

**THE USE OF YOUTUBE VIDEOS TO IMPROVE STUDENTS'
ABILITY IN WRITING EXPLANATION TEXT**

Marlina^{1*}, Usman Kasim², Siti Sarah Fitriani³
¹marlinagd@gmail.com, ²usman@usk.ac.id, ³ssfitriani@gmail.com

UNIVERSITAS SYIAH KUALA

ABSTRACT

This study aims to investigate the improvement of students' ability in writing Explanation text using YouTube videos as teaching media in writing class. The Classroom Action research (CAR) proposed by Kemmis and Taggart was applied. This research is qualitative research with 30 students of class XI MIPA of SMAN 12 Banda Aceh as research subjects. In collecting the data, a writing test and observation checklist were used. The pre-test and post-test were given to find out the students' writing ability before and after the treatment given. The data revealed that the mean score of post test 1 and post test 2 were higher than pre test. It was gradually increased from 62,70 to 73,30 in post test 1, and 78,80 in post test 2. This indicates that there was a significant improvement in students' writing ability after implementing YouTube videos as media to teach writing explanation text. Thus, it can be concluded that the implementation of YouTube videos can improve students' ability in writing explanation text at XI MIPA 1 SMA Negeri 12 Banda Aceh. It is suggested to other researchers to conduct further research related to the use of YouTube videos not only for writing, but also for reading, speaking, and listening.

Keywords: Classroom Action Research, Writing Ability, YouTube Video

A. INTRODUCTION

Writing is one of the four skills that is very crucial in supporting students' ability in mastering English language. The main goals of writing skills are to get the students Beunderstanding and ability on how to generate and organize the ideas coherently and how to write a text with clearer meaning. In accordance with the aims of teaching writing, students are expected to have the capability to develop the ideas in writing paragraphs to be a well-structured text using appropriate generic structure and language features dealing with the genre of the text. Being more competent in writing, the students will be able to produce a final product for certain purposes in students' life. To achieve the goal mentioned, all students should participate actively in teaching and learning process.

Teaching writing is an activity which included a complex process. For the foreign language learners, writing is the most difficult skill to achieve. This is due to the requirement of not only mastering grammatical and rhetorical tools but also grasping conceptual and evaluative components. Writing is an essential skill that include in K. 13 curriculum. The basic

competence focused on some genres of the text which should be mastered by students in senior high school such as: narrative, descriptive, procedure, recount, news item, analytical exposition, hortatory exposition, caption, explanation, discussion, spoof, and review.

Based on the researcher's experience during teaching writing of the last semester, the process of teaching and learning writing has become difficult activities for both researcher and students at XI MIPA 1 SMA negeri 12 Banda Aceh. When the researcher asked students to write a text, they looked at each other. They are not confident to write because they feel that they could not write well. They did not know how to write correctly since they never had sufficient practice writing. Even though teacher has tried to apply various techniques in teaching writing, most of the students were still unmotivated to participate actively in following teaching and learning activities. According to Amilia & Sisbiyanto (2016), the teacher should had known the best way to teach writing to their students since writing is very important in education today. However, this presents a challenge due to the abundance of diverse viewpoints on the matter. Fleming and Stevens, as cited by Wulandari (2012) assert that writing tends to be unfavorably received by the majority of secondary school students. This assertion is reasonable given that students encounter various difficulties in the process of composition, which proves demanding even when undertaken in their native language. The mastery of writing skills is deemed arduous for students due to inadequate instruction in this area. Educators often prioritize teaching skills such as speaking, reading, listening, and grammar over writing. Dayij & Al.gomoul (2011) indicate that writing frequently falls to the wayside among the four primary skills emphasized by teachers. Furthermore, they emphasize that enhancing writing proficiency hinges crucially upon consistent practice, transcending mere adherence to prescribed course materials.

Addressing the students' emotional challenges, learners in XI MIPA 1 at SMA Negeri 12 Banda Aceh exhibit a lack of intrinsic motivation for writing. They exhibit reluctance towards writing, potentially stemming from the educator's frequent emphasis on alternative proficiencies such as reading, listening, and speaking. Within the realm of writing, students encounter the aforementioned difficulties, compounded by inadequate penmanship skills among some. Moreover, mechanical issues surface, encompassing the correct application of punctuation, capitalization, and spelling. Additionally, when tasked with composing texts, students tend to invest a considerable amount of time conversing with peers about content and structure before commencing writing. This collaborative process sometimes involves the use of dictionaries or consultation with the teacher to clarify the meanings of unfamiliar words.

The present condition of teaching writing at XI MIPA 1 SMA Negeri 12 Banda Aceh was the same as previous problems. It's supported by the score of students' achievement in writing was below standard of minimal passing grade (75). The researcher's analysis revealed that the average writing score obtained by students at the first semester in academic year 2022/2023 was below standard (under 75 in average). There were only 15 of 31 students achieved the KKM score (48,38% which is less than 80%). To overcome the problems in teaching writing, teacher needs to get interesting learning media to enhance student to be more active to participate in teaching and learning process. For Z generation who was born in the mid-1990s and early 2010s, YouTube video is one of technology which is very popular today. In providing sources of information and knowledge, YouTube comes out on top for Gen Z. The use of YouTube as media in learning process aims to generate new desire and students' motivation in learning activities. YouTube Video is a smedia that can be used to

teach student to write. By implementing video in teaching writing, teacher can help the students to solve the obstacles in learning writing.

According to the previous research conducted by Dewi (2012: 7), videos can be implemented in teaching writing based on some reasons: first video is an ICT based media, since the Z generation is very familiar with technology in their daily life, it can stimulate and attract students' interest in learning the lesson. Second: in terms of visual perception, students can anticipate information, deduce concepts, and dissect language patterns. This ability proves invaluable for the advancement of paragraph construction. Additionally, concerning language assessment, it serves to enhance lucidity and lend significance to an auditory script. Moreover, it establishes a robust connection between the studied materials and their practical application during evaluative scenarios. Furthermore, videos can function as a catalyst or trigger, aiding the assimilation of materials or language facets. In accordance with Harmer's insights in (2004), videos make a particularly potent contribution to both the substance and the progression of language acquisition. They notably enhance engagement and drive, offer a contextual backdrop for comprehending the language, and provide a distinct focal point or stimulus.

Numerous studies have been conducted both within Indonesia and in various other countries regarding the incorporation of YouTube videos into the teaching and learning milieu. Prior investigations have conclusively demonstrated the positive impact of utilizing YouTube videos on students' writing proficiency. An example of this is the research by (Dewi, 2012) who undertook a classroom action study focused on enhancing eleventh-grade students' competence in composing analytical exposition texts. The study involved 32 science program students from SMAN 9 Purworejo. The findings underscore the efficacy of YouTube videos in augmenting students' writing skills. These videos effectively address multiple components of writing, including vocabulary enrichment, accurate punctuation and spelling usage, grammatically sound sentence construction, facile idea generation for paragraph development, and argumentation skills for analytical exposition texts. The study demonstrates not only an enhancement in the writing prowess of the participants but also an improvement in the overall quality of the teaching-learning process

Al Hakim (2017) states that the research delved into the utilization of environmentally-themed YouTube content in English instruction to enhance students' writing proficiency. The research findings indicate discernible enhancements in students' performance following both the initial cycle and the subsequent cycle. Prior to any intervention, the average pre-test score stood at 60.63. After the conclusion of the first post-test, this score increased to 70.37, underscoring the progress achieved after the first cycle. Following the second cycle, the mean score for the second post-test recorded at 71.05. Furthermore, Aminah (2018) carried out an experimental inquiry concerning the utilization of videos for teaching procedural text composition. The research enlisted 25 participants from class VII-A at MTs Ashfiah Surabaya. The primary objectives of this study were to assess the efficacy of integrating YouTube videos to enhance students' prowess in crafting procedure texts, as well as to gauge the students' perceptions regarding the integration of YouTube videos within classroom activities. This research follows a descriptive qualitative approach. The tools employed for research encompassed an observation checklist, student-authored compositions, and a questionnaire. The research findings demonstrated a predominant interest among students in watching videos, along with a consensus that videos facilitated idea generation for writing.

In the year 2021, Amalia conducted an experimental study to explore the impact of integrating videos and photovoice techniques on the academic performance of eleventh-grade students in composing explanatory texts. This investigation centered around students enrolled at MAN 1 Banyuwangi. The primary goal was to assess the effectiveness of employing videos and photovoice strategies in enhancing the writing proficiency of eleventh-grade students concerning explanatory text composition. According to the results derived from data analysis, students in the eleventh grade at MAN 1 Banyuwangi who received instruction through the integration of videos and photovoice techniques attained higher scores in writing explanatory texts compared to their peers who were taught using traditional textbooks.

Even though there were many studies conducted relate to the use of YouTube videos to teach writing, there were some differences between this study and the other studies mentioned above. All the previous research were focus on writing ability and how to improve students' ability in writing. This research not only focused on students' achievement in writing ability but also focused to investigate the improvement of students' participation in classroom activity and the improvement of teacher performance after the implementation of YouTube videos in teaching writing skill especially explanation text. In addition, researcher would apply classroom action research as the research method which was also technically different from the previous ones.

Based on the description above, the researchers interested to conduct classroom action research about the implementation of YouTube's video to improve students' ability in writing explanation text to her students in XI MIPA 1 at SMA Negeri 12 Banda Aceh. This action research was never done at SMA Negeri 12 Banda Aceh before.

B. METHOD

This study was carried out at SMA Negeri 12 Banda Aceh, situated on Jl. P. Nyak Makam in the Kota Baru area of Banda Aceh. The research subjects comprised second-grade students from XI MIPA 1 of SMA Negeri 12 Banda Aceh, during the academic term of 2022/2023. The Primary focus of the investigation revolved around the integration of YouTube Videos into the teaching methodology for writing. The research design adopted for this study was collaborative classroom action research. This study was held in two cycles. Every cycle consists of four steps; planning, action, observation, and reflection. It is as stated by Kemmis and Taggart, action research occurs through a dynamic and complementary process, which consists of four essential moments of planning, action, observation, and reflection.

The first stage was *planning*. In this step, the researcher prepared the lesson plan and arranged the action to overcome the students' problems with speaking skills. In addition, the researcher prepared an interesting YouTube video as a medium of learning in order to engage students to be active and get involved during the teaching and learning process. The videos were relevant to the topic and arranged based on the syllabus of the 2013 Curriculum for the second-grade senior high school students about Explanation text related to natural phenomena. *Acting*, as the second stage in Classroom Action Research (CAR), the researcher carried out the implementation of YouTube videos in the teaching and learning process. The activity was conducted in two cycles which are three meetings (2x45 minute school hours) in each cycle. The aim was to improve students' writing ability by implementing YouTube videos as a medium for teaching and learning. The next stage was *observing*. The researcher

asked the observer, another English teacher, Mrs. Yulia Miranda, S.Ag to do the observation during the teaching and learning process. Before conducting the observation, the researcher explained clearly how to fill out the observation checklist which was prepared by the researcher, and informed the observer to take note of the findings during the implementation of YouTube videos in the writing class. The last step, *reflecting*, on this stage, the researcher reflected on the implementation of the first cycle for preparing the next cycle activity. The data from the observation checklist, field notes, and the discussion with the observer were used to evaluate the classroom environment during the implementation of YouTube videos as media in teaching and learning. Besides, the post-test score was used to know writing subskills that need some improvement such as contents, organization, vocabulary, language use, and mechanics.

For the assessment of both the pre-test and post-test writing evaluations, the researcher employed a scoring rubric encompassing categories such as content, organization, language utilization, vocabulary, and mechanics. All individual compositions were evaluated according to this rubric, and the cumulative scores determined the overall writing test score. In accordance with the guidelines outlined in Peraturan Direktorat Jendral Pendidikan Dasar Dan Menengah Tentang: Penilaian Perkembangan Anak Didik (2005) as referenced by Mirda (2020) the achieved scores were categorized into distinct groups, as depicted in the following tabulation:

Table 1. Students' Score Classification

No.	Classification	Score
1.	Very good	86-100
2.	Good	71-85
3.	Fair	56-70
4.	Poor	41-55
5	Very poor	≤ 40

C. FINDINGS AND DISCUSSION

There were three meetings in the first cycle. Each meeting consisted of 2 x 45 minutes. At the first meeting, researcher gave a pre-test about 20 minutes before giving the treatment by teaching the concept of explanation text related to social function, generic structure, and language features of the text. This activity purposed to refresh students' memory about the concept knowledge of explanation text that had given before. In this meeting researcher used YouTube video as the media to attract students' interest and to strengthen the students understanding about the material. In this case, the researcher used two YouTube videos, at preliminary stage the researchers played a video about Tsunami that take from National Geographic Channel and in the main activity, the researcher explained about the social function and the generic structure of explanation text by using the video from English Pedia Channel. For the second and third meeting, the teacher taught writing skill by using YouTube video from "The Touring Teacher channel". At the end of the third meeting, the researcher asked the students to write an explanation text the topic provided by using their own words as the post test. It purposed to know the students' achievements after the treatment.

Based on the result of the first cycle, the researcher together with her collaborator redesigned a planning of action that would be conducted in the cycle 2. The revision included the lesson

plans, the action, and the ways in guiding the students to learn and to finish the assignments given collaboratively in group during the teaching and learning process. Since both the researcher and the students found obstacle in managing the time efficiently, the researcher revised the technique in transferring teaching materials through YouTube videos so that those activity would did not spend much time on it. She would combine both projector and Smartphone as media to play the YouTube videos.

There were some objective goals of teaching designed for each meeting. All the objective goals arranged based on the data found in the previous cycle. To increase vocabulary mastery, the researcher selected the different topic at this cycle. Based on the discussion results of the researcher and her collaborator, covid 19 was the topic had been selected as the theme that would be written by the students to be an explanation text. The objective goal of the first meeting was students were able to construct the ideas and sentences about covid 19 and then write them into paragraphs relate to basic indicator (KD) point 4.8, and indicator (IPK) point 4.8.2. For the second meeting students were expected to be able to join the paragraphs into a causal explanation text by considering the composition of writing components in term of content, organization, vocabulary, language use, and mechanic appropriately, this goal was designed based on basic indicator point 4.8, and indicator point 4.8.3. For the third meeting they were expected to be able to write an explanation text individually by using the social function, generic structure, and language features of explanation text correctly. The researcher would take 30 minutes of this meeting to review all material had learnt of previous meeting, she would facilitate them to discuss and to find the solution to the problems they found together. Then, they student would ask to write an explanation text individually for about 60 minutes, this test pretended as post-test 2.

Not different from the previous cycle, for the second cycle the students were learnt collaboratively in groups. Based on the finding before that there were some students still passive and depended on cleverer student in finishing the task, the researcher had been anticipated those condition by divided them to sit in their new group different friends from previous groups. It was done to make the students more active to participate and they could reach better achievement.

For increasing the students' vocabulary mastery, the researcher selected a different topic from previous cycle. For the second cycle, the researcher would facilitate the student to learn about causal explanation text, while at the previous cycle they had learnt about sequenced explanation text. The topic to write in explanation text for the second cycle was about covid 19. This topic selected based on the assumption that the phenomena was happened recently, and the students would not waste much time for searching the ideas to write. At the first meeting, the researcher asked the students to watch two videos The first video was a kind of visual video with written text/technical terms on it. The content creator only provided music in the video. So, the viewers had to try to get the point of the visual presented by themselves. Because of this reason the researcher had shared the video a day before for the purpose that the students would have enough time to understand the material delivered in the video. But unfortunately, not all the students done what the researcher asked them. While the students watching the video on their handphone, the researcher distributed the worksheets (LKPD) for them. After the students the watching time was ended, the researcher asked the students to write all the technical terms and sentences they found on the video in the LKPD given. They researcher limited the time for 10 minutes to do this, because she had shared the video a day before. For the students who had watched before at home, they did not have any difficulty in finishing the task, meanwhile the other students had to play the video by

themselves more times. After the students finished the task based on the first video, the researcher asked them to watch the second video which is also shared in their WhatsApp group. The video was also about how the covid 19 infected human body, but it was a little bit different with the first video. The second video was in an audio-visual format. This video provided subtitle, so that it made viewer was easier to understand the topic reported. This video was used as media to enrich students' understanding about covid 19 and to identify language features used by the news anchor in presenting the topic, so that they could build up the sentences based on the ideas they got from the first video properly and arrange it to be a paragraph. After the students finished watching the video, then they asked to create sentences based on the technical terms they got from the first video, and then they arranged them to be paragraphs.

Next, in the second meeting the researcher played the same video as used in the first cycle. to recall students' memory about how to write explanation text, Because of the video had been watched before, the researcher did not play the whole video for this meeting. She took certain scenes that supported the students to develop the paragraphs to be explanation text. The researcher paused the video to ask the students whether they could catch the points delivered, if the students had obstacles in understanding the topic, she would explain it by using Indonesia language to help them understood. In while writing, the researcher was limited the time for students to write about 50 minutes. The students started to develop the paragraph they had made in last meeting to be a causal explanation text.

At the third meeting, the students asked to write individually. Making sure that the students have a clear understanding about how to write correctly and ready to write a causal explanation text, the researcher gave time for them to discuss the materials they do not understand yet. She limited the time to discuss it together for about 20 minutes. After the discussion session was ended, the researcher gave a piece of paper for each student. In while writing, she directed the students to started to write individually. For this activity, she limited the time for about 60 minutes. The students should write a causal explanation text. In this case the students had to write based on the determined theme, it was about covid 19.

1. Cycle 1

To ascertain the potential enhancement of students' proficiency in composing explanatory texts through the integration of YouTube videos, the researcher administered both pre-test and post-test assessments to the students, before and after the instructional intervention. The pre-test occurred on Saturday, May 6th, 2023, while the initial post-test was administered at the conclusion of the first cycle. Subsequently, the researcher analyzed the outcomes of the pre-test and post-test through computation methods recommended by Syofian (2015). The passing grade score (KKM) of English lesson at SMA Negeri 12 Banda Aceh for academic year 2022/2023 was 75. Based on this score, the researcher determined if the obtained score of students' writing was succeeded or failed. In calculating the students' writing score, the composition assessment that was proposed by Heaton (1988) as cited in Putri (2014) was used. The researcher calculated the mean of pre-test and post-test used the formula proposed by Syofian (2015) the presentation below illustrates the contrast in students' writing outcomes before and after the implementation of the first cycle's treatment:

Table 2. The Student's writing score before and after the treatment

No	Students' Initial Name	Pre-test (X)	Note	Post-test 1 (Y)	Note
1	AA	76	pass	80	pass
2	AR	76	pass	82	pass
3	AY	77	pass	79	pass
4	AS	47	fail	75	pass
5	AM	67	fail	75	pass
6	AN	56	fail	75	pass
7	AG	68	fail	75	pass
8	CR	58	fail	76	pass
9	CCNI	75	pass	77	pass
10	CMI	76	pass	77	pass
11	DC	52	fail	58	fail
12	DM	78	pass	83	pass
13	FPS	60	fail	75	pass
14	HYD	42	fail	68	pass
15	IJ	75	pass	79	pass
16	LA	47	fail	61	fail
17	MN	64	fail	75	pass
18	MHI	75	pass	79	pass
19	MKA	75	pass	80	pass
20	MR	58	fail	75	pass
21	MSB	47	fail	69	fail
22	NA	58	fail	75	pass
23	NSA	52	fail	64	fail
24	RRA	75	pass	80	pass
25	RM	50	fail	66	fail
26	RI	43	fail	59	fail
27	RA	48	fail	58	fail
28	RN	75	pass	78	pass
29	SN	76	pass	80	pass
30	SHD	55	fail	66	fail
Total score		1881		2199	
Average score		62,70		73,30	
Total of passing score/percentage		12 40%		21 70%	
Total of failed score /percentage		18 60%		9 30%	

Derived from the aforementioned table, the outcomes of the pre-test are evident shown that only twelve or 40% of students at XI MIPA 1 got passing score for their writing test. The average score of this test was 62,70. It means that the average score was still below the minimal passing grade score (KKM) of English lesson at SMA Negeri 12 Banda Aceh. None of the students got very good category for pre-test result. They only got good category for their scores. Meanwhile, for the result of post-test 1 after the treatment given, there was a significant improvement of the students' achievement. From the total students of the class, 21 of them obtained the passing scores. The average score was increased to 73,30 and the

percentage of students who obtained the passing score was 70 %. Because the result of post-test 1 was not reached the determined target, the researcher and collaborator would not stop the research. It needed second cycle to revise the plans to achieve the goals.

2. Cycle 2

Based on the result of post-test, the researcher had calculated all the result of pre-test, posttest 1 and posttest 2 based on the result of all writing compositions as suggested by Heaton (1988). The outcomes of the pre-test, post-test 1, and post-test 2 writing assessments are presented in the subsequent table.

Table 3. Students' writing scores (Pre test, Post test 1, and Post test 2)

No	Students' initial names	Scores		
		Pretest	Post test 1	Post test 2
1	AA	76	80	85
2	AR	76	82	86
3	AY	77	79	86
4	AS	47	75	81
5	AM	67	75	83
6	AN	56	75	77
7	AG	68	75	79
8	CR	58	76	79
9	CCNI	75	77	81
10	CMI	76	77	87
11	DC	52	58	71
12	DM	78	83	86
13	FPS	60	75	81
14	HYD	42	68	77
15	IJ	75	79	83
16	LA	47	61	70
17	MN	64	75	79
18	MHI	75	79	82
19	MKA	75	80	82
20	MR	58	75	76
21	MSB	47	69	75
22	NA	58	75	75
23	NSA	52	64	76
24	RRA	75	80	81
25	RM	50	66	70
26	RI	43	59	67
27	RA	48	58	75
28	RN	75	78	82
29	SN	76	80	81
30	SHD	55	66	71
Total score		1881	2199	2364
Average score		62,70	73,30	78,80
Total of passing score		12	21	25
Percentage		40%	70%	83%
Total of failed score		18	9	5
Percentage		60%	30%	17%

From the table above, it can infer that before the YouTube videos were implemented in writing class, the percentage of students who got passing score for the pre- test was 40%, the students who got failed score was 18 students (60%). The class average score was 62,70. Furthermore, the average score of post-test 1 after the YouTube videos were implemented in writing class was increased to 73,30 and 21 students got passing grade score which the percentage score of post-test 1 in cycle 1 was 70%. It meant that there were some improvements made by the students in mastering the material taught to them. However, the second cycle of classroom action research was still needed to improve students' ability in writing explanation text because the percentage of passing score achieved in post-test 1 had not reach the determined target of expected success indicator as stated by Djamarah & Zain (2010).

Furthermore, the mean score of the post-test 2 of the second cycle was 78.80, and the percentage of passing grade score was 83%. It meant that the determined target of expected success indicator (80%) for students' achievement for writing ability had reached even though there were 5 or 15% students whose still did not achieve passing grade score. Because the obtained score of post-test 2 had reached the expected success indicator of Classroom Action Research (CAR), the researcher was ended the cycle.

The writing test scores of the students provided evidence affirming that the integration of YouTube videos yielded an enhancement in their capacity to compose explanatory texts. This can be observed through the average scores attained by students, with the mean score of the first post-test and second post-test surpassing that of the pre-test. There was a gradual increase, with scores rising from 62.70 in the pre-test, to 73.30 in the post-test 1, and eventually reaching 78.80 in the post-test 2. This research finding was relevant with the previous study conducted by Williams (2013) which concluded that learning how to write by using the tutorial from YouTube videos make the learning more relevant, meaningful, and enjoyable. Students were experienced a grater enjoyment from the contents provided in the videos and it valuable enough to improve their ability in writing.

Furthermore, the collected data indicated that students found the task of generating ideas for writing considerably easier due to their ability to replay and revisit videos on YouTube channels. Additionally, the integration of YouTube videos into the instructional process brought about advancements across various English acquisition domains. The information gleaned from the data underscored the positive impact of utilizing YouTube videos on students' writing skill development. This observation aligns with the assertion made by Watkins & Wilkins (2011) regarding the enhancement of speaking skills through the implementation of YouTube videos, as students could engage their senses of sight and hearing to refine their oral communication abilities. Another notable domain of development was vocabulary enrichment. This observation correlates with the findings of prior research by Styati (2016) and Kabooha & Elyas (2015), both of which indicated that the integration of YouTube videos contributed to improved vocabulary comprehension and recognition among students. These studies further emphasized that the utilization of YouTube videos in English learning enabled students to acquire new vocabulary from the presented content. Furthermore, when students incorporated scientific terminology while expressing their ideas in explanatory texts, it was evident that the integration of YouTube videos into the English learning process served as a medium to foster language acquisition and enhance critical thinking skills. This assertion gains support from the conclusions drawn by Rahayu & Putri

(2019) who found that the implementation of YouTube videos in English learning not only increased students' creativity and motivation but also elevated their critical thinking abilities.

D. CONCLUSION

From the discoveries made, it became evident that the efficacy of the teaching and learning process was not solely contingent upon the lesson plan, but also on how the teacher delivers the materials of the lesson and the various techniques to get actively and enjoyable class situation. Regarding the implementation of YouTube videos as media used in teaching writing to the second-grade students of MIPA1 SMA negeri 12 Banda Aceh, it is necessary for the researcher to point out some suggestions for the teacher, students, school, and other researchers which might be useful to be considered. First, teacher should always come to the class after increasing their competence to find appropriate media and techniques based on material taught to create a teaching learning process which can help students to get better understanding in mastering the materials they learnt. Second, preparing lesson plan and authentic materials are obligation for all teachers. As it is understood that to teach writing is not an easy task. It takes a long time for practices. Besides, the teachers should clearly set the time for students in order not to waste the time for unnecessary activity. By setting the time allocation, teacher should teach students as well in stages of writing as the researcher did in teaching writing. Third, for students, they should encourage themselves to think that all skills in English is very important to learnt, not only to speak, but also to listen, to read and to write. All the skills will help them to reach their dreams in the future. Many people are more success with English skills than those who are not. Fourth, schools should provide the teachers and the students anything they need for teaching and learning, such as comfortable room to learn with the strength speed of internet connection. Fifth, Given the nature of this study as classroom action research, it is advisable for future researchers to explore further investigations concerning the utilization of YouTube videos, encompassing not only writing but also reading, speaking, and listening aspects.

E. REFERENCES

- Al Hakim, L. (2017, February). Using Video You Tube Environment-Based In Teaching English To Improve Students' writing Skill. In *PROCEEDING ICTESS (Internasional Conference on Technology, Education and Social Sciences)*.
- Amilia, I. K., & Sisbiyanto, A. (2016, May). The effectiveness of send a problem technique for teaching writing an analytical exposition text (A quasi-experimental study of the eleventh grade students of SMA N 8 Semarang in the academic year 2015/2016). In *ELT Forum: Journal of English Language Teaching* (Vol. 5, No. 2).
- Aminah, S. (2018). The Use of Video in Teaching Writing Procedure Text. *NOBEL: Journal of Literature and Language Teaching*, 9(2), 148–157. <https://doi.org/10.15642/nobel.2018.9.2.148-157>
- Dayij, M., & Al.gomoul, S. (2011). Teaching and Assessing Writing Strategies for Secondary School Students and Investigating Teachers' and Students' Attitudes towards Writing Practice. *International Journal of Educational Sciences*, 3(1), 25–36. <https://doi.org/10.1080/09751122.2011.11890006>
- Dewi, P. (2012). *Improving Students' Ability to Write Analytical Exposition Text Using Youtube's Video (a Classroom Action Research in the Eleventh Grade Students of SMAN 9 Purworejo in the 2010/2011 Academic Year)* (Doctoral dissertation, UNS (Sebelas Maret University)).

- Djamarah, S. B., & Zain, A. (2010). *Strategi Belajar Mengajar*. Rineka Cipta.
- Harmer, J. (2004). *How to Teach Writing*. Longman.
- Heaton, J. B. (1988). *Writing English Language Tests: Longman Handbook for Language Teachers (New Edition)*. Longman Group UK Ltd.
- Kabouha, R., & Elyas, T. (2015). The impacts of using YouTube videos on learning vocabulary in Saudi EFL classrooms. In *ICERI2015 Proceedings* (pp. 3525-3531). IATED.
- Mirda, M. (2020). *Improving Students' Ability to Write an Analytical Exposition Text by Using Youtube Videos at the second year students of SMAN 3 Parepare* (Doctoral dissertation, IAIN Parepare).
- Putri, Y. T. (2014). The Use Of Contextual Teaching And Learning (CTL) In Improving Students' Writing Skill Of Business Letters. (Classroom Action Research at Polytecnic Negeri Lhokseumawe). *Majalah Ilmiah Bissotek*, 9(1), 38–46. http://jurnal.pnl.ac.id/wp-content/plugins/Flutter/files_flutter/1553047808TeachingWritungSkilofBusinessletteByUsingContextualTeachingLearningApproach.pdf
- Rahayu, S. P., & Putri, W. S. (2019). Uploading speaking assignment to YouTube channel as an effort in increasing student's pronunciation skill. *EnJourMe (English Journal of Merdeka): Culture, Language, and Teaching of English*, 3(2), 35–45. <https://doi.org/10.26905/enjourme.v3i2.2741>
- Styati, E. W. (2016). Effect of YouTube Videos and Pictures on EFL Students' Writing Performance. *Dinamika Ilmu*, 16(2), 307–317. <https://doi.org/10.21093/di.v16i2.534>
- Syofian, S. (2015). *Statistik Parametrik Untuk Penelitian Kuantitatif*. Bumi Aksara.
- Watkins, J., & Wilkins, M. (2011). Using YouTube in the EFL Classroom. *Language Education in Asia*, 2(1), 113–119. https://doi.org/10.5746/leia/11/v2/i1/a09/watkins_wilkins
- Williams, Z. C. (2013). The Use of Multimedia Material in Teaching Chinese as a Second Language and Pedagogical Implications [University of Massachusetts Amherst]. In *Masters Theses* (Issue February). <https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=2073&context=theses>
- Wulandari, A. (2012). *Improving Students' Writing Skill Using Modelled Writing Technique (A Classroom Action Research At The Seventh Grade Students Of SMP Negeri Sragen Bilingual Boarding School In 2011/2012 Academic Year)* (Doctoral dissertation, UNS (Sebelas Maret University)).