CHAPTER II

REVIEW OF RELATED LITERATURE

A. Related Studies

The first previous study was Pratiwi. In this study the result of this research Youtube video also have some strengths towards writing in writing class situation during the teaching learning process. She showed two videos with different topics: " sleeping beauty" and " the lion and the mouse". 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 question 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. As stated by Alan in Rahayuningsih thesis:

"and video's moving pictures also help learner concentrate because they provide a focus of attention while they listen".[10]

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 learnig process.[11]

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[10] Alan, in Apriliana Sri Rahayuningsih." *Improving students' listening comprehension on narrative text Through youtube video*," 2011, p. 82.

[11] Apriliya Intan Pratiwi, *Optimizing The Use of Youtube Videos to Improve Students Writing Skill,* Unpublish Thesis, Surakarta: Faculty Sebelas Maret University, 2010.

The second was Tristy. In his study, the result of this research is the objective of the study was to find whether teaching writing report with All About Animals VCD is effective to improve the students ' achievement. The population of this study was the ninth grade of SMP 2 Kudus. The subject of the study was 40 students. In collecting the data, she carried out three activities. In the first activity, Tristi gave a pre-test to know the Students ' prior knowledge about report text. In the second activity, Tristi asked the students to watch All About Animals VCD. By watching the video, it let the students get information and knowledge about animal. So, it can help them in writing a report text about animal. In the last activity, she gave a post-test to measure the students ' improvement. The average of the students ' result in pre-test was 58.775%, in the cycle Tristy test was 69.475%, and in the post-test was 79.55%. It means that the students ' achievement in writing report text was improved because the post-test result was better than the pre-test result. Based on the study, it is found that All About Animals VCD seems to be effective for improving the students ' ability in writing report. Tristi hope this technique can be used by other teacher to enable the students to write report text.[12]

The third, was Lestiyanawati thesis. The result of this research is the strategy by using documentary film in BBC VCD is applicable since the strategy help the

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[12] Retana Tartila Tristy, *Improving Students Skill In Writing Report Text With All About Animals Vcd (An Action Research At The Ninth Year Students Of SMP 2 Kudus In The Academic Year Of 2009/2010)*. Unpublished Thesis, Semarang : Universitas Negeri Semarang.

students solve their problem in writing report. The students were taught by using documentary films in BBC VCD as the media in improving their ability in writing report text. During the treatment, she showed three documentary films in BBC VCD; they were: All About Animal VCD 12 "Tara the Tiger", Journey of life, and Big Sky Bear.

The media enable the students to actively engage to the instructional process. Furthermore, the media are able to give students more information and improve their ability in building idea to write.[13] As stated by Allan in Rahayuningsih thesis:

"the right video material can do this in a range of ways: its vivid presentation of settings and characters can be used to set the scene for role play; it can present a case with such impact that it sparks of fierce debate; we all make our own interpretations of what we see and so video can be stimulus to genuine communication in the classroom by bringing out different opinions within the group".[14]

The last, was Rahayuningsih thesis. The result of this research is Youtube video can improve the students' listening comprehension. The students' listening comprehension improved after they were taught using the Youtube video. This improvement is proven by the findings after the research was conducted. The findings were 1) the students could answer teacher questions correctly 2) the students could determine the general idea by their selves 3) the students could determine the specific information by their selves 4) the students could summary

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[13] Rochyani Lestiyanawati, *The Use Of Documentary Film In Bbc Vcd As Alternative Media In Improving Students' Ability In Writing Report* , Unpublish Thesis, Semarang: English Department State University: 2011.

[14] *Ibid* p.85

the material of listening 5) the students could determine the sequence of events of the narrative text they listened. She showed four videos with different topics : "snow white and the seven dwarfs" and "swan like", and "the lion and the jackal" and "Cinderella". Besides, Youtube video can improve the classroom situation during teaching and learning process. Youtube video brought positive atmosphere to the class of X 2. The students showed better attitude towards the listening lesson. The students did not grumbling anymore when asked to do listening. They joined listening with enthusiastic. The students also paid more attention to the lesson. Ur, who says in Rahayuningsih thesis :

"learners look at visual materials while simultaneously following a spoken description on it. The latter may be limited strictly to details that can be verified visually".[15]

Then, they were more active in the listening class. They asked questions to the teacher when they faced difficulties. Besides, they were easy to ask to come in front of the class to retell what had been listened. And they also answered teacher's question actively.

The mean score strengthens all the statements. The mean score got improved from the pre-test to the cycle 2 test. In the pre-test the students got 52.89, in the cycle 1 test they got 70.43 and in the cycle 2 test they got 81.34. In the pre-test, there were only 11.43% students who reached the passing grade 70.0. After the

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[15]Ur, in Apriliana sri rahayuningsih, *Improving students' listening comprehension on narrative text Through youtube video,* 2011. P 84.

research that was in the cycle 2 test, there were 97.14% students who reached the passing grade.[16]

Based on explanation the previous studies above, the writer was conducted about the effect of using youtube video on the ability in writing report text at the eleventh grade students of SMA Muhammadiyah Palangka Raya. Here, the writer was focused on implemented of youtube video in teaching writing report text. The writer used youtube video to increase the students' English achievement and the students' background knowledge when they write report text.

B. Writing

1. Nature of Writing

There are a few definition of writing, according Dulay state that writing is the only mode in which both linguistics manipulation tasks and communications tasks have been given.[17] Fauziati also gives statement that: Writing as a process is orientated towards work in progress and the development of new skills, rather than merely evaluative tasks, the classroom practices, therefore, will vary from each other.[18] In the other words, Nunan also states that Writing activity as commonly conceived, is a highly

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[16]Apriliana sri rahayuningsih, *Improving students' listening comprehension on narrative text Through youtube video (a collaborative action research at the grade 10 students of sma batik 1 surakarta in 2010/2011)* Unpublish Thesis, Surakarta: 2010

[17]Heidi Dulay, et a,. *Language two* (New York: Oxford University Press, 1982), P.226.
[18]Endang Fauziati, "*Teaching English as a Foreign Language*," (Muhammadiyah University Press :Surakarta, 2002), P.151.

sophisticated skill combining a number of diverse elements, only of which are strictly linguistic.[19]

According to Oxford Advanced Learner's dictionary that writing is the activity or occupation of writing e.g. books, stories or articles.[20] Based on the statements, it can be concluded that writing is an active. Productive more clearly, writing is an act or process to produce some information in their mind that should be express into writing form. Writing will be the best if the students guide on the rules defined. It usually refers to contents, organization, grammatical, usage and mechanics, sentence structure, mastery on vocabulary and so on.

Why writing because Writing is a productive skill. It is one of the most difficult and therefore frustrating *subjects'* to teach particularly in an ESL/EFL program[21]. Correcting students" writing is time-consuming work therefore, many teachers dislike correcting students" writing. The goal of writing classes, however, is to promote learners performance in writing accurately across different genres. This requires explicit instruction on many items such as grammar, punctuation, spelling, structure, style as well as on

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[19]David Nunan, *Language Teaching Methodology " A Text book For Teacher*" (Sidney: Prentice Hall Intrrnational, 1988), P.155.

[20]Jonathan Crowther, *Oxford Learner's Dictionary of Current English (*New York: Oxford University Press, 1995), P. 1385.

[21] Students' Writing errors in ESL: A Case Study, *Haifa Al-Buainain , Associate Professor , Department of Foreign Languages Qatar University.*

generating and expressing ideas, and using procedure text make it easier at the video show.

2. Kinds of Writing

The kinds of writings is as follows:

a. Paragraph is a group of related statements that a writer develops about a subject. The first sentence states the specific point, or idea, of the topic. The rest of the sentences in the paragraph support that point.[22]

b. Essay is a group of paragraphs that develops one central idea. Unlike the paragraph, the essay is a more formal composition.[23]

3. Writing Process

The Writing Process

a. *Pre-writing* is the thinking, talking, reading and writing you do about the topic before we write a first draft. Pre-writing is a way to get ideas. In this step, the writer can choose a topic and collect ideas to explain the topic".[24] The teacher needs to stimulate students' creativity, to get them thinking how to approach a writing topic. There are several activities we can choose from in the prewriting stage. During Prewriting we are creating or generating a lot of ideas about our topic. The most important part of

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[22] Alice Oshima, *Introduction to Academic Writing (Third Edition),* America, 2007,p.3.
[23] Regina L smalley,dkk, *Refining Composition Skills Rhetoric and Grammar*, Australia. 2001, p.105.
[24] Alice Oshima and Ann Hogue, *Introduction to Academic Writing* (New York: Longman, 2007), P. 16.

Prewriting is to generate as many ideas as possible. These prewriting activities include listing, brainstorming, free writing, clustering.[25]

b. *Drafting:* Students create their initial composition by writing down all their ideas in an organized way to convey a particular idea or present an argument. Audience and purpose need to be finalized.

c. *Revising:* Students review, modify, and reorganize their work by rearranging, adding, or deleting content, and by making the tone, style, and content appropriate for the intended audience. The goal of this phase of the writing process is to improve the draft.

d. *Editing:* At this point in the writing process, writers proofread and correct errors in grammar and mechanics, and edit to improve style and clarity. Having another writer's feedback in this stage is helpful.

e. *Publishing:* In this last step of the writing process, the final writing is shared with the group. Sharing can be accomplished in a variety of ways, and with the help of computers, it can even be printed or published online.

4. Writing Assessment

There are a number of different approaches to the practice of writing skills both in and outside the classroom.[26] In the teaching of writing we can

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[25]Regina L.Smalley, *Refising Compisition Skill Rhetoric and Grammar (*New York:Pearson Education. Inc,2000), P. 3.

[26] Jeremi Harmer, *The Practice of English language Teaching (Fourth Edition),* p. 325.

either focus on the product of that writing or on the writing process it self.[27] Traditionally, in curriculum practice, a distinction has been drawn between the activitie in the which focus on products and the activities which focus on process. In traditional is paid to help learners develop their ideas in the processs of meaning-making.

a. The Process Approach

In the process approach, students are thought strategies that should help them to finally reach a decent product, but of course "the product is still an important goal, but the writing class is more exploratory, less purnitive, less demoralizing; and the student writer is less alone'. The process approach encourages students to experiment with ideas throught writing and to share the writing with their classmates and to get opinion from several people to help them figure out what to say and how to say it.

The process approach is an attemp to take advantage of the nature of the written code (unlike conversation, it can be planned and given an unlimited number of revisions before its "release") to give students a chance to think as they write. Another way of putting it is that writing is indeed a *thinking process*.[28]

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[27] *Ibid.*
[28] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy (second Edition)*, p. 336.

b. The Product Approach

The product is after all, the ultimate goal: it is the reasonthrought the process of prewriting, drafting, revising, and editing.Without that we go final product firmaly in view,we cold quite simply drown ourselves in a series of revisions. Process is not the end; it is the means to the end.

In the traditional way of teaching writing teachers moustly concerns with the final product of writing and what the product should look like. Brown in Fauziati states has mentioned some traditional criteria of good writing. Composition, he sates, are supposed to "(1) meet certain standars of prescribed English rethorical style, (2) reflect accurate grammar, and (3) be organized in conformity with what the audience wold consider to be conventional".[29]

c. Scoring Method

To assess the Students' writing product, there are three methods of scoring for judging the students' writing. Those are holistic, primary trait, and analytic scoring. In the present study, the researcher uses analytic scoring method in evaluating the students' final composition. Analytic scoring is a procedure in scoring a piece of writing by referring to a list of features or sub skills on which a rater bases his or her judgment. It is assumed that analytic scoring system is closer to the criteria use in the process writing. The scoring method applied in the study is developed by

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[29] Endang Fauziwati , *Teaching of English as a Foreign Language (TEFL)*, p.148

Behram. The analytic scoring method applied in this study covers four components (content, organization sentence structure, grammar, usage and mechanic).[30]

Table 2.1 the Scoring rubric for the Measurement of Writing Test

Components	Score	Level	Criteria
Content	27-30	Very Good to Excellent	Very good in mastering the problem; the content is very solid; complete and comprehensive; very appropriate with the problem and title.
	22-26	Fair to Good	Mastering the problem; the content is adequate; almost complete and comprehensive; appropriate with the problem and title, but it is less detail.
	17-21	Poor to Average	The problem mastery is limited; the content is not adequate enough; less complete.
	13-16	Very Poor	Does not master the problem; the content is not sufficient; not relevant with the title and problem; there is not enough material to evaluate.
Organization	18-20	Very Good to Excellent	Very harmonious; the main ideas are expressed and developed clearly, organized well, logical order; close relationship among parts (cohesive).
	14-17	Fair to Good	Less harmonious; the main ideas are not organized well; less developed; logical order but less comprehensive.
	10-13	Poor to Average	Not harmonious; the main ideas are not irregular; the sequence is less logically; the main ideas are less developed.
	7-9	Very Poor	Does not communicative; no organized; there is not enough material to evaluate.
Grammar	22-25	Very Good to Excellent	Very effective in using simple and complex sentences; less errors in using grammar, sequence sentences, phrase

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[30]PusatKurikulum(Puskur), "*StandarBahasainggris (Content Standard for English)*", Jakarta:2006.

			and word form, preposition, etc.
	18-21	Fair to Good	Effective in using simple sentences; some difficulties in using complex sentences; some errors in using grammar, sequence sentences, phrase and word form, preposition, etc.
	11-17	Poor to Average	Error and difficult in using simple and complex sentences; most errors in using grammar, sequence sentences, phrase and word form, preposition, etc.
	5-10	Very Poor	Almost not mastering the grammar; full errors in grammar; cannot be understood; not enough material to evaluate.
Vocabulary	18-20	Very Good to Excellent	Repertory of words is wide; the chosen and use of exact and effective words; mastery in word form and formation.
	14-17	Fair to Good	Repertory of words is enough; the chosen and use of words occasional not exactly, but the meaning not obscured.
	10-13	Poor to Average	Repertory of words are limited; most errors in choosing words; the meaning is hazy and obscured.
	7-9	Very Poor	Repertory of words are very limited until can not communicate the meaning; less informative to evaluate.
Punctuation	5	Very Good to Excellent	Comprehence to the punctuation; less error in spelling, punctuation, the use of capital letter, arrange of paragraph.
	4	Fair to Good	Occasional error in applying the rule, but not hazy the main content and meaning.
	3	Poor to Average	Most error in applying the rule of the spelling and writing; difficult to read the writing; main content and meaning are hazy.
	2	Very Poor	Does not master the rule of the spelling and writing; full error in spelling, punctuation, the use of capital letter, arrange of paragraph, difficult to read the writing; not enough information to evaluate.

C. Text Type

1. Kinds of Text

a. Recount Text

Recount text is text that retell about a story, experience, and other. recount text use simple past tense or past perfect tense in its phrase. recount text retell about past event. Recount text use adverbs of time, for example : when, one day, once upon a time, last holiday , after, before, and other. Its very easy to different recount text from another text. you can make *recount text* from your story.

b. Report Text

Report text is a text which presents information about something, as it is. It is as a result of systematic observation and analysis.

Social Function: to describe the way things are with reference to a range of natural, manmade, and social phenomena in our environment.

Generic Structure:

1) General classification: tells what phenomena under the discussion.

2) Description: tells what the phenomenon under the discussion is like in terms of parts, qualities, habits or behavior.

3) Grammatical Features: focus on generic participants, use relational processes to state what is and that which it is use simple present tense.

c. Narrative Text

Narative text is a text focusing specific participants which tells an interesting story. Its social function is to tell stories or past events and entertain or amuse the readers. Social Function: to amuse, entertain Generic Structure:

1. Orientation : Introducing the participants and informing the time and the place.

2. Complication : It is such the crisis of the story. If there is not the crisis, the story is not a narrative text. In a long story, the complication appears in several situations. It means that some time there is more then one complication.

3. Resolution   : It is the final series of the events which happen in the story.

   Significant lexical grammatical features: focus and specific participants, use material processes, behavioral processes, and verbal processes. Use temporal conjunction and temporal circumstances, use past tense.

d. Procedure Text

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. This text uses simple present tense, often imperative sentences.

Social Function: to describe how something is accomplished through a sequences of actions or steps.

The Generic Structure:

1) Goal

2) Material

3) Steps 1-n

Significant lexical grammatical features: Use simple present tense, often imperative. Use mainly material processes.

e. Descriptive Text

Descriptive text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Social function: to describe a particular person, places, or things.

Generic Structure:

1) Identification: identifies the phenomenon to be described

2) Description: describes parts, qualities, characteristics

Significant lexical grammatical features: Focus on specific participants, use simple present tense.[31]

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[31] *Kind of Text*. (Online) (http://_mp3lembang.blogspot.com/2011/03/genre-kinds-of-text-in-english-language.html) accessed on May 4th, 2014.

2. Function Text Type In Learning English

Functional Text is a short text that has particular meaning and purpose, and can be used in our daily life. It may be in the form of *prohibition, invitation, greeting cards, short message, shopping list, notice, announcement*, etc.

D. Report Text

1. Definition of Report Text

Report is a text which presents information about something, as it is. It is as a result of systematic observation and analysis. Report text is the text that conveys information about things (objects, living things, acts of nature) as it is, as a result of systematic observation and based on facts.

Writing is the last skill in English that we cannot ignore. When the students write a text, they should not only write semantically correct but also should use correct grammar. Generally, writing is a complex process that involves a range of skills and tasks because by writing process, each of which focuses on specific tasks.

In general, report text is one type of text that include into "factual texts" category. This text also have purpose, generic structure commonly. This text is often called a "twin brother" as descriptive text so there's a lot of students are "confused" about how to distinguish between those texts.

2. Generic Structure

General classification (general statement covering the subject of the report and classification) Description (a description that includes qualities,

parts and Their functions, habits / behaviors, and uses (uses) when the subject is non-natural (not live)).

3. The Characteristic of The Report Text

Describe the general nouns as the subject. For example birds, komodoes, orchids use the simple present tense (if not already extinct), does not need time sequence words / no need to order, using relating verbs (is, are, has, have), and using special technical terms, such as tree (tree) : stem, root, branch.

4. The purpose of report text is to describe/report things as they are. This text is the result of observation, research on natural phenomena, social and cultural (natural or non natural).[32]

5. The Example of Report Text [33]

''Rabbit''

Rabbits are small mammals that can be found naturally in South Africa,Sumatra, Japan and Europe. Rabbits are also often found in desert areas in the Middle East where rabbits inhabiting the greener parts of the desert to search the foods and water in order to survive. (General classification).

Rabbit is an herbivore that its main food is grass, but it also eats nuts and fruit or vegetables. Rabbits dig burrows into the ground to hide food, and

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[32] Fuad, *English Version* , http://checktheblogout.blogspot.com/2011/12/report-text.html (accessed Thursday, December 9, 2009).

[33] Jazilatul Masruroh, *Report Text (Full Materi + Contoh),* http://www.englishindo. com/2012/03/ report-text-penjelasan-contoh.html.(accessed Tuesday, September 30, 2014

also gave birth to a baby and raise them. Nowadays, the rabbit is a popular pet especially for young kids because of their calmness. Rabbits can eat grass all day long. The grass is not only good for them, but also helps to keep their teeth. Their teeth grow constantly and if the rabbits can't gnaw at certain things, then their teeth can grow very long which causes pain and even death. Rabbits live an average of about 8 years if as pets, but many wild rabbits do not live long. Because rabbits are prey of other animals. Rabbits are also vulnerable to myxomatosis, a disease that causes rabbit tumor develops quickly. Pet rabbits should be vaccinated every 6 months to a year to prevent the disease. (Description).

E. Media

1. Definition of Media

Media is a Latin word that is the plural form of medium which means mediator or agent. Media is a mediator in sending or transferring a message from the sender to the receiver. Media is all of the components around the student which can stimulate to learn something.[34] There are considered instructional media when they provide messages with an instructional purpose. The purpose of media is to facilitate communication and learning.[35] Thus, from the definitions above, it can be concluded that media is everything that can be used to transfer the message from the sender to the receiver that can stimulate in the learning process.

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[34] Gagne in Apriliana Sri Rahayuningsih." *Improving students' listening comprehension on narrative text Through youtube video*," 2011, p. 33.

[35] Robert Helnich and Michael Molenda, *Instructional Technology and Media for Learning,* Columbus: Upper Saddle River,.p.9.

2. The Characteristic of Media

   a. Fixative Property

   The function of Media is to record, save, keep, and reconstructs any action or objects. Here, the examples are photographic, book, video, tape, audio tape, diskette, computer, and film.

   b. Manipulative Property

   Manipulative related to time lapse recording‖, technique in break down the picture, film, and recording. So, teacher can spin the film flashback, jump (forward or previous).

   c. Distributive Property

   Distributive characteristics make information is possible to share in not only in a small group class or certain school but also in many schools, everywhere, and every time.[36]

3. The Types of Media

   There are three types of media, such as:[37]

   a. Visual Media

   There are many ways LCD, photograph, charts, posters, magazines, newspaper, postcards, flashcards, puppet, and book can be used in English teaching.

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[36] Apriliana Sri Rahayuningsih.*" Improving students' listening comprehension on narrative text Through youtube video,"* 2011,p.34.
   [37] *Ibid*,p.274

b. Audio media

Audiotapes can be prepared by students to use in presentations to the class. Students can prepare the tapes with special sound effects or elements of music to enhance a portion of their speech. Students also could use an audiotape of an interview with a special individual as a part of their presentation.

c. Audio visual media

Audio visual are a combination of sound and image linked by a theme. Movies and television are media for a mass audience, videos and audiovisuals (slide series, photo series) are group activities, for a more limited audience.[38]

4. Instructional Media

Instructional media are information carriers designed specifically to fulfill objectives in a teaching-learning situation. They are very important in language teaching, especially the foreign language, because they facilitate the direct association between sounds and their symbols and also words and the objects they represent. They help to vividly illustrate meanings of things because they are associated with materials used by the teacher to improve the quality of his teaching.

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[38] https://www.unodc.org/pdf/who *materials*.com.,p.1.

Instructional media includes all the materials and substantial resources that an educator might use to implement instruction and facilitate students' achievement of instructional objectives.

Methods are the instructional techniques that facilitate learning. Media are the means of implementing those methods (as well as conveying the material to be learned). For example, methods include demonstrations, animations, examples, practice, and feedback. Media include overhead slides, computers, video, workbooks, and instructors among others.

5. The Function of Media.[39]

   a. Attention

   Media are able to attract the students' attention in learning something in the class or out of class. Usually, students are more interesting to learn something by real object than theory.

   b. Affection

   Affection related to students feeling. Using media can come up the emotion of students. For example, students are more diligent and discipline.

   c. Cognitive

   Cognitive related to the achievement in catching, memorizing, showing, sharing everything to the other. Media help the student to be easier in catching the target of learning process.

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[39] Levie & Lentz in in Apriliana Sri Rahayuningsih." *Improving students' listening comprehension on narrative text Through youtube video*," 2011, p. 34.

d. Compensatory

Media is used to help the students who less achievement in understanding the lesson verbally or orally.

6. The Benefits of Learning Media in the Process of Student Learning.[40]

a. Teaching will be more to attract students so that they can learn the motivation.

b. Materials will be more clear so that its meaning will be better understood by the students, and allows students the purpose of teaching is better.

c. Teaching methods will be more varied, not merely verbal communication through the expression of words by the teacher, so that students and teachers to not be bored does not run out of steam, especially when teachers teach subjects for each day.

d. Students do more learning activities, for not only listening to the description of teachers, but also other activities such as observe, perform, demonstrate, and others.

7. Selection of Media

The attempt to select the best combination of media for education is an ongoing process, in all parts of the world. Classroom teachers are deciding what methods are best to get the information they are about to teach to their students', if they should use video, computer or still picture, in explaining a

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[40] Sudjana and Rivai, *Function and Benefit of Learning Media,* In Arsyad Azhar (2005: 2), online document at URL https://educationlearning.wordpress.com (accessed January 16, 2009)

given task. Those decisions will have comparatively little impact on the educational system as a whole although they may make a great difference in an individual class.

For these topics, audio vision can be cost-effective alternative to video. Koumi provides three-stage scheme for approaching media selection it is:[41]

   a. List comparative merits and distinctive teaching functions.

   b. Device a procedure for media deployment based on your list.

   c. Fully exploits the potential of each medium.

Some students will not learn from some media in some situations. This results statistically in a dilution of differential media effects. These students can be helped in multiplying the media presentation to accommodate the individual differences in learning style.

F. The Nature of Youtube Video

1. Definition of YouTube Video

YouTube is a video sharing service that allows users to watch videos posted by other users and upload videos of their own. Currently Youtube users spread across the world of all ages, from children to the level of adults. The users can upload videos, search, watch videos, and discuss about videos and also share video clips for free. So, Youtube is potential to be used as a medium of learning English. Objectives utilizing Youtube as a medium of

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[41]Koumi,"*The Selection and Use of Instructional Media*",2004,p.52. http://www.mennta.hi.is/starfsfolk/solrunb/selmed.htm (accessed October 21, 2008).

learning English is to create the conditions and the learning environment interesting, fun, and interactive. Instructional videos on Youtube can be used as an interactive learning in the classroom and for students themselves trough online presentation or offline. Usage of Youtube as a medium of learning English can be used at any time without being limited if space and time with the computer or media presentation requirements connected with the internet.[42]

YouTube is a video sharing social media online the largest and well-known in the internet world today. This video sharing media users spread all over the world of all ages. YouTube is a video-sharing service that allows users to send personalized video developed, from animation for personal recording, and a variety of instructional videos that can we get there. YouTube is a social application that allows users to share and form a community around their content. In addition, we also can watch and share videos for free.[43]

Therefore, Dominikus Juju said in the further about youtube strength. It was said as below:

"YouTube sebagai situs berbagi video yang sangat popular saat ini, hampir setiap menit akan muncul video baru yang di-upload oleh penggunanya." This statement is strengthen by Miko Pardosi that ―*YouTube adalah sebuah Website penyedia Video gratis. Dengan YouTube, anda dapat*

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[42] Hanna Istifadah, *Youtube Sebagai Media Pembelajaran Bahasa IInggris,* Semarang; 2011.

[43] Alfian Tamara Putra, *Youtube sebagai media Pembelajaran*, Alfianz Blog: 2011

mencari video sesuai dengan keinginan anda dan menontonnya di layar computer anda seperti menonton video biasa.''[44]

YouTube can be activated easily using internet explorer by typing *www.youtube.com* and pushing Enter. A moment later, the first page of YouTube will appear. YouTube's screen can be divided into four parts according to the purpose. The first part, the top of screen, contains title, main menu, and basic programs. The title is YouTube Broadcast Yourself.

Since the term of materials provided youtube videos are too abroad the writer considers some aspect 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 and syllabus for students in Senior High School the writer restricted youtube video in term of report text.

Through this research, the writer tries to use the video as the media to explain the material being delivered in classroom teaching learning process.

2. Advantage of YouTube Video.

   a. The advantages of Youtube video as a medium of learning:

      1) It provides increased opportunities for interactions between and among students and teacher.

      2) It supports a variety of learning styles.

      3) It enables student to take a more active role in learning

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[44] Dominikus Juju in Apriliana Sri Rahayuningsih." *Improving students' listening comprehension on narrative text Through youtube video*," 2011, p. 33.

4) It improves the development of higher order cognitive skills.

5) Youtube can be used for interactive learning in the classroom.[45]

b. Increasing variety of skills and experience to learn

1) Motivating

The most frequently mentioned asset of youtube video, as an educational tool, is its ability to motivate students. Through youtube video as a medium the teacher can give motivation to the students to learn English in more enjoyable and interesting ways. The use of youtube video as a medium in teaching English, the students do not realize that they are learning English. They will be more motivated to learn English. Youtube Video technique helps the students improve their report writing ability and can be used as an alternative in teaching writing of report text.

2) Intermediary

YouTube Video can serve as an intermediate step to difficult disciplines and concepts. Many language arts educators have used YouTube video in this manner with tremendous success. In line with the developments of science and technology, the instructional media is needed in teaching and learning process. It is caused by the complexity of learning activity. There are many teaching objectives that are difficult to merely explained by the teacher, therefore the use

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[45] Gillespie's, *Advantage of YouTube Video* , 1998.

of teaching media is really necessary. There are some types of instructional media, one of them is video. Video is a tool of learning that can be used in teaching and learning.

Through this research, the writer tries to use the video as the media to explain the material being delivered in classroom teaching learning process.

3. Excellence of YouTube video

Excellence YouTube as a media and internet-based learning resource alternatives are accessible by everyone at anytime and anywhere and not have to go through the computer as via mobile phones can. In today's era of multimedia technology, the learning process becomes monotonous. There are many ways to learn interactively without having to stare at one particular method that sounded monotonous. Can learn through many media, including YouTube. Compared with other learning methods, the concept of multimedia learning has many advantages over that of course can not be compared with other methods obsolete. These lessons can be learned in a way that is more easily through Youtube. The book is sometimes very boring and make you impatient for an immediate end to the learning process. Would be different if the use of video in learning English, we do not just read the text shown in the video, but also audio and video presentation that makes everyone can understand the subject more easily. With the use of video in learning English, the time will be shorter and we can understand more knowledge with this

interactive way. By using Youtube to learn any foreign language, at least able to get four benefits, namely: the learning process will be much more fun, learn the proper pronunciation of a word in a foreign language, the video is able to make the material more quickly understand, and be able to get The instructional videos easily from the internet.[46]

4. Function of YouTube Video in Teaching English

YouTube Video has been proven to be an effective method in teaching English as a foreign/second language (EFL/ESL) for both young and adult learners. YouTube Video can be used in a variety of instructional settings - in classrooms, on distance-learning sites where information is broadcast to learners who interact with the facilitator via video or computer, and in self-study and evaluation situations. It can also be used in the teacher's personal and professional development or with students as a way of presenting content, initiating conversations, and providing illustrations for various concepts. Teachers and students can always create their own videotapes as content for the class or as a means to assess learners' performance.

5. The Purpose of YouTube Video

The Purpose of utilizing youtube as a medium of learning is to create the conditions and atmosphere of learning interesting, fun and interactive.

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[46] Hanna Istifadah, *Youtube sebagai media pembelajaran bahasa inggris*, Semarang; 2014.

6. The Comparison of youtube, google, and yahoo.

    a. YouTube is a video sharing service that allows users to watch videos posted by other users and upload videos of their own. The service was started as an independent website in 2005 and was acquired by Google in 2006. Videos that have been uploaded to YouTube may appear on the YouTube website and can also be posted on other websites, though the files are hosted on the YouTube server.

        The slogan of the YouTube website is "Broadcast Yourself." This implies the YouTube service is designed primarily for ordinary people who want to publish videos they have created. While several companies and organizations also use YouTube to promote their business, the vast majority of YouTube videos are created and uploaded by amateurs.

        YouTube videos are posted by people from all over the world, from all types of backgrounds. Therefore, there is a wide range of videos available on YouTube. Some examples include amateur films, homemade music videos, sports bloopers, and other funny events caught on video. People also use YouTube to post instructional videos, such as step-by-step computer help, do-it-yourself guides, and other how-to videos. Since Google offers revenue sharing for advertisement clicks generated on video pages, some users have been able to turn YouTube into a profitable enterprise.

b. Google is an American public corporation, which is specialize in search engine, and today it is world's no. 1 search engine. Google has various other services besides the original Products; AdWords, Search, Youtube, Gmail, Orkut, Google earth, Google labs etc. Google maps, Picasa, Google books, Google Scholar, Google Docs, Google Chrome, and Chromebook.

c. Yahoo is an American public corporation and the internet service provider for news, emails, yahoo. News, Mail, Screen, Flickr, News Digest, Sports, Fantasy Sports, Finance, Weather, Tech, Yahoo, Messenger, search engine etc.

G. Teaching Writing in Senior High School Level

For many people the senior High school is the problem child of the educational family. Certainly the maintenance of a successful educational program at this level present difficulties. In spite of the fact that young people during adolescence are restless and unusually difficult to control. All of us require writing skills in our daily lives. Not being able to write coherently affects the life of your student as strongly as not being able to read fluently. Writing involves both small-motor skills and creative skills, which can add to the difficulty in developing writing skills. In addition, most learners are worried about their lack of spelling and grammar capabilities.

Writing skills is one of the 4 English language skills in addition to listening, speaking and reading. Writing skills include productive or produce other than speaking skills. Writing learning in schools has not been through the correct

process. Teachers often delegate the task of writing without giving proper steps to be able to produce good work.

Writing is not simply a matter of putting words together, it is a recursive process, It is a process of revision and rewriting. Teaching writing means we create a pedagogy that helps students see writing as continuous process of Revising and rewriting as they invent, plan, Their draft text.

Writing is not the only activities combine words. Writing is a process repeated, namely process of revising and rewriting. Teaching writing means that we create a science education that helps students see that writing requires steps to find, plan and create a draft text.

Separating the writing process into its three phases: Pre-writing, writing, and post-writing will assist your learner to focus on the communication skills. Realizing that revision is a separate step can open up the process to allow for a flow of ideas. The Language Experience Approach is very useful in showing that the communication of ideas is completed by the combined skills of reading and writing.[47]

H. Teaching Writing Using YouTube Video

As a teaching supplement, youtube can be used to support those students who, because of their digital learning style, are more accustomed to using technology such as the internet video blogging and text messanging than more

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[47] *Teaching Writing to Adults*, http//adultliteracytutor4.blogspot.com/, The Virginia Adult Learning Resource Center: Nopember 17,2010

traditional classroom learning tools. for nontraditional, older learners, youtube offers them an opportunity to experience new technology that will help to provide them with marketable skills for future careers. In addition, youtube is a free teaching resource for faculty, which is an important consideration for educational budgets.[48]

As described below in the whilst writing activity youtube video provides background knowledge and having students brainstorm.

To implement youtube video in teaching of writing at the senior high school there are pedagogical activities to be done. They are Pre-Writing, Whilst Writing and Post-Writing.[49]

In Pre-writing activity, the class activity is focused on opening and stimulate the students' background knowledge by asking about the topics that will be discussed and explained the purpose of the task.

In whilst writing activity, the class activity is focused on guiding and assigning the students to identify the youtube video, by showing video to obtain the writing of task. They will find out their idea and pour it in their writing. Then they develop the idea to be a good writing.

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[48] Burke, S, Snyder, S, Rager, RC An assessment of faculty usage of Youtube as a teaching resource. *The Internet Jounal of Allied Health Sciences and Practice.* Jan 2009.

[49] Yusron Micholis, *Teaching writing procedure text by using youtube video*, Unpublish Thesis, Kudus: Faculty of Teacher Training and Education University of Muria Kudus : October 2013.

In Post-Writing activity, the class activity is focused on having students revising their writing. In this sense, the teacher guide and assign students to correct their writing.

I. Experimental Study

An **experiment** is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s). An experimenter deliberately and systematically introduces change and then observes the consequences of that change. Only research problems that permit a researcher to manipulate conditions are appropriate for experimental research. The goal of experimental research is to determine whether a causal relationship exists between two or more variables. Because the experiment involves control and careful observation and measurement, this research method provides the most convincing evidence of the effect that one variable has on another.[50] The essential requirements for experimental research are control, manipulation of the independent variable, and observation and measurement.[51]

1. Control

Control of variables is the essence of the experimental method. When a study is completed, researchers want to attribute the outcome to the

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[50]Donald Ary et al, *Introduction to Research in Education, 8ᵗʰedition* (Wardsworth: USA, 2010), P.265.

[51]*ibid*., P.266

experimental treatment. To do this, they must eliminate all other possible explanations by controlling the influence of irrelevant variables. Without control it is impossible to evaluate unambiguously the effects of an independent variable or to make inferences about causality.[52]

2. Manipulation

The **manipulation of an independent variable** is a deliberate operation performed by the experimenter. In educational research and other behavioral sciences, the manipulation of an independent variable involves setting up different *treatment* conditions. Treatment is another word for the experimental manipulation of the independent variable. The different treatment conditions administered to the subjects in the experiment are the *levels* of the independent variable.[53]

3. Observation And Measurement

After applying the experimental treatment, the researcher observes to determine if the hypothesized change has occurred. Some changes can be observed directly, whereas other changes are measured indirectly. Learning, for example, is often the dependent variable in educational research. Researchers cannot measure learning directly. They can only estimate learning through scores on an achievement test or other measures chosen according to the

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[52]*ibid*., P.267

[53]*Ibid*., P.267

operational definition. Therefore, strictly speaking, the dependent variable is observed scores rather than learning perse.[54]

4. **T-test**

   T-test is a statistical procedure used to compare responses from two groups. T test is generally applied to normal distribution which has a small set of values. This test compares the mean of two samples. T test uses means and standard deviations of two samples to make a comparison.[55]

   In this study the researcher uses T-test to find the significant effect of using youtube video to improve students' abilities in writing report text. Also in this study, the researcher has two variables : independent variable and dependent variables.

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[54]*ibid*., P.269.
[55]Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2003). P. 92.