

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

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Abstract: Writing is an important skill in learning English. However, it is considered a difficult skill because students need to know much about grammar and vocabulary to making the good sentences in English. Therefore, 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, which were divided into experimental group (30 students) and control group (30 students). The technique of selecting the sample was purposive sampling. 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 of experimental group, 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. In conclusion, teaching writing procedure text by using tutorial video on YouTube was effective can improve the ninth graders' procedure writing text achievement.

Keywords: *Procedure Text Writing Achievement, Ninth Graders, Tutorial Video on YouTube.*

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. 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, Indonesia has a low reading skill, so that the students also has a low writing skill.

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.* Pardiyo (2007, p. 93) states that procedure text gives information about how something is accomplished through a sequence of actions or steps. This might include instructions for how to do something or how to make something.

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 were difficult in vocabulary and grammar. It becomes problems in doing writing activity and they could not write writing 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 writing achievement. One of the strategies is to make the interesting teaching and learning process, and make the students became easier to understand the content of the material, so the writer chose to apply the using 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 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 produced sound, color, and concrete picture. From 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, give the motivation and they can enjoy the lesson with fun.

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 *et al* (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 Writing of the Ninth Graders of SMP Negeri 1 Indralaya Utara".

The problems of this study were formulated in the following questions:

1. Was there any significant difference in procedure 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 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?

RESEARCH METHOD

Christensen (2008) states that quasi-experimental design is a research design in which applied but it does not meet all the requirements necessary for controlling the influence of extraneous variables. The research method which was used in this study was a quasi-experimental research method and the research design was pre-test and post-test non-equivalent control group design. Creswell (2012) states that the pre-test is a kind of test which describes the characteristics of the sample before the researcher gives treatment, while the post-test is a test which is done after the sample gets the treatment.

Sugiono (1997, p.57) states that population is a generalization region consisting of objects or subjects that become quantities and specific characteristics that are determined by the researchers to be studied and then drawn the conclusions. The population of this study was the ninth graders of SMP Negeri 1 Indralaya Utara in the academic year 2018/2019. There are 5 classes of the ninth graders of SMP Negeri 1 Indralaya Utara. The total number of students was 147 students. In this study, the writer used purposive sampling technique to get the sample. The writer took two classes as a sample based on personal judgement of the researcher. The two classes were taught by the same teacher and the average score of wiriting achievement of the students is the same. One class as the experimental group and one class as the control group. Class IX A as the experimental group and class IX B as the control group.

In doing this research, the writer taught experimental group by using tutorial video on YouTube for 16 meetings that include the pre-test and the post-test. The time allocation for each meeting in the teaching and learning process is 2x40 minutes. There were three sections when the teaching and learning is in progress, they were: pre-activity, whilst activity, and post activity.

In this study, the writer used test to collect the data. The writer gave the tests to the experimental group and the control group to measure the students' procedure writing achievement. The tests were pre-test and post-test. The students asked to write a procedure text based on a topic in 50 minutes. This study used the validity to determine whether the test in accordance with the curriculum, syllabus, and textbook of students using by students of class IX SMP Negeri 1 Indralaya Utara. The writer asked the judgment from the validators to find out whether the test already has good content or not. For checking the level of appropriateness of the test, the writer provided the validators with the syllabus, format of the test, test of specifications, and rubric of test. The time used for the test was 50 minutes.

The reliability of this study is the reliability of the results of the writing test. The writer used two raters to give the score students' procedure writing based on the result of pre-test and post-test. For checking the students' writing, the writer gave the rubric of procedure writing. The results of students' writing were correlated by using Pearson Product Moment Correlation Coefficient in SPSS 22. After the calculation, the reliability of pre-test and post-test in experimental group and pre-test and post-test in control group respectively were 0.896, 0.906, 0.887, and 0.813. It can be concluded that the test reliable since it was higher than 0.70.

There were two test analyses used by writer in analyzing data, paired sample t-test and independent sample t-test. Paired sample t-test was used to find out whether there was a significant difference in students' procedure writing achievement between the pre-test (before using tutorial video on YouTube) and the post-test (after using tutorial video on YouTube). Independent sample t-test was used to find out whether there was a significant difference in procedure writing achievement between the students who were taught by using tutorial video on YouTube and those were not.

FINDINGS

The Distribution of the Writing Achievement Score

The result of the students' writing procedure text was divided based on four categories: excellent, good, average, and poor. This table showed the results of pretest and posttest of the experimental group.

Score Interval	Category	Experimental Group			
		Pre-test		Post-test	
		Frequency	%	Frequency	%
92-100	Excellent	0	0%	0	0%
83-91	Good	0	0%	1	3.3%
75-82	Average	1	3.3%	10	33.3%
<74	Poor	29	96.6%	19	63.3%
Total		30	100%	30	100%

The results of pre-test in the experimental group showed that the lowest score was 34 and the highest score was 75, and the mean was 54.10. Out of 30 students, most of them were in poor category. There were 29 students in poor category, 1 student was in average category and no student was in good category and excellent category. It meant that 96.6% of students were in poor category, 3.3% of students were in average category, and 0% students was in good category and excellent category.

After the students got the treatment, the results of post-test in the experimental group showed that the lowest score was 53.5 and the highest score was 82.5, and the mean was 72.95. There were 19 students in poor category, 10 students were in average category, 1 student was in good category, and no students was in excellent category. It meant that 63.3% of students were in

poor category, 33.3% of students were in average category, 3.3% of students were in good category, and 0% of students was in excellent category.

The Score Distribution of the Control Group

Control Group					
Score Interval	Category	Pretest		Posttest	
		Frequency	%	Frequency	%
92-100	Excellent	0	0%	0	0%
83-91	Good	0	0%	0	0%
75-82	Average	5	16.6%	1	3.3%
<74	Poor	25	83.3%	29	96.6%
Total		30	100%	30	100%

The results of pre-test in the control group showed that the lowest score was 38.5 and the highest score was 77.5, and the mean was 63.91. Out of 30 students, most of them were in poor category. There were 25 students in poor category, 5 students were in average category and no students was in good category and excellent category. It meant that 83.3% of students were in poor category, 16.6% of students were in average category, and 0% students was in good category and excellent category.

The results of post-test in the control group showed that the lowest score was 44 and the highest score was 77, and the mean was 61.33. There were 29 students in poor category, 1 student was in average category, no student was in good category and excellent category. It meant that 96.6% of students were in poor category, 3.3% of students were in average category, and 0% of students was in good category and excellent category.

The Results of the Statistical Analyses

The normality test is used to determine whether the data were normally distributed or not. The writer used One Sample Kolmogorov-Smirnov Z test in SPSS version 22 to check the normality of the data. The results of normality test were shown in table below.

Results of Normality Test

One-Sample Kolmogorov-Smirnov Test					
		PREEX	POSTEX	PRECON	POSTCON
N		30	30	30	30
Normal Parameters ^{a,b}	Mean	54.1000	72.9500	63.9167	61.3333
	Std. Deviation	9.16647	6.43180	10.06709	8.08290
Most Extreme Differences	Absolute	.143	.103	.142	.133
	Positive	.143	.069	.089	.109
	Negative	-.088	-.103	-.142	-.133
Test Statistic		.143	.103	.142	.133
Asymp. Sig. (2-tailed)		.123 ^c	.200 ^{c,d}	.128 ^c	.187 ^c

The data have the normal distribution if the p-value is more than 0.05. The data above showed that the significance values (2-tailed) of pre-test and post-test in the experimental group were 0.123 and 0.200. The significance values of pre-test and post-test in the control group were 0.128 and 0.187. Since all the significance values were higher than 0.05, it can be said that the data had the normal distribution.

Homogeneity test is used to know whether the sample groups of the population have equal variance. To test the homogeneity of the data, Levene's test is used. The data sets were homogenous if the significance value (2-tailed) was higher than 0.05. The results of homogeneity test can be seen in the table below.

Results of Homogeneity Test

Group	Levene Statistic	df1	df2	Sig.
Pretest-Posttest in Experimental Group	1.897	1	58	.174
Pretest-Posttest in Control Group	1.768	1	58	.189
Posttest-Posttest in Experimental Group & Control Group	2.002	1	58	.162

The results of homogeneity test showed that the significance values of the pre-test and the post-test in the experimental group was 0.174, the pre-test and the post-test in the control group was 0.189 and the significance value of the post-test in experimental group and the post-test in control groups was 0.162. It means that the data in experimental and control groups were homogeneous.

The paired sample t-test was used to see whether or not there was any significant difference in procedure writing achievement of the ninth graders of SMP Negeri 1 Indralaya Utara between before and after the students were taught by using tutorial video on YouTube. The results of paired sample t-test could be seen in table below:

Results of Paired Sample *t*-Tests of Experimental and Control Group

Group	Test	Mean	Mean Difference	Std. deviation	Std. error mean	T	Df	Sig. (2-tailed)
Experimental	Pretest	54.10	18.850	9.166	1.673	12.723	29	.000
	Posttest	72.95		6.431	1.174			
Control	Pretest	63.91	2.583	10.067	1.837	1.520	29	.139
	Posttest	61.33		8.082	1.475			

Based on the results of paired sample t-test in experimental group, the mean score of post-test (72.95) was higher than the mean score of the pre-test (54.10) with the mean difference of 18.850. The standard deviations of the pre-test and post-test were 9.166 and 6.431. The standard error mean of the pre-test and post-test were 1.673 and 1.174 since the p-value (sig. (2-tailed) of the experimental group was lower than 0.05 ($0.000 < 0.05$), and t obtained was higher than t-table ($12.723 > 2.042$), the null hypothesis (H_0) was rejected and the research hypothesis (H_1) was accepted. Therefore, there was a significant difference in students' scores of the experimental group between pre-test and post-test.

Meanwhile, the results of paired sample t-test in the control group showed that the mean score of post-test (61.33) was lower than the mean score of the pre-test (63.91) with the mean difference of 2.583. The standard deviation of the pre-test and post-test were 10.067 and 8.082. The standard error mean of pre-test and post-test were 1.837 and 1.475. Since the p-value (sig. (2-tailed) of the control group was higher than 0.05 ($0.139 > 0.05$), and t-obtained was lower than t-table ($1.520 < 2.042$), it could be concluded that there was no significant difference in students' scores between the pretest and posttest of the control group.

The Results of Aspects of Writing in the Experimental Group

Group	Aspects	Test	Mean	Mean diff	Std. Deviation	Std. Error Mean	T	Df	Sig.(2-tailed)
	Content	Post-test	19.98	4.283	2.124	.387	11.045	29	.000
		Pre-test	15.70						
	Organization	Post-test	16.90	4.850	2.154	.393	12.332	29	.000

EX	Vocabulary	Pre-test	12.05						
		Post-test	16.31	4.616	2.207	.403	11.454	29	.000
	Grammar	Pre-test	11.70						
		Post-test	15.71	4.450	2.597	.474	9.383	29	.000
	Mechanic	Pre-test	11.26						
		Post-test	4.03	983	771	.140	6.985	29	.000
		Pre-Test	3.05						

The results of paired samples *t*-test of each aspect of writing in the experimental group showed that in the post-test, the mean score of content was 19.98, organization 16.90, vocabulary 16.31, grammar 15.71 and mechanics 4.03. In the pre-test the mean score of content was 15.70, organization 12.05, vocabulary 11.70, grammar 11.26 and mechanics 3.05. Since the significance value (2-tailed) of each aspect was lower than 0.05, it could be concluded that there was a significant improvement in each aspects of writing in the experimental group.

The Results of Aspects of Writing in the Control Group

Group	Aspects	Test	Mean	Mean diff	Std. Deviation	Std. Error Mean	T	Df	Sig.(2-tailed)
Control	Content	Post-test	17.36	.583	2.410	.440	1.325	29	.195
		Pre-test	17.95						
	Organization	Post-test	14.23	.633	2.157	.393	1.608	29	.119
		Pre-test	14.86						
	Vocabulary	Post-test	13.13	1.116	2.107	.384	2.902	29	.007
		Pre-test	14.25						
	Grammar	Post-test	13.28	.316	2.689	.491	.645	29	.524
		Pre-test	13.60						
	Mechanics	Post-test	3.31	.433	.868	.158	2.733	29	.011
		Pre-Test	3.75						

The results of paired samples *t*-test of each aspect of writing in the control group showed that in the post-test the mean score of content was 17.36, organization 14.23, vocabulary 13.13, grammar 13.28 and mechanics 3.31. In the pre-test the mean score of content was 17.95, organization 14.86, vocabulary 14.25, grammar 13.60 and mechanics 3.75. Since the significance value (2-tailed) of each aspect was higher than 0.05, it could be concluded that there was no significant improvement in each aspect of writing in the control group.

The Result of Independent Sample T-test Posttest Score of Experimental and Control Groups

Group	Mean	Std. Deviation	Std. Error mean	Levene's test		Sig. (2-tailed)	T	Mean Difference
				F	Sig.			
Experimental	72.95	6.431	1.174	2.002	.162	.000		11.616

					6.160
Control	61.33	8.082	1.475		

The result of independent sample t-test showed that the mean score of the post-test in the experimental group was higher than the mean score of the post-test in the control group ($72.95 > 61.33$) and the p-value (sig.(2-tailed) was less than 0.05 ($0.00 < 0.05$), so the null hypothesis (H_0) was rejected and research hypothesis (H_1) was accepted. In conclusion, it could be concluded 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.

The Results of Aspects of Writing in the Experimental and Control Group

Aspects	Group	N	Mean	Mean dif	Df	Sig.(2-tailed)	T	Std Error Dif
Content	Experimental	30	19.98	2.616	58	.000	4.798	.545
	Control	30	17.36		47.558			
Organization	Experimental	30	16.90	2.666	58	.000	6.399	.416
	Control	30	14.23		49.018			
Vocabulary	Experimental	30	16.31	3.183	58	.000	6.415	.496
	Control	30	13.13		54.199			
Grammar	Experimental	30	15.71	2.433	58	.000	4.156	.585
	Control	30	13.28		57.545			
Mechanic	Experimental	30	4.03	.716	58	.000	3.846	.186
	Control	30	3.31		56.861			

The result of independent samples *t*-test of each aspect of writing showed that the mean difference in the post-test of the experimental and control group was 2.616 for content, 2.666 for organization, 3.183 for vocabulary, 2.433 for grammar, and .716 for mechanics. The significance value of each aspect was lower than 0.05, it means that there was a significant difference in each aspect of procedure writing achievement between the students who were taught by using tutorial video on YouTube and those who were not.

Results of Regression Analysis

The regression analysis with stepwise method was used to analyse the contribution of aspects of writing in writing procedure achievement.

The Contribution of Tutorial Video On YouTube to Procedure Writing Achievement

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.896 ^a	.803	.796	3.028	.803	114.119	1	28	.000

2	.930 ^b	.866	.856	2.545	.063	12.636	1	27	.001
3	.962 ^c	.925	.916	1.943	.059	20.329	1	26	.000
4	.963 ^d	.928	.917	1.936	.003	1.183	1	25	.287
5	.964 ^e	.929	.914	1.963	.001	.323	1	24	.575

a. Predictors: (Constant), CONTENT

b. Predictors: (Constant), CONTENT, ORGANIZATION

c. Predictors: (Constant), CONTENT, ORGANIZATION, VOCABULARY

d. Predictors: (Constant), CONTENT, ORGANIZATION, VOCABULARY, GRAMMAR

e. Predictors: (Constant), CONTENT, ORGANIZATION, VOCABULARY, GRAMMAR, MECHANIC

The results of the regression analysis showed that each aspect of procedure writing gave a significant contribution. The highest contribution of students procedure writing achievement was content 80.3%, followed by organization 6.3%, vocabulary 5.9%, grammar 0.3%, and mechanics 0.1%. All aspects of procedure writing gave the significant contribution to procedure writing achievement.

Interpretation

Based on the results of writing test, there was a significant difference between students' procedure writing achievement of the pre-test and post-test of the experimental group. The results of the students' procedure writing achievement were distributed into four categories: Excellent, Good, Average and Poor category. In pre-test of experimental group, the lowest score was 34 and the highest score was 75, and the mean score was 54.10. Out of 30 students, most of them were in poor category. There were 29 students in poor category, 1 student was in average category and no student was in good category and excellent category. In post-test of experimental group, the lowest score was 53.5 and the highest score was 82.5, and the mean score was 72.95. There were 19 students in poor category, 10 students were in average category, 1 student was in good category, and no students was in excellent category. It could be concluded that the experimental group had a better performance in the post-test after they were taught by using Tutorial Video on YouTube.

In the process of learning writing in the classroom, the writer found out some difficulties of the students. The students did not know how to write a procedure text in English well. The students difficult in vocabulary and generic structure. According to Nunan (1991, p.117), vocabulary is essential for successful second language use because, without an extensive vocabulary, the learners will be unable to use the structures and functions we may have learned for comprehensible communication. Richards (2002, p.255) states that vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. The writer found out some mistakes in writing a word. After the students watched and observed the tutorial video, the writer asked the students to make the procedure text on paper based on what they have watched on YouTube. In their writing, the students wrote a word which were not suitable with the content. Finally, the content of their writing was also difficult to understand. According to Emilia (2011), the generic structure of procedure text are: goals, materials and steps. The writer found out some difficulties in writing word on materials and steps to make something. Students did not understand about the language features of procedure text such as: connective of sequence, pronoun, verb and imperative sentences. Then, there are so many students do not include the materials and steps in their writing. Finally, the generic structure of the procedure text was incompleted. Moreover, some of the students in the class were not active when the writer asked them to answer the questions about the procedure text. Some students also busy with themselves and do not pay attention to the teacher in front of the class.

To solve this difficulties, the writer always helped the students to tell some examples of procedure text. First, the writer explained what the purpose of procedure text is. After the students knew and understood about example and purpose of procedure text, the writer also explained the generic structure and language features. The writer explained the materials and steps to make something. Second, to make the students easier to understand the procedure text, the writer showed the tutorial video on YouTube. The writer paused each part of the tutorial video, then the writer asked the students to make a procedure text in paper by using generic structure and language

features. After implementing this research, students gave more responses when the teacher asked them to answer the question during teaching and learning process. They also included the materials and steps in the writing of procedure text based on tutorial video on YouTube. Based on the results of teaching and learning process, teaching procedure by using tutorial video on YouTube made the students more active, enjoy, and feel interesting of the teaching and learning process. 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.

Based on the results of the regression analysis showed that each aspect of writing gave a significant contribution. According to Cohen (1994, p.328), there are five aspects of writing. They are: Content, Organization, Vocabulary, Grammar and Mechanic. The highest contribution of students procedure writing achievement was content 80.3%, followed by organization 6.3%, vocabulary 5.9%, grammar 0.3%, and mechanic 0.1%. All aspects of procedure writing gave the significant contribution to procedure writing achievement. The lowest contribution to students' procedure writing achievement was mechanic. According to Harris (1979, p.68), mechanic refers to the use of conventional graphic of the language, the step of arranging letters, words, paragraphs, by using knowledge of structure and some others related to one another. It could happened because the students were not able to use mechanic in writing sentences. In this study, the students' writing dominated by errors spelling punctuation and capitalization. Sometimes, they also forgot to give coma in their writing and they wrote procedure text by handwriting-illegible. Such as: piper it should be prepare, alredi it should be already, siperate it should be separate, etc. Sometimes, the students also wrote a word with the placement of letter incorrectly. Such as: fisrt it should be first, thrid it should be third, etc. Finally, the students were confused to manage the words to sentence correctly. The highest contribution to students' procedure writing achievement was content. Byrne (2011) states that content is how the writer develop the idea related with the topic. It could happend because the writer focused taught about generic structure and language features of procedure text. It means that the students' content was relevant to the topic.

Thus, it could be concluded that Using Tutorial Video on YouTube could improve writing procedure text achievement of the ninth grade students of SMP Negeri 1 Indralaya Utara.

Conclusions

The objectives of this study were to find out whether or not there was any significant difference in procedure writing achievement before and after the ninth graders of SMP Negeri 1 Indralaya Utara were taught by using tutorial video on YouTube, to find out whether or not there was any significant difference in procedure 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. The population of this study was the ninth graders of SMP Negeri 1 Indralaya Utara. For collecting the data, the writer conducted an experimental research. The research method which was used in this study was a quasi-experimental research method and the research design was pre-test and post-test non-equivalent control group design.

After conducting the research, the writer found out the results. The results of this study showed that the post-test was higher than the pre-test in experimental group. It could be showed that using tutorial video on YouTube can help give the positive improvements in the students' procedure writing achievement.

Suggestions

The writer would like to give some suggestions related to the conclusion above. First, for English teacher, to get the students' attention, the English teacher should become more creative in increasing students' interest in learning English. For example by using interesting media to attract the students' motivation and make teaching learning process run well. The teacher should focus more on vocabulary, mechanic and generic structure in teaching procedure.

Second, the writer suggests that the students should be more active and do more practices in doing writing. The students should be brave when the students got the difficultieS, because some of the students were afraid of making mistakes during teaching learning process, especially in the writing.

The last, the writer suggests that this strategy can be conducted in other English skills. The writer hopes that the researchers apply this strategy in teaching and learning process and hopefully this research can be a reference in doing research on the same topic.

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