

Based on the results of the first researcher's observations, it appears that the viewing of YouTube videos is carried out after the teacher has finished explaining what type of text will be studied, for example writing a description of object. The teacher shows a video related to the material, where the video content begins with an explanation of the material; such as what students must pay attention to before describing things (for example in the form of object size, object colors or object functions). Furthermore, at the end of the video an example of an object description text is given, followed by an animation of the object being described. After the teacher finished showing the youtube video, the teacher gave the task to the students to write a description of one of the objects in the class, to measure the students understood the explanation of the material and the sample text presented on the youtube videoa. The YouTube video used is an English video followed by a translation into Indonesian, with the aim that students better understand the content of the YouTube video.

As long as youtube videos are used in teaching writing competence to seventh graders, it turns out that it poses several challenges that must be faced by teachers. The teacher must prepare the downloaded video before the teaching process begins, considering that the internet connection at SMPN 2 Singaraja cannot be accessed smoothly through each class. In addition, the teacher must also be selective in choosing the language in the video, such as an English video followed by an Indonesian translation, so that the contents of the video are easily understood by seventh grade students.

The use of youtube videos in teaching writing competence has good and effective benefits for students, but amid its effectiveness for students it poses challenges that must be faced by teachers. Therefore, the author will conduct research on the analysis of using youtube videos in teaching writing competency in seven grades at SMPN 2 Singaraja, where the limit of the problem in this study is how teachers use YouTube videos in teaching writing and what are the challenges faced by teachers while using youtube videos in teaching writing. The author also hopes that this research can collect complete information and help find solutions to the challenges faced by teachers.

METHOD

This study is designed in a qualitative descriptive. Qualitative descriptive is used to examine the existing phenomena in detail. The qualitative descriptive is an intensive, holistic description and analysis of a single entity, wonder, or social unit (Fariza Rizka, 2017). From

this explanation, it is clear that qualitative descriptive examines individual phenomena in groups to get a holistic understanding. Qualitative descriptive in this study focuses on analyzing the use of youtube videos in teaching writing descriptive text. The steps that will be carried out in this qualitative descriptive are selecting research participants, the participants who will be involved in this research are English teachers and seventh grade students at SMPN 2 Singaraja. Furthermore, data collection, the data collected comes from the information provided by the seventh grade English teacher and the results with the data collection method that will be used. Analyzing the data inductively, this stage will be carried out by the researcher every time finishes taking data with the data collection method used. The last step is interpreting the result of data analysis, in this step the researcher will interpret the data that has been collected and analyzed in order to see and draw conclusions from this research. This research will be held at SMP Negeri 2 Singaraja. SMP Negeri 2 Singaraja is one of the junior high schools located in the center of Singaraja, Bali. This study focuses on using YouTube videos in the teaching writing competency in 7th grade at SMP Negeri 2 Singaraja. In this study, researchers conducted preliminary observations. The researcher found an English teacher in seventh-grade teaching writing competency using YouTube videos during the initial observation. This is an attraction for researchers considering that it is rare to find teachers who teach using learning media in the form of YouTube videos.

Two methods will be used by the researcher in this study such as Observation and Interview. Observation is the first stage method used by researchers. In the first observation, the researcher identified what happened at the place of observation in order to determine the topic to be raised as research material and develop the problems that had been identified. The first observation shows that the use of YouTube videos is shown in the first writing process, namely pre writing. The second observation will be done by observing the second writing process, namely drafting, the researcher wants to see whether the video will be shown in each writing process and whether the students understand the material and examples from the videos they have watched, and are able to make written drafts. Furthermore, the third observation will be carried out with the aim of observing the third writing process, namely revising, the researcher wants to see whether students have completed drafting in the second process and are ready to do writing revisions in the third stage. And the last observation was carried out by observing the fourth writing process, namely editing, the purpose of this fourth observation was to see how students produce their writings from the results of understanding the material and examples provided through youtube videos. The interview is the final step in collecting data for this research. Interviews were carried out after the observation stage was completed. The type of interview conducted in this method is an in-depth interview. Interviews are conducted face-to-face by the interviewers between interviewees and can be carried out periodically (Alhamid & Anufia, 2019). Interviews were conducted with seventh grade English teachers as resource persons, while the questions to be asked were problems or challenges faced by teachers regarding the use of YouTube videos in teaching writing competence.

In this process, two things will be observed, namely how the use of youtube videos in teaching writing descriptive text in seventh grade and the challenges faced by teachers in using youtube videos, in this process is also accompanied by conducting interviews with English

teachers. In collecting qualitative research data, some steps can be taken as follows : First, the researcher will conduct preliminary observations determined to see the conditions and phenomena at the research place. Second, the researcher prepared several data instruments needed, such as observation sheets to conduct data observations. Third, when the observation sheet has been prepared, the researcher will continue by doing several observations on teacher activities teaching writing competence using YouTube videos. Fourth, if the series of observations have been completed, the researcher continues by conducting interviews with the English teacher, but before conducting the interview, the researcher prepares questions about the challenges faced by the teacher while using youtube videos in teaching students' writing competence, the questions will be written in the interview guide. Fifth, interview guide has been prepared, so the researcher can continue the data collection activities using the interview method. Interviews were conducted with the English teacher as the resource person. Sixth, data collection through observation and interviews has been completed, then the researcher continues by analyzing the data that has been obtained. Seventh, after finishing analyzing the data that has been obtained, the researcher continued by writing a conclusion on the use of YouTube videos in teaching writing competence in seventh grade at SMPN 2 Singaraja.

In this research there are three steps are used to analyze data: data reduction, Researchers use data reduction steps to classify data that is needed and not needed from the results of observations and interviews. Data reduction will make it easier for researchers in the steps of data display. In Data Display the author uses this step when the data collected through observation and interviews have been data reduction step. Data display can be made with narrative, description, picture, and table. This step make it easier for researchers to see what is going on and continue making appropriate conclusions. And the last process after carrying out the two steps above, the last step is concluding. This step is carried out to determine the meaning of the data obtained in more detail and clarity.

RESULT AND DISCUSSION

Teaching writing competency using YouTube videos uses four stages, namely; pre-writing, drafting, revising, and editing. These four stages have different levels and goals. First, pre-writing is used by teachers to invite students to look for ideas that are appropriate to the material. In pre-writing students only need to listen to the teacher's instructions. The first thing the teacher gives in pre-writing is to provide material first through a YouTube video that is shown. These YouTube videos are used with the aim of improving and expanding students' thinking abilities to find new ideas. Then the next stage is drafting. Drafting is the second stage in writing. After students get ideas and understanding after watching the YouTube videos shown, students are asked to create a draft based on the ideas they got. In making drafts, teachers continue to provide guidance with students and occasionally show YouTube videos with the aim that students can write drafts according to the instructions given. Showing YouTube videos at this stage also helps students to write down ideas and structure the text correctly. From this draft, students are asked to develop it into a text. To find out whether the text they have created is in accordance with the generic structure or not, students must continue their writing at the revision stage. This stage will make their text look better by correcting each other with other friends. This revision stage aims to correct the text that has been created

previously. Before the revision is carried out, the teacher usually shows the YouTube video again to remind you what points need to be corrected. This activity is still carried out under teacher guidance with the aim of helping students who are still confused. Revisions carried out include improving sentence structure, punctuation and text themes. This improvement stage can also be done in the final stage, namely editing. The editing stage is carried out when their text has been revised by other friends. At this stage students improve the text to make it look better, this final stage is still guided by the teacher. After the students have finished the editing process, the teacher asks the students to collect their writing results into one for the teacher to give feedback. So they can know the accuracy of the text they have created.

In using YouTube videos to teach writing competency, there are certainly advantages and disadvantages. These advantages and disadvantages also affect teachers and students. The advantage gained from using YouTube videos in teaching writing competency is that students can focus on the process of writing a text. YouTube videos are a very practical and easy to understand learning media, teachers can also use YouTube videos as a guide to guide students if there are obstacles in developing their ideas (Sutarti & Astuti, 2021). There are many choices of YouTube videos that can be shown to students during the learning process. (Watkins & Michael, 2011), state that students can browse the millions of videos available on youtube without needing help from any teacher or fellow student. It means that when the learning process in class cannot continue, students can carry out the learning process at home by accessing YouTube videos related to the material at home, because YouTube provides many video choices that can help students in the learning process.

Of the many videos available on YouTube, choosing the right video is also very necessary. YouTube videos that are appropriate to use as learning media when teaching writing are videos that contain explanations of the material and are equipped with text examples (Romadon & Qurohman, 2017). However, the fact is that most of the videos on YouTube only show videos without any explanation but instead directly show examples of the text to be studied. So the teacher must provide a complete video before the teaching process begins. The video prepared is not just one video, but the teacher must provide a minimum of two videos.

Using Youtube videos in teaching writing really requires the role of the teacher, because students often only listen to the example text provided but don't pay attention to the explanation that has been shown. This creates obstacles that impact teachers and students. When using YouTube videos to teach writing competency the obstacles are also influenced by two factors, namely teaching performance and teaching habits (Rohmawati & Asmara, 2022). The first factor, the obstacles found stem from the lack of time allocation in the process of learning to write. So teachers cannot maximize their teaching performance, moreover teachers must provide guidance to students so that students can increase their attractiveness and develop ideas with their own efforts in writing. Teachers also provide less guidance and explanation regarding material to students during the learning process. However, students' writing results and teaching performances are less than optimal.

The next obstacle is also caused by the teacher's habit of only providing one videos in learning, so that when students need other video references, the teacher takes quite a long time to find the right video. So the time students get in learning to write is little or it is delayed until the next meeting. This can interfere with students' focus or development of ideas. Teachers also

do not explain to students what kind of videos can help guide students in completing writing at home. The above problems can be overcome by teachers paying attention to students' abilities, and adjusting the teacher's teaching habits. So that the use of YouTube videos in teaching writing competency can be effective and provide maximum results.

CONCLUSION

There were four stages using youtube videos in teaching writing on seven grade students are pre-writing, drafting, revising, editing. First, in pre-writing, teachers used youtube videos to expand their minds and knowledge with new ideas through videos based on the material given. Second, drafting is the stage after pre-writing that is used by the teacher for students to develop their ideas in draft. Third, revising is a stage that aims to correct the results of the text made. Correction is done based on feedback provided by the teacher. Fourth, editing which means fixing the parts that are still lacking of the text made, such as punctuation, capitalization, conjunctions, and sentence structure.

The problems in using youtube video faced by English teachers in teaching writing on seven grade students are from two indicators such as teaching performance and teaching habits. In the first indicators, teachers often spend a lot of time on one activity, so that the teachers feel overwhelmed when doing other learning activities. The next problem, the teacher do not provide enough guidance to students, and teacher have not been able to reach all students when students are confused in the writing process. In the second indicator, the teacher only prepares only one youtube video. Therefore, the teacher does not add explanation of the material after the video is shown, teacher often hold discussions only with students sitting in front. The teacher often ignore students who are not paying attention.

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