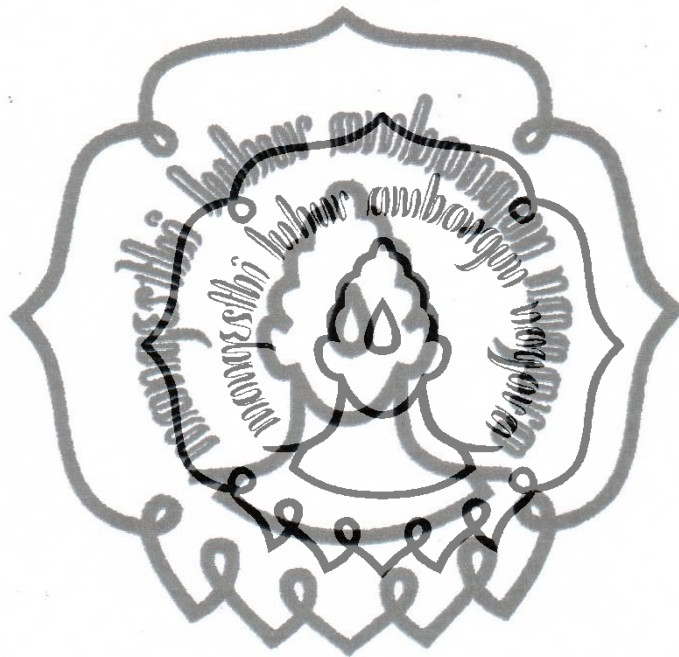# IMPROVING STUDENTS' ABILITY TO WRITE ANALYTICAL EXPOSITION TEXT USING YOUTUBE'S VIDEO

(A Classroom Action Research in the Eleventh Grade Students of SMAN 9 Purworejo in the 2010/2011 Academic Year)

A Thesis
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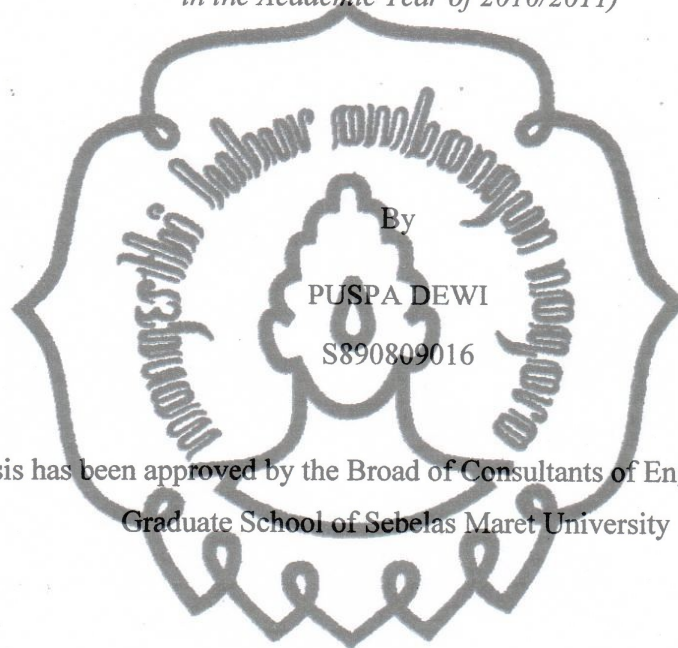
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APPROVAL

IMPROVING STUDENT'S ABILITY TO WRITE
ANALYTICAL EXPOSITION TEXT USING YOUTUBE'S VIDEO

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By

PUSPA DEWI

S890809016

This thesis has been approved by the Broad of Consultants of English Education of Graduate School of Sebelas Maret University

Consultant I

Dra. Dewi Rochsantiningsih, MEd. PhD
NIP. 19600918 198702 2 001

Consultant II

Drs. Martono, MA
NIP. 19600301 198803 1 004

The Head of English Education of Graduate School
Sebelas Maret University

Dr. Ngadiso, MPd
NIP. 19621231 198803 1 009

ii

LEGALIZATION FROM THE BOARD OF EXAMINERS

Title:

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(A Classroom Action Research in the Eleventh Grade Students of SMAN 9 Purworejo in the 2010/2011 Academic Year)

Arranged by:

PUSPA DEWI

(S.890809016)

This thesis has been examined by the board of Thesis Examiners of English Education Department of Graduate School Sebelas Maret University Surakarta on 16 February 2012.

The board of thesis examiners:

Chairman : Dr. Abdul Asib, M.Pd
NIP. 19520307 198003 1 005 ....

Secretary : Dr. Ngadiso, M.Pd
NIP. 19621231 198803 1 009 ....

Member of Examiners:

1. Dra. Dewi Rochsantiningsih, M.Ed, Ph.D
NIP. 19600918 198702 2 001 ....

2. Drs. Martono, M.A
NIP. 19600301 198803 1 004 ....

Surakarta, February 2012

The Director of Graduate School of
Sebelas Maret University Surakarta

Prof. Dr. Ir. Ahmad Yunus M.S
NIP. 19610717 198601 1 001

The Head of English Education
Department of Graduate School
Sebelas Maret Surakarta

Dr. Abdul Asib, M.Pd
NIP. 19520307 198003 1 005

PRONOUNCEMENT

This is to certify that I myself write this thesis entitled "IMPROVING STUDENTS' ABILITY TO WRITE ANALYTICAL EXPOSITION TEXT USING YOUTUBE'S VIDEO" (A Classroom Action Research in the Eleventh Grade Students of SMA N 9Purworejo in Academic Year of 2010/ 2011)". It is not a plagiarism or made by others. Anything related to others' work is written in quotation, the source of which is listed on the bibliography.

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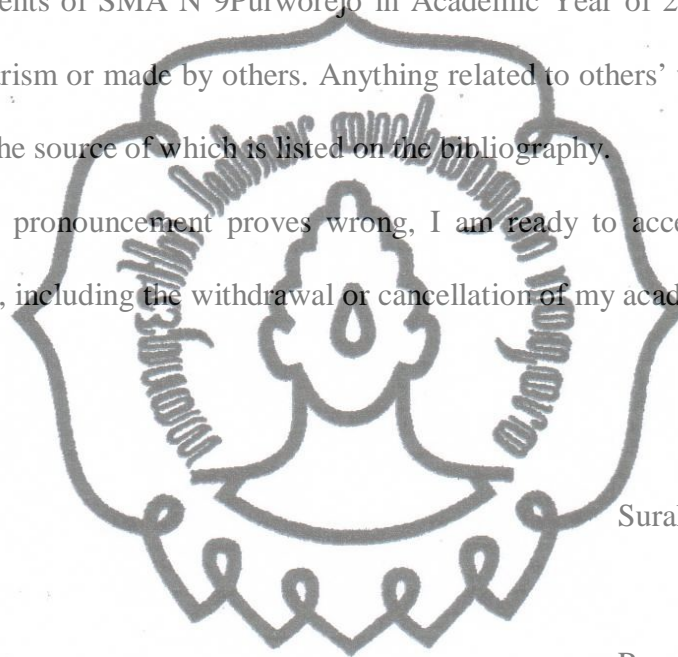
Surakarta,

PuspaDewi

iv

ABSTRACT

PuspaDewi, "IMPROVING STUDENTS' ABILITY TO WRITE ANALYTICAL EXPOSITION TEXT USING YOUTUBE'S VIDEO" (A Classroom Action Research in the Eleventh Grade Students of SMA N 9Purworejo in Academic Year of 2010/ 2011)". A Thesis: English Education of Graduate School, SebelasMaret University, Surakarta, 2011.

The objectives of the research are: (1) to identify whether or not and to what extent youtube videos can improve the students' ability in writing analytical exposition text; and (2) to describe the class situation when youtube videos are applied in the writing class.

This research was carried out at SMA Negeri 9 Purworejo. It was conducted from August 2010 up to July 2011. The subject of the research was the students of class XI IPA of SMA Negeri 9 Purworejo in the academic year of 2010/ 2011. The research method was Classroom Action Research and it was conducted in two cycles. In collecting the data, the researcher used interviews, observation, diaries, document, and test. Having collected the data, she analyzed them both qualitative and quantitative data. The qualitative data were analyzed by using Constant Comparative Method: comparing incident applicable to each category, integrating categories and their properties, delimiting the theory, and writing the theory. While the quantitative data were analyzed by descriptive statistics to calculate the mean scores of pre-test, post-test1, and post-test 2.

To investigate whether or not and to what extent youtube videos can improve the students' writing ability to express analytical exposition text and to describe what happens with the classroom situation, the research findings show youtube videos can improve: (1) the students' writing ability: (a) the students could produce various vocabularies; (b) they could write sentences using correct punctuation and correct spelling; (c) most of them could produce grammatically correct sentences (d) most of them were able to find ideas quite easily to develop their paragraph; and (e) more than a half of the students were able to do argument building to write analytical exposition text; and (2) class situation. It showed that: (a) the students started to write before 5 minutes after the researcher gave instruction; (b) the class was still noisy but it was because of their discussion activity and their curiosity to study; (c) they were more involved in the teaching and learning process. Almost all students were motivated to join each activity in the class; (d) theypaid more attention to the teacher's explanation; and (e) the writing class was more alive and interesting.

This research showed that there is improvement not only in the writing ability of the students involved in the study but also in the quality of teaching-learning process. It can be stated that the writing class is more effective and alive when the teacher optimizes the use of youtube videos as authentic materials. Therefore, it is recommended that the English teachers should be: (1) creative to guide the students in exploring youtube videos as authentic materials so that they are able to understand them; (2) able to improve five elements of writing which cover content, organization, language use, vocabulary, and mechanics; and (3) active and creative to select and present material in accordance with the students' need.

MOTTO

Learning is a treasure that will follow its owner everywhere

DEDICATION

With deep profound love, this work is devoted to:

☺ My beloved parents for their love and support.

☺ My beloved husband who prays all time for my success.

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Praise to **Allah SWT** the Almighty, the Lord of the universe, **Who** has given His blessing to the writer so that she can accomplish the writing of this thesis as a partial requirement for achieving the master degree of education in English Education Graduate School. She thanks to AllahSWT for keeping her strong with **His** everlasting love, for being her sole candle in her darkest way and for granting her wonderful people in her life.

The writer is also fully aware that her thesis can never be finished without the help of others during the process of writing. She also realizes that she has involved so many kind-hearted people from the beginning of exploring the idea until the completion of this thesis. It gives her the real pleasure to acknowledge their precious contribution on these pages. Therefore, in this occasion she would like to express her deepest gratitude and appreciation to:

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viii

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    She realizes that this thesis is far from being perfect. That is why she always expects criticisms and suggestion from the readers and users in order to make improvement. However, the writer hopes that this thesis can be useful for other writers, teachers, and especially for students.

Surakarta,   February 2012

Puspa Dewi

ix

TABLE OF CONTENTS

x

xiii

xiv

CHAPTER V : CONCLUSION, IMPLICATION, AND SUGGESTIONS

LIST OF TABLES

xviii

LIST OF APPENDICES

xx

LIST OF ABBREVIATION

CALD (Cambridge Advance Learner Dictionary)

ESL (English as Second Language)

ICT (Information and Communication Technology)

KKM (*KriteriaKetuntasan Minimal*)

LKS (*LembarKerjaSiswa*)

CHAPTER I
INTRODUCTION

A.   Background of the Study

The general aim of teaching English based on *Kurikulum Tingkat Satuan Pendidikan (KTSP)* is to develop student's communicative competence of the four language skills or aspects of teaching and learning; listening, speaking, reading, and writing (Depdiknas, 2005: 171)

Among the four language skills mentioned above, writing is one of essential parts to be able to communicate in target language. The basic competence of writing that should be learned by the students in senior high school is expressing the meaning in written functional text and write simple essay in form of procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review (Silabus SMA).

Based on the syllabus of writing in Senior High School, students are expected to be able to use the vocabulary, punctuation, spelling, and grammar accurately. Also they are able to write the main topic and elaborate them.

Murcia (2000: 142) states that writing is the production of written word in the form of text and it must be read and comprehended in order for communication take place. In other words, in writing, a writer communicates his/her ideas by considering a known or unknown reader who will get their ideas and their meanings in the form of correct written text.

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1

In order to be understood by the readers, there are six elements of writing according to Brown (2001: 357). They are content, organization, discourse, syntax, vocabulary, and mechanics. It is also supported by Byrne (1984: 1):

> *"As a rule, however, we do not write just one sentence or even a number of unrelated sentences. We produce a sequence of sentence arranged in a particular order and linked together in certain ways. The sequence mat be very short – perhaps only two or three sentences – but, because of the way the sentences have been put in order and linked together, they form a coherent whole. They form what may called a "text".*

Bell and Burnaby in Nunan (1998: 36) states that writing is a complex cognitive activity in which the writer is demanded to demonstrate control of a number of variables simultaneously at the sentence level – include control of content, spelling, and letter formation and beyond the sentence – structure and integrate information into cohesive and coherent paragraph and text.

However, in reality, the ability of the students in writing was still very low. The students still regarded writing as a difficult activity. Based on the preliminary research held on August, 29th 2010 on eleventh grade students of SMA N 9 Purworejo, most of the students in the class were passive in joining the teaching-learning process especially in writing class. The data were collected by using three kinds of instruments: observation, test, and interview. When the researcher asked them to write a text about the danger of smoking, most of them only produced few words with many incorrect grammatical English. Some of them even only talked to their friends in the class.

The problems above can be seen from the following indicators: (1) they found difficulties to use vocabulary appropriately. For example: they wrote "Air pollution *pregnant* many dangerous *zat*".; (2) they did not know the correct

spelling and punctuation of some certain words. For example: "And then smoke to cause *varies* illness" (no punctuation at the end of the sentence); (3) most of them found difficulties in making correct grammatical sentences. For example: "It *is can* disturb our healthy." (4) the students got difficulties in getting idea to develop paragraph. For example: they produced very short sentences and some of them produced single paragraph only; (5) and they got difficulties in argument building to write analytical exposition text. For example: they didn't state their own argument briefly. From the statement above, it can be concluded that the students still have low ability in writing. They faced problems in writing especially in making correct grammatical sentences and choosing appropriate words.

In addition, these difficulties were also identified from the class situation. The researcher got the information from the teachers who teach English in that class and based on the direct observation from the researcher during the English lesson carried out by the English teacher. The classroom situation was as the following: (1) students finished the writing longer than the time given by the teacher. For example: many of them started to write on the 15-20 minutes after the teacher asked them to write; (2) they were noisy almost during the class. For example: they like to talk to each other about their own business; (3) many of them were also not active during the writing activity. It could be seen when they were asked to do the task in front of the class they just kept silent and just sat on their chair; (4) many of them did not pay attention to the teacher when he/she is giving explanation; (5) and the teaching-learning process was boring. The teaching-learning process was not alive.

Those problems were caused by the following aspects. The media used was still limited; from the text book. The teacher was not motivated to apply the other method of teaching except conducting the activity using traditional method; giving explanation, giving task or homework using paper. Meanwhile, the cause from the students came from lack of practices. Although they have time, most of them were not motivated to do writing; they preferred to do another activity. In addition, they still did not understand writing skill well including how to organize the writing well, using the correct tense, understanding the mechanics. Also, they still lack of vocabulary. It could be seen from the repetition of words and limited number of sentences in one paragraph.

The teaching and learning process was conducted using the traditional media. Teacher usually used text book or *lembar kerja siswa* to deliver the material. The steps also followed the ones instructed on the book. The exercises given to the students were also taken from the book and sometimes the teacher added some additional materials and homework from the other books. The students were often asked to complete the task from *lembar kerja siswa*.

There are many solutions to overcome the problems faced by the students in improving students' writing ability. The teacher can use various teaching media. In this research, one of the media used by the researcher was YouTube's videos. Video is the visual portion of a televised broadcast. Also video is at best defined as the selection and sequence of messages in an audio-visual context (Canning, 1998: 3). At the most basic level of instruction, video is a form of

communication and it can be achieved without the help of language, since we often interact by gesture, eye contact and facial expression to convey a message.

There are some reasons why video is suitable for writing class. Video is Information and Communication Technology-based media or ICT-based media. Video provides visual stimuli such as the environment and this can lead to and generate prediction, speculation and a chance to activate background schemata when viewing a visual scene reenacted. It can be argued that language found in videos could help nonnative speakers understand stress patterns. Videos allow the learner to see body rhythm and speech rhythm in second language discourse through the use of authentic language and speed of speech in various situations. Videos allow contextual clues to be offered. In addition, video can stimulate and motivate student interest. The use of visuals overall can help learners to predict information, infer ideas and analyze the world that is brought into the classroom via the use of video instruction. In a teaching or testing situation video can help enhance clarity and give meaning to an auditory text; it can create a solid link between the materials being learned and the practical application of it in a testing situation; the video can act as a stimulus or catalyst to help integrate materials or aspects of the language; videos can help manipulate language and at the same time be open to a variety of interpretations.

Arthur (1999: 4) claims that:

> *"Video can give students realistic models to imitate for role-play; can increase awareness of other cultures by teaching appropriateness and suitability; can strengthen audio/visual linguistic perceptions simultaneously; can widen the classroom repertoire and range of activities; can help utilize the latest technology to facilitate language learning; can teach direct observation of the paralinguistic features found in association with the target*

language; can be used to help when training students in ESP related scenarios and language; can offer a visual reinforcement of the target language and can lower anxiety when practicing the skill of listening."

In addition, Harmer (2003: 282) stated that YouTube videos make a particularly powerful contribution to both the content and the process of language learning; especially contribute to interest and motivation, a sense of the context of the language, and a specific reference point or stimulus.

In this research, the researcher chose media from YouTube to apply in teaching-learning process. The researcher has strongly believed that YouTube video is one of alternative media that can be used to improve students' writing ability. They can share their idea in form of writing to communicate, exchange information, and express their own opinion. Videos allow contextual clues to be offered. In addition, video can stimulate and motivate student interest. The use of visuals overall can help learners to predict information, infer ideas and analyze the world that is brought into the class via the use of video instruction. Besides, they can practice writing both in and out of the class.

B. Statement of the Problem

Based on the explanation in the background, the writer states the problem as follows:

1. Can and to what extent the use of video from YouTube improve the student's ability in writing analytical exposition text?

2. How is situation when video from YouTube is applied in writing class?

C.   Objective of the Study

The carrying out of this classroom action research is expected to:

1. identify whether or not and to what extent the use of video from YouTube can improve the student's ability in writing analytical exposition text.

2. describe the situation when video from YouTube is applied in writing class.

D.   Benefit of the Study

The writer hopes that the result of the research will be useful to the students, other teachers, researchers, and even to the school.

1. For the students

Video from YouTube can motivate students to study English because they will study in enjoyable situation. They will have different and interesting material and media of learning by technology.

2. For the teachers

It is hoped that the result of this study helps teacher to teach writing properly by using video from YouTube for students. Also, it enriches teacher's techniques to teach writing so that the students will be encouraged to learn more how to write well. In addition, teaching by technology can be an effective technique for teachers in their teaching process.

3. For the researcher herself

This study will give understanding to the writer on the implementation of video from YouTube in teaching writing of analytical exposition text. The using of video in writing class will give the write more practical experiences.

4. For the school

When teaching writing using video from YouTube is implemented at the school, the institution will be able to overcome the problem of teaching. The technique of using this media may be considered as one effective technique not only to teach English writing but also to teach other subject.

5. For other researchers

It s hoped that the data of this study will help the other researchers to do the other research in completing this study. Also it will help them to improve the writing skill.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter discusses the general concept of writing, video, and youtube to teach writing. To review the theoritical background as the underpining of the research problems, this section presents relevant theories.

A. The Nature of Writing

1. The Definition of Writing

Writing is one of the integrated skills that involves many language elements such as: diction, grammar, spelling, punctuation, etc. Murcia (2000: 161) states that writing skill is often perceived as the most difficult skill since it requires a higher level of productive language control than other skills. It is no wonder that EFL students think that writing is a difficult skill to be mastered because it requires many aspects of language in its production such as: organization, diction, language use, mechanics, and English rhetoric.

Heaton (1975: 127) states that the writing of a composition is a task, which involves the students in manipulating words in grammatically correct sentences and in linking those sentences to form piece of continuous writing which successfully communicates the teacher's thoughts and ideas on a certain topic. In addition, he states that the writing skill is a complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment elements.

Cohen and Reil in Kusumaningsih (2001: 1) say that writing can be defined as communicate act, a way of sharing observation, thought, or ideas with

ourselves and others. It is a tool of thinking. By writing we can tell about people, remember the facts and ideas.

Bell and Burnaby in Nunan (1998: 36) states that writing is a complex cognitive activity in which the writer is demanded to demonstrate control of a number of variables simultaneously at the sentence level – include control of content, spelling, and letter formation and beyond the sentence – structure and integrate information into cohesive and coherent paragraph and text.

Ghazi (2002: 1) says that writing is a complex process that allows the writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning for it motivates communication and make thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.

From the definition of writing above, it can be concluded that writing is the way to represent the language into written form by combining the writing elements including control of content, spelling and punctuation, vocabulary, and integrating information into cohesive and coherent paragraph in order to make grammatically correct sentences for the purpose of communication.

2. Micro and Macro Skills in Writing

In order to compose a good writing, there are some skills that should be mastered. According to Brown (2004: 221) there are two categories of writing skills. They are micro and macro skills. Micro skills of writing are appropriately applied to imitative and intensive types of writing tasks. Meanwhile macro skills

of writing are essential for the successful mastery for responsive and extensive writing. The description is as follows:

a. *Micro skills*
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 system (e.g. tense, agreement, pluralization) patterns and rules*
5) *Express a particular meaning in different grammatical forms*
6) *Use cohesive devices in written discourse*

b. *Macro skills*
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 connection between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification*
4) *Distinguish between literal and simplified meanings when writing*
5) *Correctly convey culturally specific references in the context of the written text*
6) *Develop and use battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing the fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.*

The writing ability of Senior High School students especially in the place where the researcher conducted the research is included in the micro skills of writing. They are among others: (1) produce writing at an efficient rate of speed to suit the purpose; (2) produce an acceptable core of words and use appropriate word order; (3) use acceptable grammatical system (e.g. tense agreement, pluralization), pattern, and rules; (4) express a particular meaning in different grammatical form; and (5) use cohesive devices in written discourse.

3. Teaching writing

Writing is an activity which needs lots of practices since it has many aspects to be combined. The teacher, who is handling the class, should have basic knowledge of the nature of writing in order he/she is able to help the students in their writing. Thus, a writing class should be motivated primarily to assist the students to develop their ability in communicating their thought and ideas in written form that can be understood by other people.

Byrne explains that there are roles of the teacher in teaching writing (1998: 32). The roles of the teacher are:

a. Deciding how to present the activity to the class

In early stage, begin to demonstrate the writing activities on board or overhead projector. It will help students to do a certain amount of writing.

b. Preparing the students orally

By giving a number of examples orally, help the students to know exactly what they have to do.

c. Deciding how the writing task should be carried out
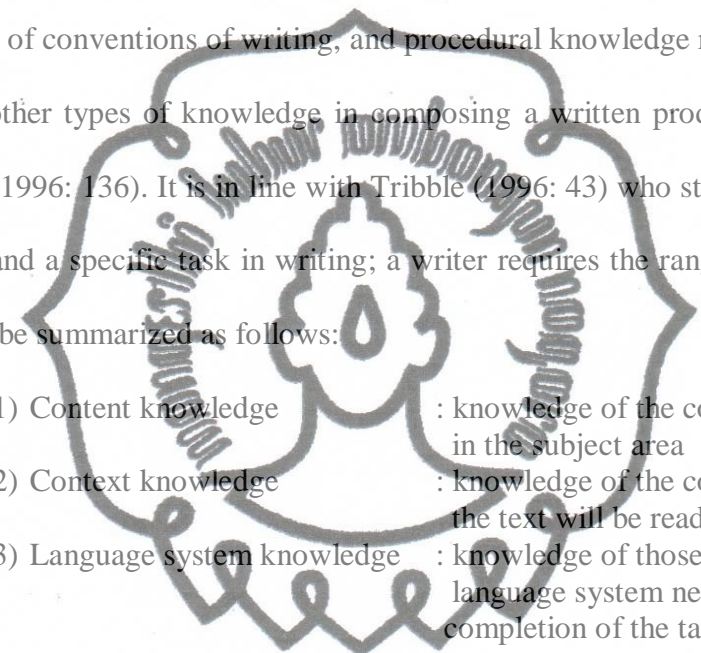
An activity can be done individually, in pairs or in a small group. Some activities can also be begun in pairs or in groups but concluded or ended on individual writing task.

d. Deciding on correction procedures

The students can be asked to exchange their completed work to evaluate one another's efforts. This helps to train them to look at written work

critically as readers. Then writing work can also be discussed on a classroom to get necessary correction or some time students make their own correction.

In writing, students will rely on at least four types of knowledge: knowledge of the content, procedural knowledge to organize the content, knowledge of conventions of writing, and procedural knowledge required to apply the three other types of knowledge in composing a written product (Hillocks in O'Malley, 1996: 136). It is in line with Tribble (1996: 43) who states that in order to understand a specific task in writing; a writer requires the range of knowledge which can be summarized as follows:

1) Content knowledge   : knowledge of the concept involved in the subject area
2) Context knowledge   : knowledge of the context in which the text will be read
3) Language system knowledge   : knowledge of those aspects of the language system necessary for the completion of the task
4) Writing process knowledge   : knowledge of the most appropriate way of preparing for a specific writing task.

Therefore, in order to produce a good written text, a writer should require the range of knowledge. In addition, the writer also focuses on the micro and macro skills of writing.

Based on the process of writing, there are four stages of writing process. They are planning, drafting, revising, and editing.

a. Planning stage.

Pre-writing is any activity in the classroom that encourages students to write. It stimulates thoughts for getting ideas. It moves students from blank page toward generating tentative ideas and gathering information

b. Drafting Stage

In this stage, the students are focused on the fluency on the writing. It means that they started to think about what they should write in their text.

c. Revising Stage

Revising is not merely checking for language errors but to improve global content and the organization of ideas. Students review their texts based on the basis of the feedback given in the responding time.

d. Editing Stage

 In this stage, the students are engaged in tidying up their texts. They edit their text based on the elements of writing.

4. Analytical Exposition Text

Based on the textbook for senior high school (Sudarwati, 2007:116), an analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is in the case. This type of text can be found in scientific books, journals, magazines, newspaper articles, academic speech or

lectures, research report etc. Analytical expositions are popular among scholars, academic community and educated people.

5.1 The generic structure of analytical exposition usually has three components:

1) Thesis : Introduces the topic and shows speaker or writer's position; Outlines of the arguments are presented.

2) Arguments : It consists about Point and Elaboration Point states the main argument and elaboration develops and supports each point of argument

3) Conclusion : Reiteration (restatement), restates speaker or writer's position

5.2 Generic Features of Analytical Exposition

1) An analytical exposition focuses on generic human and non human participants.

2) It uses mental processes. It is used to state what the writer or speaker thinks or feels about something. For example: realize, feel etc.

3) It uses emotive and evaluative words

4) It often needs material processes. It is used to state what happens, e.g. ….has polluted… etc.

5) It usually uses Simple Present Tense and Present Perfect Tense.

6) Enumeration is sometimes necessary to show the list of given arguments: firstly, secondly …, finally, etc.

5. Testing Writing

There are three stages of instruction in writing. They are pre-writing (limited-response), guided writing, and free writing. Each stage tends to require different types of evaluation (Madsen, 1983: 102)

1) Techniques for evaluating Pre-Writing (limited-response)

In pre-writing, the focus is more on vocabulary and grammar. Madsen gives 5 procedures.

a. Sentence combining

b. Sentence sequence

c. Sentence reduction

d. Copying

e. Oral cloze

2) Techniques in Guided Writing

A guided writing, some call it as intensive or controlled writing, focuses more in grammar, and content. The techniques are:

a. Changing a passage. This technique begins with artificial paragraph.

b. Building from a paragraph outline. This technique is used to control the content and grammar.

3) Techniques in Free Writing

This technique gives the students more freedom in expressing things in their minds. Some teachers have students write without giving them a specific topic. Teachers need to provide clear and rather detail guidelines for writing – even for advanced students.

In the classroom, the researcher more applied free writing. The reason is that it can measure of overall the elements of writing. They are vocabulary, grammar, mechanics, content, and organization. It is supported with the advantages of free writing, they are:

a. Despite its limitation (lack of objectivity and consistency in grading; time consuming), this measures overall writing ability.

b. This can have a good effect on instruction: students will be more motivated to write in and out of class, knowing that their test will be actual writing task.

c. There will be virtually no chance of getting a passing grade on free-writing test by cheating.

6.   Writing Evaluation

There are five categories of writing evaluation according to Ganesse and Upshur (1997: 207) as follows:

Table 2.1 Scoring of Writing Based on ESL Composition Profile

No	Categories	Score	Comment
1.	Content	30-27	**Excellent to very good**: knowledgeable*substantive*thorough development of writing*relevant to assigned topic
		26-22	**Good to average**: some knowledge of subject*adequate range*limited development of writing*mostly relevant to topic, but lacks detail
		21-17	**Fair to poor**: limited knowledge of subject*little substance*inadequate limited of topic
		16-13	**Very poor**: does not show knowledge of subject*non-substantive*not pertinent*OR not enough to evaluate
2.	Organization	20-18	**Excellent to very good**: fluent expression*ideas clearly stated/supported*succinct*well organized*logical sequencing*cohesive
		17-14	**Good to average**: somewhat choppy*loosely organized but main ideas stand out*limited support*logical but incomplete sequencing
		13-10	**Fair to poor**: non-fluent*ideas confused or disconnected*lacks logical sequencing and development
		9-7	**Very poor**: does not communicate*no organization*OR not enough to evaluate
3.	Vocabulary	20-18	**Excellent to very good**: sophisticated range*effective word/idiom choice and usage*word from mastery*appropriate register
		17-14	**Good to average**: adequate range*occasional error of word/idiom form, choice, usage but meaning not obscured
		13-10	**Fair to poor**: limited range*frequent error of word/idiom form, choice, usage*meaning confused or obscured
			Very poor: essentially translation*little knowledge of English

4.	Language Use	9-7	vocabulary, idioms, word form*OR not enough to evaluate
4.	Language Use	25-22	**Excellent to very good**: effective complex construction*few error of tense, pronouns, prepositions
		21-18	**Good to average**: effective but simple constructions*minor problems in complex constructions*several errors of tense, pronouns, preposition but meaning seldom obscured
		17-11	**Fair to poor**: major problem in simple/complex constructions*frequent errors of tense, pronouns, prepositions*meaning confused or obscured
		10-6	**Very poor**: virtually no mastery of sentence constructions dominated by errors*does not communicate*OR not enough to evaluate
5.	Mechanics	5	**Excellent to very good**: demonstrate mastery of conventions*few error of spelling, punctuation, capitalization
		4	**Good to average:** occasional errors of spelling, punctuation capitalization , paragraphing but meaning not obscured
		3	**Fair to poor**: frequent errors of spelling, punctuation, capitalization, paragraphing*poor hand writing*meaning confused or obscured
		2	**Very poor**: no mastery of conventions*dominated by errors of spelling, punctuation, capitalization, paragraphing*hand writing illegible*OR not enough to evaluate

The researcher applied the scoring of writing from Ganesse and Upshur because it has comment whether the student's writing is excellent to very good, good to average, fair to poor, or very poor. The range give quite fair evaluation toward the student's writing.

B.   The Nature of Information and Communication Technology

Information and Communication Technology (ICT) in recent years developed very rapidly in line with the growth and convergence that occurred in telecommunications technology. Various technologies and applications are created in an effort to support the operational activities of human life and organizations, including the teaching and learning activities.

1. Technology in Language Teaching

IT or Information and Technology is an old term and is still widely used in some circles. ICT refers to technological tools that are used to communicate and to manage information. To respond the development and progress in ICT teachers

as professionals are required in order to develop ICT-based teaching materials. ICT is one of the factors of change in conveying information, applications, and knowledge management are also happening in the world of learning. Based on the request of the professionalism, every teacher should be able to learn ICT-based learning systems. Most of school is still dominated by the role of teachers (teacher-oriented) as a source of knowledge for students. Teaching and learning process is held in classrooms, learning and interaction in the form of transfer of knowledge from lecturer to student. While very rapid growth of knowledge has made the learning resources in libraries is not enough to accommodate the students' intellectual exercise. In an era of global communication between institutions, experts, and various learning resources, the interaction can be done anywhere and anytime by anyone.

2. **The Benefits of Information and Communication Technology in Language Learning**

ICT brings many advantages for both teacher and learners. They are:

a. ICT is motivating both for students and for teachers. It makes the learning process more enjoyable.

b. ICT offers a wide range of multimedia resources enabling text, still images, audio and video to be combined in interesting and stimulating ways for presentation purposes in the classroom, using a data projector and an interactive whiteboard.

c. ICT offers opportunities for intensive one-to-one learning in a multimedia computer lab.

d. ICT offers access to a rich resource of authentic materials on the Internet.

e. ICT offers access to a wide range of authentic materials on CD-ROM and DVD.

f. ICT makes worldwide communication possible via email and via audio- and videoconferencing with native speakers.

g. ICT can open up a new range of self-access and distance learning opportunities, thereby making access to learning more widely available to students who have to study outside normal hours, who live in remote areas, or who have special needs.

C. Audio-Visual Aids in Language Teaching

Audio-visual aids can be defined as the materials using sight or sound to present information. Audio aids communicate ideas through the ears to the mind. They may take the form of music or tape recordings, television, records, sound films, etc. They correspond to a profound tendency among the immense majority of men: to materialize their thoughts in the form of graphic or sonorous images or to give their thoughts a concrete frame of reference.

Visual aids communicate facts and ideas through the eyes to the mind and emotions. Visual aids include films, slides, videos, overhead projection, books, photographs, models and charts. There are some reasons why teaching language using audio-visual aids. They are:

a) to maintain a high level of interest in the lesson

b) to get students to use the language, especially at the beginning stages

c) to promote greater student participation

d) they can be used at all levels of learning

D. Video and YouTube in Writing Class

Now that a growing majority of internet users have a broadband connection, YouTube and other video clip websites (Google Video, Revver, etc.) have become even more popular – especially with young adult.

1. The Definition of Video

Video tape system presenting motion pictures are gradually developed during 1970's and were gradually standardized on a new format. One of the new formats is compact disc. It is known as a later data storage device on which audio, video, or textual material can be stored. Video can be aid in the teaching-learning process. Cooper (1991: 11) states that video is a supercharged medium of communication and a powerful vehicle of information. It is packed with messages, images and ambiguity, and so represents a rich terrain to be worked and reworked in the language learning classroom.

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. Mc Donald, et al. (2003: 323) states 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 to travel. The only requirement is to have the appropriate equipment at both locations.

Most video sequences can serve more than one purpose, depends on the objective of the lesson. Harmer (2003: 290) states that video can enhance simulations, not only because it can provide feedback when the students can
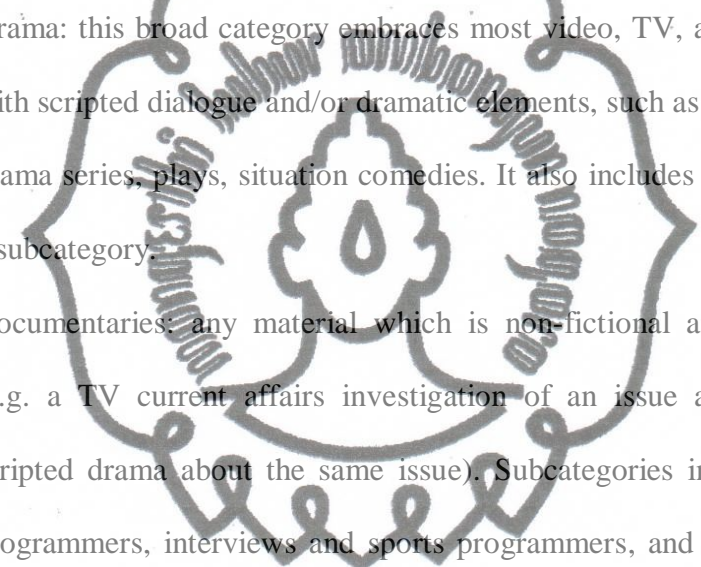
watch themselves and evaluate their performance, but also because the presence of a video helps to make media more realistic. It is important to make the students active whenever they watch video material. This active involvement forms part of the stage of any lesson with video. The next is vocabulary. This include both vocabulary development by focusing on new lexical sets and vocabulary review. Another purpose is grammar. Activities for presenting and reinforcing particular grammar structures are involved. The next is pronunciation. The activities focus on stress, sounds, and intonation. Listening and speaking skills are one of the purposes in using video. Viewing comprehension, listening, oral composition, speaking, and discussion are activities related to listening and speaking skills. 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 written composition. The next is cross cultural concern. And finally, video can be a mean to test the students. By using video, teachers can create activities which can be used as a testing format.

Also video is at best defined as the selection and sequence of messages in an audio-visual context (Canning, 1998: 3). Teachers have long used the media--and particularly video--to accomplish various instructional objectives such as building background for particular topics or motivating student reaction and analysis. The appeal of visual media continues to make film, video, and television educational tools with high potential impact; and they are now considerably more accessible and less cumbersome to use.

2. Kinds of Video

The most obvious division between types of video sequences is that which separates educational videos made specifically for language learning and authentic video material for example video/TV/film material made originally for native speakers.

The general categories are presented below.

a. Drama: this broad category embraces most video, TV, and film material with scripted dialogue and/or dramatic elements, such as TV soap operas, drama series, plays, situation comedies. It also includes features films as a subcategory.

b. Documentaries: any material which is non-fictional and/or unscripted (e.g. a TV current affairs investigation of an issue as opposed to a scripted drama about the same issue). Subcategories include TV news programmers, interviews and sports programmers, and also the kind of TV talk shows indicated in some of the recipes.

c. TV commercials: all kinds of TV or cinema advertising material or short promotional videos (except music videos).

d. Music videos: generally used to refer to pop music videos of all kinds, but could include songs and musical numbers from TV light entertainment shows or cinema musicals.

3. The Benefits of Using Video

With the increase in educational technology, video is no longer imprisoned in the traditional classroom; it can easily be expanded into the computer aided

learning lab. Because academic listening tasks are often tested rather than taught, video offers foreign and second language learners a chance to improve their ability to understand comprehensible input. From the listening task, teachers can encourage students to do the writing well. Videos allow teachers to ask both display and referential questions. Video tasks used in the F/SL classroom, can include but are not limited to creating advanced organizers, other visual representations and descriptors (Canning, 1998: 7).

In addition, Harmer (2003: 282) states there are many reasons why video can add a special, extra dimension to the learning experience:

a. Seeing language-in-use: one of the main advantages video is that students do not just hear language, they see it too. This greatly aids comprehension, since for example; general meaning and moods are often conveyed through expression, gesture, and other visual clue.

b. Cross-cultural awareness: video uniquely allows students a look at situations far beyond their classrooms. It is great value in giving students a chance to see such a thing as what kinds of food people eat in other countries, and what they wear.

c. The power of creation: when the students use video cameras themselves, they are given the potential to cerate something memorable and enjoyable. The task of video-making can provoke genuinely creative and communicative uses of the language, with students finding themselves 'doing new things in English'.

d. Motivation: for all the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks.

Also, advantages using authentic texts (from video) taken from the learners' own subject area is that they alter the 'balance of power' within the classroom - as Shareman (2003: 43) notes, "the teacher is no longer the undisputed authority on the text and must acknowledge the student's expertise in the subject." This can lead to interesting and stimulating discussions in the classroom as the learners become involved in assisting the *teacher's* comprehension of the material. Moreover, Jones (1997: 5) also mentions advantages of using video. Video gives learners an opportunity to acquire new vocabulary and provide starting point for discussion activities and communicative task where learners can react to what they have heard and have seen. That is why video a very good way of stimulating discussion because learners are reacting to picture and actors as well as words.

Video materials available do not always meet this ideal. The teacher should examine carefully before she adopt it for class use. Video must be fully integrated with the learning material in the curriculum.

4. The Video Problems

The use of videos has been a common feature in language teaching for many years. The advantages of using videos in language teaching have presented above. It is realized that beside teaching using videos has many advantages, it also has weaknesses. Harmer (2003: 283) states that if the teachers wish to use video successfully, they need to be aware of potential problems. They are as follows:

a. Poor quality types and disks: poorly filmed and woodenly acted will not engage students who are used to something better

b. Poor viewing condition: the teachers have to be sure that the students can see and hear the video. The monitor must big enough for the learners at the back of the class to see the screen clearly

c. Stop and start: some students become frustrated when teachers constantly stop and start the video, only showing little bits at a time. It also be extremely irritating if the teachers fail to show the class how the story ends

d. The length of extract: some people think that more two or three minutes of video sends students to sleep. Others, however, like to show the whole programs

e. Fingers and thumbs: students can be irritated by teachers what they want to get back. Teachers themselves become frustrated when the machine does not work properly.

5. The Definition of YouTube

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 10th, 2010). It provides a venue for sharing videos among friends and family as well as a showcase for news and experiences videographers.

YouTube can be defined as a very popular Web video sharing site that lets anyone store short videos for private or public viewing. Also YouTube is a video

sharing website owned by Google that allows users to watch other people's videos and publish their own. It allows both professional and amateur users to post videos, which can be viewed by anyone in the world with an Internet connection.

YouTube videos are one of the audio visual media. They are essential part of the overall experiences that we must help out students to cope it. They can be used by teachers and students whatever their emphasis of the syllabus they are following. YouTube videos also make particularly powerful contribution to both the content and the process of language learning; especially contribute to interest and motivation, a sense of the context of the language, and a specific reference point or stimulus. They could be an appropriate instructional media because they could be as 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 and learning process.

6.   **The Benefits of Using YouTube**

By applying video from youtube the teacher can improve their teaching and encourage students to be active in learning English. It is supported by the advantages of using youtube. Stempleski and Tomalin (1990: 3) state that the introduction of a moving picture component as a language teaching aid is a crucial addition to the teacher's resources.

First of all, through motivation. Children and adults feel their interest quicken when language is experienced in a lively way through television and video. This combination of moving pictures and sound can present language more

comprehensively than any other teaching medium. And more realistically too. In addition, video can take students into the lives and experiences of others.

Second, through communication. Teachers have observed how a video sequence used in class makes students more ready to communicate in the target language. In the video, it contains many communication activities which encourage students to find out things from each other on the basis of the video itself.

Third, through non-verbal aspects of communication. The American psychologist, Robert Merabian, has estimated that as much as 80 percent of our communication is non-verbal. Our gestures, expression, posture, dress, and surroundings are as eloquent as what we actually say. Video allows us to see this in action and to freeze any moment to study the non-verbal communication in detail.

Finally, through cross-cultural comparison. Observing the differences in cultural behavior is not only suitable training for operating successfully in an alien community. It is also a rich resource for communication in the language classroom.

As far as language learning is concerned, YouTube is an unlimited resource for language learning (Alimemaj, 2009). Here are some benefits of using YouTube in language learning.

a. We can listen to all kinds of spoken language (formal, informal, colloquial, slang) and all genres (songs, debates, talks, poems).

b. We can learn a lot of vocabulary in context, which, without doubt, will help learners to memorize more easily.

c. It may be particularly valuable to cater to learner's need for real world language use and their interests in exploring the world.

d. It does increase the knowledge of the language by repetition.

e. We find various material to improve listening and understanding.

f. We are exposed to music, commercial, comedy, different styles and genres of the language.

g. It helps a lot to develop independent language skills.

It is in line with Paulsen (in Alimemaj, 2009) who states that the effective use of online materials may provide positive spin-offs for learners, much the same as if they were immersed in the language and culture while studying abroad. Two important reasons cited for such positive performance are authenticity and motivation. Authenticity is generally used to describe material that genuine exists in the real world outside of language classrooms. Meanwhile, motivation is one of the key elements determining success in learning a second language.

7. YouTube's Video Used in this Research

The English Language Teaching process has been energized with the emergence of new Internet technologies and now the Web 2.0 tools. Also using videos for language teaching has been one of the most effective ways to achieve success in the classroom. The ELTicialsn have been using the videos for teaching English language skills since many years now.

YouTube now contains enormous amount of video content, some of which is highly exploitable in the classroom. YouTube features videos in several categories. Some of them are:

- Autos & Vehicles   - News & Politics
- Comedy   - Nonprofits & Activism
- Education   - People & Blogs
- Entertainment   - Pets & Animals
- Film & Animation   - Science & Technology
- Gaming   - Sports
- How to & Style   - Travel & Events
- Music

The videos used in this study were included into education category. They presented pictures which related to the analytical exposition text. One example is that the video about smoking cigarette showed the students about how smoke can get into the human body and the effects from smoking.

E. Teaching Writing Using YouTube's Video

1) Common video teaching techniques

When it first came to the class, video was seen as a substitute film projector or TV set. It is certainly true that it can be used in this way but is far from being only way to use video in the classroom particularly in language teaching. Our familiarity with the machine and what it can do will suggest to us the way we can use it in the teaching. There are ranges of techniques the teacher can choose to use video in the classroom according to Allan (1991: 31) as follows:

1. Viewing the whole programs

VIDEO PLAN 1: Viewing straight through

Stage One: Before viewing

a. Introduce the topic and key vocabulary.

b. Set one or two general questions designed to elicit the main content points in the program

c. Try to include at least one question which focuses on information that is presented visually, so that everyone has a chance of producing an answer.

Stage Two: Play the program

Note that it is not a good idea to ask students to make notes or complete a worksheet while they view, as this means their heads will be down and they will miss some of the visual information.

Stage Three: Follow-up

Depending on the time the teacher has, the discussion of the program could continue in the classroom, but it is often difficult to revive interest if this has to wait until the next lesson. It is probably best to keep the teacher's round-up within the time available immediately after the class has seen the program Alternatively the teacher could set a post-viewing task for homework.

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2. Breaking it up into sections

An obvious benefit of having the video machine under the teacher's control is that he/she can break a programme up into sections and guide the learners through it one section at a time.

VIDEO PLAN 2: Viewing in sections

a. Set previewing questions for Section One

b. Play Section One

c. Discuss answers for Section One questions. Set previewing questions for Section Two

d. Play Section Two.

e. Discuss answers for Section Two questions. Set previewing for Section Three

And so on to final stage: repeat the whole programme without pauses.

---

3. Viewing tasks

The students will look and listen with more attention if they are viewing for a purpose. This also helps them remember better afterwards what they have seen and heard. That is why it's good to think about ways the teacher can encourage her/his students to view actively. The teacher can do this in different ways.

a. Previewing questions

Before the teacher switches on, set questions to focus the students on whatever he/she wants to highlight at that stage. The questions might be about: the topic (What is the program about?), the setting (Where is it), the point of view expressed (What effect does the program seek to make?), or the language (How is …. described?)

b. Worksheets

Another way of setting viewing tasks is to have some form of worksheet for the student to fill in during or after viewing.

4. Silent viewing

The value of silent viewing to the learners is that it lets them concentrate on one element at a time. The first viewing of a sequence can be done without sound so that the learner has time to think about the place, the people and the situation before having to cope with what they are saying. Silent viewing also generates a genuine desire to communicate within the group. The students seek to interpret what they see. They form hypotheses about the people they see on the screen – who are they, why they're there,

what's going on. Even if they have very little command of the spoken

language, they will have their own ideas about what they have seen.

In doing teaching writing in the classroom, all those techniques above can

be implemented. It is because of the condition of the students and

classroom situation. The researcher chose the technique which match with

the situation.

VIDEO PLAN 3: Silent viewing

Stage One: Prepare for silent viewing

Tell the class that they will see the sequence without sound and ask them to think about specific questions while y=they view. The questions might be:

> Where is the place?
>
> What objects are shown?
>
> What is the programme about?
>
> What can you work out about what you see?

Stage Two: First silent viewing

Play the sequence without sound

Stage Three: Discussion

Class works in groups, comparing notes on their answers, followed by general round-up group views.

Stage Four: View with sound

Play the sequence with sound. Students check their predictions about the situation, content or language, depending on the preview task they have had.

In addition to the techniques proposed by Allan above, there are some

techniques according to Harmer (2004: 286). They are:

1. Fast forward

   The teacher presses the 'play' button and then fast forward the video so

   that the sequence shoots pass silently and at great speed, taking only a

   few seconds. When it is over the teacher can ask students what the

extract was all about and whether they can guess what the characters are saying.

2. Silent viewing

The teacher plays the tape at normal speed, but without sound. Students have to guess what the characters are saying. When they have done this, the teacher plays the tape with sound so that they can check to see if they guessed correctly.

3. Freeze frame

At any stage during a video sequence teacher can 'freeze' the picture, stopping the participants dead in their tracks. This extremely useful for asking the students what they think will happen next or what the character will say next.

4. Partial viewing

One way of provoking the students' curiosity is to allow them only a partial view of the pictures on the screen. The teacher can use pieces of cards to cover most of the screen, only leaving the edges on view.

2) Video watching activities

a. General comprehension

The activity is designed to have students watch a video in order to understand the gist of it, and then look back again for details. In this activity the students have to try and give as much as information as they can about what they have seen.

b. Working with aspects of language

This is a way of getting students in monolingual groups to focus on language. The video used is the one which has subtitles in the students' language. The teacher plays it without sounds and stops it when a subtitle comes up. The students then will have to do their best to write down what they think the original English words were, and then compare their writing a colleague. The final viewing they watch the extract with the sound turned up, to compare their English with the words that were actually spoken.

c. Video as springboard to creativity

The activity in this section shows how video can be used to spark students' creativity by encouraging interpretation, provoking thought, and asking for language use. The teacher asks the students to watch the excerpt twice. At the second time, the students have to imagine how the scene would be different if the participants were in the opposite sex, what they will say, and others.

(Harmer, 2004: 286)

F. Review on Related Research

To know more about the strength of using video in language teaching, here is the analysis on some related journals.

Nicolas Gromik writes *"Windows Movie Maker in the English as a Foreign Language Class"*. Much of this research has been devoted to determining the usefulness of video as a medium for delivering instruction. The research provides

insight into teaching with video and presents several effective approaches, but also suggests the need for further experimentation and inquiry. Video editing remains a teacher-managed activity. Students use video production to gain greater control over their learning experiences and thereby increase their proficiency in English. Moviemaking allows various perspectives, concepts, topics, and cultural influences to stimulate student collaboration and discussion. Moreover, students benefit from integrating video production and editing into their language learning experiences because participating in the entire production process affords learners multiple opportunities to view and reflect upon their uses of the target language. He asserts that in order for language acquisition to occur, the task needs to involve learners in the process of acquiring new language features. While collaboration and interaction provide an ideal setting for language investigation, script writing and filming provide a purposeful context in which language can be explored.

Research by Hanley Herron and Cole entitled *"A comparison study of two advance organizers for introducing beginning foreign language students to video",* Modern Language Journal, (1995: 387). The research indicates that the visual support in the form of descriptive pictures significantly improved comprehension scores with language videos for English speaking students learning French. The results of the study indicate that extensive listening is facilitated by the richness of the context that visual organizers, such as educational videos, provide. Heron (1994) finds that advanced organizers based on videos helped learners improve comprehension and aid in the retention of information.

A recent large-scale survey by Canning-Wilson entitled *""Role of Video in the F/SL Classroom"*, (2000: 69) suggests that the students like learning language through the use of videos. One of the results of her survey shows that learners prefer action/entertainment films to language films or documentaries in the classroom. She states although these films may seem to hold student interest, she believes that it could be inferred that student comprehension of the video may be due to the visual clues instead of the auditory components.

Video in EFL Classroom by Dr. Samir M. Rammal. The project serves a two-fold purpose: (1) the pedagogic, and (2) the pragmatic. It also incorporates English language teaching of cultural values that an EFL learner is likely to encounter once s/he is stationed in an English native speaking environment. Thus the following justifications have been incorporated in this project: using video material in a non-English Language Teaching (ELT) can motivate students. Also videotaped material in a non-ELT environment presents real language. Viewing provides the learner with an aesthetic look at the culture and using videotaped material facilitates better comprehension of the intended messages.

Lan writes about "Digital Video Technology in English Language Teaching". He states that oral communication is an important component in any English language examination. Unlike the written paper, students, students find it difficult in identifying their weaknesses during the oral assessment. It was tricky to pin down of recall what went wrong when they read a passage or describe a picture. To solve this problem, we recorded their speeches and pictures description, then played back the clips. In this way, students can better evaluate their performance

through careful observation. Rubrics and band descriptors were also used as evaluation tools. This project was launched in the Apple Learning Interchange Affiliate Program - Singapore Learning Interchange (SGLI). The collaboration of Maris Stella High School with Apple Learning Interchange provides a platform where our teachers can share their resources with international educators through the internet. The SGLI also allows teachers to reflect on their pedagogy and IT skills. The beauty of digital video technology is that it captures the moment and after basic editing (Apple Movie Technology), teachers and students can be "entertained" by viewing the clips. Everyone is involved in the critique process. this technology allows students-centeredness to take place because the students take on the role of the oral examiner while the teacher facilitates of guides them through the evaluation process.

G. Rationale

As stated in the previous chapter, the student's difficulties in writing were (1) they found difficulties to use vocabulary appropriately; (2) they did not know the correct spelling and punctuation of some certain words; (3) most of them found difficulties in making correct grammatical sentences; (4) the students got difficulties in getting idea to develop paragraph; (5) and they got difficulties in argument building to write analytical exposition text.

In addition, these difficulties also identified from the class situation as the following: (1) students finished the writing longer than the time given by the teacher; (2) they were noisy almost during the class; (3) many of them were also

not active during the writing activity. It could be seen when they were asked to do the task in front of the class they just kept silent and just sat on their chair; (4) many of them did not pay attention to the teacher when he/she is giving explanation; (5) and the teaching-learning process was boring. The teaching-learning process was not alive.

To overcome those problems, the writer proposed the use of YouTube's video as the media in teaching analytical exposition. Also, the writer proposed some techniques in teaching analytical exposition text using video in the class. The rationale of using video in teaching and learning in the classroom, especially in writing class, can be described as follows: (1) General comprehension. The activity is designed to have students watch a video in order to understand the gist of it, and then look back again for details. In this activity the students have to try and give as much as information as they can about what they have seen; (2) Working with aspects of language. This is a way of getting students in monolingual groups to focus on language. The teacher plays it without sounds and stops it when a subtitle comes up. The students then will have to do their best to write down what they think the original English words were, and then compare their writing to a colleague. The final viewing they watch the extract with the sound turned up, to compare their English with the words that were actually spoken; (3) Video as springboard to creativity. The activity in this section shows how video can be used to spark students' creativity by encouraging interpretation, provoking thought, and asking for language use. The teacher asks the students to watch the excerpt twice. At the second time, the students have to imagine how the

scene would be different if the participants were in the opposite sex, what they will say, and others.

Then, the rationale of using video in writing class refers to the characteristics of video as below:

1) The use of the medium to stimulate oral and written communication among students.

2) The use of authentic material—video materials are designed for entertainment and for language teaching.

3) Video material can be a very useful source and asset for the language teaching-learning process because it combines both fun and pedagogic instructions in an authentic material that reflect real interaction

From the reasons mentioned above, it can be concluded that the use of video will make students be better writer and encourages students to write more because the media is not boring. Both teacher and students are more active and creative in the class. From this, it will motivate students and their activities will result in the increase of their writing with the enjoyable class activity.

41

CHAPTER III
RESEARCH METHODOLOGY

In this chapter, the writer elaborated research methodology involving: context of the research including setting of the research and subject of the research, method of research, technique of collecting data, and technique of analyzing data.

A. Context of the Research

The study was conducted at SMA N 9 Purworejo. It is one of state senior high schools in Purworejo regency. This school is located on Jl. Deandels, Geparang, Purwodadi, Purworejo, Central Java. It is located in a village near to the researcher's house. SMA N 9 Purworejo is established in 1997 so this is the fifteenth year. In the last three years, the school is equipped by internet. Computer laboratory is also available. These give more chances for both teachers and students to learn through technology. Moreover, there are unlimited learning sources we can get from internet.

The subjects of the study were the eleventh grade students of science program of SMA N 9 Purworejo. They are 32 students in the class. Most of them are from Geparang village. The students are from several of class society. Most of their parents are farmers and the students are in a good motivation to study. The position of the researcher was the instructor of the program. The researcher was the consultant, resource person rather than controller for them.

B. Why Action Research

The research method used in this study is action research. In this case, the writer improved students' ability to write analytical exposition text using video. In

this case, Hopkins (1993: 1) defines that action research is an act undertaken by the teachers, to enhance their own or colleague's teaching, to test the assumption of educational theory in practice, or as a means of evaluating and implementing whole school priorities. Wallace (1993: 4) also states that an action research is basically a way of reflecting on our teaching (or teacher-training, or management of an English department, or whatever it is the teachers do in ELT). It is done by systematically collecting data on our everyday practice and analyzing it in order to come to some decision about what our future practice should be.

Other experts, Kemmis and Mc. Taggart (1991: 5) describe an action research as a form of collective self-reflection enquiry undertaken by participants in social situation in order to improve the rationality and justice of their own or educational practices and situation in which these practices are carried out. It consists of planning, acting, observing, and reflecting.

1. Planning

   It is everything that must be done to improve, increase, or change the behavior and attitude as the solution in solving problem.

2. Action

   It is everything done by the researcher based on the planning in order to improve, increase, or make any changes intended.

3. Observation

   The researcher observes the teaching-leaning process runs. She monitors and responds the students while they receive materials in the class.

4. Reflection

In this step, the researcher formulates conclusion of the previous step. The conclusion contains the evaluation of the learning process in the class. If the writer finds problems unsolved during the teaching-learning process, she prepares the re-planning step.

Besides, classroom action research has characteristics meeting the need of the researcher. Burns (1999: 30) explains that action research as the application of fact finding to practical problem solving in a social situation with a view to improving the quality of an action within it, improving the collaboration and cooperation of researchers, practitioners and lay men. To support the explanation above, McKernan proposes the key activities of action research (2003: 32) as follows:

1) Increase human understanding: as a form of critical inquiry, action research upon understanding one's own and other's understanding about a certain problem.

2) Concern to improve quality of human action and practice: action research makes human performance more intelligent and effective, skillful, and reflective.

3) Focus is on problems of immediate concern to practitioners: problems are identified by those experiencing them since practitioners are best placed to identify, analyze, and inquire into the problems.

4) Collaborative: all those with a stake in the problem have a right to be included in the research for a solution. This implies a shared 'community of discourse' between insiders and outsiders.

5) Focus on the case or single unit: action research examines a single case and not a sample population

6) Evaluate-reflective: in action research, it is crucial to stand back and reflect, particularly at the end of the cycle action, and to describe, interpret, and explain 'what is going on'.

From the definition above, it can be drawn an inference that research in this study means the systematic one. It attempts to improve educational practices in order that the students' achievement is very satisfying. It tends to be cyclical, participative, and reflective.

C. The Research Procedures

The process of preparing the research is conducted in two sections. They are pre-research and implementation of the research. They are presented as follows:

1. Pre-Research

In pre-research, the writer formulates the time schedule of the research as follows:

Table 3.1. The Schedule of the Research

No	ACTIVITY	MONTHS / YEAR 2010/2011									
		Aug	Sept	Oct	Nov	Feb	March	April	May	June	July
1	Preliminary	√									
2	Proposal		√								
3	Review Literature		√								
4	Developing Instrument			√	√						
5	Research Action					√	√				
6	Report Writing							√	√	√	√

Besides time schedule, the researcher also investigated the students'
problem, indicators of the problem, class situation, the causes of the problem,
solution of the problem, and suitable materials to prepare the implementation of
the research. The clearer information are shown in the table below.

Table 3.2. The Description of Initial Reflection

No.	Topics	Descriptions
1.	The problem of the research	During the observation, the researcher investigated that the students got difficulties to express their ideas in written language.
2.	The indicators of the problem	a. The students find difficulties to use appropriate vocabulary b. The students do not know the correct spelling and punctuation of some words c. The students find difficulties in making correct grammatical sentences d. The students get difficulties in getting idea to develop paragraph e. The students get difficulties in argument building to write analytical exposition text
3.	The class situation	a. The students finish the writing longer than the time given by the teacher b. The students are noisy almost during the class c. Many of the students are not active during the writing class d. Many of the students do not pay attention to the teacher when he/she is giving explanation e. Many of the students rarely finish their homework given by their teacher
4.	The causes of the problem	a. The students lack of vocabularies b. The students lack of language use ability c. The students lack of writing practice d. The students lack of understanding about the writing

		convention
		e. The media used by the teacher are still limited
5.	a. Solution	The researcher strongly believe to use YouTube's videos to improve the students' writing ability.
	b. What are YouTube's videos?	YouTube's videos are a web video sharing site that lets anyone store short videos for private or public viewing.
	c. Why are YouTube's videos chosen?	1. YouTube's videos are cheap and easy to find out. 2. They can improve the teacher's teaching and encourage students to be active in learning English 3. The combination of moving pictures and sound can present language more comprehensively than any other teaching medium. And more realistically too. In addition, video can take students into the lives and experiences of others 4. They contain many communication activities which encourage students to find out things from each other on the basis of the video itself. 5. The use of visuals overall can help learners to predict information, infer ideas and analyze the world that is brought into the classroom via the use of video instruction
6.	How to find out the materials?	1. The materials are found from internet 2. The teacher search for and select the material

2. The Research Implementation

The implementation of the research was conducted in two cycles. The steps of each cycle were planning, implementing, monitoring and evaluating, and reflecting. It is shown in Table 3.2.

Table. 3.3. The Description before the Research Implementation

No	Steps	Cycle 1	Cycle 2
1.	Planning	Based on the problem, the writer makes plan to optimize the practice of writing so that the students are able to express their ideas in form of written language	Having identified the weaknesses and the strengths got in cycle 1, the researcher makes effort to overcome those weaknesses and increase those strengths. The result in cycle 1 becomes the consideration of planning in cycle 2. The researcher revises the planning.
2.	Implementing	The writer optimizes the use of YouTube's videos to overcome the problem in writing class. The researcher carries out the activities based on the planning which has been designed.	The researcher carries out the revised activities based on the planning which has been designed.
3.	Monitoring and Evaluating	The researcher will observe the teaching-learning process and gives tests to see the effects of use of YouTube's videos in writing class activities.	There are two things that the collaborator and the researcher do in monitoring and evaluating. They are process of teaching and learning and the students' learning progress. Based on the activities in the class, the writer can describe what really happens in teaching-learning process and what students have achieved.
4.	Reflecting	The researcher will discuss with the collaborator about every progress in all activities. From the discussion, we will find the strengths and the weaknesses of the activities. The researcher will interview the students and the collaborator after applying youtube's videos in writing class.	Based on the monitoring and evaluation, the researcher can note down how youtube's videos can improve the students' writing ability and to what extent. Besides, the writer also note down what happens in the classroom when youtube's videos are applied.

D. Techniques of Collecting Data

There are two kinds of data the writer found. They are quantitative data and qualitative data.

1. Quantitative data.

The writer found quantitative data by doing tests. The instrument of tests was based on the blueprint. The data were from administering pre-test and

post-test. Pre-test was conducted before the cycle and post-test was conducted in the end of each cycle. After doing the test, the researcher got the student's score. The mean score in pre-test were compared with one cycle and other cycles.

The type of test which used in this study was written test. In this case, the students were asked to write composition of a certain kind of genre that is analytical exposition text. The teacher provided videos about global issue (Air Pollution, Water Pollution, Global Warming, etc) for the students and asked them to write about the issue.

2. Qualitative data.

In finding qualitative data, the writer did direct observation in the class, interviews, diary, and questionnaire.

2.1 Observation

Observation is an activity to watch and record the action and behavior of research participants. The researcher observed directly the classroom situation to collect the data from watching and noticing classroom events, happenings, or interaction. She joined the class time and observed the way the teacher teach and the students' activities during the lesson.

2.2 Interview

Interview is the activity to ask questions in face-to-face interaction in order to know how the participants feel and to know what their opinion or idea during the research. The objects of the interview were students and the teacher as the collaborator. The information covered the students'

understanding of the youtube's videos, the implication to the students' writing ability, the students' response about the use of youtube's videos in the learning process, and the strengths and the weaknesses of the implementation of the use of youtube' video in writing class.

2.3 Diary

It is in form of written information materials as the evidence of the research such as test result. The documents of the students are from the scores in pre-test, cycles test, and post-test. And the documents of the researcher and the collaborator are in form of diary. The researcher recorded the activities in written form. One example is when the researcher conducted the class, there were stages of teaching which were started by conducting building knowledge of field stage, modeling of text, joint construction of text, and individual construction of text stage. At the first stage, the researcher asked the students to play word-chain game. It was to get the students attention and concentration at the beginning of the class. The next stages of teaching were also being recorded in the written form.

2.4 Questionnaire

Questionnaire is a technique of asking question of someone's feeling, opinion, or idea but in non-face-to face interaction. It is given in the form of written questions with available answers in ranged degree. The questionnaire is to gain the student's responses about writing analytical exposition text using YouTube's video.

E. Techniques of Analyzing Data

There were two techniques in analyzing the data; they were quantitative and qualitative technique. In the first one the researcher gave pre-test and at the end of the lesson the researcher gave post-test in order to know whether video can improve the students' ability in writing analytical exposition text. The result was then analyzed using descriptive statistics to know the difference of scores before and after the cycle.

In analyzing the data, the researcher found the mean:

$$X = \frac{\sum X}{n}$$

X   = Mean

∑X = the total score

n   = number of student

(Sukardi, 2005: 88)

The qualitative data were analyzed by using Constant Comparative Method as suggested by Strauss and Glaser in Lincoln and Guba (1985: 339). They state that in general, there are four stages in process of analyzing data through the constant comparative method, including (1) comparing incidents applicable to each category, (2) integrating categories and their properties, (3) delimiting the theory, and (4) writing the theory. Although the method of generating theory is a continuously growing process, each stage after a time is transformed into the next, earlier stages do remain in operation simultaneously throughout the analysis and each provides continuous development to its successive stage until the analysis is

terminated.

The four stages of constant comparative method in analyzing the data in this research can be described as follows:

1) Comparing incidents applicable to each category. While coding an incident for a category, the writer compares it with the previous incidents in the same and different groups coded in the same category. The writer categorized all data of the research into two main categories, including: (a) students' writing ability, and (b) writing class situation.

2) Integrating categories and their properties. The writer compared incidents with other incidents classified into the same category then compares the incidents to the primitive versions of the rules (properties) describing the category. She compared the previous condition including the students' writing ability and the classroom situation with the ones in the first cycle 1 and cycle 2.

3) Delimiting the theory. The writer developed the findings and relates them to the previous theories. Delimiting begins to occur at the level of the theory or construction because fewer and fewer modification will be required as more data are processed.

4) Writing the theory. The writer constructed theories based on the result of the research findings. The construction of theories will be better if those are suggested by the previous related theories. The writing theory relate to the two previous main categories, including: (a) students' writing ability, and (b) writing class situation. The theory is that YouTube' videos can improve students' writing ability. When YouTube' videos were

implemented in teaching writing, it could improve the students'
vocabulary, grammar, and ideas to write. Besides, the other theory which
can be proposed says that implementing YouTube's videos in writing class
can improve class situation better. From the students' reaction, it indicated
that they showed their interest in writing class when the researcher
implemented YouTube's videos. Moreover, they were actively involved in
writing class.
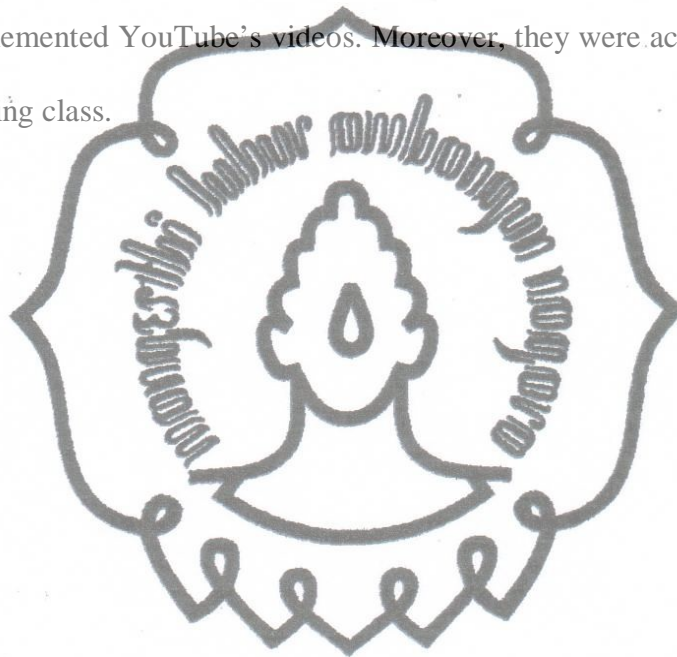
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings and the discussion of the problems formulated in chapter I. The goals of this research are to investigate whether the implementation of YouTube's videos can improve students' writing ability and to describe what happens in the class when YouTube's videos are implemented in writing class of the eleventh grade students of SMAN 9 Purworejo.

A. Research Findings

In the research findings, it discusses about the process of the research including the situation before research and the implementation of the research. The process of the research can be summarized in Table 4.1.

Table 4.1. The Process of Research

1. Pre-research
Activities:
a. Observing teaching and learning process
b. Interviewing students and teacher
c. Giving questionnaire to the students
d. Conducting pre-test
2. Research Implementation
Cycle 1
a. Meeting 1: Introducing, explaining, and modelling the text
b. Meeting 2: Discussing language used in the text and introducing YouTube's video
c. Meeting 3: Presenting YouTube's video, discussing, and writing practice
d. Meeting 4: Presenting YouTube's video, discussing, and writing practice
e. Meeting 5: Conducting post-test 1
Cycle 2
a. Meeting 1: Modelling and presenting YouTube's video
b. Meeting 2: Discussing language used in the text and writing practice
c. Meeting 3: Presenting YouTube's video, discussing, and writing practice
d. Meeting 4: Conducting post-test 2
3. Summary of Findings during the Research
General Reflection:
The use of YouTube's videos in writing class could improve the students' ability to write analytical exposition text. The improvement was on the five elements of writing including content, organization, language use, vocabulary, and mechanics. Beside the improvement of students' writing ability, the use of YouTube's videos in the class also improved the class situation. The improvement was on their activeness to join the writing class.

The process of research as summarized in Table 4.1 is described as the

following. The section is divided into three main parts including the description of

the previous situation, research implementation, and summary of findings during the research. In pre-research, the researcher interviewed students and teacher, gave questionnaire to the students, observed teaching and learning process, and conducted pre-test. In cycle 1, she introduced the text including generic structures and language features, and modelling the text in meeting 1. In meeting 2, she discussed the language used in the text to make students understand what tense used, presenting video, and discussed the exercise. In meeting 3, she presented video, discussed the content, and had the students to have writing practice. In meeting 4, she presented video, discussed the content, and had the students to have writing practice and in meeting 5, she conducted post-test 1. While in cycle 2, she did modelling and presented YouTube's video in meeting 1. In meeting 2, she discussed language used in the text and had the students to have more practice in language used in analytical exposition text. In meeting 3, she presented YouTube's video, discussed it, and had the students to practice writing. And at meeting 4, she conducted post-test 2.

1. The Description of the Previous Situation

This section describes the previous situations in the research. They are the situation of pre-research and planning teaching-learning activities using YouTube's video in writing class. The more detailed descriptions are as following.

a. Pre-Research

Pre-research was conducted to investigate the students' ability in English especially in writing class and their problems in writing and to investigate the

problems in the class during teaching-learning process. In pre-research step, it consisted of four activities. They are observing the teaching-learning activity, interviewing the students and English teacher, giving questionnaire to the students, and conducting pre-test.

The researcher gave questionnaire and interviewed the eleventh grade students in science program class of SMAN 9 Purworejo on August 29th, 2010. The result from the interview and questionnaire the students showed that most students of this class had low interest and ability in writing. It was indicated that when the teacher asked them to write, they tended to keep silent or talked to their friends. Only some of them finished their writing. Moreover, when the teacher gave them clues to write, they got difficulties to translate the vocabularies their teacher gave. There was only some amount of students who brought dictionary. It made them in problem to find the meaning of difficult vocabularies. As a result, most of them got difficulties in producing sentences, developing paragraphs, and unable to produce a complete analytical exposition text.

When the researcher asked some of students to write their paragraphs on the blackboard, student FA said that he didn't know what to write and how to write. He said that he didn't have correct vocabularies and was afraid of making mistakes. And at last he said that he was afraid if his friends would laugh at him when he wrote ungrammatically correct sentences. Finally, no one of them wrote their ideas on the blackboard. The summary of situation prior to action research implementation can be seen in Table 4.2.

Table 4.2. Summary of Situation Prior to Action Research Implementation
4.2.1 Student's Competence

No.	The Indicators of the problems	Student's writing
1.	The students find difficulties to use appropriate vocabulary	- Smoking is *cause for many person.* - *Air pollution pregnant many dangerous zat*
2.	The students do know the correct spelling and punctuation some words	- And then smoke to cause *varies* illness - Air pollution happened because smoke of smoking, smoke of vehicles, smoke of pabrick, *and etc.*
3.	The students find difficulties in making correct grammatical sentences	- It *is can disturb* our healthy. - It *is cause smoke* that that smoker inhale.
4.	The students get difficulties in getting idea to develop paragraph	Their writings were very poor in the number of vocabularies used and their writing was in form of very short paragraphs.
5.	The students get difficulties in arguments building to write analytical exposition text	Their writings only consisted of one or two short paragraph; no clear paragraphs of thesis, arguments, and reiteration.

4.2.2 Class Situation

No.	The class situation	The indicator
1.	The students finish the writing longer than the time given by the teacher	- Many of them start to write on the fifteenth to twentieth minute after the teacher asks them to write - They spend long time to produce their sentences.
2.	The students are noisy almost during the class	They like to talk to their classmate and make jokes.
3.	Many of the students are not active during the writing class	- Most of the students do not have idea to respond to the teacher's explanation - They write lazily
4.	Many of the students do not pay attention to the teacher when he/she is giving explanation	When the teacher explains about the lesson, some of them only talk to their friends.
5.	Many of the students rarely finish their homework given by their teacher	When the teacher checked their homework, only some of them finished their homework

The pre-test was carried out on August30[th], 2010. The result of the test was not satisfying. The preliminary observation showed that the students were unable to express their idea in form of logical sentences, develop their paragraphs, produce grammatically correct sentences, use appropriate vocabularies, and write correct spelling and punctuation. The result of pre-test can be seen as table 4.3 below.

Table 4.3 Pre-test Scores of Preliminary Observation

No.	Explanation	The Examiner's scores
1.	Highest score	50.00
2.	Average score	39.50
3.	Lowest score	35.50

The students' scores could be reported that the highest score was 50.00, the average score was 39.67, and the lowest score was 35.50. The scores were from the first and second examiners.

Furthermore, the scores could be analyzed in more details based on the five elements of writing. They are content, organization, grammar or language use, vocabulary, and mechanic. The result could be seen as Table 4.4.

Table 4.4 Pre-test Average Scores of Each Element of Writing

No.	Elements of Writing	The Examiner's scores	The score from KKM of 63
1.	Content	13.25	44.10
2.	Organization	7.95	39.75
3.	Language Use	7.75	30.00
4.	Vocabulary	8.21	40.90
5.	Mechanic	2.51	46.00
	Total Scores	**39.67**	

There were some cases causing those problems. The cases came from the teacher and the students. First, the teacher was less creative in delivering the material. She had difficulties to vary media in teaching writing. She only focused on the using of text book or *LKS* to teach. The teacher used to ask the students to do the exercises in their text book or *LKS*. Second, the students were not motivated or interested in teaching and learning process because the material and the learning media used were not interesting.

Considering the problems the writer found in classroom, the writer decided to use YouTube's videos through classroom action research in order to improve students' writing ability because the use YouTube's videos is supposed to be very effective. It can be seen from: (1)Video provides visual stimuli such as the environment and this can lead to and generate prediction, speculation and a chance to activate background schemata when viewing a visual scene reenacted; (2) Video can stimulate and motivate student interest; (3) The use of visuals overall can help learners to predict information, infer ideas and analyze the world that is brought into the classroom via the use of video instruction; (4)Video can help enhance clarity and give meaning to an auditory text; (5) Video can act as a stimulus or catalyst to help integrate materials or aspects of the language; (6) Video can help manipulate language and at the same time be open to a variety of interpretations. From the strengths of video mentioned above, the researcher believed that the features of video could help students to write better.

b. Planning Teaching and Learning Activities Using YouTube's Video

After knowing the result of the pre-test, the researcher then arranged the activities of teaching and learning in the class using YouTube's videos. The activities are fruitful because they are used to anticipate that all indicators of the problems can be overcome and optimum result can be achieved. The list of activities to use youtube videos can be seen in Table 4.5.

Table 4.5 List of Activities to Use YouTube Videos

No	Activities		Objectives	To Overcome Problem Indicators
	Teacher	**Students**		
1.	The teacher plays the video without sound, picture only.	a. The students watch and make list of words about the picture they see.	To enrich the students' vocabulary.	A4, B3
2.	The teacher plays the video with sound only.	a. The students listen the words in the speaking b. The students compare the words they hear with ones they wrote.	To enrich the students' vocabulary.	A1, A2
3.	The teacher plays the video with picture and sound.	a. The students see carefully the expression of the characters b. The students listen carefully the words they are saying	To enrich the students' vocabulary.	A2, B2, B4
4.	The teacher opens the discussion on the topic of the video	The students with the help from teacher discuss the topic of the video	a. To enrich the students' vocabulary b. To make students use the appropriate words related to the context.	A4, B2, B4
5.	The teacher opens the discussion about setting and what happen in the video	The students discuss the setting and what happen in the video	a. To make the students apply appropriate words in the real text. b. Leads students to produce logical sequences on the case they watch	A1, A4, B3, B4
6.	The teacher explain the tense used in the analytical exposition text and give some example of the application of tense in the sentence	The students learn the tense used in the text	The students know the tense used in the text	A3, B4
7.	The teacher asks the students to find the meaning of certain words in their dictionary	The students open their dictionary to find the meaning of certain words in the text.	The students understand the meaning of certain words in the text.	A1, B5
8.	The teacher asks the students to make list of words from the sound they hear from the video	The students make list of words they hear	To enrich student's vocabulary	A1, B2
9.	The teacher gives incomplete sentences about tense (present tense)	The students complete the sentences	The students know the grammar or language features that are used in analytical exposition text.	A3, B5
10.	The teacher asks students to discuss the "content" of the video	The students discuss the "content" of the video in a small group	The students develop their idea.	A4, B2, B3
11.	The teacher asks the students to compare the result of each	a. The students can give 'vote' whether they agree or disagree with their friends' opinion.	The students develop their idea.	A4, A5

	group discussion to the other groups.	b. The students can give comment to their friends' opinion.		
12.	The teacher asks students to make individual writing on their opinion about the "content" of the video.	The students make individual writing on their opinion about the "content" of the video.	a. To make the students more understand about the use of grammar or language features in the real text. b. The students develop their idea.	A3, A4, A5
13.	The teacher asks some students to write their writing on the board and teacher checks the punctuation and spelling on the student's writing.	The students write their writing on the board.	a. To make the students more understand about the use of grammar or language features in the real text. b. To make the students more understand about the use of correct punctuation and spelling of words.	A2, A3, B3
14.	The teacher gives one example of analytical exposition text	b. The students learn the grammatical features used. c. The students learn the flow of thought of the writing. d. The students learn the punctuation and the spelling of words.	a. To make the students more understand about the use of grammar or language features in the real text. b. To make the students more understand about the use of correct punctuation and spelling of words.	A2, A3, A5, B4
15.	The teacher asks the students to write down their own opinion on their book with some guided questions from teacher	Students write down their own opinion on their book.	To make the students be able to express the idea based on the topic.	A2, A3, A5, A5, B1, B5
16.	The teacher asks the students to write down their own opinion on their book without some guided questions from teacher	Students write down their own opinion on their book.	To make the students be able to express the idea based on the topic.	A1, A2, A3, A4, A5, B1, B2, B3, B4, B5

Table 4.5 shows the list of activities to use YouTube's videos in writing class and the objectives of each activity is to overcome the problem indicators of writing ability (A1-A5) and the class situation (B1-B5).

To check whether or not those problem indicators can be overcome, it is necessary for the writer to make checklist as can be seen on Table 4.6.

Table 4.6 The Checklist of Problem Indicators as being Solved by YouTube's Activities

No.	Kinds	Indicators	Activities
A.	Writing Skill	1. They find it difficult to choose vocabulary appropriately	2, 5, 7, 8, 16
		2. The students do not know how to make use the correct spelling and punctuation	2, 13, 14, 15, 16
		3. The students find difficulties in making correct grammatical sentences	6, 9, 12, 13, 14, 15, 16
		4. The students get difficulties in getting ideas to develop paragraph	1, 4, 5, 10, 11, 12, 15, 16
		5. The students get difficulties in argument building to write analytical exposition text.	11, 12, 14, 15, 16
B.	Class Situation	1. The students finish writing tasks longer than the time given by the teacher	15, 16
		2. The students are noisy almost during the class	3, 4, 8, 10, 16
		3. Many students are not active during the writing activity. It can be seen when they are asked to do the task in front of the class they just keep silent and just sit on their chair	1, 5, 10, 13, 16
		4. Some students do not pay attention to the teacher when he/she is giving explanation.	3, 4, 5, 6, 14, 16
		5. The students also rarely finish their homework given by their teacher	7, 9, 15, 16

2. Research Implementation

After identifying the problems faced by the students as stated in chapter I, the researcher tried to overcome those problems by implementing YouTube's videos in teaching writing class. The researcher strongly believed that YouTube's video is one media which can be used in teaching and learning activity to improve students' writing ability. It is hoped that the students can produce analytical exposition text using appropriate vocabularies, correct grammatical sentences and correct punctuation and spelling to construct logical sequences of analytical exposition text. In addition, they can give their thought and communicate with the readers in form of writing text.

The research was carried out in two cycles. They were cycle 1 and cycle 2. Each cycle was presented in four steps; they are planning, acting, observing, and

reflecting. The result of cycle 1 will be the consideration of planning cycle 2. The cycle 1 is carried out in four meetings and each meeting consists of 80 minutes. The detail explanation is presented below.

a. Cycle 1

Cycle 1 was conducted in four meetings. It was held in the 10th, 17th, 19th, and 26th of February 2011. And post-test 1 was in the 3rd of March 2011. The summary of the research implementation of cycle 1 can be seen in the Table 4.7.

Table 4.7 The Summary of Research Implementation of Cycle 1

Steps in Cycle 1	Description
Planning	1. Sharing ideas with collaborator 2. Making lesson plan 3. Preparing suitable materials 4. Designing post-test

Acting	1. Meeting 1
	  - Introducing analytical exposition text
	  - explaining the generic structure and language features
	  - Modelling the text
	2. Meeting 2
	  - Discussing language used in analytical exposition text
	  - Introducing and presenting YouTube's videos to the students
	3. Meeting 3
	  - Presenting YouTube's video
	  - Discussing the content of video
	  - Writing practice
	4. Meeting 4
	  - Presenting YouTube's video
	  - Discussing the content of video
	  - Writing practice
	5. Meeting 5
	  - Conducting post-test 1

Observing	a. Students
	  - Their activity seemed improved in teaching-learning process
	  - They showed interest toward the use of YouTube's video
	  - Their vocabularies and grammar improved although their sentences were not completely correct with fair mechanics
	  - They were able to write longer paragraphs although content and organization were still less achieved
	b. Teacher
	  - Prepared materials and gave modelling
	  - Divided students into small group discussion
	  - Divided the lesson into three main phases (pre, whilst, and post teaching)
	  - Asked the students to practice writing not only in the classroom but also out of the classroom

	c. Class situation
	- Crowded in conducting the group work. But it was more alive than before implementing YouTube's video
Reflecting	a. Strengths
	- Modelling helped students to understand more about the text with the vocabularies discussed together
	- YouTube's videos helped them to think more about the topic and arouse their ideas to write
	- Discussing in the small group helped them to explore about the topic they watched
	b. Weaknesses
	- Not all students understood the content of the video
	- Some students were still not encouraged to do discussion
	- Some clever students dominated the group and didn't willing to share the ideas to the other friends
	- Only some students produced complete text
To make sure that YouTube's videos can improve the student's writing ability, the researcher plans to conduct treatments in Cycle 2.	

The description of each step in cycle 1 will be presented as follows:

1. Planning

Based on the identified problems on the pre-research, the plan of action in cycle 1 was made. The plan was the activities to do before conducting research. They were sharing the ideas with the collaborator, making lesson plan, preparing suitable materials, and designing post-test instrument.

a) Sharing Ideas with Collaborator

At first, the researcher asked the English teacher, Mrs.Hyunisanti, as the collaborator. She is one of English teacher in SMA N 9 Purworejo. She is a talented and experienced teacher so that there was no doubt for the researcher to ask her to be the collaborator. Besides, Mrs.Hyunisanti is also a teacher in a big language course with lots of experiences.

When the researcher was having conversation with the collaborator, there were many things discussed. First, we were talking about the students' English ability especially in writing class. They still get many problems. The most

common problem faced by the students was about grammar and vocabularies. The two elements of writing were actually matched with the result of pre-research. The next problem was the way the students produce logical sentences. Besides, the collaborator also talked about the class condition during the English lesson. It was not so alive.

There were many things which researcher could share with the collaborator actually. They were about how to find out the appropriate materials; how to design applicable lesson plan; how to observe what happen in the class when YouTube's videos are implemented in writing class; how to correct the ungrammatical sentences, inappropriate vocabularies, jumbled flow of thought, and poor paragraphs; and how to score student's performance in writing. Also, the researcher asked the collaborator to give suggestion in conducting better practice for next meeting.

b) Making Lesson Plan

Harmer (2004: 308) stated that lesson plan is the art of combining a number of different elements into a coherent whole so that a lesson has an identity which students can recognize, work within, and react to whatever researchers may use to visualize and create that identity. He also says that plans which help researchers identify aims and anticipate potential problems are proposals for action rather than scripts. It means that lesson plan is a proposal which is used for action in teaching learning activities. The researcher and the collaborator discussed how to propose a good lesson plan after understanding the content of syllabus and considering the situation of the students. There are four main

planning elements to consider in pre-planning proposed by Harmer. They are as follows: (1) Activities: when planning, it is vital to consider what students will be doing in the classroom. They must consider they will work in group or they will work quietly side by side; (2) Skills: they need decision about which language skills they wish their students to develop. This choice is sometimes determined by the syllabus or the course book. However, we still need to plan exactly how students are going to work with the skill and what sub-skills we wish to practice; (3) Language: the English teachers need to decide what language to introduce and have the students learn, practice, research, or use; (4) Content: lesson planners have to select content which has a good chance of provoking interest and involvement. Since they know the students personally, they are well placed to select appropriate content. Those four main elements then become the guidelines for designing lesson plan.

c) Preparing suitable Materials

The purpose of preparing materials designed is to provide students with appropriate materials by considering the level of language difficulty and the student's language background. The materials for this research were achieved from YouTube's videos. They were downloaded by the researcher herself before the action of teaching in the classroom. Based on the preliminary research, there were problems which students have in writing English text. As stated in the previous chapter, there are five problems the students have in writing and they relate to the elements of writing (content, organization, grammar, vocabulary, and mechanic). For that reason, the researcher considered what kind of video would

be matched with the student's problems. Finally, the materials are about the danger of smoking cigarette, and water pollution part 1 and part 2.

d) Designing Post-test

Post-test was used to assess the students' achievement after they were given treatments in writing class. The result of post-test was for identifying the success of the students and making adjustment in the lesson plan for next meeting. Both researcher and collaborator have agreed that the post-test was conducted in the form of written test. The students watched the video and produced paragraphs to make analytical exposition text. The instruction of the test had to be tried out to identify its readability. It meant that the instruction was easy to understand. The time allotment for the test was quite long. After the instruction was understood by the students, the students are allowed to start writing until the time for English subject finished. It was about an hour.

There were five elements of writing which were used to assess the student's writing ability: content, organization, language use or grammar, vocabulary, and mechanic. The score of each elements ranged based on their level of difficulty. Score for content was thirteen to thirty, seven to twenty for organization, six to twenty five for language use or grammar, seven to twenty for vocabulary, and two to five for mechanic. The mark the students got was from the total score of each element. Furthermore, to get valid score of the student's writing was done by two examiners. They were the researcher and the collaborator.

2. Acting and Observing

In the acting stage, the researcher carried out this activity based on the plan designed. There were four meetings for giving treatment and implementing YouTube's videos in writing class. While in observing stage, there were two things that the researcher and her collaborator observed in implementing YouTube videos in writing class. They were teaching-learning process and learning progress that the students had achieved. Based on the researcher's and collaborator's observation and also students' interview, the researcher can describe what happened during the teaching and learning process. The more detail description about each meeting is presented below.

a) First meeting

    1) Acting

The meeting was on Thursday, tenth February 2011. For the first meeting, there was only an hour meeting. It was because of another one hour was being used by the English teacher to discuss about the student's achievement in the previous exercises. In this meeting, the researcher gave some treatments as follows: (1) Introducing analytical exposition text. This activity was started by giving some different kinds of text: descriptive, report, hortatory exposition, and analytical exposition. The students were motivated to discuss about the texts in a small group consisting of three to four students. They were asked to determine which text is analytical exposition. The researcher only reminded and reviewed the differences and the characteristics of each text because each text has been studied in the previous semester. The texts were as follows:

1 . **Birds**

Birds are interesting flying animals. They are vertebrates and warm blooded animals. They belong to aves class and they can be found all over the world. Birds breath with their air pocket. Beside as respiration organ, air pocket also can enlarge or reduce their weight when flying or swimming.

There are many kinds of birds. Earth bird has special characteristic. They have different morphology acording to their food and their habitat. Some of them eat seeds, pollen, fish or meat. There are some species that live in land and the others live in water. Land birds live on their nest.

Female birds have specific tasks. they lay eggs and feed their baby, Beside that they look for foods for their baby.

2. **Watch your Kids While Watching TV**

Television becomes one of the most important devices which takes place in almost houses. It can unite all members of the family as well as separate them. However, is it important to know what your kids are watching? The answer is, of course, absolutely "Yes" and that should be done by all parents. Television can expose things you have tried to protect the children from, especially violence, pornography, consumerism and so on.

Recently, a study demonstrated that spending too much time on watching TV during the day or at bedtime often cause bed-time disruption, stress, and short sleep duration.

Another research found that there is a significant relationship between the amount of time spent for watching television during adolescence and early adulthood, and the possibility of being aggressive.

Meanwhile, many studies have identified a relationship between kids who watch TV a lot and being inactive and overweight.

Considering some facts mentioning above, protect your children with the following

tips:

- ✓ Limit television viewing to one-two hours each day
- ✓ Do not allow your children to have a TV set in their own bedrooms
- ✓ Review the rating of TV shows which your children watch
- ✓ Watch television with your children and discuss what is happening in the show

3. **The Importance of English**

I personally think that English is the world's most important language.
Why do I say that?

Firstly, English is an international language. It is spoken by many people all around the world, either as a first or second language.

Secondly, English is also the key which opens doors to scientific and technical knowledge, which is needed for the economic and political development of many countries in the world.

Thirdly, English is a top requirement of those seeking jobs. Applicants who master either active or passive English are more favorable than

those who do not.
From the fact above, it is obvious that everybody needs to learn English to greet the global era.

4 . Komodo Dragon

Do you know what is the largest lizard? This lizard is called komodo. It lives in the scrub and woodland of a few Indonesian islands.
Komodo dragon is the world's heaviest lizard, weighing 150 pounds or more. The largest Komodo ever measured was more than 10 feet (3 meters) long and weighed 366 pounds (166 kg) but the average size of komodo in the wild is about 8 feet (2.5 meters) long and 200 pounds (91 kg)
Komodo has gray scaly skin, a pointed snout, powerful limbs and a muscular tail. They use their keen sense of smell to locate decaying animal remains from several miles away. They also hunt other lizards as well as large mammals and are sometimes cannibalistic.
The Komodo dragon's teeth are almost completely covered by its gums. When it feeds, the gums bleed, creating an ideal culture for virulent bacteria. The bacteria that live in the Komodo dragon's saliva causes septicemia, or blood poisoning, in its victims. A dragon will bite its prey, then follow it until the animal is too weak to carry on.
This lizard species is threatened by hunting, loss of prey species and habitat loss.

After discussing in a small group, all groups could answer the researcher's question correctly. (2) Explaining the generic structure and language features of analytical exposition text. The students paid their attention to the researcher's explanation about generic structure of the text. They are thesis, arguments, and reiteration. While about language features of the text are: focuses on generic human and non human participants; uses mental processes; uses emotive and evaluative words; often needs material processes; uses Simple Present Tense and Present Perfect Tense; Enumeration is sometimes necessary to show the list of given arguments. (3) Modeling of text. The researcher gave model of text. As the text given to the students in the beginning of the class, they chose "The Importance of English" as an analytical exposition text. The researcher then asked the students to paid more attention on the text and the generic structures and the

language features of the text. They were asked to underline the generic structures and language features of the text in group discussion.

2) Observing from learning process

Basically, the teaching and learning process in the first meeting can be said that it run well like the researcher planned. When the researcher distributed some different kinds of genres, the students could determine which text belonged to analytical exposition. Almost all students managed it and only some few students did not success to do this. It can be said that they had motivation to study analytical exposition text. In this activity, the researcher could make discussion between the researcher and the students about the generic structures and language features of analytical exposition text. In the process of discussion, there was one student who asked the researcher about the difference between report and analytical exposition text. She, student KS, said "Miss, report dan analytical itukanmirip. Laluapabedanya?" From this question, the researcher then explained the difference of the two genres. The point was that in report is a text which telling something or reporting something, and in the end of the writing there is a conclusion about the content of the text ; meanwhile, analytical exposition text is a writing to persuade the reader that something is in the case, and in the closing the writer states her or his position.

The next was the researcher presented one text entitled 'The Importance of English'. The researcher distributed copy of the material to the students so that they could follow the researcher's explanation well. They paid attention to the generic structures and language features of the text. At the time, the researcher

also found four students who really difficult to be focused. They often disturbed other students' concentration with their behavior. The researcher had to remind them several times to make them focused. But finally they could be more concentrate on the lesson. At the last of the lesson, the researcher gave the students a text entitled Wearing Hat to School to be their homework. They had to determine the generic structures and language features of the text. One student asked "Miss, in group or alone? In group ajaya?" The researcher then asked the class and they mostly answered in group. Only seven students wanted to do the homework alone because they thought that it would be more challenging. They were enthusiastic to do the homework.

   b) Second meeting

    1) Acting

The second meeting was conducted on twelfth February 2011 and the class was started at 10.15 a.m. on the fifth and sixth period The researcher did three phases in this second meeting. They were about pre-teaching writing phase, whilst-teaching writing phase, and post-teaching writing phase.

In the pre-teaching writing activity, the researcher greeted her students by saying "Hello students. How are you this morning?" The students answered "I'm fine. And you?" The researcher then answered "I'm very well, thanks" then the researcher checked the student's attendance. This meeting was attended by all students; none of them was absent. The next activity was that the researcher reviewed the lesson in the previous meeting.   Last meeting was about the introduction of analytical exposition text and in this second meeting the researcher

discussed about the language used in analytical exposition text. For reminding the students, the researcher asked some questions about the text. "Do you still remember the generic structures of analytical exposition text?" Student NR answered "Yes, miss. Thesis, arguments, conclusion." This students was correct. After hearing their friend's answer, there were some students saying "reiteration, miss" then the researcher told the students that conclusion can be reiteration in analytical exposition text. The function of reiteration is to restate the speaker or the writer position about the issue being discussed in the text.

Next in the whilst-teaching phase, the researcher led the students to know about the language used or grammar in the text. She showed the students a text about "The Importance of English" and asked them to read and guess what tense used in the text. Almost all students answered correctly "simple present tense". From their reaction, it indicated that they were more cautious toward the lesson and they have prior knowledge of simple-present tense. The researcher asked some students to notice the use of simple-present tense in the text.

Researcher   : MG, how do you know that the sentences in the text apply simple-present tense?
Student MG   : *itu,* the verb in text: think, do, is, are.
Researcher   : okay, thank you. Now FA, please write your own sentence using simple-present tense.
Student FA   : Okay miss. "I study English every Thursday and Saturday"
Researcher   : Yes, you're right. AS, please?
Student AS   : "She read book."
Student KS   : No. "She reads the book."
Researcher   : Do you agree class?
Students   : Yes.

The students were actively involved although there were still some students who didn't give any responses or they just kept silent while their other

friends showed their attention to the lesson. To face this condition, the researcher asked them about their problem. Actually they had difficulty in constructing sentences. They had vocabularies and wanted to write long sentence, but they were still doubt to produce their sentences. For this situation, the researcher then did some activities to give more understanding about the tense.

In more detailed, to get best result, the researcher did the following: (1) the students were asked to write sentences in simple-present tense individually. This was done to arise their knowledge to write, to make them accustom with the tense, and to train them writing longer sentence; (2) The students were asked to do pair correction about the sentences each student produced. The activity was to activate the student; (3) the students were asked to write some sentences on the blackboard. Each student wrote two sentences and the sentences were different from one student to the other; (3) the researcher asked the students to make correction on their friends writing, if any. The correction was done both orally and written; (4) the researcher corrected the students writing and explained the mistakes. It was done to make clear understanding about the tense; (5) she distributed worksheet. It contained two parts: incorrect sentences in English and Indonesian sentences. In the first part, the students were asked to make the incorrect English sentences correct using simple-present tense. And in the second one, the students were asked to translate the Indonesian sentences into English. The assignment activated the students in small group; (6) the researcher asked some students to write their answers on the blackboard; (7) the researcher made correction the sentences which the students had written; (8) The researcher gave

the students chance to produce their short paragraph telling their opinion about hand phone. This one was carried out to know their ability to construct a paragraph combining their vocabularies, their grammar, and their mechanics.

In the process of writing, the researcher found 8 students who weren't encouraged to write as soon as possible. They liked to talk to each other and started to write lazily. But the other students were highly motivated to discuss with the pair and wrote the sentences. At last, the researcher asked them students to collect their writing to her. Their writing was corrected by the researcher at home.

As the situation above then the researcher introduced YouTube's video in the class. At first the students were questioning what kind of video would be and whether the video was interesting. The researcher opened the file in laptop and showed the students one video. It was about "Smoking". Then the students were interested to the video. It could be seen from the condition that none of them made noise and they watched the video carefully. The researcher explained that the video was one of the media in learning and the students could get ideas from watching the video. They nodded their heads. It meant they agreed about the use of video in the writing class.

In the post-writing activities phase, the researcher reviewed the students' performance in writing sentences. She also gave the students time to ask the questions about their problem in writing. One student, FA, said "I can not write, miss". Before the researcher answered, some students said "Hu, You *tidak punya tangan apa*?" and the other students laughed. Soon, the researcher responded the

first student statement that he couldn't write. Actually, he wanted to say that he couldn't produce English sentences well. So the researcher encouraged him and the class that they might not be afraid of making mistakes in writing because mistakes would bring their writing better and better. Also video could help them to get ideas about something in the case. Hearing her explanation, the students nodded their heads. When the time was almost up, the researcher asked the students to try open internet to get some videos related to smoking because the next topic being discussed was about smoking. To end the meeting, the researcher said "Okay class. I think the lesson is enough. Thank you so much for the attention. See you later. Bye" the students said "Bye, miss"

2) Observing from learning process

Teaching and learning in the second meeting also could run effectively. The first activity done by the researcher was discussing the homework given in the previous meeting. The result was that almost all students finished to do the homework. There were two students who did not finish the homework. When the researcher asked why, the two students gave different reasons that they were busy at home, they had to help their parents, and they missed the dictionary.

After discussing the homework, the researcher gave some exercises about tense used in analytical exposition text. The exercises were in incorrect sentences of simple present tense. Not all sentences were successfully corrected by by the students. Some of them said that the sentences were confusing because they had to make the subject agree with the verb. And the result was that he students had difficulty to express their idea grammatically. To overcome the student's problem,

the researcher gave explanation about how to express the phrases or sentences using simple present tense. The formula used is S + verb (s/es) + O or S + to be + adjective/adverb. Besides, the researcher also gave exercises about the use of simple present tense. Each student got chance to do exercise individually. It was not really successful because they still got problem. They frequently missed the use of to be. They were lack of the understanding about subject agreement. The researcher found it from many students. To solve this situation, the researcher asked the students to work in group of three or four to discuss the exercises. The role of teacher and researcher in the classroom was helping the students who got difficulty in the exercises. The clever student could help the other friends who still had difficulties. As a result, the class situation became noisy and crowded. But it was good because it indicated that the students' motivation in learning built step by step.

After considering that the grammar focus was enough, later the researcher proposed video to be one media in learning English especially in helping them to write. Suddenly there was a student, MG, said that *"Lalu videonya seperti apa, miss? Memang bias membantu untuk nulis ya?"* From this situation, the researcher thought that the students began to have eagerness to watch YouTube video. The video presented in this meeting was about *Smoking*. In watching the video, students often got difficulties in understanding vocabularies used in the video. To overcome the use of inappropriate vocabulary, the researcher asked the students to open the dictionary and discuss with their friend about the vocabulary. Also, the researcher sometimes helped the students to find the appropriate

vocabulary. They were asked to make list of vocabularies related to the video. The

list could be seen below.

- Cigarette
- Chemicals
- Nicotine
- Liquid
- Tobacco plant
- Addictive
- Brain
- Milligrams
- Secretion
- Adrenalin
- Blood pressure
- Respiration
- Heart rate

- Euphoria
- Drought
- Decrease heart rate
- Difficult to concentrate
- Nervousness
- Headache
- Increase appetite and weight gain
- Insomnia
- Irritability
- Depression
- Health professional

The students were asked to find the meaning of those vocabularies in their dictionary. Even, they were more enthusiastic when the researcher asked them to listen and repeat the target word on their worksheet based on the CALD (Cambridge Advance Learner Dictionary). The students looked so happy to repeat the pronunciation of the vocabulary were in the target words. They said that they were very glad because they could study new vocabularies and pronounce them with good pronunciation.

c) Third meeting

1) Acting

The third meeting was conducted on seventeenth February 2011. The class was conducted at 10.15 to 11.45 a.m. on the fifth and sixth period. All students attended the class.

Similar to the previous meeting, there were three phases which were done in the third meeting. They were about pre- teaching writing phase, whilst-teaching writing phase, and then ended by post-teaching writing phase. In pre-teaching writing activity, for warming up, the researcher greeted her students by saying "Good morning, class. How are you today? The students answered "Good morning. I'm fine. And you?" the researcher said "Pretty well, thanks." Then he checked the student's attendance. "Any one absent today?" the students answered "No, miss." Then the researcher reviewed the lesson taught in the previous meeting, especially the students writing. The researcher gave the writing back to the students in order the students knew the mistakes they had already made. Some of them were surprised when they knew that their writing was not quite good and

they got low mark. Some of them yelled "Huuu". But for the students who got

good mark, they just smiled. The researcher then explained why some of students

got bad and good mark. It was because of the ability to combine the vocabularies,

grammar, and mechanics to produce logical sentences among one students to the

other was different. They could understand.

The activities in the whilst-teaching writing phase were as follows. The

teacher researcher presented a YouTube video about the danger of smoking

cigarette. Before she played the video, she asked the students some questions

related to the topic.

Researcher   : Boys, do you like to smoke?
Students (boys)   : No.
Researcher   : Very good, then. Why don't you like to smoke?
Student FA   : Boros, miss. No money.
Student RDP   : Yes, miss. The money for pulsa.
Researcher   : What do you think, girls?
Students (girls) : Make pollution, miss.
Student EES   : If they have money, they will smoke, miss.
Researcher   : Okay, the video will help you to get ideas about the
                    danger of smoking.

Then the researcher played the video. The duration was about 5 minutes.

At first, the video was played completely with the sound and the visual. The

students were interested in watching the whole video. No one of them talked to

the other students. The first playing, video was played up to the end. The second

playing, the researcher operated the video without sound. She (1) asked the

students to make notes of what they understood about the video. The note could

be in the form of list of vocabularies, or in phrase, or even in the complete

sentences; (2) asked the students to write the vocabularies they got on the

blackboard. This was done by five students; (3) together with the students, the

researcher wrote sentences related to the video using vocabularies the students have written; (4) asked the students to continue the sentences written by the researcher. They were asked to make complete text about the danger of smoking cigarette; (5) at last, the researcher asked one student to write his text on the blackboard. Student LF wrote her text on the blackboard. The text then was discussed by the class. It was analyzed from the vocabularies applied, grammar used in the sentence, and mechanics of the writing. In addition, the organization of the writing was also being analyzed whether the construction consisting thesis, arguments, and reiteration. Content of the writing was also being discussed. The result of the writing was still not satisfying. There were still incorrect grammatical sentences. So, the class made correction about them. Many students showed their curiosity of correcting their friend's mistakes. The class was more alive. When the researcher offered someone to make correction, soon one student raised her hand being the volunteer. Student TL came in front of the class to make correction.

To activate the students more, the researcher asked the class to make a small group consisting of 4 students. They had to exchange their writing to the other groups. They made correction and gave comment. This was successful enough although not all members in the group were active. Some of them only talked to the other students and made joke.

In the post-teaching writing activity, the researcher reviewed the students writing and its comment. There were various comments from the students. Most of them were about the grammar. The other were about the use of vocabularies and its spelling. From the result of their writing, the researcher thought that the

class in this meeting was enjoyable. To end the lesson, the researcher reminded the students to prepare video about air pollution. They could get the video from internet. After that, the researcher ended the class by saying "Well students, the time is up so that all the lesson today. Thank you for your attention and keep learning. See you." The students replied "Okay. See you, miss."

2) Observing from learning process

In the third meeting, the researcher presented YouTube's video about Water Pollution part 1 and asked the students to write a text about the Water Pollution. Based on the process of writing, there are four stages of writing process. They are planning, drafting, revising, and editing.

a. *Planning stage.*

Pre-writing is any activity in the classroom that encourages students to write. It stimulates thoughts for getting ideas. In this stage, the video was played twice. The first one, the researcher played the video without the sound. In the first playing, the students were noisy. They were not concentrating on what was going on. To solve this problem, the researcher reminded them and continued playing the video. Actually, some of them were still crowded but later they become more calm as the video was being played. At the end of the video, student KS said "*Miss, kurangpaham. Can you play again*?" At the second play, all students were concentrating to watch the video. None of them were noisy. The researcher asked them to take notes of what the video was about. When the process of taking notes, the researcher found three students did not take notes. One of them just drew some pictures. And the rests did nothing but kept silent. Then the researcher

approached them and allowed them to discuss with their friend of what the video was talking about. And the result, they were active. The result of their notes was discussed together. And some of them succeeded to guess the content of the video.

b. *Drafting Stage*

In this stage, the students were focused on the fluency on the writing. It meant that they started to think about what they should write in their text. To help them to be able to write text, the class watched the video. This time, they also heard the sound, so, they were able to understand more about the video. When the researcher asked them to make list of vocabularies related to the video, all of them did. It indicated that the class situation were better than it was in the beginning of the lesson.

The vocabularies were discussed together about the meaning and the correct pronunciation. Again, the researcher consulted the CALD (Cambridge Advance Learner Dictionary). It was so helpful for the students to pronounce correctly. Then they were asked to make draft about their writing including the main idea which would be expanded using supporting sentences. In this stage, the students were busy with themselves on making draft. Some noise heard but it was good because they were asking their friends. Often they moved their seating to discuss. And the next step was producing sentences to make a text about Water Pollution. In the process of writing, the researcher gave response to the students writing. Text-specific responses helped students to discover meanings and facilitated the revision of initial draft.

c. Revising Stage

Revising is not merely checking for language errors but to improve global content and the organization of ideas. Students reviewed their texts based on the basis of the feedback given in the responding time. In the revising stage, the researcher directly revised some students writing. But because of the large number of students, then the researcher asked them to read aloud by themselves to rethinking and reseeing. The strategy was successful enough to stimulate students to know their writing. They could check their writing then although not all students were able to check their own writing.

d. Editing Stage

In this stage, the students were engaged in tidying up their texts. They edited their text based on the elements of writing. Here, a small group discussion was practiced. It was helpful for the students and the researcher. The clever students could help the other students in editing. Also the English teacher could examine the discussion. Again, the class situation was crowded and noisy. Some trouble-maker students disturbed the other students in discussing. The result of students writing was not satisfying enough. So, the researcher planned to have fourth meeting.

    d) Fourth meeting

        1) Acting

The fourth meeting was conducted on nineteenth February 2011. The class was conducted at 10.15 to 11.45 a.m. on the fifth and sixth period. There were two students, GM and SP, absent because they were sick.

The activities in this meeting were the same phases like in the third meeting. They were about pre- teaching writing phase, whilst-teaching writing phase, and then ended by post-teaching writing phase. In pre-teaching writing activity, for warming up, the researcher greeted her students by saying "Good morning, class. How are you today? The students answered "Good morning, miss. I'm fine. And you?" the researcher said "Pretty well, thanks." Then he checked the students' attendance. "Any one absent today?" the students answered "GM and SP, miss. They were sick. After greeting the students and checking their attendance, the researcher then reviewed the previous lesson.

In the whilst-teaching writing activity, the researcher did the same steps as in the third meeting. They were presenting YouTube video, discussing the content of the video, and writing practice. To start the lesson, the researcher asked the students whether they had already watched the video about air pollution or not. The result was that there were only some students did. They were about 6 students and the other students did not. When the researcher asked why, they answered in various statements. They said that their houses were quite far from internet coffee, they were busy to help their parents to work, they had no ability to open the video, they had no vehicle, and so on. To overcome the differences, the researcher then would play the video she had already prepared. It was about the air pollution part1.

As the beginning of the discussion about the video, the researcher asked some question to the students.

Researcher   : Do you drive motorcycle to school?
Students   : Yes, some miss. Some on foot.

Researcher   : Well, do you wear mask?
Student AM   : Yes. But SP not.
Researcher   : SP, don't you think it will harm you?
Student NR   : Yes, miss. It is air pollution.
Researcher   : Good. The air is contaminated by the dirty gas. And it can lead to
                     air pollution. Okay. Will you see the video?
Students   : Okay, miss.

Then the researcher played the video. The duration was about 7 minutes. At first, the video was played completely with the sound and the visual. The students were interested in watching the whole video. No one of them talked to the other students and laid their head on the table. All students showed their interest. The first playing, video was played up to the end. The second playing, the researcher operated the video without sound. She (1) asked the students to make notes of what they understood about the video. The note could be in the form of list of vocabularies, or in phrase, or even in the complete sentences; (2) asked some students to write the vocabularies they got on the blackboard; (2) together with the students, the researcher wrote sentences related to the video using vocabularies the students have written; (3) asked the students to continue the sentences written by the researcher. They were asked to make complete text about air pollution; (4) at last, the researcher asked one student to write his text on the blackboard. Student KS wrote her text on the blackboard. The text then was discussed by the class. It was analyzed from the vocabularies applied, grammar used in the sentence, and mechanics of the writing.

In addition, the organization of the writing was also being analyzed whether the construction consisting thesis, arguments, and reiteration. Content of the writing was also being discussed. The result of the writing was satisfying

enough. Student KS produced longer paragraphs than the students LF did in the previous meeting. Almost all the sentences applied correct grammatical structure. The vocabularies used were appropriate with the content of the video. Only, some punctuations were left and the capital letters were still appeared in the middle of the sentence, for example " ...the diRty air can Cause the PollutioN.... When the researcher asked the reason why, she said that it was art in writing. Then the researcher gàve understanding that in academic writing, the students did not need art yet. They could apply the art when they did other subjects or they wrote for pleasure. Many students showed their curiosity of correcting their friend's mistakes. The class was more alive. When the researcher offered someone to make correction, soon one student raised her hand being the volunteer. Student SS came in front of the class to make correction.

To activate the students more, the researcher asked the class to make a small group consisting of 4 students. They had to exchange their writing to the other groups. They made correction and gave comment. This was successful enough although not all members in the group was active. Some of them still talked to the other students, but only some amount of student.

In the post-teaching writing activity, the researcher reviewed the students writing and its comment. Their writings were better than theirs in the third meeting. They could produce longer sentences with the appropriate vocabularies and the construction of the sentences was almost all correct. Even though, the content of the writing were still low. They were relevant to the topic but lack details. From the result of their writing, the researcher thought that the class in this

meeting was enjoyable. After that, the researcher ended the class by saying "Well students, the time is up so that all the lesson today. Thank you for your attention and keep learning. See you later." The students replied "Okay. See you, miss."

2) Observing from learning process

In the fourth meeting, the writing stages were the same as in the third meeting and watching topic was still not so different from the one in the previous meeting. It was about Water Pollution part 2. The stages were as follows.

a. Planning stage.

In this stage, the video was played twice like in the previous meetings . The first one, the researcher played the video without the sound. In the first playing, the students were not noisy. Actually, some of them were still crowded but later they become more calm as the video was being played. The researcher asked them to take notes of what the video was about. The students were busy to open dictionary. When the process of taking notes, the researcher found two students did not take notes. They were the same students in the previous meeting. Both of them were busy with their own conversation. Although the sound was not loud, it made them left behind by their other friends in following the lesson. The English teacher only smiled when the researcher approached them to remind them. And the result, they were active again in the lesson. Later when the researcher asked the English teacher why, she said that behaviour has already became their habit in not only English but also the other subjects. The result of their notes was discussed together. And many students succeed to guess the

content of the video. It indicated that their interest increased and also their ability to understand the topic was also increased.

b. Drafting Stage

In this stage, the students were focused on the fluency on the writing. To help them able to write text, then the class watched the video full with pictures and sounds. Then the researcher asked them to make list of vocabularies related to the video, all of them did what the researcher instructed. It indicated that the class situation were better than it was in the beginning of the lesson.

The vocabularies were discussed together about the meaning and the correct pronunciation. Again, the researcher consulted the CALD (Cambridge Advance Learner Dictionary). It was so helpful for the students to pronounce correctly. Then they were asked to make draft about their writing including the main idea which would be expanded using supporting sentences. In this stage, the students were busy with themselves on making draft. Some noise heard but it was good because they were discussing with their friends. And the next step was producing sentences to make a text about Water Pollution part 2. In the process of writing, the researcher gave response to the students writing. Text-specific responses help students to discover meanings and facilitated the revision of initial draft.

c. Revising Stage

Revising is not merely checking for language errors but also improving global content and the organization of ideas. Students reviewed their texts based on the basis of the feedback given in the responding time. In the revising stage,

the researcher directly revised some students writing. Because of the large number of students, then the researcher asked them to read aloud by themselves to rethinking and reseeing. The same strategy as in the third meeting was successful enough to stimulate students to know their writing. They could check their writing although, still, not all students were able to check their own writing.

d. *Editing Stage*

In this stage, the students were engaged in tidying up their texts. They edited their text based on the elements of writing. Small group discussion was conducted to activate students. Moreover, to maximize the result of students writing, the researcher walked around the class to help the students whenever needed. Again, the class situation was crowded and noisy, but it was good because in this situation the students were active. They showed interest on the lesson this meeting.

e) Fifth meeting

1) Acting

The researcher conducted a post-test after the fourth meeting finished. It was done to assess the student's achievement. The post-test cycle 1 was carried out on Thursday of February 24, 2011. It was followed by all students. As a matter of fact, the writing test could run well and all students did it seriously. The post test lasted in the fifth and sixth period. It was started at 10.15. After greeting the students and checking the student's attendance, the researcher told them what

they were going to do. They watched the video about air pollution part 2 and after that they had to make composition about the issue. Before the students started to watch the video, the researcher explained and reminded the students about the elements of writing which would be scored. The researcher made sure that the students really understood the instruction. That was done in order to lead students to express their ideas freely and produced good writing.

2) Observing from learning process

In the fifth meeting, post test 1 was conducted. This test was held to know the students' achievement in producing text based on the writing elements: correct mechanics, grammatically correct sentences, appropriate vocabulary, good organization, and proper content. The students looked so serious when doing the post test 1. No one of them was noisy and all of them were busy with their dictionary.

f) Observing from students' learning progress

The implementation of YouTube videos in writing class was able to improve both teaching-learning process and learning progress. YouTube videos were helpful for students to express their ideas in written form by considering correct mechanics, grammatically correct sentences, appropriate vocabulary, good organization, and proper content.

By studying in small group, the students could study better because they could share their ideas freely. They could produce and arrange sentences into

correct English. Also small group discussion provided the students to practice more peer responding and peer editing.

The student's achievement in the post test 1 can be seen as the following. The scores from both examiners could be reported that the highest score was 70.50, the average score was 56.00, and the lowest score was 44.50. The scores of post-test 1 from the first examiner (the researcher) and the second examiner (English teacher) could be seen in the table 4.8.

Table 4.8. Post-test Scores of Cycle 1 from the First and Second Examiners.

No.	Explanation	First Examiner's Score	Second Examiner's Score	Average Score
1.	Highest score	85.00	56.00	70.50
2.	Average score	70.00	42.00	56.00
3.	Lowest score	55.00	34.00	44.50

Furthermore, those scores could be analyzed in more detail based on the five elements of writing. They were mechanics, vocabulary, language use, organization, and content. The result of the post-test average scores of each writing element of cycle 1 from the first and second examiner could be seen in the Table 4.9.

Table 4.9. Post-test Average Scores of Each Writing Element of cycle 1 from the First and Second Examiner

No	Element of Writing	First Examiner's Score	Second Examiner's Score	Average Score from both examiners	Score from *KKM* of 63
1.	Content	21.25	14.06	17.67	58.90
2.	Organization	15.00	8.50	11.75	58.75
3.	Language Use	9.41	6.09	7.75	42.84
4.	Vocabulary	9.41	7.03	8.22	41.10
5.	Mechanic	3.03	2.00	2.52	50.40
Total		58.1	38.67	47.91	

The range score for each element is 13-30 for content, 7-20 for organization and vocabulary, 6-25 for language use, and 2-5 for mechanic. Based on table 4.9, it can be concluded that language use and vocabulary still become problem for the students even though there was a bit increase.

3. Reflection

In reflecting the result of the implementation in the first cycle, there are some strength and weaknesses and also the problems which must be solved in the second cycle. The strengths mean the successes of the implementation of the action, while the weaknesses are regarded as problems that need to be solved. The results of the implementation can be seen from table 4.10.
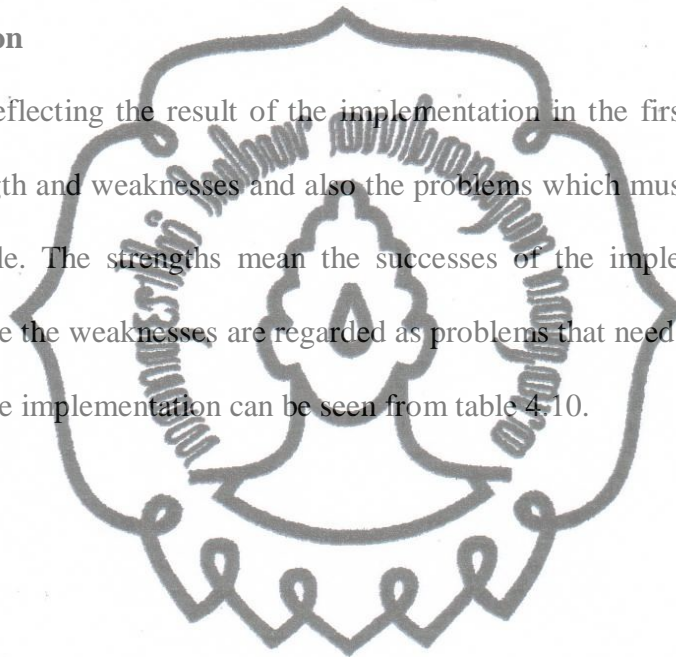
Table 4.10.The Strengths and Weaknesses of the Use of YouTube Videos

Cycle 1	
Strengths	**Weaknesses**
The students' writing ability	The students' writing ability
1. Helping the students in getting idea to write. It is from the feature of video that the use of visuals overall can help learners to predict information, infer ideas and analyze the world that is brought into the classroom via the use of video instruction. 2. .Helping the students in developing sentences into paragraph. Through the sequences of pictures in the video, the students could develop their sentences to produce paragraphs.	1. Not all students directly got the idea after they watched the video. Only clever students did it. As a result the average score of content was 58.90. 2. The students' ability in argument building was still low. The average score of organization was 58.75. 3. Because of the limitation of vocabulary mastery, the sentences they produced were not satisfying. The average score for vocabulary was 41.10. 4. The ability to write grammatically correct sentences was still low. The average score for grammar was 42.84. 5. The students' ability to use correct punctuation and spelling in the writing was still low. The average score was 50.40. 6. The average score of each element of writing in post-test 1 was not satisfying enough because the average score was only 56.00.The score was far less than *KKM*of 63.
The class situation	The class situation
1. The class situation was fun and alive. 2. The students became active both individually and in group.	1. The noisy outside the class often disturbed the student's consentration. 2. There were four students who made so much noise. 3. Clever students still dominated the class. Not all of them wanted to help their friends who hah low ability in writing. 4. The lesson was held in the classroom, so the quality of picture and sounds of the video were not clearly catched by the students. 5. Not all topics were understood well by the students because of the native speaker spoke too fast. Moreover, their ability in understanding the vocabulary was still low.

3. Summary of Findings in Cycle 1

To investigate the improvement of the research, the researcher compared the previous condition of the student's competence and class situation and the condition after the treatments. The result of the comparison can be seen as in Table 4.11.

Table 4.11 The Comparison between the Situation Before and After the Treatments

	Situation before the Treatments		Cycle 1
	Problem Indicators	**Pre-Research**	
1.	Student's Competence		
	The use of vocabulary appropriately	The students found difficulties to use vocabulary appropriately	The student's vocabularies slightly improved. Half of them could use more vocabularies and could use them appropriately to express their ideas.
	The use of correct spelling and punctuation	The students did not know the correct spelling and punctuation of some words	The student's spelling and punctuation was better than the preliminary research. They paid attention on their mechanics.
	Writing correct grammatical sentences	Most of them found difficulties in making correct grammatical sentences	Most of them could produce grammatically correct sentences
	The ability of argument building	They got difficulties in producing logical sequences to write analytical exposition text	Some of them were able to write logical sequences to write analytical exposition text
	The ability to develop the content of writing	The students got difficulties in getting idea to develop paragraph	Some of them were able to find ideas in arguments building from watching the video
2.	Class Situation		
	Students finished the writing longer than the time given by the teacher	When the teacher asked them to write, almost all of them started to write after 15 to 20 minutes and they finished longer than the time provided by the teacher	They started to write after 5-10 minutes after the researcher gave instruction and they could finished not longer after the researcher asked them to stop
	They were noisy almost during the class	The class was crowded by the student's own busy	The class was not so noisy by the controlled activities
	Many of them were also not active during the writing activity. It can be seen when they are asked to do the task in front of the class they just keep silent and just sit on their chair	- They did not know what to write - They were afraid if they wrote wrong sentences - They waited for other students to do the teacher's instruction	They were more involved in the teaching and learning process. When the researcher asked them who wanted to write the sentences on the blackboard, some of them became the volunteers.
	Many of them did not pay	Most of the were busy with their	They paid more attention to

	attention to the teacher when he/she is giving explanation	own speaking to their friends	the researcher's explanation
	The teaching learning process was boring	- Some of them of them yawned - They tended to lay their heads down on the table	The writing class was more alive and interesting
	Test	The mean score of Pre-test was 39.67	The mean score of Post-test 1 was 47.91

The problems need overcoming:
1. Improving student's vocabulary mastery. Most of them did not use vocabulary appropriately
2. Improving student's grammar ability. Most of them could not write sentences using correct grammar
3. Improving student's organization ability
4. Encouraging them to do the writing task
5. Encouraging them to be active in the writing class. Most of them did not want to share with others about their difficulty in writing
6. Making the students can be more concentrate in the lesson

4. Revising the Lesson Plan

Based on the problems in the first cycle, the researcher made some evaluation to solve it. She discussed with the collaborator to get the best solution to eliminate these problems in the next cycle. We agreed to make some revisionof the action plans, they are as follows:

a) Writing Ability

1) To minimize the problem of the students'ability in using vocabulary appropriately, the researcher would explain the meaning of the target words or phrases used Indonesian languageat the vocabulary praparation activity. At the watching stage she would pause the playing of the video at the sentences or words which refered to the meaning of the target words or phrases and asked the students to examine them and asked them to find the synonym of that word. So they would have rich vocabularies.

2) To minimize the problemof the students'ability in writing grammatically correct sentences, there would be more exercises on the writing phrases and sentences. The exercises were not always in the classroom but also outside of the classroom. The tasks were in group and in individual. Moreover, at the

beginning of the lesson, there would be some short quiz to write grammatically correct English

3) To minimize the problem of the students'ability in writing well organized text, the researcher would give modeling of the text. They would be asked to examine the organization of the text including the generic structure of the text.

b) Class Situation

1) To minimize the noise of students, the researcher would mix the member of the group discussion. If at the previous meetings there were all boys in a group then in the next cycle there would be mixed members consisting boys and girls in a group.

2) To make the students more concentrate in the lesson, the researcher would ask the student to join the group which had active members to enlisthim or her as active task participation

3) To make students get the clear sound of the video, the researcher would equip the video with better active speaker. It would be done because at the first cycle, the researcher only used the speaker from school which has low voice.

b. Cycle 2

Having identified the weaknesses and achievement the students got in cycle 1, the researcher tried to overcome those weaknesses and increase their achievement by implementing YouTube videos more effectively in writing class. The result of cycle 1 became the consideration of planning in cycle 2. In cycle 2,

there were four meetings including post-test 2 at the end of cycle. Each meeting

lasted in 80 minutes. The activities of the research implementation in cycle 2 were

presented in four parts including planning, acting, observing, and reflecting.

The overall implementation of YouTube videos in cycle 2 can be seen in table
4.12.

Table 4.12 The Overall implementation of YouTube Videos in Cycle 2

Steps	Description
Planning	1) Sharing ideas with collaborator 2) Making lesson plan 3) Preparing suitable materials 4) Designing post-test

Acting	1) Meeting 1
	  a. Giving example or model of a text entitled "Wearing Hat at School". This was done to make them more understand about the organization of a text, content of a text matched with the topic, and the language features of the text.
	  b. Giving more exercises on grammar, especially in producing sentences using correct 'to be' and producing complex sentences.
	2) Meeting 2
	  a) Presenting YouTube video about Global Warming
	  b) Writing practice
	3) Meeting 3
	  a) Presenting YouTube video about Sun Burn
	  b) Writing practice
	4) Meeting 4
	  Post-test 2

Observing	1) Students
	  a) More actively involved in class activity, showed interest toward the implementation of YouTube videos, and enjoyed the writing practice.
	  b) Their ability on each writing element: content, organization, language use, vocabulary, and mechanic improved.
	  c) The average score for writing ability improved
	2) Researcher
	  a) Prepared the materials related to the video and gave modelling on the text
	  b) Divided the activity into three main phases: pre-teaching, whilst-teaching, and post-teaching
	  c) Provided students more time to practice writing either in the classroom in form of small group discussion or out of the classroom in form of homework
	3) Teaching and learning situation
	  a) More alive and fun
	  b) Learning by implementing YouTube videos made the students enjoyable to practice writing

Reflecting	1) Strengths
	  a) YouTube videos can increase the students' attention in writing practice
	  b) There is an improvement of student's writing ability
	  c) YouTube videos are various so that they can motivate students to write
	  d) The features of videos are interesting so that the classroom situation is not boring

	2) Weaknesses a) Almost half of students could not produce grammatically correct sentences b) Clever students still dominated the class c) Not all students understood well about the content of video d) For several times, some students did not bring their dictionary so that their vocabularies were also limited

The student's writing ability, class situation, and the activities of action research implementation in cycle 2 as summarized in table 4.12 can be described as the following detailed information.

1. Planning

To get the maximum result, the researcher planned some activities to do before carrying out the research in cycle 2. The activities were sharing ideas with collaborator, making lesson plan, preparing suitable materials, and designing post-test.

a) Sharing ideas with collaborator

In order that the research could run optimally, the researcher asked the collaborator to give suggestions. There were two main points that the researcher shared with the collaborator. They were about designing lesson plan that would be done by the researcher and how to improve writing ability. Based on the result of sharing with the collaborator, the format of lesson plan was almost the same as the one in the cycle 1. However, the watching topics were different. They were global warming and the danger of sunburn. The collaborator also advised the researcher to give more attention toward the student's grammar ability because the most frequent difficulty faced by the students was grammar use.

b) Making lesson plan

After the researcher and the collaborator discussed the design of lesson plan for cycle 2, the researcher wrote the lesson plan which is used to the guidelines of teaching in the meetings in cycle 2.

c) Preparing suitable material

The purpose of preparing materials designed is to provide students with appropriate materials by considering the level of language difficulty and the student's language background. The materials for cycle 2 were achieved from YouTube's videos. They were downloaded by the researcher herself before the action of teaching in the classroom. Based on the result of cycle 1 on the student's achievement, the writer chose the videos which hopefully could help students to understand more and produced good analytical exposition text. To be the guideline in writing, there are five elements of writing e.g. content, organization, grammar, vocabulary, and mechanic. The researcher considered what kind of video would be matched with the student's ability. Finally, the materials were about global warming and the danger of sun burn.

d) Designing post-test

As stated in cycle 1, post-test was used to assess the student's achievement after they were given treatments in writing class. The result of post-test was for identifying the success of the students and making adjustment in the lesson plan for next meeting. Both researcher and collaborator have agreed that the post-test was conducted in the form of written test. The students watched the video and produced paragraphs to make analytical exposition text. The instruction of the test had to be tried out to identify its readability. It meant that the instruction was easy

to understand. The time allotment for the test was quite long. There was about sixty minutes. After the instruction was understood by the students, the students are allowed to start writing until the time for English subject finished.

There were five elements of writing which were used to assess the student's writing ability: content, organization, language use or grammar, vocabulary, and mechanic. The score of each element ranged based on their level of difficulty. Score for content was thirteen to thirty, seven to twenty for organization, six to twenty five for language use or grammar, seven to twenty for vocabulary, and two to five for mechanic. The mark the students got was from the total score of each element. Furthermore, to get valid score of the student's writing was done by two examiners. They were the researcher and the collaborator.

2. Acting and Observing

The researcher carried out this activity based on the plan designed. There were three meetings for giving treatment and implementing YouTube's videos in writing class. Materials for this implementation were about global warming and the danger of sun burn. The implementation of YouTube videos was conducted in meeting 1, 2, and 3, while to assess the students' writing ability was carried out in meeting 4. Each meeting lasted in eighty minutes. While in observing stage, there were two things that the researcher and her collaborator observed in implementing YouTube videos in writing class. They were teaching-learning process and learning progress that the students had achieved. Based on the researcher's and collaborator's observation and also student's interview, the researcher can

describe what happened during the teaching and learning process. The more detail

description about each meeting is presented below.

   a) First meeting

     1) Acting

The first meeting of this cycle was conducted on March 17, 2011. The

writing class was on the fifth and sixth period. All students joined the class.

As usual, the class started with pre-teaching activity followed by main

activity and ended in post-teaching activity. The researcher greeted the students

and checked the students' attendance and condition of the class. Then, the

researcher informed to the students about their scores of the post-test result in the

first cycle. She gave door prize for the student who got the highest score in the

first cycle. The students looked so happy because most of their scores increased

although it was not really significant and had not reached *KKM* yet. Then to start

the lesson, the researcher presented a jumbled text entitled Wearing Hat at School.

The text is below.

SHOULD CHILDREN WEAR HATS AT SCHOOL?
In my opinion all school students should wear hats.Secondly, hat can help children to see better in a bright condition that the other children who don't wear hats. Next, hats can help children to protect their hair from getting damaged because of the sun heat and the dust.
I believe that you should always wear a hat at school when you are playing outside. Nowadays, the weather is not in stable condition. Many cases happen when children don't pay attention on this issue
Firstly, the sun shines so bright outside there so if you don't wear a hatyou will get sunburn and a sunburn is painful

---

The students were asked to arrange the sentences into good flow of

thought and then translate the text orally. They responded the instruction well so

they directly opened their dictionary and discussed with their chair mate. After

translating the text, the students worked individually to state the generic structures of the text. They were about thesis, arguments, and reiteration or conclusion. All students showed their interest to do the work and the result was satisfying that all students could arrange and translate the sentences correctly. When the researcher gave them compliment, they were happy and some said that the text was quite easy and simple so that they could do the work well. From that situation, the researcher then encouraged the students that analytical exposition is easy to understand and to have writing practice.

To start the main activity, the researcher introduced the watching topic. That was Global Warming. To make the students interested in the topic, the researcher played a game with the students. It was chain words. The aim of this game was to check the student's vocabulary. The vocabularies were related to verbs and nouns usually used in talking about global warming. The first word coming from the researcher was "hot". The word "hot" is lasted in "t" letter, so one student in the right-front corner should mention a word initialed in "t" letter. The word produced was "take". The next student said "endanger". So the student next to the last speaker should continue the chain, and so on. The class produced 34 words consisting verbs, noun, and adjectives. All students seemed happy in playing the game. Some of them were agreed that the game was challenging because if they could not produce the word and spent long time, the class would laugh at them. Also, the class had already got vocabularies to help them write later.

In the whilst-teaching activity, the researcher decided to explain the students about how to make correct grammatical English. This was done based on the result of post test in cycle 1 that the student's ability in producing correct sentences were low. The average score for language use element was only 7.75 out of 6-25. It meant that their ability in writing sentences using correct grammar was still very poor so that the researcher wanted to improve their language use ability especially in the use of 'to be' and in writing complex sentences. The researcher did (1) give the students incomplete sentences using simple-present and present perfect tense; (2) ask the students to translate 5 sentences from Indonesian into English and 5 sentences from English into Indonesian. The result was satisfying enough that almost all students could translate all sentences. However, there were two students did not finish their work because the time was not enough for them to finish the sentences; (3) distribute a worksheet about the use of simple present tense and present perfect tense; (4) discussed the work with the students so that they could know their result.

In the post-teaching activity, the researcher gave the students time to share about their difficulty in doing the exercises given in the whilst-teaching activity. Student TZ said that the most difficult one in writing correct sentences was in the way to arrange the word into good order. She realized that her writing was sill messy but she had effort to make the writing better. And the other students said that they were still getting confused in the way to choose the correct word. From that situation, the researcher gave them homework to translate a text from Indonesian into English. After that, the researcher ended the class by saying

"Okay class, it is the time for us to have a break. Thank you for your attention and keep learning. See you." The students replied "Okay. See you, miss."

   2) Observing from learning process

Basically, the teaching and learning process in the first meeting can be said that it run well like the researcher planned. When the researcher distributed a mixed text entitled 'Should Children Wear Hats at School?' and asked students to arrange the sentences into good order and then translate the text orally, they responded the instruction well so they directly opened their dictionary and discussed with their chair mate. It can be said that they had high motivation to study. The time needed by the students to arrange the sentences into good and correct order was not long. All students finished in less than 5 minutes. They were happy when they knew that their order was correct. In this activity, the researcher could make discussion between the researcher and the students about the generic structures and language features of analytical exposition text. After arranging the jumbled sentences, they translated the text into Indonesian. One student translated one sentence. The result was not so disappointing because almost all students were able to translate the text correctly. When the researcher gave them compliment, they were happy and some said that the text was quite easy and simple so that they could do the work well. From that situation, the researcher then encouraged the students that analytical exposition is easy to understand and to have writing practice.

After finishing the modeling text, the researcher introduced the watching topic about global warming. She then gave the students a game named 'chain

words'. The game was to improve the student's vocabulary related to the topic. The result was satisfying. The class produced 34 words containing verbs, adjectives, and nouns. However, not all words could be occupied in the writing text about global warming but at least they had already produced many words which related to the topic. The first and the last words were from the researcher as the opening and the closing chain. The list of words was presented below.

Hot – take – endanger – rain – night – town – North Pole – earth – harm – mammal – lake – extinct – thunder – rainbow – water – river – right – throw - West Country – yard – different – tree – elephant – tiny – year – run – need – damp – person – nation – nitrogen – not – turn out – temperature.

After getting the vocabularies, the researcher gave examples in form of sentences using simple present tense and present perfect tense. The point of the exercises was at the use of 'to be' in each sentence. This was done because there were many students still getting confused on the use of 'to be'. The exercises were also about writing complex sentences. They were asked to be able to write a longer sentence by combining two or more short sentences into one effective complex sentence. The activity was changing for the class and the class situation was more quite. The students did the exercises seriously. Later, the researcher led the class to discuss the work together so that the students could directly know their result. They were enthusiastic enough to do the discussion.

At the end of the first meeting, the researcher gave the students time to share about their difficulty in doing the exercises given in the whilst-teaching activity. Student TZ said that the most difficult one in writing correct sentences was in the way to arrange the word into good order. She realized that her writing

was sill messy but she had effort to make the writing better. And the other students said that they were still getting confused in the way to choose the correct word. From that situation, the researcher gave them homework to translate a text from Indonesian into English. This was done to encourage the students to learn and practice more so that they accustom in translating their ideas into English.

    b) Second meeting

      1) Acting

The second meeting was conducted on nineteenth March 2011. The class was conducted at 10.15 to 11.45 a.m. on the fifth and sixth period. All students attended the class.

    The activities in this meeting were the same phases like in the first meeting. They were about pre- teaching writing phase, whilst-teaching writing phase, and then ended by post-teaching writing phase. In pre-teaching writing activity, for warming up, the researcher greeted her students by saying "Good morning, class. How are you today? The students answered "Good morning, miss. I'm fine. And you?" the researcher said "nice, thank you." Then she checked the student's attendance. "Any one absent today?" the students answered "no, miss. Complete. After greeting the students and checking their attendance, the researcher then reviewed the previous lesson. The researcher checked the homework given in the first meeting. All students did the work. The next activity was discussing the works. Most of them got good mark. It indicated that their language use ability increased.

In the whilst-teaching activity, the researcher introduced the watching topic. The video was about Global Warming. The students seemed exited to hear the topic. One student, FA, said that "miss, the topic is hot because the earth is hot now". To prepare their vocabulary, the researcher asked the students to mention and to give meaning of the words related to the topic and then the researcher wrote them on the blackboard in order that all students could see the list of vocabularies. The vocabulary list could help them to understand or to get the content of the video.

At the watching stage, all students paid their attention on the video. The duration was about 5 minutes. At first, the video was played completely with the sound and the visual. The students were interested in watching the whole video. No one of them talked to the other students. The first playing, video was played up to the end. The second playing, the researcher operated the video without sound. She (1) asked the students to make notes of what they understood about the video. The note could be in the form of list of vocabularies, or in phrase, or even in the complete sentences; (2) together with the students, the researcher wrote sentences related to the video using vocabularies the students have written; (3) asked the students to continue the sentences written by the researcher. They were asked to make complete text about the global warming; (4) at last, the researcher asked one student to write his text on the blackboard. Student TL wrote his text on the blackboard. The text then was discussed by the class. It was analyzed from the vocabularies applied, grammar used in the sentence, and mechanics of the writing.

In addition, the organization of the writing was also being analyzed whether the construction consisting thesis, arguments, and reiteration. Content of the writing was also being discussed. The result of the writing was satisfying enough. However, there were still few incorrect grammatical sentences. So, the class made correction about them. Many students showed their curiosity of correcting their friend's mistakes. The class was more alive. When the researcher offered someone to make correction, soon one student raised her hand being the volunteer. Student TZ came in front of the class to make correction.

Because of the time was almost up, the researcher then end the class by giving conclusion about the lesson that day. After that, the researcher ended the class by saying "a Well student, the time is up so that's all the lesson today. Thank you for your attention and keep smiling so that you can learn better. See you." The students replied "Okay. Thank you, miss."

2) Observing from learning process

Teaching and learning in the second meeting also could run effectively. The first activity done by the researcher was discussing the homework given in the previous meeting. The result was that almost all students finished to do the homework.

After discussing the homework, the researcher introduced the video. Because in the previous meeting the video was not played, so in this meeting the students watched the whole video and practiced writing.

In watching the video, students often got difficulties in understanding vocabularies used in the video. To overcome the use of inappropriate vocabulary,

the researcher asked the students to open the dictionary and discuss with their friend about the vocabulary. Also, the researcher sometimes helped the students to find the appropriate vocabulary. They were asked to make list of vocabularies related to the video. The list could be seen below.

- Ice cap
- Melt
- Project green
- Save
- Earth
- Reduce
- Reuse
- Recycle
- Respect
- Life
- Pollution
- Gas
- Water
- Carbon monoxide
- Oxygen
- Climate
- Change
- Last century
- Human activities
- Scientist

- Power plans
- Cars
- Fuel
- Temperature
- Green-house effect
- Sun
- Absorb
- Energy
- Developing countries
- 2-10 degrees Fahrenheit
- Planet
- Sea level
- Hurricanes
- Severe drought
- Several species
- Extinction
- Save energy
- Factories

The students were asked to find the meaning of those vocabularies in their dictionary. They became more enthusiastic when the researcher asked them to listen and repeat the target word on their worksheet based on the CALD (Cambridge Advance Learner Dictionary). The students looked so happy to repeat the pronunciation of the vocabulary were in the target words. They said that they were very glad because they could study new vocabularies and pronounce them with good pronunciation.

At the watching stage, the students showed their interest and paid attention on the pictures. Every single student concentrated to listen and see the video.

Then at the second playing, the students listed vocabularies they heard. They matched their own vocabularies with the ones written on the blackboard. Actually, the vocabularies being discussed previously helped them much in understanding the content of the video.

In the process of writing sentences based on what they understood from the video, the class was noisy. That was because the students liked to ask each other. It showed the condition that they were interested in the lesson and highly motivated to study. Also, the class was noisy when the researcher asked them to work individually to write paragraphs about global warming. The students who did not bring dictionary tried to borrow it from friends. But finally, they could produce at least three short paragraphs. The class was alive.

c) Third meeting
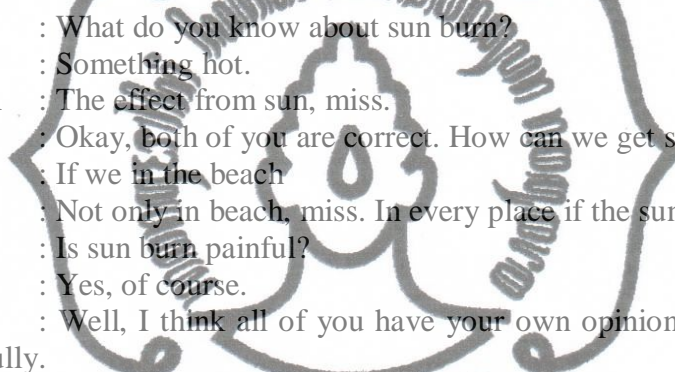
1) Acting

The third meeting was conducted on twenty-fourth March 2011. The class was conducted at 10.15 to 11.45 a.m. on the fifth and sixth period. All students attended the class.

The activities in this meeting were the same phases like in the previous meeting. They were about pre- teaching writing phase, whilst-teaching writing phase, and then ended by post-teaching writing phase. In pre-teaching writing activity, for warming up, the researcher greeted her students by saying "Good morning, students. How are you doing? The students answered "Good morning, miss. I'm fine. And you?" the researcher said "not bad, thanks." Then she checked the student's attendance. "Any one absent today?" the students answered "no,

miss. All in class." After greeting the students and checking their attendance, the researcher then reviewed the previous lesson.

In the whilst-teaching writing activity, the researcher presented YouTube video, discussing the content of the video, and writing practice. To start the lesson, the researcher asked the students whether they had already watched the video about sun burn or not. Most of them said 'not yet'. Then the researcher asked some questions.

Researcher   : What do you know about sun burn?
Student SP   : Something hot.
Student MR   : The effect from sun, miss.
Researcher   : Okay, both of you are correct. How can we get sun burn?
Student AS   : If we in the beach
Student EE   : Not only in beach, miss. In every place if the sun hot.
Researcher   : Is sun burn painful?
Students   : Yes, of course.
Researcher   : Well, I think all of you have your own opinion. Now, watch the video carefully.

At the watching stage, all students paid their attention on the video. The duration was about 6 minutes. The video was played twice. She (1) asked the students to make notes of what they understood about the video. The note could be in the form of list of vocabularies, or in phrase, or even in the complete sentences; (2) together with the students, the researcher wrote sentences related to the video using vocabularies the students have written; (3) asked the students to continue the sentences written by the researcher. They were asked to make complete text about the danger of sun burn; (4) at last, the researcher asked the students to write a text about the video individually. The text then was discussed in a small group discussion consisting of four to five students. It was analyzed from the vocabularies applied, grammar used in the sentence, and mechanics of

the writing. In addition, the organization of the writing was also being analyzed whether the construction consisting thesis, arguments, and reiteration. Content of the writing was also being discussed. The result of the writing was satisfying enough. There were four groups made very few errors in their writing. However, there were still some other students wrote incorrect grammatical sentences. Many students showed their curiosity of correcting their friend's mistakes. The class was alive.

At the post-writing activity, the researcher reviewed the students writing and its comment. Their writings were better than theirs in the second meeting. They could produce longer sentences with the appropriate vocabularies and the construction of the sentence was almost all correct. They were relevant to the topic. From the result of their writing, the researcher thought that the class in this meeting was enjoyable. After that, the researcher ended the class by reminding them that the next meeting would be post test. So the researcher asked them to prepare dictionary to help them find the vocabulary. The class was over and ended at 11.45.

2) Observing from learning process

In the third meeting, the researcher presented YouTube's video about The Danger of Sun Burn and asked the students to write a text about it. Based on the process of writing, there are four stages of writing process. They are planning, drafting, revising, and editing.

a. Planning stage.

Pre-writing is any activity in the class that encourages students to write. It stimulates thoughts for getting ideas. In this stage, the video was played twice. The first one, the researcher played the video without the sound. The researcher asked them to take notes of what the video was about. When the process of taking notes, the researcher found one student did not take notes. The researcher just reminded him to be more serious in the class and later he was active again in watching and making notes on the video. The result of the students' notes was discussed together.

b. Drafting Stage

In this stage, the students were focused on the fluency on the writing. It meant that they started to think about what they should write in their text. To help them able to write text, the video was played. This time, they also heard the sound, so, they were able to understand more about the video. When the researcher asked them to make list of vocabularies related to the video, all of them did. It indicated that the class situation were better than it was in the beginning of the lesson.

Then they were asked to make draft about their writing including the main idea which would be expanded using supporting sentences. In this stage, the students were busy with themselves on making draft. Some noise heard but it was good because they were asking their friends. Often they moved their seating to discuss. And the next step was producing sentences to make a text about The Danger of Sun Burn. In the process of writing, the researcher gave response to the

students writing. Text-specific responses helped students to discover meanings and facilitated the revision of initial draft.

c. Revising Stage

Revising is not merely checking for language errors but to improve global content and the organization of ideas. Students reviewed their texts based on the basis of the feedback given in the responding time. In the revising stage, the researcher directly revised some students writing. But because of the large number of students, then the researcher asked them to read aloud by themselves to rethinking and re-seeing. The strategy was successful enough to stimulate students to know their writing. They could check their writing.

d. Editing Stage

In this stage, the students were engaged in tidying up their texts. They edited their text based on the elements of writing. Here, a small group discussion was practiced. It was helpful for the students and the researcher. The clever students could help the other students in editing. Also the English teacher could examine the discussion.

The four stages in writing were actually made the students busy during the class. They enjoyed the class. It can be seen, when the time was almost up, that the researcher asked them about their comment after having the writing class, most of them said that the class was interesting and the result was quite good. Their grammar, vocabulary, mechanic, content, and organization improved.

d) Fourth meeting

The researcher conducted a post-test after the third meeting finished. It was done to assess the student's achievement. The post-test cycle 2 was carried out on March 26, 2011. It was followed by all students. As a matter of fact, the writing test could run well and all students did it seriously. The post test lasted in the fifth and sixth period. It was started at 10.15. After greeting the students and checking the student's attendance, the researcher told them what they were going to do. The watched the video about fast food and after that they had to make composition about the issue. Before the students started to watch the video, the researcher explained and reminded the students about the elements of writing which would be scored. The researcher made sure that the students really understood the instruction. That was done in order to lead students to express their ideas freely and produced good writing.

e) Observing from students' learning progress

The implementation of YouTube videos in writing class was able to improve both teaching-learning process and learning progress. YouTube videos were helpful for students to express their ideas in written form by considering correct mechanics, grammatically correct sentences, appropriate vocabulary, good organization, and proper content.

By studying in small group, the students could study better because they could share their ideas freely. They could produce and arrange sentences into correct English. Also small group discussion provided the students to practice more peer responding and peer editing.

The student's achievement in the post test 2 can be seen as the following. The scores from both examiners could be reported that the highest score was 83.00, the average score was 67.19, and the lowest score was 54.00. The scores of post-test 2 from the first examiner (the researcher) and the second examiner (English teacher) could be seen in the Table 4.13.

Table 4.13.Post-test Scores of Cycle 2 from the First and Second Examiners.

No.	Explanation	First Examiner's Score	Second Examiner's Score	Average Score
1.	Highest score	93.00	73.00	83.00
2.	Average score	79.22	55.16	67.19
3.	Lowest score	62.00	45.00	54.00

Furthermore, those scores could be analyzed in more detail based on the five elements of writing. They were mechanics, vocabulary, language use, organization, and content. The result of the post-test average scores of each writing element of cycle 2 from the first and second examiner could be seen in the Table 4.14.

Table 4.14. Post-test Average Scores of Each Writing Element of cycle 2 from the First and Second Examiner

No	Element of Writing	First Examiner's Score	Second Examiner's Score	Average Score from both examiners	Score from KKM of 63
1.	Content	23.82	17.34	20.58	68.6
2.	Organization	16.81	12.22	14.52	72.6
3.	Language Use	17.41	11.47	14.44	63.3
4.	Vocabulary	16.91	11.75	14.33	71.6
5.	Mechanic	4.13	3.21	3.72	74.4
Total		79.08	55.99	67.54	

The range score for each element is 13-30 for content, 7-20 for organization and vocabulary, 6-25 for language use, and 2-5 for mechanic. Based on table 4.9, it can be concluded that all writing elements improved.

3. Reflection

Based on the observation carried out by the researcher and the collaborator and the result of interview, the researcher concluded the strengths and the weaknesses of the implementation of YouTube's videos during teaching-learning process in the second and third meeting.

Table 4.15.The Strengths and Weaknesses of the Use of YouTube Videos

Cycle 2	
Strengths	**Weaknesses**
The students' writing ability	The students' writing ability
1. Helping the students to improve student's grammar. 2. Helping the students to improve student's vocabulary (grammar, vocabulary of writing could be achieved by listening to the audio) 3. Helping the students to improve student's content in writing (content of writing could be achieved from seeing the visual of video) 4. Videos can accommodate various types of activities which can motivate students to write	1. There were some small number of students did not directly get the idea to write after they watched the video. 2. Most of the students still had to consult dictionary when they start to write
The class situation	The class situation
1. The class situation was fun and alive. 2. The students became active individually and in group. 3. Helping the students to increase their attention and motivation in writing class	1. The class seemed to be noisy. Sometimes their noisy disturbed the other classes next to their own class. 2. Clever students still dominated the class. 3. Not all topics were understood well by the students because of the native speaker spoke too fast.

4. Summary of Findings in Cycle 2

To investigate the improvement of the research, the researcher compared the situation in cycle 1 of the student's competence and classroom situation and the condition in cycle 2. The result of the comparison can be seen as in Table 4.15.

Table 4.16 The Comparison between the Situation in Cycle 1 and the Situation in Cycle 2

Indicators	Cycle 1	Cycle 2
Score	**The mean of Post-test 1 = 47.91**	**The mean of Post-test 2 = 67.19**
Students' Writing Competence		
a. Only some low students could not use appropriate vocabularies	a. The student's vocabularies improved. Half of them could use more vocabularies and could use them appropriately to express their ideas.	a. Most of the student could produce variant vocabularies.
b. Only some students missed the correct punctuation and spelling	b. The student's spelling and punctuation was better than the preliminary research. They paid attention on their mechanics.	b. Most of the students wrote in correct punctuation and spelling
c. Only some low students could not produce grammatically correct sentences	c. Most of them could produce grammatically correct sentences	c. Most of them could produce grammatically correct sentences
d. The low students could not find ideas quite easy from watching the video to develop their paragraph	d. Some of them were able to find ideas quite easy from watching the video to develop their paragraph	d. Most of them were able to find ideas quite easy from watching the video to develop their paragraph
e. The low students could not write logical sequences to write analytical exposition text	e. Half of them were able to write logical sequences to write analytical exposition text	e. More than a half of the students were able to write logical sequences to write analytical exposition text
Class Situation		
a. They had eagerness to write as soon as possible	a. They started to write after 5-10 minutes after the researcher gave instruction and they could finished not longer after the researcher asked them to stop	a. They started to write before 5 minutes after the researcher gave instruction and they could finished not longer after the researcher asked them to stop
b. They liked to discuss the vocabularies and their writing	b. The class was not so noisy by the controlled activities	b. The class was still noisy but their noisy just because their discussion and their curiosity to study
c. They always involved actively in discussing the materials	c. They were more involved in the teaching and learning process. When the researcher asked them who wanted to write the sentences on the blackboard, some of the became the volunteers	c. They were more involved in the teaching and learning process. Almost all students were motivated to join each activity in the class
d. No one of the was busy with themselves	d. They paid more attention to the researcher's explanation	d. They paid more attention to the researcher's explanation
e. There was always an interaction between researcher and the students during the class	e. The writing class was more alive and interesting	e. The writing class was more alive and interesting

After implementing the research and collecting data, the researcher then summarized the result. They were situation in cycle 2, comparison between situation in cycle 1 and the situation after giving treatment in cycle 2, and the teaching-learning process. The researcher implemented YouTube's videos from cycle 1 up to cycle 2. The main teaching activities were divided into three phases. They were pre-teaching writing activities, whilst-teaching writing activities, and post-teaching writing activities.

a) Situation in Cycle 2

To get the best result, the researcher did many steps like in cycle 1 to optimize the use of YouTube's videos. They were: (1) the researcher operated YouTube's videos about global warming and the danger of sun burn in teaching-learning process without pausing. It was done to make the students interested in joining writing class; (2) the students were asked to write the words which they got from YouTube's videos on their notebooks while they watched them. It was done to activate them in teaching-learning process and to improve the student's vocabularies; (3) the students were asked to write down the words which they got from YouTube's videos on the blackboard. It was done to investigate the student's activeness; (4) the researcher added some words related to the watching topic on the blackboard. It was done to help students got proper vocabularies; (5) students were asked to look for the meaning of the words which they got from YouTube's videos and written on the blackboard on their dictionary. It was done to investigate the student's activeness and their understanding about the vocabularies; (6) the researcher gave model how to pronounce some English

words; (7) the researcher gave model how to write correct grammatical sentences, especially the use of simple present tense and present perfect tense; (8) the researcher asked the students to complete the exercises about the use of simple present tense and present perfect tense. It was done to investigate their understanding and their ability to write correct grammatical sentences; (9) the researcher operated the video without showing the visual by pausing it. She asked them to write the phrases or sentences which they could get from audio of YouTube's video on their notebooks; (10) the researcher asked some students to write the phrases or sentences which they could get on the blackboard; (11) the researcher asked students to write a text about the global warming and the danger of sun burn in a small group consisting of 4-5 students. It was done to activate students and to control the class situation; (12) the researcher asked the students in the group to do pair correction and pair editing. The purpose of the activities was to activate the students and to investigate the students' comprehension; (13) the researcher asked some students to write the text which they produce on the blackboard; (14) the researcher and the students discussed and analyze the text from the elements of writing; (15) the researcher asked some students to make correction of the text; and (16) the researcher asked students to write a text about the global warming and the danger of sun burn individually both in the class or at home as their homework.

Those activities above could help the students to improve their writing ability. It can be seen from the result in cycle 2 that the highest score was 83.00, the lowest score was 54.00, and the average score was 67.19. it indicated that the

student's writing ability improved although the language use and the vocabulary had not improved so well.

b) Comparison between Cycle 1 and Cycle 2

Before the study the researcher found that the eleventh grade students of Science program of SMA N 9 Purworejo had difficulties in learning writing, especially in choosing appropriate vocabulary, using correct grammar, getting ideas to develop paragraph, organizing paragraphs, and the writing convention include punctuation and spelling. The average score of the students' ability in choosing appropriate vocabulary was 8.22 from the maximum score of 20, using correct grammar was 7.75 from the maximum score of 25, getting ideas to develop paragraph was 13.25 from the maximum score of 30, organizing paragraphs was 7.95, and the writing convention include punctuation and spelling was 2.97.

To know more about the improvement of the student's writing ability in pre test, post test 1 and 2, Table 4.17 gave the detail.

Table 4.17. The Highest and Lowest Score of the Students' Writing Ability in Pre-test, Post-test 1 and 2

No.	Writing Ability	Highest Score			Lowest Score			Maximum Score
		Pre-test	Post-test 1	Post-test 2	Pre-test	Post-test 1	Post-test 2	
1	using appropriate vocabulary (vocabulary)	11	16.5	18	7	8.5	10.5	20
2	knowing the correct spelling and punctuation (mechanic)	3	4	4	2	2.5	3	5
3	making correct grammatical sentences (language use)	12	19	19.5	6.5	8	11	25
4	getting idea to develop paragraph (content)	15	24	25.5	13	13.5	16	30

5	producing logical sequences to write analytical exposition text (organization)	11.5	17	17.5	7	10	10.5	20
Total								100

Based on the table above, it can be seen that there is an improvement of the students' writing ability. The improvements were as follows: (1) for using appropriate vocabulary, the students could reach the highest score **18** and the lowest score **10.5** from the maximum score of 20 in post test 2; (2) for knowing the correct spelling and punctuation, the students could reach the highest score **4** and the lowest score **3** from the maximum score of 5 in post test 2; (3) for making correct grammatical sentences, the students could reach the highest score **19.5** and the lowest score **11** from the maximum score of 25 in the post test 2; (4) for getting idea to develop paragraph, the students could reach the highest score **26.5** and the lowest score **16** from the maximum score of 30 in post test 2 and; (5) for producing logical sentences to write analytical exposition text, the students could reach the highest score **17.5** and the lowest score **11.5** from the maximum score of 20 in post test 2.

Table 4.18The Improvement of the Average Score of the Students' Writing Ability

No	Ability	The average of the pre-test result	%	The average of the post-test 1 result	%	The average of the post-test 2 result	%	Max Score
1	using appropriate vocabulary (vocabulary)	8.21	41.05 %	8.22	41.1%	14.33	71.65 %	20
2	knowing the correct spelling and punctuation (mechanic)	2.51	50.2%	2.52	50.4%	3.72	74.4%	5

commit to user

3	making correct grammatical sentences (language use)	7.73	30.92 %	7.75	31%	14.44	57.76 %	25
4	getting idea to develop paragraph (content)	13.25	44.1%	17.67	58.9%	20.58	68.6%	30
5	producing logical sequences to write analytical exposition text (organization)	7.95	39.75 %	11.75	58.75 %	14.52	72.6%	20
	Total							100

Based on the table above, the improvement of the students' ability in writing was good. It can be seen that in the average score of the students' ability inusing appropriate vocabulary in pre-test was 8.21, in post-test 1 increased up to 8.22, and in pot-test 2 increased up to 14.33 from the maximum score of 20. The avarage score of the students' ability in knowing the correct spelling and punctuation in pre-test was 2.51, in post-test 1 increased up to 2.52, and in post-test 2 increased up to 3.72 from the maximum score of 5. The average score of the students' ability in making correct grammatical sentences in pre-test was 7.73, in post-test 1 increased up to 7.75, and in post-test 2 increased up to 14.44 from the maximum score of 25. The average score of the students' ability in getting idea to develop paragraph in the pre-test was 13.25, in post-test 1 was 17.67, and in post-test 2 increased up to 20.58 from the maximum score of 30. And the average score of the students' ability inproducing logical sentences to write analytical exposition text in the pre-test was 7.75, in post-test 1 was 11.75, and in post-test 2 increased up to 14.52 from the maximum score of 20.

Table 4.19 The Improvement of Mean Score of the Students' Writing Ability in Pre-test, Post-test 1, and Post-test 2

	Pre-test	Post-test 1	Post-test 2
The highest score	50.00	70.50	83.00
The lowest score	35.50	44.50	54.00
The mean score	39.50	56.00	67.19

In general, the result of post test 2 was satisfying enough. The mean score of the students' writing ability from pre-test up to post-test 2 showed a good improvement. In the pre-test the student's mean score was **39.50**, in post-test 1 it increased up to **56.00**, and in the post-test 2 it reached **67.17**. It means that the students' writing ability reached the target of KKM that is **63.00**. It can be seen from the Table 4.18.

5. The Summary of Research Findings

Table 4.19 shows the summary of research findings. It covers the problem indicators, the situation in pre-research, and the activities of each meeting in cycle 1 and in cycle 2.

B. Discussion

The last step in the action research process was discussing the results of the research as a final reflection and getting conclusion. The action research which implemented YouTube's videos in order to improve students' writing ability has yielded some improvements on students' language competence in writing and in class situation. Based on the result of the research, it can be proposed a theory which says YouTube' videos can improve students' writing ability. When YouTube' videos were implemented in teaching writing, it could improve the students' vocabulary, grammar, and ideas to write. Besides, the other theory which can be proposed says that implementing YouTube's videos in writing class can improve class situation better. From the students' reaction, it indicated that they showed their interest in writing class when the researcher implemented YouTube's videos. Moreover, they were actively involved in writing class.

1. YouTube's Video can Improve Students' Writing Ability

YouTube's videos which the researcher implemented could improve the student's writing ability. This finding is supported by the research result stated in pre-test and post-test 2, that the student's average scores of each writing element improved. The proves of this improvement are as follows:

The content of writing improved. It can be seen that the average of content increased from 13.25 to 20.58 from the maximum score of 30.The organization of writing improved. The average score for organization increased from 7.95 to 14.52 from the maximum score of 20.The students' grammar improved. The

average score for grammar increased from 7.75 to 14.44 from the maximum score of 25.The students' vocabulary improved. The average score for vocabulary increased from 8.21 to 14.33 from the maximum score of 20. The mechanic of writing improved. The average score for mechanic increased from 2.51 to 3.72 from the maximum score of 5.

To investigate how YouTube's video can improve the student's writing ability, the researcher discussed the activities in video watching. It is supported by some previous research conducted by some experts. The followings are the summary of the research.

a) Harmer states that there are at least three activities the students get from the video. They are as follows.

1. General comprehension

The activity is designed to have students watch a video in order to understand the gist of it, and then look back again for details. In this activity the students have to try and give as much as information as they can about what they have seen. This activity encouraged students to get vocabularies.

2. Working with aspects of language

This is a way of getting students in monolingual groups to focus on language. The teacher played it without sounds. The students then had to do their best to write down what they think the original English words were, and then compared their writing to colleague's. The final viewing they watched the extract with the sound turned up, to compare their English with the words that were

actually spoken. This activity encouraged students to write phrases or sentences, and make students active in the group.

The activities in the group were in form of discussion on how to write, peer correcting, and peer editing. The writing elements which can be improved were content, organization, and mechanic.

3. Video as springboard to creativity

The activity in this section shows how video can be used to spark students' creativity by encouraging interpretation, provoking thought, and asking for language use. The teacher asked the students to watch the excerpt twice. At the second time, the students had to write their own thought to produce a text based on the watching topic. In this activity, the students were actively did the arguments building. (2004: 286)

b) Barbeau on his paper states that YouTube can also be a means to lessen the gap between teacher and student. Finding a happy medium between being a stern authority figure and an approachable, laid back professor has always been a struggle. There have been several essays written by composition theorists that center on creating this persona in the classroom. In fact, in Pedagogy of the Oppressed, Paulo Freire argues that teachers should form a partnership with their students and overcome "authoritarianism and an alienating intellectualism." Exploiting the democratic community of YouTube changes the dynamics of the classroom in terms of the teacher-student relationship, making it more balanced.With YouTube, the teacher is still in control of which topics will be discussed, but the message or argument is not coming directly from them or

another academic—it is often coming from your average person "off the street" or from someone who chooses to remain anonymous. This lessens the distance between teacher and student. The absence of author credentials or ties to prestigious institutions also allows students to drop their guard and judge the author's idea, realizing they may not be valid and must be challenged. This is the stance we typically have trouble getting students to take when it comes to scholarly texts. Plus, academic essays and novels that we as teachers find interesting and important aren't always relevant to our students and "may not appear intelligible or hospitable to students we try to bring into our worlds" (Wendi and Nelson). In fact, one college composition class felt only 26% of what they read for class is relevant to their life (Wesch). Using multimedia to get a point across and teach a concept is a nice change of pace. As Selfe observed, "Such instruction is often refreshing (because it's different from the many other composing instruction experiences they've had), meaningful (because the production of multimodal texts in class resemble many of the real-life texts students encounter in digital spaces), and relevant (stu-dents often sense that multimodal approaches to composing will matter in their lives outside the classroom)" ("Multimodal" 4). The ability to apply what one learns in class to life outside of it is one of the main motivations for embarking into higher education. On a personal note, my favorite class in college was Writing for Economics, because everything we learned how to write (e.g., business plans, resumes, cover letters) directly applied to my career goals. I was able to immediately employ these writing strategies to get a good job.

c) Sabariah Abdullahstates on his paper entitled *The Use of Videos In Effective Teaching of Composition Writing.* He states on his findings that the content of the writing is more in depth, interesting and planned.There was evidence in the pupil's writing that that the choice of words potrays thesituation in more vivid manner. Pupil's are able to quote dialogues which gavelife to the characters in their composition. From the ideas they derive from thevideos, they have sucessfully cascade them creatively in writing.The lower ability pupils showed improvement in ther writing.. From limitating their ideas to the given pictures,they have now been encouraged to includeappropriate words to string more interesting sentences.Finding the appropriate video excerpts for specific pictures was a greatchallenge . Often, the suitability of the video was not coherent to what is beingdiscussed.This approach has benefited the pupils as clearly they are more activelyengaged in the learning of composition writing. Taking into account from aperception survey, it is found that the video gave pupils inspiration and haveencouraged them to generate better vocabulary and expand creativity.The videoshave also helped them to visualize the real scenario.It gave them clarity of thought and motivated them to write more.Whilst it will require more preparation to expedite a program like this,pupils themselves contributed in the learning process as active independentlearners while teachers act as facilitators.

d) A recent large-scale survey by Canning-Wilson entitled *""Role of Video in the F/SL Classroom",* (2000: 69) suggests that the students like learning language through the use of videos. One of the results of her survey shows that learners prefer action/entertainment films to language films or documentaries in

the classroom. She states although these films may seem to hold student interest, she believes that it could be inferred that student comprehension of the video may be due to the visual clues instead of the auditory components.
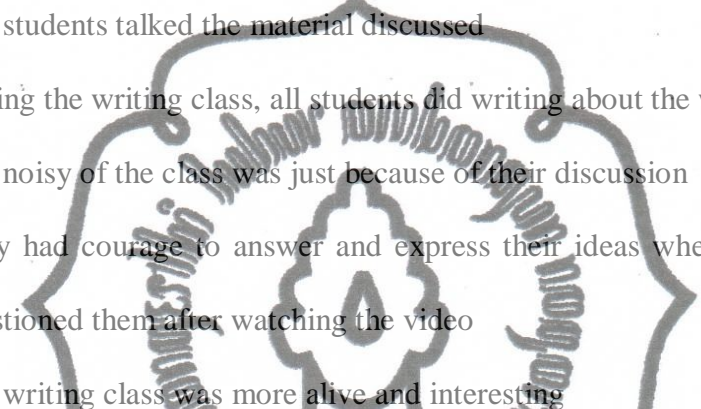
e) *Video in EFL* Classroom by Dr. Samir M. Rammal. The project serves a two-fold purpose: (1) the pedagogic, and (2) the pragmatic. It also incorporates English language teaching of cultural values that an EFL learner is likely to encounter once s/he is stationed in an English native speaking environment. Thus the following justifications have been incorporated in this project: using video material in a non-English Language Teaching (ELT) can motivate students. Also videotaped material in a non-ELT environment presents real language. Viewing provides the learner with an aesthetic look at the culture and using videotaped material facilitates better comprehension of the intended messages.

2. Implementing YouTube's Video can Improve Classroom Situation

The second theory being proposed says that implementing YouTube's videos in teaching activities can improve classroom situation. The students were actively involved in the class activities because YouTube videos emphasized student's active learning. The students could do many activities in the class, such as: (1) the students could search for the video from the internet; (2) the students were active to write words or phrases which they got from hearing the audio; (3) the students were active to listen to the pronunciation of the words from electric Cambridge Advanced Learner Dictionary; (4) the students were active to find the meaning of the words related to the watching topic in their dictionary; (5) the students were active in the group to discuss about the phrases or sentences they

produced to make a complete text related to the watching topic; (6) the students were active in correcting the incorrect sentences written by their friends both in front of the class and in the small group discussion.

The implementation of YouTube's videos could improve the class situation. It can be seen as follows:

a. The students talked the material discussed

b. During the writing class, all students did writing about the watching topic

c. The noisy of the class was just because of their discussion

d. They had courage to answer and express their ideas when the researcher questioned them after watching the video

e. The writing class was more alive and interesting

YouTube's videos can also improve the students' motivation. It is in line with Harmer's statement. Harmer (2003: 282) states that there are many reasons why video can add a special, extra dimension to learning experience. One of the is motivation: for all the reasons mentioned above, most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks. Cakir (2006: 68) also says that students like it because video presentations are interesting, challenging, and stimulating to watch. Furthermore, Whatley and Ahmad (2007: 188) state that providing video on demand to students is currently recommended to support online or blended learning. Students can choose when and where to use the material and can spend as long or as little time on each leaning activity.

3. The Strengths and The Weaknesses of YouTube's Videos

a) The Strengths of YouTube's Videos

1. The class situation was more fun and alive.

Video provides visual stimuli such as the environment and this can lead to and generate prediction, speculation and a chance to activate background schemata when viewing a visual scene reenacted. It can be argued that language found in videos could help nonnative speakers understand stress patterns. Videos allow the learner to see body rhythm and speech rhythm in second language discourse through the use of authentic language and speed of speech in various situations. Videos allow contextual clues to be offered. In addition, video can stimulate and motivate student interest. The use of visuals overall can help learners to predict information, infer ideas and analyze the world that is brought into the classroom via the use of video instruction.

Also, advantages using authentic texts (from video) taken from the learners' own subject area is that they alter the 'balance of power' within the classroom - as Shareman (2003: 43) notes, "the teacher is no longer the undisputed authority on the text and must acknowledge the student's expertise in the subject." This can lead to interesting and stimulating discussions in the classroom as the learners become involved in assisting the *teacher's* comprehension of the material.

2. The Student's Writing Ability Improved

The proves that the student's writing ability improved is supported by the research result stated in pre-test and post-test 2 that the student's average scores of each writing element improved as the stated at the previous discussion. It is supported by Watkins and Wilkins in their journal entitled *Using Youtube in the EFL Classroom* that Youtube can be used to improve the students' writing activities. The followings are the activities on the use of Youtube in writing class.

a. The note-taking and summarizing activity requires students to use YouTube to listen to lectures on various topics, take notes on the main points and important details, verbally check and expand their notes with a partner, listen again to further expand their notes, and then write summaries from their notes. They can then look at a transcript of the clip and compare their summaries with those of their classmates and teachers. If the students' summaries differ considerably from the teacher's, then the teacher can point out why he or she chose the information included in the model summary. While note-taking and summarizing are difficult to master, both are essential academic writing skills and necessary for numerous standardized proficiency tests. YouTube provides opportunities to practice these skills with engaging materials. A normal assessment of notes can be labor-intensive for the teacher as it involves checking which points have been included, understood, and formulated properly. A possible alternative to checking students' notes would be to do as Flowerdew suggests, and use tasks that require students to reintegrate
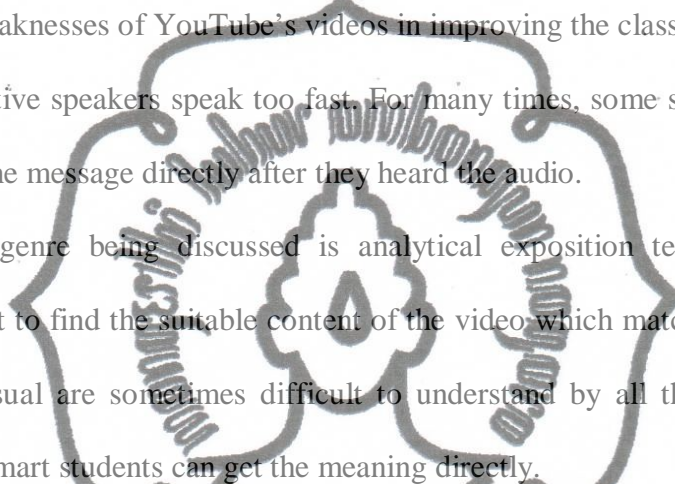
knowledge from their notes, such as writing a short essay on the topic or giving a brief oral report that can instead be used for evaluation (Flowerdew, 1994).

b. "How-to" writing: The "how-to" paragraph (for beginners) or essay (intermediate to advanced) is a genre that lends itself well to the use of YouTube. The teacher first models the task for the students by choosing a video of appropriate length and complexity, writing a step by step guide to what is contained in the video, creating a cloze or sequencing activity, and having students complete the activity. Students are then instructed to find a video that interests them of similar length, complexity level, and topic. Next, students create their own cloze or sequencing activity. Finally, students exchange activities and try them out. It is easy for students to understand the genre of how-to videos and any skills learned will often be used receptively and productively in both real life and academic settings. Student assessment is based on accuracy of writing the important elements of the video.

b) The Weaknesses of YouTube's Videos

1. YouTube's videos cannot improve the student's grammar in short time. It needs longer time than the time which is needed to improve the students' ability in choosing vocabulary appropriately, generating ideas to develop paragraph, producing logical sequences in writing text, and knowing the correct punctuation and spelling. Moreover, the ability of the students in writing correct grammatical sentences was too low. Wajnryb (2001: 22) says that the amount of time spent depends partly on how familiar students are

with the method. They become more familiar with it, it involves less time. The primary factor, however, in determining the length of time to be spent is how much attention you and the students wish to devote to the analysis and correction stage.

2. The weaknesses of YouTube's videos in improving the class situation

a. The native speakers speak too fast. For many times, some students could not catch the message directly after they heard the audio.

b. If the genre being discussed is analytical exposition text, it was rather difficult to find the suitable content of the video which match to the syllabus. The visual are sometimes difficult to understand by all the students. Only some smart students can get the meaning directly.

CHAPTER V
CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

After the researcher conducted the action research by implementing youtube's videos to improve students' writing ability at SMA N 9 Purworejo, she can draw some conclusions as follows:

1. Youtube's videos can improve students' writing ability. The improvement of students' writing ability can be identified from the improvement of writing achievement. It was found that the scores of all five elements of writing that covered content, organization, vocabulary, grammar, and mechanic increased.

2. Youtube's videos can improve writing class situation. When youtube's videos were implemented in writing class, the teaching and learning activity could run more lively and attractively. They were also actively involved in group discussion. Although the class seemed to be noisy but it showed the students' interest in writing class. The activities of the class were student-centered activities.The teacher did not dominate the class anymore but she gave more opportunity to the students to get involved and be active in the class activities. The students were more expressive, talk active. In addition, the students were neither ashamed nor afraid of making mistakes in writing practice. They were encouraged to express their ideas freely.By implementing youtube's videos in the class, the teacher tended to be a facilitator. She helped the students to understand the content of the

video and guide them to write. The teacher was always ready to give necessary assistance when the students got difficulties in writing.

3. Implication

By considering the fact, there was improvement achieved by the students and there were many benefits when youtube's videos were implemented in writing class. It implied that youtube's videos are urgently needed to improve the students' writing ability at SMA N 9 Purworejo. For other English teachers who want to improve their students' achievement, they may try to implement youtube's videos in their teaching especially in writing class. There are many effective teaching and learning procedures using youtube's videos. They are: (1) They can make students more interested in joining writing class; (2) the teacher can provoke the students to produce vocabularies from watching the video; (3) they can give students example how to use vocabulary appropriately in their writing; (4) they can motivate the students to generate ideas after they see the video; (5) they can give model to the students how to produce phrases and sentences to construct a text. The effective teaching and learning procedures using youtube's videos above can make the optimum writing ability of the students and writing class.

The research result showed that both the students' language competence in writing and class situation improved when youtube's videos were implemented in class activities. The indicators were the students showed their interest in studying English and involved actively in discussion and writing practice. The class became more alive and not boring. So, youtube's videos can be

implemented in teaching other subjects since it was proved that youtube's videos could improve students' interest in studying.

4. Suggestion

Based on the experiences that the researcher got during carrying out the research, she could give suggestion as follows:

1. English teachers

For the improvement of students' writing ability, the teachers are suggested to:

a) Implement youtube's videos and present the three-phases teaching writing activities including pre, whilst, and post-teaching writing phase. It can stimulate students to learn writing attractively.

b) Improve five elements of writing which covers content, organization, language use, vocabulary, and mechanics.

c) Select and present material precisely in accordance with the students' need. Teaching contextually helps students to be more interested in studying and it can help students to avoid boredom.

d) Facilitate the students to get better achievement by giving them necessary assistance whenever they get difficulties.

e) Provide the students more opportunity to practice writing both in the class and outside the classroom.

f) Be more creative in preparing teaching media to make the students enjoy the lesson.

2. The students

For the improvement of students' writing ability, the students are suggested to:

a) Practice writing in English as much as possible to develop writing ability.

b) Consult to the competent person when they get difficulties in writing.

c) See that mistake in writing practice is normal since making mistake is part of learning.

d) Be confident with your ability.

3. The school and other institutions

To support the effectiveness of teaching and learning process, the school is suggested to:

a) Familiarize youtube's videos by providing more internet access for the students so they can find more materials related to the lesson.

b) Facilitate the classroom with modern teaching media like active speakers, LCD, and laptop for teachers.

c) Provide language laboratory.