OPTIMIZING THE USE OF YOUTUBE VIDEOS TO IMPROVE STUDENTS’ WRITING SKILL
(A Classroom Action Research at the Second Grade of SMP Negeri 1 Juwiring, Klaten in the Academic Year of 2009/2010)

A THESIS
By:
APRILIYA INTAN PRATIWI
X2208502

Submitted to Teacher Training and Education Faculty of Sebelas Maret University as a Partial Fulfillment of the Requirements for Gaining the Undergraduate Degree of Education in English

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Sebelas Maret University

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Name: Apriliya Intan Pratiwi
NIM: X2208502
On: May 4th 2011

First Consultant

[Signature]
Dra. Dewi Rochsantiingsih, M.Ed. Ph.D
NIP. 19600918 198702 2 001

Second Consultant

[Signature]
Hefi Sulistyoawati, SS
NIP. 19781208 200112 2 002
LEGALIZATION

This thesis entitled "OPTIMIZING THE USE OF YOUTUBE VIDEOS TO IMPROVE STUDENTS’ WRITING SKILL (A Classroom Action Research at the Second Grade of SMP Negeri 1 Juwiring, Klacen in the Academic Year of 2009/2010)" has been examined by the Board of Thesis Examiner and approved as a fulfillment of the requirements for gaining Under Graduate Degree in English Education of Sebelas Maret University.

Day : Monday
Date : May, 23rd 2011

The Board of Examiners:
1. Chairman
   Drs. Mariono, M.A
   NIP. 19600301 198803 1 004
   (signature)

2. Secretary
   Drs. Suparno, M.Pd
   NIP. 19511127 198601 1 001
   (signature)

3. Examiner I
   Dra. Dewi Rochnatiningsih, M.Ed. PhD
   NIP. 19660918 198702 2 001
   (signature)

4. Examiner II
   Hefi Sulistyowati, SS
   NIP. 19781208 200112 2 002
   (signature)

Teacher Training and Education Faculty
Sebelas Maret University

The Dean

Prof. Dr. M. Europa Hidayatullah, M.Pd
NIP. 19600727 198702 1 001
MOTTO

**ENDURANCE** develops strength character, and character **strengthens** our confident hope... this **hope** will not lead to disappointment for we know how dearly God loves us ...

(Romans 5:4-5)
DEDICATION

I would like to dedicate this final project report to:

- My beloved parents
- My beloved brother Ari
- My would be husband
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Thank to Marvelous God for giving me everything in my life especially blessing me to complete my thesis entitled “OPTIMIZING YOUTUBE VIDEOS TO IMPROVE STUDENTS’ WRITING SKILL (A Classroom Action Research at the Second Grade Students of SMP Negeri 1 Juwiring, Klaten in the Academic Year of 2009/2010)”. I would like to say thankfulness to these following people:

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Delanggu, 2011

Apriliya Intan Pratiwi
ABSTRACT

Aprillya Intan Pratiwi. 2011. Optimizing the Use of YouTube Videos to Improve Students’ Writing Skill (A Classroom Action Research at the Second Grade of SMP Negeri 1 Juwiring, Klaten in the Academic Year of 2009/2010). English Department Teacher Training and Education Faculty Sebelas Maret University.

This research has two objectives, namely; 1) to identify whether or not and to what extent the implementation of YouTube videos improve the students’ writing skill and 2) to describe the situation when YouTube Videos are implemented in the writing class.

The research was conducted at SMP Negeri 1 Juwiring, Klaten. It was done on February 2010 until June 2010. This study is a classroom action research which was done in two cycles, and each cycle consists of four stages: planning, acting, observing, and reflecting. The subject of the research is 36 students of class VIII-D SMP Negeri 1 Juwiring. The data were gained from several techniques including observation, interview, and document analysis. To analyze the quantitative data, the researcher applied descriptive analysis, while to analyze the qualitative data, the researcher applied constant comparative method.

The findings through the implementation of YouTube videos show improvement both in students’ writing skill and classroom situation. Regarding the students writing skill, the improvements include: 1) the students are able to explore the main idea correctly. 2) They are able to arrange words into sentences, sentences into paragraphs. 3) They are able to select appropriate words and expressions. 4) They are able to compose cohesiveness and coherence in writing. 5) They are able to use grammatically correct sentences. In addition, the improvements in the class situation comprise: 1) students give more attention to the lesson; 2) students become more confident to present in front of the class; 3) students have more courage to ask about the lesson; 4) students are braver in giving opinion; 5) students are able to finish the writing on time.

The research findings of this study imply that YouTube videos are very useful and important to improve students’ writing skill. Therefore, it is recommended that (1) The English teachers apply YouTube videos in teaching and learning activity; (2) the students are easier to practice writing using videos; (3) the school should provide media such as YouTube videos; (4) other researchers can make use of YouTube videos in conducting research in other skills.
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LIST OF ABBREVIATION

SMP : Sekolah Menengah Pertama
LKS : Lembar Kerja Siswa
KTSP : Kurikulum Tingkat Satuan Pendidikan
ICT : Information and Communication Technology
ELT : English Language Teaching
ESL : English as Second Language
UKS : Unit Kesehatan Sekolah
TL : Teaching and Learning
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CHAPTER I
INTRODUCTION

A. Background of the Study

One of the skills taught in teaching English in Junior High School is writing. It is described as skill involving complex cognitive and physical activity to form letters or combining letters and demonstrates particular linguistics aspects which consist of word, spelling, sentence structure, etc in order to express idea, thought, opinion, and feeling (Stoddard and Perry 1998: 20).

Meanwhile, some students who want to express their idea, feeling, or opinion in writing they get difficulties to transfer it because they need to know how to write letters then combine them into words, sentences, and language forms.

On the other hand, the problems arise when the students learn about writing. Based on the pre-observation conducted in the second grade of SMP Negeri 1 Juwiring, the researcher found students’ problem that they had low in writing skill. The problem could be identified through these indicators: 1) students had problem to develop the main idea into paragraphs. The preliminary research showed that the teacher did not explain how to make an outline to write students’ writing easier so students could only write two paragraphs consist of two to five sentences averagely to develop a title. 2) They were still confused with the grammar rules such as the concept of subject, verb and so on. Their understanding in writing was not good enough, so they sometimes put subject or verb in a sentence incorrectly. For instances; came a girl to played, cursed suddenly a little fairy, and so on. 3) They still made mistake to arrange the words into sentences, sentences into paragraphs, correctly. Based on researcher interviewed with the teacher, students could not put words in sentences orderly. They still had mistakes how to organize the beginning, the middle and the last into a good text. 4) Students’ writings lacked of cohesiveness and coherence. Students seldom used transition signals in writing, so the compositions were not good. 5) Students had
incorrect diction or word choice in writing sentence or paragraph. The students had incorrect words choices when they wrote writing assignment. For instance: everlasting but they wrote ever after. Some of them can not write the words correctly, such as climb, they wrote claim. Some students do no know what words should be used; they translated words by words, even; some of them find difficulty in translating.

In addition, the class condition during English teaching and learning process was not conducive. They are: 1) some of the students did not give their full attention. They tended to make other activities or made noise when the teacher explained the material in the classroom. 2) They did not try to ask the teacher about their difficulties in writing. Some of them reported that they were confused because they did not understand the material, so they just kept silent without do anything. 3) They reported that they were ashamed to answer the teacher’s question because they were afraid if the answer was wrong, so they chose to keep silent on their seat, and waited to the teacher to answer it. 4) Some students also spent much time in writing. They could not finish the writing assignment during the lesson. The reasons are they did not get enough ability to write because they rarely produced a piece of writing and they preferred asking to do the writing assignments as their homework than finish it in the class. Students did not use the time efficiently; they always opened the dictionary or turned around to borrow the dictionary. 5) Some of the students refused to present their writing in front of the class. They were not confident when they were asked to write or to speak of their answer in front of the class.

The problems happen because the students thought English as the most difficult lesson. They had to learn about the role of writing. They should study many aspects or components of writing including grammar, vocabulary, coherence, cohesiveness etc that make it difficult to learn. Moreover, the students practiced it without media because they only used monotonous material such as LKS and student’s handbook. They did not have real objects to practice, they just read the book, and did their teacher’s instruction. It made the writing class uninteresting, because they just imagined what they had learned and guessed the
message from the material, while they did not know the meaning of the word. It made the students to have different perception about what they were going to do. Besides, they were still confused with accuracy in oral and written words.

Writing deals with literacy which it was hoped the students enable to write well through new language which they had learned was. They also are hoped to able used the language smoothly. An article of the World Congress on Engineering and Computer Science 200 literacy is a concept that is developed in children competence both in and out formal, non formal institutions. Therefore to write well, people must have good capabilities in early level of education in order to avoid the literacy mistake in the future. There are many forms of writing such as letters, essays, and genre of text such as narrative, description, comparison, comparison, and contrast.

Writing has important role to help students learn. First, writing reinforces the grammatical structures, idioms, and vocabulary that teachers have been teaching to their students. Second, when the students write, they also have a chance to adventure with the language; they can express what they have just learned to say. Third, they necessarily become very involved with the new language because they effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning (Raimes, 1983: 3).

Learners, moreover, are viewed as proactive participants in learning, actively seeking ways to analyze question, interpret, and understand, so they need media to facilitate and express their idea in teaching and learning process; for instance learning through technology such as internet. Technology has allowed individuals to obtain, assemble, analyze, and communicate information in more detail and at a much faster pace than ever before possible. According to Newby (2000: 21) in his book entitled *Instructional Technology for Teaching and Learning*, technology can build good condition during the lessons. Teacher and students can be cooperative to achieve the goal by asking some questions, the students look very enthusiastic to respond the material. Moreover, these technologies and processes enhance the students’ opportunity to explore and attempt to establish meaning from the material.
Linking or browsing through internet, teacher can get a lot of newest material to teach, beside teacher can help the students to learn how to get it and increase new students’ knowledge about internet. Especially for education, the most important used internet is information retrieval through the Web. It consists of millions sites information displayed such as graphics, animations, audio, and video.

The writer implements YouTube video in English Teaching and Learning activities. According to Comscore (2007), YouTube is video sharing website on which users upload and share videos, and view them in various format. Hobbs (1998) in Lance (2007: 113) states that watching video is more effortless, enjoyable and it is also making the classroom more diverse. Video provides an accessible visual and emotional experience to students which it presents literacy and a new language by displaying the language of images and forming symbolic visual codes.

Audiovisual which uses sense of sight helps to supplement the input provided by commercial and teacher-produced material; it can help to stimulate motivation and interest; and it also helps to show learners how language is used in genuine context of use (Nunan 1996: 200).

It is quite clear that in teaching writing, media such as YouTube video give positive contribution for the teacher and the students. They are: 1) it can make students get stimulated toward the material by watching the symbolic, pictures, and the gestures of every character in the story. 2) It also makes the classroom more diverse; both the teacher and the students build up communication more effective than it was. Besides, it can help the students reduce their boredom through the genuine context used in daily teaching and learning. 3) It also makes students easier to understand the material because they do not guess the material anymore; they have had description about the material through watching the video. 4) Indirectly the teacher teaches technology to her/his students. The teacher may introduce the students how to access and download video through websites. 5) There are many materials which are offered here. The teacher and the students do not focus only on resource of one material, but they
can also create and explore another material which can increase the students’ achievement through accessing the internet.

Considering the characteristics of YouTube videos, that it can stimulate the students' interest, can make the classroom more diverse, can enable students easier to understand, can teach technology, and can provide many materials, I believe that YouTube videos improve my students' difficulties in writing at the second grade of SMP Negeri 1 Juwiring, Klaten.

B. Problem Limitation

Since the term of materials provided in YouTube videos are too abroad, the researcher considers some aspects such as the length of the videos, the complexity of the language use in the videos, and also the availability of related material based on the curriculum for students in Junior High School, the researcher restricts YouTube videos in terms of narrative texts.

C. Problem Statement

Based on the background of the study and the fact in the second grade of Junior High School of SMP Negeri 1 Juwiring in academic year of 2009/2010, the problems can be formulated as follows:

1. Does and to what extent the implementation of YouTube videos improve the students’ writing skill?
2. How is the situation of the class when YouTube videos are implemented in the writing class?

D. The Objectives of the Study

This research has two objectives which are able:

1. To identify whether or not and to what extent the implementation of YouTube video improve the students’ writing skill.
2. To describe the situation when YouTube videos are implemented in the writing class.
E. The Benefits of the Study

The result of the study is expected to be able to give contributions for the teacher, the students, and the researcher. The following are the significant contributions of the study:

1. For the teacher

   The English teacher become aware that through watching the symbolic, pictures, and the gestures of every character in the videos, YouTube videos make students get stimulated toward the material. They also add special extra dimension to the learning experience so they help the students to arrange what they will say or write after watching it. Students not only just listen to the videos, but also recognize it through the gestures of each character in the videos. Students are easier to understand and memorize the information from the video. Therefore, the English teacher is easier to explain the material to his/her students. Moreover, YouTube videos provide opportunity for interactions between and among students. It makes the class more live and communicative. Using videos in the English class is a very helpful and stimulating method to motivate students to get the most of the lesson. It builds up good condition during the teaching and learning activities to decrease monotone and boredom.

2. For the students

   The students should be aware of the importance of writing in both their study and their life. After gaining the technique of YouTube videos to improve their writing, the students are expected to have more practice in writing. They are expected to follow the stages of writing to create a piece of good writing. Besides, they do not practice it as the teacher assignment but they have initiative to practice it to get benefit in their future because they can access videos in YouTube and download it as extra materials in developing their skill.
3. For the school
   To make the students interested toward the lesson, the school should provide media such as YouTube videos so the students may explore various materials based on the competency and curriculum. Besides, in applying the material each teacher presents the materials through displaying the videos.

4. For other researchers
   It is expected that other researchers can make use of YouTube videos in conducting research in other skills such as listening and speaking.
CHAPTER II
THEORETICAL REVIEW

A. Writing

1. The Review on Writing Skill
   a) The Definition of Writing skill

   Writing is complex cognitive and physical activity to form letters or combining letters and demonstrates particular linguistics aspects which consist of word, spelling, sentence structure, etc in order to express idea, thought, opinion, and feeling. It needs a process to come out the final product or perfect writing. Peter Elbow as quoted by Brown (2001: 336) states that writing is a two-step process. First, the writer figures out the meaning. It means that the writer should understand what he or she wants to say by making planning or outline to control the idea. Second, the writer put the meaning into the language or transaction of meaning-into-language. Traditionally, writing considered as an organic, which needs process to develop with suitable words and coherence with the idea without lost of throwing words away.

   In another case, Byrne (1997: 7) defines writing as the act of forming letters or combination of letters: making sign of flat surface of some kind. According to Bell and Burnaby (1984) in Nunan (1989: 36), writing is an extremely complex cognitive activity required the writer to demonstrate control of a number variables such as control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation.

   The writer must able to combine all of them into cohesive and coherent paragraph and text. The view of writing means an act of communication that requires an interaction process between the writer and the reader via the text (Murcia, 1991: 234).

   From the definition above, it can be concluded that writing is a process of cognitive and physical activity to perform letters or combining letters into words,
sentences, paragraph, and text which contains a number of linguistics aspects to perform letters or combining letters into words, sentences, paragraph, and text which contains the number of linguistics aspects to transfer the message from the writer to the reader.

Realizing writing is combining letters into a good paragraph, the writer must also consider logical devices known as coordinator or transition signal to make easier the reader to understand the message. Therefore unity in writing involving coordinator, cohesive and coherence between one paragraph to others are important.

Skill is technical competence without insight or understanding or the ability for further elaboration or development (Webster, 1979: 820). In Oxford Learner Pocket Dictionary, skill means ability to do something or have experience (1995: 387). It is believed that skill is technical competence of human which is acquired from the experiences and continued training.

In short, writing skill is the technical competence which is acquired from the experiences and continued training to perform letters or combining letters into words, sentences, paragraph, and text which contains the number of linguistics aspects to transfer the message from the writer to the reader.

b) Micro and Macro Skills in Writing

The writer should consider the aspect of micro and macro skills in writing in order the learners are able to do such in writing. Ur (1996: 162) states that writing should maintain between micro aspect and macro aspect. In micro aspect, the learners practice specific written forms at the level of word or sentence (handwriting or typing, spelling, punctuation). On the other hand, in macro aspect, the learners are emphasized on content and organization. They expressed themselves using their own words, state the purpose of writing, and specify an audience. Moreover, Brown (2004: 220) explains that micro skills are related to imitative and intensive types of writing task whereas macro skills are related to responsive and extensive writing. The descriptions are as follows:

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;
4) Use acceptable grammatical system (e.g., tense, agreement), patterns, and rules;
5) Express a particular meaning in different grammatical forms; and
6) Use cohesive devices in written discourse

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

Therefore, in order to able to produce a good written text, a writer should focus on the micro, macro skills of writing and also a number of linguistic aspects of writing.

c) The process of writing

According to McCrimmon (1984: 10), there are three essential stages namely planning, drafting, and revising to produce a piece of writing.

a) Planning

Planning is the early stages which the writer finds and produces information in writing. He or she starts to plan what is going to do to write by deciding the topic which suitable with the information to control the rank of writing. Planning is useful activity to help the writer explore, engaged, and evaluate the topic.

b) Drafting

Drafting is a procedure for drawing up preliminary sketch determining whether the ideas can be develop into a successful piece of paper. It is such a composition will require the writer to make specific choices about the subject, audience, and purpose. The draft can help the writer
to organize and break the topic into major units and subdivides these major units into minor units.

c) Revising

The last step in writing is revising. It is the process of check carefully again, or discovering a new division for the writing during planning and drafting. There are two important term in this process. First, the writer should apply various reading strategies that help him or her rethink, reorder, and rewrite substantial portion about what he or she has been written. Second, the writer should fix the sentences, phrase, and words.

Brown (2001: 348) also explains three stages of writing. First, pre-writing in which it encourages the generation idea. The drafting and revising are the next stages in writing. The writer gives chance to compose the writing from start until finish.

Briefly, planning the topic, drafting, and revising are the process of writing which is acquired by the writer.

d) Criteria of Good Writing

Considering that writing consists of a number of linguistics aspects, Smith in Reid (1993: 247) has some criteria of good writing. The writer should concern with:

a) Content

1. It focused on particular subject.
2. The purpose of the writing is clear to the reader.
3. It is better giving the thesis.

b) Organization

1. The introduction gets the readers’ attention and prepares the reader for what is coming.
2. The organization is easy to follow.
3. There is clear transaction from one idea to the next.
4. Between paragraph one and other are coherent.
5. There is a conclusion to summarize the final writing.
c) Style
   1) Sentence reflects a variety of syntactic structures.
   2) Vocabulary reflects the writing.

d) Correctness
   1) Mechanics are correct such as punctuation, capitalization, spelling, and grammar.
   2) Words are used accurately and appropriately.

2. The Teaching Writing
   a) The Reasons for Teaching Writing
      Brown (2001) there are four reasons for teaching writing to students of English as foreign languages. They are:
      1) Reinforcement
         Some students obtain languages in a purely oral way, but most of them getting more benefit from seeing the language written down. They often write sentences useful using new language shortly after they have studied.
      2) Language Development
         The process of writing helps the writer to learn. He or she can explore the ability to explore the writing experience. He or she, moreover, can construct written text properly.
      3) Learning Style
         Writing is appropriate for learners just by looking and listening. It can also be quite reflective activity instead of the rush and bother of interpersonal face-to-face communication.
      4) Writing as a skill
         Teaching writing is a basic language skill just as important as speaking, listening, and reading. Students need to know how to write letters, then combine into the word which has appropriate meaning, arrange into sentences, paragraph and text. It is not easy because written text is different with spoken language, so, it must need skill to write.
b) Teaching Writing in SMP

In English teaching for Junior High School, it is directed for the students to be able to achieve functional level, that is able to communicate orally and written in their daily life. A *Permen* article 22nd edition of the *KTSP* Curriculum of Junior High School (2006: 214) states “*Mata pelajaran Bahasa Inggris di SMP/MTs bertujuan agar peserta didik memiliki kemampuan salah satunya adalah: Mengembangkan kompetensi berkomunikasi dalam bentuk lisan dan tulis untuk mencapai tingkat literasi fungsional*”. It means that written and oral competencies are essential to develop students’ skill. It is very clear that writing is suitable be taught in junior level after the students got introduction about writing in lower level. They can explore the writing technique to avoid the mistakes in the next higher level.

Dealing with the curriculum established by the government, there are five types of text called genre-based approach which are learned in Junior High School. They are:

(1) Description

Description is a type of text which has specific function to describe about an object either human or non-human.

The Generic structures of the text are: (a) the identification which implies identification of the phenomenon described, and (b) the description which explained parts, qualities, and characteristic.

The grammatical patterns which are used: the use of simple present, adjective, and thinking also feeling verbs (Hartono, 2005: 52).

(2) Recount

Recount is a text which retells events or experiences in the past for the purposes of informing or entertaining.

The Generic Structure of recount is: Orientation (introducing the topic of an event, participants, place and time), Events (describing series of event that happened in the past), and Re-orientation (optional element).
The language features of recount text are: focus on individual participants, use past tense, focus on temporal sequence of events, and use of material (action) clauses and processes (Journal of Metropolitan East DSP entitled Language and Social Power Project, 2006: 5)

(3) Narrative

Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. It contains moral value to the readers.

Narrative text consists of the following structure:

a) Orientation: Concluding the topic of an event or an activity, participants, time and place
b) Complication: The rising crises which the participants have to do with. It consists of sequence of events that leads to conflict-climax.

c) Resolution: The problem solved and the end of the story.

The language features of narrative are: using process verbs, using temporal conjugation, using simple past tense either, using subject pronoun (Hartono, 2005: 35)

(4) Procedures

A procedure is a text that shows a process in order. The purpose of the text is to describe how something is completely done through a sequence of series.

The Generic structure follows as: Goal which showing the job to be accomplished, Sequence of steps which describes the steps achieved from the goal, Closing (Optional) which tell the statement or suggestion to do (Hartono, 2005: 15).

(5) Report

The social functions of the text is describing the way things are, with references to whole range of phenomenon, natural, cultural and social in our environment.
The schematic structure of report text is:

a) General Classification states classification of general aspect of thing; animal, public place, plant, etc which will be discussed.

b) Description explains parts (and their functions), qualities, habits or behaviors or uses if non natural.

Language Features of the text is: focus on Generic Participants (groups of things), use of simple present tense, no temporal sequence, and use of “being” and “having” clause (Journal of Metropolitan East DSP entitled Language and Social Power Project, 2006: 7).

c) The Purposes of Teaching Writing

The final product of teaching writing for students is that they have competence in writing and they are be able to transfer the message especially to the readers correctly. Halliday (1985) in Nunan (1998: 84) suggests that there are three functions of written language in everyday life. It can be formulated as follows:

1. Primarily for action

   The purposes of writing usually can be found in public sign (for instances on road or station), product labels and instructions (for instances on food, tools, or toys purchased), recipes, maps, televisions, radio guidelines, bills, and so on. It also used for social contact like personal correspondence, letters, post card, and greeting cards.

2. Primarily for information

   Commonly, written language starts used to convey the information in form of newspaper and current affair magazines, non-fiction book, public notices, advertisement, political pamphlets, report, etc.

3. Primarily for entertainment

   Entertainment can be acquired from comic strip, fiction, poetry or drama, and so on.
d) Types of Classroom Writing Performance

Brown (2001: p.343-346) states that there are five major categories of classroom writing performance. They are:

1) Imitative or writing down

It usually used at the beginning level to write: students write down the simply English letter, words, and possibly sentences, and write what they hear as long as based on the teacher direction. Usually spelling and punctuation errors are ignored.

2) Intensive or controlled

Intensive writing appears in controlled written grammar exercises. Commonly, presenting a paragraph to students in which they have to alter a given structure throughout for an example they asked to find, and then change the present tense into past tense or vice versa. In controlled writing, the teacher can be guidance or guided writing in which the teacher gives stimulation to the students some questions related to the topic discussed. The purpose of the activity is to control the writing in line. Another form of controlled writing is a dicto-comp. After reading the passage, the teacher gives keys words from the paragraph as cues for the students.

3) Self-writing

Diary or journal is the most salient instance of this category because the students write thought, feelings, and reactions in a journal to respond what they hear and see from the lecturer. The students usually take a note when the lecture explains the material.

4) Display writing

In the category, writing used to measure and prove the writing skill. The elements include the category are short answer exercises, essay, and research report

5) Real writing

The purpose of the category is to communicate message genuinely o audience who need of those messages. There are three subcategories
how reality can be included: writing as academic purposes, vocational writing, and personal writing.

B. YouTube Video

1. Review of YouTube Video
   a) Definition of YouTube

Internet provides unprecedented opportunities for online collaboration, communication, and user-based content development. In practice, this has meant a move from web pages that were mostly static, html-based and informational to today’s web pages that are typically dynamic and often include social networking and collaborative components. In addition, it has caused a move from a paradigm of one-way media such as television, radio, newspapers, and books where the web page creator creates the content and the web page user reads the content such as Wikis, Forums, Podcasts, and YouTube (O'Reilly, 2006: 6).

The new paradigm gives the new approaches called ICT based approaches. ICT stands for new multimedia technologies, including computer software and CDROM, the Internet, mobile phone, television, film and other technologies (Andrew, 2000b: 4). One of the web pages used in teaching and learning is YouTube video.

YouTube is an entertainment and social interaction website. It was established in February 2005 and launched live in November 2005. Within 12 months the site had grown exponentially and with the assistance of venture capitalist funds the site has over 100 million videos viewed per day. Comscore (2007) defines YouTube as video sharing website on which users upload and share videos, and view them in various format.

As explained before, watching video is more effortless and enjoyable because video can offer an accessible visual and emotional experience to students, presents literacy, and a new language – the language of images, and a form symbolic visual codes Hobbs (1998) in Lance (2007: 113).
In addition, Fill & Ottewill (2006) in Lance (2007: 111) suggests that it can provide a compelling and immersive educational experience. Students are easier to understand and memorize the information from the video. It was supported by Harmer (2003: 282) in Suparno (2010) stated that video can add special extra dimension to the learning experience. Videos help the users to arrange what they will say or write after watching the videos, because they do not listen, but they may recognize it through the gestures of each characters in the videos.

It can be concluded that YouTube Video is media to transfer messages or information which serves visual, symbolic codes, language images, literacy and emotional experiences.

b) The Value and the Advantage of YouTube

Based on Gillespie’s (1998) in Shea (2002: 7) there are five values of YouTube video:

1) It provides increased opportunities for interactions between and among students and teacher.
2) It makes available a greater array of resources
3) It enables students to take a more active role in learning
4) It supports a variety of learning styles.
5) It improves the development of higher order cognitive skills.

It is supported by Messaris (1994) in Hobbs (1998: 45) who explains, video can enhance pre-existing visual and cognitive students’ skill.

The Benefit of implementation of video sharing in teaching and learning process is:

1. Keeping up with the world
   Changing world the traditional classroom to incorporate the new media and its vast possibilities has changed how to create teaching and learning process. Using ICT can facilitate keeping up with technical innovations and the changing learning environment.
2. Bringing variety in ELT activity
   Using Electronic kit in ELT provides a wide range of sources of language, both in visual and aural forms. Besides, it offers opportunities that cannot be developed within traditional learning: the increased amount of self-study adds to sustainability of learning skills, which is of primary importance in the rapidly changing world.

3. Breaking the routine
   There is always a moment when both parties (teacher and learners) feel as if they have had enough of it. They can not do or create anything. Most helpful in stimulating self-expression, is sharing ideas and impressions. The scope of exchange may vary from a limited number of course-mates to a much broader audience. The enhanced exposure to opinions and ideas breaks stereotypes and monotony; it enriches the process of learning and makes it more stimulating.

4. Getting new experience
   The teacher can learn more about technology, despite the monotonous in teaching material traditionally. He or she can explore to operate browsing new material which is suitable with the curriculum. It can also teach students about how to access and browse the internet indirectly. They get more material which different from the printed book.

c) Selecting YouTube Video as Authentic Material.
   There are millions of materials which are not appropriate with English Teaching and Learning material. The teacher should be aware and careful when selecting the material suitable with learners’ need. It is quite possible, that teacher gives borders to the students about the material which will be accessed. It is quite important that teacher gives cues or address to access it.

   There are some criteria for choosing a video:
   1) The level of English depending on the age-group.
      It has aim for a level where children can understand about 80%. They can guess or learn the other 20%.
2) Length
   It is important to avoid overwhelming the videos to the students. It should not be too long try to choose video lasting for no more than 5-8 minutes.

3) Run Through
   It also must consider estimating the times students will take do each activity and how many times the teacher shows the clip again. In other words the teacher should estimates times right.

4) Set Context
   The videos which come from a sequence or part of a story, the teacher should set the scene before starting. It is necessary giving briefly outline plot, characters or situation and show the videos with sound off for a few seconds to elicit where the people are, who they might be, what they are talking about etc.

5) Availability of Related Materials
   Many authentic videos now come with ready made materials that can be used for language teaching. Other videos may have been adapted from books, which could be used in the classroom to support the video.

The implementation of YouTube video in the classroom is the writer will play the video based on the material, then ask the students to identify the content of the video. The writer will give some cues by giving some questions related to the video. Finally, the students will start to write down on their paper to retell the story with their own words.

C. Review of Related Research

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

They report two main findings in the study: 1) the approach is seen as unique and interesting. Using film as a teaching method can capture students’ interest and help them to learn more effectively. Besides, it can lead to increased literacy and students’ motivation to the lesson. 2) The metaphorical aspects of the approach help students to learn by visualizing the subject (supporting the research of Flower and Hayes (1984) and Collins (1998)). Filmic visuals can inspire schema or mental images which, as discussed earlier, can render complex information into simpler language (Collins1998, p 161). Seeing a film helped the students to visualize a concept that might have been unclear initially.

**Dwi Hatmanto** (2009) writes about “Internet Resources for Creating Creative Teaching Materials for ESL”. He states that Internet has wide opportunity for teachers of using internet materials for teaching English. It provides wide area of topics through superhighway information tools such as search engines; little attention is given to exploring the use of internet resources for teaching English. This study covers some internet-based resources for ELT
through observation by means of operating internet search engines. An exploration of the search engines yields several ELT materials which can boost creativity in teaching and learning process. Cakir (2006: 68) states that video makes meaning clearer by illustrating relationship in away that is not possible with words, which proves well-known saying that a picture is worth thousand words. Therefore, the learners are able to choose an appropriate diction based on the videos without imagine in their mind anymore. The results include; YouTube, language game and internet-based tasks and blog. This paper argues that YouTube can be used to teach such skills as speaking, listening and writing.

From the point of view of ELT, the real benefit of YouTube is that it offers authentic examples of everyday English used by everyday people. YouTube give challenges as well. Students may enjoy watching these clips, but poor sound quality, pronunciation and slang can make these short videos even more difficult to understand. The use of YouTube videos also enables teachers to attach the students to the “real life” nature of these videos. By creating context for these short videos students can be assisted to explore a world of online English learning possibilities. According to Patel (2009) key benefits of using YouTube for ELT are that teachers can: 1) obtain free video content; 2) obtain enormous variety; 3) reproduce authentic language in the classroom; 4) access comprehensible input which is offered through videos.

Teachers can also use YouTube videos in an ELT classroom for various teaching such vocabulary, accents, pronunciations, voice modulation as well as teaching such English skills as listening, speaking, and writing. Students in many contexts have said they like video activities because they provide a break from the usual textbook-based activities, and even when the activities challenge students, learning with video is more enjoyable.

Irina (2010) writes about “Using YouTube Videos in Teaching English” She says that one of the latest developments in the education world is the growing use of YouTube, the popular video Web site, where any user can upload and share videos of every possible kind. The real advantage of YouTube at least from a language learning point of view is that it offers authentic examples of everyday
English used by everyday people. YouTube videos enable teachers to attach the students to the real life nature of these videos. By creating context for these short videos students can be helped to explore a world of online English learning possibilities. The setting, action, emotions, gestures, etc, that the students can observe in a video clip provide an important visual stimulus for language production and practice. Using videos in the English class is a very helpful and stimulating method to motivate your students to get the most of the lesson.

Castellani and Jeffs (2001) write “Emerging Reading and Writing Strategies Using Technology”. They say that Educators are beginning to understand how can use various media and technology tools for literacy instruction with students with disabilities, based on how each student reacts to text-based information. They believe that varied media assist in literacy development by providing intrinsically motivating activities and cognitive scaffolds for learning and representational literacy. The use of graphics and alternative media support the expression of ideas through pictures, drawings, graphics, and other visual illustrations. Because children with disabilities have difficulty organizing thoughts, getting through difficult words, working with difficult text selections, reading and rereading text, and summarizing and writing about what they have read, so they argue teachers should use technology tools to help these students become independent and provide opportunities for success.

Internet enhances motivation to learn links personal experience to new information. For children who have difficulty reading and writing, self-selection becomes even more critical because it serves as an initial point, the final thoughts are the Internet helps teachers implement authentic learning strategies in the classroom by allowing the learner to choose reading materials based on their own interests. Blending reading and writing strategies with available technology provides powerful and meaningful tools for literacy instruction. The result is increased student motivation and success with the reading and writing process. In turn, students can build self-esteem through publishing their final creative project and through ideas that are meaningful and original.
Desmet (2009) writes “Teaching Shakespeare with YouTube”. She recommends that YouTube can help students better appreciate literacy details in Shakespeare and learn more about the cultural and aesthetic value of imitation, parody, and irony. She also suggests that teachers can and should use YouTube videos in the classroom both to analyze primary Shakespearean texts much as they currently use DVDs of commercial Shakespeare films for this purpose and to generate topics for creating and Shake standards for evaluating students’ productions. In his way, YouTube videos can become a locus for honing students’ skills in critical reading and writing (both terms being broadly construed).

By virtue of the site’s construction, the necessarily brief YouTube videos are perfect for introducing key concepts to be used in hands-on classroom activities of both an analytic and creative nature. YouTube can help students not only to generate but also to evaluate amateur Shakespearean video productions, modeling nicely the peer review processes that are often used for critical analysis of their own and of their peers’ efforts.

D. RATIONALE

Writing is a process of cognitive and physical activity to perform letters or combining letters into words, sentences, paragraph, and text which contains the number of variables and communication between reader and writer. Therefore, the writer should be able to express the appropriate message by combining all of variables into cohesive and coherent paragraph and text.

On the other hand, when writing is implemented in the school as subject matter, most of the students find difficulties in writing. The students’ problem is they had low writing skill. The indicators of the problem are: students had problem dealing with idea, grammar rules, arranging words into sentences, sentences into paragraphs, cohesiveness and coherence, and diction or word choice. During the writing class, some of the students did not give their full attention, did not try to ask the teacher about their difficulties; they were ashamed
To answer the teacher’s question, spent much time in writing and they also refused to present their writing in front of the class.

The problems happen because the students thought English as the most difficult lesson. They must learn about the components of writing such as grammar, vocabulary, and coherence and cohesiveness to create good writing. Besides, writing class was regarded uninteresting, because they learnt the material without media.

Considering the problem, indicators and causes, the researcher proposes to implement YouTube video. YouTube video is a website which provides the users to upload and to share several videos or movies. Through accessing YouTube videos, the students are stimulated with the symbolic, code, and the gesture meaning from the visual image in the story. They will give positive response to answer the teacher’s question. It helps them to arrange what they will say or write after watching the video. Learning YouTube video can attract the students’ attention and make the class more interactive. Using visual aids, sound, and color picture can also capture the students’ interest and motivate them to learn, and reduce the students’ boredom.

Besides, it can give opportunity to students to learn more about technology. The teacher may introduce the students how to select and download videos from internet which are appropriate with the learning material.

Based on the explanation above, it is clear that YouTube video can be used to teach writing. Therefore, through this technique, it is believed that it can improve the students’ writing skill at the second grade of SMP Negeri 1 Juwiring, Klaten.
CHAPTER III
RESEARCH METHODOLOGY

A. Context of the Research

1. Setting of the Research

The research was done in SMPN 1 Juwiring, Klaten and it is located in Kenaiban. Geographically, it is located in the country side which is not far from the facilities to support the students learning such as internet. Besides, the school also provides good enough facilities in teaching and learning process. Related to the physical appearance, it has good building and supporting facilities. There are 21 classrooms from the first grade to the third grade; each classroom has 36 to 38 students, and overall, they are in good condition, although some are not well maintained. The office consists of six rooms; they are teacher room, headmaster room, guest room, administration, consultation room and UKS (School Health Centre). The school also has facilities in teaching and learning activities such as a library, artistry space, a computer laboratory, a language laboratory, biology laboratory, and sport hall, while, others are canteen, parking area, storage, bathrooms, and mosque.

The process of teaching and learning process is conducted 40 minutes for each hour. Meanwhile, students learn English for four hours a week. The writer conducted pre-observation in a week, and it was held from 11th – 17th of March. While, the research was conducted twice a week, on Wednesday at 11.00 a.m. – 01.00 p.m. and on Friday at 07.00 a.m. – 08.30 a.m in the VIIID classroom. The researcher held research for a month from 5th of May up to 3rd of June.

2. Subject of the Research

The subject of the research is the second grade students of SMP N 1 Juwiring, of class VIIID. There are 36 students consisting of 19 boys and 17 girls in the classroom. The reason choosing the eighth grade students especially VIIID as the subject of the research is because of their low writing skill.
Based on the interview conducted by the researcher, most of the students were interested in the English lesson, though their result of writing assignment was bad. Some of them reported that English was a difficult lesson because they were confused with the grammar rule in writing, while during the lesson, the class activities was not conducive; some students did not give their full attention to the teacher, they made noise, and etc.

Besides, every student has different background and interest involving economic level, intellectual capacities, home life, interests, and hopes. Some students who come from lower economic level realize that education is very essential; they tend to study hard, because they have motivation to be better. Yet, others did not have interest to learn, or their parents did not understand that education is important. It is different from students who have good facilities. The parents also have role to support their children’s achievement by providing students’ facilities. Nevertheless, some students have problem because they get affected by their surrounding environment or their parents did not give attention toward their achievement, although they come from higher economic level. Every student has different characteristic to understand and to accept the lesson because they have different interest, home life, intellectual capacities, learning capacities, attitude, talents, experience, hopes and dreams.

B. Research Method

1. Definition of Action Research

In conducting the study, the writer used Action Research. Kemmis (1983) in Hopkins, (1993: 44) defines action research is a form of self-reflective enquiry done by participants in social including educational situations in order to improve the rationally and justice of the social or educational practices, understanding about these practices, and the situations in which these practice are carried out. It is most empower when undertaken by the participant collaboratively.

Mills (2000: 6) defines action research as systematic inquiry conducted by the teacher or other individuals in teaching or learning environment to gather
information about and subsequently improve the ways their particular school operates, how they teach, and how their students learn to bring the positive changes in the school.

In addition, Burns (1999: 30) states that action research is the application of the action toward problem solving finding in the certain situation viewed that it improves the quality of action involving the collaboration between researcher, and practitioners. Similarly, Elliot (in Hopkins, 1993: 45) says that action research viewed to improve the quality of action, it does not impress to create the knowledge but it concern in the change of the practice especially the changing of the situations.

From the definitions above action research means a systematic inquiry conducted collaboratively between the teacher and the researcher which aims to improve the quality of action to bring the positive changes in teaching and learning process.

2. **Characteristics of Action Research**

Anne Burns (1999: 30) suggests a number of general features, which characterize the action research. They are:

a. Action Research is contextual, small-scale and localized – it defines and investigates problems within a specific situation.

b. It is evaluative and reflective as it aims to bring about change and improvement.

c. It is participatory as it provides for collaborative investigation by terms of colleagues, practitioners, and researchers.

d. Changes in practice are based on the collection of information or data which provides inputs change.

Meanwhile, Kemmis and McTaggart (in Nunan 1992: 17) argue that there are three defining characteristics of action research: 1) it is carried out by practitioners for self-purposes, classroom teacher. 2) It is done collaboratively. 3) that is aimed at changing things.

The characteristics of action research can be concluded as follows:

*commit to user*
a. Action research undertaken in small scale and localized which investigates certain problem in specific situation.

b. Action research is a form of evaluation and reflective an activity which aims to change the system better.

c. Action research involves practitioners, researchers, or teachers in their own classroom collaboratively.

d. The changes in practice are supported by the data.

Based on the characteristics of action research above, this research was appropriately conducted as classroom action research in order to bring about social and educational change and improvement in writing skill and students’ learning attitude. This research was done collaboratively with an English Teacher of SMP Negeri 1 Juwiring, Klaten.

3. Model of Action Research

Kemmis and McTaggart (in Nunan 1998: 18) illustrate the model of action research known as action research spiral. There are five steps in action research model, namely:

a. Identifying the problems and planning actions.

b. Implementing the action.

c. Observing or monitoring the action.

d. Reflecting the result of the observation.

e. Revising the plan for the following steps.

Those five steps are form one cycle. This model can be visualized in the diagram below:

![Figure 3.1 Model of Action Research](image)
4. Procedure of Action Research

In conducting the research, the researcher implemented the technique which represents the stages of action research; there are six steps as follows:

a. Identifying the problem

First of all the steps form is identifying the problem or in another words called pre-research activity. It refers to the factor of low writing competence. The problem can be identified by using:

1) Test
   The first test that was given to the students was called pre-test. It was given to know the students’ competence.
2) Interview with the teacher
   The interview was held in order to know the matter faced during teaching-learning process.
3) Observation
   The observation was done to know the students’ behavior during teaching-learning process and the model and class management.

b. Planning Action

In this case, the teacher and the writer prepared everything related to the action:

1) Preparing the material which was organised into the Lesson Plan.
2) Preparing the teaching technique, that is YouTube Video.
3) Preparing Post test (to know whether or not the students improve).

c. Implementing the Action

The writer implemented the teaching and learning activity of writing using YouTube video based on the lesson.

d. Observing/monitoring the action
It was conducted to collect the data. The English teacher observed all the activities in teaching learning process while the researcher taught the students.

e. Reflecting the result of the observation

Both the researcher and the English teacher made evaluation on the observation result to find out the weakness and positive results during teaching and learning process.

f. Revising the plan

Based on the weaknesses during the action the researcher revised the action plan for the next meeting.

In scoring the data, Jacobs et all (1981) in Reid (1993: 236) categorize five grading scales which are often used for the evaluation of students writing, namely content as the most heavily weighted; the others are organization, language use or grammar, vocabulary, and mechanics including spelling and punctuation.

**Table 3.1 Scoring of Writing based on ESL Composition**

<table>
<thead>
<tr>
<th>Score</th>
<th>Level</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EXCELENT TO VERY GOOD:</td>
<td>knowledgeable • substantive development of thesis • relevant to assigned topic</td>
</tr>
<tr>
<td>30-27</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>GOOD TO AVERAGE:</td>
<td>sure knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic but lacks detail</td>
</tr>
<tr>
<td>26-22</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FAIR TO POOR:</td>
<td>limited knowledge of subject • little substance • inadequate development of topic</td>
</tr>
<tr>
<td>21-17</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>VERY POOR:</td>
<td>does not show knowledge of subject • non-substantive • non pertinent • or not enough to evaluate</td>
</tr>
<tr>
<td>16-13</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EXCELENT TO VERY GOOD:</td>
<td>fluent expressions • idea clearly stated-supported • succinct • well-organized • logical sequencing • cohesive</td>
</tr>
<tr>
<td>20-18</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>GOOD TO AVERAGE:</td>
<td>somewhat copy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing</td>
</tr>
<tr>
<td>17-24</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FAIR TO POOR:</td>
<td>non-fluent • ideas confused or disconnected • lacks logical sequencing and development</td>
</tr>
<tr>
<td>13-10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>VERY POOR:</td>
<td>does not communicate • no organization • or not enough to evaluate</td>
</tr>
<tr>
<td>9-7</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EXCELENT TO VERY GOOD:</td>
<td>sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register</td>
</tr>
<tr>
<td>20-18</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>GOOD TO AVERAGE:</td>
<td>adequate range • occasional errors of word/idiom form, choice, usage but meaning not obscured</td>
</tr>
<tr>
<td>17-14</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FAIR TO POOR:</td>
<td>limited range • frequent errors of work/idiom form, choice, usage • meaning confused or obscured</td>
</tr>
<tr>
<td>13-10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>VERY POOR:</td>
<td>essentially translation • little knowledge of English vocabulary, idioms, word form • or not enough evaluate</td>
</tr>
<tr>
<td>9-7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Based on the table above, the researcher adapted scoring of writing specifically in each single aspect of writing skill in table 3.2.

**Table 3.2 Scoring of Writing Skill**

<table>
<thead>
<tr>
<th>Score</th>
<th>Level</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-27</td>
<td>EXCELENT TO VERY GOOD:</td>
<td>understandable and detail information of the subject</td>
</tr>
<tr>
<td>26-22</td>
<td>GOOD TO AVERAGE:</td>
<td>Understandable but lacks of detail about the subject, limited supported sentences to the topic sentence</td>
</tr>
<tr>
<td>21-17</td>
<td>FAIR TO POOR:</td>
<td>little information about the subject, and does not supported topic sentence</td>
</tr>
<tr>
<td>16-13</td>
<td>VERY POOR:</td>
<td>does not show information of subject, and does not represent the topic</td>
</tr>
<tr>
<td>20-18</td>
<td>EXCELENT TO VERY GOOD:</td>
<td>idea clearly stated/supported of each paragraph, well-organized, logical sequencing, cohesive</td>
</tr>
<tr>
<td>17-24</td>
<td>GOOD TO AVERAGE:</td>
<td>loosely organized but main ideas stand out but limited support of it, little logical sequencing</td>
</tr>
<tr>
<td>13-10</td>
<td>FAIR TO POOR:</td>
<td>confused or disconnected, lacks logical sequencing</td>
</tr>
<tr>
<td>9-7</td>
<td>VERY POOR:</td>
<td>does not communicate, no organization, not enough to evaluate</td>
</tr>
<tr>
<td>20-18</td>
<td>EXCELENT TO VERY GOOD:</td>
<td>variety, effective word/idiom choice and usage, word form mastery (appropriate meaning), appropriate register</td>
</tr>
<tr>
<td>17-14</td>
<td>GOOD TO AVERAGE:</td>
<td>quite variety, sometimes errors of word/idiom form, choice, usage but meaning easy to understand</td>
</tr>
</tbody>
</table>
| 13-10  | FAIR TO POOR: | does not variety (monotonous), always errors of
<table>
<thead>
<tr>
<th>Categories</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Content</td>
<td>30</td>
</tr>
<tr>
<td>2 Organization</td>
<td>20</td>
</tr>
<tr>
<td>3 Vocabulary</td>
<td>20</td>
</tr>
<tr>
<td>4 Grammar</td>
<td>25</td>
</tr>
<tr>
<td>5 Mechanics</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

C. Techniques of Collecting Data

The data of the research were collected by using qualitative and quantitative methods. Reichardt and Cook (1979) in Nunan (1992: 4) argue that Qualitative method concerns with understanding human behavior, subjective, and focuses on process orientation, while Quantitative method concerns with the facts or causes social phenomenon, objective, and focuses on outcome orientation.
The techniques of collecting the qualitative data are:

1. Interview
   As Dexter (1970) in Guba and Linclon (1985: 265) suggests, it is a conversation with a purpose. It involves the teacher and some students to know the class management, the students’ perception about the teaching model in the classroom and the problem faced in the classroom.
   The writer conducted the interview before and after implementing the technique.

2. Observation
   Observation is defined as the unobtrusive watching of behavioral patterns of people in certain situation to obtain information about phenomenon of interest. It is an important way to collect information about what the people do not do and what they say do (Johnson and Christensen, 2000: 147).
   The writer carried out pre-observation to know the obstacles in teaching and learning process and conducted the techniques to solve it. She observed the class during three meetings. She observed the students’ attitudes and how the teacher applied the material to the students.
   Meanwhile, the researcher also conducted observation in collaboration with the English teacher as the observer to know the class situation during the researcher implemented the techniques in teaching and learning activities.

3. Document
   According to Guba & Linclon (1985: 277), the use of document is to represent any written or recorded material from the inquirer.
   The examples of documents are:
   a) Diaries
      It was done to know the class management and the situation during ELT activities and it was conducted in the early research (pre-observation). The writer also made note after practicing the technique
in each meeting. It was used to identify the weakness and the positive result in teaching and learning process.

b) Photographs

During the process of teaching and learning, the researcher took some pictures to complete the data.

c) Audiovisual.

The researcher also recorded the data formed videos and tape recording. The video was taken when the researcher taught the students, while the recording was taken after finishing the meeting to know the students’ opinion about the technique.

Quantitative technique involves the students’ test which covered pre-test and post test to compare the improvement of the students’ competence before and after the research.

### Table 3.3 Collecting Data

<table>
<thead>
<tr>
<th>Steps of the Study</th>
<th>Participants</th>
<th>Techniques</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-research</td>
<td>• Researcher</td>
<td>Interview</td>
<td>Result of Interview</td>
</tr>
<tr>
<td></td>
<td>• English Teacher</td>
<td>Observation</td>
<td>Field notes</td>
</tr>
<tr>
<td></td>
<td>• Students</td>
<td>Giving pre-test</td>
<td>Students’ pre-test score</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation</td>
<td>• Researcher</td>
<td>Observation</td>
<td>Field notes.</td>
</tr>
<tr>
<td></td>
<td>• English Teacher</td>
<td>Document</td>
<td>Lesson Plan. Student’s worksheet.</td>
</tr>
<tr>
<td></td>
<td>• Students</td>
<td>Interview</td>
<td>Post Test</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Photograph, video, and recording during</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teaching and Learning Process.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The result of interview after implementing the technique.</td>
</tr>
<tr>
<td>Result discussion</td>
<td>• English Teacher</td>
<td>Researcher’s diary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Researcher</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

commit to user
D. Technique of Analyzing Data

The data collected through Qualitative and Quantitative techniques would be analyzed by using constant comparative method and descriptive statistic.

The data which were collected through Qualitative technique, namely interview, observation, diary field notes and document are analyzed by constant comparative method. According to Glaser & Srauss (1967) in Guba & Linclon (1985: 339), there are four stages of Constant Comparative method as follows:

1. Comparing incidents applicable to each category
   The researcher found out any information as data which have close relationship to the research problem. The researcher collected the data through class observation of each meeting, documents such as photograph, and videos, researcher diary. Then, the researcher analyzed the data overall.

2. Integrating categories and their properties
   After getting information, the researcher categorized the information which has the same characteristics into one category. The researcher analyzed the data from each criteria of problem into same indicators in each meeting.

3. Delimiting theory
   After categorizing the information, the researcher found out the relationship from one category to the other categories. In addition, the researcher ignored some information which was not irrelevant to the study.

4. Writing the theory
   After knowing the relationship among the categories, the researcher could develop proposition.

Meanwhile, the data which were collected through Quantitative technique, namely pre-test and post test score were analyzed by descriptive statistic. The pre-test was done to get the students’ mark before they got treatment from the researcher, while the post-test was done to get the students’ score after the students got treatment. After conducting the test, the writer compared the
students’ writing achievement in the pre-test and post-test to know whether or not there was improvement of students’ writing skill. The mean of pre-test and post-test can be calculated with the formula:

\[ \bar{x} = \frac{\sum x}{N} \]
\[ \bar{y} = \frac{\sum y}{N} \]

Which:
\( \bar{x} \) = mean of pre-test score
\( \bar{y} \) = mean of post-test score
\( N \) = number of subject.
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter deals with how the technique applied to find the goals of the research namely 1) to identify whether or not and to what extent YouTube video improve the students’ writing skill; 2) to describe the situation when YouTube videos are implemented in the writing class. The findings are described in this chapter which covers three sections, research process, research findings, and research discussion.

A. Research Findings

In early beginning of the research, the researcher described the situation of the class and teaching learning process called pre-research. It is involved interview an English teacher and the students, observation, and pre-test. After gaining the data, the researcher implemented the research by applying YouTube videos. It was done two cycles. The researcher summarized the data to know whether the students’ improvement or not. The process would be explained in the table as follows;

Table 4.1 The overall process of Research

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pre-Research</td>
</tr>
<tr>
<td></td>
<td>a. Interview</td>
</tr>
<tr>
<td></td>
<td>b. Observation</td>
</tr>
<tr>
<td></td>
<td>c. Pre-test</td>
</tr>
<tr>
<td>2.</td>
<td>Research implementation</td>
</tr>
<tr>
<td></td>
<td>a. Cycle 1</td>
</tr>
<tr>
<td></td>
<td>b. Cycle 2</td>
</tr>
<tr>
<td>3.</td>
<td>Summary of the Research</td>
</tr>
</tbody>
</table>

1. The Description of the Previous Situation

   a. Pre-Research

   Before applying the technique, the researcher asked permission to Teacher S to conduct pre-research. Pre-research was held to identify: 1) the problems occurring in the class during TL process in relation to the students’ writing skill
improvement before applying different technique; 2) the students’ behavior during TL process; 3) the class situation before applying the technique; 4) the students’ learning activity during TL process. Those data were collected through some ways. They are interviewing the teacher and the students, observing the process of TL activity, giving pre-test for the students. It can be shown in table below.

**Table 4.2 Summary of Situation Prior Activity**

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Pre-research</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Student’s Competence</strong></td>
<td></td>
</tr>
</tbody>
</table>
| a. Students are difficult to develop the main idea.                       | Students do not learn how to make an outline. Students write three up to five sentences. Students only write the topic of the story. For instances: “the king and queen had a prince”  
- Suddenly came witch, cursed                                             |
| b. Students have incorrect diction (word choices).                        | The students had in correct words choices when they wrote writing assignment. For instance: everlasting but they wrote ever after.  
- Some of them can not write the words correctly. For example climb, they wrote claim.  
- Some students do no know what words should be used, they translated words by words, even, some of them find difficulty in translating. |
| c. Students do not arrange the words into sentences, even, sentence to paragraph correctly. | They can not put the words into sentences or sentences to paragraph orderly.                                                               |
| d. Students are still confused with the grammar rules such as subject, verb, etc. | Some of them put the subject or verb in a sentence incorrectly. For example: Came a witch the cursed                                      |
| e. Students’ writings lack of cohesiveness and coherence.                 | They seldom used transition signals in writing.                                                                                            |
| **B. Class Situation**                                                    |                                                                                                                                              |
| a. Some of the students do not give their full attention toward the lesson | They tend to make other activities or made noise. They put their head on the table                                                          |
| b. They did not try to ask the teacher about their difficulties in writing| They reported that they were confused because they did not understand the material, so they just kept silent without do anything.          |
| c. Some students are reported that they were ashamed to answer the teacher’s questions. | They were doubt to answer because they were afraid if the answer was wrong.                                                                |
| d. Some of them can not finish the writing assignment during the lesson.  | They did not get enough ability to write in practicing a text. They always opened the dictionary regularly or turned around to get the answer from their other friend. |
| e. Some students always refuse to present in front of the class.          | They were not quiet confident with their answer.                                                                                           |
The students’ problem was they had low writing skill. The problem could be identified through the indicators of skill and the class situation in writing. The indicators in writing skill include: 1) Students had problem to develop the main idea into paragraphs. They did not learn how to make an outline to write their writing more easily. They also only wrote one paragraph consist of three to five sentences in writing of narrative text. Moreover, they write in specific sentences for instances “The king and queen had a prince, suddenly came witch, cursed”. 2) They were still confused with the grammar rules such as the concept of subject, verb and so on. 3) They still made mistake in arranging the words into sentences, sentences into paragraphs, correctly. 4) Students’ writings lacked of cohesiveness and coherence. Students seldom used transition signals in writing, so the compositions were not good. They only produced six up to seven sentences because they wanted to finish it soon. 5) Students had incorrect diction or word choice in writing sentences or paragraph; for examples climb, live, consume they wrote “claim, lip, consume” etc.

Moreover, the situations of the class of writing did not encourage learning, such as: 1) some of the students did not give their full attention. 2) They did not try to ask the teacher about their difficulties in writing. Some of them reported that they were confused because they did not understand the material, so they just kept silent without doing anything. 3) They reported that they were ashamed to answer the teacher’s question. 4) Some students also spent much time in writing. 5) Some of the students refused to present their writing in front of the class. They were not confident when they were asked to write or to speak of their answer in front of the class.

The problems happened because the students thought English as the most difficult lesson. They must learn about the components of writing such as grammar, vocabulary, and coherence and cohesiveness to create good writing. Besides, writing class was regarded uninteresting, because they learnt the material without media.

Furthermore, the mean score of pre-test conducted by the researcher is under the passing grade, 67. It was analyzed from five elements of writing;
content, organization, vocabulary, grammar, and mechanism. The mean score of the eight grade which consists of thirty six students is 59.41. The mean score was taken from the highest and the lowest score. It can be shown as follows:

<table>
<thead>
<tr>
<th>Explanation</th>
<th>The examiner’s score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest</td>
<td>71</td>
</tr>
<tr>
<td>Lowest</td>
<td>47</td>
</tr>
<tr>
<td>Average</td>
<td>59.41</td>
</tr>
</tbody>
</table>

The table above indicated that students have low writing skill, because there were only 7 students who could fulfill the passing grades. While others 29 students got score under 67. Considering the problem occurred in class VIIID, I decided to apply the technique to solve the problem through YouTube videos.

2. **Planning Teaching and Learning Activity**

Before applying the technique, the researcher planned several actions getting involved in Lesson Plan. The activities are supposed to improve the problem indicators in English Teaching writing of the eight students in SMP Negeri 1 Juwiring. The activities and the indicators of problem and solutions are as follows;

<table>
<thead>
<tr>
<th>Table 4.3 The Indicators of Problem and Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDICATOR</td>
</tr>
<tr>
<td><strong>A (Writing Competence)</strong></td>
</tr>
<tr>
<td>1. Students are difficult to write the main idea</td>
</tr>
<tr>
<td>2. Students have incorrect diction (word choices) and the meaning of words.</td>
</tr>
<tr>
<td>3. Students do not arrange the words into sentences, even, sentences to paragraph correctly.</td>
</tr>
<tr>
<td>4. Students are still confused with the grammar rules such as subject, verb, etc.</td>
</tr>
<tr>
<td>5. Students’ writing lack of cohesiveness and coherence.</td>
</tr>
<tr>
<td><strong>B (Class Situation)</strong></td>
</tr>
<tr>
<td>1. Some of the students do not give their full attention toward the lesson.</td>
</tr>
<tr>
<td>2. Some of the students do not try to ask the teacher about their difficulties in writing.</td>
</tr>
<tr>
<td>3. Some students are reported that they were ashamed to answer the teacher’s questions because they were afraid if the answer was wrong.</td>
</tr>
<tr>
<td>4. Some of them can not finish the writing assignment during the lesson.</td>
</tr>
<tr>
<td>5. Students always open the dictionary or ask to find the vocabulary.</td>
</tr>
<tr>
<td>NO.</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>16.</td>
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<td>17.</td>
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<td>18.</td>
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<td>19.</td>
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<td>20.</td>
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<td>21.</td>
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<td>26.</td>
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<td>27.</td>
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<tr>
<td>28.</td>
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<tr>
<td>29.</td>
</tr>
<tr>
<td>30.</td>
</tr>
</tbody>
</table>
3. Implementation of the Research

The researcher (I) conducted action research study in collaboration with the English Teacher of SMP N 1 Juwiring (Teacher S). Teacher S acted as observer when I implemented the technique, while I was practitioner.

After telling to the Teacher S that I would like to conduct action research study, she looked interested with the research because she wanted to improve her classroom and practiced the research. I also explained to her, that we would implement the action together of which she was the observer and I was the practitioner like what I explained to her in the last meeting. I also explained to her the procedure of the research from the beginning until the research ends.

The researcher implemented the technique which represents the stages of action research. It is called the procedure of the research consisting of pre-research which has been described above, research implementation, and research discussion. The procedure is listed in the table below:

**Table 4.5 Procedure of the Research**

<table>
<thead>
<tr>
<th>Step of the Research</th>
<th>Technique</th>
<th>Participant</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Interview</td>
<td>Teacher</td>
<td></td>
<td>Identifying the teacher problem and the students’ perception about the teaching model in teaching writing</td>
</tr>
<tr>
<td>2. Observation</td>
<td>In the Classroom</td>
<td></td>
<td>Identifying the problems during TL process</td>
</tr>
<tr>
<td>3. Pre-test</td>
<td>Students</td>
<td></td>
<td>Identifying students’ writing skill.</td>
</tr>
</tbody>
</table>

**1. Cycle 1**

<table>
<thead>
<tr>
<th>Stages</th>
<th>Participant</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Planning</td>
<td>I and Teacher</td>
<td>Preparing the materials, lesson plans, students worksheet, and everything related the action.</td>
</tr>
<tr>
<td>b. Implementing</td>
<td>I</td>
<td>Implementing the action plan in three meeting</td>
</tr>
<tr>
<td>c. Observing</td>
<td>Teacher</td>
<td>Observing the implementation and writes the observation in field notes for each meeting.</td>
</tr>
<tr>
<td>d. Reflecting</td>
<td>I and Teacher</td>
<td>Evaluating the action to conclude the strength and weakness.</td>
</tr>
<tr>
<td>e. Revising</td>
<td>I</td>
<td>Revising the plan for the next cycle</td>
</tr>
</tbody>
</table>

**2. Cycle 2**
After conducting pre-research, the researcher continued to the research implementation. It was represented through YouTube videos which consist of two cycles. Each cycle consisted of six steps which include: 1) identifying the problem; 2) planning the action; 3) implementing the action; 4) observing the action; 5) reflecting the observation result; 6) revising the plan.

In the first cycle, the researcher held three meetings and conducted on May, 5th until 19th, 2010. Meanwhile, the second cycle was held in two meetings on May, 26th until June, 3rd 2010. The Procedure of the research stated on the table above is presented in the whole process of each meeting in the following section:

| a. Planning | I and Teacher | Preparing the action based on the revision of the last plan (preparing the material, lesson plans, students worksheet, and everything related the action). |
| b. Implementing | I | Implementing the action in two meeting |
| c. Observing | Teacher | Observing the implementation and writes the observation in field notes for each meeting. |
| d. Reflecting | I and Teacher | Evaluating the action to conclude the strength and weakness. |
| e. Revising | I | Revising the plan if there were weaknesses found. |

| Result Discussion | Discussion | I and Teacher | Discussing the result of the research as a final reflection. |

**Table 4.6 The Summary of Process of the Research**

| Pre-Research | 1. Observation | The researcher observed the TL process |
| | Aims: to identify | The problem occurring during TL especially the students’ writing ability. |
| | | The situation in writing class. |
| | Result: | Students had low ability in writing. |
| | | The class situation was not live and was not interesting in TL activity. |

| 2. Interview | The researcher interviewed the teacher and the students. |
| Aims: to find out | The students’ perception about the model of TL. |
| | The students’ interest in English teaching. |
| | The teacher problems in TL process |
| Results: | Uninteresting, boring, and feeling sleepy because there were not media used. |
Students were interesting in English but they had difficulties to write and read the English words.

3. Pre-test
   The researcher provided pre-test for 36 students.
   Aim: to know the students’ competence in writing.
   Result: students got below passing grade, 67

### Implementation of Research

<table>
<thead>
<tr>
<th>Cycle 1</th>
<th>Planning: The researcher prepared materials from YouTube videos, photograph, lesson plans, students’ exercises, posttest, video, and everything related to the action.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Action: using YouTube video</td>
</tr>
<tr>
<td></td>
<td>Meeting 1: Sleeping Beauty</td>
</tr>
<tr>
<td></td>
<td>- The researcher introduced YouTube video and explained the procedure of it.</td>
</tr>
<tr>
<td></td>
<td>- The researcher stimulated some questions about the material.</td>
</tr>
<tr>
<td></td>
<td>- The researcher played the video entitled Sleeping Beauty.</td>
</tr>
<tr>
<td></td>
<td>- The researcher presented vocabularies related to the topic by pointed the pictures in the video.</td>
</tr>
<tr>
<td></td>
<td>- The researcher asked the students to write on the whiteboard.</td>
</tr>
<tr>
<td></td>
<td>- The researcher asked the students to answer the questions on their worksheet.</td>
</tr>
<tr>
<td></td>
<td>- The researcher pointed the students to write the answer in complete sentences on the whiteboard.</td>
</tr>
<tr>
<td></td>
<td>- The researcher asked the name of the text to the students and generic structure from the questions together.</td>
</tr>
<tr>
<td></td>
<td>Meeting 2: Sleeping Beauty</td>
</tr>
<tr>
<td></td>
<td>- The researcher reviewed the lesson</td>
</tr>
<tr>
<td></td>
<td>- The researcher played the video once more.</td>
</tr>
<tr>
<td></td>
<td>- The researcher asked the students to write past event and make simple sentences.</td>
</tr>
<tr>
<td></td>
<td>- The researcher divided students into seven groups, each group consisting of five or six students and I asked them to write their writing of narrative text in students’ worksheet. I also gave them chance to share about the video.</td>
</tr>
<tr>
<td></td>
<td>Meeting 3: the mouse and the lion</td>
</tr>
<tr>
<td></td>
<td>- The researcher reviewed the lesson</td>
</tr>
<tr>
<td></td>
<td>- The researcher asked the students to present their writing in the last meeting, and others gave comments toward the presentation.</td>
</tr>
<tr>
<td></td>
<td>- The researcher explained about the new vocabulary in the new video.</td>
</tr>
<tr>
<td></td>
<td>- The researcher asked them to make narrative text as their test at home.</td>
</tr>
</tbody>
</table>

### Observation: The researcher observed the implementation of Cycle 1

- YouTube video encouraged the students to involve behavioral habit in TL process
- Students were able to write simple main idea.
- Students focused more on the material.
- Students were not quite noisy; they’re noisy when discussing the lesson.
- Students wanted to try answer bravely.
- Some students asked about the material.
- The students wanted to try doing the assignments.
- 50% students were active during the lesson.
- 15 students reached the passing grade
- Some students were able to write more than 15 sentences.

Reflection: the researcher reflected the observation results

Positive improvement:
- The improvement of writing ability
- The improvement of 3 problem indicators concerning to writing ability.
- The improvement of 4 indicators of problem regarding to classroom situation.

Limitations:
- They still use present tense, though the story was in past event.
- There were still incorrect words in their exercises.

Revised Plan: The Researcher revised the plan. The next cycle was focused on:
- Improving students’ writing skill in simple narrative text by conducting YouTube video.
- Creating activities which were more joyful by providing simple and interesting video.
- Stimulating students to be confident and brave.
- Creating simple and short post test like the second video.

<table>
<thead>
<tr>
<th>Cycle 2</th>
<th>Planning: The researcher prepared materials of YouTube video, photograph, lesson plans, students’ exercises, posttest, video, and everything related to the action</th>
</tr>
</thead>
</table>
| Action: using YouTube videos | Meeting 1: The Lion and little Mouse | The researcher played the whole video to the students in the screen
- The researcher gave questions related to the video.
- The researcher reminded about the language feature of narrative text.
- The researcher explained the vocabulary related to the video.
- The researcher asked the students to do the exercises in the student’s worksheet. |
| Meeting 2: the wolf and the seven little kid’s goat. | The researcher reviewed the lesson
- The researcher gave the brainstorming about the video briefly.
- The researcher played the video.
- The researcher gave little bit explanation about the vocabulary.
- The researcher pointed some pictures on the screen and asked the students to answer it in written form on the whiteboard.
- The researcher reminded the mechanism in writing text.
- The researcher asked students to answer the questions related to video.
- The researcher asked students to make a narrative text based on the video individually as their post test. |

Observation: Teacher S and the researcher observed the action of Cycle 2.
- The classroom situations were more live, joyful, and interesting.
- Students were very excited with the material.
- Students were more understanding with the material.
- Students were able to make narrative text
- Students were more brave, and active in TL process.
- 70% students gained the score above the passing grade.
General Reflection:
- The improvement of writing ability and classroom situation after learning through YouTube video applied.
- The improvement of special attention to the students who need encouragement.
- The improvement of students’ awareness in making writing with the correct structure.

Results Discussion
Based on the data gathered from field notes, interview, and researcher’s diary, we concluded the results as follows:
- Learning through YouTube videos creates the class situation more joyful, interesting, interactive, focus toward the material.
- The students are easier to understand the content of the material.
- The students are brave, confident to answer the questions, or answer the questions bravely.
- The Grammar of the students are better.
- YouTube video stimulates the students’ behavior in joining the lesson.
- All the indicators of problem derived from competence improved and the classroom situation viewpoint can be solved.
- YouTube videos can improve students’ writing ability.

Regarding the problem, the researcher decided to overcome the problem by giving new technique using YouTube videos. Considering the characteristics of YouTube videos, that it can stimulate the students interest, can make the classroom more diverse, can enable students easier to understand, can teach technology, and can provide many materials, the researcher would implement it in TL process of VIIID students in two cycles.

Table 4.7 Summary of Research Implementation of Cycle 1 and 2

<table>
<thead>
<tr>
<th>Topic introduced</th>
<th>Love</th>
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<tbody>
<tr>
<td></td>
<td>Sleeping Beauty</td>
</tr>
<tr>
<td></td>
<td>Friendship</td>
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<tr>
<td></td>
<td>The Lion and the mouse</td>
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<tr>
<td></td>
<td>Stingy</td>
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<tr>
<td></td>
<td>The wolf and the seven little kids goat</td>
</tr>
<tr>
<td>Class used for AR</td>
<td>VIIID</td>
</tr>
<tr>
<td>Problem Identified</td>
<td>Students had low level in writing skill</td>
</tr>
<tr>
<td>Proposed Solution</td>
<td>Using YouTube Videos in learning writing</td>
</tr>
<tr>
<td>Implementation</td>
<td>In Two Cycles</td>
</tr>
<tr>
<td>Cycle 1 Planning</td>
<td>The researcher prepared materials of YouTube video, photograph, lesson plans, students’ exercises, posttest, video, and everything related to the action.</td>
</tr>
<tr>
<td>Actions</td>
<td>Meeting 1: Sleeping Beauty</td>
</tr>
<tr>
<td></td>
<td>The researcher introduced YouTube video and explained the procedure of it.</td>
</tr>
<tr>
<td></td>
<td>The researcher stimulated some questions toward the material.</td>
</tr>
<tr>
<td></td>
<td>The researcher played the video entitled Sleeping Beauty.</td>
</tr>
<tr>
<td></td>
<td>The researcher presented vocabularies related to the topic by pointed the pictures in the video.</td>
</tr>
<tr>
<td>Meeting 2: Sleeping Beauty</td>
<td></td>
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<tr>
<td>---------------------------</td>
<td></td>
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<tr>
<td>The researcher reviewed the lesson</td>
<td></td>
</tr>
<tr>
<td>The researcher played the video once more.</td>
<td></td>
</tr>
<tr>
<td>The researcher asked the students to write past event and make simple sentences.</td>
<td></td>
</tr>
<tr>
<td>The researcher divided students into seven groups, each group consists of five or six students and asked them to write their narrative text in students’ worksheet. I also gave them chance to share about the video.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Meeting 3: the mouse and the lion</th>
</tr>
</thead>
<tbody>
<tr>
<td>The researcher reviewed the lesson</td>
</tr>
<tr>
<td>The researcher asked the students to present their writing in the last meeting, and others gave comments toward the presentation.</td>
</tr>
<tr>
<td>The researcher explained about the new vocabulary in the new video.</td>
</tr>
<tr>
<td>The researcher asked them to make narrative text as their test at home.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The observation results of Cycle 1 are:</td>
</tr>
<tr>
<td>YouTube video encourages the students to involve behavioral habit in TL process</td>
</tr>
<tr>
<td>Students are able to write simple main idea.</td>
</tr>
<tr>
<td>Students more focus with the material.</td>
</tr>
<tr>
<td>Students are not quite noisy; they’re noisy when discussing the lesson.</td>
</tr>
<tr>
<td>Students want to try answer bravely.</td>
</tr>
<tr>
<td>Some students are asked about the material.</td>
</tr>
<tr>
<td>The students want to try doing the assignments.</td>
</tr>
<tr>
<td>50% students are active during the lesson.</td>
</tr>
<tr>
<td>14 students reached the passing grade</td>
</tr>
<tr>
<td>Some students are able to write in 15 sentences.</td>
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<table>
<thead>
<tr>
<th>Reflection</th>
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<tbody>
<tr>
<td>The reflection are:</td>
</tr>
<tr>
<td>They still used present tense, though the story was in past event.</td>
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<tr>
<td>There still wrote incorrect words in their exercises.</td>
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<table>
<thead>
<tr>
<th>Revision</th>
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<tbody>
<tr>
<td>The next cycle focused on:</td>
</tr>
<tr>
<td>Improving students’ writing skill in simple narrative text by conducting YouTube video.</td>
</tr>
<tr>
<td>Creating activities which were more joyful by providing simple and interesting video.</td>
</tr>
<tr>
<td>Stimulating students to be more confident and brave.</td>
</tr>
<tr>
<td>Creating simple and short post test like the second video.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Cycle 2 Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two meetings.</td>
</tr>
<tr>
<td>The researcher prepared materials of YouTube video, photograph, lesson plans, students’ exercises, posttest, video, and everything related to the action</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
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</thead>
<tbody>
<tr>
<td>Meeting 1: The Lion and little Mouse</td>
</tr>
<tr>
<td>The researcher played the whole video to the students in the screen</td>
</tr>
</tbody>
</table>
The researcher gave questions related to the video.
The researcher reminded about the language feature of narrative text.
The researcher explained the vocabulary related to the video.
The researcher asked the students to do the exercises in the student’s worksheet.

Meeting 2: the wolf and the seven little kid’s goat.
The researcher reviewed the lesson.
The researcher gave the brainstorming about the video briefly.
The researcher played the video.
The researcher gave little bit explanation about the vocabulary.
The researcher pointed some pictures on the screen and asked the students to answer it in written form on the whiteboard.
The researcher reminded the mechanism in writing text.
The researcher asked students to answer the questions related to video.
The researcher asked students to make a narrative text based on the video individually as their post test.

Observation
The observation resulted:
The classroom situations more life, joyful, and interesting.
Students are very excited with the material.
Students more understand about the material.
Students are able to make narrative text.
Students are more brave, and active in TL process.
70% students gained the score above the passing grade.

Reflection
The reflection are as follows:
The improvement of writing ability and classroom situation after learning through YouTube video applied.
The improvement of special attention to the students who need encouragement.
The improvement of students’ awareness in making writing with the correct structure.

Findings as the whole
After implementing YouTube Videos in two cycles, the researcher concludes that YouTube videos:
- Improve students’ writing skill.
- Improve the class situation in TL process.
- Improve the students’ behavior toward English lesson.
- Improve the students to make sentence structure correctly.
- Improve the students’ achievement

The more detailed information about the process of the research stated in Table above is discussed the following section:

**Cycle 1**

1) **Planning**

In the planning stage, the researcher shared ideas with the collaborator to make some action plans for the first cycle based on the problem identified in the pre-research. The researcher also prepared the materials related to topic which would be discussed, lessons plans, students’ exercises, videos, post-test and
everything related to the action. The materials were taken from the compulsory book *Satria* and English in Focus for junior high school students of class 8. The researcher chose material for the second semester. It was “Narrative Text”. Then, the researcher found the videos related to narrative text. The researcher did not directly take the videos, I might consider with the duration and the content which matched the material. To make the action to be on time and easy to conduct, the researcher cooperated with Teacher R to operate the LCD and take the documentation. In this research, I as the researcher would practice to teach as the teacher to teach English lesson in class VIIID, while the Teacher S would observed the whole activities during TL process.

2) Acting/Implementation the Action

The action was divided in three stages or three phases, namely: opening including greeting and brainstorming, main activity, and closing activity. The researcher would practice TL in 3 meetings for the first cycle. She would teach two videos with different topics: “Sleeping Beauty” and “The Lion and The Mouse”. Each meeting spent 90 minutes.

a) First Meeting

(1) Opening

The lesson started on Wednesday, May 5th 2010 at 11.00 p.m. The researcher came early to prepare everything related to the research to make sure that all of the tools were ready to use. She also gave observation paper to Teacher S, while Teacher R was ready to operate the LCD. After the bell rang, the researcher practiced to teach the students. As usual, she greeted the students, and then checked the students’ attendance. At that time, all students were present.

At the beginning, the students looked tired because it was the last lesson on the day. Even many students ignored it, and made noise. Seeing the condition, she stimulated the students by asking questions for instances “Well, students I would like to invite you watch the movie. Do you want to accompany me?” she repeated the questions in Indonesian language to make the students understand and they could answer it. Then they looked enthusiastic with her invitation. Then she introduced YouTube videos some of them had known about it. When she...
explained about what YouTube video was and how to learn it, the students looked curios and they focused to her. It might be because they never used the technique before, and it was the first time to them. Then she started to brainstorm the students with three questions, they were:

1. Can you mention the popular fairytales story? What are they?
2. Which one do you like?
3. Have you ever seen “Sleeping Beauty”

It was done to stimulate the students about the experience that they ever got in the last time, and also to direct the students to the material which would be learnt. The students gave the positive response, they could answer it correctly. Some of them who had ever watched the movie could retell it although in Indonesian language, “ya, Miss yang dikutuk oleh penyihir, lalu nanti hidup karena di cium oleh pangeran itu kan.”

(2) Main Activity

She also asked about what kind of the text the story was. The students could answer it, “Narrative text, Miss”. Then the teacher invited the students to watch part of the movie entitled “Sleeping Beauty” together. The students really looked curios, and they were happy. At the first sight, some of them gave joke, because the participants in the story were funny. She gave some questions related to the videos to know the students understood the videos such as “where is it?” the students replied “in the kingdom” then “why the King and the Queen look sad?” asked the teacher. They answered it Indonesian language, because they were still difficult to understand the spoken language, “because dikutuk oleh penyihir, Miss.” Next the teacher showed the whole video and gave command to the students “Now, look at the video carefully, and identify the videos”. The students watched the videos. Some of them took a note in their book, although the teacher did not ask to write the note.

After watching the videos, the teacher wrote the vocabularies on the whiteboard and asked the students to pay attention to the whiteboard. She explained the vocabulary one by one while showing the meaning through the picture on the video. She also asked some students to change the past verb into
present verb so they could differentiate the verb. To check the students’ understanding, she pointed students to answer the meaning of the pictures.

In practicing, the students were asked to answer students’ worksheet. They answered according to videos in complete sentences. She gave 10 minutes to answer the questions. There were some students who looked lazy, and even most of them ignore to answer the assignments. The teacher approached them, and motivated them that they could do it. She also taught how to answer the questions correctly. After all of students finished, we discussed together. She asked the students randomly to read the questions, and then wrote the answer on the whiteboard. In this stage, there were still mistakes in writing the answers such as answering incomplete sentence, incorrect words writing, incorrect spelling, and incorrect past activity.

(3) Closing Activity

In the end of the lesson the teacher and the students concluded the lesson from the question discussed about the generic structure of narrative text.

b) Second Meeting

(1) Opening

The lesson started at 07.00. The researcher came to the class, greeted the students, and checked students’ attendance. Then, she reviewed the previous lesson by brainstorming the questions. The class was quite conducive that at first time. They also had prepared the book on their seat.

(2) Main Activity

She showed the previous video, pointed some pictures, then asked some students randomly to answer the questions. There were some students who spoke slowly in answering the questions. They looked ashamed, felt unconfident. She encouraged them to answer bravely. Then she shared the worksheets to the students. She asked them to find past activity in the videos on the whiteboard, and then discussed together. Some students volunteered to write in front of the class. After discussing, she asked them to make simple sentences in their worksheet. She also asked them in Indonesian language, so students could understand it well. She always pointed students randomly to make them brave and confident. Each
sentence was corrected together. She asked them to arrange the paragraph correctly.

As their production, she told that the students must make a group consisting 4 students. They would retell the video entitled “Sleeping Beauty” with their words in group. Each student in group had their own task. Student 1: made orientation of the narrative text, then they discussed the result with the group. Students 2 and 3: made complication consisting of two paragraphs. Then complication was discussed with the other friends in group. Students 4: made resolution of recount text. Each group cooperated together to make narrative text, they discussed each opinion with their group. By doing the activity, they could develop their idea. However, there were some students who still made mistake in producing the sentence. The class was quite noise because they gave their idea to each other. They still opened the dictionary and asked the researcher.

(3) Closing Activity

After the discussion finished, the students submitted their work to the teacher. She said goodbye to close the lesson.

c) Third Meeting

(1) Opening

The lesson started at 11.00. It was the third session at the day. The class looked different because they were not noise. When the lesson started, all of them gave attention to the researcher. The researcher greeted the students, checked the students’ attendance, and then brainstormed the questions to the students with. She let students to discuss the assignment on the last meeting.

(2) Main Activity

Before discussing the writing, the researcher shared the copies of the student group assignment. Every student got a piece of writing. Then, she asked two groups to present their writing in front of the class one by one, while other students gave comment to the presentation by circling the wrong words or sentences. She also gave chance to every student to tell their argument while writing it on the whiteboard. The class was very alive.
After discussing together, the researcher explained the correct answer on the whiteboard. She also showed part by part the whole story of sleeping beauty in the slide. She explained the generic structure of the text, the characteristic of the text, and how to organize the sentences or paragraph into a good coherent text. She asked the students to conclude the material today.

The researcher distributed a piece of paper to the students. She told them to make narrative text entitled “The Lion and the Mouse”. Before doing the exercises, she gave questions about the material. They ever heard the story, so when she gave questions, they could answer it well. She played the beginning part of the video, then she asked questions related to the story. She repeated the question in Indonesian, so they understood it. Some vocabularies were explained in order they were able to explore their ideas. She gave 20 minutes to finish the writing. They did the writing individually.

(3) Closing Activity

After all students finished their writing, the researcher asked them to submit soon. All of the students were able to finish it on time.

3) Observing the Action

While the technique in teaching writing through YouTube Videos was implemented, the researcher observed the whole activities helped by Teacher S, and then wrote it in the field notes. The result of the observation was explained as follows:

In general, the process of the teaching and learning ran well. The process of TL became more live and fun. The students gave positive response to the lesson. They were very excited and enthusiastic in joining the lesson. Moreover, among the teacher and students arouse communicative interaction; mostly more than 50% students answered all of the teacher’s questions. When the teacher asked them to give comment about the structure in writing, they directly answered it. There were also interactions between students in practicing simple sentences and narrative text. For instance, when the teacher asked them in group, she asked them to correct their friends’ answer and there were two students who corrected the
idea. Besides, when the teacher pointed a student to write simple sentence on the whiteboard, she asked other students to correct the answer.

Through YouTube videos, the students became easier to understand the content of the material discussed. They did not guess the meaning of the material learnt anymore. They looked very enjoy during TL process. It made them relax so they did not feel sleepy or boring. Besides, it stimulated the students’ thinking to respond the story messages.

YouTube videos helped the students to write the words or sentences correctly. She observed that when they wrote words and sentences on the whiteboard, they could write correctly. Even, they could arrange the sentences into paragraph and they could develop main idea individually. It meant their writing ability improved.

After many times they practiced how to make a simple writing of narrative text through YouTube videos, they were aware of the way in writing. However, not all students reached the passing grade. There were only 15 students who improved their writing ability, while 21 students didn’t improve yet. It was because there were 2 indicators of problems that were not good yet. Some of them still used incorrect past tense in writing narrative text. Moreover, there were 3 up to 5 students only who wrote the point of story without developing into the sentences appropriately. There were faults in choosing appropriate words related to the topic.

YouTube video encourages the students to involve behavioral habit in TL process. It was shown when the students participated in TL process by paying attention toward the material, responded her questions and they were not busy themselves. Before applying YouTube videos, Teacher S always gave warning to one of the students in the classroom who made noise so it wasted the time. When the researcher used YouTube videos, she could control the student’s attitudes. She always gave questions based on the videos when one of students did not pay attention to the lesson. It aimed to make students focus to the material. At first, they still answered slowly because they were afraid if they made mistake so they answered together. After giving motivation, they would answer individually and
loudly. In other words, the students were active and motivated when watching YouTube videos, but, after it finished they become bored and passive to the lesson.

In addition, the result of posttest 1 from the whole topic showed that the students’ score was better than the pre-test. The mean score of pre-test was 59, 41, while the mean score of posttest 1 was 65,08. It indicates that 44% students passed the passing grade. It means that there were 15 students who reached score above 67.

4) Reflecting the Observation Result

The researcher and Teacher S reflected the result of observation toward implementation of Cycle 1. The result of observation could be presented as follows:

(1) Classroom situation

Regarding the classroom situation, the reflections are as follows: 1) the activities in TL process ran well. The class was more enjoyable and interactive both the teacher–students and students-students. It was shown when the teacher asked questions, they responded it. In groups, they gave comment in discussing the text, and they corrected their friend’s idea. 2) The teacher gave questions for students who ignored or made noise related to the video in order they focus on the material. It was useful; they paid attention more to the lesson. 3) There were still shy students; they were not confident to answer bravely, so she should encourage them for example “Yeah, it is right” or “smart student”. Though, some of them had been more brave and confident answering the question without being afraid of making mistake. 4) They seldom opened the dictionary, but they still asked the meaning of words to the teacher. Most of them were lazy students, so she asked them to take a note on their note book after explaining the vocabularies on the whiteboard.

(2) Student’s Competence

The students’ competence in writing skill increased. It was proved by the fact that students could write the correct structure of simple sentences. They could
put the subject, verb position correctly. Besides, they could correct their friends’ writing, when the teacher asked them writing on the whiteboard. As stated in indicators that they had difficulty to arrange the sentences into paragraph, they could do it correctly. Dealing with posttest 1 score, 44% or 15 students reached the passing grade. It showed that the students’ achievement was good enough compared to pre-test. From the reflection above, it proved that there was improvement in writing skill, though there was still weakness from the result of the observation. Therefore teacher should create more interesting activities and simple videos surrounding them to refresh and encourage students’ attention in learning English writing.

5) Revising the Action

The problems remaining in Cycle 1 included: 1) Students were difficult to write the main idea. 2) Students had incorrect diction (word choices) and the meaning of words 3) some students reported that they were ashamed to answer the teacher’s questions because they were afraid if the answer was wrong. The researcher and Teacher S, then, conducted activities creating questions in short form and gave the clues how to write it in a good paragraph. Besides, the videos applied were shorter, more interesting, and more creative in creating new idea. It impressed that the ending of story was not easy to guess.

Moreover, the various tasks of YouTube videos, like filling the blanks and completing the discourse markers and answering the questions in complete sentences, attract the students’ motivation and encourage them to participate in the lesson. By so doing, they would not be bored and paid attention, so they could enjoy the lesson, and they would not be afraid to answer the questions. Therefore, it was hoped that the classroom situation and students’ competence would improve.

Cycle 2

1) Planning the Action

Considering the problems faced in Cycle 1, the researcher and Teacher S continued the action in Cycle 2. It would be held in two meetings on May 25th and on June 3rd 2010.
Before conducting the second cycle, the researcher, helped by Teacher S, prepared the materials, lesson plans, videos, observation sheets, students’ exercises sheet, and posttest 2. The videos implemented were suitable and related to the material especially with narrative text. By preparing everything needed at cycle 2, the action could be done well and the objectives stated on lesson plan could be achieved.

2) Implementing the Action

Same as the previous action, the implementation consisted of 3 stages namely; opening, main activity, and closing. On the first day of Cycle 2 the students would learn about the previous video. It was done to discuss their writing so they known how to create good writing related to the video.

a) First Meeting

(1) Opening

The lesson started at 07.00. After greeting and checking students’ attendance, the researcher asked questions related to the topic. “Do you have best friend… how do you describe her or his?” she translated it into Indonesian, so the students understood the questions and answer it English. Although their answer was various, they could respond the question well. This activity stimulated the students to get involve in the lesson that was going to learn.

She stated that the class would learn the previous video. Furthermore, she said that they would study using YouTube videos.

(2) Main Activity

The researcher played the whole video entitled “The Lion and the Mouse” and asked students to pay attention to the video. During watching the video, the students looked serious to the story, even, some of them tried to make notes. If there were students who were noisy, others asked them to keep silent, “ssttt…..diam!” She asked the students to answer the pictures in the videos, “What is it; What did the mouse do?;….What happen in the end of the story?” She also translated into Indonesian, when the students answered in Indonesian, she guided them into English “the mouse meminta ....begged to the lion...” they responded the questions quickly.
Every student tried to answer the questions, even shy students wanted to volunteer writing the answer on the whiteboard. It was done to check their writing whether right or wrong. After that the researcher wrote vocabularies related to video on the whiteboard. She explained one by one while showing the picture on the screen. The students also participated to translate the words on the whiteboard. She did not expect before; some students asked whether they could take notes the words in their book. They would like to improve their vocabularies.

After all students wrote the notes, she asked the students to arrange the sentences into paragraph. They did the assignment very quickly, even the passive students who needed guiding and motivation wanted to ask how to answer and do it quickly same as their other friends. It showed that their confidence increased. Moreover, they got hurry to answer it.

The researcher distributed their writing. She also shared the students’ worksheet and asked them to give the right answer in certain note on their sheet. When they got their sheet they said “wah, ternyata salah banyak ya Miss... ini di perbaiki dulu, baru di bahas agar bisa buat belajar.” It indicated that they have big encouragement. They wanted to effort to be better in order they did not do the mistakes in future. She gave 10 minutes to them to correct their answer. After that, the researcher and the students discussed it together. When they answered correctly, they shouted “Yee.... Betul, asyik aku betul Miss.” They were very happy, and the classroom was quiet noisy because they could correct the answer appropriately. After discussing it, the students were asked to complete the words related the video The Lion and the Mouse without sound.

(3) Closing Activity

In the end of the lesson, the researcher concluded the lesson especially the generic structure of the text and the characteristic of the text. Guided by the researcher, the students could conclude it little bit in English.

b) Second Meeting

(1) Opening

The lesson began at 11.00. As usual the researcher and Teacher S came to the class together. After greeting and checking the students’ attendance, the researcher got good respond. They said “kita belajar apa Miss, nonton lagi Miss”.
It made her happy, because indirectly YouTube videos were able to make them motivated joining TL activity.

To review the lesson, she asked students to mention the generic structure and language feature of narrative text. Some students raised hand and said “Saya Miss, .....” loudly. She came to their seat and asked them to answer it. She asked them to give applauses. She continued to brainstorm the students with some questions, because they would indentify new video. It was done to guide them to the material. “What kind of animal makes you afraid?; How about the goat and the wolf, which one that make you afraid?” Although their answer was various, they could answer it well.

(2) Main Activity

The researcher explained briefly about the material, so the students were stimulated to have experience about the story. When she explained it briefly, students responded it. They also answered the questions fluently. She translated in Indonesian, so they could understand what the questions meant. After the students were involved into the story, she continued to take some parts of the video. The aim of the activity was that the students understood the story. The students gave good impression to the video. It interested their attention. She gave questions related to the video to measure their understanding the material, “Where did the seven little goat live?...” they answered it together. One of students asked the meaning of vocabulary, “Miss, padang rumput apa artinya?” She pointed some pictures on the screen, and then explained it using some questions. She also explained it in Indonesian, so they were easier to understand it. The activity was done in order they understood more about the content of each part. After having finished, she asked them to watch the whole video.

In the end of the story, the researcher distributed students’ worksheet. She asked them to look at the first exercises. Before doing the exercises, she explained how to answer the questions correctly. She gave the examples on the whiteboard so they knew how to arrange the sentences appropriately. Then, she asked them to answer question number 1. Most of them were able to answer it. In the middle of discussions, some of them asked why they should do the exercise, “Miss kenapa
“Harus menjawab lengkap, tidak langsung membuat cerita saja?” Then she explained to them that it was done to help them arranging the narrative text easier, and they responded together “O...begitu ya... malah lebih mudah ya Miss”. Indirectly, by doing the activity she taught how to find the main idea.

After discussing the questions, she reminded about the generic and the characteristic of narrative text through the questions provided in their sheet. They could accept the explanation, even they added some information such as the temporal sequences used in narrative text, “seperti yang ada di video tadi kan Miss, ....”. It indicated that they could identify the content of the story.

She asked them to finish the questions in pairs. After finishing, they got hurry to raise hand to write the answer in front of the class. She discussed the students’ answer. Some of them still used present activity, though they should answer in past activity. Besides, there were missing words of their writing. She asked them to correct the answer.

After discussing first exercises, she distributed students’ worksheet. She asked them to make own writing based on the video individually. When they did it, she moved around while checking their writing. It was done to ensure whether students’ writing ability really improved. Most of them had been able to write it correctly. She was surprised when she saw that they really explored their idea. They could write more than 20 sentences.

(3) Closing Activity

After finishing it, she asked them to collect it. Then she closed the meeting.

3) Observing Activity

In Cycle 2, the researcher still used YouTube videos. She applied and implemented it in the classroom. During the technique was implemented, the indicators could be solved, so the students’ writing skill improved. It was indicated by the fact that the students could correct their writing so that they should use past activity in the story of narrative text, how to organize the paragraph correctly, and how to explore their main idea in paragraph.
The result of teaching and learning process or class situation was also better. When the technique of YouTube videos was implemented, the TL process was also more live, fun and interesting. It was because the students were more active and brave in TL process. Therefore, the students’ attention increased and they were more focused to the material. They could enjoy the lesson. Through YouTube videos which offered various materials containing language of images, a form symbolic visual codes; gestures, colorful, visual, and literacy in native speaker could break up the monotonous in learning. It made the students excited to the material and built up their mind to explore their ideas so they understood more about the material. YouTube videos created new situation in TL process. They found new atmosphere which did not emphasize on the teacher, and tended to the book. Through YouTube videos, the students had chance to more expose their opinion and ideas rather than they imitate their teacher.

During the application of the technique, a good response of students’ behavior also created. They got hurry to answer the questions. It also happened to the shy students; they were more confident to answer the questions, even they could speak louder than before. When the researcher asked questions, they always responded. The students’ participation could be seen in the learning activity, there were almost 90% students who wished to gain the turn. It showed that nearly all of students were enthusiastic to involve the learning activity. In the end of the lesson, the researcher also asked about their feeling after getting the technique. They reported that they were very glad and got help in the lesson.

In their writing result, the students’ writing ability also improved. They were able to correct their writing and wrote the correct ones appropriately. When they asked to make narrative text individually as their posttest 2, they could write it using correct pattern. Most of the students’ score of written test ranged from 60 to 89. Most students had a good writing; the mean score reached 70.03. It meant that 72% of 36 students obtained the score above passing grade, 67. The result increased from 44% at posttest 1 became 72% at posttest 2. The score of pre-test, posttest score could be seen in the appendix.
4) Reflecting the Observation Result

After collecting the observation result from field notes, the researcher and Teacher S reflected the result of the second cycle. The reflections were as follows: 1) the class situation became more live, enjoyable, and communicative between the teacher and students or student-student. The students also responded teacher’s questions and command even though she did not call their name first 2) the students’ attention to the lesson more increased. They were very enthusiastic joining the activity. They got hurry to speak up and write the questions, even, shy students became more confident and brave with other students to gain opportunity to answer the questions on video. Moreover, careless students raised hand to answer the questions. They smiled and laughed happily when she appreciated them “Excellent, good job”. It encouraged them to active in TL process. 3) The students’ writing ability improved. The students could make a narrative text based on the videos correctly.

The result of students writing test improved. It was showed the improvement of the result in post test 1 in Cycle 1, there were 44% students or about 15 students of 39 students reached the passing grade, while in post test two, there were 72% or about 26 students reached the passing grade. It could be concluded that YouTube videos was a technique that could be applied in English lesson to improve students’ writing skill.

The researcher and Teacher S reflected that YouTube videos were able to give chance and practice for students to improve their ability. Furthermore, it also motivated the students to study English writing.

5) Final Reflection

Considering the observation results and the data which have been collected, it could be indicated that YouTube videos could improve the students’ writing ability at the second grade of SMP N 1 Juwiring. It could be seen that the indicators of problem could be solved. There were more than 70% students who reached the passing grade in writing competence. Furthermore, the students’ participation during TL process indicated more than 70% students was active and
communicative. They were more brave and confident in TL activity. They were more enthusiastic and focus to the lesson.

The researcher and Teacher S, then, decided to stop the cycle since the problem of indicators solved, even though not all students improved or reached the passing grade.

B. Result Findings and Result Discussion

1. Research Findings

After analyzing the research results collected from several sources including pre-observation report, interviews, research diaries, photographs, videos, lesson plans, and the score of pre-test and posttest, the researcher found that the students’ writing skill and class situation improved since the technique of YouTube videos was applied. Furthermore, she found other findings during and after the research implementation using YouTube videos. The findings of each meeting are summarized in the table below:

Table 4.8 Improvement of Each Meeting

<table>
<thead>
<tr>
<th>Situation before Research</th>
<th>Cycle 1 Meeting</th>
<th>Cycle 2 Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Instrument of collecting the data: Lesson Plan, Student’s worksheet, Field notes</td>
<td>Instrument of collecting the data: Lesson Plan, Student’s worksheet, Field notes, Pictures</td>
<td>Instrument of collecting the data: Lesson Plan, Student’s worksheet, Field notes, Video</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Instrument of collecting the data: Lesson Plan, Student’s worksheet, Field notes, Pictures</td>
<td>Instrument of collecting the data: Lesson Plan, Student’s worksheet, Field notes, Video</td>
<td>Instrument of collecting the data: Lesson Plan, Student’s worksheet, Field notes, Video</td>
</tr>
</tbody>
</table>

A. Writing Skill

<table>
<thead>
<tr>
<th>INDICATORS</th>
<th>CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students are difficult to develop the main idea.</td>
<td>In writing narrative text, they only wrote 5 to 7 sentences.</td>
</tr>
<tr>
<td>Some of them still write the point of topic words.</td>
<td>Students are little bit able to develop simple main idea 10 to 15 sentences.</td>
</tr>
<tr>
<td>Students can develop the main idea of each paragraph, but, it is not enough specify with the topic.</td>
<td>They can conclude the story with simple sentence.</td>
</tr>
<tr>
<td>Students are able to write main idea of each paragraph. They also can write more than 15 sentences with the suitable topic in the video.</td>
<td>Little mistakes to write words, even, they can correct their writing, and write the correct one. They also able to chose the appropriate vocabulary related the topic.</td>
</tr>
</tbody>
</table>

| Students have incorrect diction (word choice) | Some students do not know what words should be used. They translated words by words, even; some of them find difficulty in translating. |
| There were still incorrect written words. Moreover, they still have incorrect word choice. | There are still incorrect words in their exercises. |
| There are still incorrect words and incorrect written word prefers the first meeting. | They can use appropriate vocabulary related the topic. |
| 3. | Students do not arrange the words into sentences, even, sentence to paragraph correctly. | They can not put the words into sentences orderly. | They need guidance when arrange the words into sentences when answer the questions. | They can arrange the words orderly with the researcher’s guidance. | They have well enough in arranging the words into sentences, sentence to paragraph. | They can do the exercises faster and they can arrange the sentence into a good paragraph. | They are able to put the structure of narrative text appropriately. |
| 4. | Students are still confused with the grammar rules such as subject, verb, etc. | Some of them put the subject or verb in a sentence incorrectly. | Some students are able to put the subject and verb correctly. | They can put the subject and verb, but they sometimes still use present activity in narrative text. | Some of them still use present activity especially to be such as “there are lion and little mouse.” | They can make sentences correctly, but some of them should be reminded the used of past activity in narrative text. | They can distinguish the class of words. It can be prove that they are able to make more than 15 sentences appropriately in narrative text. |
| 5. | Students’ writing lack of cohesiveness and coherence | They seldom used transition signals in writing. | They started to mention and write the examples of Transition signal. | They started to learn the conjunction and practice it to make simple paragraph. | Most of them use transition signal in their writing, though there are some students do not put it appropriately. | They can use discourse marker in their text writing between one and other paragraphs. |
| Test score | Pre-Test The students’ mean score of pre-test is 57,50 | The students’ post test1 is 64,0 | | | | | 
| | The students’ achievement | The achievement of writing in pre-test was low. Students gained score under the passing grade; 50 % reached the passing grade. | The achievement of writing in post test 1 is increased compared with pre-test. Students gained score above the passing grade. There were 64% students reached the passing grade. | The achievement of writing in post test 2 is increased. Students gained score above the passing grade. There were 75% students reached the passing grade. Almost more than half students reached above the passing grade. | | | 
| B. The classroom situation | 1st Meeting | 2nd Meeting | 3rd Meeting | 4th Meeting | 5th Meeting | 
| 1. Some of the students do not give their full attention toward the lesson. | They tend to make other activities or made noise. | Students still quite crowded because some of them made jokes | Students more focus with the lesson. Only two students still made jokes but it can be controlled by her. | All of students focus on the lesson, even they excite to learn the material. | They give positive respond to the lesson. More than 75% students focus in TL activities. | They give full attention during the lesson. They enjoy the lesson. Moreover, they add information if the researcher forget to mention the material. |
| 2. Some of the students do not try to ask the teacher about their difficulties in writing. | They reported that they were confused because they did not understand the material. | They want to ask if the researcher approaches to them | They begin to ask how to do the assignment, | They want to raise hand asking the material discussed. | They get hurry to answer the questions. | They compete to get hurry answering the question orally or written form. |
| 3. Some students are reported that they were ashamed to answer the teacher’s questions | They were doubt if they answered wrong, their friends would be laughed. | Students still keep silent | They answer the question together. It still dominates with the certain students. | There are still students who shy in answering the questions. | Shy students involve to active answering the questions. | Shy students also more active than last meeting. |
| 4. Some of them cannot finish | They did not get enough ability to write | Some of them do not do the | They want to do the assignment | They can finish the assignment | They can do the assignment | They can do the assignment on time. |
Regarding on the table 4.8, it could be seen that there were some findings found in the research, which include:

a. **The Improvement of Students’ Writing Skill**

Through applying YouTube video, the writing skill of the second grade in SMP N 1 Juwiring improved. It showed that students were able to write English words, sentences, even paragraph correctly. Formerly, they still got difficulties in writing such as claim (climb), foot (food), cave (kave), the (they), etc. They could not arrange the words to sentence or sentences to paragraph correctly. The content of their writing was also difficult to understand because they did not quite explore the main idea. They only wrote one sentence of each paragraph or they only wrote three up to five sentences in writing narrative text; even they seldom used conjunction or connectors in their writing so students’ writing lack of cohesiveness and coherence. After practicing by using YouTube videos many times, they were able to put the appropriate vocabulary related to the theme.
On the one hand they also put subject and verb in correct order. Besides, they could arrange it in good structure. By using YouTube videos several times, the students became aware to be more careful in writing, so their writings were more readable and understandable. Another good influence using YouTube videos in studying writing was that 44% students wrote a simple writing of narrative text correctly and appropriately on posttest 1 and 72% on posttest 2.

In short, from 36 students there were 10 students improved their writing ability and it advanced 27% from posttest 1 to posttest 2. It really showed a good achievement and improvement on writing ability. The improvement of students’ achievement on writing from Cycle 1 to Cycle 2 can be summarized at Table below:

### Table 4.9 the improvement of Students’ Score

<table>
<thead>
<tr>
<th>Sub cycle</th>
<th>Observation</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test</td>
<td>Pre-test</td>
<td>Post-test 1</td>
<td>Post-test 2</td>
</tr>
<tr>
<td>Mean of students’ score</td>
<td>59,41</td>
<td>65,08</td>
<td>70,03</td>
</tr>
<tr>
<td>Increasing of students mean score</td>
<td>5,67</td>
<td>4,95</td>
<td></td>
</tr>
</tbody>
</table>

Related on the table above, the researcher classified 3 of 36 students during the technique applied. It was done to identify whether or not the students’ improvement in writing skill. The result showed that they really increased each cycle. It showed that SY who gained 47 in pre-test, she increased. It almost had same score with ABA who higher in the early test. It was shown in the table as follows:

<table>
<thead>
<tr>
<th>Students’ Initial Name</th>
<th>SY</th>
<th>ABA</th>
<th>PAW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre- Test</td>
<td>47</td>
<td>66</td>
<td>71</td>
</tr>
<tr>
<td>Posttest 1</td>
<td>73</td>
<td>67</td>
<td>75</td>
</tr>
<tr>
<td>Posttest 2</td>
<td>73</td>
<td>72</td>
<td>89</td>
</tr>
</tbody>
</table>

Based on the table above, it can be concluded that students had a good achievement in posttest 2. SY who gets lowest score in pre-test, she also can fulfill the passing grade. She can exceed ABA who gets higher score in preliminary test. While, PAW more advanced in each cycle. It could been seen in the table above; from 71 to 89.
b. The Improvement of Classroom Situation

The good influence also happened during TL activities in the classroom. The students were very excited and enthusiastic in joining the lesson. Moreover, between the teacher and students arouse the communicative interaction; more than 50% students answered all of the teacher’s questions. When the teacher asked them to give comment about videos, they directly answered it. There were also interactions between students in practicing simple sentences and narrative text. For instance, when the teacher asked them in group to make narrative text, she asked them to correct their friends’ answer and there were two students who corrected the idea. Besides, when the teacher pointed a student to write simple sentence on the whiteboard, she asked other students to correct the answer. Some of them said “Bu jawabanya salah kan ya Bu… seharusnya ....”. It indicated that they were more confident to give comment about the material.

YouTube video encourages the students to involve behavioral habit in TL process. It was shown when the students participated in TL process by paying attention toward the material, responded her questions and they were not busy themselves. Before applying YouTube videos, Teacher S always gave warning to one of the students in the classroom who made noise so it wasted the time. When the researcher used YouTube videos, she could control the student’s attitudes. She always gave questions based on the videos when one of students did not pay attention to the lesson. It aimed to make students focus to the material. One of the students reported that she felt more understand about the lesson than the previous lesson before applying the technique, as quoted in interview she said “saya jadi lebih cepat mengerti, cepat mudeng sama Miss. Intan karena penyampaiananya mudah di pahami”

YouTube videos attracted the students’ motivation to involve in TL so that they did not feel sleepy or boring when they followed the lesson. It changed the students’ behavior for example in the first meeting, some students who sat behind the row, they always were angry and refused to respond the questions, but they looked interesting to respond the questions after having experiences using YouTube videos. They tried to answer even though it was very simple.
In the second Cycle, the students were more enthusiastic than before. The class situation became more live, enjoyable, and communicative between the teacher and students or student-student. The students also responded teacher’s questions and command though she did not call them by names. The students’ attention to the lesson increased. They were very enthusiastic joining the activity. They directly speak up and answer the questions, even, shy students became more confident and brave with other students to gain opportunity to answer the questions on video; “Saya Bu .... Saya dulu Bu”. Moreover, careless students raised hand to answer the questions while run in front of the class “Bu saya no. 3”. They smiled and laughed happily when they got impressed such as “Excellent, good job”. They shouted; “Hore… hore” when they answered correctly, even, they said “Bu, gimana hasilnya bagus kan Bu, dimasukan ya Bu nilainya”. They also gave comment during the lessons. Their comments were various such as found in field notes, “Jadi lebih mudah memahami isinya tidak usah lagi membayangkan, “Jadi ada gambaran tentang ceritanya, “lumayan mudahlah...” seneng bisa asyik, nyenengkeh”. It can be seen that the students like to learn English by using YouTube videos very much.

It was also proved when she interviewed in the next meeting. They felt that their studying became fun and pleasing. It can be quoted from the interview of the students’ comments follows;

FHC : “Dibandingkan dengan sebelumnya, lebih mempermudah pake media. Jadi lebih gampang maksutnya seperti apa begitu, Miss”.

PAW : “Lebih asyik, o iya Miss saya juga mencoba cara mendowload videonya lho, jadi bisa memperkaya berbagai cerita apalagi bahasanya. Lebih mudah, gak bosan.”

R :” Jadi gak terlalu sulit belajarnya. Gak usah membayangkan. Apalagi banyak gambar – gambarnya, ”

TB :” Menyenangkan dan gerak – gerik tokoh yang ada pada video tersebut jadi mudah menebak maksutnya. Belajarnya lebih gampang.”

In addition, the students were more brave and confident to present in front of the class. They spoke louder when the questions were in oral form; they also asked some questions when they found difficulties in learning the material, for instances, “Miss, saya yang menjawab nya lagi ya…”Miss, bisa di jelaskan sekali lagi yang no.2?”. They seemed gaining a new situation to become more live and joyful. It changed the classroom situation during TL process. During implementing Cycle 2, the students’ activeness and motivation improved; more than 85% of them participated actively and communicatively in TL activities such as in answering the questions, in asking questions, presenting their writing, giving comment, writing the sentences on the whiteboard and so on.

As the additional explanation, the relationship between the teacher and students outside TL process was good. It happened after ending the lesson in Cycle 2, some of them said that they hoped they could learn by using with the technique and they hoped the researcher could teach them, “Bu, alangkah senangnya seandainya di ajar sama Bu..”Iya, Bu ngajar di sini”. kapan – kapan main kesini lagi ya Bu, seperti ini lagi.” From the data written in researcher’s diary, it could be seen that YouTube videos changed the students’ behavior, when they met me on the way, they shaked hand to me and called my name.

Moreover, the observer (Teacher S) wrote in field notes that she was very pleased and lucky, because she had experience to teach the students more interesting and enjoyable. She looked the big changed in students’ attitude during the process of research. She wrote in my diary: “Saya sudah lama sekali mbak ingin mengubah cara mengajar saya, karena mbak tahu sendiri bagaimana anak-anak kelas VIIIID. Saya sangat senang sekali dengan teknik yang mbak gunakan, saya melihat anak – anak sangat antusias dan sangat komunikatif. Secara keseluruhan sudah bagus. Anak – anak menikmati, bahkan mereka fokus dengan materi yang mbak bawakan. Anak – anak juga bisa menyelesaikan pekerjaannya tepat waktu. Serasa waktu itu cepat sekali berlalu, terlihat sekali dengan anak –
anak. Saya mau belajar cara ini mbak, nanti tolong saya dikopikan ya mbak, untuk bahan anak kelas III. Saya juga minta hasilnya untuk memperkaya materi dan cara – cara yang lebih bervariasi. Terimakasih ya mbak untuk teknik menggunakan YouTube videonya.” It showed that YouTube videos were useful in TL activities. It gave positive contribution for teacher and students both in their achievement and attitudes.

Considering on the data analysis above, it could be interpreted that the extent of YouTube were able to improve students’ writing skill and changed the classroom situation to increase during Teaching and Learning Process for the Second Grade Students in SMP Negeri 1 Juwating.

2. Result Discussion

Based on the data obtained from the research findings, the researcher concludes that YouTube videos give positive contributions in English teaching and learning, which includes:

a. YouTube videos improve students’ writing skill.

This research shows that there are improvements in students’ writing skill which the students are able in: a) exploring the main idea correctly. They can write more than 5 to 7 sentences of each paragraph and they can make three paragraphs to develop the title. They also can finish their story better from the beginning, middle, and ending. b) Applying grammar rules correctly; they can put the subject and verb appropriately. c) Arranging words into sentences, sentences into paragraphs orderly. They are more careful and aware in constructing past sentences. d) Using transition signals between one paragraph to others. The students’ writing is readable and understandable. In other words, they can write cohesive and coherence paragraph in a text. e) Selecting words appropriately based on the story. They become aware in choosing words according to the text. They seldom wrote incorrect spelling words in writing.

These improvements were supported by some journals of writing which would be explained as follows: Barrata and John (2008) believe that images can represent writing task in helping students to develop students’ writing. Using film
as a teaching method can capture students’ interest and help them to learn more effectively. Most students show an increased level of interest when they have a chance to language in use as well as listen it and when this is coupled with interesting tasks. It helps them to arrange what they will say or write after watching the videos, because they do not just listen to the language, but also recognize it through the gestures of each characters in the videos. Therefore, it makes students easier to understand the material because they do not guess the material anymore; they have had description about the material through watching the video. It facilitated them to put the appropriate words into simple sentences, and then arrange them into a good paragraph related to the story. It is supported by Cakir (2006: 68) states that video makes meaning clearer by illustrating relationship in away that is not possible with words, which proves well-known saying that a picture is worth thousand words. Therefore, the learners are able to choose an appropriate diction based on the videos without imagine in their mind anymore. In addition, Fill & Ottewill (2006) in Lance (2007: 111) suggests that it can provide a compelling and immersive educational experience. Students are easier to understand and memorize the information from the video.

From the explanation above, it can be concluded that the indicators which there are improvement of students’ ability in writing narrative text achieved. In writing narrative text, students are able to write main idea of each paragraph. They can be aware to explore the main idea more than 15 sentences with the suitable topic in the video. They also can use appropriate vocabulary related the topic and put the structure of narrative text appropriately.

Besides, they use discourse marker in their text writing between one to other paragraphs so their writings were more readable and understandable.

Moreover, students mean score of each cycle increased; there were 10 of 36 students improved their writing ability and it increased 11% from posttest 1 to posttest 2. It can be seen in the table 4.10 below;
Table 4.10

**Computation of posttest score from pretest, cycle 1, and cycle 2**

<table>
<thead>
<tr>
<th>No</th>
<th>Level</th>
<th>Pre test</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Highest score</td>
<td>71</td>
<td>79</td>
<td>89</td>
</tr>
<tr>
<td>2</td>
<td>Lowest score</td>
<td>47</td>
<td>52</td>
<td>61</td>
</tr>
<tr>
<td>3</td>
<td>Average score</td>
<td>59.41</td>
<td>65.08</td>
<td>70.03</td>
</tr>
</tbody>
</table>

Table 4.11

**Comparison the number of students achieve the passing grade**

<table>
<thead>
<tr>
<th>No</th>
<th>Explanation</th>
<th>Passing Grade</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pre-Test</td>
</tr>
<tr>
<td>1</td>
<td>Score above passing grade</td>
<td>67</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>Score under passing grade</td>
<td>69</td>
<td>19</td>
</tr>
</tbody>
</table>

From the table above, it could be concluded that there were 72%, 26 students achieved the passing grade while the rest, 27%, 10 students still did not pass the passing grade, but their score are good enough. It means this study could be said successful because more than 70% of students could fulfill the passing grade.

b. **YouTube videos improve English class situation**

The result of the study also showed the improvements in English class situation include: 1) the class situation was more enjoyable, live, and fun. It makes students become more confident, many students volunteered to answer the teacher’s questions. 2) They gave full attention; even, some of them gave opinion spontaneously. 3) Students are braver to ask about the lesson. 4) Students are braver in giving opinion. 5) Students are able to finish the writing on time.

The result of the study was supported by some findings as follows; Irina (2010) states that YouTube videos enable teachers to attach the students to the real life nature of these videos. By creating context for these short videos students can be helped to explore a world of online English learning possibilities. The setting, action, emotions, gestures, etc, that the students can observe in a video clip provide an important visual stimulus for language production and practice. Using videos in the English class is a very helpful and stimulating method to motivate students to get the most of the lesson.
The students tended to dominate during the lesson. They were more active and became braver in responding teacher’s command. It makes the class more live and communicative. Besides, students’ responded shown that they could answer the questions confidently, and they raised their hand to get turn in answering teacher’s questions to write on the board without calling their name first as usual.

They also were brave to ask about their difficulties and try to do the assignment. They looked enthusiastic and pleased in doing the activities. The data gathered from the interview the students and teacher’s field notes proved that they enjoyed and excited when they learnt using YouTube videos. During implementing YouTube videos in Cycle 2, the students’ activeness and motivation increased; more than 85% of them participated actively and communicatively in TL activities. Based on Gillespie’s (1998) in Shea (2002: 7) one of the values YouTube video is providing increased opportunities for interactions between and among students and teacher. It can be seen in answering the questions, in asking questions, presenting their writing, giving comment, writing the sentences on the whiteboard and so on.

Before applying YouTube videos, the students did not focus with the lessons. They liked to do other activities, nevertheless, after using this technique their attention upon the lesson increased. They kept silent and pay attention to the video. At certain time they were quite noisy because they were discussing the material in pairs or in group. Barrata and John (2008) argue that sing film as a teaching method can capture students’ interest and help them to learn more effectively. Besides, it can lead to increased literacy and students’ motivation to the lesson.

In finishing the assignment especially in Cycle 2, they could make writing narrative text on time. They also seldom opened their dictionary; they took note the vocabulary in their book and they always asked when it was new to them. In short, YouTube videos were very good technique since it motivated and gave the new atmosphere in TL process.

The researcher and Teacher S decided to an end the cycle at Cycle 2 since the indicators of problem coming from competence and classroom situation
viewpoint had been overcome well and successfully, so it found a good improvement of students’ writing ability and classroom situation.
BAB V
CONCLUSION, IMPLICATION AND RECOMMENDATION

A. Conclusion

Based on the result discussion in the previous chapter, the research reveals the following findings:

1. **YouTube videos improves students' writing skill**

   Through applying YouTube videos, the writing skill of the second grade students of SMP N 1 Juwiring improves. It was proved by the result of the students’ mean score of post test-1 64,0 become 69,31 in post test-2. Besides, the students are able in: a) exploring the main idea correctly. They can write more than 5 to 7 sentences of each paragraph. They also can finish their story better from the beginning, middle, and ending. b) Applying grammar rules correctly; they can put the subject and verb appropriately. c) Arranging words into sentences, sentences into paragraphs orderly. They are more careful and aware in constructing past sentences. d) Using transition signals between one paragraph to others. The students’ writing is readable and understandable. In other words, they can write cohesive and coherence paragraph in a text. e) Selecting words appropriately based on the story. They become aware in choosing words according to the text. They seldom wrote incorrect spelling words in writing.

   In short, the students can achieve writing elements including the mastery of developing and organizing ideas in written form, using grammatical sentences, selecting appropriate words and expressions, and mastering and obeying conventions of spelling, punctuation, and mechanics through the practice of writing especially using YouTube videos. Besides, the students can write a narrative text well.

2. **YouTube improves the class situation during English Teaching and Learning Process**

   Before YouTube videos were implemented, the situation of writing class was uninteresting: a) some of the students did not give their full attention; b) they
did not try to ask the teacher about their difficulties; c) They were ashamed to answer the teacher’s question; d) they spent much time in writing; e) they also refused to present their writing in front of the class. It made the process of teaching and learning run ineffectively.

After YouTube videos were implemented for 5 meetings, the class situation was more enjoyable, live, and fun. It makes students become more confident. Many students volunteered to answer the teacher’s questions, shy students got involved to present their assignment in front of the class, even, they spoke more loudly in answering some questions.

When the teacher played videos and then explained the material, they gave full attention; even, some of them gave opinion spontaneously. The class looked crowded because they were discussing the material in pairs or groups. In groups, they gave comment in discussing the text, and they corrected their friend’s idea.

They also became aware to write their own narrative text individually. They felt satisfied because they could finish it on time and they could achieve higher passing grade. While YouTube videos were implemented, the class situation was very enjoyable and fun. The interaction both the teacher—students and students-students was shown when the teacher asked questions, they responded it well.

Based on the research findings above, the researcher concludes that YouTube videos can improve students’ writing skill. It allows the students to get easier in generating and organizing the ideas when they write. It also makes the students focus on certain topics so their writing is readable and understandable. Besides, there are more than 70% of the students who achieve the passing grade.

YouTube videos also have some strengths towards writing in writing class situation during the teaching learning process. By implementing YouTube videos, the students get involved in teaching and learning process; they are more active and innovative joining the lessons. They were braver in answering the teacher’s questions and asking the difficulties about the materials. Shy students also volunteer to participate in the lessons without being asked by the teacher. They paid attention to the lessons when the videos were played. However, there is still a
weakness of using YouTube videos in writing class. Few students still got difficulties in finding appropriate words with correct spelling.

Generally, YouTube videos can improve students writing skill and students’ attitude toward writing in teaching and learning process.

B. Implication

Based on the result of the research which is aimed to improve the students’ writing skill by using YouTube videos, the researcher concludes that teaching writing by using YouTube videos can improve the students’ writing skill. Practically, the use of YouTube videos helps the students to focus on certain topic so they can generate and organize paragraph more easily. The symbolic codes, language images, and literacy in the videos make the students easy in selecting the appropriate words with correct spelling. Besides, YouTube videos give them stimulus to be active and create an idea to brainstorm so they can write with detailed information as presented in the video.

YouTube provides many kinds of interesting videos so it is important to select the appropriate videos which suitable with the teaching material and make the class are more interactive and enjoyable. By using YouTube videos in teaching writing, the students’ writing skill can be improved. Moreover the class situation is more communicative and interesting.

C. Recommendation

The research findings of this study imply that the use of YouTube videos is very effective in teaching writing narrative text to improve students’ writing skill. It is based on the fact that the implementation of YouTube videos can affect improvement of the students’ writing skill and overcome the class situation in teaching and learning process.
After knowing the essential of YouTube videos that it can improve students’ writing skill, the researcher recommends the English teacher, the students, the school, and other researcher are as follows:

1. **The English Teacher**

   The English teacher should understand and become aware that through watching the symbolic, pictures, and the gestures of every character in the videos, YouTube videos make students get stimulated toward the material. They also add special extra dimension to the learning experience so they help the students to arrange what they will say or write after watching it. Students not only just listen to the videos, but also recognize it through the gestures of each character in the videos. Students are easier to understand and memorize the information from the video. Therefore, the English teacher is easier to explain the material to his/her students. Moreover, YouTube videos provide opportunity for interactions between and among students. It makes the class more live and communicative. Using videos in the English class is a very helpful and stimulating method to motivate students to get the most of the lesson. It builds up good condition during the teaching and learning activities to decrease monotone and boredom.

2. **Students**

   The students should be aware of the importance of writing in both their study and their life. After gaining the technique of YouTube videos to improve their writing, the students are expected to have more practice in writing. They are expected to follow the stages of writing to create a piece of good writing. Besides, they do not practice it as the teacher assignment but they have initiative to practice it to get benefit in their future because they can access videos in YouTube and download it as extra materials in developing their skill.

3. **The School**

   To make the students interested toward the lesson, the school should provide media such as YouTube videos so the students may explore
various materials based on the competency and curriculum. Besides, in applying the material each teacher presents the materials through displaying the videos.

4. Other researchers
It is expected that other researchers can make use of YouTube videos in conducting research in other skills such as listening and speaking.
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