THE EFFECT OF USING VIDEO TUTORIAL MEDIA ON STUDENTS' WRITING SKILL IN WRITING PROCEDURE TEXT AT THE TENTH GRADE OF SMA KAMPUS NOMMENSEN PEMATANGSIANTAR

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Abstract

Writing is an essential skill in English learning as it enables students to express ideas, thoughts, and feelings in a clear and meaningful way. However, many students still face difficulties in writing procedure texts, particularly in generating ideas, organizing steps, and using appropriate grammar and vocabulary. This study aims to examine the effectiveness of using video tutorial media on students' writing skills in procedure text at the tenth grade of SMA Kampus Nommensen Pematangsiantar.This research employed a quantitative method with a pre-experimental design using one-group pre-test and post-test. The participants consisted of 23 students from class X-1 selected through purposive sampling. Data were collected using writing tests and analyzed through descriptive statistics and a paired sample t-test. The results showed that the students' mean score increased from 56.5 in the pre-test to 76.9 in the post-test, indicating a significant improvement in their writing performance after being taught using video tutorial media.The findings suggest that video tutorial media is effective in improving students' understanding of text structure, language features, and grammatical accuracy in writing procedure texts. In addition, the use of video tutorials enhanced students' motivation and engagement during the learning process. Therefore, video tutorial media can be considered an effective and practical instructional tool to enhance students' writing skills, particularly in learning procedure texts.

Keyword : Writing Skill, Procedure Text, Video Tutorial Media, Students' Writing Achievement, English Language Teaching

INTRODUCTION

Writing is one of the most essential skills in English learning because it enables students to communicate ideas, thoughts, and feelings in a clear and meaningful way. According to Meyers (2005), writing is a process of generating ideas, organizing them, expressing them in written form, and then revising to refine meaning. This skill encourages learners to think critically, use language effectively, and develop creativity. Writing is also an important academic requirement, as it allows students to demonstrate their understanding of language and participate in both local and global communication. Therefore, mastering writing skills is crucial not only for academic success but also for lifelong learning and future professional needs.

Even though writing is fundamental, many students still perceive it as one of the most challenging skills to master. Marjorie (2002) explains that writing a good paragraph is difficult due to its complexity, as each paragraph must contain appropriate components and clear organization. In senior high school, students often struggle to generate ideas, use appropriate vocabulary, apply correct grammar, and organize sentences logically. These difficulties commonly result in low writing performance and decreased motivation in writing activities.

The challenges become more specific when students are required to write procedure texts. Mark and Kathy (2003) state that procedure text is a text that provides instructions for doing something, such as recipes, directions, manuals, or steps to achieve a particular goal. Anderson also explains that procedure text aims to guide readers or listeners through a series of steps to make or do something. According to Anderson, a procedure text typically includes three main parts: (1) an introductory statement presenting the goal, (2) a list of materials, and (3) a sequence of ordered steps. Walter supports this by noting that procedure texts consist of sequenced instructions intended to produce a successful outcome.

Despite learning these components, many students still experience difficulties. Karani (2008) identifies several common problems encountered by students when writing procedure texts, including weaknesses in content, organization, vocabulary, and grammar. Students often fail to develop clear main ideas and supporting details, struggle to arrange sentences logically, lack the necessary vocabulary, and frequently make grammatical errors. Likewise, Maulana, Rosdiana, and Aini (2022) found that students often misuse imperative verbs and encounter confusion when constructing steps in the correct order. Rahmadani (2023) also reports that learners struggle to identify the purpose and structure of a procedure text, resulting in unclear and poorly organized writing. These problems often occur because teachers rely heavily on traditional teaching methods without utilizing interactive or visually supportive media.

To overcome these challenges, teachers need to incorporate innovative learning media that can improve students' understanding and motivation. One effective medium is video tutorial, which combines visual and auditory elements to help students observe real examples of processes or actions. Azurah (2021) highlights that tutorial videos present information clearly and attractively, making it easier for students to write procedure texts based on concrete visual references. It is supported by Novita's opinion that video also helps the teacher to deliver the teaching materials in an attractive and interesting way so the students will not feel bored easily during the lesson. Video tutorials also create a more engaging learning atmosphere, reduce boredom, and support students in organizing steps accurately. With sound, images, and motion, videos help students better understand the structure and

language features required in writing procedure texts.

The use of video tutorial media is expected to provide significant pedagogical and practical benefits. It can enhance students' comprehension of text organization, vocabulary use, and grammatical accuracy while also supporting teachers in delivering lessons more effectively. This approach aligns with current curriculum demands that emphasize technology integration and student-centered learning.

Based on these considerations, this study aims to investigate the effect of using video tutorial media on students' writing skill in writing procedure text at the tenth grade of SMA Kampus Nommensen Pematangsiantar. The findings of this research are expected to provide empirical evidence of the influence of video tutorial media on students' writing performance and contribute valuable insights for English teachers in selecting appropriate media to improve students' writing ability, especially in composing procedure texts.

RESEARCH METHOD

Research Design

This research employed a quantitative approach with a pre-experimental design, specifically using the one-group pre-test and post-test model. This design was selected because it is suitable for measuring the effect of a treatment on a single group without involving a comparison or control group. According to Ary, Jacobs, Sorensen, and Razavieh (2010), a pre-experimental design allows researchers to determine whether there is a significant difference in participants' performance before and after the application of a particular intervention.

In this study, the intervention involved the use of video tutorial media in teaching writing procedure texts. A pre-test was administered to identify the students' initial writing ability prior to the treatment. After that, students received instructional sessions using video tutorials, and a post-test was administered to examine the effect of the video tutorial media on their writing performance. This design was chosen to determine whether the use of video tutorial media contributes significantly to students' writing skills, particularly in composing procedure texts.

The research consisted of the following stages:

1. Preparation Stage – The researcher prepared lesson plans, video tutorial materials, and the scoring rubric. The selected videos were aligned with familiar and simple topics, such as how to make iced tea and how to use a blender, so that students could easily understand and follow the steps shown in the videos.
2. Pre-Test Administration – Before the treatment, students were asked to write a procedure text without the aid of any visual media. This stage aimed to assess their baseline writing performance, which would later be compared with the results of the post-test.
3. Treatment Stage – The treatment was conducted in two sessions. During the first meeting, students watched a tutorial video and learned about the structure and language features of procedure texts, with emphasis on imperative verbs, connectors, and sequencing expressions. In the second meeting, students watched another tutorial video and were guided to compose their own procedure text based on the video. These activities were designed to expose students to visual demonstrations so that they could better understand the process and apply appropriate linguistic features.
4. Post-Test Administration – After completing the treatment sessions, students were asked to write another procedure text based on a new tutorial video. The purpose of this post-test was to measure the effect of the video tutorial media by comparing the results with the pre-test.

5. Scoring and Data Collection – Students' pre-test and post-test writings were evaluated using an analytic scoring rubric. The scores were then tabulated and analyzed statistically to determine whether the use of video tutorial media had a significant effect on the students' writing skill in procedure text.

Research Participants or Population and Sample

The population of this research was all tenth-grade students of SMA Swasta Kampus Nommensen Pematangsiantar in the academic year 2025/2026. From this population, one class was chosen as the sample, namely class X-1, consisting of 23 students.

The sample was determined using purposive sampling, as suggested by Creswell (2014), which allows researchers to select participants who best represent the characteristics relevant to the research purpose. Class X-1 was selected because the students had been introduced to procedure texts but still faced challenges in writing them effectively, such as limited vocabulary, poor sentence organization, and inaccurate grammar. Therefore, they were considered suitable participants to examine the effect of video tutorial media in improving writing skills.

Instruments

The main research instrument used in this study was a writing test. The test aimed to assess students' ability to write procedure texts before and after the use of video tutorial media.

The writing test consisted of two stages:

1. Pre-test: Administered before the treatment to measure students' initial writing ability.

2. Post-test: Administered after the treatment to identify students' progress and improvement.

Students were asked to write a procedure text based on familiar topics, such as how to make fried rice or how to operate a blender.

The students' writing was evaluated using an analytic scoring rubric adapted from Jacobs et al. (1981), which covers five key aspects:

Content (30%) – the clarity and completeness of the steps;

Organization (20%) – the logical order and coherence of ideas;

Vocabulary (20%) – the accuracy and variety of word choice;

Language Use (25%) – correct grammar and sentence construction;

Mechanics (5%) – proper punctuation, spelling, and capitalization.

Each aspect was rated separately, and the total score represented the students' overall writing ability. The use of the analytic scoring rubric helped ensure fairness, consistency, and objectivity in evaluating the students' work.

Data Analysis

The data collected from the pre-test and post-test were analyzed using quantitative analysis techniques. To determine whether there was a significant effect of the treatment on students' writing performance, a paired sample t-test was conducted using SPSS. According to Pallant (2020), the paired sample t-test is appropriate for comparing two related means obtained from the same group of participants.

In addition, descriptive statistics—including the mean, minimum, maximum, and standard deviation—were used to describe students' performance before and after the treatment. This analysis provided a clear overview of the changes in students' writing scores and helped identify which

aspects of writing (content, organization, vocabulary, language use, or mechanics) showed the most notable differences after the use of video tutorial media. These analytical techniques were applied to determine the effec of video tutorial media in enhancing students' writing skills in procedure text.

RESEARCH FINDINGS AND DISCUSSION
Research Findings

This section presents the findings of the research based on the data collected from the pre-test and post-test. The purpose of this study was to examine the effect of using video tutorial media on students' writing skill in procedure text at the tenth grade of SMA Swasta Kampus Nommensen Pematangsiantar. The findings describe the students' writing performance before and after the treatment, followed by data analysis and interpretation.

1. Students' Writing Scores in Pre-Test and Post-Test

Before the implementation of the treatment, students were given a pre-test to measure their initial writing ability in procedure text. After receiving the treatment through video tutorial media, a post-test was administered to determine the effect of the video tutorials on their writing performance. The comparison of the students' scores in the pre-test and post-test is presented in Table 1 below.

Table 1. Students' Pre-Test and Post-Test Scores

No	Students' Initial	Pre-Test	Post-Test	Gain
1	A.S.	44	68	+24
2	A.H.	52	72	+20
3	A.P.	60	80	+20
4	B.S.	56	76	+20
5	C.T.	60	72	+12
6	C.S.	64	72	+8
7	D.A.	76	92	+16
8	G.T.	68	72	+4
9	J.P.	60	72	+12
10	J.T.	40	68	+28
11	J.H.	68	84	+16
12	J.N.	72	80	+8
13	L.P.	64	76	+12
14	M.T.	20	68	+48
15	M.S.	44	72	+28

No	Students' Initial	Pre-Test	Post-Test	Gain
16	M.B.	52	88	+36
17	M.P.	52	76	+24
18	P.S.	64	72	+8
19	P.M.	60	76	+16
20	P.G.	72	80	+8
21	R.M.	68	72	+4
22	S.T.	64	72	+8
23	Y.S.	40	72	+32
Mean		**56.5**	**76.9**	**+20.4**

The data in Table 1 show that the students' writing performance increased after the implementation of video tutorial media. The mean score rose from 56.5 in the pre-test to 76.9 in the post-test, resulting in a difference of 20.4 points. This indicates that the use of video tutorial media had a positive effect on students' writing performance in procedure text.

2. Students' Improvement in Writing Aspects

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The changes can also be analyzed through the five aspects of writing based on Jacobs et al. (1981): content, organization, vocabulary, language use, and mechanics. After the treatment, the students showed positive progress in all aspects. The most noticeable progress was found in content and organization, as the tutorial videos helped students understand the structure and sequence of procedure texts more effectively. Progress in language use and mechanics was moderate but still meaningful, indicating better accuracy in grammar and punctuation

Table 2. Students' Mean Scores by Writing Aspects

Aspect	Pre-Test Mean	Post-Test Mean	Improvement
Content	17.5	23.2	+5.7
Organization	11.0	15.6	+4.6
Vocabulary	10.9	15.1	+4.2
Language Use	14.1	19.0	+4.9
Mechanics	3.0	4.0	+1.0
Total Mean	**56.5**	**76.9**	**+20.4**

The table shows that the students' scores increased in every component of writing. The use of tutorial video media enabled students to generate ideas more easily and organize their sentences in a logical sequence. They became more familiar with imperative verbs and sequencing connectors such as *first*, *next*, *then*, and *finally*. In addition, students made fewer spelling and punctuation mistakes compared to their pre-test results.
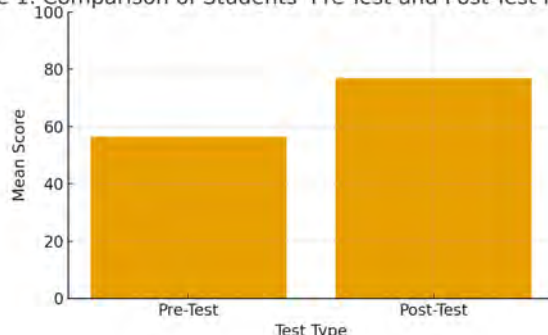

Figure 1. Comparison of Students' Pre-Test and Post-Test Mean Scores

Figure 1 illustrates a significant improvement in students' writing performance. The mean score increased from 56.5 in the pre-test to 76.9 in the post-test after the implementation of tutorial video media.

Discussion

The findings indicate that tutorial video media significantly enhanced students' writing skill in procedure text. The increase in the mean score from 56.5 to 76.9 demonstrates that students performed better after the treatment. This positive change can be attributed to the visual and auditory support provided by tutorial videos, which helped students comprehend both the content and structure of procedure texts more effectively.

The videos presented clear examples of procedural steps, which guided students in organizing their writing logically. As stated by Maulana, Rosdiana, and Aini (2022), video media enables students to understand how a process occurs through direct observation, which helps them describe steps more accurately in writing. Similarly, Azurah (2021) found that the use of tutorial videos enhances students' understanding of language features and sequencing expressions in writing procedure texts.

In this study, students demonstrated better performance not only in organizing their ideas but also in applying correct grammar and vocabulary. Tutorial videos allowed them to see real examples of actions, which expanded their vocabulary and facilitated the use of appropriate imperative verbs such as put, pour, mix, and stir. This visual learning experience also reduced confusion in identifying connectors such as first, next, then, and finally.

The positive change in students' writing can also be linked to their increased motivation and engagement. Video tutorials made the learning process more interactive and enjoyable, leading to higher attention and participation. As highlighted by Canning-Wilson (2000), visual media such as videos can capture students' interest and create meaningful learning experiences that enhance language production skills.

Overall, the results of this study confirm that using tutorial video media is an effective media for enhancing students'

writing ability, especially in procedure texts. The findings suggest that teachers should integrate visual-based materials, such as tutorial videos, into writing instruction to help students develop better organization, vocabulary, and grammatical accuracy in their compositions.

CONCLUSION

The findings and discussion indicate that the use of video tutorial media significantly enhanced students' writing skill in procedure text at the tenth grade of SMA Swasta Kampus Nommensen Pematangsiantar. The results of the pre-test and post-test showed a notable increase in students' writing performance, with the mean score rising from 56.5 to 76.9 after the implementation of the video tutorials.

This positive change occurred because video tutorial media provided visual and auditory input that helped students better understand the structure and language features of procedure texts. Students became more confident in organizing their ideas, using appropriate imperative verbs, and applying correct grammar. Moreover, the interactive nature of tutorial videos made the learning process more engaging and enjoyable, enhancing students' motivation and participation.

In conclusion, video tutorial media proved to be an effective and practical instructional tool for teaching writing, particularly in procedure text. For teachers, this study emphasizes the importance of integrating multimedia resources into classroom practice to make writing activities more interactive, meaningful, and aligned with students' learning preferences. Teachers are encouraged to select and adapt video materials that match the lesson objectives and students' proficiency levels to maximize learning outcomes.

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