

Reflective Practice on Students' Experiences with the Use of Video Tutorial Procedure Text

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Abstrak. Reflective practice by involving students' experience in learning English using video tutorials with procedure text material helps teachers implement technology-based learning. Through reflective practice analysis, this article aims to explore and analyze students' reflective experiences when using video tutorials as learning media in writing procedure texts. In addition, this article will also discuss the effectiveness and engagement of students when learning using technology through video tutorials compared to conventional methods. As well as discussing the challenges faced and solutions when technology-based learning. This research uses a qualitative approach to understand students' experiences in using video tutorials to learn how to write procedure texts. The data used came from classroom observations, student interviews, and filling in google form. Student interviews were taken using voice recordings from cell phones. The analysis method consists of two main steps. First, analyze the completeness of the procedure test structure such as goals, ingredients/tools, and steps. The analysis was carried out using a score table to determine the value of each student who was complete and who was not. Second, the analysis of students' experience was carried out by taking a sample of student voices using the technique through filling out the gform, then the link was given to the teacher and distributed in the class grub through the English subject teacher. Then students fill out the gform questionnaire individually.

Kata Kunci: Reflective, Experiences, Procedure Text

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INTRODUCTION

Education is a conscious and systematic effort, carried out by people who are given the responsibility to influence students to have the nature and character in accordance with educational ideals (Achmad Munib, 2004). Education is expected to make students capable of achieving the maturation process and independence. In the Merdeka curriculum, students are required

to learn actively in class and not depend on the teacher. Therefore, teachers must create a pleasant classroom atmosphere and be able to keep up with the times. By keeping up with the times, schools apply learning methods using video tutorials through procedure text material. The application of modern methods using video tutorials, can make students' experience in learning can increase. Students understand and have more experience in the

digital field. Given that as long as they have been learning until now, they have never learned using video tutorials. And this method is the first experience of students when learning using digital methods. The learning that has been done in schools is only conventional learning, which is a monotonous and old-fashioned learning technique. Conventional learning can be defined as attitudes and ways of thinking and acting that always adhere to norms and customs that have existed for generations (Hidayatullah, 2015). Therefore, conventional learning models can also be referred to as traditional learning concepts. The concept of conventional learning is learning in which the teaching and learning process is carried out very monotonously and verbally, namely in delivering subject matter that still relies on lectures or in the term used in this study is a teacher-centered teaching and learning process. The difference between using conventional methods and digital methods is very far when applied in learning. With the digital method, students are facilitated in writing complex procedure texts so that the learning process becomes easier in capturing detailed information. The video materials we present have paid attention to the text structure in the form of Goal, Ingredients, tools, and steps. Video learning methods can also carry all

aspects in it, ranging from visual, written, auditory, kinesthetic, verbal, etc.

So, with that students can adjust the right learning style to be understood according to their respective abilities. Every student must have a different learning style. Of the five learning styles can make it easier for students to follow learning in class. If every learning subject uses conventional methods, it is difficult for students to adjust. Because it is only pegged to the teacher. If, using digital methods, it can be mutually beneficial between teachers and students.

So, it has been proven that students' experiences using learning videos are more varied, they feel more active in asking questions if there are things they don't understand, and the time used is more effective and efficient. Because learning from start to finish is only pegged to the video tutorial, and the teacher can if adding explanations or giving conclusions from the video that has been shown. In terms of my observations, students also feel interested when learning because learning techniques are carried out in a fun but serious manner.

One of the English lessons that is suitable for using creative teaching media is learning procedure texts. Procedure according to Majid (2011:46) is a sequence of steps to achieve a goal, solve a particular problem, or make something. Meanwhile,

according to Mahsun (2014:30), procedure text is one of the text types that belong to the factual genre of procedural subgenre. Learning about procedure text is very important for students to learn, because learning procedure text can increase students' knowledge and insight into the steps or stages that must be taken before doing something.

RESEARCH METHOD

This study used a qualitative approach to explore students' experiences in creating procedure texts as well as students' completion scores in creating procedure texts. This approach allows researchers to gain in-depth insight into students' perceptions of learning media. This research was located at the State Junior High School, precisely in Blimbing Hamlet, Gatak Kec, Sukoharjo Regency, Central Java. We conducted research with the object, namely students of class VII E, which amounted to 22 students. The data used came from classroom observations conducted in November. As well as student interview transcripts taken face-to-face to the school, on December 18, 2024. The interviews contained questions about students' experiences when creating video-based procedure texts, the effectiveness of learning, and student activeness when learning using procedure text tutorial videos.

The analysis method consists of two main steps. First, analyze the completeness of the procedure test structure such as goals, ingredients/tools, and steps. The analysis was carried out using a score table to determine the value of each student who was complete and who was not. Second, the analysis of students' experience was carried out by taking a sample of student voices using the technique through filling out the gform, then the link was given to the teacher and distributed in the class grub through the English subject teacher. Then students fill out the gform questionnaire individually.

RESULT AND DISCUSSION

This research focuses on a case study of Grade Seven students who are deepening their knowledge by learning to use video tutorials to facilitate them in writing procedure texts. With a sample task, students create a free-themed procedure text, by paying attention to text structures such as objectives, materials and tools and steps. Secondly, the research design is done in the form of descriptive narrative which focuses on the reflection of each student, after they have experienced learning using video tutorials.

This study used qualitative methods with the selection of 7th grade students. The reason I chose grade 7 students is because of the many English materials they prefer procedure text, because it is easy to

understand each text structure, and procedure text material is not too much reading compared to other materials in the form of long essays or short stories. In addition, procedure text material can be applied in everyday life for various activities such as step cooking. I chose seventh grade students because they have received video learning materials at the previous level of education, namely sixth grade elementary school. So they can adjust and not be surprised or ignorant of learning videos. I conducted this research at SMP Negeri 1 Gatak, precisely located in Blimbing Hamlet, Gatak District, Sukoharjo Regency, Central Java. I conducted this research in two periods, namely the first period and the second period. The first period began with observations and introductions on September 12, 2024. The second period was on December 1, 2024. In the second period, we directly collected data by teaching in class and then giving assignments to students. The location I chose is relevant to my research, because the school I chose is a favorite school, and many students excel in academic and non-academic fields. Therefore, I am interested in conducting research at SMP Negeri 1 Gatak. I can conclude that SMP Negeri 1 Gatak is an outstanding school because I have interviewed one of the students who happens

to be my younger cousin who also goes there. So I already knew exactly about the ins and outs of the school. The school often wins nominations for English debate competitions and short story competitions. Therefore, I am increasingly convinced that the students who study there are also proficient in English, and are suitable to be used as research subjects, because the students are active in learning.

No	Instrument Type	Indicator	Reference	Indicator or Details	Notes
1	Observation	Observing the classroom and its shortcomings. - Observing what preparations have been made in class VIIIE - Made an agreement with the English subject teacher to make a research agreement in the second period.	Gay, Mills, Airasian & (2011) : Provides guidance on observation in educational research.	- Challenges faced by students during learning using video tutorials - Student's experience in applying video tutorials to create procedure texts - Student's activeness when learning using video tutorials takes place - Effectiveness when learning using digital media	

2	Student interview	- Student reflections on the benefits of video tutorials	Ary et al. (2010) : Outline the importance of semi structured interviews to elicit reflective data.	Ease of understanding the video tutorial - Level of clarity and attractiveness of video tutorials - Student's experience of the ability to write procedure texts based on learning videos - Student's level of understanding of the learning video compared to conventional learning - The level of student learning progress when before using the video tutorial and after.	Creswell (2012): Describes qualitative and quantitative data collection methods using instruments such as questionnaires and interviews.
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In English learning activities, students are asked to create a procedure text with a free theme, and the time given is thirty minutes. Procedure text learning is included in the

seventh grade of the second semester. Therefore, they already have the ability to learn the learning video. Because at the previous level of education, namely elementary school (SD), some of the students have already done learning with digital media. Here is the final data of student grades.

Statistics	Statistical value
Subject	22
Perfect score	100
Highest score	97
Lowest score	67
Average	90,87

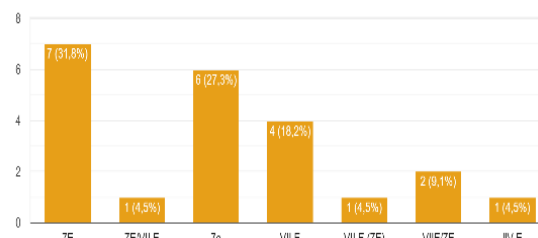
Shows that the average value of writing skills of procedure texts of students in class VIIIE SMP Negeri 1 Gatak, after using video tutorial media with research subjects/respondents 22 students amounted to 90.87. The scores achieved by the respondents were scattered with the highest score of 97 and the lowest score of 67 from the highest score there was a perfect achievement achieved by five children, namely with a score of 100 and the lowest score was at 67. Based on the categorization, it is stated that the value of writing skills of procedure texts of VII grade students of SMP Negeri 1 Gatak is in the high category. The average student score reached 90 and above from a total of 22 students. This can show that the quality of students at SMP

Negeri 1 Gatak is a favorite junior high school that has proven to have very good academic quality in the field of English. Of the three categories of text structure, only one category that makes students feel difficult is the step category. Students find it difficult to make the steps of the food they will make because of their limited vocabulary, so it is very difficult and takes a long time to make. If the goals/ingredients category they already understand and master. Because the vocabulary needed is only a little and the model is not like making a long point-shaped step category. If goals and ingredients are only in the form of short points, so students are easy to understand and not too difficult to make the vocabulary.

In everyday life, we use procedure texts to provide instructions so that someone can do a job precisely, coherently, and sequentially. According to Rusmini (2018:19) in order for activities to be precise and accurate and obtain maximum results, the principles of presenting procedure texts are needed. When presenting data, an accurate technique is needed to know the correct presentation of data. I conducted research at SMP Negeri 1 Gatak by taking data samples, namely class VIIE students. The technique I took using gform was to find

out the percentage of students when making procedure texts based on video tutorial.

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The graph above shows the results of the reflection on learning using video tutorials. A total of 22 students of class VIIE have filled out a questionnaire through gform. It is clear that students' experience in learning using video tutorials is in the “very good” category. The data displayed in the bar chart above illustrates that students' responses to learning to write procedure texts based on the categories chosen include. 31.8% of students who fall into category 7, indicating that they are more interested in learning when using video tutorials as a learning tool, this indicates that the mastery of video as a means of teaching greatly increases students' interest and talent in understanding the material taught in class. Furthermore, 27.3% of students who fell into category number 6, experienced an increase in skills in writing procedural texts. This data shows that the approach applied in this method is successful in helping students understand the The structure and steps in composing procedural texts improved significantly, reflecting the effectiveness of

the applied method in enhancing students' writing skills. On the other hand, 18.2% of students, who fell into category 4, became very active in asking questions. During the text writing process, this activity indicates that students not only understood the material but also participated actively in learning, such as classifying and deepening their understanding. This activeness strongly encouraged students to think more creatively.

Furthermore, 9.1% of the students, who belonged to category 2, indicated that the learning process made it easier for them to understand the procedure text. This understanding is important for students to be able to compose the procedure text properly. Meanwhile, only 4.5% of the students, who belonged to category 1, stated that they had no difficulties or challenges at all in composing the procedure text, this shows that there is a small group of students who already have a very strong basic ability. Overall, the data presented shows that the video tutorial-based learning method can have a significant positive impact on students' interest, skills, and engagement in the process. However, there are still variations in the level of understanding and challenges faced by students, so it is necessary to adjust the method to ensure that all students can optimally understand. In the

1% category, students did not find it difficult to work on the procedure text because they had understood well and listened to the explanation of the video tutorial seriously, so with that, students did not have any challenges. From this percentage, it can be classified that SMP Negeri 1 Gatak students have good academic abilities above average because when students are taught with digital learning, they are very enthusiastic and follow smoothly with the learning style according to their own.

The Discussion section will focus on analyzing the research results and their relevance to theory and previous research. The researcher will explain how video tutorials act as an effective learning media in improving students' understanding and ability in writing procedure texts. The findings show that students are more enthusiastic and motivated to learn because the use of this visual media helps them understand the material concretely. The discussion will also include students' reflective experiences, where they stated that the video tutorial provided clear step-by-step guidance, although some students experienced technical obstacles or difficulty understanding certain vocabulary.

The researcher also compared these results with previous studies, which support that the use of audio-visual media can increase student

engagement in learning. This is consistent with constructivist learning theory which emphasizes the importance of direct experience in understanding concepts. In addition, this section will review the improvement of students' writing skills based on the pre-test and post-test results, which showed significant progress after using video tutorials. The discussion not only highlights the successes, but also includes limitations, such as the need for additional support in overcoming technical obstacles and enriching the video material with a variety of interactive activities. In conclusion, this discussion confirms that students' reflections in the video tutorial-based learning process provide important insights for the development of more effective learning strategies.

CONCLUSION AND SUGGESTION

Conclusion

The Conclusion section of the article titled "Reflective Practice on Students' Experiences on the Use of Video Tutorial Procedure Text at SMP Negeri 1 Gatak" highlights the key findings and implications of the study. The research concludes that video tutorials serve as an effective learning medium for teaching procedure texts, enabling students to better understand the material through clear and visual step-by-step instructions. Students reported

increased motivation and engagement during the learning process, which contributed to the improvement of their writing skills. Moreover, the reflective practice encouraged students to critically evaluate their learning experiences, helping them identify their strengths and areas for improvement.

The study also emphasizes the significance of incorporating technology-based media in the classroom, aligning with modern educational practices that prioritize interactive and student-centered learning. While the findings demonstrate positive outcomes, the research acknowledges certain limitations, such as technical challenges and the need for supplementary activities to reinforce learning. Overall, the study underscores the potential of video tutorials as a valuable tool in enhancing students' writing skills and recommends their broader implementation in similar educational contexts.

Suggestion

Preferably, this research should be carried out by several students, especially English language education study programs. Because of the lack of students who take themes about procedure text material. And also considering that when learning English still applies a monotonous learning model, namely conventionally. In the future, with the research from thesis students, hopefully the

school, especially the English teacher understands the condition of the students, and can propose to the school to improve learning techniques using modern techniques, namely using LCD. With the aim of the school proposing to the government to facilitate LCDs for each class for SMP N 1 Gatak students. Technical learning with learning videos can enhance students' experience, becoming more enhanced. Therefore, there is a significant difference between learning using conventional methods and learning video methods.

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