A THESIS

OPTIMIZING THE USE OF YOUTUBE VIDEO TO IMPROVE STUDENTS' COMPETENCE IN WRITING PROCEDURE TEXT
(A Classroom Action Research at the Tenth Grade Students of SMA N Kebakkramat in Academic Year of 2011/2012)

Submitted to the Teacher Training and Education Faculty of SebelasMaret University to Fulfill One of the Requirements for Getting the Undergraduate Degree of Education in English

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ABSTRACT


The objectives of the research are: (1) to identify whether or not and to what extent YouTube videos can improve the students’ skill in writing the texts; and (2) to describe happens with the situation when YouTube videos are used in the writing class.

The research carried out at SMA N Kebakkramat. The research is conducted from July 2011 up to August 2011. The subject of the research is the students of class X 7 of SMA N Kebakkramat in the academic year of 2011/2012. The research is conducted in two cycles, in which in the first cycle there are three meetings and in the second cycle there are three meetings. This research optimized the used of YouTube video as the media for teaching writing. YouTube video is a popular web video sharing site that lets anyone store short videos for private or public viewing.

There are two kinds of data; qualitative data and quantitative data. The qualitative data are collected by using technique of qualitative data collection are observation, interview, and questionnaire. The quantitative data are collected by using technique of quantitative data collection which is test. The qualitative data are analyzed through assembling the data, coding the data, comparing the data, building interpretation, and reporting outcomes. The quantitative data are analyzed through pretest, test in cycle 1, and post test 2.

The research findings show that the use of YouTube video can improve students’ writing skill and class situation of English class. The improvement of students’ writing skill include: (1) students are able to explore ideas; (2) students are able to organize ideas; (3) students are able to choose of right words; (4) students are able to produce grammatically correct sentences; (5) students are able to use mechanic (punctuation and spelling) in writing. The passing grade of writing skill in SMA Kebakkramat 70.00. The students mean score must higher than the minimum standard. Besides, the improvement of students’ writing skill can be seen from the improvement of the mean score of pre-test, test in cycle 1, and post-test, that is 61.77, 71.03, and 91.45. The class situations also improve which include: (1) students’ give full attention during the lesson; (2) students can finish the writing assignment on time during the lesson; (3) students are more active to ask about the lesson they do not understand; (4) students give more responses when the teacher asks them to do the task in front of the classroom; and (5) students are pleasant with the situation.

By implementing YouTube videos, the students can improve their writing skill. The researcher hopes that what the researcher has done will inspire the English teachers to conduct YouTube videos in their classroom.
THE APPROVAL OF THE CONSULTANTS

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MOTTO

Jika anda sedang benar, jangan terlalu berani dan bila anda sedang takut, jangan terlalu takut, karena keseimbangan sikap adalah penentu ketepatan perjalanan kesuksesan anda.

(Mario Teguh)
DEDICATION

With deep love, this thesis is dedicated to:

➢ **My beloved Father and Mother** who give me prayer, support, and love

➢ **My beloved sisters and brothers**, thank you for your support and prayer

➢ **My beloved friends** who give me support
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The writer realizes that this thesis is still far from being perfect. She hopes and accepts every comment and suggestion. Hopefully, this thesis will be useful for the readers.

Surakarta, July 2011

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LIST OF ABBREVIATION

CAR : Classroom Action Research
ICT : Information and Communicative Technology
KKM : Kriteria Ketuntasan Minimal
LCD : Liquefied Crystal Display
No : Nomor
S : Sutarno
SMA : Sekolah Menengah Atas
SN : Septiana Nur A
SW : Savitri Wulandari
YA : Yuni Agustina
YI : Yulia Iswardani
CHAPTER I

INTRODUCTION

A. Background of the study

Writing is a skill to formulate and communicate idea or information through language medium which is done by writer to the reader until there was interaction between them through the text. Writing is one of the four language skills, the three others are reading, speaking, and listening. Many reasons promote the teachers introducing English at an early on. Brumfit (1995: vi) states that senior high school learners have more opportunities than adults. Nowadays, senior high school for the first semester must be able to produce grammatically correct and organize their ideas. Children might be confused when they learn foreign language especially grammar.

The basic competence of writing ability is that the students must be able to express their idea in simple text by using the content that deals with the text cohesion and paragraph unity, organization of the whole and pattern of the text which should be clear in order to organize the thought and logical well, vocabulary which deals with sophisticated range and effective word/idiom choice, language use in constructing correct sentences, and mechanic that deals with spelling and punctuation. The passing grade of writing skill in SMA Kebakkramat 70.00. The students’ mean score must higher than the minimum standard.

Based on the interview of English teacher and the pre-observation in SMA Kebakkramat, on 4 August 2010, Mr. Suranta said that students found difficulty in writing paragraph and most of the students in the classroom were passive in joining the teaching learning process especially in writing. When the researcher observes the students, most of the students can only write a few words. They have difficulty to make it in written form. And when the teacher asked them to present the text in front of the class one by one, most of them only said some words.

Students had many problems in writing texts; it can be seen from the following indicators: (1) students had difficulty to explore their ideas. Students wrote three up to five sentences, for example they wrote “First, put apple, sugar
and water into blender. Next, mix of the blender. Finish, tub juice in the glass”;
(2) students had problem in recognizing the steps language features of procedure
text. Some students did not mention the language features of procedure text, for
example first, second, then, after that, finally, for example they wrote “Pour a
sachet coffee in to the cup, add a tea spoon of sugar, add boiling water, stir well
until dissolve, finish a cup coffee is ready serve”; (3) students had problems used
the proper word in writing. Students were not able to choose appropriate word in
writing sentences. Some of them cannot write the words correctly. Students write
incorrect words choice when they write writing assignment, for example “Pour
water into the glass” they wrote “Put the water”; (4) students had problems in
producing grammatically correct sentences. Students’ sentences were not
grammatical and the meaning of the sentence is confusing. Students often make
mistakes in applying the appropriate structure of present tense in the texts, for
example “Cook 1 plate of white rice” they wrote “1 plate cooked white rice”; and
(5) students had difficulty to used mechanic (punctuation and spelling) in
writing. Students forgot give coma in their writing, for example in punctuation
“Finally, a cup of coffee ready to serve” they wrote “Finally a cup of coffee
ready to serve” and in spelling “orange” they wrote “orenge”.

The causes of the problems came from the students and the classroom
situation. The students’ are passive during the teaching and learning process.
Usually in the classroom, the facilities served are not used effectively. The
classroom situation are: (1) students did non academic activities in the classroom,
for example drawing and playing pencil; (2) some of the students did not finish
the writing assignment during the lesson, for example students did not get enough
ability to write in practicing a text and they always opened the dictionary regularly
or turned around to get the answer from their other friend; (3) students were not
active and creative to ask about the lesson what they did not understand, for
example they reported that they were confused because they did not understand
the material, so they just keep silent without do anything; (4) some of the students
were not active when the teacher asks them to do the task in front of the
classroom, for example they were not quiet confident with their answer; (5) it’s
difficult for the teacher to make students pleasant with the situation, for example teacher have difficulty to control the situation. When they had homework, most of them did not do it on time. Some of the students had low motivation to study hard.

There were many solutions to overcome the problems faced by the students to improve their writing skill. The teacher could be used various media. In SMA Kebakkramat the researcher tries to improve the students writing skill used video from YouTube. YouTube Video is medium of communication which contained some information. The information is in the form of picture, image, and action. The used of YouTube video in a classroom could be guide the students’ activities in an interesting way.

YouTube videos also make a particularly powerful contribution to both the content and the process of teaching learning; especially contribute to interest and motivation. Besides, the students are also involved to found materials. The steps in found materials are: first, the teacher asked the students (individually) to found material from YouTube, after that the materials which had been found are gave to their teacher, and finally the teacher selects the materials which were suitable to apply in the classroom. Videos from YouTube could be useful to motivate students’ interested in teaching learning process because the materials were found by themselves.

Based on the fact, the writer is interested in doing classroom action research to overcome these problems by applying English YouTube video as a media in teaching writing. It would make students enjoyed in learning process. Students would be successful in learning if they enjoyed the process. English YouTube video could make them more fun in learning English. So, by using English YouTube video in teaching writing, it is hoped that tenth grade students of SMA N Kebakkramat would improve their ability in writing paragraph based on the indicators of writing skill: (1) Content, which includes the clarity, the relevance to the task set and the originality; (2) Organization, the whole and pattern of the text should be clear in order to organize the thought, argument, and logical well; (3) Vocabulary, the word choice should deal with sophisticated
range, effective word/idiom choice and usage, word form mastery, appropriate register; (4) Language use, in constructing correct sentences, the grammar accuracy is most related to the tense used in a particular text; (5) Mechanism, pay attention with punctuation, spelling, and capitalization.

Harmer (2003: 290) share that video could be enhance simulations, not only because it could provide feedback when students could be watched themselves and evaluate their performance, but also because the presence of a video helped to make students feel more realistic. YouTube videos of the audiovisual media produced sound, color, and concrete picture. YouTube videos describe the process with the result that could help the students comprehension. YouTube video distributes language comprehension activities through viewing the visual element orderly, listened the correct stress or intonation, spelling, and pronunciation as well, composed oral activities by paraphrasing or retelling story, and concerned language pattern. YouTube video also helped the students to developed their writing skill by stimulating the students through visual elements orderly, such as: (1) the used of right words (word choice) in any circumstances in the different purposes and functions; (2) the story is well organized and clear in order to organize the thought, argument, and logical well; (3) the speakers spoke fluently with the appropriate language structures; (4) the implementation of correct grammatical sentences in chronological events; (5) the speakers produced correct spelling of the word and punctuation.

From explanation above, the researcher used YouTube videos to improve students writing skill, because YouTube videos could help the students enrich their experiences and their ideas for improved their ability in make paragraph. YouTube video as media of instruction has become the best choice in teaching learning process especially in writing to the senior high students. Starting from the problems arising in teaching learning process of writing, the researcher has strongly believed that YouTube video is one alternative media that could be used to improve students’ writing skill.
B. Problems Statement

In line with the background of the study, the problem can be formulated as follows:

1. Does and to what extent YouTube videos improve the students’ skill in writing the texts?
2. What improvement happens with the situation when YouTube videos are used in the writing class?

C. The Objectives of the Study

The objectives that will be achieved in his research are:

1. To identify whether or not and to what extent YouTube videos can improve the students’ skill in writing the texts.
2. To describe the improvement that happens with the situation when YouTube videos are used in the writing class.

D. Benefits of the Study

The research result is expected to be able gave some benefits. First, it is hoped that this study could be helped the students to improve their ability in writing. The second benefit is that this study will enrich the teacher’s teaching techniques to be implemented in the classroom. A third benefit of the study is the other researcher is expected to be able gave practical contributions to the researcher on how to improve the students ability in writing texts used YouTube video.

1. For the teacher
   a. This study is expected to help teacher to improve students’ skills, especially in writing using YouTube video.
   b. Teacher knows how to improve students’ ability in writing. Teacher must know the way how to improve their students by using YouTube video.
2. For the students
   a. The students can be interested in learning English so that they can improve their writing ability.
   b. The students can enjoy teaching learning process because they are always actively involved.

3. For the researcher
   This study is expected to become a starting point to develop the teaching media in the future in order to create a better teaching learning process.

4. For the other researcher
   The other researcher can develop the research based on the result of the study.
CHAPTER II
REVIEW OF RELATED THEORIES

1. Review on Writing
   a. The Nature of Writing

   Writing is one of the four language skills, the three others are reading, speaking, and listening. There are many theories about writing suggested by some experts. According to Byrne (1997: 1) writing is producing a sequence of sentences arranged in particular order and linked together in certain ways. The sequence may be very short, but it is put in order and linked together until they form a coherent whole that is called as a text. Harris (1969: 9) says that writing and speaking are the encoding processes whereby we communicate our ideas, thought, or feelings through one or the other form of languages.

   According to Elbow (in Brown, 1994:321) writing is two-step process in which the writer figures out the meaning firstly, then he puts it into language; figures out what he wants to say; don’t start writing till you do; make a plan; use an outline; begin writing only afterward. Central to this model is the idea of keeping control, keeping things in hand. Don’t let things wander into a mess. Harris (1993: 10) states that writing is a process that occurs over a period of time, particularly if we take into account the sometimes extended periods of thinking that precede creating an initial draft.

   Based on the definitions above, it can be concluded that writing is encoding processes of putting the thoughts and feeling into a set of symbols and putting them onto paper which can be understood by the reader. Writing is producing a sequence of sentences arranged in particular order and linked together in certain ways. The sequence may be very short, but it is put in order and linked together until they form a coherent whole that is called as a text. Writing is a process that occurs over a period of time, periods of thinking that precede creating an initial draft. Process of building a larger
unit from the smaller ones, that is, the writer uses words to make sentences, sentences to make paragraph, and paragraphs to make the whole composition. So, it can be said that writing activity consists of many aspects. Those are (1) writer, (2) idea or feeling, (3) language, (4) targeted reader, (5) aims of writing, (6) interaction between writer and reader through the text.

Based on the aspects of writing stated above, the definition of writing skill is a skill to formulate and communicate idea or information through language medium which is done by writer to the reader until there is interaction between them through the text.

Writing as an activity is not simply transcribing language into written symbols but it is developing a discussion and arranging different points in such a way as to inform, to impress, to direct action, and to persuade that the writer has something worthwhile to say. Writing is a form of problem solving that involves such a process as generating ideas, discovering a voice to write, planning, goal setting, monitoring and evaluating what is going to be written as well as what has been written, and searching for a language to express exact meaning (White and Arndt, 1997: 3).

b. The Purpose of Writing

McMahan, et al. (1996: 8) mention the purposes of writing as follows:

1. To express the writers’ feeling
   The writer wants to express his feeling and thought through the written form, as in a diary or a love letter. It is what is so called as expressive writing.

2. To entertain the readers
   The writer intends to entertain the reader through written form, and he usually uses authentic materials. It is called as literary writing.

3. To inform the readers
   It is used to give information or explain something to the readers. It is a kind of informative writing.
4. To persuade the readers

The writer wants to persuade or convince the readers about his opinion or concept or idea. It is called as persuasive writing.

In addition, Byrne (1997: 2) in his book “Teaching Writing Skill” states about the purpose of writing: “it is helpful to keep in mind some of the many uses we are likely to make of writing”. On a personal level, people use writing to make a note of something, for example shopping list, diaries, etc., and use to keep records of things to be remembered. Writing is also used to send messages in the forms of letters and many kinds of writing to deliver the messages from one to others.

c. Criteria for Good Writing


Enre (1988: 9-11) also states the criteria for good writing as follows:

1. Meaningful
   Good writing must be able to convey something in which it is meaningful to someone and can give the evidences about what it is said.

2. Clear
   It can be said as a clear writing if the intended reader can read in constant speed and catch the meaning. Clear writing shouldn’t have been simple, but must not be more difficult than the situation as it ought to be.

3. Coherent
   Other characteristics of good writing are coherent, it means that the information is clearly connected and arranged. It has been organized systematically so the reader can follow the composition easily.
4. Economic

If the main purpose of the writer is giving information, she/he should avoid pleonasm. In a good writing, the words used are appropriate, and the sentences are clear, concise, emphatic, and correct. So, it does not waste the reader’s time by veering away from focus without reason.

5. Cohesive

It means that the writing does not contain tons of grammar or spelling errors. It uses appropriate grammatical patterns, substitution, elliptical construction, preposition, conjunctions to relate among the clauses within paragraphs.

d. Components of Writing Skills

Harris (1969: 68-69) says there are five components which can be used to evaluate writing ability. They are: (1) contents, (2) grammar, (3) word choice, (4) organization, and (5) mechanics.

1) Content

In writing, one has to keep the channel of communication open through his or her own efforts to ensure both through his or her choice of sentence structure. One has to master the written form of the language and to learn certain structures, which are used in speech, or perhaps not used at all, but which are important for effective communication in writing.

2) Grammar

As a matter of fact, writing using strict, standard grammar encourages one to become careful, disciplined, and responsible writers. These three qualities will lead one to make further progress. Grammar controls what one writes; it judges whether one follows or breaks the language rules. Consequently, writers who keep on breaking the basic grammar rules might be regarded as careless (Bram, 1995: 54). To understand the fundamentals grammar, one must first understand the basic components of a sentence.
A correctly constructed sentence consists of a subject and predicate (some sentences also include a phrase or phrases) (Gerson and Gerson, 2000: 445).

In a structural description the grammar of the language is described in term of syntagmatic structures that carry the fundamental propositions (statement, interrogative, negative, imperative) and notions (time, number, gender, etc). By varying the words within these structural frameworks, sentences with different meanings can be generated (Hutchinson and Waters, 1998: 25).

3) Words Choice

Another aspect which can show the writers’ skill is the words choice. The writer must use words that his reader can understand easily. The uses of words which have obscure meaning, jargons, or abbreviations have to be avoided or used with great considerations.

4) Organizations

Writing is a thinking process. It needs organizing thought, argument, and logic. According to Ur (1996: 161) a written text is usually organized and carefully formulated, since its composer has time and opportunity to edit it before making it available for reading. If one’s writing is clear, concise, and accurate, but the other cannot follow his or her train of thought because of the text rambles, he or she still has not communicated effectively. Successful writing must be well organized. According to Brown (1994: 342) there are four terms of the organization, that is, effectiveness of introduction, logical sequence of ideas, conclusion, and appropriate length.

5) Mechanics

Mechanics including spelling and punctuation also play important role in writing. This section assesses the value of these features as a part of the resources of the written form of the language and their relative importance in writing programs.

a) Spelling

Byrne (1997: 15) says that the mastery of the writing systems includes the ability to spell. Incorrect spelling including typing errors or word
processing errors distracts the reader rather than impedes comprehension. To avoid this kind of errors, the writer should check word spelling using dictionary (Brookes and Grundy, 1991: 56).

b) Punctuation

Punctuation is the system of separating written words by the use of punctuation marks—the periods, comma, colon, semicolon, and etc. Punctuation is fundamentally a means of making boundaries and relationships between the grammatical units of written text. It may be useful to think of the relationship between punctuation and meaning as operating on two parallel continua—one that moves from rules to conventions, the other from making relationships that is grammatically defined to those that are expressive (Harris, 1993: 90).

e. The Problems of Writing

For most people, writing is considered as a difficult activity, both in the mother tongue and in a foreign language. There are three heading problems which are caused by writing according to Bryne (1997: 4-5):

1. Psychological Problems

Writing is essentially a solitary activity and the fact that people are required to write on their own draft, without the possibility of interaction or the benefit of feedback, in itself makes the act of writing difficult. Writers have no immediate feedback to let them know how they are doing and whether they should change their approach. There is no immediate interaction between the producer and the receiver.

2. Linguistics Problems

Different from oral communication, the language used in written language is either simplified (list, telegram, note, etc.) or more elaborate, more formal. In a foreign language this process is all the more difficult as there may be interference on a cultural level, not just the linguistics, between mother tongue and the foreign language.
3. Cognitive Problems

Writing is learned through process of instruction. The written form of the language and certain structures, which are less used in speech, should be mastered and learned. The way to organize the ideas is also important for effective communication which has to be learned in writing.

f. The Testing of Students Writing Skill and the Scoring of Students Writing

In constructing language test for writing, the researcher chooses open ended responses tasks. According to Genesee and Upshur (1997: 168), an open ended responses task is a task in which the alternative responses are not limited by examiner or test item. It is free for the students in giving a wide variety of possible responses.

In scoring the students’ writing, the researcher uses analytic scoring. Genesee and Upshur (1997: 206) proposes analytic scoring as a type of scoring in which different components and features of students’ writing are given separated scores. The components are content that deals with the text cohesion and paragraph unity, organization that deals with ideas, vocabulary that deals with effective word/idiom choice, language use in constructing correct sentences, the grammar accuracy is most related to the tense used in a particular text, and mechanic that deals with spelling and punctuation.

Table 1.1 the scoring of each component is as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Categories</th>
<th>Score</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Content</td>
<td>30-27</td>
<td>Excellent to very good: through development of thesis, relevant to assigned topic, have varieties of topic; the numbers of grammatically true sentences are</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Among piece of paper.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>-------------------------</td>
<td></td>
</tr>
<tr>
<td>26-22</td>
<td>Good to average: limited development of thesis, mostly relevant to topic but lack detail, the number of grammatically true sentences about a half piece of paper.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21-17</td>
<td>Fair to Poor: little substance, in adequate development of topic,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16-13</td>
<td>Very poor: does not show knowledge of subject, or not enough to evaluate.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Organization</th>
<th>20-18</th>
<th>Excellent to very good: ideas clearly stated, well organized, logical sequencing, cohesive.</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-14</td>
<td>Good to average: loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.</td>
<td></td>
</tr>
<tr>
<td>13-10</td>
<td>Fair to poor: ideas confused or disconnected, lacks logical sequencing and development.</td>
<td></td>
</tr>
<tr>
<td>9-7</td>
<td>Very poor: does not communicate, no organization or not enough to evaluate.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Vocabulary</th>
<th>20-18</th>
<th>Excellent to very good: effective word/diction choice and usage, word form mastery, appropriate register.</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-14</td>
<td>Good to average: occasional errors of word/ diction choice and usage.</td>
<td></td>
</tr>
</tbody>
</table>
| 13-10  | usage but meaning not obscured.  
Fair to poor: frequent errors of word/ diction choice and usage, meaning confused.  
Very poor: essentially translation, little knowledge of English vocabulary, diction, word form, not enough to evaluate. |
| 9-7    |  |

| 4. Language use | 25-22 | Excellent to very good: few errors of agreement/ tense/ number/ word order/ articles/ pronouns/ preposition. |
|                | 21-18 | Good to average: several errors of agreement/ tense/ number/ word order/ articles/ pronouns/ preposition but meaning seldom obscured. |
|                | 17-11 | Fair to poor: frequent errors of negation/ agreement/ tense/ number/ word order/ articles/ pronouns/ preposition, meaning confused. |
|                | 10-6  | Very poor: dominated by errors, does not communicate or not enough to evaluate. |
g. Macro & Micro Skill of Writing

In addition, according to Brown (1994: 325) in his book “Teaching by Principle”, there are some points of Macro Skills of Writing as follows:

1. Use the rhetorical forms and conventions of written discourse.
2. Appropriately accomplish the communicative functions of written texts according to form and purpose.
3. Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
4. Distinguish between literal and implied meanings when writing.
5. Correctly convey culturally specific references in the context of the written text.
6. Develop and use a battery of writing strategies, such as accurately assessing the audience’s interpretation, using pre-writing devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Brown (1994: 327) also stated in his book “Teaching by Principle”, there are some points of Micro Skills of Writing as follows:

1. Produce graphemes and orthographic patterns of English.
2. Produce writing at an efficient rate of speed to suit the purpose.
3. Produce an acceptable core of words and use appropriate word order patterns.
4. Use acceptable grammatical systems (e.g. tense, agreement, pluralisation), patterns and rules.
5. Express a particular meaning in different grammatical forms.
6. Use cohesive devices in written discourse.

h. Construct & Indicators of Writing

Writing is encoding processes of putting the thoughts and feeling into a set of symbols and putting them onto paper which can be understood by readers. Writing is producing a sequence of sentences arranged in particular order and linked together in certain ways. The sequence may be very short, but it is put in order and linked together until they form a coherent whole that is called as a text. Writing is a process that occurs over a period of time, periods of thinking that precede creating an initial draft.

From the macro and micro skills above, the researcher restrict of five indicators of writing skills as follows: generating ideas, organizing ideas, producing grammatically correct, using of right words (word choice), and using mechanic (punctuation and spelling) in writing.
2. Overview of Procedure Text

This text gives information about how something is accomplished through a sequence of actions or steps. This might include instructions for how to come out a task or play a game, directions for getting to a place, and rules of behavior.

a. Generic structures of procedure text
   1) The goal of the activity
   2) Any materials needed to achieve the goal
   3) Step to accomplish the goal

b. Language features of procedure text

   Common grammatical patterns of a procedure text include:

   1) The use of commands (the imperative form of the verb), for example: ‘put’, ‘don’t mix’.
   2) The use of action verbs, for example: ‘turn’, ‘pick up’, ‘don’t term’.
   3) The use of connectives to sequence the actions in time, for example: ‘then’, ‘while’.
   4) The use of adverbials to express details of time and place, manner, and so on, for example: ‘for five minutes’, ‘2 centimeters from the top’, ‘carefully’.
Example:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Making a Decorative Jar of Stone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ingredients</td>
<td>Stone, a brush, a bowl, a glass</td>
</tr>
</tbody>
</table>
| Steps               | 1. Firstly, collect some stones with interesting shapes, texture, and colors  
|                     | 2. Secondly, put them in a bowl of warm soapy water  
|                     | 3. Then, scrub them with brush  
|                     | 4. Rinse the stones  
|                     | 5. After that, stand them on windows sill for a day  
|                     | 6. Next, give the stone a thin coat of varnish. Let the varnish dry  
|                     | 7. Finally, arrange the stones in Glass jar or container and use it an ornament |

3. **Review on the Use of YouTube Video**

a. **The Nature of Media**

1) The Definition of Media

According to Sadiman (1993: 6), “*Media Pengajaran adalah segala alat pengajaran yang digunakan oleh guru sebagai alat merangsangnya siswa untuk belajar.*” So, media is used in teaching learning as a tool to stimulate students.

According to Sumantri (2001: 153), “*Media pengajaran atau pembelajaran adalah segala alat pengajaran yang digunakan oleh guru sebagai perantara untuk menyampaikan bahan-bahan instruksional dalam proses belajar mengajar sehingga memudahkan mencapai tujuan pengajaran tersebut.*” So, media were used in teaching learning
as a means to convey the instructional materials to reach the objectives more easily.

*Furthermore*, Sadiman (2002: 6) states: “*Media berarti perantara atau pengantar pesan dari pengirim pesan kepada penerima pesan.*” Media can be regarded as a mean to deliver the message from the giver to the receiver.

*From* the definition above, media can be defined as a means of communication used to convey the information from the giver to the receiver. Related to teaching and learning, media are used in the teaching learning process as a means to convey the information such as teaching materials from the teacher to the students so that the students will be more interested in taking part in the lesson.

2) The Advantages of Media

Media is very helpful in teaching language learning. It helps the teachers motivate the students by bringing a slice of real life into the classroom and by presenting language in its more complete communicative context. Media also provide information such as cultural input which is impossible to be brought in classroom. Celce-Murcia (2001: 461) states about the advantages of using media in language learning:

a) Media serves as an important motivator in the language teaching process.

b) Audiovisual materials provide students with content, meaning, and guidance. They thus create contextualized situation within which language items are presented and practiced.

c) Media materials can lend authenticity to the classroom situation, reinforcing for students the direct relation between the language classroom and the outside world.

d) Media provides a way addressing the needs of both visual and auditory learners.

e) By bringing media into the classroom, teachers can expose their students to multiple input sources.
f) Media helps students call up existing schemata and therefore maximize their use of prior background knowledge in the language learning process.

g) Media provides a means of presenting material in a time-efficient and compact manner, and of stimulating students’ senses, thereby helping them to process information more readily.

b. YouTube Videos as Teaching Media

There are many kinds of media which can be used in teaching learning process. One of them is short video got from internet that is called YouTube. YouTube is a very popular web video sharing site that lets anyone store short videos for private or public viewing (accessed from internet on December 4 2009). It provides a venue for sharing videos among friends and family as well as a showcase for new and experienced videographers.

YouTube videos are one of the audio visual media. They are essential part of the overall experiences that we must help our students to cope with. They can be used by teachers and students whatever their emphasis of the syllabus they are following. YouTube videos make particularly powerful contribution to both the content and the process of language learning, especially to interest and motivation.

They could be an appropriate instructional media because they could function as an outlining device combining the design of grid contrast or comparison tables. In addition, videos from YouTube can be useful to motivate the students in teaching learning process.

From the definition, it is understood that YouTube video is a kind of short video existing in internet. Everyone can take it anytime. In this section, it will be discussed about definition of video, benefits of using video, and the techniques of using videos.
1) **The Definition of Video**

From [http://en.wikipedia.org/wiki/video](http://en.wikipedia.org/wiki/video), video is defined as the technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still images representing scenes in motion.

Furthermore, Cooper (1991: 11) defines video as a supercharged medium of communication and powerful vehicle of information that is packed with messages, images, and ambiguity, and so represents a rich terrain to be worked and reworked in the language learning classroom. In other words, video is the combination of electronic pictures and audio.

Video is medium of communication which contains some information. The information is in the form of picture, image, and action. All of them can be discussed in classroom. McDonald, et al. (2003: 323) state the schools that are equipped with compressed video systems can bring live, fully interactive instruction from one location to the next or have distant guest speakers visit the classroom without having travel. The only requirement is to have the appropriate equipment at both locations.

Video have more than one purpose, depending on objective of lesson. Harmer (2003: 290) states that video can enhance simulations, not only because it can provide feedback when students can watch themselves and evaluate their performance, but also because the presence of a video helps to make students feel more realistic. It is important to make the students active whenever they watch video material. Reading and writing skills are also included as the purposes of using video. The activities are reading based on reading material related to video, note taking and writing composition.

2) **Benefits of Using Video**

Video is richer than audiotape. Their body movements and their location give clues as the meaning. It can be used for presenting information, giving background of the topic, and playing various forms dialogues and interactions.
Stempleski, et al. (1990: 3) add that the introduction of a moving picture component as a language teaching aid is a crucial addition to the teacher’s resources. It will help students through motivation and communication.

a. Video presentation exploits students’ motivation in language learning classroom. Children and adults feel their interest quicked when language is experienced in a lively way through video.

b. Teachers have observed how a video sequence used in class makes students more ready to communicate in the target language.

Rivers (1968: 297) also mentions several advantages of using video. It is now possible to bring into the classroom a more vivid representation of the foreign culture than the teacher was able to do with pictures and objects since video combines objects, pictures, actions, and gestures in one package to illustrate meaning. Video must be fully integrated with the learning material in the curriculum.

c. Teaching Writing by Using Videos

1) Techniques in Teaching Writing by Using YouTube Videos

As stated above that YouTube is a very popular web video sharing site that lets anyone store short videos for private or public viewing. It provides a venue for sharing videos among friends and family as well as a showcase for new and experienced videographers. It means that teaching using YouTube is similar to teaching using video.

Rice (1993: 26-30) also suggests techniques in using video. They include:

1) Freeze Frame. The teacher presses the pause so that the picture will be frozen on screen. Teacher then asks the students to guest what the character will say or do. Then, compare the students’ answer with what happens.

2) To use silence viewing. It is excellent for stimulating writing. Students want to communicate their interpretations of people and actions they have seen on the screen.
3) Vision off. Students listen to the sound and conversation and make prediction about what happens, who and where the people are in and what they are doing.

4) Jigsaw viewing. Half of the students go out of the room for few minutes. The remaining half of them watches the video with sound off. The students then switch places and the second group listens with the pictures off. Then they come back to share their information.

In teaching learning process of writing teachers are free to choose the suitable techniques of using video. In Freeze Frame the teacher presses the pause so that the picture will be frozen on screen. Teacher then asks the students to guess what the character will say or do. Then, ask the students to make a paragraph based on the video and ask the students to compare the students’ answer with what happens.

2) The Importance of YouTube Video in Teaching Writing

In the writing activity, YouTube video can be used in building the creativity of the students in composing or summarizing the sequence. YouTube Video is used in teaching learning as a means to convey the instructional materials to reach the objectives more easily. YouTube video helps students call up existing schemata and therefore maximize their use of prior background knowledge in the language learning process.

YouTube video in teaching writing skill makes students easy to understand the content and most contain a wealth of cultural material which can be exploited with little preparation. YouTube videos make particularly powerful contribution to both the content and the process of language learning, especially to interest and motivation. They also make the class livelier.

Stemplesky (1990: 3-4) states about the importance of a moving picture component as a language teaching aid. First of all, YouTube video can increase motivation of the students. YouTube video can present language more comprehensively than any other teaching medium.
4. Review of Related Research

There are some studies conducted to improve writing skill. Castellani and Jeffs (2001) write “Emerging Reading and Writing Strategies Using Technology”. They say that educators are beginning to understand how can use various media and technology tools for literacy instruction with students with disabilities, based on how each students reacts to text-based information. They believe that varied media assist in literacy development by providing intrinsically motivating activities and cognitive scaffolds for learning and representational literacy. The use of graphics and alternative media support the expression of ideas through pictures, drawings, graphics, and other visual illustrations. Because children with disabilities have difficulty organizing thoughts, getting through difficult words, working with difficult text selections, reading and rereading text, and summarizing and writing about what they have read, so they argue teachers should use technology tools to help these students become independent and provide opportunities for success. Authentic learning is defined as realistic, complex learning experiences that encourage richer knowledge structures, not simplified, abstract content (Cognition and Technology Group, 1992; Spiro, Feltovich, Jacobson, & Coulson, 1992). Authentic learning typically involves students with case studies, themes, problems, issues, real events, and the real world. Authentic learning environments promote a more active role for the learner and require students to engage more actively in the learning experience (Hasselbring, 1994). Multimedia is providing new learning tools for students who have difficulty with textual materials. Multimedia have expanded to include the use of the Internet for teaching and learning in the special education classroom, specifically for students with high incidence disabilities.

Barbeau (2010) write “Teaching Writing with YouTube”. He says that we are living in exponential times and information technology effects on society, globally and on the individual level. These changes are noticeable in today’s college students, because they are the first generation to have
grown up with computers. Blakesley and Brooke state, “As students and teachers adapt to these new technologies and venues for reading and writing, it will be important to understand the way that words and images function rhetorically and together in the various forms of media and literature that grab our attention and so delicately direct the intention.” They are exactly right. YouTube is also helpful, because it lists special categories, including “Education” and “News and Politics”—great places to pull videos from to use in class.

Yager (2004) write “Using ICT to Enhance Writing and Creativity”. He says that today’s digital kids think of information and communications technology (ICT) as something akin to oxygen: they aspect it, it’s what they breathe, and it’s how they live; they use ICT to meet, play, date, and learn; it’s an integral part of their social life; it’s how they acknowledge each other and form their personal identities’ (John Seely-Brown). In producing digital stories, students address concepts which are common to both print and film-character, setting, genre, and narrative structure-drawing on their wider cultural knowledge. This generation of students is drawn to the visual. Garth Boomer stated that “stories are the lifeblood of our nation.” On way to focus on the craft and artistry of writing, and tap into the creativity of your students is to get to create digital narratives using technology. They can add the images, voiceover, sound, and even video clips.

McKinnon (2011) write “Teaching Technologies: Teaching English Using Video”. He says that video is a valuable and possibly underused classroom tool. There is always the temptation to simply put a video on at the end of term and let our students watch a film without even challenging them to be actively involved. Video as a listening tool can enhance the listening experience for our students. We very rarely hear a disembodied voice in real life but as teachers we constantly ask our students to work with recorded conversations of people they never see. This is often necessary in the limited confines of the language school and sometimes justifiable, for example, when we give students telephone practice. However, we can add a
whole new dimension to aural practice in the classroom by using video. The setting, action, emotions, gestures, etc, that our students can observe in a video clip provide an important visual stimulus for language production and practice.

Barrata and John (2008) write “Using Film to Introduce and Develop Academic Writing Skills among UK Undergraduate Students: How Film was Used to Instruct the Students”. They believe that images can represent writing task in helping students to develop students’ writing. They look specifically at the potential benefits of using moving visual images. Through providing background information about the film to students, it helps the students to orient the material discussed. They allow their students to take note from the film. After watching the clip, the students were asked to discuss questions based on the film such as “where”, “when”, etc. It proposes the audience sees everything from the subject’s point of view in the film scene. Through the use of film, students are helped to visualize how an effective opening might be composed within the context of their essays. Thus, the film clip (or any visual aid for that matter) is a tool which students can use when preparing their essays, having been offered a ‘real world’ visual aid first. One student commented that “The use of this film’s opening was thought provoking; I thought the introduction was a good representation of the components of a good introduction”. Other comments included film clips highlighted well need for structure and using film clips was an interesting approach because it provided a better understanding to some of the issues related to academic writing.

They report two main findings in the study: 1) the approach is seen as unique and interesting. Using film as a teaching method can capture students’ interest and help them to learn more effectively. Besides, it can lead to increased literacy and students’ motivation to the lesson. 2) the metaphorical aspects of the approach help students to learn by visualizing the subject (supporting the research of flower and Hayes (1984) and Collins
(1998)). Filmic visuals can inspire schema or mental images which, as discussed earlier, can render complex information into simpler language (Collins 1998, p.161). Seeing a film helped the students to visualize a concept that might have been unclear initially.

5. **Rationale**

The problems faced by the students in writing text are: (1) students had difficulty to explore their ideas; (2) students had problems in recognizing the steps language features of procedure text; (3) students had problems to use proper words in writing; (4) students had problems in producing grammatically correct sentences; and (5) students had problems used mechanic (punctuation and spelling) in writing.

The causes of the problems came from the students and the classroom situation. In the classroom, the teacher used textbook as a media in teaching writing. So, the students feel bored with the activities in the classroom. The classroom climate are: (1) students did non academic activities in the classroom; (2) some of the students did not finish the writing assignment during the lesson; (3) students did not active and creative to ask about the lesson what they did not understand; (4) some of the students did not active when the teacher asked them to do the task in front of the classroom; (5) it’s difficult for the teacher to make students pleasant with the situation.

Students need other media in learning writing. They need new media to improve their writing skill. Using YouTube video in writing skill makes students interested in exploring their ideas in making paragraph. After the teacher gives YouTube video to the learners, she hopes they feel easy to make paragraph.

To solve the problem teachers use media in teaching English writing to help teachers in delivering the materials more easily. One of the media that could be used in teaching English writing is YouTube video. A YouTube video has some advantages to be used in teaching English writing in classroom. The used of YouTube video could be created the amusing, fun,
and relaxing atmosphere in the classroom. Students are more motivated in learning because the learners, especially young learners were usually interested more in watching YouTube video than reading the text.

So, it is assumed that used YouTube video as teaching aids for students’ writing is effective for developed and promoted students’ English writing skill. By looking YouTube video, the learners were guided in selected the topic, so the learners got the ideas about what they were gone to wrote.

YouTube videos of the audiovisual media produce sound, color, and concrete picture. YouTube videos describe the process with the result that could help the students comprehension. YouTube video distributes language comprehension activities through viewing the visual element orderly, listened the correct stress or intonation, spelling, and pronunciation as well, composing oral activities by paraphrasing or retelling story, and concerning language pattern. YouTube video also helped the students to developed their writing skill by stimulating the students through visual elements orderly, such as: (1) the used of right words (word choice) in any circumstances in the different purposes and functions; (2) the story is well organized and clear in order to organize the thought, argument, and logical well; (3) the speakers spoke fluently with the appropriate language structures; (4) the implementation of correct grammatical sentences in chronological events; (5) the speakers produced correct spelling of the word and punctuation.
CHAPTER III
RESEARCH METHODOLOGY

A. Context of the Research

This classroom action research is carried out at SMA N Kebakkramat which is located at Jl. Nangsri Kecamatan Kebakkramat Kabupaten Karanganyar. The teacher and the students had no problem of the transportation because the location of SMA N Kebakkramat is near the main street.

This school consists of three grades in which each grade consists of six classes. There are 18 classrooms, teacher office, headmaster office, administration room, library, laboratories, mosque, auditorium, laboratories, canteens, basket ball yard, and also parking area. Each classroom was completed with some facilities which are set to support teaching learning process, such as white board, black board, tables, and chairs.

The research is conducted through teaching learning process in the classroom at the tenth grade students in the academic year of 2011. Tenth grade students of SMA N Kebakkramat had some facilities, such as LCD, white board, tables, chairs, good air circulation, and lighting.

This research is held by implementing the used of YouTube Video to improve students’ writing skill in generated ideas, organized ideas, improved ideas, produced grammatically correct, and used mechanic (punctuation and spelling) in writing.

B. Method of the Research

The definition of action research is given by Kemmis (1983) in McNiff (1992: 2) that action research is a form of self-reflective inquiry undertaken by participant (teachers, students, or principals) for example in social situations in order to improve the rationality and justice of:

a) their own social or educational practices
b) their understanding of this practices, and  
c) the situations in which these practices are carried out.

Other expert, Mason (1997: 42) states that action research is the research designed to uncover effective ways of dealing with real world problems.

Action research in this study is the research conducted by participant teacher, students, and observer researcher in teaching English writing to improve the educational practice and the situations in which these practices are carried out.

D. The Model of Action Research

Kemmis and McTaggart (1988) in Burns (1999: 32) state that action research occurs through a dynamic and complementary process which consists of four fundamental steps in a spiraling process. There are as follows:

1. Planning  
   Develop a plan of critically informed action to improve what is already happening.

2. Action  
   Act to implement the plan.

3. Observation  
   Observe the effects of the critically informed action in context in which it occurs.

4. Reflection  
   Reflect these effects as the basic for further planning.

Furthermore, Hopkins (1993: 480) illustrates the spiral models as follows:
E. The Procedures of Action Research

In this classroom action research, each procedure takes four that form one cycle, they are as follows:

1. Identifying the problem

The problems were identified first before planning the action. In this step, the researcher identifies the problems occurring in the class. The problem refers to the writing skill of the students. To identify the problem, the researcher observes the teaching learning process, interviews the teacher and the students, gives the pre-test, and open-ended questionnaires to the students.

2. Implementing the action

According to Kemmis and McTaggart, action research occurs through a dynamic and complementary process, which consists of four essentials ‘moments’: planning, action, observation, reflection, and revising the plan (Burns, 1999: 32). These moments are the fundamental steps in a spiraling process through which participants in an action research group undertake:

a. Planning

It includes the following activities:
1) Preparing materials, making lesson plan, and designing the steps in doing the action.
2) Preparing list of students’ name and scoring.
3) Preparing teaching aids (YouTube video).
4) Preparing sheets of classroom observation (to know the situation of teaching-learning process when the method or technique or mode is applied).
5) Preparing a test.

b. Action

The included activities are:

1) Giving pretest
2) Teaching in the classroom
3) Giving occasion to the students to ask any difficulties or problems
4) Asking the students some questions
5) Asking the students to write
6) Giving post test

c. Observation

Observation is one of the instruments used in collecting data. The researcher observes the students’ activities while teaching-learning process occurs. The results of the observation are recorded on observation sheets as useful data. The researcher is helped by the teacher to observe students’ activities and gave inputs and suggestions.

d. Reflection

The results of the observation are analyzed to remember what had happened and had been recorded. Meanwhile, the researcher evaluates the teaching learning process during the implementation phase. From this, self reflection could be done. And from the tests, the students’ improvement could be known.
e. Revising the Plan

After the whole teaching and learning process had been conducted in the classroom, a test was given to the students. After that, the teacher analyzed the result of the test by scoring it, and then found the mean score. It was done order to make sure whether or not there was an improvement of students’ writing.

3. Doing Evaluation

The researcher makes an evaluation on the observation result to found the positive result and weaknesses during the action. To ensure whether or not there was an improvement of the students’ writing skill, the researcher gives the students pre-test and post-test. Pre-test is held at the beginning of the first cycle to measure students’ writing skills before implementing the action and post-test is held at the end of every cycle to measure the improvement of the students’ writing skills after the action. After giving the test, the researcher analyzes the result of the test by scoring it. In scoring the data of writing skill, the researcher also needs help from one who is regarded had enough capability in scoring writing. It is done to minimize subjectivity of scoring.

F. Techniques of Collecting Data

In research, collecting the data plays an important, because the conclusion of the research is taken from data. The data are collected using test, observation, and interview. It means that there are two kinds of data, qualitative and quantitative data. They are as follows:

1. Qualitative Data

   a. Qualitative data are used to describe data which are not amenable to being counted or measured in an objective way, and are therefore ‘subjective’ (Wallace, 2000: 38). It can be said that in attempting to collect the qualitative data, observation, interview, diary, and photographs are used as the prime techniques.
b. Observation

Observation is done to cover the process of implementation YouTube videos in teaching writing. Furthermore, collaborator observes and offers suggestion about the implementation of using YouTube video in teaching writing. The researcher is a teacher who teaches writing using YouTube videos in the classroom. So, in this research, the researcher always observes the students’ activity in teaching learning process. Observation would be conducted to get information about the process of implementation YouTube videos in teaching writing and to observe the students activity.

In addition, to support the explanation above, Wallace (2000: 105) proposes several possibilities about who and what is to be observed:

1) The focus of the observation can be ourselves as teachers: the techniques we use, management procedures, and so on.
2) The focus can be our students: the way they work, the way they interact, the way they respond to our teaching, and so on.

Wallace (2000: 106) also proposes several possibilities about who does the observing:

1) The observation can be done by the teacher concerned. This is the easiest to handle if the focus of the observation is our students. It is less easy to organize if the focus is ourselves as teachers, although it is still possible, for example by using video camera to record ourselves.
2) It is possible to use our students as observers. For example, a few students may be given checklists category about teaching behavior.

c. Interview

The interview is done to get information from the students and the collaborators. The information covers their understanding of the YouTube videos, and the strengths and the weaknesses of the implementing the used of YouTube videos. Also ask the students to give responded about the activity of teaching learning process using YouTube videos. Interview
would be conducted to get information from the students about their understanding in the activity of teaching learning process in writing paragraph using YouTube videos.

d. The Diaries

The diaries were essentially private documents, and there were essentially no rules about how to keep a diary (Wallace, 2000: 62). Since the diary is private, diary writers could be confiding to it whatever thoughts or feelings occur to them. It is therefore especially suitable for exploring affective data.

e. Photographs

Burn (1999, 101) says that photographs are the way of greatly enhancing classroom analysis and providing visual stimuli which can be integrated into reporting and presenting the research to others.

2. Quantitative Data

Quantitative data were broadly used to describe what could be accounted or measured and could therefore be considered ‘objective’ (Wallace, 2000: 38). In this research, the writer gives a pretest and posttest to know the students’ writing skill before and after teaching writing using YouTube videos. Its aim is to know whether the students’ writing skill improves or not when YouTube videos are implemented in classroom.
F. Techniques of Analyzing Data

After collecting the data, the next step of the study is analyzing the data. The aim of this study is not only to investigate that YouTube videos can improve the students’ writing ability and to what extent but also to describe what happens in the classroom. To prove it, the data must be analyzed. There are two kinds of data which will be analyzed: qualitative and quantitative data. They are as follows:

1. Qualitative Data

The classroom action research analyzes the qualitative data from the result of interview, observation, and documents.

McKernan (1996) in Burns (1999: 157-160) states stages in analyzing the data. They are as follows:

a. Assembling the data

The first step is to assemble the data collected over the period of the research. At this stage, broad patterns should begin to show up which could be compared and contrasted to see what fits together.

b. Coding the data

Coding is the process of attempting to reduce the large amount of data that might be collected to more manageable categories of concepts, themes or types. Data analysis becomes much messier and coding data becomes less clear cut when we are dealing with diary entries, classroom recording or open-ended survey questions.

c. Comparing the data

Once the data had been categorized in some way, comparisons could be made to see whether themes or pattern are repeated or developed across different data gathering techniques. At this stage we might also be able to map frequencies of occurrences, behaviors or responses. The main aim at this stage is to describe and display the data rather than to interpret or explain them.
d. Building interpretations

This is the point where we move beyond described, categorized, code, and compared to make some sense of the meaning of the data. This stage demands a certain amount of creative thinking as it is concerned with articulating underlying concepts and developing theories about why particular patterns of behaviors, interactions or attitudes had emerged.

e. Reporting the outcomes

The final involved presenting an account of researcher for others.

2. Quantitative Data

In analyzing the test score of the written test, a statistical technique is used to found the students’ mean score. The data from the test are analyzed in order to prove whether or not teaching writing using YouTube videos could be improved students’ writing skill.

In this research, the students’ mean score of the pre test, post test 1, and post test 2 are compared to know whether there was an improvement of the students’ writing skill.

The formula used to compute the mean scores are:

\[
\bar{Z} = \frac{\sum}{N}
\]

\[
= \frac{\sum}{N}
\]

\[
= \frac{\sum}{N}
\]

In which:

\( \bar{Z} \) = Mean of pre test

\( \bar{Z} \) = Mean of post test 1

\( \bar{Z} \) = Mean of post test 2

\( \sum Z \) = the sum of pre-test scores
\[ \sum = \text{the sum of post-test 1} \]
\[ \Sigma = \text{the sum of post-test 2} \]
\[ N = \text{the number of students} \]

(Furchan, 2007: 226)
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

In this chapter, the writer presents the result of her classroom action research. The subject of this research as the tenth grade students of SMA N Kebakkramat in the 2010/2011 academic year. The research in improving students’ competence in writing procedure text by using YouTube video was conducted to identify whether or not and to what extent YouTube videos can improve the students’ skill in writing the texts and to describe happens in the class when YouTube videos are used in the writing class. There are three stages in this research, they are pre-research, research implementation, and research discussion.

A. Situation Prior to Research

Pre-observation was conducted before the action research implementation in order to know the condition of the English class in X7 Kebakkramat. It was conducted one meeting. The questionnaires were distributed to the students after they followed writing class. The researcher distributed questionnaires to the students to find out the writing problems based on their point of view.

Furthermore, it was found on the observation that the students got difficulty in doing writing task. It was indicated by their expressions that showed disagreement about the teacher’s instruction when they were asked to write a passage containing 5 sentences.

Taken from the observation and interview notes, the causes of the problem were emerged from the media used in teaching writing. The English teacher told about procedure text. So, he asked students to make procedure text individually. Besides, the students only had a grammar practices instead of writing in a certain context.

Once the English teacher asked one of the students to write in front of the class, some of the students did not show a good attitude toward the lesson.
Saya melihat ada beberapa siswa yang tidak terlalu memperhatikan teman mereka yang sedang menuliskan teks procedure. Ada juga yang berbicara dengan teman disebelahnya.

The pretest was held in order to know the detail problems of students’ writing competence. From the result, it was found that the students’ mean score was 61.77 and it was lower than the minimum standard which was 70.00. In this stage, the writer concluded that the tenth grade students of SMA N Kebakkramat had difficulty in writing skill.

Based on the pre-observation, student’s documents, and the pretest, it was identified that the students’ writing skill should be improved. Therefore, the YouTube video was used as the teaching learning media during the writing class.

Table 4.1 Situation before the Research

<table>
<thead>
<tr>
<th>Writing Problem Indicators</th>
<th>Pre-research</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a. Students’ writing skill</strong></td>
<td></td>
</tr>
<tr>
<td>1) Students have difficulty to explore their ideas;</td>
<td>Students wrote three up to five sentences</td>
</tr>
<tr>
<td>2) Students have difficulty to organize their ideas;</td>
<td>Some students made procedure text not in a good order or students ideas not arrange</td>
</tr>
<tr>
<td>3) Students have problem to use proper words in writing;</td>
<td>Students wrote incorrect words choice when they wrote writing assignment, for example <em>pour water</em> into the glass they write <em>put water into the glass</em></td>
</tr>
<tr>
<td>4) Students have problem in producing grammatically correct sentences;</td>
<td>The students made mistakes in applying appropriate structures of present tense in the text, for example <em>cook 1 plate of white rice</em> they write <em>1 plate cooked white rice</em></td>
</tr>
<tr>
<td>5) Students have difficulty to use mechanic (punctuation and spelling) in writing.</td>
<td>The students made mistakes in applying the appropriate punctuation in the texts. Sometimes, they forgot to give coma in their writing and they write incorrect spelling, for example in punctuation, <em>next</em>, heat the oil they write <em>next</em> they heat the oil, in spelling, <em>orange</em> they write <em>orenge</em></td>
</tr>
<tr>
<td><strong>b. Writing class situation</strong></td>
<td></td>
</tr>
<tr>
<td>1) Students do non academic activities in the classroom;</td>
<td>Students did not focus on the lesson. For example: drawing and playing pencil;</td>
</tr>
<tr>
<td>2) Some of the students do not finish the writing assignment during the lesson;</td>
<td>Students did not get enough ability to write in practicing a text and they always opened the dictionary regularly or turned around to get the answer from their other friend;</td>
</tr>
</tbody>
</table>
3) Students do not active and creative to ask about the lesson what they do not understand; They reported that they were confused because they did not understand the material, so they just keep silent without do anything;

4) Some of the students not active when the teacher asks them to do the task in front of the classroom; The students were not active in teaching learning process. Sometimes, they were not quiet confident with their answer;

5) It’s difficult for the teacher to make students pleasant with the situation. Teacher does not use proper activity so that the students were not interested in the lesson.

Mean of Pre-research Score 61.77 (passing grade: KKM is 70.00)

1. Planning Teaching and Learning Activities in Writing Procedure Text Using YouTube Video

After conducting the pre-research, the researcher made teaching learning plan including some activities in writing procedure text using YouTube video. The activities were supported steps towards independent writing which aimed to solve the students’ problem in writing, especially in procedure text. The list of learning activities in writing procedure text using YouTube video in this research can be seen in the table 4.2.

Table 4.2 List of Teaching and Learning Activities Using YouTube Video

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Objectives</th>
<th>Indicators Addressed by The Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher asks the students about the YouTube video presented For example: The teacher presents the YouTube video, so ask the students to write their opinion according to the YouTube video</td>
<td>To know the students understanding about the topic by watching YouTube video</td>
<td>Independent Construction (1.a) in activities (1) (1.b) in activities (1) (2.b) in activities (1)</td>
</tr>
<tr>
<td>2.</td>
<td>Students look the YouTube video and the students answer the questions: a. Can you tell me what materials you need to make a Kite? b. Could you tell how to make a Kite?</td>
<td>To know the students understanding about the content of the YouTube video</td>
<td>(1.a) in activities (2) (2.a) in activities (2) (1.b) in activities (2) (2.b) in activities (2)</td>
</tr>
<tr>
<td>3.</td>
<td>Students find present tense words based on the YouTube video</td>
<td>To know the students understanding about present tense</td>
<td>(4.a) in activities (3) (3.a) in activities (3) (1.b) in activities (3) (2.b) in activities (3)</td>
</tr>
<tr>
<td>4.</td>
<td>Students make sentences using present tense</td>
<td>To know the students understanding about the</td>
<td>(2.a) in activities (4) (1.b) in activities (4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Students find the meaning of the word based on the YouTube video</td>
<td>To make the students know the meaning of the words (3.a) in activities (5) (1.b) in activities (5) (2.b) in activities (5)</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Teacher gives worksheet to the students</td>
<td>To make the students easy to write their paragraph (1.a) in activities (6) (2.b) in activities (6)</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Students work in group of four and the students write sentences based on the YouTube video</td>
<td>To make the students easy to explore their ideas and to organize their ideas Join Construction (1.a) in activities (7) (1.b) in activities (7) (2.b) in activities (7)</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Students look at the YouTube video and the students mention materials need to make mushroom soup</td>
<td>To know the students understanding about the content (1.a) in activities (8) (1.b) in activities (8) (2.b) in activities (8)</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>In group, students present their discussion in front of class based on procedure video</td>
<td>To be able to present their idea and to practice small discussion with others in group (1.a) in activities (9) (1.b) in activities (9) (2.b) in activities (9) (3.b) in activities (9) (4.b) in activities (9)</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Others students give comment to the group in front of class which present their discussion related to YouTube video</td>
<td>To be able to check their friend’s work and to give their opinion of their presentation (1.b) in activities(10) (2.b) in activities(10) (4.b) in activities(10)</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Teacher corrects the group on comment from other group and writes some incorrect vocabulary, structure, even organization of text accordance with video has been seen</td>
<td>To know the materials and steps of procedure text and know the mistake in order the students do not make the same mistakes (1.a) in activities (11) (2.a) in activities (11) (3.a) in activities (11) (4.a) in activities (11) (5.a) in activities (11) (1.b) in activities(11) (2.b) in activities(11) (3.b) in activities(11) (4.b) in activities(11)</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Students work in group to write paragraph of procedure text goal, materials, and steps based on the YouTube video</td>
<td>To know the students understanding about the generic structure of procedure text and to make students easy to organized their ideas (1.a) in activities (12) (2.a) in activities (12) (1.b) in activities(12) (2.b) in activities(12) (3.b) in activities(12) (4.b) in activities(12)</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Individually students make outline based on table 1 (goal) table 2 (materials) table 3 (steps) on the video has been watched</td>
<td>To know the organization of writing procedure (generic structure: goal, materials, and steps) (1.a) in activities (13) (2.a) in activities (13) (1.b) in activities(13) (2.b) in activities(13)</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>The teacher shows other YouTube video about procedure text “make cream of mushroom soup”, so ask the students to make procedure text based on the YouTube video. By their own words.</td>
<td>To improve the students writing skill (individually) and the YouTube video make students easy to make a procedure text (1.a) in activities (14) (2.a) in activities (14) (3.a) in activities (14) (4.a) in activities (14) (5.a) in activities (14) (1.b) in activities(14) (2.b) in activities(14)</td>
<td></td>
</tr>
</tbody>
</table>
15. Teacher review written procedure text made by students (check on sentence pattern, spelling, punctuation, vocabulary, and content) To know the ideal writing (correct organization, good mechanical, logical content, appropriate vocabulary, and grammatically correct) (1.a) in activities (15)  
(1.a) in activities (15)  
(2.a) in activities (15)  
(3.a) in activities (15)  
(4.a) in activities (15)  
(5.a) in activities (15)  
(1.b) in activities (15)  
(2.b) in activities (15)

16. Students find difficult the difficult words based on the video of How to Make Strawberry Beauty Smoothie To improve students in using words (3.a) in activities (16)  
(1.b) in activities (16)  
(2.b) in activities (16)  
(3.b) in activities (16)

17. Teacher asks some of the students to ask when they have difficulty To make students active in teaching learning process (3.b) in activities (17)

18. Teacher let the students choose the video they would like to see To make students pleasant with situation (5.b) in activities (18)

The activities were aimed to solve the students’ problems in writing as shown in the following table:

**Table 4.3 List of Problem Indicators**

| A. Indicators of Language Skills Problem | 1. Students have difficulty to explore their ideas  
2. Students have problems to organize their ideas  
3. Students have problems to use proper words in writing  
4. Students have problems in producing grammatically correct sentences  
5. Students have difficulty to use mechanic (punctuation and spelling) in writing |
| --- | --- |
| B. Indicators of Classroom Situation | 1. Students do non academic activities in the classroom  
2. Some of the students do not finish the writing assignment during the lesson  
3. Students do not active and creative to ask about the lesson what they do not understand  
4. Some of the students are not active when the teacher asks them to do the task in front of the classroom  
5. It’s difficult for the teacher to make students pleasant with the situation |
2. Students’ Writing Score

The competence of students of X7 of SMA N Kebakkramat in writing skill was poor. This condition was identified from their pre test scores which are mostly unsatisfying. The pre test was conducted on Monday, July 18th 2011. From the result of the test, the students got 61.77 as the mean score. The pre test was conducted to know the students’ basic knowledge about the topic, and it would be compared with the post test in the end of the cycle to know the improvement.

The result of pretest of writing skill was as follows:

<table>
<thead>
<tr>
<th>Explanation</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Highest</td>
<td>80</td>
</tr>
<tr>
<td>The Lowest</td>
<td>51</td>
</tr>
<tr>
<td>The Mean</td>
<td>61.77</td>
</tr>
</tbody>
</table>

Based on the table above, the highest score in the pretest was 80. Furthermore, the lowest score in the pretest was 51. The last, the mean score in the pretest was 61.77.

Another important consideration was about students’ scores viewed from their skills. The students’ score in content was 79.03. The students’ score in organization was 66. Furthermore, the students’ score in vocabulary was 52. The students’ score in language use was 43.08. Finally, the students’ score in mechanics was 82.2.

<table>
<thead>
<tr>
<th>No</th>
<th>Skill</th>
<th>Highest</th>
<th>Lowest</th>
<th>Mean</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Content</td>
<td>30</td>
<td>20</td>
<td>23.71</td>
<td>79.03</td>
</tr>
<tr>
<td>2.</td>
<td>Organization</td>
<td>20</td>
<td>10</td>
<td>13.2</td>
<td>66</td>
</tr>
<tr>
<td>3.</td>
<td>Vocabulary</td>
<td>20</td>
<td>5</td>
<td>10.31</td>
<td>52</td>
</tr>
<tr>
<td>4.</td>
<td>Language Use</td>
<td>25</td>
<td>5</td>
<td>10.77</td>
<td>43.08</td>
</tr>
<tr>
<td>5.</td>
<td>Mechanics</td>
<td>5</td>
<td>3</td>
<td>4.14</td>
<td>82.8</td>
</tr>
</tbody>
</table>

3. Classroom Situation

The researcher applied the stages of teaching writing that is pre writing, during writing, and post writing. Based on the researcher’s observation, she
found (1) students did non academic activities in the classroom; (2) some of the students did not finish the writing assignment during the lesson; (3) students were not active and creative to ask about the lesson what they do not understand; (4) some of the students were not active when the teacher asked them to do the task in front of the classroom; (5) it’s difficult for the teacher to make students pleasant with the situation.

4. Causes of Writing Skill Problems

The causes of students problem in writing are: (1) students did not have motivation in joining writing class. From the questionnaire of research, 57.14% of students did not like to write paragraph. SN asked “Apakah kamu suka dengan pelajaran bahasa inggris?” students SV said “enggak suka Miss”. SN asked “Kenapa?” students SV said “Soalnya pelajaranannya sulit”. Similar to JM, “Iya Miss, bahasa inggris membosankan, karena suruh mencatat rumus ” (2) some of the students did not actively participate in writing class. As a proof, in their questionnaire 42.86% of the students stated that they were afraid of making mistakes. Therefore, they preferred being passive.

From the researcher, the causes are: (1) teacher did not use proper activity so that the students were not interested in the lesson; (2) teacher did not use media to teach the students felt bored. The teacher seldom gave students motivation during the class. It can be seen that 42.86% students were unmotivated to join the class while teaching learning process. Sometimes, they were passive.

The proposed solutions of the problems are: (1) the researcher used the media of YouTube video in teaching writing to improve students’ competence in writing procedure text; and (2) the researcher asked students to make a group. It makes students easier to explore their ideas.

B. Research Implementation

Having identified the problem in the pre research, the researcher covered those problems by implementing the YouTube Video to improve students’
writing skill. The overview of the implementation of the research is shown in Table 4.6.

### Table 4.6 Research Procedure

<table>
<thead>
<tr>
<th>Step of the Research</th>
<th>Technique</th>
<th>Participant</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre Research</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Interview</td>
<td>Students</td>
<td>Identifying the students problems in writing text</td>
<td></td>
</tr>
<tr>
<td>b. Observation</td>
<td>Students</td>
<td>Identifying the problems during teaching learning process</td>
<td></td>
</tr>
<tr>
<td>c. Pretest</td>
<td>Students</td>
<td>Identifying students’ writing skill</td>
<td></td>
</tr>
<tr>
<td><strong>1. Cycle 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Stages</strong></td>
<td><strong>Participant</strong></td>
<td><strong>Activities</strong></td>
</tr>
<tr>
<td>a. Planning</td>
<td>Researcher</td>
<td>Preparing the materials, lesson plan, students worksheet</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher</td>
<td>Preparing the materials, lesson plan, students worksheet</td>
<td></td>
</tr>
<tr>
<td>b. Implementing</td>
<td>Researcher</td>
<td>Implementing the action into fourth meetings.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cycle 1: Procedure Text</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meeting 1: Grammar Focus (Present Tense)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meeting 2: YouTube video about How to Make Mushroom Soup</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meeting 3: YouTube video about How to Make Cream of Mushroom Soup</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meeting 4: Post Test</td>
<td></td>
</tr>
<tr>
<td>c. Observing</td>
<td>Teacher</td>
<td>Observing the implementation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Researcher</td>
<td>Observing the implementation</td>
<td></td>
</tr>
<tr>
<td>d. Reflecting</td>
<td>Researcher</td>
<td>Evaluating the action to conclude the strengths and weaknesses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher</td>
<td>Evaluating the action to conclude the strengths and weaknesses</td>
<td></td>
</tr>
<tr>
<td>e. Revising</td>
<td>Researcher</td>
<td>Revising the plan for the next cycle</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Researcher</td>
<td>Revising the plan for the next cycle</td>
<td></td>
</tr>
<tr>
<td><strong>2. Cycle 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Planning</td>
<td>Researcher</td>
<td>Preparing the action based on the revision of the last plan (Preparing the materials, lesson plan, students worksheet)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher</td>
<td>Preparing the action based on the revision of the last plan (Preparing the materials, lesson plan, students worksheet)</td>
<td></td>
</tr>
</tbody>
</table>
b. Implementing  | Researcher  | Implementing the action into fourth meetings.  
| | | Cycle 2: Procedure Text  
| | | Meeting 1: YouTube video about How to Make Southern Sweet Tea  
| | | Meeting 2: YouTube video about How to Make Strawberry Beauty Smoothie  
| | | Meeting 3: YouTube video about How to Make Thai Lemon Tea  
| | | Meeting 4: Post Test 2  

c. Observing  | Teacher  | Observing the implementation  
| | Researcher  | Observing the implementation  

d. Reflecting  | Researcher  | Evaluating the action to conclude the strengths and weaknesses  
| | Teacher  | Evaluating the action to conclude the strengths and weaknesses  

**General Reflection**  
Researcher and Teacher  
- The improvement of writing ability and classroom situation after learning through YouTube video applied  
- The improvement of students’ awareness in making writing with the correct structure  

After conducting pre-research, the researcher continued to the research implementation. It was represented through YouTube videos which consist of two cycles.

As shown on the table 4.6 the text that became writing is procedure text. Cycle 1 consists of fourth meetings and conducted on July, 22nd until August, 5th, 2011. Meanwhile, the second cycle was held in fourth meetings on August, 8th until 19th, 2011. Every meeting had time duration for 70 minutes. Each consists of four steps. The steps were: (1) planning the action; (2) implementing the action; (3) observing the action; and (4) reflecting the observation results.

1. **Description of Cycle 1**

In more detail the table is elaborated that are planning, action, observation, and reflection. The detail of those table is explained as follows:

a. Planning  

In order to get the maximum results in the research, researcher had planned some activities to do before carrying out the research. Those
activities were sharing ideas with collaborator, making lesson plan, preparing the students’ worksheet, and dividing the main teaching activities into three phases.

1) Sharing idea with the English teacher

In this research, the researcher was the teacher for the implementation of YouTube video to improve students’ competence in writing procedure text. Mr. Sutarno was the observer.

There are many things that the researcher shared with the English teacher. The first is about the time for doing the research. Second, about students’ writing skill (content, organization, vocabulary, language use, and mechanics) which should be improved, because students’ pretest score was low. Third, the researcher remember how to observe some other points during the implementation of YouTube video. For example: how to score students’ performance in the class, and the students’ competence in writing paragraph. The researcher also asked about many things, such as about students’ problem in teaching learning process and the materials.

2) Making lesson plan

Lesson plan is a document that the teacher needs for actions in teaching activities. The researcher must know the students’ problem in writing and students’ needs.

3) Preparing the students’ worksheet

In every meeting, the researcher made students’ worksheet. Students’ worksheet contained goal, materials, and steps. This was aimed at evaluating the students’ writing competence after watching the YouTube video. The aim is to evaluate the students’ writing competence after watching the youtube video. In the first meeting, the students got the materials about grammar. The grammar is about present tense. Then, the researcher asked them to make procedure text based on the youtube video.
b. Acting and Observing

In the action step, the writer had a role as the teacher. In the first meeting the researcher gave short explanation about the media that they were going to use in writing that is YouTube video. Then, observing was conducted in order to know the effects of the implementation of YouTube video to improve students’ writing skill and was aimed at knowing how YouTube video improves students writing skill and finding the strengths and weaknesses of YouTube video to improve students writing skill.

1) The First Meeting

**Acting:** The first meeting was conducted on Friday, July 22nd, 2011 at 08.00 WIB in X 7 Classroom of SMA N Kebakkramat. The researcher taught the students and the teacher observed. Teaching learning process of X 7 was taught by Septiana Nur Anggreini (SN) and the observer was Mr. Sutarno (S).

At 08.10 WIB, SN turned on the computer and LCD. SN opened the file about grammar focus (present tense) and showed it through screen. SN started the meeting by greeting and checking attendance list. SN said “Good morning, students?” Students answered “Good morning”. Then, SN said “How are you today?” Students answered “I’m fine and you?” SN answered “I’m fine to, thanks”.

Then, SN gave some questions (dealing with present tense) and explained about present tense. SN said “Okay, today we are going to talk about the present tense”. SN pointed out some of students to answer the question. “Okay, what is your name?” The student answered “My name is Savitri”. “Savitri, do you know about present tense?” “present tense menerangkan sesuatu yang terjadi pada waktu sekarang”. SN then explained about present tense.

At 08.45 WIB, SN gave students the example of present tense. SN discussed the English grammar focus (present tense). Next, she showed a YouTube Video of a Kite. The students paid more attention when she
showed the YouTube Video of a Kite. Then, SN asked the students to watch the YouTube video and asked them to find present tense. After that, SN asked them to make sentences by using present tense (individually).

SN asked to the students “Anak-anak siapa yang ingin maju? Nanti saya kasih nilai plus”. SN asked “What is your name?” The student answered “My name is Anisah”. SN said “Okay, please write your sentences”. SN and the students discussed and checked the answer.

At 09.30 WIB, before ending the meeting, SN asked the students whether there was difficulty or not. “Any question?” The whole class said “No, Miss”. SN asked the students “Are you happy now?” Students answered “Yes, I’m happy”. SN gave homework to the students to make sentences using present tense. Before the students went home, SN asked the students to pray together. Then, SN said “See you next meeting”. The whole class said “See you Miss”.

Observing: The first meeting was conducted on Friday, July 22\textsuperscript{nd}, 2011 at 08.00 WIB in X 7 Classroom of SMA N Kebakkramat. When SN entered the classroom, the students became excited when they knew that they were going to have a time with the researcher. They wanted to know what she was going to do. SN explained the grammar about present tense. SN gave the example of present tense and then asked the students to make sentences using present tense.

In making sentences using present tense, some students understood how to make right sentences. It means that they paid attention to the researcher’s explanation about present tense. SN asked some of the students to write their sentences in front of the classroom. After that, SN corrected the students’ sentences.
2) The Second Meeting

**Acting:** The second meeting was held on Monday, July 25th, 2011 at 12.10-01.30 WIB in classroom of X 7 SMA N Kebakkramat. SN asked “Who is missing today?” one of the students answered “Nihil Miss”.

At 12.10 WIB, the bell rang. The students were entering to the class. Mr. Sutarno as an observer and SN as a teacher entered the X 7 class. In introduction, after all the students entered the X 7 class, SN checked the students’ attendance. SN said “Good Afternoon, students?” Students answered “Good Afternoon”. Then, SN said “How are you today?” Students answered “I’m fine and you?” SN answered “I’m fine too, thanks”.

At 12.20 WIB, SN checked the homework from the previous meeting. SN turned on the computer and LCD. SN asked the students to make tenth group. SN opened the file of YouTube video about “How to Make Mushroom Soup” and showed it through screen. SN asked the students to watch the YouTube video.

SN explained the goal, generic structure, and language features of YouTube video about “How to Make Mushroom Soup”. SN asked the students to make procedure text based on the YouTube video, they are goal, materials, and steps.

SN asked the students “Kelompok siapa yang ingin menuliskan paragraph di papan tulis?”. SN and the students discussed and checked the answers from their friends or from other groups.

Before ending the meeting, SN asked the students whether there was difficulty or not. “Any question?” The whole class said “No, Miss”. SN made the summary and reflected about the lesson together with the students; that is about procedure text. SN closed the meeting. Then, SN said “Thanks for your attention and see you”. The whole class said “See you miss”.
**Observing:** The second meeting was held on Monday, July 25th, 2011 at 12.10-01.30 WIB in classroom of X 7 SMA N Kebakkramat. SN began the lesson by showing YouTube video about how to make cream of mushroom soup. The students watched the YouTube video. The use of YouTube video was helpful. That day, SN discussed the generic structure and language features of the procedure text with the students and asked the students to make procedure text based on the YouTube video. She tried to use the YouTube video “how to make mushroom soup” as an example to get the students’ idea. SN asked students what kind of materials were used on the YouTube video of “how to make mushroom soup”. SN wrote “mention materials how to make mushroom soup”. With the use of YouTube video, the students mentioned materials “how to make mushroom soup”.

SN asked SV to come to the front of the class to mention the materials and the steps. The researcher felt that what she did was an effective way to teach because the students could feel that they understood how to make procedure text in the teaching learning process. To check the students’ understanding, she asked them to make procedure text individually. Students knew about procedure text, how to choose words, and they could make correct sentences.

3) The Third Meeting

**Acting:** The third meeting was held on Friday, July 29th, 2011 at 08.00-09.30 WIB in classroom of X 7 SMA N Kebakkramat. In that day, all of the students were present.

At 08.00 WIB, the bell rang. After all the students entered X 7 class. S as an observer and SN as a teacher entered the X 7 class. SN turned on the computer and LCD. In introduction, after all the students entered the X 7 class, SN checked the students’ attendance. SN said “Good Afternoon, students?” Students answered “Good Afternoon”. Then, SN said “How are you today?” Students answered “I’m fine and you?” SN answered
“I’m fine too, thanks”. Then, SN asked “Who is missing today?” “ada yang tidak masuk hari ini?” Some of the students answers “ada yang ikut rapat osis Miss”.

SN showed the YouTube video of “How to make cream of mushroom soup”, SN gave some questions and explained. SN said “What is your name?” The student answered “My name is Savitri”. SN said “Do you still remember the materials to make mushroom soup?” Savitri answered “celery = seledri, leek = bawang Bombay, mushroom = jamur, flour = tepung, chicken stock = air kaldu, and pepper = merica”. SN said “Good”.

SN played the YouTube video of “How to make cream of mushroom soup”. SN asked students to watch the YouTube video. SN asked the students to make procedure text based on the YouTube video, make paragraph individually. SN pointed out one of the students to write the procedure text on the whiteboard. SN and the students discussed and checked the answers.

At 09.30 WIB, before ending the meeting, SN asked the students whether there was difficulty or not. “Any question?” The whole class said “No, Miss”. SN made the summary and reflected about the lesson together with the students; that is about procedure text. SN closed the meeting. Then, SN said “Thanks for your attention and see you”. The whole class said “See you miss”.

Observing: The third meeting was held on Friday, July 29th, 2011 at 08.00-09.30 WIB in classroom of X 7 SMA N Kebakkramat. SN designed this meeting as a time for watching YouTube video. In the beginning of the lesson, SN checked the students’ readiness by asking the vocabularies from the previous meeting. She thought that they still remembered the vocabularies learned. Then, SN divided the class into ten groups.

When SN thought that the students were ready, SN asked students to watch the YouTube video. Some students had a job to write their
procedure text in front of the class. It was so noisy but that was fine since it reflected the students’ activeness. The students’ activeness also reflected their improved motivation and improved quality of writing class.

From the observation, their difficulties were on preposition, grammar (language use), and meaning (vocabulary).

4) The Fourth Meeting

The fourth meeting was conducted on Friday, August 5th, 2011 in classroom of X 7 SMA N Kebakkramat. That day, as was informed in the previous meeting, students would have post test, the test covered: content, organization, vocabulary, language use, and mechanics.

At 08.00 WIB, SN entered the class and greeted to the students “Good morning”, and the students answered “Good morning Miss”. Then, before students did the test, the researcher told the students “Do this test individually”. The researcher monitored them.

c. Reflecting

1) The Improvement of Students’ Writing Skill

On August 5th 2011, the researcher conducted the post test of cycle 1. Then, the researcher scored the students’ work of cycle 1. Based on the result of the post test score of cycle 1, the researcher could report that there was improvement on students writing. The highest score improved from 80 in pre test into 95 in post test 1. The lowest score improved from 51 in pre test into 60. The mean score between pre test and post test improved from 61.77 into 71.03. The post test score cycle 1 could be shown in table 4.7.

<table>
<thead>
<tr>
<th>No</th>
<th>Explanation</th>
<th>Students’ score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Highest score</td>
<td>95</td>
</tr>
<tr>
<td>2.</td>
<td>Lowest score</td>
<td>60</td>
</tr>
<tr>
<td>3.</td>
<td>Mean score</td>
<td>71.03</td>
</tr>
</tbody>
</table>
Supporting to the post test of cycle 1 in the table 4.7, the following table or the table 4.8 provided the data about the students’ score viewed from their skills:

**Table 4.8 Writing Test Score of Cycle 1**

<table>
<thead>
<tr>
<th>No</th>
<th>Skill</th>
<th>Highest</th>
<th>Lowest</th>
<th>Mean score</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Content</td>
<td>30</td>
<td>22</td>
<td>25.17</td>
<td>83.9</td>
</tr>
<tr>
<td>2.</td>
<td>Organization</td>
<td>20</td>
<td>12</td>
<td>15.2</td>
<td>76</td>
</tr>
<tr>
<td>3.</td>
<td>Vocabulary</td>
<td>20</td>
<td>10</td>
<td>13.62</td>
<td>68.15</td>
</tr>
<tr>
<td>4.</td>
<td>Language Use</td>
<td>25</td>
<td>10</td>
<td>12.14</td>
<td>49</td>
</tr>
<tr>
<td>5.</td>
<td>Mechanics</td>
<td>5</td>
<td>4</td>
<td>4.885</td>
<td>97</td>
</tr>
</tbody>
</table>

It was clear that students writing skill improved in cycle 1. The students improved in content, organization, and mechanics. Students were able to explore their ideas, students were able to organize their ideas, students were able to use mechanics in writing sentences. Students were more motivated, and gave more responses toward teacher’s instruction. The classroom situation was improved, some of the students were active when the teacher asked them to do the task in front of the classroom, and students were more motivated. However, students’ scores in vocabulary and language use were still low. In case of classroom situation, some of the students were afraid to ask if they had difficulty.

The English teacher reflected several positive results and some weaknesses in the first cycle.

1) The Strengths
   a) Students were able to explore their ideas
   b) Students were able to organize their ideas
   c) Students were able to use mechanics in writing sentences

2) Weaknesses
   a) Students have difficulty in using words
   b) Students have difficulty in using grammar
2) Changes in Classroom Situation

The implementation of YouTube video changed classroom situation in X 7 SMA N Kebakkramat. The change of classroom situation can be seen in the table below:

*Table 4.9 Improvement of Students’ Writing Skill and Classroom Situation from Pre-research to Cycle 1*

<table>
<thead>
<tr>
<th>Problems Indicators</th>
<th>Pre-research</th>
<th>Cycle 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Students’ writing skill</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Students have difficulty to explore their ideas;</td>
<td>Students write three up to five sentences</td>
<td>Students can write six up to seven sentences</td>
</tr>
<tr>
<td>2) Students have difficulty to organize their ideas;</td>
<td>Some students make procedure text not in a good order or students ideas not arrange, for example “First, clean apple. After that, cut apple into small form. Then, put apple into blender. After that, add water and sugar. Next, mix all ingredients until smooth. Then, pour apple juice into a glass. Finally, apple juice ready to serve” they wrote “First, put apple, sugar, and water into blender. Next, mix of the blender. Finish, tub juice in the glass”</td>
<td>Students’ make procedure text in a good order</td>
</tr>
<tr>
<td>3) Students have problem to use proper words in writing;</td>
<td>Students write incorrect words choice when they write writing assignment, for example pour water into the glass they write put water into the glass</td>
<td>Students’ still incorrect word choice and incorrect written word choice prefers the first meeting</td>
</tr>
<tr>
<td>4) Students have problem in producing grammatically correct sentences;</td>
<td>The students make mistakes in applying appropriate structures of present tense in the text, for example cook 1 plate of white rice they write 1 plate cooked white rice</td>
<td>Some of them still use past tense in writing procedure text prefers the pre-research</td>
</tr>
<tr>
<td>5) Students have difficulty to use mechanic (punctuation and spelling) in writing.</td>
<td>The students made mistakes in applying the appropriate punctuation in the texts. Sometimes, they forgot to give coma in their writing and they write incorrect spelling, for example in punctuation, next, heat the oil they write next</td>
<td>Students’ were able to use appropriate punctuation and spelling in their writing</td>
</tr>
</tbody>
</table>
Based on the analysis of the observation in cycle 1, the English teacher reflected several positive results and some weaknesses in the first cycle. They were described as follows.

1) The Strengths
   a) Students’ behavior changed. They did not do the useless activity during the lesson.
   b) Students’ could finish their writing assignment
   c) Students gave more responses toward teacher’s instruction

2) Weaknesses
   a) Students were afraid to ask if they had difficulty
   b) It’s difficult for the teacher to make students pleasant with the situation.
d. Revising the plan

To overcome the problems arising in cycle 1, the researcher revised the plan for the next cycle, so that the problems would not occur anymore. In cycle 2, the researcher explains again about grammar focus (present tense) and vocabulary. Then, the researcher asks the students to ask when they have difficulty in vocabulary and grammar. To make students pleasant, the researcher let the students choose the video they would like to see.

**Table 4.10 Unsolved Problems in Cycle 1 and the proposed Solutions**

<table>
<thead>
<tr>
<th>No</th>
<th>Problems</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students’ difficulty in using words.</td>
<td>a. Teacher shows a video of How to Make Strawberry Beauty Smoothie</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Teacher asks students to find the difficult words based on the video of How to Make Strawberry Beauty Smoothie</td>
</tr>
<tr>
<td>2</td>
<td>Students have difficulty in using grammar.</td>
<td>a. Teacher explains the grammar (the differences between past tense and present tense)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Teacher gives examples to the students of present tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Teacher asks one of the students to give example of present tense</td>
</tr>
<tr>
<td>3</td>
<td>Students were afraid to ask if they found difficulty.</td>
<td>a. Teacher asks some of the students to ask when they have difficulty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Teacher observes the students when they do the activity</td>
</tr>
<tr>
<td>4</td>
<td>Teacher has difficulty to make students pleasant with the situation.</td>
<td>Teacher let the students choose the video they would like to see.</td>
</tr>
</tbody>
</table>

2. **Description of Cycle 2**

The description of cycle 2 involves four important stages. They are planning, action, observation, and reflection. The detail about those four stages is explained as follows:

a. **Planning**

The researcher still faced some problems in the previous cycle. They are students still had difficulties in using words and in using grammar. Based on the fact, the writer decided to conduct the second cycle. SN planned to repair the students’ weaknesses in the first cycle. From the
writer’s observation as the teacher, SN knew that the students still had
difficulties in grammar (language use) and some of students’ also made
mistakes in using the proper word in writing. Then, SN designed activities
to improve the students’ grammar and using words. SN gave explanation
about present tense. Then, SN asked them to find the difficult words which
involved all the students’ participation. To make students pleasant, the
researcher let the students choose the video they would like to see.

1) Sharing idea with collaborator

The collaborator contributed a lot by giving the idea to revise the plan.
Students have difficulty in using words and grammar. The collaborator
suggests to replay the YouTube video. In cycle 2, the researcher asked the
students to make a procedure text again to make them understand how to
make a paragraph. The collaborator also suggested the researcher to ask
again the students to make a procedure text.

2) Making Lesson Plan

From the result of cycle 1 the researcher designed the lesson plan for
cycle 2.

3) Preparing the students’ worksheet

After the researcher had got the material, she did the same process of
preparing the students’ worksheet as what she did in cycle 1. Then, she
proposed the material to the collaborator to get his approval. The students’
worksheet was then added by more exercises on finding difficult words
and making procedure text individually based on the YouTube video.

b. Acting and Observing

In this cycle, the researcher taught the same topic of procedure text as
the one in the first cycle, but the researcher taught by using different video.
YouTube video which is used in cycle 2 are “Southern Sweet Tea”,
“Strawberry Beauty Smoothie”, and “Thai Lemon Tea”. In using words
teacher showed the YouTube video of “How to Make Strawberry Beauty
Smoothie” and teacher asked students to find the difficult words based on
the video. Then, in grammar teacher explained the grammar (the differences between past tense and present tense).

Observing was conducted in order to know the effects of the implementation of YouTube video to improve students’ writing skill and was aimed at knowing how YouTube video improves students writing skill. Observing was done by the researcher along with the teacher in each meeting.

1) The First Meeting

**Acting:** The first meeting was conducted on Monday, August 8th, 2011 at 12.10 WIB in X 7 Classroom of SMA N Kebakkramat. The researcher taught the students and the teacher observed. Teaching learning process of X 7 was taught by Septiana Nur Anggreini (SN) and the observer was Mr. Sutarno (S).

At 12.10 WIB, SN turned on the computer and LCD. SN opened the file about grammar focus (present tense) and showed it through screen. SN started the meeting by greeting and checking attendance list. SN said “Good afternoon, students?” Students answered “Good afternoon”. Then, SN said “How are you today?” Students answered “I’m fine and you?” SN answered “I’m fine to, thanks”.

Then, SN gave some questions (dealing with topic). SN said “Okay, today we are going to talk about the present tense”. SN pointed out some of students to answer the question. “Okay, what is your name?” The student answered “My name is Yeni”. SN asked “Yeni, do you know about present tense?”. The student answered “Present tense menerangkan sesuatu yang terjadi pada waktu sekarang”. Then, SN asked another student. SN asked “What is your name?” The students answered “My name is Solikah”. SN asked “Solikah, do you know about past tense?”. The student answered “Past tense menerangkan sesuatu yang terjadi pada masa lampau” SN then explained about present tense.
SN showed the YouTube video of “How to make Southern Sweet Tea”, SN gave some questions. SN said “Find the present tense words based on the YouTube video?”. The student answered “Okay Miss”. SN asked “Who wants to be a volunteer?”. One student wrote some words in front of the class. SN asked “What is your name?” The student answered “My name is Dita”. SN said “Okay, please write your words”.

Then, SN explained about grammar (past tense and present tense). SN asked them to make sentences by using present tense (individually). After that, SN asked some students to write sentences in front of the class. SN asked the students “Anak-anak siapa yang ingin maju?”. SN asked “What is your name?” The student answered “My name is Wahyu”. SN said “Okay, write your sentences”. SN and the students discussed and checked the answer. SN asked “What is your name?” The student answered “My name is Ayu”. SN asked “What the materials do you need to make Southern Sweet Tea”? Ayu answered “Sugar, tea, and water”.

SN showed the YouTube video again of “How to make Southern Sweet Tea”, SN said “Find the difficult words based on the YouTube video?”. SN asked “Who wants to be a volunteer?”. One student wrote some words in front of the class. SN asked “What is your name?” The student answered “My name is Savitri”. SN said “Okay please write your words”. SN and the students discussed and checked the meaning together. SN asked “Make a procedure text based on the YouTube video and do not forget to mention goal, materials, and steps”. SN pointed out some of students to write procedure text in front of the class. “Okay, what is your name?” The student answered “My name is Adam”. SN asked Adam to write procedure text in front of the class. SN and the students discussed and checked the sentences together.

At 01.30 WIB, the bell rang. SN asked the students whether there was difficulty or not. “Any question?” The whole class said “No, Miss”. SN asked the students “Are you happy now?” Students answered “Yes, I’m happy”. SN gave homework to the students to make sentences using
present tense. Before the students went home, SN asked the students to pray together. Then, SN said “See you next meeting”. The whole class said “See you Miss”.

Observing: The first meeting was conducted on Monday, August 8th, 2011 at 12.10 WIB in X 7 Classroom of SMA N Kebakkramat. SN introduced the topic by saying “Today, we are going to learn about Southern Sweet Tea, ada yang tahu Southern Sweet Tea itu apa?”. They already knew what Southern Sweet Tea is. SN could make the students’ attention and motivation by mentioning materials in making Southern Sweet Tea.

SN and students discussed about grammar (past tense and present tense). Some students in the back of the class talked to each other. Then, SN approached them to get their attention. SN also made example about the grammar (past tense and present tense). After that, SN asked students to make sentences using present tense. SN asked some of the students to write their sentences in front of the classroom. When the students made mistake in making sentences, SN asked about it to other students. Most students enjoyed doing this. SN showed the YouTube video again of “How to make Southern Sweet Tea”. So, SN asked students to find the difficult words based on the YouTube video. SN asked some of the students to write their words on the whiteboard.

Then, SN asked students to watch the YouTube video. Some students had a job to write their procedure text in front of the class. It was so noisy but that was fine since it reflected the students’ activeness. The students’ activeness also reflected their improved motivation and improved quality of writing class. In the end of the lesson, the students gave positive responses. SN closed the meeting and said goodbye.
2) The Second Meeting

**Acting:** The second meeting was held on Friday, August 12\(^{th}\), 2011 at 08.00-09.30 WIB in classroom of X 7 SMA N Kebakkramat. SN asked “Who is missing today?” one of the students answered “Nihil Miss”.

At 08.00 WIB, the bell rang. The students were entering to the class. Mr. Sutarno as an observer and SN as a teacher entered the X 7 class. In introduction, after all the students entered the X 7 class, SN checked the students’ attendance. SN said “Good Morning, students?” Students answered “Good Morning”. Then, SN said “How are you today?” Students answered “I’m fine and you?” SN answered “I’m fine too, thanks”.

SN showed the YouTube video of “How to Make Strawberry Beauty Smoothie”, SN gave some questions. SN said “Find the difficult words based on the YouTube video?”. Students were motivated in finding the difficult words, they opened the dictionary. SN asked “Who wants to be a volunteer?”. One student wrote some words in front of the class. SN asked “What is your name?” The students answered “My name is Luqman”. SN said “Okay please write your words”. SN and the students discussed and checked the meaning together. SN asked “What is your name?” The student answered “My name is Savitri”. SN asked “What the materials do you need to make Strawberry Beauty Smoothie”? Savitri answered “Strawberry, sugar, ice cube, and water”.

SN showed the YouTube video again of “How to Make Strawberry Beauty Smoothie”, SN asked “Make a procedure text based on the YouTube video and do not forget to mention goal, materials, and steps”. SN asked to the students “Anak-anak siapa yang ingin maju?”. SN asked “What is your name?” The student answered “My name is Savitri”. SN said “Okay, write your procedure text”. SN and the students discussed and checked the text together.

At 01.30 WIB, the bell rang. Before the students went home, SN asked whether there is difficulty or not. Then, SN asked the whole class to pray
together. Then, SN said “See you class and thanks for your attention”. The whole class said “See you”.

**Observing:** The second meeting was held on Friday, August 12th, 2011 at 08.00-09.30 WIB in classroom of X 7 SMA N Kebakkramat. SN introduced the topic by saying “Today, we are going to learn about Strawberry Beauty Smoothie, ada yang tahu Strawberry Beauty Smoothie itu apa?” SN began the lesson by showing YouTube video about “How to Make Strawberry Beauty Smoothie”. SN asked students to watch the YouTube video. That day, SN asked students’ to find the difficult words based on the video of “How to Make Strawberry Beauty Smoothie”. Two students wrote the difficult words in front of the class. She did it because it was a good way to give the example of correct meaning and word choice to the students.

Then, SN asked the students to make procedure text. Some students had a job to write their procedure text in front of the class. SN asked about the students’ feeling in doing this. SN said “Senang ga belajar hari ini?, Kalau belajar seperti ini semakin susah apa semakin gampang?”. The students gave positive responses. At last, SN closed the meeting and said goodbye. Some students said “Besuk belajar lagi ya Bu.”

3) The Third Meeting

**Acting:** The third meeting was held on Monday, August 15th, 2011 at 12.10 WIB in classroom of X 7 SMA N Kebakkramat. In that day, all of the students were present.

At 12.10 WIB, the bell rang. After all the students entered X 7 class. S as an observer and SN as a teacher entered the X 7 class. SN turned on the computer and LCD. In introduction, after all the students entered the X 7 class, SN checked the students’ attendance. SN said “Good Afternoon, students?” Students answered “Good Afternoon”. Then, SN said “How are you today?” Students answered “I’m fine and you?” SN answered
“I’m fine too, thanks”. Then, SN asked “Who is missing today?” “ada yang tidak masuk hari ini?” The student answered “No, Miss”.

SN showed the YouTube video of “How to make Thai Lemon Tea”, SN gave some questions and explained. SN said “What is your name?” The student answered “My name is Savitri”. SN said “Do you know the materials to make Thai Lemon Tea?” Savitri answered “Water, tea, sugar, and lemon”, SN said “Good”.

SN played the YouTube video of “How to make Thai Lemon Tea”. SN asked students to watch the YouTube video. SN asked the students to make procedure text based on the YouTube video, make paragraph individually. SN pointed out one of the students to write the procedure text on the whiteboard. SN and the students discussed and checked the answers.

At 01.30 WIB, before ending the meeting, SN asked the students whether there was difficulty or not. “Any question?” The whole class said “No, Miss”. SN made the summary and reflected about the lesson together with the students; that is about procedure text. SN closed the meeting. Then, SN said “Thanks for your attention and see you”. The whole class said “See you miss”.

**Observing**: The third meeting was held on Monday, August 15th, 2011 at 12.10 WIB in classroom of X 7 SMA N Kebakkramat. SN introduced the topic by saying “Today, we are going to learn about Thai Lemon Tea, ada yang tahu Thai Lemon Tea itu apa?”. They already knew what Thai Lemon Tea is. SN could make the students’ attention and motivation by mentioning materials in making Thai Lemon Tea.

When SN thought that the students were ready, SN asked students to watch the YouTube video. Some students had a job to write their procedure text in front of the class. It was so noisy but that was fine since it reflected the students’ activeness. The students’ activeness also reflected their improved motivation and improved quality of writing class.
4) The Fourth Meeting

**Acting:** The fourth meeting was conducted on Friday, August 19\(^{th}\), 2011 in classroom of X 7 SMA N Kebakkramat. That day, as was informed in the previous meeting, students would have post test, the test covered: content, organization, vocabulary, language use, and mechanics.

At 08.00 WIB, SN entered the class and greeted to the students “*Good morning*”, and the students answered “*Good morning Miss*”. Then, before students did the test, the researcher told the students “*Do this test individually*”. The researcher monitored them.

**Observing:** The fourth meeting was conducted on Friday, August 19\(^{th}\), 2011 in classroom of X 7 SMA N Kebakkramat. In the fourth meeting the students did the post test 2. The post test was aimed to know the improvement of the students’ writing skill. The result of post test showed that the mean students score improved from 71.08 in post test 1 into 91.45 in post test 2.

c. Reflecting

Based on the analysis of the result of the observation in cycle 2, some results of the research:

1) The Improvement of Students’ Writing Skill

On August 15\(^{th}\) 2011, the researcher conducted the post test of cycle 2. Based on the result of the post test score of cycle 2, the researcher could report that there was improvement on students’ writing. The highest score gained by the students improved from 95 in post test 1 into 98 in post test 2. The lowest score improved from 60 in post test 1 into 85 in post test 2. The mean score improved from 71.03 in post test 1 into 91.45 in post test 2. The post test score cycle 2 could be shows in table 4.11.
Supporting to the post test of cycle 2 in the table 4.11, the following table or the table 4.12 provided the data about the students’ score viewed from their skills:

### Table 4.11 Post Test Score of Cycle 2

<table>
<thead>
<tr>
<th>No</th>
<th>Explanation</th>
<th>Students’ score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Highest score</td>
<td>98</td>
</tr>
<tr>
<td>2.</td>
<td>Lowest score</td>
<td>85</td>
</tr>
<tr>
<td>3.</td>
<td>Mean score</td>
<td>91.45</td>
</tr>
</tbody>
</table>

### Table 4.12 Writing Test Score of Cycle 2

<table>
<thead>
<tr>
<th>No</th>
<th>Skill</th>
<th>Highest</th>
<th>Lowest</th>
<th>Mean score</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Content</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>100</td>
</tr>
<tr>
<td>2.</td>
<td>Organization</td>
<td>20</td>
<td>17</td>
<td>19.74</td>
<td>98.7</td>
</tr>
<tr>
<td>3.</td>
<td>Vocabulary</td>
<td>20</td>
<td>13</td>
<td>17.5</td>
<td>87.5</td>
</tr>
<tr>
<td>4.</td>
<td>Language Use</td>
<td>25</td>
<td>16</td>
<td>19.23</td>
<td>76.92</td>
</tr>
<tr>
<td>5.</td>
<td>Mechanics</td>
<td>5</td>
<td>4</td>
<td>4.9</td>
<td>98</td>
</tr>
</tbody>
</table>

It was clear that students’ writing skill improved in cycle 2. The students improved in content, organization, vocabulary, language use, and mechanics. Students were able to explore their ideas, to organize their ideas, to choose of right words, to produce grammatically correct sentences, and students were able to use mechanics in writing sentences. Students’ behavior changed. They did not do the useless activity during the lesson, students were more motivated, and gave more responses toward teacher’s instruction. The classroom situation was improved, some of the students were active when the teacher asked them to do the task in front of the classroom, students were pleasant with the situation, and students were more motivated. In case of classroom situation, some of the students were afraid to ask if they had difficulty.
The English teacher reflected several positive results in the second cycle. The implementation of YouTube video changed students’ writing skill and classroom situation in X 7 SMA N Kebakkramat. The improvement of students’ writing skill and classroom situation can be seen in the table 4.13.

Based on the analysis of the observation in cycle 1, the English teacher reflected several positive results and some weaknesses in the first cycle. They were described as follows.

1) The Strengths

a) Students were more motivated and gave more responses toward teacher’s instruction

b) Students’ behavior changed. They did not do the useless activity during the lesson

2) Weaknesses

In teaching learning process, sometimes the students were afraid to ask about difficulty.
C. Research Findings and Discussion

1. Research Findings

In cycle 1 the researcher accumulated data from several sources of data such as field notes, pre research observation report, interview report, the score of pretest, post test 1, post test 2, and photograph. The research findings include the improvement of the students writing skill and the improvement of class situation. The findings can be seen in the table below:

Table 4.13 Improvement of Students’ Learning and Achievement in the End of Research

<table>
<thead>
<tr>
<th>Research Findings</th>
<th>Before Action Research</th>
<th>After Action Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The improvement of the students’ writing skill</td>
<td>1. Students had difficulty to explore their ideas;</td>
<td>1. Students were able to explore their ideas.</td>
</tr>
<tr>
<td></td>
<td>2. Students had difficulty to organize their ideas;</td>
<td>2. Students were able to organize their ideas.</td>
</tr>
<tr>
<td></td>
<td>3. Students had problem to use proper words in writing;</td>
<td>3. Students were able to use proper words in writing.</td>
</tr>
<tr>
<td></td>
<td>4. Students had problem in producing grammatically correct sentences;</td>
<td>4. Students were able to produce grammatically correct sentences.</td>
</tr>
<tr>
<td></td>
<td>5. Students had difficulty to use mechanic (punctuation and spelling) in writing.</td>
<td>5. Students were able to use mechanic (punctuation and spelling) in writing.</td>
</tr>
<tr>
<td>b. The achievement of the students’ test score</td>
<td>The students’ mean score was 61.77. It was much lower than the minimum requirement score, namely, 70.00.</td>
<td>The students’ mean score was improved into 71.03 in the post test 1 and it also improved into 91.45 in the final post test. It got higher than their score in pretest.</td>
</tr>
<tr>
<td>c. The improvement of class situation</td>
<td>1. Students did non academic activities in the classroom;</td>
<td>1. Students’ behavior changed. They did not do the useless activity during the lesson.</td>
</tr>
<tr>
<td></td>
<td>2. Some of the students did not finish the writing assignment during the lesson;</td>
<td>2. Students finishing the writing assignment during the lesson.</td>
</tr>
<tr>
<td></td>
<td>3. Students were not active and creative to ask about the lesson what they did not understand;</td>
<td>3. Students were more active to ask about the lesson what they did not understand.</td>
</tr>
<tr>
<td></td>
<td>4. Some of the students were not active when the teacher asked them to do the task in front of</td>
<td>4. Students gave more responses when the teacher asked them to do the task in front of the</td>
</tr>
</tbody>
</table>
Further, such improvement occurred in a certain amount of time during the research implementation. For more details, the improvement of students’ writing skill and class situation in each meeting is portrayed in Table 4.14. The table is also completed by the students’ score at the end of each cycle. It can be summarized in table below:

**Table 4.14 Improvement of Writing Skill and Class Situation in Each Meeting**

<table>
<thead>
<tr>
<th>Problem Indicator</th>
<th>Situation Prior to the Research</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Meeting 1</td>
<td>Meeting 2</td>
</tr>
<tr>
<td>a. Writing Skill</td>
<td></td>
<td>Meeting 1</td>
<td>Meeting 2</td>
</tr>
<tr>
<td>1. Students had difficulty to explore their ideas;</td>
<td>Students wrote three up to five sentences</td>
<td>Students wrote four up to five sentences</td>
<td>Students wrote six sentences based on the YouTube video</td>
</tr>
<tr>
<td>2. Students had difficulty to organize their ideas;</td>
<td>Some students make procedure text not in a good order or students ideas not arrange, for example “<strong>First, clean apple. After that, cut apple into small form. Then, put apple into blender. After that, add water and sugar. Next, mix all ingredients until</strong>”</td>
<td>Some of them writing paragraph not in a good order</td>
<td>Some students still confuse to arrange their ideas</td>
</tr>
</tbody>
</table>
smooth. Then, pour apple juice into a glass. Finally, apple juice ready to serve.”

3. Students had problem to use proper words in writing;

<table>
<thead>
<tr>
<th>Students</th>
<th>Students wrote incorrect words choice when they write writing assignment, for example pour water into the glass they write put water into the glass</th>
<th>Students still write incorrect words. Moreover, they had incorrect word choice</th>
<th>Students still write incorrect words in their writing assignment prefers the first meeting</th>
<th>Little mistakes to write words, even, incorrect word choice</th>
<th>Students used appropriate vocabulary in writing</th>
<th>Students were able to use the proper word in writing</th>
</tr>
</thead>
</table>

4. Students had problem in producing grammatically correct sentences;

<table>
<thead>
<tr>
<th>Students</th>
<th>The students made mistakes in applying appropriate structures of present tense in the text, for example cook 1 plate of white rice they write 1 plate cooked white rice</th>
<th>Students still confuse to use present tense in writing assignment of procedure text</th>
<th>Students still use past tense in writing procedure text prefers the first meeting</th>
<th>They can make sentences correctly, but some of them should be reminded the used of present tense activity in procedure text</th>
<th>Students were able to write paragraph by using the correct grammar</th>
<th>Students were able to write the second meeting</th>
</tr>
</thead>
</table>

4. Students had difficulty to use mechanic (punctuation and spelling) in writing.

<table>
<thead>
<tr>
<th>Students</th>
<th>The students made mistakes in applying the appropriate punctuation in the texts. Sometimes, they forgot to give coma in their writing and they write incorrect spelling, for example in punctuation, next, heat the oil they write next they heat the oil, in spelling, orange they write</th>
<th>Students did not use coma in their writing assignment and they write incorrect spelling</th>
<th>Students still confuse to use coma in their writing and they write incorrect spelling</th>
<th>Students were able to use appropriate punctuation in their writing assignment and they were able to write correct spelling</th>
<th>Students were able to use mechanics and spelling in writing</th>
<th>Students were able to use mechanics and spelling in their writing assignment of procedure text</th>
</tr>
</thead>
<tbody>
<tr>
<td>c. Class Situation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Students did non academic activities in the classroom;</td>
<td>Students' still not focus on the lesson</td>
<td>Students’ focus on the lesson. Only five students not focus on the lesson but it can be controlled by researcher</td>
<td>Students’ behavior changed. They did not do the useless activity during the lesson</td>
<td>Students’ give positive respond to the lesson. More than 75% students focus in teaching learning activities</td>
<td>Students' give full attention during the lesson and they enjoy the lesson</td>
<td>Students' behavior changed. They did not do the useless activity during the lesson and prefers the second meeting</td>
</tr>
<tr>
<td>2. Some of the students did not finish the writing assignment during the lesson;</td>
<td>Some of the students did not do the assignment</td>
<td>Some of the students did not do the assignment prefers the first meeting</td>
<td>Students’ finished their assignment</td>
<td>Students’ did the assignment on time. They did not always open the dictionary</td>
<td>Students’ get hurry to finish the writing assignment prefers the first meeting</td>
<td>Students’ could finish their assignment on time</td>
</tr>
<tr>
<td>3. Students were not active and creative to ask about the lesson what they did not understand;</td>
<td>Students were not active to ask about the lesson what they did not understand</td>
<td>Students were afraid to ask about the lesson what they did not understand</td>
<td>Students were afraid to ask if they have difficulty prefers the first meeting</td>
<td>Students’ get hurry to answer the questions</td>
<td>Students were more active to ask about the lesson what they did not understand</td>
<td>Students were more active to ask about the lesson what they did not understand prefers the second</td>
</tr>
<tr>
<td>4. Some of the students were not active when the teacher asked them to do the task in front of the classroom;</td>
<td>Only 2 to 3 students want to present in front of the class</td>
<td>Some of the students want to present in front of the class</td>
<td>Students more active and they want to present individually if the</td>
<td>More than 50% students want to present the material in front of the</td>
<td>More than 50% students want to present the material in front of the</td>
<td>Students gave more responses when the teacher asked them</td>
</tr>
</tbody>
</table>
5. It’s difficult for the teacher to make students pleasant with the situation. Students can not pleasant with the situation. Students still can not pleasant with the situation. Difficult for the teacher to make students pleasant with the situation. Students were pleasant with the situation. Students were pleasant with the situation. Students were pleasant with the situation. Students were pleasant with the situation.

Related to the improvement of the students writing skill, we can see the improvement of scores from cycle 1 to cycle 2. It can be summarized in table below:

**Table 4.15 The Improvement of the Students’ Score**

<table>
<thead>
<tr>
<th>Students</th>
<th>Pretest</th>
<th>Post Test 1</th>
<th>Post Test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lowest</td>
<td>51</td>
<td>60</td>
<td>85</td>
</tr>
<tr>
<td>Highest</td>
<td>80</td>
<td>95</td>
<td>98</td>
</tr>
<tr>
<td>Mean</td>
<td>61.77</td>
<td>71.03</td>
<td>91.45</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing</th>
<th>Students’ Mean Score for each Indicators</th>
<th>Pretest</th>
<th>Post Test 1</th>
<th>Post Test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Exploring ideas</td>
<td>23.71 (79)</td>
<td>25.17 (83.9)</td>
<td>30 (100)</td>
<td></td>
</tr>
<tr>
<td>b. Organizing ideas</td>
<td>13.2 (66)</td>
<td>15.2 (76)</td>
<td>19.74 (98.7)</td>
<td></td>
</tr>
<tr>
<td>c. Producing grammatically correct sentences</td>
<td>10.77 (43)</td>
<td>12.14 (5.0)</td>
<td>19.23 (76.92)</td>
<td></td>
</tr>
<tr>
<td>d. Using the proper word in writing</td>
<td>10.31 (52)</td>
<td>13.62 (68.1)</td>
<td>17.5 (87.5)</td>
<td></td>
</tr>
<tr>
<td>e. Using mechanic (punctuation and spelling) in writing</td>
<td>4.14 (82.8)</td>
<td>4.885 (97.7)</td>
<td>4.9 (98)</td>
<td></td>
</tr>
</tbody>
</table>

From the two tables above, there are two findings related to the research question; the improvement of the students’ writing skill and the development of the classroom situation. The first finding is the improvement of the students
writing skill, it can be seen in the result of pretest and both post test. The score of pretest (61.77) improved into 71.03 in the post test 1, and it improved into 91.45 in the final post test. Based on the results of pretest, post test 1, and post test 2, the researcher could consider that most of the students understood about procedure text. The students could make procedure text based on the indicators of writing such as content, organization, vocabulary, language use, and mechanics.

The second finding is the development of the classroom situation. Before research, some of the students were not active when the teacher asked them to do the task in front of the classroom. After implementing this research, students gave more responses when the teacher asked them to do the task in front of the classroom during teaching learning process. They mentioned the goal, materials, and steps based on the YouTube video.

Based on the result of the observation, the researcher concluded that teaching writing using YouTube video made students more active, motivated, and enjoy the teaching and learning process. The implementation of YouTube video in teaching writing could explore the students’ ideas. By implementing YouTube video in teaching writing the students writing skill improve in making procedure text.

2. Research Discussion

The researcher decided that the second cycle had shown a good improvement of the students’ writing skill. The action research was discussing the result of the research as a final reflection. It can be concluded that the implementation of YouTube video in teaching writing was an effective way to improve the students’ writing skill.

The writer is interested in doing classroom action research to overcome these problems by applying English YouTube video as a media in teaching writing. According to Sumantri (2001: 153), “Media pengajaran atau pembelajaran adalah segala alat pengajaran yang digunakan oleh guru sebagai perantara untuk menyampaikan bahan-bahan instruksional dalam proses belajar mengajar.
used in teaching learning as a means to convey the instructional materials to reach the objectives more easily.

a. The Improvement of Students’ Writing Skill

The students’ writing skill increased after using YouTube video to teach writing procedure text. The researcher would relate the finding with some theories about YouTube video. YouTube video is a kind of short video existing in internet. Video is medium of communication which contains some information. The information is in the form of picture, image, and action. Harmer (2003: 290) states that video helps to make students feel more realistic. So, it is important to make the students active whenever they watch video material. Rivers (1968: 207) also mentions several advantages of using video. It is now possible to bring into the classroom a more vivid representation of the foreign culture than the teacher was able to do with pictures and objects since video combines objects, picture, actions, and gestures in one package to illustrate meaning.

Related to videos, McLuhan and Fiore in Lever (2003: 332) states that video is highly regarded instructional method with its roots in the constructivist learning styles, and multiple intelligences theoretical camps. While in http://iteslj.org/Articles/Canning-Video.html, video is at best defined as the selection and sequence of massages in an audio-visual context.

Cooper (1991: 11) defines video as a supercharged medium of communication and powerful vehicle of information that is packed with message, images, and ambiguity, and so represents a rich terrain to be worked and reworked in the language learning classroom. In writing lesson, video gives a stimulus for the students about something, so that they have ideas to say in their writing.

YouTube video is a media that involves sounds and images which can help the students to explore idea. Smaldino (2002: 283) defines it as electronic storage of moving images. He adds that any electronic media format that employs “motion picture” to present a message can be referred to as video. By watching YouTube video, the students get information about the situation or context when the event occurred. Topics in the YouTube video have covered the material that
will be discussed, therefore it can help students understand about the content. It means that the students can capture the contents of the YouTube video and write it easily. The students can develop vocabulary by watching the YouTube video. The students can apply the concept (tenses) appropriately when they watch and listen to the speakers spoke. Through YouTube video, the students may also listen to the speaker’s intonation so that they can analyze it and apply the appropriate punctuation when they write. YouTube video provides a shared experience for students in the class, a common base that leads to a variety of language activities.

YouTube video in teaching writing can improve the students’ writing skill by stimulating the students through visual elements orderly, such as: (1) the story is well organized and clear in order to organize the thought, argument, and logical well. Teacher asked students to watch YouTube video to know the content of the YouTube video; (2) the use of right words (word choice) in any circumstances in the different purposes and functions. To improve the students vocabulary, the teacher asked students to find the difficult words; (3) the speakers spoke fluently with the appropriate language structures. Teacher asked students to listen the speakers spoke fluently. The students knew how to write grammatically correct sentences; (4) the implementation of correct grammatical sentences in chronological events. The teacher asked students to find the present tense words based on the YouTube video; (5) the speakers produced correct spelling of the word and punctuation. To improve the students in mechanics, the teacher asked students to watch YouTube video and asked them listen the speakers spoke of words. The students knew how to write words correctly and how to use punctuation in writing procedure text. YouTube video has many advantages. YouTube video combines objects, pictures, actions, and gestures in one package to illustrate meaning. YouTube videos of the audiovisual media produce sound, color, and concrete picture. YouTube video distributes language comprehension activities through viewing the visual element orderly, listening the correct stress or intonation, spelling, and pronunciation as well, composing oral activities by paraphrasing or retelling story, and concerned language pattern. Video must be fully integrated with the learning material in the curriculum.
b. The Improvement of Students’ Classroom Situation

The implementation of YouTube video changed classroom situation in class X 7 SMA N Kebakkramat. Students’ behavior changed. They did not do the useless activity during the lesson, students were more motivated and they enjoy in writing class, students were more active to ask about the lesson what they did not understand, students gave more responses when the teacher asked them to do the task in front of the classroom, and students were pleasant with the situation.

Stemplesky (1990: 3-4) states about the importance of a moving picture component as a language teaching aid. First of all, YouTube video could increase motivation of the students. YouTube video could present language more comprehensively than any other teaching medium.

So, YouTube video could increase motivation of the students. It also made students enjoy, more active, and motivated in teaching learning process. It can be seen that the students had confidence to be a volunteer and make procedure text in front of the class.
CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on the discussion in the previous chapter, the findings of the results show the positive improvements in the students’ writing skill and class situation. The first is about the answer of: Does and to what extent YouTube videos improve the students’ skill in writing the texts? Second is about the answer of: What happens with the situation when YouTube videos are used in the writing class?

1. The result of the research showed that the use of YouTube video is able to improve the students’ writing skill that covers writing to explore their ideas, to organize their ideas, to use the proper word in writing, to write paragraph by using the correct grammar, and to use mechanics in writing sentences. The enhancement of the students’ writing skill is also supported by the result of the test scores. The mean score of pre-test was 61.77 and it improved into 71.03 in the post-test 1 and 91.45 in the final post test. It proves that the use of YouTube video in teaching writing can improve the students’ writing skill.

YouTube video helped the students to develop their writing skill by stimulating the students through visual elements orderly, such as: (1) the story is well organized and clear in order to organize the thought, argument, and logical well. Teacher asked students to watch YouTube video to know the content of the YouTube video; (2) the use of right words (word choice) in any circumstances in the different purposes and functions. To improve the students vocabulary, the teacher asked students to find the difficult words; (3) the speakers spoke fluently with the appropriate language structures. Teacher asked students to listen the
speakers spoke fluently. The students knew how to write grammatical correct sentences; (4) the implementation of correct grammatical sentences in chronological events. The teacher asked students to find the present tense words based on the YouTube video; (5) the speakers produced correct spelling of the word and punctuation. To improve the students in mechanics, the teacher asked students to watch YouTube video and asked them listen to the speakers spelt of the words. The students knew how to write words correctly and how to use punctuation in writing procedure text.

YouTube videos of the audiovisual media produced sound, color, and concrete picture. The implementation YouTube video in teaching writing could explore the students’ ideas, organize their ideas, use the proper word in writing, to produce grammatically correct sentences, and to use mechanic (punctuation and spelling). YouTube videos describe the process with the result that could help the students comprehension. YouTube video distributes language comprehension activities through viewing the visual element orderly, listening the correct stress or intonation, spelling, and pronunciation as well, composing oral activities by paraphrasing or retelling story, and concerning language pattern.

2. The positive improvements of situation of the class during the teaching learning process are indicated by students’ motivation in learning was increased; students listened to the researcher enthusiastically; students involved in learning actively. Students gave more responses when the teacher asked them to write procedure text in front of the classroom, students were more motivated, and they enjoyed in writing class.

Other conclusions are the strength and weakness of the uses of YouTube video in teaching writing procedure text. The strength are: students more easily explore their ideas while writing procedure text. So if the teacher modifies the learning using YouTube video, the students will like the learning. When the students like the learning, they will learn the subject
well. The weakness is the teacher should be creative to use the learning of the uses of YouTube video. There are some students who admit that they do not like those learning. It is reasonable because the researcher has assumption that it is quite difficult for senior high students to learn writing paragraph in foreign language while they have been already able to write in their native language. The researcher believes that the students’ skill in writing English text will improve.

Generally, using YouTube video in English class can improve students’ competence in writing procedure text and their attitude toward learning English. Somehow, this teaching writing using YouTube video is not the only way that can improve students’ writing. It should be supported by the teacher’s - students’ condition and the situation of learning.

In conducting the classroom action research (CAR), the researcher encouraged the students to enjoy the activities during the lesson. The researcher concludes that the use of YouTube video in writing class is suitable for the tenth grade students of senior high school in writing procedure text to explore their ideas, to organize their ideas, to use the proper word in writing, to write paragraph by using the correct grammar, and to use mechanics in writing sentences.

B. Implication

Based on the conclusion of all of the data in the research, there is improvement of the students’ writing skill by using YouTube video. The researcher can imply that YouTube video is a suitable teaching technique to improve the students’ competence in writing procedure text.

It means that the use of YouTube video can be used in process of teaching writing. Using of YouTube video make the students able to write paragraph easily because the story of Youtube video is well organized, use of right words, the speakers speak fluently with the appropriate language structures, correct grammatical sentences in chronological events, and correct spelling of the word. The YouTube video helps teacher to present
the materials. YouTube video impress the students, so that it is easy for them to explore their ideas, to organize their ideas, to use the proper word in writing, to write paragraph by using the correct grammar, and to use mechanics in writing.

Besides that, the use of YouTube video in teaching English also improves the students’ interest toward the lesson. Students gave more responses when the teacher asked them to do the task in front of the classroom. YouTube video is also effective to improve the students’ motivation and the students’ learning activities during teaching learning process. Students were more active to ask about the lesson what they did not understand.

C. Suggestion

The researcher would like to give some suggestions related to this research for teachers, students, and other researchers. The suggestions are as follows:

1. For the English Teacher
   a. The English teachers should improve their creativity in teaching writing, for example by using media to attract the students’ motivation, using aids to explain the material, various techniques in every meeting in order to make the students enjoy teaching learning process happens.
   b. The teachers can use YouTube video for teaching writing and to create variety of teaching learning English process.

2. For the Students
   a. The students should be more active and not afraid of making mistakes during teaching learning process, especially in the writing class.
   b. They should practice writing English text, discussing with their friend if they have difficulty in writing the text, and enjoy in the writing class.
3. For Other Researchers
   a. This thesis can be a reference for other researcher to conduct the next research.
   b. Other researchers are expected to use the finding of this research as a foothold to conduct the next research on similar problems.
   c. The researcher expects that the teacher and teacher candidate are able to conduct classroom action research by their own, so that there will be many techniques and strategies applied in teaching.