

**USING TUTORIAL VIDEO ON YOUTUBE TO IMPROVE THE PROCEDURE
TEXT WRITING ACHIEVEMENT OF THE NINTH GRADERS OF SMP
NEGERI 1 INDRALAYA UTARA**

A Thesis

By

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Language and Arts Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

INDRALAYA

2018

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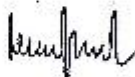
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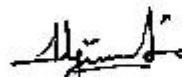
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Maria Fransiska Pasaribu

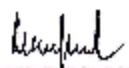
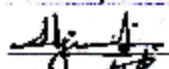


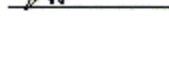
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Certify that thesis entitled "Using Tutorial Video on YouTube to Improve the Procedure Writing Achievement of the Ninth Graders of SMP Negeri 1 Indralaya Utara" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17. 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Indralaya, October 2018

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This thesis was written to fulfill one of the requirements to accomplish Undergraduate degree (S1) at the English Education Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Sriwijaya University. This thesis was written based on the research conducted at SMP Negeri 1 Indralaya Utara. The writer would like to express her great sincere gratitude to God for his merciful blessing so that this thesis could be finished.

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Inderalaya, October 2018

The writer,

Maria Fransiska Pasaribu

THESIS DEDICATIONS

This thesis is dedicated to:

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- 2) Two important peoples in my life, my beloved parents: my father, Mr. Gusar Lambas Pasaribu and my mother, Mrs. Bungaria Silaban, who always give their love, pray, and support me during the process of finishing my study. Thank you very much for all of meaningful thing that you have given to me till now, you will always be my spirit in my life. I love you so much. God always Bless you.
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MOTTO

Jeremiah 17:7 “Blessed is the one who trusts in the Lord, whose confidence is in him.”

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ABSTRACT

This study was conducted to help students solve the problems in learning English. The objectives of this study were to find out: (1) whether or not there was any significant difference in procedure writing achievement before and after the ninth grade students of SMP Negeri 1 Indralaya Utara were taught by using tutorial video on YouTube and (2) whether or not there was any significant difference in procedure writing achievement between the ninth grade students of SMP Negeri 1 Indralaya Utara who were taught by using tutorial video on YouTube and those who were not. The sample of this study was 60 of the ninth graders of SMP Negeri 1 Indralaya Utara. The data were collected by using pre-test and post-test and analyzed by using paired samples t-test and independent samples t-test. The results of this study showed that (1) the mean difference in post-test and pre-test of experimental group was 18.850 and p-value $0.00 < 0.05$. It means that there was a significant difference in procedure text writing achievement before and after they were taught by using tutorial video on YouTube and (2) the mean difference between post-test of experimental group and control group was 11.616 and p-value $0.00 < 0.05$. It means that there was a significant difference in procedure text writing achievement between the students who were taught by using tutorial video on YouTube and those who were not.

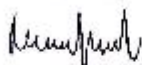
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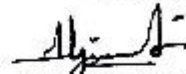
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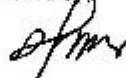
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CHAPTER I

INTRODUCTION

This chapter describes: (1) background of the study, (2) problems of the study, (3) objectives of the study, and (4) significance of the study.

1.1 Background of the Study

English is the global language used as the first international language to interact with others around the world. According to Brain (2005), English is not only used as an official language in many nations, but also influences many different cultures in a large number of countries; it is the central language of communication in the world. There are four language skills that have to be mastered by the students. They are listening, speaking, reading and writing. Writing is the most important skill that the students do in schools. In writing, all the elements of language skills should be fully concentrated in order to get really good results.

Writing is an aspect of learning English that is considered difficult. Torrance, Thomas and Robinson (1994) state that academic writing is difficult. It requires a complex combination of generating, selecting the ideas that are appropriate to the writing task, translating these into text, and polishing the text to produce a presentable document. Richard and Renandya (2002, p.304) state that writing is usually thought to be the most difficult skill to acquire and should only be taught after students have learned the other skills. In learning English, writing is always placed in the last after listening, speaking and reading. Jannah (2013) who involved the second grade students of MTS Yaspuri Merjosari Malang showed that the students' writing achievement was still low. She found that the students were hardly ever practiced writing, the students wrote a word or a sentence but they do not think whether it was correct or wrong. They did not think that their writing was meaningful or not. Another problem faced by learners in the writing activity is they do not know the intended meaning of the teacher instruction so that they do not know what have to be written. They were still confused with the grammar rules such as the concept of the subject, verb and so on. The result of the *The Programme*

for *International Student Assessment (PISA)* in 2015, showed that Indonesia ranked 62nd out of 70th countries in the world. In reading literacy, Indonesia has a mean score of 397 from the average mean is 493 (OECD, 2015). Related to the explanation above what showed that in learning English, Indonesian students has a low reading skill, so that they also have a low writing skill. Another problem based on Ariyuni and Husein's observation, a graduate of English Language and Literature Department of UNIMED, who involved tenth grade students of SMA Swasta Sinar Harapan Lubuk Pakam found that the weakness of students in writing, it was found that many students could not write properly. They did not pay attention and enthusiasm on the writing task. The students have an idea in their mind but they do not know how to recognize their point of views in writing. Besides, teacher is not able to create interesting media in teaching and learning process and the students can not enjoy their lessons.

According to the 2013 Curriculum, there are texts that have to be mastered by the ninth graders of SMP. They are Report and Procedure text. Procedure text is one of the genres in writing that must be well-mastered by the students, and the students should know what the purpose of the procedure text is. In general, *procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps.* According to Kemper *et al* (1994, p.38) state that there is a time when people need to explain something done or something happen. In that time, procedure text could be one of the texts that qualifies for this purpose.

In this study, the writer chose SMP Negeri 1 Indralaya Utara as the population. Based on the writer's observation at SMP Negeri 1 Indralaya Utara, the teacher said that the students have problem in learning English, especially in writing such as generating the ideas. The students got difficulty in vocabulary and grammar. It becomes problems in doing writing activity and they could not write procedure text correctly. In addition, the teacher said that the result of their writing achievement in average is around 60 whereas the expected score based on Standard of Minimum Completeness (KKM) in SMP Negeri 1 Indralaya Utara is 75.

There are many strategies that can be used to improve the students' procedure text writing achievement. One of the strategies is to make the interesting teaching and learning process, and make the students become easier to understand the content of the material, so the writer chose to apply the use of various media and must find the proper media in teaching and learning process. One of the media is tutorial video on YouTube. Harmer (2003, p.282) states that 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. In SMP Negeri 1 Indralaya Utara the writer tried to improve the students' procedure text writing achievement by using tutorial video on YouTube as a media. YouTube is a social media platform that was launched in 2005 that allowed billions of individuals to discover, watch and share original user created videos (YouTube, 2015). Video on YouTube is the audiovisual media that produced sound, color, and concrete picture. By using video on YouTube as a media, the students can make particularly powerful contribution to both the content in teaching and learning proces, especially to make the students feel more interested and they can enjoy the lesson with fun. Because, they can watch video about the procedure text and they can see how procedure text is used in their daily life. Lance (2007, p.113) states that watching video is more effortless, enjoyable and it is also making the classroom more diverse.

A research conducted by Pratiwi who involved the second grade of SMP Negeri 1 Juwiring, Klaten in Academic Year of 2009/2010 found that using tutorial video on YouTube gives the positive contribution to the English teacher and the students. It makes students understand the material easily, because they do not guess the material anymore; they have had description about the material through watching video. Willmot (2012) found that video can inspire and engage students when it is incorporated into student-centered learning activities, including increased motivation, enhanced communication skill and overall higher marks. Moreover, a research conducted by Habibulloh (2017), a graduate of English Education Department Teacher Training and Education Faculty of Nusantara PGRI University in Kediri at SMPN 1 Mojo Kediri in academic year of 2016/2017, found that the

students' scores in pre-test were 57,05 and after being taught using video the students' scores change 72,69 in post-test. It means that teaching writing by using tutorial video on YouTube can be a strategy to improve the students' writing achievement.

Based on the explanation above, the writer was interested in conducting the experimental study entitled as "Using Tutorial Video on YouTube to Improve the Procedure Text Writing of the Ninth Graders of SMP Negeri 1 Indralaya Utara".

1.2 The Problems of the Study

Based on the background of the study, the problems were formulated in the following questions:

1. Was there any significant difference in procedure text writing achievement before and after the ninth graders of SMP Negeri 1 Indralaya Utara were taught by using tutorial video on YouTube?
2. Was there any significant difference in procedure text writing achievement between the ninth graders of SMP Negeri 1 Indralaya Utara who were taught by using tutorial video on YouTube and those who were not?

1.3 The Objectives of the Study

Based on the problems above, the objectives of this study were:

1. To find out whether or not there was any significant difference in procedure text writing achievement before and after the ninth graders of SMP Negeri 1 Indralaya Utara were taught by using tutorial video on YouTube.
2. To find out whether or not there was any significant difference in procedure text writing achievement between the ninth graders of SMP Negeri 1 Indralaya Utara who were taught by using tutorial video on YouTube and those who were not.

1.4 The Significance of the Study

By doing this research, the writer hopes that the result of this study can provide a positive contribution and useful for English teachers, students, and writer. First, the result of this study can help the English teachers to improve students' writing skill and can also help the English teachers become more creative in increasing students' interest in learning. Therefore, English teachers explain the learning materials to students easily by using interesting media such as tutorial video on YouTube. Second, it may help the students to be interested in learning English especially when teachers use tutorial video on YouTube as a media to improve their students' writing skill. In addition, the result of this study can provide a good motivation for students, because they can enjoy the teaching and learning process. Finally, for the writer herself, this study gives her knowledge and more experience in teaching and learning process.

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