

ENGAGING LEARNERS IN WRITING PROCEDURE TEXT: HARNESSING THE POWER OF DO IT YOURSELF (DIY) VIDEOS AT IAIN PALOPO

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Abstract

This research aims to determine whether the Do It Yourself video effectively improves writing skills in the procedure text at the second semester of the English Language Education Study Program IAIN Palopo. This research adopted the pre-experimental method. The sample consisted of thirty students. The Do It Yourself video was used as a medium in this research. The researcher collected the data through pre-test, treatment, and post-test. SPSS 22 edition was used to perform statistical analysis on the data. Investigation revealed that the mean post-test score is higher than the pre-test ($47.80 < 81.36$). Besides, the value of the t-count is higher than the value of the t-table. The result of the student's scores on the post-test became more elevated than opposed tests representing the treatment's effectiveness in helping the learners improve their writing skills. It could be summarized that using the Do It Yourself video significantly improved the students' writing skills, especially in writing procedure text. This research strongly emphasizes for the next researcher to examine the use of DIY videos for different skills imaginatively. This research underscores the importance of innovation in teaching methods and the potential of DIY videos as effective learning tools, offering a fresh perspective in pedagogy that can enhance teaching and learning across various fields of study.

Keywords: Do It Yourself Video, Procedure Text, Teaching Writing

INTRODUCTION

Writing constitutes a fundamental skill within academic and professional spheres, characterized by its complexity and necessity for comprehensive understanding and application of linguistic structures, rhetorical strategies, and conceptual frameworks (Broadman & Frydeberg, 2002; Matsuda & Silva, 2019). As an intricate and sophisticated skill, writing demands from students a significant investment in learning and mastering its diverse forms, each with unique rules and procedural steps. This skill distinctively requires an adept grasp of grammatical structures, rhetorical devices, and

the ability to make nuanced conceptual judgments, positioning it as more challenging compared to other academic skills (Salvagno et al., 2023; Sulistyorini & Rahmawati, 2019).

In the educational process, the role of the teacher is central, guiding students through the multifaceted nature of writing, which serves various purposes and addresses different audiences across factual and literary domains (Hsiang et al., 2020; Naufalatan et al., 2021). Factual texts, aimed at informing, instructing, or persuading, include genres such as descriptions, recounts, reports, procedures, and discussions, all grounded in the presentation of facts and information (Fang et al., 2020). Conversely, literary texts seek to entertain or evoke emotional responses through the creative use of language to conjure mental imagery, encompassing genres like narratives, personal responses, and reviews (Tayjanov et al., 2022).

This study narrows its focus to procedure texts, which elucidate the execution of tasks or the achievement of outcomes through a sequenced series of actions or steps, reflecting a specific area of difficulty within the target population (Maya & Saragih, 2021; Tandon et al., 2020). Given this context, effective teaching strategies necessitate that educators not only act as proficient models of language use but also carefully select pedagogical materials and methodologies to fulfill the objectives of the instructional process (Siahaan et al., 2021).

Acknowledging the pivotal role of writing in educational settings, and recognizing the additional motivation and engagement required by students, this research explores the incorporation of Do It Yourself (DIY) videos as an innovative pedagogical tool. DIY videos, which have seen a surge in global popularity, including within Indonesia, serve as instructional guides for a variety of tasks, from cooking to repair, offering a potential avenue to enrich the teaching and learning of procedure texts (Morgan, 2018; Mr. Hakim, 2022).

This research addresses the shortcomings of effective pedagogical strategies in integrating modern digital media to enhance the teaching of writing skills, particularly procedural texts. Although the importance of engaging instructional materials has been acknowledged in educational settings, there are still limitations in exploring how Do It Yourself (DIY) videos can specifically influence learning outcomes in writing procedural texts. This study aims to fill this gap by evaluating the effectiveness of DIY videos in writing education, enhancing student engagement and motivation, and addressing students' disinterest in composing procedural texts, which are often perceived as tedious and demanding tasks.

The main objective of this research is to determine the pedagogical efficacy of DIY videos by testing whether their use can improve students' writing abilities, particularly in designing effective procedural texts. This includes observing changes in students' abilities to

organize and convey procedural information effectively. Additionally, this research aims to enhance teaching strategies by introducing innovative teaching tools and contribute to the broader education literature on effective writing instruction and the use of multimedia in education. Through these objectives, this research seeks to provide empirical evidence of the effectiveness of DIY videos in educational settings, offering potentially valuable tools for educators seeking to enhance engagement and learning outcomes in writing education.

Literature Review

Teaching Writing

Boardman and Frydenberg (2002) elucidate that proficient writing is not merely a skill but a complex process that entails thoughtful engagement in various stages such as planning, drafting, revising, and constant evaluation. Fletcher and Portalupi (2023) further delineate this process into six critical stages: assessment of the task, idea generation, organization of thoughts, drafting, rewriting, and finalizing the document. Initial assessment involves understanding the requirements and expectations, followed by idea generation through brainstorming or freewriting. Organizing these ideas using outlines or diagrams precedes the drafting phase, where these organized ideas are transformed into a cohesive text. The rewriting phase is crucial for refinement, involving revisions for content improvement and editing for grammatical accuracy. The finalization of the draft represents the culmination of these iterative processes (Tarrayo et al., 2022). Adherence to these processes significantly bolsters writing proficiency by fostering a comprehensive focus on the developmental aspects of writing rather than solely on the end product.

In the realm of enhancing learning engagement through multimedia, Tucker (2013) underscores the importance of establishing standards and criteria for video selection to ensure alignment with educational goals. Botirca (2007) proposes specific criteria for video selection, including suitability for the student's academic level, relevance to the curriculum, and appropriateness for the target age group. Woolfitt (2015) advocates for the strategic use of videos to stimulate student interest, support practice, and boost motivation, emphasizing the integration of visual aids, demonstrations, and informational content to optimize knowledge delivery (Botirca, 2007; Jupri, 2019; Tucker, 2013; Woolfitt, 2015).

To navigate the challenges inherent in teaching writing, Richard and Renandya (2002) highlight three primary pedagogical approaches: product-based, process-based, and genre-based. The product-based approach treats writing as a sequential process from pre-writing to revision, focusing on the final output. In contrast, the process-based approach emphasizes the exploratory and recursive nature of writing, encouraging discovery and expression of ideas throughout the writing stages. The genre-based approach integrates the analysis of textual genres with practice in specific writing conventions, providing a broad perspective on writing styles and purposes. An effective writing pedagogy might

integrate elements from these approaches, leveraging collaborative learning environments to enhance students' writing competencies and critical thinking abilities. By closely monitoring students' progress and offering constructive feedback, educators play a pivotal role in nurturing proficient and reflective writers.

Procedure Text

Procedure text, classified within the instructional writing genre, delineates a series of actions or steps for achieving a particular task or producing a specific item. This genre covers a wide array of applications, including but not limited to cooking recipes, navigation instructions, rules for games, equipment manuals, and methodologies for conducting scientific experiments (Munawwaroh & Septiani, 2020). This study specifically targets procedure texts, with a concentrated emphasis on culinary recipes and detailed guidelines for assorted activities.

The analysis of procedure texts necessitates an examination of two critical aspects: their generic structure and linguistic characteristics (Harahap Nuri Yanni, 2018; Solihah & Rustandi, 2020). The generic structure is tripartite, comprising the goal, the required elements (ingredients or materials), and the sequence of actions (the method). The goal, often encapsulated within the title, outlines the text's aim. The section on ingredients or materials lists the prerequisites for the task, whereas the method segment elaborates on the procedural steps to be followed in a predetermined sequence.

Procedure texts are marked by distinct language features, including the employment of imperative sentences initiating with action verbs, the use of temporal connectives or numerical indicators for sequence (sequencers), and the application of adverbs detailing the manner of action execution. Constructing a procedure text, therefore, involves a methodical approach: beginning with an introduction that establishes the task and its objective, followed by an exhaustive enumeration of necessary materials, leading into the procedural narrative which details the steps in their intended order. The text conventionally wraps up with concluding remarks or a summary, providing closure (Yang & Hsu, 2021). In summary, the development of a procedure text adheres to a structured format: initiating with an objective statement, proceeding to a catalogue of required materials, and culminating in an ordered list of procedural steps.

Do It Yourself (DIY) Video

The Do It Yourself (DIY) phenomenon traces its origins to North America, where early 20th-century publications such as *Popular Mechanics* (1902) and *Mechanix Illustrated* (1928) began disseminating information on a range of functional skills, techniques, tools, and materials. Initially designed to cater to the exigencies of rural demographics, these publications predominantly covered topics pertinent to agriculture, livestock management, and the nuances of small-town life. The 1950s marked a pivotal era in the proliferation of the DIY ethos, characterized by a notable increase in individuals undertaking home renovations, constructions, and diverse crafting activities. This period saw the DIY movement burgeoning as it began to symbolize a counter-narrative to the prevailing

trends of mass production and consumption, with artists and creators championing handmade over factory-produced goods.

The subsequent decades, particularly the 1960s and 1970s, witnessed the advent of literature and televised content that championed the DIY ethos, with a pronounced emphasis on skills related to construction and home decoration. The emergence of the internet in the late 20th century further propelled the DIY movement, reaching a zenith in 2017 as millennials infused their DIY projects with innovative uses of technology and creativity (Anderson & Magruder, 2012; Mr. Hakim, 2022). The digital era has notably augmented the visibility and accessibility of DIY activities, facilitating a global exchange of ideas and methodologies via platforms such as YouTube and Instagram, thus enabling enthusiasts to share their creations and insights (Sarpong et al., 2020).

Conceptually, DIY encompasses a broad spectrum of activities involving the construction, modification, or repair of items independent of professional expertise. This paradigm shift towards self-sufficiency encourages individuals to undertake various tasks—from simple repairs to elaborate crafts—without the conventional reliance on professional services (Morgan, 2018). Notwithstanding its inherently autonomous nature, the DIY ethos accommodates and often encourages the acquisition of knowledge from external resources such as digital tutorials, published literature, and online forums, thereby reinforcing the principle of self-education in domains traditionally dominated by experts.

The diversity and adaptability inherent in DIY projects are reflective of a movement that, while originally geared towards addressing basic functional needs, has evolved to encompass a wide array of creative endeavors. This evolution signifies a transition from purely utilitarian projects to those that also value aesthetic appeal. The contemporary DIY practice, especially in the context of online communities, is not only a medium of personal expression and innovation but also serves as a mechanism for knowledge expansion, cost reduction, customization, and the fostering of independence. Moreover, it instills a profound sense of accomplishment and personal gratification, underscoring the multifaceted benefits of engaging in DIY activities (Ceh et al., 2023; Morgan, 2018).

METHOD

In this investigation, the methodology adopted was a pre-experimental approach, utilizing the One-Group Pretest-Posttest Design (Farooq et al., 2016). This design entailed the selection of an experimental cohort to undergo both initial (pre-test) and subsequent (post-test) assessments, aimed at delineating the progression in students' aptitude for composing procedure texts. This assessment occurred within the context of the English Language Education Study Program's second semester at the Islamic State Institute of Islamic Studies (IAIN) Palopo, involving a research population of eighty students.

The sample selection was executed through purposive sampling, a targeted strategy predicated on the assumption that certain characteristics of the sample are representative of the larger population

(Etikan et al., 2016). Echoing Cohen, Manion, and Morrison's stipulation, a sample size of a minimum of thirty participants is deemed sufficient for such research, thereby determining the sample for this study to include thirty students from the aforementioned academic program and semester during the 2021/2022 academic year. The primary instrument for this study was a procedure text writing test, designed to gauge the students' proficiency before and after the intervention, via pre-test and post-test evaluations of their writing capabilities.

Data gathering commenced with a pre-test, challenging students to compose a procedure text on "room decoration" devoid of video assistance, with a completion window of 30 minutes. This was succeeded by an intervention phase, encompassing four ninety-minute sessions over a fortnight, culminating in a post-test that measured the students' enhanced skills in drafting procedure texts, this time themed around "DIY home decor," with difficulty parity to the pre-test.

Data analysis adhered to a structured protocol, categorizing objective scores across five dimensions: content, organization, vocabulary, grammar, and mechanics. The evaluative criteria for student performances ranged from very good to very poor, with specific benchmarks established for each category (e.g., Very Poor: 0-55). Statistical procedures included the calculation of mean scores, standard deviations, execution of significance testing, and the establishment of normative benchmarks using SPSS version 22. The significance of disparities between pre-test and post-test results was scrutinized using t-distribution tables, with hypothesis testing criteria employed to ascertain the research hypothesis's legitimacy.

FINDINGS

The study commenced with a pre-test administered before the initiation of the treatment phase, which involved the integration of Do It Yourself (DIY) videos. Following this, another pre-test was conducted, tasking students with composing a narrative text on the given topic. Before implementing the treatment utilizing DIY videos, the researcher conducted a thorough analysis of the pre-test results, encompassing various dimensions such as content, organization, vocabulary, grammar, and mechanics. This analysis provided insights into the writing proficiency of the students prior to the introduction of the treatment involving DIY videos as the instructional medium. The collective mean score for the writing proficiency on the pre-test, across all students, was 47.8, falling within the "Very Poor" classification.

Subsequent to the incorporation of DIY videos as part of the treatment, a post-test was administered. During this phase, students were instructed to compose a procedural text on the assigned topic. Following the application of DIY video treatments, the researcher assessed the post-test results, considering diverse aspects including content, organization, vocabulary, grammar, and mechanics. A notable improvement in the students' writing skills, particularly concerning procedural text, was observed. Evidently, the mean score attained by the students in the post-test was 81.36

points, placing their performance within the "Good" range. This outcome serves as compelling evidence of the beneficial impact of the administered treatment on the students' academic progress.

Table 1. Students' Comparison Score in Pre-Test and Post-Test

Classification	Score	Pre-Test		Post-Test	
		Frequency	Percentage	Frequency	Percentage
Very Good	86-100	0	0%	11	36,7%
Good	76-85	1	3,3%	14	46,7%
Fair	66-75	3	10%	4	13,3%
Poor	56-65	3	10%	1	3,3%
Very Poor	0-55	23	76,4%	0	0%
Total		30	100%	30	100%

Based on the data presented in Table 1, the results of the pre-test reveal that no students attained a "Very Good" score within the range of 86-100, accounting for 0%. One student achieved a "Good" score within the range of 76-85, representing 3.3%, while three students attained a "Fair" score within the range of 66-75, constituting 10%. Furthermore, three students received a "Poor" score within the range of 56-65, contributing to a 10% percentage. A majority of 23 students completed the pre-test with a "Very Poor" score within the range of 0-55.

Conversely, the post-test results demonstrate notable improvements. Eleven students achieved a "Very Good" score within the range of 86-100, representing a significant increase at 36.7%. Fourteen students attained a "Good" score within the range of 76-85, accounting for 46.7%. Additionally, four students received a "Fair" score within the range of 66-75, constituting 13.3%. One student earned a "Poor" score within the range of 56-65, representing 3.3%. Importantly, no students scored within the "Very Poor" category with a range score of 0-55 in the post-test results.

Table 2. Paired Samples Test of Pre-Test and Post-Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-33.567	17.328	3.164	-40.037	-27.096	-10.610	29	.000

In Table 2, the paired sample test reveals a t-count value of 10.610 with a degree of freedom (df) of 29, while the t-table (tt) value for a significance level of 0.05 (5%) with df = 29 is 2.045. This indicates that the t-count value surpasses the t-table value. Moreover, the table presents a significant (2-tailed) value of 0.000, which is smaller than 0.05, the standard significance level. Therefore, based on the weight in Table 2, it can be inferred that the alternative hypothesis (Ha) is accepted, and the null hypothesis (H0) is rejected. This outcome affirms that the implementation of the Do It Yourself

video effectively enhanced the writing of procedure texts for students in the second semester of the English Language Education Study Program at IAIN Palopo.

Discussion

This investigation sought to evaluate the impact of Do It Yourself (DIY) videos on enhancing the procedural text writing skills of students in the second semester of the English Language Education Study Program at IAIN Palopo. Employing a pre-experimental design, this study aimed to assess the variance in students' writing competencies pre and post the integration of DIY videos into the curriculum. Initial assessments revealed a baseline (pre-test) average score of 47.80, categorized as "very poor." Contrastingly, following the intervention, the post-test scores escalated to an average of 81.36, thereby reclassifying student performance into the "good" category. This marked improvement was observable across several writing dimensions, including organization, vocabulary, grammar, content, and mechanics, suggesting that the incorporation of DIY videos significantly benefited students' procedural text writing skills.

During the intervention, several instructional challenges were identified, including a foundational lack of familiarity with procedural texts, limited vocabulary, and a need for repeated video viewings. To mitigate these issues, comprehensive explanations, the use of digital dictionaries, and multiple video playbacks were implemented. Moreover, a staged instructional approach, involving pausing videos to stimulate student thought, was found to be effective. This strategy, along with note-taking during video viewings and subsequent writing exercises, actively engaged students in the learning process, fostering their ability to independently construct procedure texts.

Furthermore, the use of DIY videos not only facilitated a practical understanding of procedural text construction but also significantly broadened students' conceptual knowledge, as evidenced by their keen interest in crafting texts related to home decoration projects showcased in the videos. This study aligns with existing literature, underscoring the pedagogical value of video integration in language learning settings (Demir & Tavit, 2021; Hidayah, 2022). Specifically, it highlights the dual role of videos as both a motivational tool and a medium for the realistic presentation of language use, thereby promoting language acquisition and enhancing writing skills.

The integration of video content into educational practices, as demonstrated in this study, highlights a significant advancement in the realm of pedagogical strategies. By incorporating technology, specifically through the use of Do It Yourself (DIY) videos in teaching procedural text writing, this research illuminates the potential for a more interactive and engaging learning environment. Such an approach not only captivates students' interest but also enriches the traditional writing curriculum by introducing a multisensory learning experience. Video technology serves as a catalyst for curiosity, transforming passive learning scenarios into dynamic, participatory activities (Kamelia, 2019; Maru et al., 2020). Consequently, this methodological innovation facilitates a deeper

understanding and retention of educational content, thereby fostering a more holistic development of writing skills among learners.

The positive student response to DIY video-based instruction, as evidenced by enhanced writing performance, underscores the effectiveness of integrating visual media into the learning process. This enthusiasm for video-based learning is indicative of a broader pedagogical shift, where traditional methods are being supplemented or reimagined through the lens of technology. The observed improvement in writing capabilities suggests that when students are engaged through methods that resonate with their everyday experiences, such as watching videos, they are more inclined to participate actively in the learning process. This active engagement is crucial for developing not only the technical aspects of writing, such as grammar and vocabulary but also for nurturing creativity and critical thinking skills (Duong, 2020). The transition from reluctance to eagerness among students in approaching writing tasks reveals the transformative power of video content, suggesting a paradigm shift in instructional methodologies towards more inclusive and adaptive teaching practices (Maulani et al., 2022; Naufalatan et al., 2021; Simanullang, 2018).

Moreover, the integration of video content into writing instruction not only addresses the diverse learning preferences of students but also prepares them for the multimedia-rich world they inhabit. As digital literacy becomes increasingly important, the ability to interpret and create content across various media platforms becomes a critical skill set for students (Kadwa & Alshenqeeti, 2020; Zou & Xie, 2019). This research exemplifies how educational practices can evolve to meet these contemporary demands, demonstrating that the use of video technology in teaching does not merely serve as a novel engagement tool but as a necessary evolution in pedagogical approaches. Through such innovations, educators can foster a learning environment that is not only more engaging and effective but also more reflective of the multifaceted media landscape that shapes our global society.

CONCLUSION

This research at IAIN Palopo demonstrated the efficacy of Do It Yourself (DIY) videos in enhancing procedural text writing skills among English Language Education students, using a pre-experimental design with pre and post-tests that showed a significant leap from a "very poor" to a "good" average score. The integration of DIY videos addressed pedagogical challenges such as limited familiarity with procedural texts through detailed explanations, digital dictionaries, and repeated viewings, with strategic pauses in playback enhancing student engagement and independent writing capabilities. This method not only improved writing skills and digital literacy but also indicated a shift towards dynamic, technology-integrated teaching methods, highlighting the critical role of video content in education beyond engagement, by fostering skill development and enhancing learning outcomes.

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