

USING VIDEO YOU TUBE ENVIRONMENT-BASED IN TEACHING ENGLISH TO IMPROVE STUDENTS' WRITING SKILL

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Abstract: The article aims at presenting the description of using You Tube environmental based in teaching English to improve students' writing skill. The subject of the research is the 4th semester students of the English Department Program of Slamet Riyadi University in the academic year of 2014/2015. The method of the research is a classroom action research. The research was conducted in two cycles. In the 1st cycle, it consists of four meetings in which it includes pre-test, twice of treatment, and post-test one. Meanwhile, 2nd cycle comprises three meetings; those are twice of treatment and a post-test two. The sources of the data cover primary and secondary data. The primary data is informants; those are the students and the writing lecturer. Then, the secondary data is the document, i.e. lesson plan, questionnaire, and soon. The techniques of collecting the data are tests, observation, questionnaire, documentation, and document. Meanwhile, to analyze the data, the researcher use quantitative and qualitative data analysis. The quantitative data analysis is obtained with the comparison of mean score between pre-test and post-test one and post-test one and post-test two. Subsequently, the qualitative data analysis uses data description, data display, data reduction, and drawing conclusion. The result of the research shows that there is improvement of the students' achievement after cycle one and cycle two. The mean score of pre-test is 60.63, meanwhile post-test one is 70.37. It means that there is improvement after cycle one. Subsequently, the mean score of post-test two is 71.05. It can be concluded that there is also improvement of after cycle two, although it is not significant. Based on the research findings, it can be concluded that the achievement of the students improved after cycle one and cycle two in which it is higher than the criterion of minimum achievement, namely 70. It is because they have clear understanding about what they would write and they have adequate basic writing.

Keywords: Writing Skill, You Tube Video, Teaching English

1. The Background of the Subject

The fast development of technology has been affecting into language teaching. Learners who commonly use technology in their daily activity expect the involvement of it in a classroom. A recent study conducted by Motteram (2013: 83) involving three teachers who apply mobile phone, hot potatoes, and ICT claim that the use of technology in a classroom is expected by learners, it motivates learners to study,

and it might not be experienced in the same way by learners, i.e. some are interested in technology, however some are not.

There are, of course, the forms, the appropriateness with the facilities in the classroom, the creativity of using a certain technology, and soon necessary to be paid attention by teachers to be successfully applied them in a classroom. York (2011: 213) claims that the form of visual technology, video, is beneficial to be implemented in various learning style and to

affect motivation of learners positively. Meanwhile, Dawson and Rakes (2003) and Lawless and Pellegrino (2007) in Wilson (2015) their findings suggest that without well-trained, technology-capable principals, the integration of modern technology into school curricula will remain deficient. Finnaly, Lutzker (2010), who has applied a short story project in his teaching writing, claims that the use of various media, such as photograph of people, paintings, and newspaper article practices learners creative challenges in doing the project, improves learners' grammar and vocabulary mastery, and appears a potency of learners to be creative in doing the project.

You tube video is one of recent technologies affecting the process of learning in the classroom. It is in line with Chen and Wu (2013) in Wilson (2015) who reveal that learners will obtain true life information, i.e. videos because it stimulates the classroom and it makes it more exciting. Meanwhile, Willmot, et all (2012) found that when video is taken into student-centered learning activities, it will inspire and engage students.

More specifically, you tube video can also be used in teaching writing to improve learners writing skill. Nur (2012) found that teaching writing through you tube video improves learners' ability in exploring and organizing ideas, choosing right words, producing a sentence grammatically correct, and using mechanics correctly in writing. Meanwhile, Micholis (2013) in his experimental research on using you tube video in teaching writing found that through you tube video, it is effective learning medium to teach writing rather than teaching writing without it. Also, Intan (2011) found that using you tube video in teaching writing increases learners' ability to explore the main idea; to arrange words into sentences, then sentences into paragraphs; to choose suitable words and

expression; to compose cohesive and coherent writing; and to write sentences grammatically correct.

In this article, the writer intends to describe one of the results of the research, that is the implementation of you tube video in teaching writing.

2. The Authors Work

2.1. The Method Used

Method of the research uses a classroom action research. Kemmis and McTaggart (1988) in Burns (2010) claim that it consists of four phases:

1. Planning.

In this phase, the researcher identified a problem; therefore it can be fostered a plan of action in order to be used in improving the quality of learning process.

2. Action

The researcher, in this phase, implemented the plan into a teaching writing.

3. Observation

Observation was conducted to find out the process of learning, i.e. learners' condition during a lecture, monitoring learners' development on their writing skill, and soon.

4. Reflection

During reflection, the researcher evaluated and described the process of learning, and plan to have next cycle if the result did not give satisfaction.

2.2. Results

In this section, the writer intends to describe the implementation of you tube video in teaching writing during cycle one and cycle two.

A. Planning

The research was begun with pre-research in the form of observation in the classroom and distribution of a questionnaire, in which the results are incomplete content of writing; inappropriate order of paragraph; writing ungrammatical sentences; and misuse words in a sentence.

The problems are caused by (1) most of the students do not like writing; therefore it makes them rare in practicing writing; (2) a little knowledge of writing well makes them cannot write well; and (3) the use of LCD projector is far from the position of their sit, so it makes them irritated in watching the LCD.

B. Action and Observing

1. Meeting one

Seven days after the researcher carried out a pre-test, he began the first treatment in the cycle one. The lecturing material is an explanation text entitled lightning and the learning medium is a video of lightning.

The researcher started the class by greeting and asking the absent students. The students replied warmly and responded that no one absent that day. He, then, continued the lecture by revealing the purposes, materials, and media of learning.

He introduced the materials of the lesson, namely an explanation text and explained the order of paragraphs and the language features. He also told the students about the element of good explanation text, namely appropriate grammar, content, organization, vocabulary, and mechanics by underlying and analyzing the text.

Subsequently, he showed them a video of lightning. He gave instruction that they should write as much as possible information in the video. While watching the video, he checked their readiness and their assignment.

After finishing watching the video, he asked them to finish and share their assignment, namely writing as much as possible information they acquired from the video. They seem cooperative to do. He monitored their work by visiting their chair to check their work.

2. Meeting two

He began the class, as usual, by greeting and checking the students' attendance. They looked cooperative and

ready to follow the lecture. He then stated the learning materials and the objectives of the lecture of that day. The material is explanation text and the objectives are they are able to write a short explanation text from the information they wrote down in the previous meeting and revising their writing.

He reviewed the last materials and asked the students whether they had a question to ask. Because of no question, he explained the order of explanation text. He, then, asked them to watch the video about the process of happening lightning. Before watching, he asked them to add the information by writing the message that they would watch

They watched the video enthusiastically. While they were watching, he visited every student to check their assignment. In fact, they followed the instruction of the lecturer well.

After finishing it, he asked them to write an outline and write a draft based on the outline. He did not forget to guide them by visiting every student to check the mistakes of the work.

C. Reflection

During reflection of cycle one, the researcher found strengths and weaknesses of cycle one.

1. The strength

The mean score of post-test one is higher than pre-test. It can be seen on the table 1 below.

Table 1
 The result of pre-test and post-test one

	CONTENT	ORGANIZATION	GRAMMAR	MECHANICS	VOCABULARY	AVERAGE
PRE-TEST	66,95	61,37	53,55	65,53	52,63	60,63
POST-TEST	76,42	73,10	55,81	65,74	61,26	70,37

This means that there is an improvement of the students writing skill, namely from 60.63 up to 70.37.

2. The weakness

The content of the video is not complete, so it needs complete information about lightning in order to write the content of an explanation text well. Then, the mean score of grammar, mechanics, and vocabulary is under the criterion of minimum achievement; therefore it needs cycle one to correct them.

D. Revising the Plan

The next phase is revising the plan in which the researcher revised the plan to be implemented in the cycle two. There are many revision of the plan, as follows:

1. The researcher would find video providing complete information, so the students would not be confused about what they wrote because of a little information from the video.
2. The researcher would focus more on grammar, vocabulary, and mechanics during treatment on cycle two by improving the group activity and using more exciting videos.

E. Action and Observation

1. Meeting one

The researcher was back to the classroom because of the reflection of cycle one. In this meeting, as usual, he greeted and checked the students' attendance. He also revealed the learning materials and the objective of the lecture, in which the learning material is an explanation text and the objective is they are able to write an explanation text under the title land pollution.

The researcher asked them about their opinion and experience of land pollution in recent years. They had various answer. He, then, wrote their opinion on the whiteboard. After that, he asked them to watch a video about land pollution.

He asked them to write as much as information they gained during watching. He also checked their work by visiting every student during watching the video. They

looked enthusiastic and excited by showing their various expressions, i.e. smile, pale, sad, and soon.

After they finished watching the video, he gave them an explanation text with the same title, namely land pollution. The purpose of it is to compare between the information of land pollution from video and the information written in the text. It is also used to complete the information if they felt that the information from the video was incomplete.

They, then, conducted it well and he checked their work by visiting them. They sometimes asked a question to him about the meaning of vocabulary, but he asked them to open the dictionary. When finishing comparing, he asked them to write an explanation text based on the information from video and the explanation text to create more complete information.

When monitoring and checking their work, he visited the students, asked their difficulty, showed the mistakes of their work, and gave clues of the correct writing. They seemed excited and motivated to accomplish their work because of the help of him.

2. Meeting two

The researcher started the lecture by greeting and checking the students' attendance. They were ready and enthusiastic to follow the lecture. He, then, conveyed the learning material and the objectives of lecturing. The learning material is an explanation entitled a forest fire and the objectives are the students are able to write an outline of writing and write an explanation under the title a forest fire well.

He began the explanation by showing the pictures of forest fire and asking the students about what their opinion is. They answered variously. Their answers were written by him on the whiteboard.

The next activity was watching video in which they would watch a video of forest fire so he asked them to prepare a sheet of paper to write and they should be able to write as much as possible information from the video.

After they finished watching the video, they are asked to write an outline of an explanation text from their opinion written on the whiteboard and the video they have watched. He began to do it by giving example of making outline from the information written on the whiteboard.

There were some students who said that outline needed more time and unusual; therefore they wanted to write an explanation text without outline. He understood it and seeks to understand others that outline are a schema or a plan before writing.

The students were easier to write because the outline they have written. It could also be seen when he visited every student. He or she seemed able to write although there are a few mistakes.

F. Reflection

The following the reflection of cycle two:

1. Strengths

The mean score of post-test two is 71.05. It can be seen below:

Table 2

The mean score of post-test one and post-test two

	POST-TEST 1	ORGANIZATION	GRAMMAR	MECHANICS	COHERENCE	POST-TEST 2
POST-TEST 1	70,2	71,0	66,21	69,74	67,35	70,37
POST-TEST 2	71,38	72,1	67,10	71,38	67,10	71,05

The table above shows that there is improvement from cycle two from cycle one. It means that there is improvement of students writing skill.

2. Weaknesses

The researcher found that the mean score of grammar and vocabulary is under the criterion of minimum achievement, namely 70. But he decided not to continue to the next cycle because of the time limitation.

2.3. Concluding discussion

Conclusion of the research is as follows:

1. You tube video environmental based in teaching writing can improve students' writing skill. It can be seen from the result of mean-score of post-test two that is 71.05. It improved from post-test one, namely 70.37. This means that it is higher than minimum criterion score, namely 70.00.
2. Students' participation during teaching and learning process ran well. It can be viewed in many activities: asking questions when they found difficulties about a lecturing; doing the tasks properly and on time, and soon.
3. Students were enthusiastic during watching movie, because it was very interesting and inspiring. Therefore, it motivated their classroom activities.

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