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The Effect of Using Video on Students' Writing Ability in Procedure Text

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ABSTRACT
Writing is one of the most challenging skills for EFL learners, particularly in producing procedure texts that require clarity, coherence, and accurate language features. This study aims to examine the effect of using video as a learning medium on students' writing ability in procedure text at the tenth grade of MAN 1 OKU Timur. A quantitative approach with a quasi-experimental design was employed. The participants consisted of 60 students divided into an experimental class and a control class. The experimental class was taught using video-based instruction, while the control class received conventional instruction. Data were collected through pre-test and post-test writing tasks and analyzed using an independent sample t-test. The findings revealed that the t-obtained value (2.089) exceeded the t-table value (2.042) at the 0.05 significance level, indicating a significant difference between the two groups. The results suggest that video as a learning medium significantly improves students' writing ability in procedure text by enhancing comprehension, vocabulary use, organization, and motivation. Therefore, video-based instruction is recommended as an effective strategy for teaching writing in EFL classrooms.

Keywords: Writing Ability; Procedure Text; Video-Based Learning; EFL; Senior High School

INTRODUCTION

English has become an essential global language used in education, technology, science, and international communication. In the Indonesian educational context, English is taught as a compulsory subject with the aim of developing students' communicative competence in four language skills: listening, speaking, reading, and writing. Among these skills, writing is widely recognized as the most complex and demanding for EFL learners (Brown & Abeywickrama, 2019; Harmer, 2015).

Writing requires students to generate ideas, organize them coherently, apply appropriate grammatical structures, and use suitable vocabulary. Many students struggle to express ideas clearly due to limited vocabulary, grammatical inaccuracies, and lack of confidence (Hyland, 2019). These difficulties are more evident when students are required to write specific genres, such as procedure text, which demands logical sequencing, clarity of instruction, and correct use of imperative sentences.

Procedure text is a functional text that explains how to do or make something through a series of steps. It plays an important role in students' daily lives because it is closely related to real-world contexts such as recipes, manuals, and instructions

(Anderson & Anderson, 2017). However, students often find it difficult to write procedure texts effectively due to limited exposure to authentic examples and monotonous teaching methods.

The integration of learning media has been widely acknowledged as an effective way to enhance students' motivation and comprehension (Daryanto, 2013). One of the most promising media in language teaching is video. Video provides visual and auditory input that helps students understand abstract concepts more concretely and supports different learning styles (Mayer, 2020). Several studies have reported that video-based instruction can improve students' writing performance, particularly in organizing ideas and understanding text structure (Aminah, 2018; Dewi, 2023).

Based on preliminary observation during teaching practice at MAN 1 OKU Timur, many tenth-grade students experienced difficulties in writing procedure text, such as poor organization, limited vocabulary, and low motivation. Therefore, this study investigates the effect of using video as a learning medium on students' writing ability in procedure text

LITERATURE REVIEW

Writing Ability in EFL Context

Writing is a productive skill that enables learners to communicate ideas, opinions, and information in written form. According to Hyland (2019), writing is a social and cognitive process that involves planning, drafting, revising, and editing. Effective writing requires mastery of several aspects, including content, organization, vocabulary, language use, and mechanics (Jacobs et al., 1981).

In EFL contexts, writing is often considered difficult because students must think in a foreign language while simultaneously applying grammatical and rhetorical conventions (Harmer, 2015). Students' writing difficulties are frequently caused by limited linguistic resources, lack of exposure to authentic texts, and insufficient feedback (Richards & Renandya, 2018).

Procedure Text

Procedure text is a genre that aims to instruct readers on how to perform a task or achieve a goal. Its generic structure consists of goal, materials, and steps, while its language features include imperative verbs, action verbs, and chronological connectors (Anderson & Anderson, 2017; Lubis, 2020). Writing procedure text helps students develop logical thinking and clarity in communication. However, students often struggle to sequence steps coherently and use appropriate language features.

Learning Media and Video

Learning media refers to tools or materials used to facilitate the teaching and learning process. Effective media can attract students' attention, clarify concepts, and improve learning outcomes (Arsyad, 2017). Video is a multimedia learning medium that combines visual and auditory elements, making it particularly effective for presenting procedural information (Mayer, 2020).

Video-based learning allows students to observe real-life processes, acquire relevant vocabulary, and understand text structure more easily (Setiawan, 2022). Previous

studies have shown that video can significantly improve students' writing ability, motivation, and engagement (Asep, 2022; Rahmawati, 2023; Nuraini, 2024).

RESEARCH METHOD

This study employed a quantitative approach with a quasi-experimental design using a pre-test and post-test. The population consisted of tenth-grade students of MAN 1 OKU Timur in the academic year 2024/2025. The sample included 60 students divided into an experimental class (30 students) and a control class (30 students).

The experimental class received instruction using video as a learning medium, while the control class was taught using conventional methods such as textbook-based explanation. Data were collected through writing tests administered before and after the treatment. Students' writing was assessed using an analytical scoring rubric covering content, organization, vocabulary, language use, and mechanics (Brown & Abeywickrama, 2019).

Data analysis involved descriptive statistics, normality and homogeneity tests, and an independent sample t-test using SPSS 27.

RESULT AND DISCUSSION

a. Statistical Analysis

Test Of Normality And Homogeneity

Before analyzing the data, the test of normality and homogeneity data should be measured. In determining of the data, Kolmogorov-Smirnov was used. The result of the normality test of the posttest score in the experimental and control class were described as in the following table 1.

Table 1. Test of homogeneity of variances

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest Kelas Eksperimen	.206	30	.002	.945	30	.128
Postest Kelas Eksperimen	.128	30	.200*	.965	30	.416
Pretest Kelas Kontrol	.140	30	.141	.949	30	.163
Postest Kelas Kontrol	.158	30	.053	.948	30	.148

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Test of normality

Based on the calculation of statistics above, the result of normality test showed the significant value of writing achievement using video was higher than 0.05 level, which has 0.128 It meant that the distribution of the data in writing students achievement using video.

Technique was normal. Meanwhile, Writing students ability without using video has a significant value 0.163, which was also higher than 0.05. It means that the distribution of the data writng students ability without video was also normal.

Test of Homogenety

To know whether the samples were homogenous or not, the researcher used the test of homogeneity of variances. The researcher calculated by SPSS 27. It could be seen in Table 2.

Table 2. Independent samples test

		Levene Statistic	df1	df2	Sig.
Nilai Siswa	Based on mean	.146	1	58	.704
	Based on median	.167	1	58	.684
	Based on median and with adjusted df	.167	1	56.795	.684
	Based on trimmed mean	.155	1	58	.695

According to the table above, the calculation of Levene Statistic by using SPSS 27, it was found that the value of sig. was 0.704 it was higher than value of sig. (0.05). So, it meant that the sample taken from experimental and control class were homogeneous.

The Independent T-Test

Independent t-test is the method that used to evaluate the differences in mean between the two class. To find out whether or not there was any significant difference in students' writing ability, the researcher compared the result of post-test in control class and experimental class by using independent t-test. The result of the SPSS 27 calculating was described as follow:

Table 3. Independent samples test

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
									Lower
score nilai	Equal variances assumed	.146	.704	2.089	58	.041	5.333	.222	.829
	Equal variances not assumed			2.089	57.351	.041	5.333	.222	.829

According to the table above, the value of t-obtained = 2.089 is higher than t-table = 2.042. The value of sig. (2-tailed) = 0.041 less than the value of significance level (0.05). Finally, the writer concluded that the alternative hypothesis (Ha) this study was accepted and the null hypothesis (Ho) of this study was rejected.

b. Discussion of Research Findings

This study aims to empirically examine the effect of video media on the writing skills of tenth-grade students at MAN 1 OKU Timur. The discussion of the research findings focuses on an in-depth analysis of students' initial abilities, changes in abilities after treatment, and a comparison of learning outcomes between the control and experimental classes. Furthermore, this discussion links the research findings to language learning theory and relevant previous research.

c. Student Writing Skills in the Control Class

Based on the pre-test results in the control class, it can be seen that students' initial writing skills in procedural texts are still in the low to moderate category. The average pre-test score of 59.33 indicates that students have not yet mastered the basic competencies in writing procedural texts. This low ability is reflected in the score distribution, with the majority of students falling into the "less" (40%) and "fair" (33.3%) categories. The absence of students achieving the "very good" category indicates that students still experience difficulties in understanding the generic structure of procedural texts, using appropriate vocabulary, and organizing steps sequentially and logically.

This situation can be caused by several factors, including limited understanding of the concept of procedural texts, a lack of concrete examples, and a limited variety of learning media previously used. Learning that tends to be verbal and teacher-centered leaves students with little clarity regarding the processes or steps that must be conveyed in written form.

After being given a treatment in the form of learning without the use of video media, post-test results in the control class showed an increase in students' writing skills, with an average score of 77.17. This improvement indicates that the conventional learning process continues to positively contribute to students' writing skills. Through practice, teacher explanations, and the habit of writing, students began to understand the structure of procedural texts better than before the learning.

However, the improvement in the control class was still relatively limited. This is evident from the distribution of post-test scores, which show that the majority of students only achieved the good category (40%), with some students still in the fair category (10%). The absence of students achieving the very good category indicates that learning without the support of engaging media has not been able to maximize students' potential. In other words, the improvement that occurred was more a natural increase resulting from the routine learning process, rather than the result of significant innovation in learning strategies.

d. Student Writing Skills in the Experimental Class

In contrast to the control class, the pre-test results in the experimental class showed relatively better initial student abilities, with an average score of 63.20. However, the score distribution still showed some students in the "poor" (30%) and "sufficient" (30%) categories. This indicates that students' writing skills at the initial stage are still uneven and require more effective learning strategies to improve the overall quality of their writing.

After being treated with video media in teaching procedural text writing, the post-test results showed a very significant improvement. The average score increased to 82.50, with the majority of students in the "very good" (70%) and "good" (23.3%) categories. The absence of students in the "poor" or "fail" categories indicates that almost all students experienced substantial improvement in their writing skills.

This improvement demonstrates that video media makes a significant contribution to helping students understand the concepts and characteristics of procedural texts. Through video, students gain concrete visualizations of procedural steps, the sequence of activities, and the contextual use of tools and materials. These visualizations make it easier for students to understand the flow of activities and translate them into written form.

Furthermore, video media also helps students develop ideas, choose appropriate vocabulary, and structure sentences coherently and systematically. The writing process is no longer abstract, but rather supported by concrete visual experiences. As a result, students' writing becomes more structured, communicative, and in accordance with the rules of procedural text writing.

e. **Comparison of Results between the Control and Experimental Classes**

A comparison of the post-test results between the control and experimental classes revealed a clear and significant difference. The average score of the experimental class (82.50) was higher than that of the control class (77.17). In addition to the difference in average scores, differences were also evident in the distribution of student ability classifications. In the experimental class, the majority of students were in the "very good" category, while in the control class, most students only achieved the "good" category.

The results of the normality test indicated that the data were normally distributed, and the results of the homogeneity test indicated that the variance of the data from both classes was homogeneous. With these prerequisites met, the analysis continued using an Independent Samples T-Test. The t-test results showed that the calculated t-value (2.089) was greater than the t-table (2.042), and the significance value (0.041) was less than 0.05. This demonstrated a significant difference between the writing abilities of students taught using video media and those taught without video media.

Thus, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. These findings confirm that the use of video media has a significant impact on improving students' procedural text writing skills.

f. **Interpretation and Implications of Findings**

The findings of this study indicate that video media is an effective learning tool for improving procedural text writing skills. Videos can present a realistic learning context, clarify procedural stages, and help students understand the relationships between steps logically and systematically. Furthermore, video media also increases students' attention and motivation, making the learning process more meaningful.

The results of this study align with multimedia learning theory, which states that the combination of visual and audio-visual elements can improve student comprehension and retention. These findings also support previous research suggesting that audiovisual media can enhance students' motivation, creativity, and performance in language learning, particularly writing skills (Rahmawati, 2020; Setiawan, 2023).

Pedagogically, this study implies that English teachers are advised to utilize video media as an alternative or complement to conventional learning methods. The use of videos not only creates a more engaging and interactive learning environment, but also helps students develop writing skills more effectively and sustainably.

CONCLUSION

This study concludes that using video as a learning medium has a significant positive effect on students' writing ability in procedure text at the tenth grade of MAN 1 OKU Timur. Video-based instruction enhances students' comprehension, organization of ideas, vocabulary use, and motivation. Therefore, video is recommended as an effective instructional medium for teaching writing in EFL classrooms. Future research may explore the use of video in other text genres or integrate video with other instructional strategies.

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