

Enhancing Exposition Texts Writing Skill Using YouTube Media for Indonesian Learners in Russia

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Abstract—This research aims to develop writing skills using YouTube media. YouTube is one of the right sources in finding data and information related to writing, especially writing exposition essays. The subject of this study is a third-year student majoring in Indonesian at the Moscow State University, Russia in 2017. The method of writing this article uses qualitative descriptive methods. The research begins with the process of listening to Indonesian videos with the theme of innovation from YouTube. After that, researchers together with the instructor conducted a question and answer process with students about the video they watched. The essay assessment process is taken from the accuracy of the exposition text structure, the Indonesian standard vocabulary, and the suitability of the content with the specified theme. Results showed that average students were able to apply the word standard according to the context of the sentence, the content with the theme were applied well on average, and were able to apply the exposition text structure well. As a recommendation, this level 3 student needs to be given many rewriting exercises so that the mistakes that occur in writing skills can be reduced.

Keywords—*exposition essays; innovation essays; writing skills; YouTube media; ISOL*

I. INTRODUCTION

Writing is one of the language skills that must be learned among the four other language skills. Writing skills can represent the results of reading or listening to someone about a problem that is read or listened to. In addition, the writing activities have benefits that the authors consciously or unconsciously have, namely expanding their insight and knowledge, educating the mind, honing creativity, and improving quality of life.

Writing is an activity describing the contents of the soul, experience, and appreciation by using written language as a tool. The ability to write can be mastered by anyone. This is

because all aspects of Life require one's ability to write. The ability to write is not obtained instantly, but the ability must be continuously drilled and honed periodically. Writing is used by writers to translate their ideas into words on the page so they can communicate their ideas to others [1].

A text can reflect a person's ideas and thoughts. Based on this, writing activities can be used as a benchmark for one's skills. In addition, writing activities can show one's intellectual and language abilities. This is based on Rusyana who explains that the ability to write or compose is the ability to use language patterns in a written display to express ideas or messages. Writing skills include a variety of abilities, such as the ability to master the ideas presented, the ability to use elements of language, the ability to use style, and the ability to use spelling and punctuation. That is, when writing, someone will be burdened with his knowledge and ability to apply the language rules he has.

A person's ability to write is determined by how much he reads. "You are what you read", by reading we can get broader insights so that the writing we make can be more qualified. There is no need to deepen the theory, because if we are only oriented to theory, it is certain that writing skills will not develop. Then, a person's ability to write will not develop if there is no feedback from the teacher or collaborator. The author does not know the location of errors in his writing before the text was read by others to be given comments and input. Therefore, it is necessary to make clear corrections from collaborators [2].

Based on this, there needs to be an appropriate way to practice someone's writing skills to be better. One of them is to use the right media so students can write well. YouTube is one of the media that can be used to develop writing skills. This is very reasonable because YouTube can provide a lot of knowledge and insight for the development of ideas or ideas that will later be poured into a writing, including exposition

essays. Meanwhile, the exposition text is defined as the text that contains the author's detailed thinking about a phenomenon that is around. This text is included in argumentative text because it shows an opinion or argument against something. The social function of this exposition text is to convince the reader that the topic presented is an important topic to discuss or receive attention by giving arguments or opinions that support the idea or topic. Therefore, in this text too, students can pour their ideas into the reader.

Writing exposition texts with certain themes is not considered easy, nor is it considered difficult. Moreover, making up on Indonesian for Speaker of Other Languages (which will then be abbreviated ISOL). This is based on the difference between the characteristics of ISOL students and Indonesian students in general. In ISOL learning, Indonesian is placed as a communication tool, not as language material that is memorized or analyzed. Indonesian language is functioned as a communication tool both verbally and in writing. Therefore, in ISOL learning, the goal to be achieved is the ability of students to communicate using the Indonesian language they learn. Thus, students are expected to have communicative abilities. In line with these expectations, in ISOL learning, emphasis is placed on students ISOL about (1) knowledge of the possible forms of language, (2) knowledge of words that can be spoken and can be understood by listeners, (3) knowledge of words that are appropriate and reasonable according to the context, and (4) knowledge of the words people have spoken. With the mastery of these four things, one will be able to speak in an acceptable manner.

The theme of innovation was chosen in accordance with the syllabus given by ISOL's main instructor at Moscow State University, Russia, to develop ideas that students have. This theme is very suitable according to the trends in Indonesia, namely to advance Indonesia's creative industry [3,4].

II. THEORETICAL REVIEW

A. Exposition Text

1) *Standard words*: The standard word references used in this study are sourced from the Big Indonesian Dictionary published by the Language Agency of the Ministry of Education and Culture of the Republic of Indonesia. The reference comes from the standard or not of the word in the dictionary, and the suitability of the word in the context of the sentence used.

2) *Conformity with the innovation theme*: Suitability assessment of student outcomes with the theme of innovation is divided into five assessment indicators with the following details:

- Score 5 = content, data, and reasons according to the theme.
- Score 4 = content according to theme, data and reasons there are some that deviate from the theme.
- Score 3 = content according to theme, data and reasons are not appropriate.

- Score 2 = content does not match theme, data and reason accordingly.
- Score 1 = content, data, and reasons do not match the theme.

3) *Structure of exposition text*: In this research, the researcher is interested in investigating the analytical exposition text. Stated by Sudarwati, an analytical exposition text is a type of text that the purpose is to make people believe that there is a problem [5].

Based on Anderson and Anderson, the generic structure of analytical exposition text is Thesis, Arguments, and Reiteration in thesis, there is an introductory argument [6]. It introduces the topic and shows the readers on writer's position. Arguments consist of point and elaboration. In the reiteration part, the writer make summary of their arguments and thesis before from his/her point of view.

All three aspects above (Thesis, Arguments, and Reiteration) have to be arranged in order, so that the reader can understand the analytical exposition text well.

a) *Thesis*: In this section of the thesis, the author must inform the reader about the main topic he will write. Thesis can always be found in the first paragraph of the text. In this section, the reader can also see why the author gave an opinion on the subject matter.

b) *Arguments*: In the next paragraph, we can find the arguments section. The author will write opinions to support the main topics that have been submitted previously. Usually in analytical exposition there are more than two arguments. The more arguments displayed, the reader will increasingly believe that the topics discussed are important topics or need attention.

c) *Reiteration / conclusion*: This section is always located at the end of the text and becomes the closing paragraph of the text. Reiteration contains a reaffirmation of the author's position and opinion on the main topic.

The three parts of the structure that constitute the object of study are the presence or absence of the exposition text structure in each student's essay [7].

Analytical exposition text has of five characteristic of language feature. First is the use the use of emotive words. The second one is the use of simple present tense. The last one is the use of relational process, internal conjunction, and causal conjunction [8-11].

B. Youtube Media

Teaching materials are a main problem that cannot be distorted in a single whole discussion about how to make teaching materials [12]. One of the media that can be used as teaching materials in the learning process of ISOL is to use the help of YouTube.

YouTube is that allows any user to upload videos of themselves and to view and comment on the uploaded videos of others, presents for educators a unique possibility for a model of democratic behavior. While this website may be

viewed as inherently democratic because anyone with computer access can participate in the uploading and downloading of videos, the processes involved in democracy include more than simply access [13].

C. Indonesian for Speakers of Other Languages

After conducting short research and interviews with ISOL's main instructors at MSU, the third-year students at MSU can be classified into level V ISOL students who have the following characteristics:

Mastering the use of grammar and vocabulary in various types of texts taught which include.

- Use of sentences.
- Use of conjunctions and prepositions.
- Use of additions.
- Use of formal and non-formal types.
- Use of vocabulary in accordance with certain situations / topics / fields [14].

III. RESEARCH METHODS

The method used in this study is descriptive with a qualitative approach. This method is considered very suitable to describe the results of the study in detail with the phenomena that occurred during the research [15].

IV. DATA SUBJECT

The subjects of this research data were 10 third level students at Moscow State University, Russia which consisted of 6 women and 4 men. This research was conducted in 2017.

V. RESULTS AND DISCUSSION

The results of this study focus on the value of MSU the third-year student exposition text essays. This study focuses on the results obtained by students in composing exposition texts which were divided into three analyzes, namely (1) the use of Indonesian standard words, (2) the suitability of the essays with the theme of innovation, and (3) the analysis of exposition text structures that used by every student.

A. Use of Standard Words in Formal Text Contexts

As explained in the previous section, the standard word meant here is a standard word and has a meaning that matches the context of the sentence. The results of the analysis are as follows:

TABLE I. THE STANDARD WORD LIST USED BY LEARNERS IN EXPOSITION TEXT

No	Name	Total Standard Word	Total Word Used	Amount
1	Dasha Pezova	168	182	92.3%
2	Sasha Yashina	268	273	98%
3	Ivan Belikov	222	245	90.6%
4	Irina Katunseva	198	211	93.8%

Table 1. Cont.

5	Igor Endokimor	98	108	90.7%
6	Ivan German	165	172	95.9%
7	Natasha Minosueva	186	200	93%
8		145	152	95.3%
9	Liudmila Morozova	138	142	97.1%
10	Maxim Goncarov	120	130	92.3%

Based on the results of the analysis on the exposition text of each data subject, on average each student is able to use the standard word in each sentence of the text. This can be proven from the percentage of standard word usage that students get on average above 90%.

B. Suitability of Writings with Innovation Themes

Based on the assessment guidelines contained in the previous section, the results of the suitability analysis of student essays with the theme of Innovation are as follows:

TABLE II. SUITABILITY OF WRITINGS WITH INNOVATION THEMES

No	Name	Conformity Score
1	Dasha Pezova	4
2	Sasha Yashina	5
3	Ivan Belikov	5
4	Irina Katunseva	4
5	Igor Endokimor	4
6	Ivan German	2
7	Natasha Minosueva	4
8	Olga	4
9	Liudmila Morozova	5
10	Maxim Goncarov	2

Based on the results of the assessment, on average students have been able to express their ideas according to the theme even though there are some who still cannot adjust. The use of data and reasons as a complement to the essay is in accordance with Innovation. This is based on the assessment of students who get an average score of 4.

C. Exposition Text Structure Analysis

Based on the results of the analysis of the exposition text structure that has been written by students (thesis, arguments, and reiteration), the following data obtained by the author are as follows:

TABLE III. EXPOSITION TEXT STRUCTURE ANALYSIS

No	Name	Thesis	Arguments	Reiteration
1	Dasha Pezova	There	there	there
2	Sasha Yashina	There	there	not there
3	Ivan Belikov	There	there	there
4	Irina Katunseva	There	there	there
5	Igor Endokimor	There	there	there
6	Ivan German	There	there	there
7	Natasha Minosueva	There	there	there
8	Olga	not there	there	not there
9	Liudmila Morozova	There	there	not there
10	Maxim Goncarov	not there	there	there

Based on the results of an analysis of the exposition structure of each essay, it was found that on average students can apply the text structure well even though there are some students who have not implemented it. They have been able to apply all parts of the structure well according to their needs.

VI. CONCLUSION AND RECOMMENDATION

Based on the data from the analysis of all parts of the text, it can be concluded that the average third-year student has been able to apply the Indonesian standard word well. This can be seen from the value they get on average more than 90%. As for the assessment of the exposition structure, most students have been able to apply the content with the theme. This can be seen from the value obtained by the average student getting a score above 4. Finally, they have also been able to use the exposition text structure well which is proven that most of the exposition texts built by them refer to the exposition text structure. Thus, overall the results of the exposition text assessment through YouTube media can be carried out properly.

As a material recommendation, this research is a simple research on improving ISOL student writing skills. Therefore, there needs to be a re-examination of the learning methods and media that are conducted so that ISOL students can improve their writing skills well.

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