

Implementation of Videos to Improve the Ability of Tenth Grade Students at SMK Negeri 5 Palu in Writing Procedure Texts

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ABSTRACT

This research investigates the use of video media to improve the ability of tenth-grade students at SMK Negeri 5 Palu in writing procedure texts. Many students still face challenges in generating ideas, organizing steps, and applying correct vocabulary and grammar. This study aims to determine the effectiveness of video-based instruction in enhancing students' writing performance. A quasi-experimental design was applied, using pre-test and post-test assessments for both experimental and control groups. Writing ability was measured based on content, organization, vocabulary, grammar, and mechanics. The findings reveal a significant improvement in the experimental group after the treatment, with the mean score increasing from 5.06 to 11.24. A paired sample t-test showed $\text{Sig. (2-tailed)} = 0.000$, indicating a statistically significant difference. These results confirm that the use of video media is effective in improving students' procedural text writing ability.

Keywords: Video Media, Writing Skill, Procedure Text, Vocational Students, Learning Media

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INTRODUCTION

Writing is a complex language skill that requires learners to organize ideas clearly, apply proper grammar, and use appropriate vocabulary to communicate effectively (Dalman, 2015). Many students still experience difficulties in these aspects, particularly when producing structured texts such as procedure texts, which demand clarity, sequencing, and accuracy.

In Indonesian EFL contexts, students commonly struggle with generating ideas, organizing steps coherently, and applying language features like imperative verbs and simple present tense (Harmer, 2004). These challenges often result in disorganized writing and limited vocabulary use, demonstrating the need for more effective teaching approaches.

To support students' writing development, teachers must select instructional strategies that promote active learning and help students visualize concepts. Video media offers these advantages by providing models of real-world processes that are easier for students to observe and imitate (Richards & Rodgers, 2001).

Using videos in writing instruction enables students to understand procedural sequences more clearly because the steps are demonstrated visually and audibly. This has been shown to increase learners' engagement, motivation, and comprehension of writing structures (Brown, 2014).

Prior research indicates that video-based learning improves students' ability to construct texts, particularly in genres that require step-by-step explanations such as procedure texts. Videos help students grasp generic structures, language features, and the logical order needed in this text type (Amin et al., 2021).

Given these findings, this research was conducted to examine the effectiveness of video media in improving the writing ability of tenth grade students at SMK Negeri 5 Palu, focusing on organization, vocabulary, grammar, and mechanics in producing accurate procedure texts.

METHOD

This study employed a quasi-experimental design using a pre-test and post-test model for both the experimental and control groups. This design was selected to determine the effectiveness of video media in improving students' ability to write procedure texts. A quasi-experimental design allows the researcher to examine differences between groups that have already been formed without random assignment, making it appropriate for school-based classroom research. The design followed the concept proposed by Sugiyono (2016), who explains that quasi-experimentation seeks to measure the impact of a treatment in naturally existing groups.

Respondents

The participants of this research were tenth-grade students at SMK Negeri 5 Palu. Two classes were selected as the sample through purposive sampling based on similarities in academic background and class characteristics. One class was assigned as the experimental group, which received instruction using video media, while the other class served as the control group and was taught using conventional methods. The sampling technique followed the guidelines suggested by Arikunto (2006), who states that purposive sampling can be used to select groups that best meet the needs of the research.

Instruments

The primary instrument used in this study was a writing test administered as both a pre-test and a post-test. These tests required students to produce a procedure text that demonstrated their ability in terms of content, organization, vocabulary, language use, and mechanics. Assessment was conducted using an analytic scoring rubric adapted from Brown (2004), which provides a detailed evaluation framework for measuring each aspect of students' writing performance. This rubric ensured objectivity and consistency in scoring across the two groups.

Procedures

The procedures of this research consisted of three main stages: pre-test, treatment, and post-test. At the beginning of the study, both groups were given a pre-test to determine their initial ability in writing procedure texts. After that, the experimental group received treatment through the use of video media. During the treatment sessions, students watched videos containing procedural demonstrations, discussed key points with the teacher, and used the information to produce written procedure texts. Meanwhile, the control group was taught using traditional text-based materials without any video support. Upon completion of the treatment sessions, both groups were given a post-test to measure the improvement in their writing ability and to determine the effect of the video-based instruction.

Data analysis

The data obtained from the pre-test and post-test were analyzed using both descriptive and inferential statistical techniques. Descriptive analysis was used to calculate the mean scores of students' writing performance, providing an overview of their progress before and after treatment. Inferential analysis was conducted using a paired-sample t-test to determine whether the improvements observed in the experimental group were statistically significant. The significance value obtained from the t-test was compared to an alpha level of 0.05 to verify whether video media had a meaningful impact on students' writing ability. The data analysis procedures followed the framework described by Hatch and Farhady (1982), ensuring accurate and reliable interpretation of the results.

FINDINGS AND DISCUSSION

The findings of this study present the improvement of students' ability in writing procedure texts after being taught through the use of video media. The analysis compares students' pre-test and post-test results to determine the effectiveness of the treatment. The findings are organized into several subheadings that describe students' initial writing performance, the progress they made after receiving instruction through videos, statistical evidence of the improvement, and further interpretation based on learning theories and

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 previous research. According to Sudjana (2005), learning outcomes can be accurately interpreted only when data are systematically analyzed and presented, therefore the results in this section are arranged to reflect the sequence of the research stages and the development of students' performance throughout the study.

Students Initial Writing Ability (Pre-Test)

The results of the pre-test showed that most students demonstrated low ability in writing procedure texts before the implementation of video media. The scores ranged from 4 to 7, with an average of 5.06, indicating that students struggled across several components of writing, including organization, vocabulary, grammar, and mechanics. Several students, such as Yofan, Mito, and Aryo, obtained the minimum score of 4, showing difficulty in constructing coherent steps and applying the simple present tense correctly. These results reflect the common challenges faced by learners when writing without sufficient exposure to models or visual support. As stated by Tarigan (1985), writing requires the ability to express ideas in a structured and systematic way, and without adequate guidance, students often fail to develop clarity and coherence in their compositions.

Students Writing Ability After Treatment (Post-Test)

After receiving the treatment using video media, students showed a noticeable improvement in their writing performance. The post-test scores ranged from 9 to 16, with an average of 11.24, indicating a significant increase compared to the pre-test results. Students who initially scored low demonstrated remarkable progress, with improvements of 5–6 points after being exposed to instructional videos. The visual presentation of steps in videos helped students better understand the sequence and structure required in procedure texts. This improvement aligns with the statement of Kosasih (2014), who noted that procedure texts require clear and logical sequencing that is easier to grasp when learners are provided with concrete examples.

Statistical Evidence of Improvement

Paired Samples Test									
Paired Differences									
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)	
				Lower	Upper				
Pair 1	Pre-test- Post-test	-6.17241	1.31119	.24348	-6.67116	-5.67366	-25.351	.28	.000

The paired sample statistical analysis further supported the improvement seen in students' writing ability. The mean difference between the pre-test and post-test scores was -6.17, with a standard deviation of 1.31. The t-value of -25.351 and a significance level of 0.000 (<0.05) indicate a highly significant difference, proving that video media had a strong effect on improving students' ability to write procedure texts. These results show that the observed improvement was not due to chance but was directly influenced by the treatment. This is in line with Arikunto (2006), who emphasized that measurable improvement in learning outcomes can be confirmed statistically by comparing pre-test and post-test scores using appropriate analysis techniques such as the t-test.

Interpretation Based on Multimedia Learning Theory

The improvement in students' writing ability can be explained through Mayer's (2005) Multimedia Learning Theory, which states that the combination of visual and auditory information enhances the learning process. Videos provide step-by-step demonstrations that help students visualize procedural actions while listening to supportive explanations, making the material easier to understand and retain. In the context of writing procedure texts, videos enable students to observe real procedural sequences, which assists them in generating ideas and organizing them into coherent written instructions. Mayer argues that multimedia learning reduces cognitive load, and this principle is evident in the improved post-test performance of the students in this study.

Comparison with Previous Studies

The findings of this research are consistent with previous studies that examined the impact of video media on writing skills. Apriyani and Tarigan (2022) found that video tutorials

Implementation of Videos to Improve the Ability of Tenth Grade Students at SMK Negeri 5 Palu in Writing Procedure Texts significantly enhanced students' understanding of procedural steps, particularly in identifying sequence and content accuracy. Similarly, Fahmi and Ferdi (2022) reported that video-based learning increased student engagement, which contributed to better comprehension and improved writing outcomes. These studies reinforce the present research results, confirming that video media serves as an effective instructional tool in assisting students to write clearer and more accurate procedure texts. The alignment of this study with earlier findings strengthens the argument that video media can be systematically implemented in writing instruction, especially at the vocational level.

CONCLUSIONS

Based on the results of the data analysis, it can be concluded that the use of video media significantly improved students' ability to write procedure texts. The pre-test results indicated that most students initially showed limited competence in organizing ideas, structuring procedural steps, and applying appropriate language features. However, after receiving instruction through video media, their post-test scores demonstrated substantial progress across all components of writing. The paired sample t-test further confirmed the effectiveness of the treatment, with a mean difference of -6.17241 and a significance value of 0.000, indicating that the improvement was statistically meaningful and did not occur by chance. The visual and auditory support provided by video media helped students better understand sequencing, vocabulary use, and the overall structure of procedure texts, making the learning process more engaging and comprehensible. Therefore, the findings affirm that video media is an effective instructional tool for enhancing students' writing performance, particularly in producing procedure texts at the vocational school level.

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