THE USE OF TUTORIAL VIDEO ON YOUTUBE AS ALTERNATIVE MEDIA FOR TEACHING WRITING OF PROCEDURE TEXT AT GRADE IX OF SMP MUHAMMADIYAH 10 MAKASSAR

(Pre Experimental Research)

THESIS

Submitted to the faculty Teacher Training and Education Muhammadiyah

University of Makassar in part Fulfillment of the Requirement for the degree of

Education in English Education Department

BY:

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MUHAMMADIYAH UNIVERSITY OF MAKASSAR

2022

بسم الله الرحمن الرحيم

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Day /Date	Chapter	Note	Sign
15/2/15	III	→ Revisi beberapa bagian di Chapter 3	
	IV	→ Revisi Discussing	
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15/02/2022	I	Scope of the research, conceptual framework, problem statement	
19/02/2022	III	explanation about five aspect	
22/02/2022	II	Add references for five aspect	

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Dengan ini menyatakan bahwa skripsi yang saya ajukan di depan tim penguji adalah hasil karya saya sendiri bukan hasil ciplakan dan tidak dibuatkan oleh siapapun.

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Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, 30 Agustus 2022
Yang Membuat Perjanjian

Asmira As

MOTTO & DEDICATION

MOTTO

"The best revenge is to improve yourself and strive for success"

DEDICATION

I dedicated this thesis to:

My greatest parents, my lovely sisters & brothers,

and all of my friends.

ABSTRACT

Asmira As. 2022. *The Use of Tutorial Video on YouTube as Alternative Media for Teaching Writing of Procedure Text Pre-Experimental Research at the Ninth Grade of SMP Muhammadiyah 10 Makassar).* A Thesis of English Education Department. Faculty of Teacher Training and Education. Muhammadiyah University of Makassar. Supervised by Ummi Khaerati Syam and Maharida.

This research aimed to improving students' writing skills in procedure text at the ninth grade students of SMP Muhammadiyah 10 Makassar using tutorial video method.

The researcher used pre-experimental research where the data gained from the written test. The population of the research was the ninth grade of SMP Muhammadiyah 10 Makassar in the academic year 2021/2022. The sample was taken by using purposive sampling technique there were 18 students.

The result presented that the students' pre-test mean score in form of content was 39 to be 77 in post-test with 97% improvement. Then, the mean score in form of organization was 39 in the pre-test to be 76.7 in the post test with 96.7% improvement. The t-test analysis presented that by applying 0.05 level of significant with the 17 degree freedom (df=18-1), t-test in the form of content and organization higher than t-table which were 16.81>2.110 and 30.95>2.110. It means that tutorial video method has significant effect toward students' writing skills in procedure text in the form of content and organization.

Keywords: *writing, Procedure Text, Media, Video*

ABSTRAK

Asmira As. 2022. *Penggunaan video tutorial sebagai media alternatif dalam mengajarkan keterampilan menulis siswa pada teks prosedur (Penelitian Pre-eksperimental terhadap kelas sembilan SMP Muhammadiyah 10 Makassar).* Skripsi Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muhammadiyah Makassar. Dibimbing oleh Ummi Khaerati Syam dan Maharida.

Penelitian ini bertujuan untuk meningkatkan keterampilan menulis siswa dalam teks prosedur terhadap kelas sembilan SMP Muhammadiyah 10 Makassar dengan menggunakan metode video tutorial.

Peneliti menggunakan penelitian pre-eksperimental yang mana data diperoleh dari tes menulis. Populasi penelitian ini adalah SMP Muhammadiyah 10 Makassar Tahun Akademik 2021/2022. Sampel penelitian diambil dengan menggunakan Teknik Purposive Sampling ada 18 siswa.

Hasil menunjukkan bahwa nilai rata-rata pre-test siswa dalam ide penulisan adalah 39 menjadi 77 pada post-test dengan peningkatan 97%. Kemudian, nilai rata-rata dalam struktur teks adalah 39 pada pre-test menjadi 76.7 pada post-test dengan peningkatan 96.7%. Analisis t-test menunjukkan bahwa dengan mengguakan 0.05 level signifikasi dan 17 derajat kebebasan (df=18-1), t-test dalam betuk ide penulisan dan struktur teks lebih tinggi daripada t-table yang mana 16.81>2.110 and 30.95>2.110. Ini berarti bahwa metode video tutorial memiliki efek yang signifikan terhadap peningkatan keterampilan menulis siswa dalam teks prosedur dalam bentuk ide penulisan dan struktur kalimat.

Kata Kunci: *Menulis, Teks Prosedur, Media, Video*

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Thank you to Allah Subhanahu wata'ala who always gives health and time of blessing to me and all of us so that we are still given the opportunity to worship and especially in working on this thesis.

Furthermore, the researcher expresses her deepest gratitude to her beloved parents; my father Andy and my beloved mother Suharmi also my sisters and brothers for their love, affection, prayers, motivation and sacrifice.

The researcher realized that in carrying out the research and also completing the writing of this thesis, many parties have played an important role who have provided invaluable advice, guidance, direction, and assistance for the researcher, therefore the researcher would like to acknowledge them:

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2. Erwin Akib, M.Pd., Ph.D. the Dean of FKIP UNISMUH Makassar.

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Last but far from least, the writer very sincere thanks to who are not mentioned personally here, without their patience, guidance, support and cooperation this thesis could have never been written.

Finally, the author hopes that this research thesis can be useful for readers, researchers, and other interested parties.

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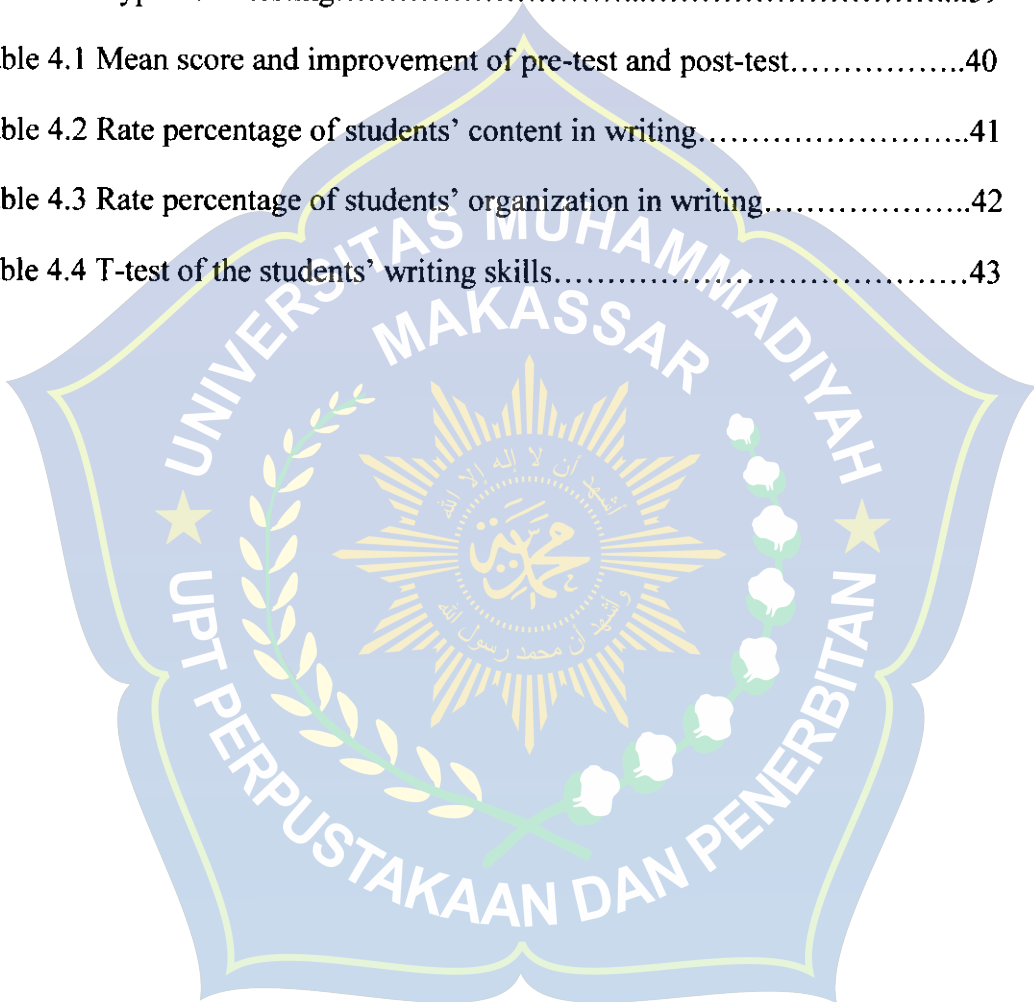
The Researcher

Asmira As

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CHAPTER I

INTRODUCTION

A. Background

As means of communication, language holds significant role in human society. In order to be able to get important information in their environment, people must be able to understand the language used in the society. English, for instance, is a language known by all over the world which rates it as an international language. Communication can work well if both of the speaker and the listener understand what they are talking about. Hence, in learning a language, four skills are always involved, namely listening, speaking, reading, and writing. From those four skill, two of them are called as receptive skills (listening & reading), while the two others are productive skills (speaking & writing).

Writing is one of the skills that should be mastered by the students. It is very useful for students because it can convey their ideas through their minds into the written form. So writing is very important to learn for students. Based on the fact, writing skill has crucial role. It has many rules in very single word that would be written. Writing is not only developing the ideas into the paper but also attending the rules of the writing process carefully.

According to Graham and Perin (2007:9-10), writing offers two advantages; 1. Writing is a skill that requires the use of a variety of strategies (such as planning, evaluating, and revising text) to achieve a variety of goals, such as writing a report or expressing an opinion with evidence; 2. It is a means of

extending and deepening students' knowledge, and it serves as a tool for learning subject matter.

Writing is not just arranging words into sentence, linking the sentence into paragraph, and ordering the paragraph into a text. It also requires grammatical and lexical knowledge, understanding in applying the grammatical knowledge. In learning writing, someone has to understand vocabulary, grammar, spelling, punctuations, and others that are related to the writing process. On the other hand, in teaching students writing, it needs to produce the language through written. The students have to be able to choose the words or diction and then arrange them into acceptable sentence or good sentences.

Douglas Brown (2001: 335), defined that the products of writing are frequently outcome in specialized think, composing, editing procedures demand specialized expertise, talents that not each other naturally improves. Based on my observation in SMP Muhammadiyah 10 Makassar when doing P2K, especially in grade 9, almost of students had no interest in learning writing. The students are very less knowledgeable in term of writing. There are some factors the students might think that writing is difficult. First, they find difficulties in gathering and organizing their ideas in a paragraph unity. Second, students do not have much idea of what to write and how to start writing. Third, students are afraid of making errors.

In teaching writing, the teacher must choose a strategy which is suitable with the student's condition. Especially, at Junior High School, writing is taught along with the three other language skills. The teaching of English at Junior High

School also aims to develop students' competence in writing various text types varying from functional texts for some functional activities such as inviting something, requesting someone to do something, and getting things done, to different genres which include descriptive, recount, narrative, report and procedure texts (Depdiknas,2006).

The procedure text is one of writing genres that students have to grasp. Procedure text is defined as a piece of writing that explains how something is performed through a series of actions or steps. The purpose of procedures text is to instruct someone on how to manufacture something, do something, or operate something. As a result, students must be able to compose procedure text in their daily life. That is why procedure text is very important to be learnt.

There are various techniques that can be used by the teachers to help the students in organizing the ideas and lesson their problem in writing. The teaching learning process can be facilitated by some teaching media. Media are very important in teaching learning process. They help the teacher as a means of communication to convey the message more concretely and also motivate the students in learning English. One of the media that can be used in teaching English writing is Video.

Cooper (1991:11) defines video as a supercharged medium of communication and powerful vehicle of information that is packed with message, images, and ambiguity, and so represents a rich terrain to be worked and reworked in the language learning classroom. In other words video is the combination of electronics pictures and audio. Video is one of the audio-visual aid. As stated by

Harmer (2001), one of the techniques to teach writing is by using video. The videos that will be used as teaching materials are sourced from Falidazia Hasanah Channel, Leni Indriyani Channel, Arsa San Channel and Ana Ajeng Choirunnisa Channel on YouTube.

From the explanation above, researcher want to investigate Video as media in teaching English especially in writing procedure text in a study entitled "**The use of Tutorial Video on YouTube as Alternative Media for Teaching Writing of Procedure Text at The Ninth Grade Students of SMP Muhammadiyah 10 Makassar in 2020/2021 Academic Year"**

B. Problem Statement

Based on the statement above, the researcher question formulate is: "Does the use of tutorial video on YouTube effective to improve students' writing procedure text in terms of content and organization at ninth grade of SMP Muhammadiyah 10 Makassar?"

C. Objective of Research

Based on the problem statement above, the objective of the research is to find out "The effectiveness of using tutorial video on YouTube to improve students' writing procedure text in terms of content and organization at ninth grade of SMP Muhammadiyah 10 Makassar".

D. Significant of Research

After doing this research, the researcher hopes that the result of this research can be useful for:

1. For the teachers

   English teachers have realized that watching YouTube videos with symbolic, visual, and movements of each character stimulates pupils' interest in the content. They also bring a unique layer to the learning experience by allowing students to plan out what they will say or write after watching the video. Students not only listen to the videos, but they also know each character through their gestures. Students find it easier to comprehend and remember knowledge from movies. Furthermore, YouTube videos allow students to connect with and among themselves. In English lesson, using video to motivate pupils is a very effective and stimulating way.

2. For the students

   Students should understand the value of writing in both their studies and their daily lives. Students are expected to get more writing practice after learning how to use YouTube videos to improve their writing. They must follow the stages of writing in order to produce a decent piece of writing. Furthermore, students do not practice it as a teacher's assignment, but they take the initiative to do so in order to benefit themselves in the future because they may watch videos on YouTube and download them as additional materials for expanding their skills.

3. For the school

   To pique students' interest in the lesson, the school should make available media such as You Tube videos, which allow students to examine a

variety of materials based on competency and curriculum. Each teacher presents the materials by displaying videos while applying the material.

4. For the researchers

This study is expected to become one of the references for the future researchers who will conduct the research in writing skills.

E. Scope of the Research

Due to the limited time, the writer focuses this study to improve students' writing procedure text in terms of content and organization by using tutorial video "How to make ice milk tea", "How to make fried rice", and How to make delicious fruits salad" (recipes) on YouTube application for the ninth grade of SMP Muhammadiyah 10 Makassar.
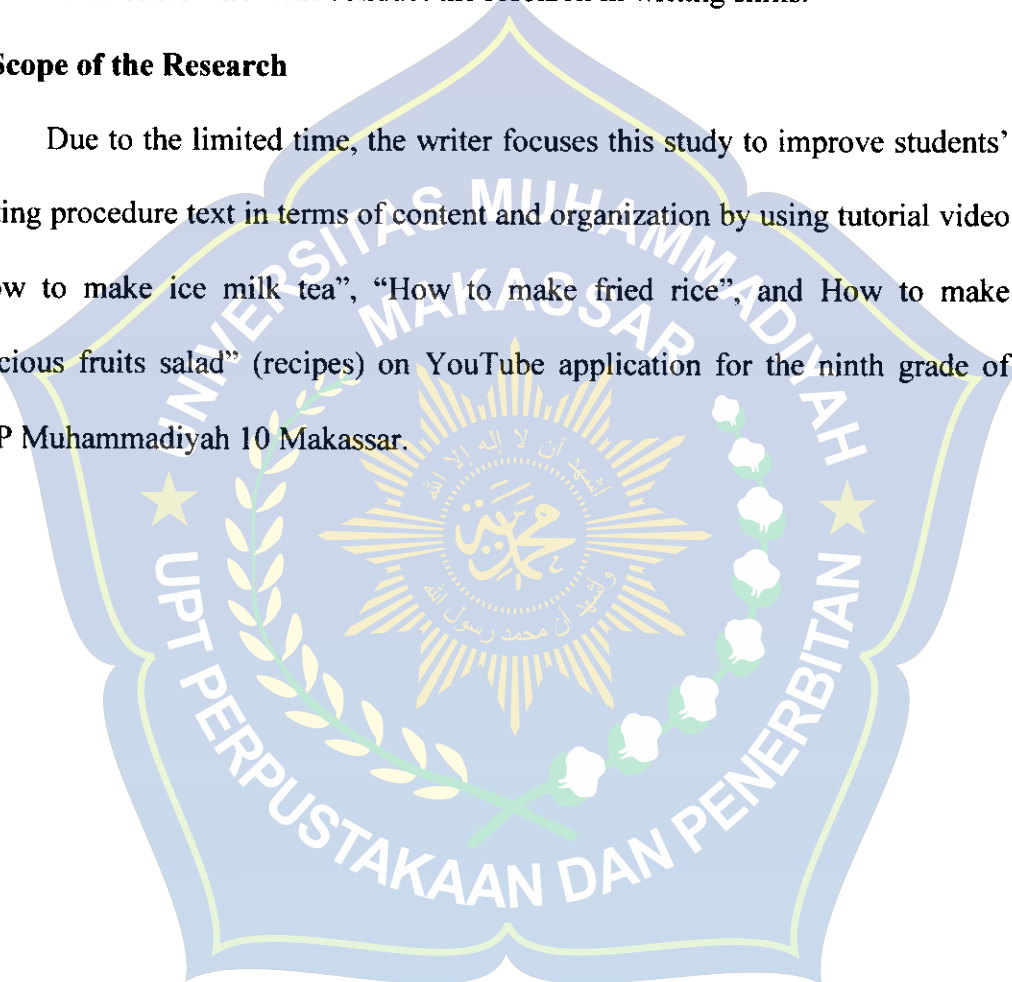
CHAPTER II

REVIEW OF RELATED LITERATURE

Before doing research, it is important to offer theories on the issue under consideration. The researcher wants to try to locate some references in this chapter by linking any material or source that is related to the study. This chapter is given to highlight certain hypotheses that serve as the foundation for the research. It discusses media, writing, procedure text, video.

A. Previous of Related Findings

The first title is "The Use of Tutorial Video in Teaching Writing Procedure Text (An Experimental Study at the Second Graders of SMPN 8 Darussalam) written by Fitri Sumarni. An experimental research design is used in this study.. The result of this research shows that tutorial video effectively enhances the students' ability in writing procedure text reflected in the result of posttest which is higher then pretest result.

The second title is "The effectiveness of tutorial video toward writing achievement on procedural text of the IX grade students at SMP Terpadu Darur Roja' Selokajang Srengat Blitar written by Binti Maratus Sholihah. This study used quantitative approach with pre experimental design. The population in this research is all of the students ninth grade at SMP Darur Roja' Selokajang Srengat Blitar Consist of 95 students. Sample of this research is class of IX A consists of 30 students that are selected by means non probability sampling. Meanwhile, the pre-test and post test instruments were employed in this investigation. Paired

Samples T-test using SPSS Windows 16.0 was used to examine the data gathered during the pre-test and post-test. The results of the pretest and posttest were found to be significantly different. The mean posttest score was higher than the mean pretest score (73.33). (60.40). When the p-value of the computed statistic is less than 0.05, it is customary to reject the null hypothesis. The p-value was less than 0.05 (0.000 0.05), according to the findings. Thus, there was enough evidence indicating that the null hypothesis could be rejected, and it could be concluded that video was effective and it can be used as alternative media to teaching writing procedure text.

The similarities between this study and the two preceding studies are that it uses a pre-experimental design, the materials provided are writing procedure text, and the researcher uses pretest and posttest to assess the results. The research design and location of the study are the only variations between this study and the two previous studies mentioned above. Then, this study, like the two previous studies, used video, but this study used video from YouTube, whereas the two previous studies used video from a variety of sources, including YouTube and other media.

B. Theoretical Description

a. Concept of Writing

1. Definition of Writing

Writing Is considered as a media to communicate through written form.Writing is usually thought to be the most difficult skill to acquire and should only be taught after students have learned the other skills. But here, students are

expected to be able to write well. Because by writing, the writer can express what happen in her mind, so that the readers will know about it. Writing has been a central topic in applied linguistics for many years and remains an area of lively intellectual research or debate. "Writing is functional communication, making learners possible to create imagined worlds of their own design". It means that, through writing, learners can express thought, feeling, ideas, experiences, etc. to convey a specific purpose. The purpose of writing is to give some information.

According to Harmer (2004:31), writing has always been a part of the English curriculum as one of the four skills of listening, speaking, and writing. He also claims that writing promotes kids to focus on precise language use since they think as they write, which could lead to language development as they overcome problems that the writing brings to their attention (2004:31).

Zamel (1982) highlights that writing is a process in which students can explore their thoughts through written words, construct meaning of what they write, and assess them at the same time during the process of writing.

Bell and Burnaby (1984) in Nunan (1989:36), writing is an extremely complex cognitive activity required the writer to demonstrate control of a number variables such as control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation. While Byrne (2979:7) defines writing as the act of forming letters or combination of letters: making sign of flat surface of some kind. In contrast, according to Peter Elbow who is mentioned by Brown (2001:336), writing is a two-step process. The writer must first determine the meaning. It indicates that the writer he or she intends to say in order to keep the

concept under control. Second, the writer inserted the meaning into the language, or performed a meaning-into-language transaction. Writing has traditionally been thought of as an organic process that requires the use of appropriate words and coherence with the topic without wasting words.

So, writing is one of the most challenging abilities that students should learn since it necessitates the ability to construct ideas, as well as the ability to arrange words or phrases in such a way that the reader can comprehend the message or information.

2. The purpose of writing

Because objective of writing is to express thought to readers, the thought itself must be considered the significant part in writing. The major goal of the learners' writing exercise according to Leki in Fauziati (2010:46), is to grab grammatical and spelling problems. According to Mc Mahon et al (1996:8), writing serves a variety of objectives, including:

1. Convey the writer's emotions.

The writer wishes to write down and communicate how he or she feels or thinks, such as in a diary or a love letter. It's what's known as expressive writing.

2. Amuse the audience.

The authors want to delight the audience by writing about it. To entertain the audience, the writer frequently employs aesthetic resources. It's known as literary writing.

3. Provide information to the audience.

The authors want to inform or explain anything to the readers. It's a type of educational writing.

4. Persuade the audience.

The writer attempts to persuade or persuade the readers of his or her point of view, notion, or idea. It's known as persuasive writing. Based on the preceding explanation, it can be inferred that the aims of writing are to convey feelings, entertain readers, provide information to readers, and persuade readers.

3. The types of writing

The type of writing system used in the local language is a key element in determining how simple it is for pupils to learn to write. There are two styles of writing, according to Finnochiaro:

a. Writing that is factual or practical

Facts are the focus of this kind of writing. It can be found in the writing of letters and summaries by the writer. Imaginary Creative Writing This type of writing usually exists in literature. The examples of imaginary writing are novel, romance, fantasy, science fiction, adventure, etc.

b. Imaginative Creative Writing

This kind of writing is most commonly found in literature. Novels, romances, fantasy, science fiction, and adventure are all forms of imaginative writing.

The types of writing assignments provided to pupils will vary depending on their age, interest, and skill level. Beginners, for example, may be asked to compose a short statement. When a teacher assigns a job to young learners, the instructor will ensure that they have enough vocabulary to complete it, as well as intermediate and advanced pupils.

4. Components of writing

Brown (2001) states that writing is the written products of thinking, drafting, and revising that need particular skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final product. In short, in producing a piece of written text, the intelligence becomes a crucial requirement to be employed. Students are expected to be able to produce good compositions by mastering this skill. In addition, writing in school is analyzed as a skill which has aim to enable the students to express their feeling, thought, imagination, knowledge, and idea on any topic given by teacher.

For teacher, assessing students' writing task is not simple task to do. Students' writing ability and what is to test is considered such as hand writing ability, correct spelling, correct grammatical sentence, paragraph construction or logical development of a main idea (Brown, 2010). Besides, Erford et al. (2001) reviewed teachers awareness of the way they assessed students' writing must consider the measurement factors that caused text quality between one student is different with other students in common items such as spelling, writing speed, capitalization, punctuation, and writing quality also can present a special challenge in determining a scale's dimensionality.

Hence, writing involves many different aspects which every student needs to learn and comprehend. In order to create a good paragraph, the language learners are supposed to understand about the certain competencies within the text producing such as using proper vocabulary, appropriate sentence arrangement, correct capitalization placement, and so forth.

Brown (2007) classifies the elements of writing into 5 categories namely content, organization, vocabulary, grammar, and mechanics. The elements of writing will be explained as follows.

1. Content

In composing a good paragraph, important criteria like content is obviously needed. According to Nik, Sani, Chick, Jusoff, and Hasbollah (2010), content is the understanding of events, actions, findings, and views which are presented clearly. Similarly, Shehadeh (2011, cited in Khatib and Meihami, 2015) 12 notes content in writing as knowledge of subject, development of thesis, coverage of topic, relevance of details, substance, and quantity of details.

To sum up, content is an element in writing which is viewed as knowledge on how to develop a thesis correctly and thoroughly. In other words, content is an aspect that a writer should master to create a good writing which is reader can read and understand the essay easily because the paragraph is well-arranged and clearly connected.

2. Organization

The existence of organization in writing is viewed important because it provides a framework to help the readers fulfill their expectations of the text. A

piece of writing which is well-organized helps the readers to follow the text easily. It means that if a writer does not have good ability in organizing the text, the readers will face confusion. Shehadeh (2011, cited in Khatib and Meihami, 2015) mentioned organization as a fluency of expression, clarity in the statement of ideas, organization of ideas, sequencing and development of ideas. In short, Nik, Sani, Chick, Jusoff, and Hasbollah (2010) simplified the definition about organization as the beginning, middle, and the end of a text.

Moreover, Bruce (2008) stated the organization as an aspect of linguistic element of discourse which is often known as cohesion. Furthermore, organization is noticed as a central component of communicative language which involved a number of elements, often classified as cohesion and coherence, reference and rhetorical organization, and all of which is related in order to create and interpret the connection, function, and extension the units of language. To sum up, organization in writing is a crucial element which has an important role in providing readers an easiness to understand a written text through the existence of cohesion and coherence.

3. Vocabulary

Undeniably, vocabulary is a crucial thing in producing a piece of written text. Employing the vocabulary becomes a necessity for every single writer because the target of writing, readers, may receive the messages through the words written. The statement is supported by Long and Richards (2001) stated that vocabulary has a major role in writing because through vocabulary a writer can convey the message he wanted to convey to the reader. The importance of vocabulary also supported by Igbaria (2013) that knowing words is not filling papers with new words and memorizing them, students need to understand is the

word meaning in context and how words are used. Nation (2011) English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items play a vital role in all language skills i.e. listening, speaking, reading, and writing.

Ur (2012) defined vocabulary as the words of language. It means, in using a language, mastering vocabulary is a main requirement for language users in terms of speaking, reading, listening, and writing. In addition, another definition about vocabulary is maintained by Alqahtani (2015) defined vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. That is the reason why it is important to learn vocabulary.

4. Grammar

Generally, grammar has its own definition toward the language learning. Subasini and Kokilavani (2013) defined grammar as the structure, sound, and meaning system of language. It means that grammar is an important part in language which has major function. People can understand what other people say because they understand the pattern of the language, and the rules of the grammar in certain language. In line with this, Muhsin and Baker (2008, p. 1) explained that grammar has a major function in producing coherence and contextual meaningful discourse.

Furthermore, Fulcher and Davidson (2007) discussed about the importance in having proficiency in grammar as an important concern for any communicative approach which aims to provide learners with knowledge of how to determine and express the literal meaning of utterances accurately. Grammar as the use of sentence structures and constructions including the accuracy and

correctness in using agreement, number, tense, word order, articles, pronouns, and preposition.

5. Mechanics

In composing a paragraph, mechanics is an important thing that cannot be separated because it contributed the specific judgment about the quality of certain writing. Kane (2000) mentioned that mechanics refers to the appearance of words, to 14 how they spelled or arranged on paper. Furthermore, Shehadeh (2011, cited in Khatib and Meihami, 2015) divided mechanics into several aspects namely spelling, punctuation, capitalization, paragraph indentation, and so forth.

Based on the statements above it implies that mechanics in writing is about how a written text is formed including about whether a writer spells words properly, puts the right capitalization, places punctuation appropriately and other classification mentioned in the mechanics rules.

5. Testing Writing

There are several different types of writing tests. Multiple-choice questions, essay dictation passages, simple paragraphs, and the writing of brief sentences based on photos are all included in the writing test. For one reason, Madsen (1983:101) states that there are normally three stages of instruction: prewriting, guided writing, and free writing. According to the statement above, the stage of writing instruction might be classified in numerous ways than those offered. Every level necessitates a particular sort of evaluation, which arises from the many writing applications. To grow out of grammar lessons, a prewriting test is necessary. The purpose of a guided writing test is to see how well pupils can

handle restricted or directed writing tasks. The importance of a free writing exam

for content control cannot be overstated. So the writing exam in this study would

be composing procedural text using a tutorial video and guided writing. Teachers

encourage students to organize words or sentences and write the procedure text

method during a writing test.

1. Teaching writing

According to Brown (2001:340), a teacher's function should be that of a

facilitator and coach rather than a director. The teacher's role as a facilitator is to

assist pupils in engaging with the composition. According to Brown (2001:335),

the following are process approaches to writing instruction:

a. Concentrate on the writing process that results in the final written product.

b. Assist pupils in comprehending their own composition.

c. Assist the learner in following the prewriting, drafting, and revision steps.

d. Allow pupils to modify and revise their work.

e. Prioritize revision during the revision process.

f. Allow kids to find what they wish to communicate when writing.

g. Provide students with comments while they are writing a text (rather than

only on the finished output), as they want to share their opinions.

h. Encourage input from both the instructor and classmates.

i. During the composition process, include individual meetings between the

teacher and the students.

Those claims are consistent with Harmer's (2004:41) view that teachers

have a range of essential roles in helping students become better writers. Teachers

must conduct the following duties before, during, and after pupils write: Inspiring and provocative. When pupils become stuck in their writing, teachers assist them in getting an idea. It is preferable if the teacher prepares humorous and engaging strategies to get pupils involved in writing projects during the teaching and learning process.

1. Supporting. When it comes to writing, students want a great deal of assistance and confidence, both in terms of ideas and how to carry them out. When students are writing in class, teachers must provide support, be available to students at all times, and be prepared to assist students in overcoming challenges.

2. Responding. Teachers may comment on or make suggestions for improving student writing in order to respond to it. It's preferable to react to what they've said rather than videotape their work with correction markings all over it.

3. Evaluating. Teachers point out where students do well and where they make mistakes, as well as awarding those who do well. Before returning the marked scripts to the student, the teacher should point out the student's errors and attempt to correct them.

7. Writing for Junior High School

Writing proficiency is valued equally to other language abilities in the Indonesian context of English language instruction. This is demonstrated by the introduction of writing in secondary school English curricula. Writing is taught at Junior High School alongside the other three language skills. Writing in English

as a Foreign Language (EFL) is taught in Junior High School with the goal of improving students' ability to articulate brief and simple messages in order to engage with others. Students' competence in writing various text types, ranging from functional texts for some functional activities such as inviting something, requesting someone to do something, and getting things done, to different genres such as descriptive text, recount, procedure, and report texts, is also a goal of English teaching at Junior High School (Depdiknas 2006).

There are numerous reasons to encourage students to write in and out of class. The first is that writing allows people more time to ponder than trying to have a spontaneous discussion. This gives children additional opportunities for language processing, or thinking about language, regardless of whether they are studying or activating. Writing has some value in teaching and learning since it reinforces grammatical structure, idioms, and vocabulary that we have been teaching or studying. When children write, they have the opportunity to be more adventurous with the language, to say things they haven't yet learnt to say, and to take risks. The other is that when they write, it can be simple to acquire new words and communicate concepts, and they can use their eyes, hands, and brain to come up with novel ways to reinforce learning.

B. Concept of Procedure Text

Readers receive instructions or information from procedure text. The procedure text is a set of steps that must be done in the correct order to achieve the goal. The objective of process text is to explain how to perform something. It signifies that the writer should write the action in chronological order in the

writing procedure text. Gerot et al. (1994:86) claim that the social function of procedural text is to communicate how something is performed through a series of steps or actions. There are various instances of process literature, such as directions that give instructions on where to go, recipes that are a set of instructions for cooking a food item, and appliance manuals that are useful for camping planning. Students must understand the generic structure of process text in order to master it. Anderson and Anderson (1997:52-55) cited in Siti Aimah (2008:154) states that, the generic structure of a procedure text contains:

a. An introduction statement that states the purpose or goal of the project. This could be the text's title or an introductory paragraph.

b. The following is a list of materials that will be required to perform the procedure:

a) This could be a paragraph or a list.

b) In some methods, this stage may be skipped.

c) A list of steps in the order in which they must be completed:

d) First, second, third, and so on can all be represented by numbers.

e) When the order is crucial, words like now, after, and next can be utilized.

f) The steps usually start with a command like add, put, or stir.

The use of sequences must be taken into account. According to Mangubhai and Pritchard (1996, p. 64), sequence or order is particularly significant in both explaining a process and reporting a method since it helps to link the phrases. Sequences such as next, then, and after this indicate the order in which events or phases of a process occur. The sequence is typically inserted at or near the start of

a sentence. Following a review of the clarity principle, we may opt to employ a sequence to make each stage of the process apparent. Using the reality principle, on the other hand, we may conclude that a sequence is not required because the process is portrayed in natural time order and the reader's understanding of the world will make the sequence plain to her or him.

The procedure text also contains some grammatical aspects, as Gerot et al (2994:55) indicate that the procedure text's language features are:

1. Concentrate on individuals, generally individualized participants, or on generalized human agents (often implicit).

2. Material processes are used (and in this text, behavioral and herbal processes). Sequences of events denoted by temporal connectives, point numbering, or the ordering of stages on the page.

3. Relational processes and temporal contexts are employed.

4. Use of the imperatives and action verbs instead of the ordinary present tense.

5. To show an alternate line of action, conditional If is used

The procedure text also employs the simple present tense. Imperative verbs are frequently used. A procedure's instructions typically begin with a command such as mix, lift, or add. The lines are typically short and include instructions on how to perform the operation, such as "gently mix," "carefully raise," and "slowly add." The command in procedural text is a verb in the study of language, and how words are adverbs. When writing process text, employ transition signals such as first, second, next, finally, and so on. Using transition

words as a guide helps the reader follow our ideas more easily. We should not, however, utilize a transition signal in front of every sentence in a paragraph. Furthermore, materials or ingredients are items that must be prepared. Methods or steps provide a step-by-step guide to making or accomplishing anything. Meanwhile, the language features that usually used in writing procedural text are in the form of simple sentence, use many action verbs for command (stir, chop, cut), use present tenses and use lingking words (first, then, last). Here is one of the example :

How to Make Novel Apple Pudding

Ingredients :

4 green apples, peeled, cored and thickly sliced

1/4 cup/45g self-raising flour, sifted

60g butter or margarine, cubed

1/2 cup/100g caster sugar

1¼ cups/300ml water

Method:

1. Place apple in a heat-proof dish. Place flour in a bowl. Rub in margarine with a spatula.

2. Stir in sugar and water (mixture should be lumpy). Pour over apples.

3. Bake at 180°C for one hour or until syrupy and golden. Serve warm with cream or ice cream.

C. Concept of Media

1. The Definition of Media

Arsyad (2005:3) defines media as "message mediators or companions who transfer messages from senders to recipients." Media, according to Usman and Asnawir (2002:12), is "anything used to transfer a message from sender to

receiver in order to stimulate the learners' ideas, feelings, and attention in order to orient the students' learning." Media, according to Kozma (1991:2), can be classified based on technology, symbol systems, and processing capability. Using media creatively will assist children in learning and doing better in order to reach their goals.

Media, as defined above, are tools that are used to transport information from senders to receivers. Teaching learning media are tools that help teachers improve the teaching-learning process in the classroom and aid in the transmission of knowledge to students.

2. The Advantages of Media

Teachers can use good media to help them achieve their teaching and learning goals. Through the use of media, students' knowledge of educational content can be increased. The benefits of media, according to Humalik in Sukiman (2012:41), include capturing attention in the learning process to enhance motivation and replicating the learning process to make it more enjoyable. There are several advantages of using media in the teaching-learning process, according to Sudjana and Rifai in Sukiman (2012:43). These are the ones:

a. Because the learning process is more fascinating, learners will be more motivated.

b. To make the educational materials simple to understand for the students.

c. To make the teaching and learning process more organized and diverse.

d. In order to reduce learner boredom, students will engage in additional activities during the learning process

3. The Kinds of Media

In the teaching and learning process, a variety of media are used. Media refers to the devices that may send and receive educational messages (Azhar, 2003:4). Murcia (2001:462) distinguishes between two categories of media. The following are the details:

a. Non-technical media are those that do not require electricity, are low in cost, and are simple and easy to use in the classroom. Examples include flashcards, blackboards, maps, cartoon drawings, puppets, newspapers, magazines, and other forms of media.

b. Technical media demand electricity, are more expensive, employ advanced technology, and may bring the outside world into the classroom in all of its complexities. This media includes record players, audiotape players, CD players, radios, televisions, computers, video players, slide projectors, and so on. Based on the above description, the researcher decided to use videos to teach students in the classroom how to write procedure text during the teaching learning process.

4. The Importance of Media in Teaching

The media has two important tasks, according to Prawiradilega and Siregar (2004:6). These are media AVA (Audio Visual Aids), which can give students real-world experience, and media as communication, which can connect students as receivers with materials in order for them to be received

successfully. The detailed functions of media, according to Prawiradilega and Siregar (2004:8-13), are to: provide knowledge about learning goals, motivate students, present information, stimulate discussion, lead students in activities, do exercises and quizzes, strengthen the learning process, and provide stimulating experiences.

D. Concept of Video

a. Definition of Video

As transcribed above, video as a kind of media which displays moving pictures. As highlighted by Ruis, Muhyidin, & Waluyo (2009:4) that: "A motion picture or video tape recording is a moving image on color or black and white produced from live action or from graphic presentation objects or events may be in normal motion and edited for abbreviating or high lighting. It can be silent or having sound. All types of audio-video electronic system can be appeared on a cathode ray tube or TV monitor".

Mayer (2001) in Cruse (2007) defines video as a form of multimedia which transfers information through two simultaneous sensory channels called auditory and visual and presents the demonstration on-screen print and closed-captioning. Whereas tutorial is often defined as a method of transferring knowledge through a sequence of instructions to complete a task. So, tutorial

video is a video to transfer an information of how to accomplish something by means of a set of instruction.

b. Types of Video

As a media which can be used in classroom, there are three kinds of videos that can readily be used (Harmer, 2001:284)

a. Off-air programs

Off-air program means recorded from television channel. The use and the length of video should be adjusted to students needs since some off-air video are difficult to understand by students. Hence, the comprehensibility of a video should be considered.

b. Real-world video

Similar to off-air video, the use, the length and the comprehensibility level of real-world one should also be considered. The kinds of real-world video can be found in wild life documentary, exercise (manuals), comedy, etc.

c. Language learning videos

Language learning videos are video designed and published to accompany course books. They have been set for language learning purpose and adapted to be used by the students.

c. The advantages of using video

Considering the stand points of video as a media above, expert underline several advantages regarding its use in classroom. Cruse (2007:2) illustrates the benefits of using video in classroom are as follows:

a. Reinforces reading and lecture material

b. Aids in the development of a common base of knowledge among students

c. Enhances student comprehension and discussion

d. Provides greater accommodation of diverse learning style

e. Increases student motivation and enthusiasm

f. Promotes teacher effectiveness

Additionally, Harmer (2001:282) lists the advantages of using video in classroom:

a. Seeing language-in-use, where students not only hear language, but also can see the   process.

b. Cross-cultural awareness, in which students can use the situation of the people across the video i.e. kind of food the people eat, what they wear, etc.

c. The power of creation, video give students potential to create something memorable and enjoyable since the task of given can provoke creativity and communicative uses of language.

d. Motivation, video can increase students' interest through its visual display.

Video, according to Berk (2009:2), can have a significant impact on the mind and senses. While Tomalin (1991:48) thinks that utilizing video to teach English has some advantages. Their names are as follows:

a. The video is a fun way for kids to learn a new language.

One of the objectives of English instruction is to instill confidence in students. The film emphasizes the idea that learning a language is a

pleasurable experience and offers an appealing and engaging learning environment. The use of video in the classroom adds variety to the teaching-learning process. The teacher's varied media can motivate students to learn and create a pleasant learning atmosphere in the classroom.

b. Body language may be studied effectively using video.

Language students are learning about the world around them. Kids may learn about body language from the action in the video because it incorporates activity.

c. Children build confidence as they practice.

Children adore hearing stories over and over again, and video is no exception. By repeatedly watching a film, children can learn through absorption and imitation.

Raimes (1997:8) claims that video can attract students' attention (attention), increase emotion (affection), support students in expressing their feelings in written form (cognitive), and help students who have lower accomplishment in class orally (affection) (compensatory). The video is about the act of writing. Video was chosen as an effective medium for teaching procedural text writing by the researcher.

d. The Advantages of Using Video

According to Prastoeo (2011-311) of the American Hospital Association, the disadvantages of the video are:

1. Relatively expensive, reduplication video or film in general costs money and takes time.

2. There is a video that is inappropriate for the aim of learning or material.

e. Techniques in using video in teaching

There are numerous ways to include video into the teaching and learning process. Harmer proposes certain approaches that teachers can employ in the classroom (2001:286).

1. Fast forward, the teacher presses the play button and then fast forwards the video until the end so that the sequence shoots pass silently at great speed. This allows student to extract the video about and guess what the characters are saying.

2. Silent viewing (for language), the teacher plays the tape at normal speed but without the sound. It permits student to guess what the characters are saying. Then the teacher plays it with the sound to check if they guess correctly.

3. Silent viewing (for music), the same technique as silent viewing for language.

4. Freeze frame, the teacher freeze the video at any stage during its sequence in order to check students thought about what will happen next.

5. Partial viewing, the video is played in a partial view only to provoke the students' curiosity. It can be seen that those activities depend on the purpose of learning and it is carried out by the creativity of the teacher.

Also, it can be adapted as required so that all the expectation can be achieved and the advantages of using the media can grasped.

f. Teaching writing procedure text by using tutorial video

Teachers can use appropriate media to assist the teaching-learning process in the classroom. In this case, the instruct tor must decide which media is the most appropriate and effective for the teaching-learning process. The researcher will use video as a teaching medium to teach procedural text writing in this project. According to Duffy (2008:124-125), video learning should not be passive. There are a few requirements to follow when using video to increase active viewing and learning:

a. Segment. Allow your children to watch videos in small spurts.

b. Notes. Video is an excellent way to improve note-taking skills. During the first viewing, take notes, then replay, apply, and double-check them. This can be done individually or as part of a group discussion or brainstorming session in class.

c. Pause. Allow your pupils to predict or recollect what will happen next by using the pause option to momentarily pause the recording.

d. Sound off. Turn off the sound and narrate for video sequences that rely on images. This method is extremely useful for listing the steps of a process.

e. Preview. Each video is thoroughly reviewed to ensure that it is appropriate for the course objectives and student learning outcomes.

f. Integrate. Among the videos are: By incorporating an experimental component into the lecture, you can improve the entire learning experience.

g. Prior to watching, activities such as setting the stage, reviewing, providing background information, identifying new vocabulary words, and introducing the topic can be completed.

h. Cut. It's often pointless and time-consuming to test a piece of software in its entirety. Look for sections that are particularly relevant or beneficial to the intended lesson or activity while previewing a program.

i. Focus. While you're observing, assign each student a distinct task. Begin the video with a question, a list of things to look for, a new word, or an exercise that will assist the information in the program become more clear or relevant. Teachers may keep students on track and relate the learning experience to the lesson's objectives by assigning particular watching chores to them. Make sure to follow up both while watching the clip and afterward.

j. After. Consider what piqued the kids' interest after they watched the video. What did they not understand? How can you connect the curriculum to their feelings and experiences?

C. CONCEPTUAL FRAMEWORK

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┌──────────────┐        ┌──────────────┐        ┌──────────────┐
│    Input     │───────▶│   Process    │───────▶│    Output    │
└──────┬───────┘        └──────┬───────┘        └──────┬───────┘
       │                       │                       │
       ▼                       ▼                       ▼
┌──────────────┐        ┌──────────────┐        ┌──────────────┐
│   Teaching   │        │  Teaching &  │        │     The      │
│   Writing    │        │   Learning   │        │ Improvement  │
│   Material   │        │  Process by  │        │ of students' │
└──────────────┘        │  using       │        │ ability in   │
                        │ Tutorial     │        │ writing      │
                        │  Video       │        │ procedure    │
                        └──────┬───────┘        │ text         │
                               │                └──────┬───────┘
                               ▼                       │
                        ┌──────────────┐         ┌─────┴──────┐
                        │ Segment, Notes,│       ▼            ▼
                        │ Pause, Sound off,│ ┌─────────┐ ┌──────────────┐
                        │ Preview, Focus │  │ Content │ │ Organization │
                        └──────────────┘    └─────────┘ └──────────────┘
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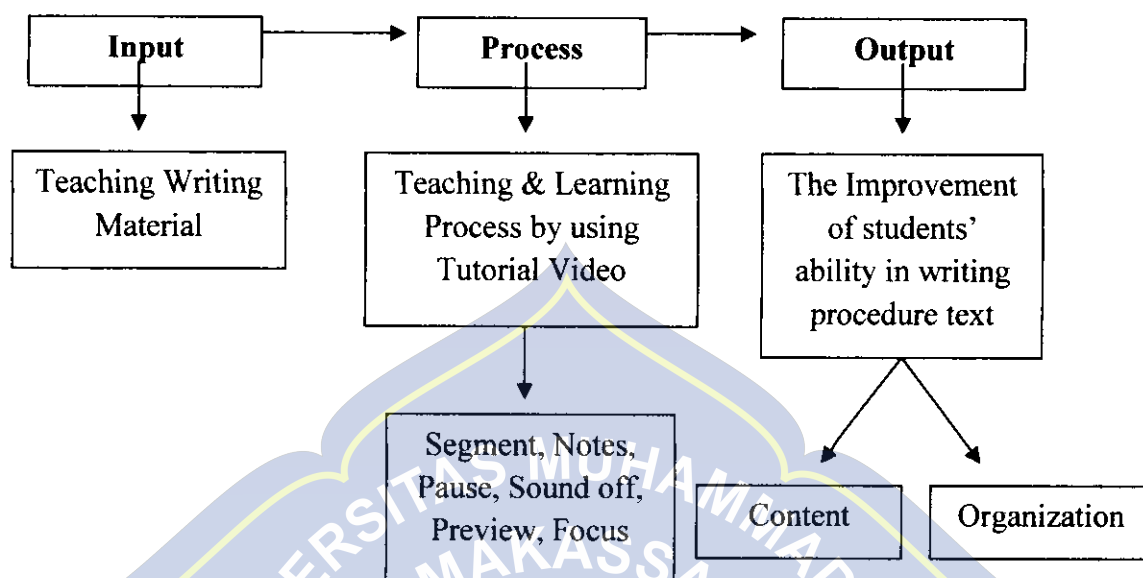
D. Hypothesis

1. Null Hypothesis (H0): there is no significant difference between students in writing before and after teaching the materials through Tutorial Video on YouTube at SMP Muhammadiyah 10 Makassar.

2. Alternative Hypothesis (H1): there is significant difference between students in writing before and after teaching the materials through Tutorial Video on YouTube at SMP Muhammadiyah 10 Makassar.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used pre-experimental design with pre-test and post-test design, involving a single class. The one group pre-test and post-test was represented in the following diagram.

X1	X	X2

Note:

X1   = Pre-Test

X   = Treatment

X2   = Post-Test

(Sanjaya, 2013: 103)

B. Population and Sample

1. Population

This research was conducted at SMP Muhammadiyah 10 Makassar, which was located at Jl. Lemba Makassar. There were 3 classes in total with 1 class for every grade. The populations of this research were all of students of the ninth grade of SMP Muhammadiyah 10 Makassar.

2. Sample

In this research, the sample was selected by using purposive sampling technique. The sample was representative of the population. Sampling was intended so that research can take Sample

This place was effectively and efficiently. The researcher chose class IX as a sample for this research since researcher found that the problems was faced by the students in class were close to the problems clarify in the background of study. The number of students were 18 students.

C. Research Variable

1. Independent variable (X)

An independent variable, according to Surgiyono (2006:61), is one that impacts or causes change in the dependent variable. A YouTube training video serves as the study's independent variable.

2. Dependent variable (Y)

The independent variable, according to Sugiyono (2006:61), is a variable that was impacted or was the result of the independent variable's existence. The dependent variable was the students' writing ability covers with content and organization.

D. Instrument of the Research

Research instrument was a tool that was used by researchers in collecting data so that their work is easier and the results are better, in the sense of being careful, complete and systematic so that it is easier to process (Arikunto, 2002: 136). The instrument of this research was a written test of procedure text. The aim

of this test was to measure the students' ability in writing procedure text. The test that used in this research was Pre-test and Post-test. Pre-test was given before implementing the using of tutorial video in preliminary study to know the students competence in writing procedure text. Then, the researcher gave treatment by implementing the using of tutorial video technique to enhanced students' ability in writing procedure text. After the treatment was done, the final step was post-test. The researcher gave the same test as the pre-test, which was procedure text test. Post-test was done after implementing the using of tutorial video technique in teaching writing procedure text .

E. Procedure of collecting data

Data collection techniques were ways that can be used by researchers to collect data Arikunto (2002: 126). In collecting data, the researcher followed the procedure as follows: The data collection method in this study was done in three steps:

1. Pre-test

   Before giving the treatment, the researcher conducted a pre-test, as previously indicated on January, 2022, it had been completed. The test number provided instructions and a topic, such as "How to make ice milk tea," and students then composed the method text.

2. Treatment

   After delivered the pre-test, the researcher gave treatment for students. The researcher used the therapy of to learn procedure text utilizing video from YouTube on January, 2022. Before the video started, the

researcher gave some background on the procedure text. The researcher explained how to write and what the content of the procedure text should be, such as the purpose, material, and steps, in the process text. The researcher then gave the students a video "How to make ice milk tea", How to make fried rice" and then advised them to observed and asked attention to it. The researcher invited students to recreated the script in their own terms after watched the video. After the students finished their writing, they discussed it and then wrote the appropriate answer.

3. Post-test

The last, the researcher administered the last again with gave post-test to the students. It was applied on February, 2022. The researcher utilized the video "How to Make Delicious Fruit Salad" as the post-test, which delivered instructions and a topic, and to produce procedural text in their own words. The test lasts 45 minutes.

F. The Technique of Data Analysis

The researcher used an analytical scoring rubric modified from Harmer while examining data from the students' writing ability test. The analytical grading rubric for writing has five components: content, organization, vocabulary, grammar and mechanics. There were two components that concerns of the research in this research to measured. Those were content and organization which used criteria as follows:

Table 3.1

Scoring Guidance and the Explanation of Content Criterion

Classification	Scorer	Criteria
Excellent	90-100	Effective complex constructions
Very Good	80-89	Effective but simple constructions
Good	70-79	Major problem in simple/complex constructions
Fair	60-69	Major problem in simple
Poor	0-59	Virtually no mastery of sentence construction rules

Harmer in Husna (2007:27)

Table 3.2

Scoring Guidance and the Explanation of Organization Criterion

Classification	Scorer	Criteria
Excellent	90-100	Effective complex constructions
Very Good	80-89	Effective but simple constructions
Good	70-79	Major problem in simple/complex constructions
Fair	60-69	Major problem in simple
Poor	0-59	Virtually no mastery of sentence construction rules

Harmer in Husna (2007:28)

From the explanation above, the researcher concluded that the criteria of scoring was shown below:

Table 3.3

No	Score	Classification
1	90-100	Excellent
2	80-89	Very Good
3	70-79	Good
4	60-69	Fair
5	0-59	Poor

(Dekdikbud in Saleha, 2009:22)

In this research, to analyze the data from the test the researcher conducted some steps were follow:

1. Calculating the mean score of students' answer in both pre-test and post-test by this formula:

$$Mx = \frac{\sum x}{N}$$

Note:

M: Mean

$\sum x$: The sum of all score

N: Number of subject

(Gay: 2006)

2. To percentage of the students' achievement using formula:

$$P = \frac{F}{N} \; x \; 100$$

Where:

P= Rate of percentage

F= Frequency of the correct answer

N= Total number of students

(Sudjana: 1990)

3. Calculating the improvement of the student's score of the pre-test and post-test, the researcher used the following formula:

$$P = \frac{x_2 - x_1}{x_1} \; x \; 100$$

Where:

P = Improvement

X1 = Mean score of pre-test

X2 = Mean score of post-test

(Harmer: 2007)

4. Finding out the significant between pre-test from the calculating values:

$$D = \frac{\Sigma D}{N}$$

Where:

D = The Mean of differences score

$\sum D$= The Sum of scores

N= Total number of students

(Gay: 2006)

5. Finding out the significant between the pre-test and post-test by calculating the value of the test. The following formula is employed:

$$t = \frac{D}{\sqrt{\dfrac{\Sigma D^2 \dfrac{(\Sigma D)^2}{N}}{N(N-1)}}}$$

Where:

t = Test of significance

D = Differences between two scores compere

D = The Mean of differences score

ΣD = The sum of scores

ΣD^2 = The square of D scores

N = Total number of students

(Gay as cited in karmadi: 2018)

6. The criteria for the hypothesis testing as follows:

Table 3.4 Hypothesis testing

Testing	Hypothesis	
	H_0	H_1
t-test >t-table	Rejected	Accepted
t-test <t-table	Accepted	Rejected

(Sugiyono: 2014)

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

This chapter consisted of finding of the research and it discussion. The finding of the research presented the research of the students' writing skills in procedure text that covered the students' content and organization and the discussion of the research covered further explanation of the finding.

1. **The Improvement of Students' Writing Skills on Pre-test and Post-test**

The improvement of the students' writing skills in the form of content and organization can be see through the mean score of category in pre-test and post-test. The improvement of the students' writing skills in the form of content and organization at the ninth grade of students of SMP Muhammadiyah 10 Makassar was presented in the following table:

Table 4.1 The Mean score and improvement of students' pre-test and post-test

No	Category	Mean Score		Improvement
		Pre-test	Post-test	
1	Content	39	77	97%
2	Organization	39	76.7	96.7%

Table 4.1 above presents that the mean score of students' content on pre-test was 39 and on post-test was 77. In addition, the mean score of students in form of organization on pre-test was 39 and mean score on post-test was 76.7. Meanwhile, the improvement of students writing skill in form of content was 97%.

Then, the improvement of students writing skill in form of organization was 96.7%.

2. The Percentage and Frequency of Students' Content in Writing

Table 4.2 Rate percentage of students' content in writing

No	Score	Classification	Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1	90-100	Excellent	0	0%	1	5.6%
2	80-89	Very Good	0	0%	6	33%
3	70-79	Good	0	0%	8	44%
4	60-69	Fair	1	5.6%	3	16.7%
5	0-59	Poor	17	94%	0	0%

Table 4.2 above presents the percentage and frequency of students' writing skills in the form of content both in pre-test and post-test. The table presents that in the pre-test from 18 students, there were no students got excellent, very good, and good in form of content of writing skill. Based on content, there were 1 (5.6%) of student classified as fair and 17 (94%) of students were classified as poor. Meanwhile, in the post-test from 18 students, there were no students got poor in form of content of writing skill. Based on content, there were 1 (5.6%) of student classified as excellent, 6 (33%) of students were classified as very good, 8 (44%) of students were classified as good, and 3 (16.7%) of students were classified as fair.

3. The Percentage and Frequency of Students' Organization in Writing

Table 4.3 Rate percentage of students' organization in writing

No	Score	Classification	Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1	90-100	Excellent	0	0%	0	0%
2	80-89	Very Good	0	0%	7	38.9%
3	70-79	Good	0	0%	8	44%
4	60-69	Fair	2	11%	3	16.7%
5	0-59	Poor	16	88.9%	0	0%

Table 4.3 above presents the frequency and percentage of students' writing skills in the form of organization both in pre-test and post-test. These presents that in the pre-test from 18 students, there were no students got excellent, very good, and good in form of organization of writing skill. Based on organization, there were 2 (11%) of students classified as fair and 16 (88.9%) of students were classified as poor. Meanwhile, in the post-test, table above presents that from 18 students, there were no students got excellent and poor in form of organization of writing skill. Based on organization, there were 7 (38.9%) of students classified as very good, 8 (44%) of students classified as good, and 3 (16.7%) of students classified as fair.

4. The Significant of Content and Organization

To know the level of significant value of pre-test and post-test, the researcher used t-test analysis on the level of significant (p)= 0.05 with the degree of freedom (df)= N-1, where N = number of subject (18 students), then the value of t-table is 2.110. The statistical analysis for the independent sample was applied.

Table 4.4 T-test of the students' writing skills

Component Test	T-test Value	T-table Value	Significant
Content	16.81	2.110	Significant
Organization	30.95	2.110	Significant

Table 4.4 above presents that t-test value for the content form higher that t-table (16.81>2.110). In addition, t-test value for organization form was higher than t-table (30.95>2.110). It meant that there was significant difference between the students' writing skills in the form of content and organization before and after using tutorial video method. It was also null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted.

B. Discussions

The description of data collected from the students' writing procedure text in the form of content and organization as explained in the previous section showed that the students' writing skills was improved. It was supported by the mean score and the total score, also the percentage of the students' improvement of the pre-test and post-test result. Based on the finding above, the used of tutorial video method made students had higher mean score of after the treatment than before the treatment done.

Based on the findings of the students' score, the mean score of writing skills in procedure text in term of content pre-test was 39. Meanwhile, after the treatment done, the mean score of post-test was 77. The improvement of the content in writing skill was 97%. In addition, the mean score of the students'

writing skills in procedure text in term of organization on the pre-test was 39. Meanwhile on the post test was 76.7. It presented that the improvement was 96.7%.

From the result of calculation, it is obtained the value of the t-test both content and organization calculation were 16.81 and 30.95 with the degree of freedom (df) is 17 (obtained from N-1, where N=18). The researcher used the degree of significance of 0.05 and the value of degree of significance was 2.110. If the test compared with value of the degrees of significance, the result for content was 16.81>2.110 and the result for organization was 30.95>2.110. Since t-test score obtained from the result of calculating, the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected.

Based on the result of the data analysis, it was proven that the students' writing skills of procedure text in the form of content and organization taught by using tutorial video method was improved. In addition, based on the students' responses, most of students found that learning English could be more fun and interested by learning using a tutorial video. As stated by Raimes (1997:8), claims that video can attract students' attention (attention), increase emotion (affection), support students in expressing their feelings in written form (cognitive), and help students who have lower accomplishment in class orally (affection) (compensatory). The video was about the act of writing. So, video can be a powerful educational and motivation tool in teaching and learning process.

1. The Improvement of the Students' Writing Procedure Text in the Form of Content

One of the important things in writing is the content. Content is an element in writing which is viewed as knowledge on how to develop a thesis correctly and thoroughly. Even, According to Nik, Sani, Chick, Jusoff, and Hasbollah (2010), content is the understanding of events, actions, findings, and views which are presented clearly. Shehadeh (2011, cited in Khatib and Meihami, 2015) also notes content in writing as knowledge of subject, development of thesis, coverage of topic, relevance of details, substance, and quantity of details. Due to this explanation, teacher needs to more creative. In addition, in teaching writing of procedure text, teacher need to make students accustomed to writing with the necessary content to convey how something was done. The use of tutorial video method as a method was helping to make students able to wrote what they are watched (which were how to make something, how something was done) by using appropriate content. This relate to Muhammad Amiq said that, videos also make a particular powerful contribution to both the content and the process of teaching learning, especially contribute to interest and motivation.

The table 4.2 indicated that the students' content in post-test was higher than in the pre-test (77>39). The process that could be explained from pre-test to post-test and giving of treatment as follows:

At the first meeting when the researcher gave a pre-test for the students, there were some findings that researcher could found; most of students still confused to wrote procedure text, and most of students felt hard to express their

idea in writing. Students were done the pre-test based on their basic comprehension. As a result, the mean score of the students' writing in pre-test was low. After the researcher gave treatment by using tutorial video method, the students were able in; explored the main idea correctly, arranged words into sentences, sentences into paragraphs orderly, and students' writing was readable and understandable.

The explanation above indicates that, the effect of tutorial video method can improved the students' writing skills in the form of content. It was because the students already knew how to wrote procedure text about how something is done before the post-test done. In this case, the treatment were given totally help students to build their idea because students' had listened and watched live the video during teaching learning process.

2. The Improvement of the Students' Writing Procedure Text in Form of Organization

Organization is one of writing aspects that was viewed important because it provides a framework to help the readers fulfill their expectations of the text. It means that if a writer does not have good ability in organizing the text, the readers will face confusion. According to Bruce (2008) stated the organization as an aspect of linguistic element of discourse which is often known as cohesion. Furthermore, organization is noticed as a central component of communicative language which involved a number of elements, often classified as cohesion and coherence, reference and rhetorical organization, and all of which is related in

order to create and interpret the connection, function, and extension the units of language.

In addition, Shehadeh (2011, cited in Khatib and Meihami, 2015) mentioned organization as a fluency of expression, clarity in the statement of ideas, organization of ideas, sequencing and development of ideas. In short, Nik, Sani, Chick, Jusoff, and Hasbollah (2010) simplified the definition about organization as the beginning, middle, and the end of a text.

The use of tutorial video as a method was helping to made students able to write procedure text (which were demonstrate something, how something was done) by using appropriate organization. So, a piece of writing which is well-organized helps the readers to follow the text easily

The table 4.3 indicated that the students' organization in post-test was higher than in the pre-test (76.7>39). The process that could be explained from pre-test to post-test and giving of treatment as follows:

At the first meeting when the researcher gave a pre-test for the students, there were some findings that researcher could found; most of students hesitated to organized the word they wanted to write, and most of students still confused and wrote unclear in organized procedure text.

Therefore most of them were getting poor scores. As a result, the mean score of the students' in pre-test was 39. After the researcher gave treatment by using tutorial video method then gave a post test, the findings were; most of students could organized the sentences into paragraph well, they were more

careful and aware in constructing present sentences, and they could put the subject and verb appropriately.

The explanation above indicates that, the use of tutorial video method can improve the students' writing skills in the form organization. It was because the students already knew how to write procedure text about how to make something before the post-test done. In this case, the treatment totally help students to knew the appropriate organization of the words that are used in the procedure text, because students' had listened and watched live to video during teaching and learning process.

Based on the result above, it can be concluded that teaching writing of procedure text in both form content and organization used tutorial video on YouTube was effective and was able to improve the students' writing skill of procedure text. The result of the study was supported by some findings as follows;

Irina (2010) stated that YouTube videos enable teachers to attach the students to the real life nature of these videos. By creating context for these short videos students can be helped to explore a world of online English learning possibilities. The setting, action, emotions, gestures that the students can observe in a video clip provided an important visual stimulus for language production and practice. Using videos in the English class was very helpful and stimulating method to motivated students to get the most of the lesson.

Fitri Sumarnis' research concluded that, the used tutorial video can improve students' writing skill in procedure text. An experimental research design was used in this study. The result of this research showed that tutorial video

effectively enhanced the students' ability in writing procedure text reflected in the result of post-test which was higher than pre-test result.

Sumartini do the research about YouTube Video on teaching. She found out that the using YouTube video was effective to teaching writing. Than indicated that the alternative hypothesis stating that using YouTube video media gave effect toward students' writing skill of animal description at eighth grade in MTs N 2 Palangka Raya was accepted and the null hypothesis stated that used YouTube video media does not give effect toward students' writing skill of animal description at eighth grade in MTs N2 Palangka Raya was rejected.

Binti Maratus Sholihah, in her research used tutorial video toward writing achievement on procedural text. This study used quantitative approach with pre experimental design. Meanwhile, the pre-test and post test instruments were employed in this investigation. Paired Samples T-test using SPSS Windows 16.0 was used to examine the data gathered during the pre-test and post-test. The results of the pretest and posttest were found to be significantly different. The mean score of post-test (73.33) was higher than the mean score of pre-test (60.40). It could be concluded that video was effective and it can be used as alternative media to teaching writing procedure text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the researcher findings and discussion in the previous chapter and looking at the result of the research, the researcher made a conclusion that using tutorial video on YouTube was effective to improve students' writing ability in procedure text especially in terms of content and organization. It was proved by the content mean score of pre-test and post-test before and after treatment (39 became 77) with the t-test value was higher than t-table (16.81 > 2.110), and the organization mean score of pre-test and post-test before and after treatment (39-76.7) with the t-test value was higher than t-table (30.95>2.110). It means the students' writing in procedure text was significantly difference at the level of significance 0.05 and degree of freedom N-1; 18-1=17. The post-test was higher than pre-test. This finding of Tutorial Video on YouTube was one of a good method in teaching writing of procedure text.

B. Suggestion

At the end of this chapter, the researcher likes to propose some suggestion which would be useful for:

a. For English Teacher

- The strategies of teaching writing will influence the students' ability to learn. Teacher should giving pay attention to the fact that students are more encourage to improve the teaching learning process.

- Teacher should try Tutorial Video on YouTube in teaching English especially writing as the English component. The teacher can be more creative in applying the method to the students and use it in teaching so that the students are interested, motivated and not bored in learning English.

b. For Future Researcher

- This research has no perfect yet, it is suggested for the future researchers to conduct further researchers in the same field, especially on using Tutorial Video on YouTube in teaching writing. This research was very important because it will give some knowledge to the researcher in order to know the benefits of using Tutorial Video on YouTube especially in teaching writing of procedure text.

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APPENDICES

APPENDIX I

Instrument of the Research

Table 1.Steps the treatment of using video to writing procedure text

	Steps	Researcher' activities	Students' activities
1	Opening	Greeting	Answer greeting
		• Introducing tutorial videos as a medium for writing process text. • Explain about used tutorial video	• Understanding about the materials.
	Main strategy	• Give the materials (procedure text) • Give an example of procedure text and explain the generic of procedure text.	• Read the explanation of materials. • Identify the generic structure of procedure text.
		• Provide a description of the writing process. • What is the best way to begin writing, drafting, and revising?	• Write a paragraph based on the writing process.
		• Give video about procedure text and ask the students to write the procedure text about the topics from video. • Identify the generic structure.	• Make a drafting first. • Write a procedure text based on the topic from the video • Write again about procedure text from video.
	Closing	• Ask the students to submit their writing • Give score. • Correction. • And give feedback	• Submit the writing.

Table 2. The schedule of test and treatment

No	Activity	Date
1.	Pre-test	22 January, 2022
2.	Treatment 1	28 January, 2022
3.	Treatment 2	29 January, 2022
4.	Treatment 3	04 February, 2022
5.	Post-test	05 February, 2022

APPENDIX II

The Instrument of Writing Test

1. Pre-Test

Watch the video! After watching the video, write down the procedure text which includes the purpose, materials, and steps for making Ice Milk Tea. Work on your own!

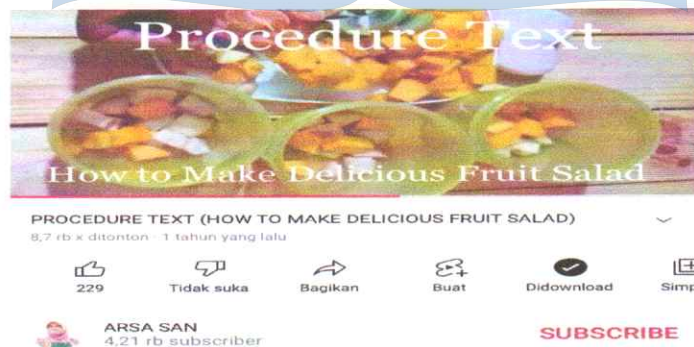### 2. Post-Test

Watch the video! After watching the video, write down the procedure text which includes the purpose, materials, and steps for making delicious fruits salad. Work on your own!

Lesson Plan

Rencana Pelaksanaan Pembelajaran (RPP)

School   : SMP Muhammadiyah 10 Makassar

Subject   : English

Class   : IX

Material   : Procedure Text

Time Allocation: 3x45minutes

A. Core Competency

KI1. Appreciate and practice the teachings of their religion.

KI2. Living and practicing honest, disciplined, responsible, caring (mutual help), cooperative, tolerant, peaceful, polite, responsive and proactive behavior and showing attitude as part of the solution to various problems in interacting effectively with the social and natural environment as well as in position themselves as a reflection of the nation in the association of the world.

KI3. Understand, apply, analyze factual, conceptual, procedural and metacognitive knowledge based on their curiosity about science, technology, art, culture and humanities with insight into humanity, nationality, state, and civilization related to the causes of phenomena and events, and apply procedural knowledge in the field specific studies according to their talents and interests to solve problems.

KI4. Processing, reasoning, and presenting in the concrete and abstract realms are related to the development of what they learn in school independently, acting

effectively and creatively and being able to use methods according to scientific rules.

B. Basic Competencies and Indicators

No	Basic Competencies	Indicators
3.7	Applying text structure and linguistic elements to carry out the social function of procedural texts by stating and asking about recipes and manuals, short and simple, according to the context of their use.	Students are able to identify social functions, structures and linguistic elements in written procedure texts.
4.7	Capturing the meaning of procedural texts, oral and written, in the form of recipes and manuals, short and simple.	Students are able to identify the main idea or message in written procedure text.
4.8	Compose procedural texts, oral and written, short and simple, in the form of recipes and manuals, taking into account social functions, text structure, and linguistic elements that are correct and in context	Students are able to write about procedural texts by paying attention to correct and appropriate social functions, text structures, and linguistic elements.

C. Learning objectives

Learning objectives to be achieved by students:

a. Through video media students are able to analyze social functions, linguistic elements and the structure of procedural texts.

b. Through video media students are able to capture the meaning of the procedure text.

c. Through video media, students can create or write procedural texts based on the videos they have watched in their own words.

 D. Learning materials

The definition of procedure text

a. A procedure text is a text that describes how something is achieved (completed) through a series of actions or steps.

b. The generic structures of procedure text are:

1. Goal/aim It contains the text's aim (or title)

2. Materials. It contains the ingredients utilized in the process. Steps. It contains the stages to accomplishing a goal (the actions that must be taken)

c. Language features of procedure text

We use the following terms in the method text:

1. Use the present simple tense.

2. Orders (the imperative form of the verb), such as place and don't mix, are used.

3. Action verbs such as turn and pick up are used.

4. The use of connection to sequentially sequence activities in time, such as: then, while.

5. The use of adverbs to convey information such as time and location, manner, and so on. For example, gently position two cm from the top for five minutes.

E. Learning methods

Approach: Scientific Method (Scientific Approach)

F. Media, Tools, and Learning Resources

Media: Laptop, LCD

Source: Think Globally Act Locally English textbook, Internet (YouTube),

and other relevant sources.

G. Steps of learning activities

Learning activities are carried out in three meetings.

a. Meeting 1

a) Introduction (10 minutes)

- The teacher greets and greets the students.

- The teacher asks students to start the learning process by

  praying.

- Teacher checks student attendance list.

- The teacher starts the activity with questions and answers to

  students by connecting the material with students' daily lives to

  gain students' understanding.

b) Core activities (70 minutes)

- Observing

  The teacher shows a video about the text procedure then the

  students observe the video that is played.

- Questioning

The teacher provides direction or through the influence of questions from the teacher students are able to question the social function, structure and linguistic elements of the procedure text.

- Exploring

   1. Students then identify the purpose of communication, structure and linguistic elements of the procedure text.

   2. The teacher provides opportunities for students to practice making procedure texts.

- Associating

   The teacher conducts questions and answers or feedback to students to find out the extent to which students understand the material that has been given or studied.

- Communicating

   Students are then asked to read the procedure text they have made in front of the class.

c) Closing (10 minutes)

- The teacher and students together make conclusions about the material that has been studied at this meeting.

- The teacher conveys about the learning activities that will be studied at the next meeting.

b. Meeting 2

   a) Introduction (10 minutes)

- The teacher greets and greets the students.

- The teacher asks students to start the learning process by praying.

- Teacher checks student attendance list.

- The teacher starts the activity with questions and answers to students by connecting the material with students' daily lives to gain students' understanding.

b) Core activities (70 minutes)

- Observing

  The teacher shows a video about the text procedure then the students observe the video that is played.

- Questioning

  The teacher provides direction or through the influence of questions from the teacher students are able to question the social function, structure and linguistic elements of the procedure text.

- Exploring

  1. Students then identify the purpose of communication, structure and linguistic elements of the procedure text.

  2. The teacher provides opportunities for students to practice making procedure texts.

- Associating

The teacher conducts questions and answers or feedback to students to find out the extent to which students understand the material that has been given or studied.

- Communicating

  Students are then asked to read the procedure text they have made in front of the class.

c) Closing (10 minutes)

- The teacher and students together make conclusions about the material that has been studied at this meeting.

- The teacher conveys about the learning activities that will be studied at the next meeting.

c. Meeting 3

a) Introduction (10 minutes)

- The teacher greets and greets the students.

- The teacher asks students to start the learning process by praying.

- Teacher checks student attendance list.

- The teacher starts the activity with questions and answers to students by connecting the material with students' daily lives to gain students' understanding.

b) Core activities (70 minutes)

- Observing

The teacher shows a video about the text procedure then the students observe the video that is played.

- Questioning

  The teacher provides direction or through the influence of questions from the teacher students are able to question the social function, structure and linguistic elements of the procedure text.

- Exploring

  1. Students then identify the purpose of communication, structure and linguistic elements of the procedure text.

  2. The teacher provides opportunities for students to practice making procedure texts.

- Associating

  The teacher conducts questions and answers or feedback to students to find out the extent to which students understand the material that has been given or studied.

- Communicating

  Students are then asked to read the procedure text they have made in front of the class.

c) Closing (10 minutes)

- The teacher and students together make conclusions about the material that has been studied at this meeting.

- The teacher conveys about the learning activities that will be studied at the next meeting.

H. Assessment

Essay scoring rubric

1. **Content**

Classification	Scorer	Criteria
Excellent	90-100	Effective complex constructions
Very Good	80-89	Effective but simple constructions
Good	70-79	Major problem in simple/complex constructions
Fair	60-69	Major problem in simple
Poor	0-59	Virtually no mastery of sentence construction rules

2. **Organization**

Classification	Scorer	Criteria
Excellent	90-100	Effective complex constructions
Very Good	80-89	Effective but simple constructions
Good	70-79	Major problem in simple/complex constructions
Fair	60-69	Major problem in simple
Poor	0-59	Virtually no mastery of sentence construction rules

Determine students' score used formula below:

$$Nilai\ siswa = \frac{Skor\ diperoleh}{Skor\ maksimal} x\ 100$$

APPENDIX IV

Research Finding

1. The Students' Row of Content

No	Name	Content		D	D²
		Pre-test	Post-test		
1	AS	60	95	35	1125
2	A1	35	60	25	625
3	A2	30	75	45	2025
4	AM	55	75	20	400
5	A3	35	85	50	2500
6	AR	35	85	50	2500
7	HR	35	85	50	2500
8	M1	40	75	35	1225
9	M2	35	65	30	900
10	MA	35	85	50	2500
11	MR	35	85	50	2500
12	NR	30	70	40	1600
13	QM	45	75	30	900
14	S	40	75	35	1225
15	SHT	30	75	45	2025
16	SA	55	80	25	625
17	TSS	35	75	40	1600
18	W	30	70	40	1600

2. The Students' Row of Organization

No	Name	Organization		D	D²
		Pre-test	Post-test		
1	AS	35	75	40	1600
2	A1	30	60	30	900
3	A2	50	75	25	625
4	AM	40	85	45	2025
5	A3	30	65	35	1225
6	AR	35	85	50	2500
7	HR	35	75	40	1600

8	M1	60	85	25	625
9	M2	35	85	50	2500
10	MA	40	85	45	2025
11	MR	30	65	35	1225
12	NR	35	75	40	1600
13	QM	60	85	25	625
14	S	35	70	35	1225
15	SHT	35	75	50	2500
16	SA	55	85	30	900
17	TSS	25	75	40	1600
18	W	30	75	45	2025

3. Rate Percentage of Students' Content in Writing

No	Score	Classification	Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1	90-100	Excellent	0	0%	1	5.6%
2	80-89	Very Good	0	0%	6	33%
3	70-79	Good	0	0%	8	44%
4	60-69	Fair	1	5.6%	3	16.7%
5	0-59	Poor	17	94%	0	0%

Calculate the frequency and the rate percentage in pre-test

$$P = \frac{F}{N} \times 100\%$$

For "Fair" Category

$$P = \frac{1}{18} \times 100\%$$

$$P = 5.6\%$$

For "Poor" category

$$P = \frac{17}{18} \times 100\%$$

$P = 94\%$

Calculate the frequency and the rate percentage in post-test

$P = \dfrac{t}{N} \; x \; 100\%$

For "Excellent" category

$P = \dfrac{1}{18} \; x \; 100\%$

$P = 5.6\%$

For "Very Good" category

$P = \dfrac{6}{18} \; x \; 100\%$

$P = 33\%$

For "Good" category

$P = \dfrac{8}{18} \; x \; 100\%$

$P = 44\%$

For "Fair" category

$P = \dfrac{3}{18} \; x \; 100\%$

$P = 16.7\%$

4. Rate Percentage of Students' Organization in Writing

No	Score	Classification	Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1	90-100	Excellent	0	0%	0	0%
2	80-89	Very Good	0	0%	7	38.9%
3	70-79	Good	0	0%	8	44%
4	60-69	Fair	2	11%	3	16.7%
5	0-59	Poor	16	88.9%	0	0%

Calculate the frequency and the rate percentage in pre-test

$$P = \frac{F}{N} \ x \ 100\%$$

For "Fair" Category

$$P = \frac{2}{18} \ x \ 100\%$$

$$P = 11\%$$

For "Poor" category

$$P = \frac{16}{18} \ x \ 100\%$$

$$P = 88.9\%$$

Calculate the frequency and the rate percentage in post-test

$$P = \frac{F}{N} \ x \ 100\%$$

For "Very Good" category

$$P = \frac{7}{18} \ x \ 100\%$$

$$P = 38.9\%$$

For "Good" category

$$P = \frac{8}{18} \; x \; 100\%$$

$$P = 44\%$$

For "Fair" category

$$P = \frac{3}{18} \; x \; 100\%$$

$$P = 16.7\%$$

5. The Students' Classifications of Pre-test and Post-test Score

1. **Content**

Respondents	Pre-Test	Classification	Post-Test	Classification
AS	60	Fair	95	Excellent
A1	35	Poor	60	Fair
A2	30	Poor	75	Good
AM	55	Poor	75	Good
A3	35	Poor	85	Very Good
AR	35	Poor	85	Very Good
HR	35	Poor	85	Very Good
M1	40	Poor	75	Good
M2	35	Poor	65	Fair
MA	35	Poor	85	Very Good
MR	35	Poor	85	Very Good
NR	30	Poor	70	Good
QM	45	Poor	75	Good
S	40	Poor	75	Good
SHT	30	Poor	75	Good
SA	55	Poor	80	Very Good
TSS	35	Poor	75	Good
W	30	Poor	70	Good

2. Organization

Respondents	Pre-Test	Classification	Post-Test	Classification
AS	35	Poor	75	Good
A1	30	Poor	60	Fair
A2	50	Poor	75	Good
AM	40	Poor	85	Very Good
A3	30	Poor	65	Fair
AR	35	Poor	85	Very Good
HR	35	Poor	75	Good
M1	60	Fair	85	Very Good
M2	35	Poor	85	Very Good
MA	40	Poor	85	Very Good
MR	30	Poor	65	Fair
NR	35	Poor	75	Good
QM	60	Fair	85	Very Good
S	35	Poor	70	Good
SHT	35	Poor	75	Good
SA	55	Poor	85	Very Good
TSS	25	Poor	75	Good
W	30	Poor	75	Good

The Students' Mean Score of Pre-test and Post-test

1. Mean Score of Pre-test and Post-test in Form of Content

a. Pre-Test

$$Mx = \frac{\sum x}{N}$$

$$Mx = \frac{695}{18}$$

$$Mx = 39$$

b. Post-Test

$$Mx = \frac{\sum x}{N}$$

$$Mx = \frac{1390}{18}$$

$$Mx = 77$$

2. Mean Score of Pre-test and Post-test in Form of Organization

a. Pre-Test

$$Mx = \frac{\sum x}{N}$$

$$Mx = \frac{695}{18}$$

$$Mx = 39$$

b. Post-Test

$$Mx = \frac{\sum x}{N}$$

$$Mx = \frac{1380}{18}$$

$$Mx = 76,7$$

6. The Percentages of Students' Improvement

1. Content

$$P = \frac{x_2 - x_1}{x_1} \; x\,100\%$$

$$P = \frac{77 - 39}{39} \; x\,100\%$$

$$P = \frac{38}{39} \; x\,100\%$$

$P = 97\%$

2. Organization

$$P = \frac{x_2 - x_1}{x_1} \; x \; 100\%$$

$$P = \frac{76.7 - 39}{39} \; x \; 100\%$$

$$P = \frac{37.7}{39} \; x \; 100\%$$

$P = 96.7\%$

7. T-test Value

$$D = \frac{\Sigma D}{N}$$

$$D = \frac{695}{18}$$

$D = 39$

1. Content

$$t = \frac{D}{\sqrt{\dfrac{\Sigma D^2 - \dfrac{(\Sigma D)^2}{N}}{N\,(N-1)}}}$$

$$t = \frac{39}{\sqrt{\dfrac{28475 - \dfrac{(695)^2}{18}}{18\,(18-1)}}}$$

$$t = \frac{39}{\sqrt{\dfrac{28475 - \dfrac{483025}{18}}{18\,(17)}}}$$

$$t = \frac{39}{\sqrt{\dfrac{28475 - 26835}{306}}}$$

$$t = \frac{39}{\sqrt{\frac{1640}{306}}}$$

$$t = \frac{39}{\sqrt{5.36}}$$

$$t = \frac{39}{2.32}$$

$$t = 16.81$$

2. Organization

$$t = \frac{D}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{39}{\sqrt{\frac{27325 - \frac{(655)^2}{18}}{18(18-1)}}}$$

$$t = \frac{39}{\sqrt{\frac{27325 - \frac{483025}{18}}{18(17)}}}$$

$$t = \frac{39}{\sqrt{\frac{27325 - 26835}{306}}}$$

$$t = \frac{39}{\sqrt{\frac{491}{306}}}$$

$$t = \frac{39}{\sqrt{1.60}}$$

$$t = \frac{39}{1.26}$$

$$t = 30.95$$

APPENDIX V

LETTERS

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN
Alamat kantor: Jl. Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama   : Asmira As
NIM   : 10535621515
Program Studi   : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	3 %	10 %
2	Bab 2	22 %	25 %
3	Bab 3	7 %	10 %
4	Bab 4	3 %	10 %
5	Bab 5	2 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan
Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan
seperlunya.

Makassar, 4 Maret 2022
Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,

Nursinah, S.Hum, M.I.P
NBM. 964 591

Jl. Sultan Alauddin no 259 makassar 90222
Telepon (0411)866972,881 593,fax (0411)865 588
Website: www.library.unismuh.ac.id
E-mail : perpustakaan@unismuh.ac.id

Nomor : 194/05/C.4-VIII/I/43/2022

Lamp : 1 (satu) Rangkap Proposal

Hal : Permohonan Izin Penelitian

17 Jumadil akhir 1443 H
20 January 2022 M

Kepada Yth,

Bapak / Ibu Kepala Sekolah

SMP Muhammadiyah 10 Makassar

di –

Makassar

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor; 8687/FKIP/A.4-II/I/1443/2022 tanggal 20 Januari 2022, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : ASMIRA AS

No. Stambuk : 10535 621515

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"The Use Of Tutorial Video On Youtube As Alternative Media For Teaching Writing Of Procedure Text "

Yang akan dilaksanakan dari tanggal 24 Januari 2022 s/d 24 Maret 2022.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

Ketua LP3M,

Dr. Ir. Abubakar Idhan,MP.
NBM 101 7716

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa	:	Asmira As
NIM	:	10535621515
Judul Penelitian	:	The Use of Tutorial Video on YouTube as Alternative Media for Teaching Writing of Procedure Text
Tanggal Ujian Proposal	:	04 Desember 2021
Tempat/Lokasi Penelitian	:	SMP Muhammadiyah 10 Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Jumat, 21/01/2022	Mengktar surat keterangan pengantar penelitian	Siti Mila Darmilan, S.Pd	
2	Sabtu, 22/01/2022	Pre-test	Siti Mila Darmilan, S.Pd	
3	Jumat, 28/01/2022	Treatment 1	Siti Mila Darmilan, S.Pd	
4	Sabtu, 29/01/2022	Treatment 2	Siti Mila Darmilan, S.Pd	
5	Jumat, 04/02/2022	Treatment 3	Siti Mila Darmilan, S.Pd	
6	Sabtu, 05/02/2022	Post-test	Siti Mila Darmilan, S.Pd	

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
7	Jumat, 18/02/2022	Meminta TTD kepala Sekolah dan guru	Siti Mila Darmilan, S.Pd	
8				
9				
10				

Makassar, 07 Februari 2022

Mengetahui,

Ketua Program Studi
FKIP Unismuh Makassar

Pimpinan/Kepala sekolah instansi

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Hagrit K.Baharuddin, S.Pd

SURAT KETERANGAN PENELITIAN
Nomor: 05/EDR/IV.4/2022

Assalamu'alaikum Warahmatullahi Wabarakatuh

Yang bertanda tangan di bawah ini:

Nama:	: Haeril H. Baharuddin, S.Pd
Jabatan:	: Kepala Sekolah
Unit Organisasi	: SMP Muhammadiyah 10 Makassar
Alamat	: Jl. Tinumbu

Dengan ini menyatakan bahwa:

|	
Nama:	: Asmira As
Nomor Pokok	: 10535621515
Program Studi	: Pendidikan Bahasa Inggris
Universitas	: Universitas Muhammadiyah Makassar
Pekerjaan	: Mahasiswa (S1)

Benar telah melakukan penelitian/pengumpulan data pada tanggal 21 Januari s.d. 05 Februari 2022, dalam rangka penyusunan skripsi dengan judul:

" The Use of Tutorial Video on YouTube as Alternative Media for Teaching Writing of Procedure Text at Grade IX of SMP Muhammadiyah 10 Makassar"

Demikian surat keterangan penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya. *Jazakumullahu Khaeran Katsiraan.*

Wassalamu'alaikum Warahmatullahi Wabarakatuh

07 Februari 2022
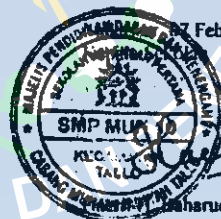
Baharuddin, S.Pd

بِسْــــمِ اللهِ الرحمن الرحيــــمِ

LETTER OF ACCEPTANCE
0476/BG-FKIP/LOA/B/IV/1443/2022

Dear ASMIRA AS

It is our pleasure to inform you that, after reviewing your paper:
THE USE OF TUTORIAL VIDEO ON YOUTUBE AS ALTERNATIVE
MEDIA FOR TEACHING WRITING OF PROCEDURE TEXT AT NINTH
GRADE OF SMP MUHAMMADIYAH 10 MAKASSAR
The manuscript ID: 7
Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

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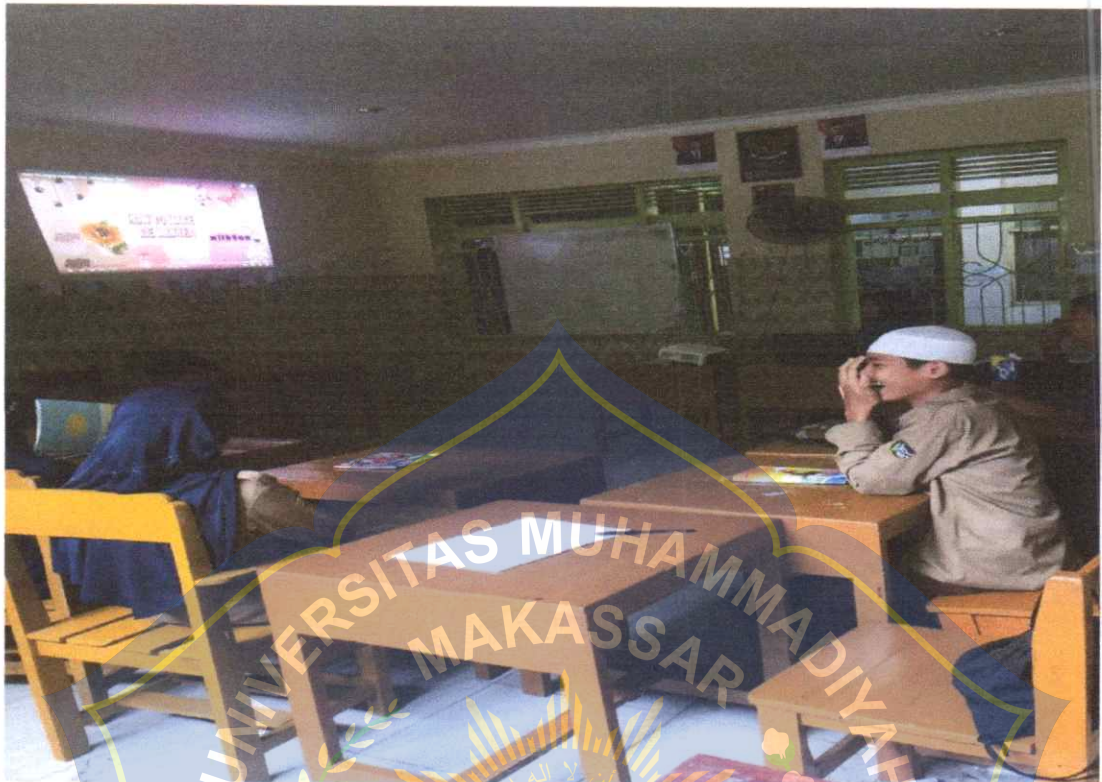*eltm@bg.unismuhmakassar.ac.id*

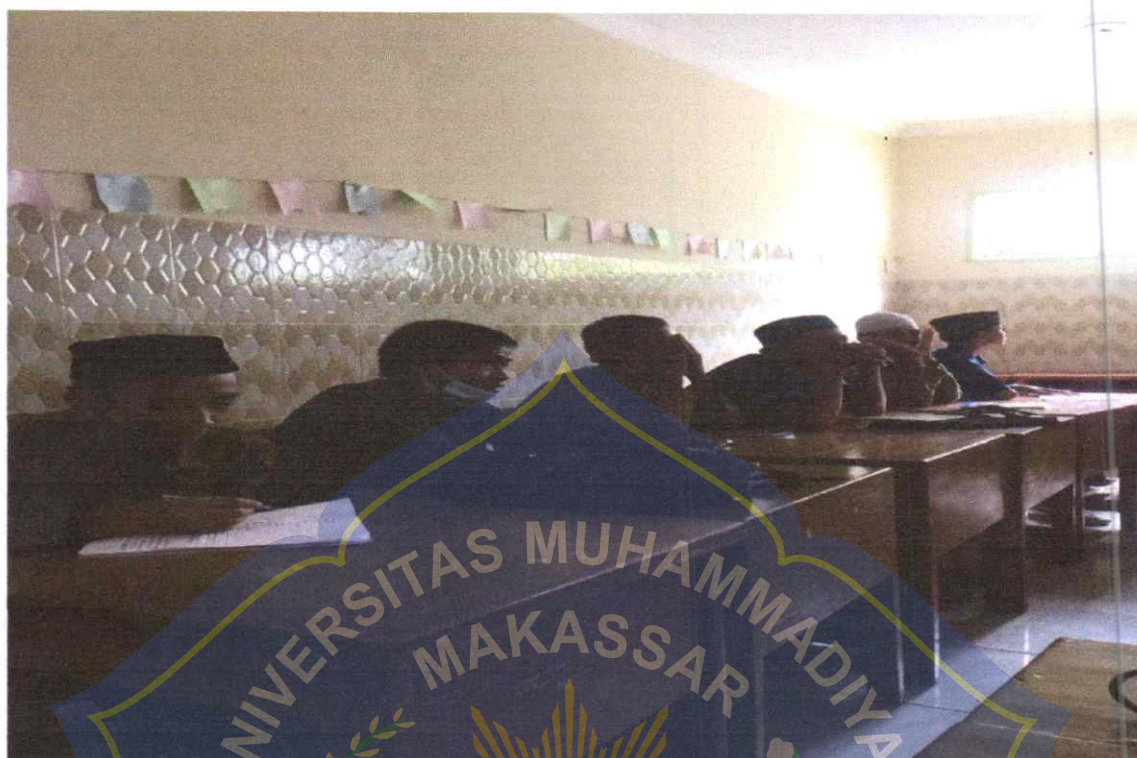Makassar, 26 April 2022 M
25 Ramadhan 1443 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

| Terakreditasi Institusi
BAN-PT

DOCUMENTATION

CURRICULUM VITAE

Asmira As was born on December 12th, 1995 in Wasuponda, Luwu Timur. She is the third child of seven siblings from thmarriage of Andy and began her study at SDN 258 Sinongkand graduated in 2008. Then, she continued her study at SMPN 1 Wasuponda and graduated in 2011. Afterwards, she continued her education at SMAN 1 Wasuponda and graduated in 2014. Then, in 2015, she was registered as a student of English Education Department of Teacher Training and Education Faculty at Muhammadiyah University of Makassar. At the end of her study, she could finish her thesis by the title *The Use of Tutorial Video on YouTube as Alternative Media for Teaching Writing of Procedure Text (Pre-experimental Research at the Ninth Grade of SMP Muhammadiyah 10 Makassar).*