

THE IMPLEMENTATION OF WRITING PROCEDURE TEXT THROUGH TEACHING VIDEOS FOR SIXTH-GRADE

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Abstract

This study aims to describe the implementation of teaching video media in writing procedure texts among sixth-grade elementary school students. Using a descriptive qualitative design, this study involved 20 sixth-grade students from SDN 1 Punung selected randomly. Data were collected through direct observation, Likert scale, and student response questionnaires. The data were analyzed using descriptive qualitative techniques, including interpreting observation results and calculating the percentage of questionnaire answers. The results showed a good level of student acceptance of teaching video media in writing procedure texts, which reached 75.4%, with the majority of positive responses. The observation results showed that the classroom atmosphere became more pleasant during the learning process, although there were some obstacles in its implementation. In conclusion, teaching video media in writing procedure texts proved to have a positive influence on sixth-grade elementary school students. Still, improvements need to be made to overcome the identified obstacles and maximize the impact of this teaching video method in the future.

Keywords: *Descriptive Qualitative, Procedure Text, Sixth Grade Students, Video Media*

Introduction

In Indonesia, proficiency in writing is a notable concern, mainly starting from early childhood education. Students commonly encounter challenges in writing due to various internal and external factors, resulting in ongoing and intricate issues. Writing is vital from a young age, especially in primary education, as it forms the basis for advanced learning and communication skills. It serves not only as a fundamental skill for communication but also as a channel for self-expression and the cultivation of critical thinking abilities (Hidayati, 2018). An instructional approach emphasizing active learning and creativity is crucial to enhance students' writing outcomes. The constructivist theory promotes student-centered learning, where students actively participate in the learning process, guided by teachers to explore using various methods and tools. This method assists students in unveiling their existing knowledge and acquiring fresh insights through thorough guidance and suitable resources (Latifah & Hasan, 2020).

Studies suggest that video-based learning can effectively address students' writing challenges. Yudini et al. (2023) discovered that educational videos significantly boost students' motivation to write procedural texts by explaining the steps involved. Similarly, Setiawan et al. (2023) illustrated that video tutorials aid students in understanding the structure of procedural texts in a more interactive and captivating manner compared to traditional approaches. Kurniati (2023) emphasized that video content helps students internalize writing procedures by presenting concrete examples and demonstrations. The enhancement of video-based learning has led to substantial progress in students' comprehension and application of writing concepts. Maharani et al. (2023) noted significant improvements in students' understanding and implementation of procedural writing through optimized video instruction. Kustandi & Darmawan (2020) added that combining theory and practice in video-based learning positively influences students' writing skills. The students have difficulty generating ideas because they feel their ideas are not good enough, leading to confusion in choosing the best title and delaying the writing process (Aprilia et al., 2020)

Using instructional videos has significantly enhanced students' understanding and retention of procedural text concepts. Wastiti (2022) found that these videos facilitate better

comprehension, while Fitriani (2021) highlighted their effectiveness in aiding students who struggle with writing by providing clear visual guidance. Widiastuti and Fauziya (2024) further supported the benefits of video learning, noting that it offers a more engaging and accessible way to improve procedural writing skills. Haryadi et al. (2023) also emphasized that video tutorials provide essential visual support, enhancing students' ability to practice and master the writing of procedural texts.

Understanding the challenges contributing to writing difficulties is crucial for developing effective teaching strategies. According to Rafendi et al. (2020), these challenges can stem from various factors, including sensory, social, and emotional disorders, environmental influences, and inappropriate instructional methods. Students with writing difficulties often struggle with inconsistent letter formation, improper capitalization, and pencil grip problems, as Aphrodita noted in Nurfadhillah et al. (2022). Additionally, vocabulary and writing style limitations can hinder students' ability to express their ideas clearly (Zhang & Deane, 2021). Psychological factors such as writing anxiety and a lack of confidence significantly affect students' writing performance (Rahayu et al., 2022).

Method

This study used a descriptive qualitative design to describe the implementation of teaching video media in writing procedure texts for sixth-grade students. The research sample consisted of 20 sixth-grade students of SDN 1 Punung who were selected using a simple random sampling technique. The research instruments included direct observation during the learning process, a questionnaire consisting of 10 questions using a Likert scale to assess students' perceptions of the effect of using video media, and documentation in the form of learning videos, photos of activities, samples of student work, and student response questionnaires.

The collected data were analyzed using descriptive qualitative analysis techniques, including interpretation of observation results, calculation of percentages, interpretation of questionnaire answers, and evaluation of documentation. Data were presented as narrative descriptions, tables, and pictures to facilitate understanding. Conclusions were drawn based on the results of the analysis, providing an overall picture of the implementation of video media in learning to write procedural texts and knowing the obstacles that need to be overcome to maximize this method in further learning.

Findings And Discussion

Implementation of Procedure Text Writing through Teaching Videos for Grade Six Students

Based on observations made during the learning process, the application of teaching video media to sixth-grade students showed some critical findings. The research was conducted at SDN 1 Punung, involving 20 sixth-grade students, 10 boys and 10 girls. The study focused on learning to write procedure-related texts using video media and was conducted in one session for 90 minutes.

Preparations made by the teacher were preparing the Teaching Video of procedure text material with the ability level of grade six students, selecting media in the form of short animated learning videos for material and tests on text procedures, and preparing equipment such as projectors and Bluetooth speakers to ensure good audio and visual quality.

Implementation The teacher starts the lesson by introducing herself, and the students introduce themselves. This can make the classroom atmosphere comfortable and fun for teachers and students. Students can also find out how the new teacher is. They are more relaxed and friendly after the introduction part. After introducing themselves, the teacher provides ice breaking. Ice breaking is an activity applied by everyone to attract the focus of attention and break the atmosphere in the room into an excited state (Satriani et al., 2018). This spirit is the

capital of each individual to carry out an activity (Kurniasari & Setiawan, 2021). The teacher introduces the material to be given. This can help students to know the learning objectives. They can also focus on the material they will learn. The teacher provides trigger questions that lead directly to the material, namely text procedures. The students answered that some students already understand and some do not understand. Next, the teacher provides material to students by watching a teaching video containing material about Procedure text downloaded from YouTube. When watching the teaching video, the teacher pauses each part of the material by explaining again in a language that students easily understand and if students want to ask questions related to material that has not been understood.



Figure 1: The Process of Writing Procedural Text

The teacher's next activity is giving a worksheet containing 10 questions to fill in the blanks related to writing text procedures. Before students work on the worksheet, students watch a learning video because it is related to the questions given. The photo was taken during the learning process, which shows students paying attention to the steps in the video to write the answers on the worksheet.

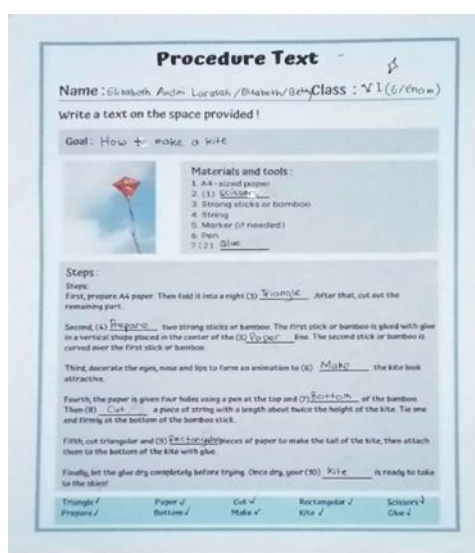


Figure 2: The Example of Procedural Text

An example of one of the student's work is a photo of a worksheet filled in by students, which shows their understanding of the material that has been learned. From the results of student work, the teacher can know the understanding of each student, which shows the diversity of students in understanding the material that has been taught. In this case, it can also find out the implementation of video media in writing text procedures.

During the learning process, several obstacles were encountered that require attention to enhance teaching effectiveness. First, classroom management posed a challenge, particularly

when students became noisy or engaged in conversations with their peers, especially during video presentations. This highlights the need for teachers to adopt effective strategies for maintaining focus and order in the classroom.

Second, students with learning difficulties emerged as another challenge. Some students struggled to grasp the lessons, indicating a need for a more personalized approach. These students may benefit from additional materials or repetition to fully understand the content. Third, there were variations in students' comprehension speed. Students absorb information at different rates, necessitating tailored strategies for delivering material and assigning tasks. This variation in learning speed requires teachers to be adaptable in their instructional methods.

Lastly, difficulties in writing were observed among some students. These students need continued guidance in developing their writing skills, particularly expanding their vocabulary. Providing targeted support in writing can help these students improve and keep pace with their peers.

Addressing these challenges requires effective classroom management, personalized learning strategies, adaptive teaching methods, and focused support for writing skills. By doing so, teachers can create a more conducive learning environment that accommodates the diverse needs of all students.

Student Response to Teaching Video Media

Implementing learning videos for teaching sixth-grade students how to write procedure texts has yielded positive results. According to questionnaire data from 20 respondents, the students' acceptance of this learning method is relatively high, with a total score of 603 out of a possible 800 points, equivalent to 75.4%. This percentage reflects the strong potential of using video media in teaching procedure texts, which appears to enhance learning effectiveness.

The responses to the questionnaire show that Question 1 received the most positive feedback, scoring 64 points, which indicates that most students strongly agreed and enjoyed learning to write using the video method. Question 3 garnered the highest score of 67, suggesting that most students favor the consistent use of this method, although there was some variation in opinion. In Question 7, while most students understood the steps, a few still struggled. Question 8, with the lowest score of 54, revealed some variation in student enthusiasm for writing procedure texts.

Most of the questions received an "Agree" response from most students, with several also receiving a significant number of "Strongly Agree" responses. This distribution indicates a good level of satisfaction with the video-based learning method. However, a few "Disagree" and "Strongly Disagree" responses were scattered throughout the questionnaire, highlighting specific challenges in implementation. Although these negative responses were not predominant, they are essential for future improvements to the learning method.

Discussion

Implementation of Procedure Text Writing through Teaching Videos for Sixth-Grade Students

The implementation of teaching videos showed positive results. The use of this media succeeded in creating a more enjoyable and exciting learning atmosphere for students. The implementation of using video media to teach procedural text to students in grade six is an innovative approach that combines video learning technology with conventional teaching methods, where the learning process is divided into three main stages: pre-teaching, while teaching, and post-teaching, each of which has its focus and strategy. In the pre-teaching stage, careful preparation is done by preparing a Teaching Video of procedure text material with the ability level of grade six students, and media selection is in the form of short animated learning videos for the material and tests on procedure text, which are both designed to attract attention and increase students' learning motivation. The whole teaching stage involves a series of activities, starting with introducing the material to be taught so that students know the clear

learning objectives, followed by providing trigger questions directly related to the procedure text. The teacher provides learning materials through a learning video. When showing the teaching video, the teacher pauses each part of the material by explaining it again in a language easily understood by students. In the post-teaching stage, the teacher provides a worksheet containing 10 questions to fill in the blanks.

Although implementing learning videos in teaching procedure texts shows significant potential, several challenges must be addressed to optimize effectiveness. Some students were observed to be noisy or engaging in conversations with their peers, particularly during the video screenings, highlighting the need for more effective classroom management strategies to maintain focus. Additionally, several students displayed difficulties understanding the lesson, suggesting that a more personalized approach, possibly with additional materials or repetition, may be necessary for those struggling. Furthermore, there were noticeable variations in how quickly students could comprehend the material, indicating the need for differentiated strategies in content delivery and task assignment to accommodate different learning speeds. Some students also struggle with writing, particularly in expanding their vocabulary, which requires ongoing guidance to help them improve and engage more effectively with the learning material. Addressing these challenges through targeted strategies will be essential in fully realizing the potential of video-based learning in this context.

Student Response to Teaching Video Media

Students' responses show that the implementation of learning to write procedure texts through videos for Grade Six students is generally well received, reflected in the acceptance percentage of 75.4%. This figure proves that most students feel the benefits of using videos while confirming the potential of multimedia technology in implementing learning.

Based on the students' questionnaire responses, it is evident that Question 1 received the most positive response with a score of 64, indicating that most students strongly agreed and enjoyed learning to write through the video method. Question 3 received the highest score of 67, indicating that most students strongly agreed with the consistent use of the video method, although there was a slight variation in opinion. In question 7, most students understood the steps, but some struggled. Question 8 received the lowest score of 54, indicating students' diversity in enthusiasm for writing procedure texts.

Interestingly, most of the questions received an "Agree" response from most students, with some receiving a significant "Strongly Agree" response. This distribution of responses indicates a good level of satisfaction with the video-based learning. In addition, some "Disagree" and "Strongly Disagree" responses were scattered across the questions, indicating implementation challenges. Although the number is not dominant, these negative responses are essential to note, and there is a need for continuous improvement to enhance the learning method in the future.

Conclusion

Overall, using learning videos to write procedure texts showed a positive response from students, with the acceptance rate reaching 75.4%. This method created a fun learning atmosphere and motivated most students to be active in learning and continue practicing writing. Most students showed a good understanding of the material delivered through the video. Nevertheless, there is room for improvement, especially in motivating writing activities and accommodating diverse learning needs. The main challenges identified include classroom management, students with learning difficulties, differences in learning comprehension speed, and difficulties in writing. It can be concluded that the video learning method has significant potential to improve students' procedure text writing skills, but it needs further development to maximize learning for future improvement.

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