THE USE OF YOUTUBE TO IMPROVE STUDENTS’ ABILITY IN WRITING

(A CLASSROOM ACTION RESEARCH OF THE ELEVENTH GRADE STUDENTS OF SMK NEGERI 1 BAWEN IN THE ACADEMIC YEAR 2019/2020)

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd.)

By:
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ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) SALATIGA
2019
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Department : English Education Department

Declare that this graduating paper is written by the researcher and it does not copy from other researcher. Theories and citation are used code of ethics of writing for graduating paper. I gave permission to publish this graduating paper on IAIN Salatiga’s e-repository

Salatiga, September 13th 2019

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ATTENTIVE COUNSELOR’S NOTE

Case: Ninda Septa Zulfanita’s Graduation Paper

Dear,

The Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Ninda Septa Zulfanita’s graduating paper entitled THE USE OF YOUTUBE TO IMPROVE STUDENTS’ ABILITY IN WRITING (A CLASSROOM ACTION RESEARCH OF THE ELEVENTH GRADE STUDENTS’ OF SMK NEGERI 1 BAWEN IN THE ACADEMIC YEAR 2019/2020), I have decided would like to propose that this paper can be accepted by the teacher training and Education Faculty. I hope this paper can be examined as soon as possible.

Wassalamu’alaikum Wr. Wb

Counselor,

[Signature]

Dr. Maslihatul Umami, S.Pd.I, M.A

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THE USE OF YOUTUBE TO IMPROVE STUDENTS' ABILITY IN WRITING

(Classroom Action Research of the Eleventh Grade Students of SMK Negeri 1 Bawen in the Academic Year 2019/2020)

WRITTEN BY:
NINDA SEPTA ZULFANITA
23030150166

Has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at the State Institute for Islamic Studies (IAIN) Salatiga on Wednesday, September 18th 2019 and hereby considered to have completed the requirements for the degree of Sarjana Pendidikan (S.Pd) in English Education.

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Dean of Teacher Training and Education Faculty

Prof. Dr. Ariyanto, M.Ag.
MOTTO

“Knowing is not enough, we must apply. Wishing is not enough, we must do”

-Johann Wolfgang Von Goethe-

“Don’t limit yourself. Many people limit themselves to what they think they can do. You can go as far as your mind lets you. What you believe, remember, you can achieve”

-Mary Kay Ash-
DEDICATION

This graduation paper is especially dedicated to:

1. My beloved parents Nurudin Hadi Susilo and Tutik Khalmiyati, who always support me.

2. My beloved brother (Alfian Daffa Arjuna) thank you for your support.

3. My big family that supported for my education and finishing this graduation paper.
ACKNOWLEDGEMENTS

Bismillahirrahmanirrahim,

Assalamu’alaikum Wr. Wb.

Alhamdulillahirobbil’alamin, all praises to Allah SWT, the Most Gracious and the Most Merciful who always blesses and helps the writer so the writer can finish the graduating paper. Blesses and mercies are upon great Prophet Muhammad SAW for his guidance that leads the writer to the truth.

However, this paper will not be finished without support, advice, help, and encouragement from several people and institution. Thus, the writer would like to express special thanks to:

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2. Prof. Dr. Mansur, M.Ag, the Dean of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) of Salatiga.
3. Norwanto, S.Pd., M. Hum., Ph.D. the Head of English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) of Salatiga.
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7. Imam Syafi’i, S.T.P. the Head Master of SMK Negeri 1 Bawen.


9. My parents and family

10. My support system (Nisong, yuyan, isna, cipan, silvi, vivi, ipeh and tanya)

11. All of my friends

Finally, this graduating paper expected to be able to provide useful knowledge and information to the readers.

Salatiga, September 13th 2019

The Writer

Ninda Septa Zulfanita
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ABSTRACT


Counselor: Dr. Mashlihatul Umami, S.Pd.I., M.A.

**Keywords:** Writing ability; Opinion; Youtube.

The objectives of the study are: (1) To find out the implementation of Youtube to improve students’ ability in writing for the eleventh grade students of SMK Negeri 1 Bawen (2) To find out the improvement of students’ ability in writing after using Youtube for the eleventh grade students of SMK Negeri 1 Bawen or not. (3) To find out what extent the improvement of students’ ability in writing after using Youtube of the eleventh grade students of SMK Negeri 1 Bawen. The methodology of this research was Classroom Action Research (CAR). The research consisted of two cycles and each cycle consisted of four steps, they were: planning, acting, observing, and reflecting. The subjects of this research were 35 students of XI hotel accommodation A class of SMK Negeri 1 Bawen. The data collected used qualitative but also supported by quantitative data. The qualitative data was gained through observation and documentation. The data were in the form observation checklist and photographs. Meanwhile, the quantitative data was collected from the test. The researcher used paired sample test in SPSS based 16.00 for analyzing the test. From the result mean score of post-test were higher than pre-test. In the cycle I showed that pre-test score was 50.49 and the post-test is 61.09 and in the cycle II showed that the pre-test score was 57.80 and the post-test are 71.71. The result of statistic calculation indicated that the result of t-test of cycle I 6.247 and cycle II is 9.833. The t-test in cycle II is higher than t-test of the cycle I. The significant on students’ ability from cycle I to Cycle II is 34.28% From the result, the researcher concluded that using Youtube can improve the eleventh grade students’ ability in writing at SMK Negeri 1 Bawen.
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CHAPTER I
INTRODUCTION

In this chapter, the researcher presents the background of the study, the problem of the study, objectives of the study, benefits of the study, action hypothesis and success indicator, research methodology and graduating paper outlines.

A. Background of study

Writing is a communicative act, it means sharing information, thoughts, experiences, or ideas between ourselves and others. According to Elbow (1998, p.7-8) as cited in Susilawati (2017, p.103), writing as the ability to create words and ideas, and also the ability to analyze them to decide which one to use. According to Vrdyna (2016, p.29), writing is the process of using symbols (letters of the alphabet, punctuation, and spaces) to express thoughts and ideas in a simple form.

According to Meyers (2005: 2) as cited in Sitorus (2017: 2), writing a good paragraph is not easy because of its complexity. It is complex because a paragraph has its own components. Writing has always been part of the syllabus in teaching of English. This means that the teacher needs to realize that writing activities are an important part of English teaching.

From the explanation above, the researcher concluded that writing is expressing thoughts and ideas using symbols arranged into words, sentences or paragraphs. Writing is not only putting words on paper but also producing
language by using thoughts or ideas in written language and comprehending the composition of the text.

Based on the researcher’s observation and interview with the English teacher in SMK Negeri 1, the students faced some difficulties in learning English, especially in writing ability. The students still had difficulties to develop the composition of the text. The researcher found that there were some factors of difficulties faced by the students’. First, the students’ had not adequate in developing of the topic because they could not explore their idea into written form. Second, students were essentially translating the words from Google translate because they had a limited range of vocabulary. Third, the students did not pay attention to the errors of spelling, punctuation, and capitalization. Students had lack logical sequencing and development of the paragraph. Students are not able to write the language use of paragraph because they are lack of sentence construction rules. Then, most of the students had problems with the use of grammar. The students’ sentences were not grammatical and the meaning of the sentences is confusing. There is no identification of the opening, body, and closing of students' written tasks. Another difficulty was the students did not have the conventions. They were often spelling mistakes of punctuation, an uppercase letter, and preposition.

The strategy of teaching writing that be used is Youtube as a media in teaching. According to Wootipong (2014), he states that video can be used as
a media to develop EFL learners' skills in English. Youtube can access to new and dynamic opportunities for effective and non-traditional patterns of teaching and learning. Nur (2012) as cited in Sumardiono (2017: 22) states that writing through Youtube video increases learners' ability in exploring and organizing ideas, choosing right words, producing a sentence grammatically correct, and using mechanics correctly in writing. The researcher hopes that this research can give a contribution to improve students' ability in writing.

The researcher conducts a classroom action research entitled **THE USE OF YOUTUBE TO IMPROVE STUDENTS ABILITY IN WRITING** (A Classroom Action Research of The Eleventh Grade Students of SMK Negeri 1 Bawen in the Academic Year 2019/2020).

**B. Problem of Study**

Based on the background of the study, the researcher decides the problems of the research are:

1. How is the implementation of Youtube to improve students’ ability in writing for the eleventh grade students of SMK Negeri 1 Bawen in the academic year 2019/2020?

2. Is there any improvement on students’ ability in writing after using Youtube for the eleventh grade students of SMK Negeri 1 Bawen in the academic year 2019/2020?
3. To what extent is the improvement of students’ ability in writing after using Youtube of the eleventh grade students of SMK Negeri 1 Bawen in the academic year 2019/2020?

C. The objective of the Study

Based on the statement of the problem above, the purpose of the researcher is as follows:

1. To find out the implementation of Youtube to improve students’ ability in writing for the eleventh grade students of SMK Negeri 1 Bawen in the academic year 2019/2020 or not.

2. To find out the improvement of Students’ ability in writing after using Youtube for the eleventh grade students of the eleventh grade of SMK Negeri 1 Bawen in the academic year 2019/2020 or not.

3. To find out what extent the improvement of students’ ability in writing after using Youtube of the eleventh grade of SMK Negeri 1 Bawen in the academic year 2019/2020.

D. Significance of the Study

The study is expected to give both academic and practical contribution.

1. Theoretically

The result of this research can be used as the completing reference in the development of teaching and learning writing methods.
2. Practically
   a) For the students
      
      The students can be more active and motivated in learning English by using YouTube as media. Besides, to learning, they can also get interested and learn more fun and expect to improve their ability in writing.
   
   b) For the teacher
      
      This method can be one of the media that can be implemented in learning. Besides, teachers can be changing media in learning so it can accomplish learning goals, especially in writing ability.

   c) For the school
      
      If the research is done, this method can be applied in learning, so it can increase the quality of student learning, the use of technology in learning is also very necessary for the progression of education.

E. Action Hypothesis and Success Indicator

The researcher hypotheses are:

H0: There is no significant improvement of students writing ability used Youtube of the eleventh grade of SMK Negeri 1 Bawen in the Academic Year 2019/2020.
H1: There is a significant improvement of students writing ability used Youtube of the eleventh grade of SMK Negeri 1 Bawen in the Academic Year 2019/2020.

The success indicator of this research is taken from the students' basic competence or ability shown in Lesson Plan (RPP). The students' success and failure in doing the activities in cycle one and cycle two will be assessed by indicating to the criterion of passing grade (KKM). The passing grade in SMK Negeri 1 Bawen is 68 for eleventh-grade students. The teacher and the researcher expect that there are at least 70% of the students who pass the passing grade.

F. Research Methodology

1. Research Design

In this study, the researcher used Classroom Action Research (CAR). Action research is a method used to enhance educational practice. It includes action, evaluation, and reflection, based on collected data, changes in practice are implemented. According to McNiff (1992: 10) stated that the nature of classroom action research as a form of reflective research conducted by teachers themselves whose results can be used as a tool for improving teaching skills. Classroom action research is a study of, for, and by communities/target groups by utilizing interaction, participation, and collaboration between researchers and target groups.
The first step to do in classroom action research is to make learning plans. The teacher must find a method to overcome the learning problem as outlined in the lesson plan (RPP). Furthermore, the teacher conducts learning based on the RPP that has been made and observes the changes that occur in students. Then hold the teacher must reflect based on the results of the observation or all the data that can be collected related to the learning process that has been done. Reflection can also be done after evaluating the learning data. (Carr & Kemmis, 1986) they introduced a cycle scheme adopted from the action research steps introduced by Lewin, namely: planning, action, action observation, and reflection on the actions taken. Latief (2009) as cited in Wulandari (2014: 22) said that classroom action research involves repeated cycles. It means there is continuity from one cycle to the next cycle. The researcher uses this method to find a new method to improve students writing ability. Kemmis and McTaggart as cited in Burns (2010:7), claims that it consists of four phases:

a. Planning.

In this phase, the researcher was identify a problem that can be fostered a plan of action to be used in improving the quality of the learning process.
b. Acting

This step was conducted from the implementation of the technique prepare in the planning, as below:

1) Giving pre-test.
2) Teaching by using Youtube.
3) Giving post-test.

c. Observing

The observation was conducted to find out the process of learning, i.e. learners’ condition during a lecture, monitoring learners' development on their writing ability.

d. Reflecting

During reflecting, the researcher evaluated and described the process of learning, and makes a plan to have the next cycle if the result did not give satisfaction. The researcher uses this method to find a new method to improve students writing ability.

2. Research subject

The research subject in this observation was the eleventh grade students’ class A hotel accommodation of SMK Negeri 1 Bawen in the academic year 2019/2020.

3. Research variable

The research object in this observation used Youtube to improve students’ ability in writing.
4. The techniques of collecting data
   a. Observation

   Observation is a proven effective tool for learning, particularly methods and strategies implemented in the classroom. Kothari, (2004, p. 96) said that the observation method is the most commonly used for study relating to behavioral sciences. Observation can be a means of collecting qualitative data, including careful witnessing and systematic recording of what you see and hear is taking place in specific settings (Schmuck, 1997).

   b. Test

   The test is a valuable data measure tool in research. The test is a set of stimuli that are given to someone to get results that are used to determine the score. In this research, the researcher gives the pre-test and post-test to get the data and to find out as far as the students writing ability. In the end, it used to know there is a difference between the results before and after being given a new method.

   c. Documentation

   In this study, the researcher used photos as documentation. Documentation included the teaching and learning process in English subject and other documents at SMK Negeri 1 Bawen.
5. Research instrumental

The instruments of the research are presented as the following:

a. Observation checklist

Observation checklist give the information about the effectiveness of Youtube in teaching writing of opinion text. The researcher uses the teacher and students observation checklist. The researcher checks some aspects in teaching and learning process by putting a tick to statement in the observation sheet.

b. Tests

Tests are used to get information about the students’ ability in writing improvement. The researcher conducts the pre-test and post-test to measure the improvement of students’ writing opinion text using Youtube.

G. The Techniques of Data Analysis

Data during Classroom Action Research can be divided into two groups, namely process data and outcome data. Process data refers to the description of activities carried out during the implementation of actions, while the results data refers to several symptoms or facts that appear in or as a result of an action. The collected data took from the teaching-learning process. The way they are analyzed includes two types, they are:

1. Descriptive technique
The descriptive technique is to know how the implementation of using Youtube to improve students ability in writing. The function of a descriptive technique is to analyze students' motivation and their behavior during teaching-learning (Arikunto, 2010, p. 282). The descriptive techniques interpret data from the observation form.

2. Statistical technique

The researcher used a statistical technique to assess and give more information than the descriptive technique. The researcher used of formula to analyze the data of the research as below:

a. Mean Calculation

The mean is a formula to know the average of the students' scores.

\[ M = \frac{\sum Fx}{N} \]

Note:

\( M = \text{Mean of students' score} \)
\( N = \text{the number of subject} \)
\( Fx = \text{the sum of student’s value} \)

(Hartono, 2004 : 56)

b. Deviation Standard

The formula is:

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

Note:
SD = Deviation Standard for one sample

\( D = \text{Different between pre test and post test} \)

N = Number of observation in sample

(Hartono, 2004: 169)

c. T-test

Using t- test is to know the significance difference between pre- test and post test. The formula is:

\[
t_\sigma = \frac{\left( \frac{\Sigma D}{\Sigma D^2} \right)}{\left( \frac{N}{N-1} \right)}
\]

Note:

\( t_\sigma = T\text{- test for the difference of pre- test and post- test} \)

SD = Deviation Standard for one sample

\( D = \text{Different between pre test and post test} \)

N = Number of observation in sample

(Hartono, 2004)

H. The Organization of the Graduating Paper

This graduating paper outline is composed systematically into five chapters as follows: Chapter I is an Introduction. This chapter consists of the background of the research, research question, objectives of the research, significances of the research, hypothesis and success indicator, research methodology, and graduating paper outlines. Chapter II is the Theoretical Framework. This chapter consists of supporting theories and some review of
previous research. It consists of the definition of writing, the criteria of good writing, the genre of writing, the definition of Youtube, the advantages of using Youtube, the technique of youtube.

Chapter III is the Implementation of the Research. It contains procedures of the research and the minimum of a passing grade. Chapter IV is Research Findings and Data Analysis. It contains the result of the research the use of Youtube in improving students' ability in writing at the Eleventh grade of SMK Negeri 1 Bawen in the academic year of 2019/2020. Chapter V is Closure. This chapter consists of the conclusions and suggestions of the research based on the analysis in chapter four. After that, it is followed by Bibliography and Appendices.
CHAPTER II

THEORETICAL FRAMEWORK

This chapter consists of supporting theories and the review of previous research. Supporting theories describe some information involving: definition of writing, the genre of writing, the process of writing, the scoring of writing, the definition of Youtube, types of Youtube, and the techniques of using Youtube in the classroom, Opinion text and Review of previous research.

A. Supporting Theories

1. Writing
   a. Definition of Writing

   Writing is a productive skill that includes producing language rather than receiving it. Writing is the process of using symbols (letters of the alphabet, punctuation, and spaces) to express thoughts and ideas in a readable form.

   White and Arndt (1991: 3) they said that writing as a form of problem-solving which includes such processes as creating ideas, finding a voice with which to write, planning, goal-setting, monitoring and evaluating what is going to be written as well as what has been written and seeking for language with which to show correct meaning.

   Brown (2001: 336) states that writing as the process of establishing ideas down on paper to change thought into words, to clarify your main ideas, to give them structure and coherent organization. Zamel
(2007: 207) states that writing is a process in which the people can explore and organize their thoughts and ideas in written form. On the other hand, Basturmen cited by Cenrikawaty (2008: 7) stated that writing is a process to show the ideas, emotions, feels, and opinions in written form. Nunan (1999: 271) states that writing is not a natural skill or obtained easily, in fact, it is seen as probably the most difficult thing to do in language

b. Genre of writing

According to Harmer (2009: 327) states that genre describes the norms of different kinds of writing. There are many kinds of texts and it has their communicative meaning. Kemper (1994: 62) says about four types of texts, as follows:

1). Descriptive

Descriptive text is a kind of text with a purpose to give information, to define a person, things, place, animal, etc. It should be clear to make readers easy to visualize the description given on their minds. There is a type of descriptive: comparisons, descriptive sentences.

2). narration

Narration type of discourse gives the readers a sense of seeing a certain situation. It narrates the story or a certain event to the readers.
There are types of narrative text: Folklore / Folktale, legend, myth, fable, and a short story.

3). Persuasive

Persuasive text is a text where the main purpose is to present a point of view and attempts to persuade a reader. There is a type of persuasive: opinion text, discussion.

4). Expository

Expository text is fact-based to reveal the truth through a reliable source. There is a type of expository text: news articles, textbooks, directions, reports.

c. Process of writing

According to Harmer (2005:4-6), the writing process divide into four steps: planning, drafting, editing, and final draft.

1. Planning

In planning enables you to "test" your topic. Part of the planning process is designed to generate ideas and during this part of the process. You can determine your topic and approach.

2. Drafting

In this part, you have created your ideas and are ready to begin the first draft, but do not expect it to be your final draft. An essay gets stronger as the drafting process continues. As the essay
develops, the writer also gets more advanced in the process and its outcome in the writing.

3. Revising (Re-drafting)

In this part of the writing process which involves assessing what has already been written and is an important source of learning (Hedge, 2005).

4. Final draft

It is a final session in the writing process. In this part, you must check your draft when you have corrected all errors including grammar, punctuation, and spelling you can write your final draft.

d. The scoring of Writing

Composition for scoring writing (Jacobs et al. 1980)

<table>
<thead>
<tr>
<th>Categories</th>
<th>Explanation</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Excellent to Very Good: knowledgeable, substantive, thorough development of ideas, relevant to assigned topic</td>
<td>30-27</td>
</tr>
<tr>
<td></td>
<td>Good to Average: some knowledge of subject, adequate range, limited development of ideas, mostly relevant to topic, but lacks detail</td>
<td>26-22</td>
</tr>
<tr>
<td></td>
<td>Fair to Poor: limited knowledge of subject, little substance, inadequate development of ideas</td>
<td>21-17</td>
</tr>
<tr>
<td></td>
<td>Very Poor: does not show knowledge of subject, non-substantive, not pertinent, or not enough to</td>
<td>16-13</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Organization</td>
<td>Excellent to Very Good: fluent expression, ideas clearly stated/support, succinct, well-organized, logical sequencing, cohesive</td>
</tr>
<tr>
<td>----------</td>
<td>--------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Good to Average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing</td>
<td>17-14</td>
</tr>
<tr>
<td></td>
<td>Fair to Poor: non-fluent, ideas confused or disconnected lacks logical sequencing and development</td>
<td>13-10</td>
</tr>
<tr>
<td></td>
<td>Very Poor: does not communicate, no organization, not enough to evaluate</td>
<td>9-7</td>
</tr>
<tr>
<td></td>
<td>Vocabulary</td>
<td>Excellent to Very Good: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register</td>
</tr>
<tr>
<td></td>
<td>Good to Average: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured</td>
<td>17-14</td>
</tr>
<tr>
<td></td>
<td>Fair to Poor: limited range, frequent errors of word/idiom, choice, usage, meaning confused or obscured</td>
<td>13-10</td>
</tr>
<tr>
<td></td>
<td>Very Poor: essentially translation, little knowledge of English vocabulary</td>
<td>9-7</td>
</tr>
<tr>
<td></td>
<td>Language Use</td>
<td>Excellent to Very Good: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition</td>
</tr>
<tr>
<td></td>
<td>Good to Average: effective but simple construction, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition</td>
<td>21-18</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Excellent to Very Good:</td>
<td>Good to Average:</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td></td>
<td>demonstrate mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing</td>
<td>occasional errors of spelling, punctuation, capitalization, paragraphing but meaning obscured</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>17-11</td>
<td></td>
</tr>
</tbody>
</table>

but meaning seldom obscured

Fair to Poor:
major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragment, run-ons, deletions, meaning confused or obscured.

Very Poor:
virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate
2. Youtube

a. Definition of Youtube

YouTube is a video sharing service that allows users to watch videos posted by other users and upload videos of their own. Youtube was launched in 2005 as a place where individuals could record and share their videos without cost. Burgess and Green (2009) as cited in (Margaret Hollan, 2016:53) stated that "YouTube was one of several competing services aiming to remove the technical barriers to the widespread sharing of video online. The website provided a very simple, integrated interface within which users could publish, upload, and view streaming videos without high levels of technical knowledge.

Mohammad Jalaluddin (2016: 1) said that a website that shares different kinds of videos i.e., video clips, TV clips, music videos, Movie trailers and other content such as video blogging, short original videos, and educational videos. Furthermore, Burke, et al. (2009: 2) stated that Youtube is a public access Web-based platform that allows people to easily view, upload and share video clips across the internet through www.Youtube.com, mobile devices, blogs, and e-mail. Youtube is very easy to access and many things can be obtained, one of them is in the field of education.
b. Types of Youtube

According to Sherman (2003) as cited in Nurhidayah (2018: 52) states that there are two types of videos, fiction, and non-fiction videos. Fiction videos can be defined as literature created from the imagination such as mysteries, action films, and fantasy. Non-fiction videos can be defined as literature-based such as TV news, talk shows, educational video. Harmer (2001) as cited in Nurhidayah (2018: 52) stated that there are three basic types of videos that can readily be used in class such as real-world video language learning videos and off-air programmers.

c. The techniques of using Youtube in the classroom

Some techniques can be applied by the teacher as suggested by Cakir (2006) as cited in Sari (2012: 6) as follows:

1. Silent viewing.

It means that the video is playing with the sound off and is only using the movie pictures. In this technique, the students are asked to observe the behavior of the character and to use their deduction. The teacher pauses the video at a certain point to stop the moving picture on the screen and get the students to predict what is happening in the video or ask students what has happened up to the point. After the students write on their note, the video segment is replayed with the
sound on. So they can compare their ideas with what happens in the video.

2. Active viewing

   In this part, students to take an active part in the video since this technique needs them to focus their attention on the main idea of the video. The teacher should write some key questions on the board related to the video before playing the video. Students may take note during watching the video and after that they can express their answers through writing in a paper.

3. Jigsaw viewing

   The teacher can explain half of the students to go out of the classroom for a few minutes and the rest are watching the video with sound off. Then the students switch places and the second group watches the video with the pictures off. At least they are can share their ideas about what the video is about.

4. Freeze Framing and Prediction.

   In this technique, the teacher can stop the video at a certain point so it shows a certain picture on the screen by pressing a pause button. Then the students are asked to guess about what action of the character on the screen will probably, how is her/his feeling, and what will probably happen or any other question that related to the picture of the
screen. Freeze framing fires the imagination of the students by leading them predicting and deducing further information about the characters. The researcher use freeze-framing and prediction to improve students' ability in writing because, it can stimulate their ideas, increased students' concentration and also draw of students' imagination. Besides, freeze-framing can create memorable visual images, so the students' can increase their understanding.

d. The advantages of Youtube

According to Jalaluddin (2016: 2), there are some advantages of using Youtube video in learning as a follows:

1. Youtube can be a very useful online resource for learning and teaching process in the classroom. Youtube is cheap and easy, it will show any video so students can easily get material to make it easier for them in the teaching and learning process.

2. Students will feel more enjoy if learning uses video because videos have compelling power in the language classroom. Videos can also facilitate the development of EFL learners' language skills. By using the video they will not only watch but also students have aesthetic impressions of the video in their mind so it can make easy in the learning process.

3. Using Youtube can be a source of motivation. Students usually seem uninterested in learning English, if they use videos they will
be more serious and pay attention to the material being practiced through video and they can stay in the class for a longer time.

4. Using video on YouTube can trigger the students to study English easily, they are not only just a silent viewer but it can also help them to deep thinking and critical review. Besides, using Youtube video in classrooms attract students' attention greatly and can make the classroom very interactive during learning. If there is something they don't know in the video they can ask the teacher so that the class becomes interactive between students and teachers.

3. Opinion Text

The opinion is including the words of opinion and argument/reasons. According to Prastuti (2013: 2) asking opinion is used when someone wants to know about anyone thought and giving opinion is used when someone conveys his/her thought to others. General opinions, agreements or disagreements typically follow these structures:

Table 2.2 Expression of Opinion

<table>
<thead>
<tr>
<th>General opinion</th>
<th>Agreeing</th>
<th>Disagreeing</th>
</tr>
</thead>
<tbody>
<tr>
<td>In my opinion...</td>
<td>I think you are right.</td>
<td>I disagree...</td>
</tr>
<tr>
<td>I would prefer...</td>
<td>I agree.</td>
<td>That could be a problem...</td>
</tr>
<tr>
<td>I think...</td>
<td>I think so too.</td>
<td></td>
</tr>
<tr>
<td>Personally...</td>
<td></td>
<td>Yes, but.....</td>
</tr>
</tbody>
</table>
How to write opinion text as follows:

1. Write your opinion on the topic sentence
2. Explain each reason in a logical order
3. Use facts to support each reason
4. Finish your paragraph with a concluding sentence at the end, to sum up.

B. Review of Previous Study

To improve the understanding of this research, the researcher presented three relevant studies. The first research conducted by Pratiwi (2011). She used classroom action research that was conducted in two cycles. The subject of her research was second grade of SMP Negeri 1 Juwiring, klaten. The data collected were gained from several techniques including interview, observation and document analysis. The result of her research showed that youtube videos can improve students’ writing skill on narrative text and also the students give more attention to the lesson.

The next researcher was conducted by Dewi (2012). In this research, she used classroom action research as a method that carry out into two cycles. The subject of her research was the students’ of class XI IPA in SMA Negeri 9 Purworejo. The data took from interviews, observation, diaries, document and test. The result shows the mean of post-test 1 was 47.91 and the mean of the post-test 2 was 67.19. It was found that there is an improvement of five elements in writing.
And it can be concluded that there is an improvement of the students' writing ability in writing exposition text by using Youtube video and there is improvement not only in writing ability but also in teaching-learning process.

The next research was conducted by Sitorus (2017). In her research, she used a true-experimental type. The subject of this research was the tenth grade. The researcher taught in the class XA as an experimental class and XB as a control class. The data took from three aspect and used descriptive statistic and t-test. The result showed that there is an improvement in students' writing procedural text. The result of this research showed that using youtube video can improve students’ writing procedure text. The students also pay attention to the topic discussion and exchange their ideas.

The other research was conducted by Sumardiono (2017). He used classroom action research that carry out into two cycles. The subject of his research was the 4th semester students of the English Department Program of Slamet Riyadi University. The data took from informants and the document. The result showed that there is an improvement in the students' achievement on writing explanation text after cycle one and cycle two. The result of his research showed that the students’ were adequate basic writing and they were enthusiastic during learning process by using Youtube video.

Furthermore, the next research was conducted by Rizkiyah (2017). She used collaborative classroom action research that namely planning, implementing, observing and reflecting. The subject of her research was XI
MAKBI of MAN 3 Malang. The finding showed that the use of Youtube as a media can improve writing ability. It showed from the acquired total scale for the students' involvement in Meeting 2 was 23 (95%). The students' final scores are in the range of 70 to 92. It means that all students have achieved the minimum passing grade which is 70. The research also uses questionnaire, the result showed that most of the students (more than 80%) had positive responses towards the implementation of YouTube Video to help them write a hortatory exposition.

From the previous study above, the researcher interested to improve students' ability in writing by using Youtube. The differences between the previous research and this research are: First, the researcher limited this study on the material of writing an opinion. Meanwhile the other researcher limited their study on the material of narrative text, procedure text, an explanation text, an exposition text, and a hortatory text. Second, the subject of this study at the Senior High School. Meanwhile, the other researcher limited their study at Senior High School, Junior High School and University level. And the last, in this research the researcher used SPSS 16.00 to analyze the data collected. Meanwhile, the other researcher used SPSS 17, qualitative and quantitative data analysis, as a result, the researcher’s study is difference to the previous studies above.
CHAPTER III
RESEARCH IMPLEMENTATION

A. The procedure of the Research

This research is a Classroom Action Research (CAR). The researcher conducts this research in two cycles, namely cycle 1 and cycle 2. It consists of two-cycle in each of them. The researcher collaborates with the English teacher who taught in XI Hotel Accommodation. The researcher used Youtube to teach opinion text, to improve students' writing ability.

1. The procedure in cycle I as below:

   a. Planning

      The activities in the planning are presented as follows:

      1. The researcher selecting material based on the syllabus.
      2. The researcher made a lesson plan for the cycle I.
      3. The researcher prepared a video from Youtube about smoking and bullying that planned appropriately with the material.
      4. The researcher made the materials, and designed the steps in doing an action.
      5. The researcher prepared pre-test and post-test of the cycle I.

   b. Acting

      In this section, the learning process is led by the teacher.

      1. The teacher gave pre-test.
      2. The teacher introduced the topic to be taught.
3. The teacher gave the material of opinion.

4. The teacher gave the example of an opinion.

5. The teacher used video from Youtube as examples of material.

6. The teacher asked the students to write an opinion about the material.

7. The teacher allowed the students to ask the questions about the difficulty in writing opinion by using Youtube.

8. The teacher gave post-test.

c. Observing

The researcher observed the students and teachers used an observation checklist.

d. Reflecting

1. The researcher evaluated the activities that had done.

2. The teacher and the researcher discussed the problem that can be repaired and made an evaluation.

3. The teacher analyzed the data from the observation checklist and test of the cycle I

2. The procedure in cycle II as below:

a. Planning

1. The researcher identified the problem and made the solution to the problems
2. The researcher prepared the syllabus, material, made the lesson plan and designed the steps for action in cycle II.

3. The researcher prepared video from youtube about drug use and body image.

4. The researcher prepared an observation checklist of cycle II.

5. The researcher prepared post-test of cycle II.

b. Acting

1. The teacher gave a pre-test.

2. The teacher explained the generic structure of asking and giving an opinion.

3. The teacher played the video from youtube that relates to the material.

4. The teacher explained the material and the implementation of using youtube in writing an opinion.

5. The teacher asked the students to write an opinion about the video used an expression of opinion.

6. The students had to read and review the sentences and paragraphs of opinion.

7. The teacher gave correction and feedback to the student's answer.

8. The teacher gave a post-test at the end of the lesson.
c. Observing

The researcher used an observation checklist to observe student's and teacher's activity.

d. Reflecting

1. The researcher analyzed the data of cycle II

2. The teacher and the researcher discussed to make a reflection

3. The researcher analyzed the data from the observation sheet and students’ score of the test in cycle II

3. The Minimal Standart of Successful

The students' success and failure in doing the activities plan above would be assessed by referring to the criterion of passing grade (KKM). The passing grade of English lesson in SMK NEGERI 1 Bawen is 68. The teacher and the researcher expect that there are at least 70% of the students who pass the passing grade.
CHAPTER IV

RESEARCH FINDINGS AND DATA ANALYSIS

This chapter focused on analyzed the collected data. The researcher showed the finding of the study by discussing the improvement of student’s ability in writing by using Youtube. The finding consists of the result of the cycle I and cycle II. After that, the discussions of what have been described in the findings are the closure of this chapter.

A. Research Findings

In this research, the researcher acts as the collaborator that observes the learning process and Drs Kuntar Rukmini acts as the teacher. The researcher arranged two cycles, each cycle consist of planning, acting, observing and reflecting. The further explanation can be seen as below:

1. Cycle I
   a. Planning

   Before conducting the research, the researcher prepared some instruments, they are as follows:

   1. English syllabus of Senior High School

   English syllabus was the important one as guidance to arrange the lesson plan. The researcher used English syllabus of SMK Negeri 1 Bawen. It can be seen in the appendix.
2. Lesson Plan

The lesson plan was used to manage the teaching learning process in this research. The researcher used it as guidance in manage time and activities during teaching learning process. It can be seen in the appendix.

3. Observation Checklist

The observation checklist was prepared in order to know the students’ and the teachers’ activities during the teaching-learning process.

4. Material

The material of opinion was consists of meaning, expression of giving and asking opinion, how to write opinion in paragraph and example of video from Youtube about smoking for students and bullying.

5. Teaching Aid

The researcher prepared several instruments, such as: students’ worksheet, board-marker, Youtube and handout for students.

6. Pre-test and post-test

The researcher used pre-test and post-test in her research. The pre-test was done before implementing Youtube
in order to know the students’ understanding in writing opinion. Then, the researcher used post-test. Post-test was done after implementing Youtube to see the result of the study before and after using Youtube.

b. Acting

The first meeting of cycle I was done on September 29th 2019. The teacher is Mrs. Kuntar Rukmini and the researcher rolled as an observer. The teacher and the researcher entered the class at 14.30 a.m. The teacher greeted to the class by saying “Assalamualaikum wr wb”. All the students answered the greeting of the teacher. Before start to the lesson, the teacher asked one of the students to lead the pray by saying “Bismillahirahmannirahim” together. The researcher introduced herself and informed the students that for a few days later the class would be observed.

After that, the teacher checked the students’ condition and checked the attendance list. After that the teacher said that she would do a pre-test. The teacher gave 30 minutes to do the pre-test I. One students said ”in bahasa or English miss?’” The teacher said: ‘’in English but you were allowed to open the dictionary’’. She asked the students to do the pre-test by themselves. When the students were doing the pre-test, the teacher walked around the class to check the students’ activity. After the pre-test was done,
the teacher explained about the material. Then the teacher asked to the students ‘‘what is opinion?’’ Some students answered ’’pendapat miss’’. The teacher asked ’’usually you give opinions to whom’’? EE answered ‘‘friends miss’’. Then the teacher asked ‘’Ok, right and what the expression of opinion?’’ one of the students answered ‘‘I think bu’’. The teacher said ‘‘right, any others?’. Then the other students said ’’in my opinion’’. The teacher said ‘‘yes good’’. After explain the material of opinion, the teacher played Youtube about smoking to students’. During watching the video, the teacher applied freeze and framing prediction method. After that, the teacher asked the students to write the opinion about the video and discuss with their friends. After time was up the teacher closed the class by saying. ”Thanks a lot for your best. See you next week and Wassalamualaikum”. “Waalaikumussalam” replied the students.

The second meeting in cycle I was done on September 30th 2019. The teacher entered the class at 11.10 a.m. and greeted as ‘‘Assalamualaikum wr.wb’’ and the students answered ‘‘Waalaikumussalam wr wb’’. The teacher asked the condition of students as ‘‘how are you today? Students answered ‘‘i’m fine and you? ‘‘i’m fine thankyou’’. Replied the teacher. After that the
teacher checked the students’ attendance list. “who is absent today”? Then students answered “No one miss”. Ok today we are going to discuss about opinion in a paragraph. Do you still remember what the expression of opinion? LLK answered ”I think mom”. NY answered I ‘would prefer mom’. ‘Ok great ‘said the teacher.

After that the teacher explained how to write the opinion on paragraph. The teacher said “Do you understand? Any question so far? In Syaa Allah no question miss’ replied the students. Next the teacher played the video about bullying. The teacher gave post-test I to the students write opinion in a paragraph based on the video for about 30 minutes. The teacher gave the students’ answer sheet and they were allowed to open the dictionary. The teacher walked around to the class and monitored the students’ activities along the test. After the test was done the teacher said” ok students, time is up, collected your paper to Asnawi as a head of the class”. Then the teacher closed the meeting by pray together and saying” ok class ,today you did a great job today and see you next time”. ‘’See you miss’” replied the students.

c. Observing

In the first cycle, the researcher observed teaching learning process by monitoring the students’ activity and attention during
the class was running. The researcher identified the condition by giving checklist of the teacher’ and student’s observation checklist.

Table 4.1 Students Observation Checklist of Cycle I

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Paying attention</th>
<th>Asking question</th>
<th>Responding to question</th>
<th>Accomplish task</th>
<th>Being enthusiastic in application Youtube video</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AS</td>
<td>✓</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2.</td>
<td>ATP</td>
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<td>-</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3.</td>
<td>ARS</td>
<td>✓</td>
<td>✓</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>4.</td>
<td>AMT</td>
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<td>-</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>5.</td>
<td>ABS</td>
<td>✓</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>6.</td>
<td>AMS</td>
<td>✓</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>7.</td>
<td>APM</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>8.</td>
<td>ANM</td>
<td>✓</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>9.</td>
<td>DCM</td>
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<td>✓</td>
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<tr>
<td>10.</td>
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<td>-</td>
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<tr>
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<td>-</td>
<td>-</td>
<td>✓</td>
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<tr>
<td>13.</td>
<td>IA</td>
<td>✓</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>14.</td>
<td>LLK</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>15.</td>
<td>MA</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>16.</td>
<td>MFS</td>
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<td>-</td>
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<tr>
<td>17.</td>
<td>MDAH</td>
<td>✓</td>
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<tr>
<td>18.</td>
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<td>19.</td>
<td>NDW</td>
<td>✓</td>
<td>-</td>
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<td>20.</td>
<td>NKS</td>
<td>✓</td>
<td>-</td>
<td>-</td>
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<tr>
<td>21.</td>
<td>NTP</td>
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<td>-</td>
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</tr>
<tr>
<td>22.</td>
<td>NY</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>23.</td>
<td>NI</td>
<td>✓</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>24.</td>
<td>PA</td>
<td>✓</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>25.</td>
<td>PA</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>26.</td>
<td>RVS</td>
<td>✓</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>27.</td>
<td>RDA</td>
<td>✓</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>28.</td>
<td>RSA</td>
<td>✓</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>29.</td>
<td>RPP</td>
<td>✓</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
</tr>
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<td>30.</td>
<td>RRA</td>
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<td>✓</td>
<td>-</td>
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<td>✓</td>
</tr>
</tbody>
</table>
### Table 4.2 Teachers’ Observation Checklist of Cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>The Teachers’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Prepared the material well</td>
<td>✓</td>
<td></td>
<td>The teacher prepared lesson plan and material very well</td>
</tr>
<tr>
<td>2</td>
<td>Greeting students before the lesson begin</td>
<td>✓</td>
<td></td>
<td>The teacher greeted students before the lesson begin</td>
</tr>
<tr>
<td>3</td>
<td>The teacher checking students attendance</td>
<td>✓</td>
<td></td>
<td>The teacher checked students attendance by called one by one</td>
</tr>
<tr>
<td>4</td>
<td>Asking the students’ Condition</td>
<td>✓</td>
<td></td>
<td>The teacher asked the students condition before the lesson begin</td>
</tr>
<tr>
<td>5</td>
<td>Giving motivation</td>
<td>✓</td>
<td></td>
<td>The teacher always giving motivation in lesson</td>
</tr>
<tr>
<td>6</td>
<td>Reminding previous material</td>
<td>✓</td>
<td></td>
<td>The teacher reminding previous material to check students understanding</td>
</tr>
<tr>
<td>7</td>
<td>Giving the explanation of the material</td>
<td>✓</td>
<td></td>
<td>The teacher explained the material, she used mix language in English and Indonesia.</td>
</tr>
<tr>
<td>8</td>
<td>Use of Youtube to teach writing opinion</td>
<td>✓</td>
<td></td>
<td>The teacher used Youtube as a media in teaching opinion</td>
</tr>
<tr>
<td>9</td>
<td>Giving opportunity for asking the question</td>
<td>✓</td>
<td></td>
<td>The teacher gave the students to asked question about the material</td>
</tr>
<tr>
<td>No.</td>
<td>Help student’s difficulties during learning</td>
<td>✓</td>
<td>The teacher helped the students to solved the difficulties</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>------------------------------------------</td>
<td>---</td>
<td>--------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Giving feedback after the lesson</td>
<td>✓</td>
<td>The teacher gave feedback to the result of the lesson</td>
<td></td>
</tr>
</tbody>
</table>

Furthermore, to know the significant improvement in writing opinion, the researcher analyzed the data of pre-test and post-test I in the cycle based on rubric writing assessment. There are five aspects in scoring such as: content, organization, language use, vocabulary and mechanics. Then, the researcher analyzed the data of pre-test and post-test. The calculation and result of both tests are presented below:

1. The score of pre-test and post-test of cycle I

Table 4.3 The Students’ Score of Pre-test and Post-test of Cycle I

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Score pre-test (X)</th>
<th>Score post-test (Y)</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AS</td>
<td>48</td>
<td>53</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>2.</td>
<td>ATP</td>
<td>50</td>
<td>58</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>3.</td>
<td>ARS</td>
<td>42</td>
<td>44</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td>AMT</td>
<td>45</td>
<td>44</td>
<td>-1</td>
<td>1</td>
</tr>
<tr>
<td>5.</td>
<td>ABS</td>
<td>44</td>
<td>56</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>6.</td>
<td>AMS</td>
<td>46</td>
<td>54</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>7.</td>
<td>APM</td>
<td>48</td>
<td>54</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>8.</td>
<td>ANM</td>
<td>68</td>
<td>75</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>9.</td>
<td>DRM</td>
<td>51</td>
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<td>7</td>
<td>49</td>
</tr>
<tr>
<td>10.</td>
<td>EE</td>
<td>50</td>
<td>51</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>FMS</td>
<td>50</td>
<td>51</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>12.</td>
<td>FA</td>
<td>45</td>
<td>57</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>13.</td>
<td>IA</td>
<td>50</td>
<td>70</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>14.</td>
<td>LLK</td>
<td>49</td>
<td>72</td>
<td>23</td>
<td>529</td>
</tr>
<tr>
<td>15.</td>
<td>MA</td>
<td>48</td>
<td>50</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>16.</td>
<td>MFS</td>
<td>45</td>
<td>50</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
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<td>MHAH</td>
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<td>44</td>
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<td>4</td>
</tr>
<tr>
<td>18.</td>
<td>NPW</td>
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<td>73</td>
<td>23</td>
<td>529</td>
</tr>
<tr>
<td>19.</td>
<td>NDW</td>
<td>68</td>
<td>60</td>
<td>-8</td>
<td>64</td>
</tr>
<tr>
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<td>NKS</td>
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<td>44</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>21.</td>
<td>NTP</td>
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<td>67</td>
<td>14</td>
<td>196</td>
</tr>
<tr>
<td>22.</td>
<td>NY</td>
<td>56</td>
<td>68</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>23.</td>
<td>NI</td>
<td>58</td>
<td>69</td>
<td>11</td>
<td>121</td>
</tr>
<tr>
<td>24.</td>
<td>PA</td>
<td>50</td>
<td>50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>25.</td>
<td>PA</td>
<td>47</td>
<td>50</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>26.</td>
<td>RVS</td>
<td>47</td>
<td>51</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>27.</td>
<td>RDA</td>
<td>50</td>
<td>51</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>28.</td>
<td>RSA</td>
<td>56</td>
<td>63</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>29.</td>
<td>RPP</td>
<td>42</td>
<td>51</td>
<td>9</td>
<td>81</td>
</tr>
<tr>
<td>30.</td>
<td>RRA</td>
<td>49</td>
<td>68</td>
<td>19</td>
<td>361</td>
</tr>
<tr>
<td>31.</td>
<td>SPDD</td>
<td>59</td>
<td>68</td>
<td>9</td>
<td>81</td>
</tr>
<tr>
<td>32.</td>
<td>SN</td>
<td>59</td>
<td>70</td>
<td>11</td>
<td>121</td>
</tr>
<tr>
<td>33.</td>
<td>TCA</td>
<td>58</td>
<td>70</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>34.</td>
<td>UN</td>
<td>56</td>
<td>56</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>35.</td>
<td>YAP</td>
<td>47</td>
<td>53</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>Jumlah</td>
<td>1767</td>
<td>2023</td>
<td>256</td>
<td>3506</td>
<td></td>
</tr>
</tbody>
</table>
2. Descriptive Statistic of Cycle I

Table 4.4 Descriptive Statistic of Cycle I

<table>
<thead>
<tr>
<th>Descriptive Statistics</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>pretest_1</td>
<td>35</td>
<td>41</td>
<td>68</td>
<td>50.49</td>
<td>6.617</td>
</tr>
<tr>
<td>posttest_1</td>
<td>35</td>
<td>44</td>
<td>75</td>
<td>57.80</td>
<td>9.468</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>35</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the data above, it could be seen that the mean of pre-test in the cycle I is 50.49 with standard deviation 6.617. While mean of post-test in the cycle I is 57.80 with standard deviation 9.468. The quantity of the students is 35 students.

(a) The Passing Grade of The Cycle I

Cycle I has shown that the students can improve their English score especially in writing opinion with the mean of post-test 57.80, it is better than the mean of pre-test 50.49. The researcher also calculates the passing grade is 68.

(b) Significant

To know there is a significant improvement in writing ability, the researcher analyzes the result of pre-test and post-test by using SPSS 16.00.
3. Paired Samples Test Cycle I

Table 4.5 Paired Samples Test of Cycle I

<table>
<thead>
<tr>
<th>Paired Samples Test</th>
<th>Pair</th>
<th>posttest_1 - pretest_1</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>Df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>7.314</td>
<td>6.931</td>
<td>1.172</td>
<td>4.933</td>
<td>9.695</td>
<td>6.243</td>
<td>34</td>
<td>.000</td>
</tr>
</tbody>
</table>

From the table above can be seen that:

a) $T$-test of cycle I is 6.243

b) $T$-table ($\alpha=0.05$) from the df 34 is 1.690

c) $T$-test > $T$-table = 6.234 > 1.690

From the explanation above, the result of paired samples $t$-test would be significant if sig. (2-tailed) value was <0.05 and $t$-table was smaller than $t$-test, while would not be significant if sig. (2-tailed) value was >0.05 and $t$-table was bigger than $t$-test. $T$-test in the table is 6.243 while $T$-table is 1.690 for the df 34 and significances 5%. Based on the table, it can be seen that the sig. (2-tailed) value is 0.000 and $T$-test is 6.243. The sig. (2-tailed) value <0.05 and $T$-test was bigger than $t$-table, it means that $H_a$ was accepted. For the quarrel of
mean is 7.3. From the explanation above, it can be concluded that there is a significant improvement of students’ ability in writing using Youtube video.

**Table 4.6 The Students’ Score of Pre-test and Post-test of Cycle I**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade of Pre-test</th>
<th>Presentation of Pre-test</th>
<th>Grade of Post-test</th>
<th>Presentation of Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;68</td>
<td>33</td>
<td>94.28%</td>
<td>25</td>
<td>71.43%</td>
</tr>
<tr>
<td>68</td>
<td>2</td>
<td>5.72%</td>
<td>3</td>
<td>8.57%</td>
</tr>
<tr>
<td>&gt;68</td>
<td>0</td>
<td>0%</td>
<td>7</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

From the data above, it could be seen that were 28.57% who pass the passing grade (KKM). Only 10 students’ who passed the passing grade. It means that the number of students who passed the passing grade was less than 70%. The passing grade for English lesson in SMK Negeri 1 Bawen is 68. The researcher found that the T-test was 6.234. The researcher was used 5% (N-1) = 35-1 = 34. So, the T-table was 1.690.
From the data, the researcher conclude that the score of T-test higher than T-table. It means that there was a significant improvement. However, the researcher conducted the research of cycle II because of the number of the students who passed the passing grade less than 70%.

d. Reflecting

Based on the analyzing of the cycle I, the researcher found that students interested when the teacher using Youtube. In write a paragraph, they were confused in organize the sentences. The students’ writing still had inappropriate word choice and grammatical errors because they were translate in Google. However, there is improvement of writing score. It can be seen from the students’ worksheet in pre-test and post-test. But, it still not passed the grade of 68. So, the researcher needed to continued the second cycle.

2. Cycle II

a. Planning

The researcher prepared several instrument, they are as follows:

1) English syllabus of Senior High School

   English syllabus was the important one as guidance to arrange the lesson plan. The researcher used English syllabus of SMK Negeri 1 Bawen. It can be seen in the appendix.
2) Lesson Plan

The lesson plan was used to manage the teaching learning process in this research. The researcher used it as guidance in manage time and activities during teaching learning process. It can be seen in the appendix.

3) Observation Checklist

The observation checklist was prepared in order to know the students’ and the teachers’ activities during the teaching-learning process.

4) Material

The material of opinion was consists of meaning, expression of giving and asking opinion, how to write opinion in paragraph and example of video from Youtube about drug use in young people and body and self esteem.

5) Teaching Aid

The researcher prepared several instruments, such as: students’ worksheet, board-marker, Youtube and handout for students.

6) Pre-test and post-test

The researcher used pre-test and post-test in her research. The pre-test was done before implementing Youtube in order
to know the students’ understanding in writing opinion. Then, the researcher used post-test. Post-test was done after implemented Youtube to see the result of the study before and after used Youtube.

b. Acting

The first meeting of cycle II was done in September, 5th 2019. As usually, the teacher entered the class and started by greeted and asked the condition of the students. ‘’Good Afternoon, class. How are you today? And the students answered ‘’Good Afternoon miss. I’m fine, and you? ‘’I’m fine to thankyou’’ replied the teacher. Then the teacher checked the students’ attendance list.

Next, the teacher gave 25 minutes to do the pre-test II After the pre-test was done the teacher gave video about Alcohol and drug use in young people and then explains more detail about how to write opinion in paragraph to strength their comprehension. During watching the video, the teacher applied freeze and framing prediction method After giving the material, the teacher closed the class. ‘’That’s all for today, see you next time’’. The first meeting of cycle II was done.

The second meeting of cycle II was held on September 6th 2019. The teacher and the researcher entered the class by greeting, ‘’Good Afternoon class’’. Then the teacher asked the condition of
the class. After that, the checked the students attendance list, ‘’who is absent today?’’. The students answered ‘’no one miss’’.

The teacher continued the lesson by reminded the material about organization in writing opinion. The teacher played video from Youtube about self esteem and body image. During watching the video, the teacher applied freeze and framing prediction method. The teacher stopped the video at a certain point and asked the students to guess about what action on the screen. The teacher said: “do you understand what happen with this girl?” some students answered ‘’she doesn’t not confidence with their body miss’’ ok good, the other ? she is get bullyed because she is ugly”. Then the teacher continued the video until the end.

After that, the teacher gave a post-test to the students to write their opinion about self-esteem and body image using video from Youtube for about 20 minutes. After time was up, the teacher collected the students worksheet and closed the class by saying ‘’Thanks a lot for today. See You next week’’

c. Observing

In the second cycle, the researcher observed teaching learning process by monitoring the students’ activity and attention during the class was running. The researcher identified the condition by
Observation focused on students’ ability in writing.

Table 4.7 Students Observation Checklist of Cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Paying attention</th>
<th>Asking question</th>
<th>Responding to question</th>
<th>Accomplish task</th>
<th>Being enthusiastic in application Youtube video</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AS</td>
<td>✓</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2.</td>
<td>ATP</td>
<td>✓</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3.</td>
<td>ARS</td>
<td>✓</td>
<td>✓</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>4.</td>
<td>AMT</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>5.</td>
<td>ABS</td>
<td>✓</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>6.</td>
<td>AMS</td>
<td>✓</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>7.</td>
<td>APM</td>
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<td>-</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
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<td>ANM</td>
<td>✓</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
</tr>
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<td>✓</td>
<td>-</td>
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<td>✓</td>
</tr>
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<td>✓</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
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<td>FMS</td>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
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<td>✓</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
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<tr>
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<td>IA</td>
<td>✓</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
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<td>15.</td>
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<td>-</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
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<td>MFS</td>
<td>✓</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>17.</td>
<td>MDAH</td>
<td>✓</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
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<td>NPW</td>
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<td>-</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
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<td>NDW</td>
<td>✓</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>20.</td>
<td>NKS</td>
<td>✓</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>21.</td>
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<td>✓</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
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<td>NY</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>23.</td>
<td>NI</td>
<td>✓</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>24.</td>
<td>PA</td>
<td>✓</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>25.</td>
<td>PA</td>
<td>✓</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>26.</td>
<td>RVS</td>
<td>✓</td>
<td>✓</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>27.</td>
<td>RDA</td>
<td>✓</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>28.</td>
<td>RSA</td>
<td>-</td>
<td>-</td>
<td>48</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>No.</td>
<td>The Teachers’ Activity</td>
<td>Yes</td>
<td>No</td>
<td>Description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------------------------</td>
<td>-----</td>
<td>-----</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td>RPP</td>
<td>✓</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>30.</td>
<td>RRA</td>
<td>✓</td>
<td>✓</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>31.</td>
<td>SPDD</td>
<td>✓</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>32.</td>
<td>SN</td>
<td>✓</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>33.</td>
<td>TCA</td>
<td>✓</td>
<td>✓</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>34.</td>
<td>UN</td>
<td>✓</td>
<td>✓</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>35.</td>
<td>YAP</td>
<td>✓</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

Table 4.8 Teacher Observation Checklist of Cycle II
Giving opportunity for asking the question
The teacher gave the students to asked question about the material

Help student’s difficulties during learning
The teacher helped the students to solved the difficulties

Giving feedback after the lesson
The teacher gave feedback to the result of the lesson

Furtermore, to know the significant improvement in writing opinion, the researcher analyzed the data of pre-test and post-test I in the cycle based on rubric writing assessment. There are five aspects in scoring such as: content, organization, language use, vocabulary and mechanics. Then, the researcher analyzed the data of pre-test and post-test. The calculation and result of both tests are presented below:

1. The score of pre-test and post-test of cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Score pre-test (X)</th>
<th>Score post-test (Y)</th>
<th>D</th>
<th>D^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AS</td>
<td>64</td>
<td>69</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>2.</td>
<td>ATP</td>
<td>60</td>
<td>76</td>
<td>16</td>
<td>256</td>
</tr>
<tr>
<td>3.</td>
<td>ARS</td>
<td>55</td>
<td>68</td>
<td>13</td>
<td>169</td>
</tr>
<tr>
<td>4.</td>
<td>AMT</td>
<td>57</td>
<td>79</td>
<td>22</td>
<td>484</td>
</tr>
<tr>
<td>5.</td>
<td>ABS</td>
<td>65</td>
<td>76</td>
<td>11</td>
<td>121</td>
</tr>
<tr>
<td>6.</td>
<td>AMS</td>
<td>68</td>
<td>78</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>No.</td>
<td>APM</td>
<td>ANM</td>
<td>DRM</td>
<td>EE</td>
<td>FMS</td>
</tr>
<tr>
<td>-----</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>APM</td>
<td>63</td>
<td>73</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>9.</td>
<td>ANM</td>
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<td>86</td>
<td>19</td>
<td>361</td>
</tr>
<tr>
<td>10.</td>
<td>DRM</td>
<td>67</td>
<td>75</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>11.</td>
<td>EE</td>
<td>68</td>
<td>79</td>
<td>11</td>
<td>121</td>
</tr>
<tr>
<td>12.</td>
<td>FMS</td>
<td>40</td>
<td>77</td>
<td>37</td>
<td>1369</td>
</tr>
<tr>
<td>13.</td>
<td>FA</td>
<td>67</td>
<td>78</td>
<td>11</td>
<td>121</td>
</tr>
<tr>
<td>14.</td>
<td>IA</td>
<td>59</td>
<td>68</td>
<td>9</td>
<td>81</td>
</tr>
<tr>
<td>15.</td>
<td>MA</td>
<td>59</td>
<td>67</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>16.</td>
<td>MFS</td>
<td>61</td>
<td>69</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>17.</td>
<td>MHAH</td>
<td>59</td>
<td>69</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>18.</td>
<td>NPW</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>19.</td>
<td>NDW</td>
<td>61</td>
<td>71</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>20.</td>
<td>NKS</td>
<td>47</td>
<td>57</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>21.</td>
<td>NTP</td>
<td>71</td>
<td>77</td>
<td>6</td>
<td>36</td>
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<tr>
<td>22.</td>
<td>NY</td>
<td>63</td>
<td>71</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>23.</td>
<td>NI</td>
<td>69</td>
<td>73</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>24.</td>
<td>PA</td>
<td>65</td>
<td>74</td>
<td>9</td>
<td>81</td>
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<tr>
<td>25.</td>
<td>PA</td>
<td>45</td>
<td>54</td>
<td>9</td>
<td>81</td>
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<tr>
<td>26.</td>
<td>RVS</td>
<td>52</td>
<td>59</td>
<td>7</td>
<td>49</td>
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<tr>
<td>27.</td>
<td>RDA</td>
<td>55</td>
<td>70</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>28.</td>
<td>RSA</td>
<td>69</td>
<td>74</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>29.</td>
<td>RPP</td>
<td>58</td>
<td>62</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>30.</td>
<td>RRA</td>
<td>69</td>
<td>76</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>31.</td>
<td>SPDD</td>
<td>68</td>
<td>70</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>32.</td>
<td>SN</td>
<td>57</td>
<td>71</td>
<td>14</td>
<td>196</td>
</tr>
<tr>
<td>33.</td>
<td>TCA</td>
<td>69</td>
<td>72</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>34.</td>
<td>UN</td>
<td>56</td>
<td>70</td>
<td>14</td>
<td>196</td>
</tr>
<tr>
<td>35.</td>
<td>YAP</td>
<td>55</td>
<td>64</td>
<td>9</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td>Jumlah</td>
<td>2138</td>
<td>2510</td>
<td>372</td>
<td>5352</td>
</tr>
</tbody>
</table>

Jumlah 2138 2510 372 5352
2. Descriptive Statistic of Cycle II

Table 4.10 Descriptive Statistic of Cycle II

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>pretest_2</td>
<td>35</td>
<td>40</td>
<td>71</td>
<td>61.09</td>
<td>7.481</td>
</tr>
<tr>
<td>posttest_2</td>
<td>35</td>
<td>54</td>
<td>88</td>
<td>71.71</td>
<td>7.115</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>35</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the data above, it could be seen that the mean of pre-test in the cycle II is 61.09 with standard deviation 7.481. While mean of post-test in the cycle II is 71.71 with standard deviation 7.115. The quantity of the students is 35 students.

(a) The Passing Grade of The Cycle II

Cycle II has shown that the students can improve their English score especially in writing opinion with the mean of post-test 71.71, it is better than the mean of pre-test 61.09. The researcher also calculated the passing grade is 68.

(b) Significant

To know there is a significant improvement in writing ability, the researcher analyzes the result of pre-test and post-test by using SPSS 16.00.
3. Paired Samples Test Cycle II

Table 4.11 Paired Samples Test of Cycle II

<table>
<thead>
<tr>
<th>Pair</th>
<th>Paired Differences</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error</th>
<th>95% Confidence Interval of the Difference</th>
<th>T</th>
<th>Df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>posttest_2</td>
<td>- pretest_2</td>
<td>10.629</td>
<td>6.413</td>
<td>1.084</td>
<td>8.426 - 12.831</td>
<td>9.805</td>
<td>34</td>
<td>.000</td>
</tr>
</tbody>
</table>

From the table above can be seen that:

a) T-test of cycle I is 9.805
b) T-table (α=0.05) from the df 34 is 1.690
c) T-test > T-table = 9.805 > 1.690

From the explanation above, the result of paired samples t-test would be significant if sig. (2-tailed) value was <0.05 and t-table was smaller than t-test, while would not be significant if sig. (2-tailed) value was >0.05 and t-table was bigger than t-test. T-test in the table is 9.805 while T-table is 1.690 for the df 34 and significance 5%. Based on the table, it can be seen that the sig. (2-tailed) value is 0.000 and T-test is 9.805. The sig. (2-tailed) value <0.05 and T-test was bigger.
than t-table, it means that Ha was accepted. For the quarrel of mean is 10.6.

From the explanation above, it can be concluded that there is a significant improvement of students’ ability in writing used Youtube.

d. Reflecting

**Table 4.12 The Students’ Score of Pre-test and Post-test of Cycle II**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade of Pre-test</th>
<th>Presentation of Pre-test</th>
<th>Grade of Post-test</th>
<th>Presentation of Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;68</td>
<td>27</td>
<td>77.15%</td>
<td>6</td>
<td>17.15%</td>
</tr>
<tr>
<td>68</td>
<td>3</td>
<td>8.57%</td>
<td>2</td>
<td>5.71%</td>
</tr>
<tr>
<td>&gt;68</td>
<td>5</td>
<td>14.28%</td>
<td>27</td>
<td>77.14%</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100%</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based on the result of cycle II, the students’ score of pre-test and post-test in cycle II shows that there are 82.85 % of the students’ who passed the passing grade (KKM). It means that after reflection from the cycle I is applied in the action of cycle II, the students’ score is improved on the post-test of cycle II. The teacher and the researcher do not continue the
cycle because 82.85% of the students have already passed the passing grade.

B. Discussion

After analyzed the students’ score in the cycle I and cycle II, the researcher concluded that there is significant improvement of the students’ ability in writing opinion after being taught by using Youtube. The improvement can be seen as follows:

Table 4.13 Result of Cycle I and II

<table>
<thead>
<tr>
<th>No.</th>
<th>Analysis</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mean of Pre-test</td>
<td>50.49</td>
<td>61.09</td>
</tr>
<tr>
<td></td>
<td>Mean of Post-test</td>
<td>57.80</td>
<td>71.71</td>
</tr>
<tr>
<td>2.</td>
<td>Total of the students who pass the passing grade (≥68)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Pre-test</td>
<td>5.71%</td>
<td>25.71%</td>
</tr>
<tr>
<td></td>
<td>b. Post-test</td>
<td>28.57%</td>
<td>82.85%</td>
</tr>
<tr>
<td></td>
<td>c. Improvement</td>
<td>22.86 %</td>
<td>57.14 %</td>
</tr>
<tr>
<td>3.</td>
<td>T-table N=35</td>
<td>1.690</td>
<td>1.690</td>
</tr>
</tbody>
</table>

From the table above, it could be seen that t-test is bigger than table. It means that there was an improvement of students’ writing in opinion after
using Youtube. It is shown the result of t-test in cycle I is 6.24 and cycle II is 9.83. At the cycle I the mean of post-test is higher than the mean of the pre-test. The mean of post-test is 57.80 and pre-test are 50.49. In the cycle II, the mean of post-test is higher than the mean of the pre-test. The mean of post-test are 71.71 and the mean of pre-test are 61.09. The improvement can also be seen from the total of the students who pass the passing grade (KKM). In the cycle I, the improvement is as many as 22.86%, and in the cycle II, the improvement is as many as 57.14%. So, Youtube video was successful to improve students’ ability in writing. Moreover, the t-test in the cycle II is bigger than the t-test of the cycle I. It means that there is significant influence from the cycle I up to the cycle II.

Based on the explanation above, the researcher concluded that using Youtube can improve the students’ ability in writing. It was appropriate for the relevant previous studies. In the first research, the researcher took review related to the study which conducted by Rizkiyah (2017) stated that Youtube video had positive responses towards the students activity and also help them write a hortatory exposition.

The second research was conducted by Sitorus (2017) stated that Youtube video was enabled the students to got better scores and motivated the students to learn writing. The third previous study was conducted by Sumardiono (2017) the researcher found that the students’ participation during teaching and learning process ran well and also the the students’
were enthusiastic by using Youtube. In this research, the researcher focused on improving students ability in writing by using Youtube and it can be proven from the analysis data above. Besides, improving students’ ability in writing, the use of youtube makes the students’ more active and interested during teaching learning process.
CHAPTER V

CLOSURE

In this chapter, the researcher presents the conclusion and suggestion. The researcher provides some conclusions and suggestions of the research.

A. Conclusion

After the research was conducted and analyzed the data, the researcher comes to several conclusions to answer the problems of the research that:

1. The implementation of Youtube can improve students’ ability in writing opinion. The implementation of the research was divided into two cycles: cycle I and cycle II. The research was done in four times. The cycle divided into pre-test, treatments, and post-test. The pre-test was given before the students got the material and using Youtube. In cycle I, the students felt confused to write opinion in paragraph. In addition, they got difficulties in choosing the appropriate words and developing their ideas into sentences. However in cycle II, the students got easy to write their paragraph of opinion after the teacher did the treatment using Youtube. The researcher analyzed the score of students’ pre-test and post-test from cycle I and II, and the result is the implementation of Youtube could improve students’ ability in writing.

2. There is an improvement of students’ ability in writing opinion by using Youtube on the eleventh grade of SMK Negeri 1 Bawen. The implementation of Youtube to improve students’ ability in writing opinion
is successful. This result is taken from cycle I and cycle II. In the cycle I
the improvement of students’ writing skills is 22.86 %. There are 10
students who reach the passing grade in post-test I of cycle I. In this study,
the researcher implemented pre-test, treatments, and post-test. While in
the cycle II the improvement of students’ writing skills is 57.14 %, and
there are 29 students who reach the passing grade. It means that there is an
improvement of students’ ability in writing by using Youtube.

3. There is a significant improvement of using Youtube in improving
students’ ability in writing of the eleventh grade students of SMK Negeri
1 Bawen. Based on the result of the research and discussion that has been
presented in the previous chapter, there is significant improvement of the
students’ ability in writing. It can be seen from the students’ score of pre-
test and post-test. The result of mean of students’ score of pre-test in cycle
I is 50.49 %, while in cycle II is 61.09 %. While after using Youtube, the
mean of post-test in cycle II is higher than the mean of post-test in cycle I.
The mean of post-test I is 57.80 % then the mean of post-test II is 71.71
%. It means that using Youtube was improved the students’ ability in
writing. Moreover, the calculation from the t-test from the cycle I and
cycle II increased. The t-test of the cycle I is 6.247 and t-test of the cycle
II is 9.833. The t-test in cycle II is bigger than t-test of the cycle I. The
significant on students’ ability from cycle I to Cycle II is 34.28%.
B. Suggestion

Based on the research findings, the researcher want to propose some suggestions which are addressed to teachers, students, and other researchers.

1. For Teachers
   a. Youtube can be used as the media to teach in the classroom in order to improve students’ ability in writing opinion. This media can attract the students’ attention and interest. The situation in the class can be interactive after using Youtube.
   b. Teacher are suggested to not only using handbook. The teacher can be used interest media in order to make the learning process active and enjoyable.

2. For Students
   a. The students can increased their concentration and develop their ideas in writing by using Youtube.
   b. Youtube can attract the students’ interest and motivation in learning to write.

3. For Other Researchers
   a. The researcher needs improvement of thought for furthter studies.

   So, the researcher suggest the other researchers to conduct others research about the use of Youtube to improve students’ ability in writing.
b. The result of this study can be used as the reference for future research on similar topics.
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APPENDICES
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Materi Pemokie</th>
<th>Pembelajaran</th>
<th>Peralatan</th>
<th>Alat/Latih</th>
<th>Sumber Belajar</th>
</tr>
</thead>
</table>

**Pembimbing**

- Buah Teras wajib
- Keterampilan usaha dan penelitian gurau
- Interaksi transaksional
- Keterampilan interpersonal
- Kompetensi interpersonal
- Kompetensi interpersonal
- Kompetensi interpersonal
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- Kompe
Ini adalah halaman dari dokumen yang terdiri dari teks dalam Bahasa Indonesia. Teks di dalam halaman tersebut tidak berhubungan dengan konteks atau masalah yang Anda pertanyakan. Teks tersebut mungkin berisi环话或描述，但并不清楚具体的内容。
Those, my, flexi, obi secara tepat dalam frase normal.
(6) Ucapan, lisanan kata, intensitas
(7) Ejaan dan tanda baca
(8) Tulisan tangan Topik
Bentuk hub terkait dengan baterai stėwa dengan guru, teman, saudara, ibu, terkait baterai kegiatan stėwa serahkan di rumah, sekolah, di dalam maupun di luar kelas.

Mengosposisi
- Stėwa membimbingkan unsur-unsur yang diperlukan dan usulan serta rencana yang diharapkan dan baterai sumber terlalui di atas.
- Stėwa membimbingkan unsur-unsur yang diperlukan dan usulan serta rencana yang diharapkan dan baterai sumber terlalui di atas.
- Stėwa memperoleh baik dari guru dan teman.

Mengosposisi
- Stėwa membimbingkan unsur-unsur yang diperlukan dan usulan serta rencana yang diharapkan dan baterai sumber terlalui di atas.
- Stėwa membimbingkan unsur-unsur yang diperlukan dan usulan serta rencana yang diharapkan dan baterai sumber terlalui di atas.
- Stėwa memperoleh baik dari guru dan teman.

Pantulian diri: Pentulian diri secara luar dalam jurnal belajar dan dalam kegiatan belajar manfaat belajar bersama dengan mengejarkan perasaan dan situasi terkejut dan kesalahan.

Observasi
- Observasi terhadap kasus yang ada dalam proses pembelajaran di setiap topik.
- Observasi terhadap kegiatan dan keputusan dalam maklumatkan komunikasi di dalam dan di luar kelas.

Pantulian diri: Pantulian diri secara luar dalam jurnal belajar dan dalam kegiatan belajar manfaat belajar bersama dengan mengejarkan perasaan dan situasi terkejut dan kesalahan.
Mengetahui,
Kepala Sekolah

[Stamp]
Imam Snafl I, S. TP.
NIP. 19680313 199203 I 007

Waia Kurikulum

[Signature]
Pugi Widodo
NIP. 19700922 200701 I 008

Guru Mata Pelajaran

[Signature]
Dra. Kartae Retno Rukmini
NIP. 19541104 198903 2 008

Batuen, 3 Juli 2019
A. Identitas Satuan Pendidikan

<table>
<thead>
<tr>
<th>Satuan Pendidikan</th>
<th>: SMK Negeri 1 Bawen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Keahlian</td>
<td>: Akomodasi Perhotelan</td>
</tr>
<tr>
<td>Kompetensi/Paket Keahlian</td>
<td>: Pariwisata</td>
</tr>
<tr>
<td>Kelas</td>
<td>: XI</td>
</tr>
<tr>
<td>Mata Pelajaran</td>
<td>: Bahasa Inggris</td>
</tr>
<tr>
<td>Tahun Pelajaran</td>
<td>: 2019/2020</td>
</tr>
<tr>
<td>Semester</td>
<td>: Gasal</td>
</tr>
<tr>
<td>Pertemuan ke</td>
<td>: 1-4</td>
</tr>
<tr>
<td>Materi Pokok</td>
<td>: Opinion</td>
</tr>
<tr>
<td>Alokasi Waktu</td>
<td>: 6 x45 menit</td>
</tr>
</tbody>
</table>

B. Kompetensi Inti (KI) dan Kompetensi Dasar (KD)

Kompetensi Inti (KI)

3. Memahami, menerapkan, menganalisis, dan mengevaluasi pengetahuan faktil, konseptual, prosedural, dan metakognitif dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah.

4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

Kompetensi Dasar (KD)

3.14 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan I think, I suppose, in my opinion).

4.14 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. Indikator Pencapaian Kompetensi

3.14.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks ungkapan menyatakan pendapat dan pikiran serta responnya.

3.14.2 Mengidentifikasi ungkapan-sebutan yang digunakan dalam menyatakan pendapat dan pikiran dari video yang diputar

4.14.1 Membuat teks tulis untuk menyatakan pendapat dan pikiran serta responnya berdasarkan struktur dan unsur kebahasaan yang tepat
D. Tujuan Pembelajaran

3.14.1.1 Melalui kegiatan menanya peserta didik mampu mengidentifikasi dan memaparkan fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks ungkapan menyatakan pendapat dan pikiran secara peduli dan bertanggung jawab.

3.14.1.2 Melalui kerjasama peserta didik mampu mengidentifikasi ungkapan-ungkapan yang digunakan dalam menyatakan pendapat dan pikiran dari youtube video yang diputar secara peduli dan bertanggung jawab

4.14.1.1 Melalui kegiatan menanya peserta didik mampu membuat teks tulis berbentuk paragraf untuk menyatakan pendapat berdasarkan struktur dan unsur kebahasaan yang tepat secara peduli dan bertanggung jawab

4.14.1.2 Secara individu peserta didik mampu membuat teks tulis berupa paragraf untuk menyatakan pendapat dan pemikiran serta responnya dari youtube video yang diputar secara peduli dan bertanggung jawab

E. Materi Pembelajaran

Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya

Fungsi sosial

Menjaga hubungan interpersonal dengan guru, teman, dan orang lain

Struktur teks :

Asking opinion is used when someone wants to know about anyone thought and giving opinion is used when someone conveys his/her thought to others.

<table>
<thead>
<tr>
<th>General opinion</th>
<th>Agreeing</th>
<th>Disagreeing</th>
</tr>
</thead>
<tbody>
<tr>
<td>In my opinion...</td>
<td>I think you are right.</td>
<td>I disagree...</td>
</tr>
<tr>
<td>I would prefer...</td>
<td>I agree.</td>
<td>That could be a problem...</td>
</tr>
<tr>
<td>I think...</td>
<td>I think so too.</td>
<td>Yes, but.....</td>
</tr>
<tr>
<td>Personally...</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


THE TEENAGER YEARS ARE THE MOST IMPORTANT YEARS OF YOUR LIFE

Most people think that the teenager years are the most important stage of our life, because is in these years when we decide how we want being. In general, all but any people think that is true, other persons are in disagreement, they think that the teenager stage are years of emotional instability.

As I see it, these years are the best years of our life, why? Is easy, because when we are young we haven’t got so many responsibilities like when we are adult, but we are children and we can do everything that we want. In addition, we don’t need to worry about the bills or job, only we need worry about our studies and feel good with ourselves.

In conclusion, these years are the best and all the teenagers should live without worries, studying to have a good future and be happy, that to worry exists many years later.

How to write opinion text as follows:

1. Write your opinion on the topic sentence
2. Explain each reason in a logical order
3. Use facts to support each reason
4. Finish your paragraph with a concluding sentence at the end/, to sum up.

Materi Youtube: Smoking for students, Bullying, Alcohol and drug use in young people, self esteem and body image.

F. Strategi / Metode / Pendekatan Pembelajaran

- Pendekatan scientific: mengamati, menanya, mengkomunikasi, mengeksplorasi, mengasosiasi, dan penutup.
- Strategi: Menyimak, tanya jawab, penugasan individu, Freeze Framing and Prediction.

G. Kegiatan Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi</th>
<th>Alokasi waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>15 menit</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A. Pendahuluan</th>
<th>Pertemuan ke 1</th>
<th>3 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Peserta didik menjawab salam dan salah satu memimpin untuk berdoa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Pendidik mengecek kehadiran siswa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Pendidik menyampaikan cakupan materi penjelasan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Pendidik menyampaikan uraian kegiatan sesuai silabus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Pendidik menyampaikan topik, tujuan, serta materi yang</td>
<td></td>
</tr>
</tbody>
</table>
akan dipelajari oleh peserta didik
- Pendidik memberikan brainstorming yang berkaitan dengan materi yang akan disampaikan

<table>
<thead>
<tr>
<th>B. Inti</th>
<th>Mengamati</th>
<th>25 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Pendidik menayangkan materi tentang opinion.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Pendidik menjelaskan tentang ekspresi yang digunakan dalam menyatakan pendapat</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Pendidik menayangkan contoh video yang diambil dari Youtube tentang smoking for students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Peserta didik mengidentifikasi cara-cara ungkapan memberikan pendapat dan pikiran (fungsi sosial, struktur teks, dan unsur kebahasaan)</td>
<td></td>
</tr>
</tbody>
</table>

Menanya
- Dengan bimbingan dan arahan pendidik, peserta didik menanyakan antara lain tentang cara memberi pendapat dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.
- Guru membimbing peserta didik untuk menanyakan informasi yang terdapat dalam

Mengeksplorasi
- Peserta didik mendengarkan dan menyaksikan banyak contoh interaksi dengan menyatakan pendapat dan pikiran dan responnya dalam bahasa Inggris dari film, buku teks, Youtube dsb.
- Dengan bimbingan dan arahan pendidik, peserta didik mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi
menyatakan pendapat dan pikiran dan responnya.
- Guru membimbing peserta didik untuk menanyakan informasi yang terdapat dalam cuplikan video yang ditampilkan

### Mengasosiasi
- Peserta didik membandingkan ungkapan memberi pendapat dan pikiran serta responnya yang telah dikumpulkan dari berbagai sumber tersebut diatas
- Peserta didik membandingkan ungkapan memberi pendapat dan pikiran serta responnya yang telah dipelajari tersebut diatas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain yang digunakan siswa
- Peserta didik memperoleh balikan (feedback) dari pendidik dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan

### Mengkomunikasikan
- Pendidik dan peserta didik melakukan diskusi di kelas.
- Peserta didik memberikan tanggapan tentang video materi yang dijelaskan pendidik.

#### C. Penutup
- Pendidik memberikan balikan (feedback) 2 menit
- Pendidik menyampaikan rencana pembelajaran untuk kegiatan selanjutnya

#### A. Pendahuluan
- Pertemuan ke 2 5 menit
- Peserta didik menjawab salam
dan salah satu memimpin untuk berdoa
- Pendidik mengecek kehadiran siswa
- Pendidik menyampaikan cakupan materi penjelasan uraian kegiatan sesuai silabus
- Pendidik menyampaikan topik, tujuan, serta materi yang akan dipelajari oleh peserta didik
- Pendidik memberikan brainstorming yang berkaitan dengan materi yang akan disampaikan

<table>
<thead>
<tr>
<th>B. Inti</th>
<th>Mengamati</th>
<th>60 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Pendidik menayangkan kembali tentang materi opinion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Peserta didik menonton video yang diambil dari Youtube tentang Bullying yang diputar oleh guru dengan metode freeze framing and prediction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Peserta didik mengidentifikasi cara-cara ungkapan memberikan pendapat dan pikiran (fungsi sosial, struktur teks, dan unsur kebahasaan)</td>
<td></td>
</tr>
</tbody>
</table>

Menanya
- Dengan bimbingan dan arahan pendidik, peserta didik menanyakan antara lain tentang cara memberi pendapat dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.
- Pendidik membimbing peserta didik untuk menanyakan informasi yang terdapat dalam cuplikan video yang ditampilkan

Mengeksplorasi
- Peserta didik mendengarkan dan menyaksikan banyak contoh interaksi dengan
menyatakan pendapat dan pikiran dan responnya dalam bahasa Inggris dari film, buku teks, Youtube dsb.

- Dengan bimbingan dan arahan guru, peserta didik mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyatakan pendapat dan pikiran dan responnya.

### Mengasosiasi

- Peserta didik membandingkan ungkapan memberi pendapat dan pikiran serta responnya yang telah dikumpulkan dari berbagai sumber tersebut diatas.
- Peserta didik membuat teks opini berdasarkan video Youtube yang diputar berdasarkan struktur dan unsur kebahasaan yang tepat.
- Peserta didik memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.

### Mengkomunikasikan

- Peserta didik dan pendidik melakukan diskusi di kelas tentang opinion.
- Peserta didik berupaya memberikan pendapat tentang opini dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.

**C. Penutup**

- Pendidik memberikan balikan (feedback)  

  | 5 menit |
|---|---|
- Pendidik menyampaikan rencana pembelajaran untuk kegiatan selanjutnya

<p>| 20 menit |</p>
<table>
<thead>
<tr>
<th>A. Pendahuluan</th>
<th>Pertemuan ke -3</th>
<th>3 menit</th>
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</thead>
<tbody>
<tr>
<td>- Peserta didik menjawab salam dan salah satu memimpin untuk berdoa</td>
<td>- Pendidik mengecek kehadiran siswa</td>
<td>15 menit</td>
</tr>
<tr>
<td>- Pendidik menyampaikan topik, tujuan, serta materi yang akan dipelajari oleh peserta didik</td>
<td>- Pendidik memberikan brainstorming yang berkaitan dengan materi yang telah dipelajari</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Inti</th>
<th>Mengamati</th>
<th>25 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Pendidik menayangkan cara membuat opini dalam bentuk paragraf</td>
<td>- Dengan bimbingan dan arahan pendidik, peserta didik menanyakan antara lain tentang cara memberi pendapat dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</td>
<td></td>
</tr>
<tr>
<td>- Pendidik menayangkan youtube video tentang Alcohol and drug use in young people</td>
<td>Menanya</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Mengeksplorasi</td>
<td>- Peserta didik berusaha memberikan pendapat dan pikiran berdasarkan topik yang sudah diberikan.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Guru membimbing peserta didik untuk menanyak informasi</td>
<td></td>
</tr>
<tr>
<td>A. Pendahuluan</td>
<td>Pertemuan ke-4</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>- Peserta didik menjawab salam dan salah satu memimpin untuk berdoa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Pendidik mengecek kehadiran siswa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Pendidik menyampaikan topik, tujuan, serta materi yang akan dipelajari oleh peserta didik</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Pendidik memberikan brainstorming yang berkaitan dengan materi yang akan disampaikan</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. 5 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Peserta didik membandingkan ungkapan memberi pendapat dan pikiran serta responnya yang telah dikumpulkan dari berbagai sumber tersebut diatas</td>
</tr>
<tr>
<td>- Peserta didik membuat teks opini berdasarkan video yang diambil dari Youtube yang diputar berdasarkan struktur dan unsur kebahasan yang tepat</td>
</tr>
<tr>
<td>- Peserta didik memperoleh balikan (feedback) dari pendidik dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Penutup</th>
<th>2 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Pendidik memberikan balikan (feedback)</td>
<td></td>
</tr>
<tr>
<td>- Pendidik menyampaikan rencana pembelajaran untuk kegiatan selanjutnya</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Penutup</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Mengasosiasikan</td>
</tr>
<tr>
<td>- Mengkomunikasikan</td>
</tr>
</tbody>
</table>

**Mengasosiasikan**

- Peserta didik membandingkan ungkapan memberi pendapat dan pikiran serta responnya yang telah dikumpulkan dari berbagai sumber tersebut diatas.
- Peserta didik membuat teks opini berdasarkan video yang diambil dari Youtube yang diputar berdasarkan struktur dan unsur kebahasan yang tepat.
- Peserta didik memperoleh balikan (feedback) dari pendidik dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.

**Mengkomunikasikan**

- Peserta didik dan pendidik melakukan diskusi di kelas tentang opinion.
- Peserta didik berupaya memberikan pendapat tentang opini dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.
<table>
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<th>B. Inti</th>
<th>Mengamati</th>
<th>60 menit</th>
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<td></td>
<td>- Pendidik menayangkan cara menulis opini dalam bentuk paragraf</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Pendidik menayangkan contoh video yang diambil dari youtube tentang self esteem and body image</td>
<td></td>
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</tbody>
</table>

**Menanya**

- Dengan bimbingan dan arahan pendidik, peserta didik menanyakan antara lain tentang cara memberi pendapat dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.
- Guru membimbing peserta didik untuk menanyakan informasi yang terdapat dalam cuplikan video yang ditampilkan

**Mengeksplorasi**

- Peserta didik berusaha memberikan pendapat dan pikiran berdasarkan topik yang sudah diberikan.
- Guru membimbing peserta didik untuk menanyakan informasi yang terdapat dalam cuplikan video yang ditampilkan

**Mengasosiasi**

- Dengan teman sebangku peserta didik membandingkan ungkapan memberi pendapat dan pikiran serta responnya yang telah dikumpulkan dari berbagai sumber tersebut diatas
- Peserta didik memperoleh balikan (feedback) dari Pendidik dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan

**Mengkomunikasikan**
- Peserta didik dan pendidik melakukan diskusi di kelas tentang opinion.
- Peserta didik berupaya memberikan pendapat tentang opini dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.

| C. Penutup | - Pendidik memberikan balikan (feedback) | 5 menit |
| - Pendidik menyampaikan rencana pembelajaran untuk kegiatan selanjutnya | Post test ke 2 | 20 menit |

H. Alat/ Media

| Alat | : Laptop, LCD, Speaker Active, Papan tulis |
| Media | : Youtube dan Power Point Presentation |
I. Sumber Belajar

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Buku Bahasa Inggris SMA SMK X</td>
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<tr>
<td>Youtube</td>
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<tr>
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</tbody>
</table>

J. Penilaian Proses dan Hasil Belajar

Rubrik penilaian
diambil dari rubrik penilaian Jacob et.al (1981:146).

<table>
<thead>
<tr>
<th>No</th>
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<tr>
<td>1</td>
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<td>2</td>
<td>Organization</td>
<td>20-7</td>
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<tr>
<td>3</td>
<td>Language use</td>
<td>25-5</td>
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<td>Mechanics</td>
<td>50-2</td>
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Cara penilaian: penjumlahan dari skor setiap masing masing kategori

Salatiga, 29 Agustus 2019

Guru Mata Pelajaran

Dra. Kuntar Retno Rukmini
NIP. 19541104 198903 2 008

Mahasiswa praktikan

Ninda Septa Zuflanita
NIM 23030150166

Kepala Sekolah

Imam Syaffi, S.TP.
NIP. 19660313 199203 1 007
Pre-test I

Name:
Class:
No:

Choose one of two topics. Make the respond of these issues!

1. Is there any idea of yours about social media addiction?

2. What do you think about smoking for the students?

Answer:
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Post-test I

Name: 
Class: 
No: 

1. After watching the video, what do you think about bullying in the school?

Answer:
..........................................................................................................................................................
Pre-test II

Name:

Class:

No:

Give your opinion about this issues!

1. What do you think about Alcohol and Drug use in Young people?

Answer:
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Post-test II

Name:

Class:

No:

1. After watching the video, would you like to give me your point of view about self-esteem and body image?

Answer:
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Pre-test

Name: 

Class: XII.PN.A

No: 1

Choose one of two topics. Make the respond of these issues!

1. Is there any idea of yours about social media addiction?

2. What do you think about smoking for the students?

Answer:

I think smoking for the students very not good because damage the human body for the future because cigarettes contain harmful substances and can damage the body slowly and make people addicted.

\[ c = 29 \]
\[ 0 > 10 \]
\[ V = 7 \]
\[ L = 9 \]
\[ M = 2 \]
\[ \frac{4}{8} \]

-Good luck-
Pre-test

Name: [Blank]
Class: X1 PM A
No: 4

Choose one of two topics. Make the respond of these issues!
1. Is there any idea of yours about social media addiction?
2. What do you think about smoking for the students?

Answer:
2. I do agree with students in the school because smoking causes...

- Students should be educated about the dangers.
- Solutions could be implemented to reduce exposure.
- Students should be encouraged to make healthier choices.

Math:
L = 19
O = 2
V = 10
M = 2
L = 7
45

-Good luck-
Pre-test

Name: 

Class: X1 PK A.
No: 05.

Choose one of two topics. Make the respond of these issues!

1. Is there any idea of yours about social media addiction?
2. What do you think about smoking for the students?

Answer: I think smoking for the student may good for health because of the risk of disease from smoking can enter quickly because the body can not fight the disease that will enter the body. Diseases caused by cancer.

L = 16
O = 7
V = 10
L = 9
M = 2

44

-Good luck-
Choose one of two topics. Make the respond of these issues!

1. Is there any idea of yours about social media addiction?

2. What do you think about smoking for the students?

Answer:
I think smoking for the students is not good for our health because can be only the lungs. And smoking can make us become addiction. Students should not smoke because smoking can disturb intelligence of our brain. So, smoking for to student that very wasting money.

\[
\begin{align*}
C &= 24 \\
D &= 20 \\
U &= 12 \\
L &= 9 \\
M &= 3 \\
\text{Total} &= 68
\end{align*}
\]

-Good luck-
1. After watching the video, what do you think about bullying in the school?

Answer:

- Bullying is a behavior that detrimental to others, like mocking, isolating, bullying, and making fun of the shortcomings that others have. A lot of bullying happens at school.
- My classmates know that it will make the person feel like bullied, feel insecure, vengeful, and depressed.
- In my opinion, the bullying was not good and had to be prevented, eradicated, and most importantly, we had to take care of each other lest we become victims. Because bullying will give a bad psychological impact for those of us who are still school children.
1. After watching the video, what do you think about bullying in the school?

Answer: In my opinion, bullying should not be done again in school because it violates the law and human rights as well as harms the victims of the bullying.
1. After watching the video, what do you think about bullying in the school?

Answer:

I think bullying in the school is very bad and not good. That can make someone feeling down and depressed. I disagree when someone is bullying. Can make stressed, insecure that's very bad. They were even bullying with dirty word, look with disgusted. Persecuted with violence, make someone sad, feeling alone, persecuted. In my opinion very unusual. A bully is very often unhuman. They should be good friends because being friends is important. Someone need communication with other friends, not just being ridiculed, bullied and shunned. We all need to be united, make good friends, not be enemies. So, I believe that refusing bullying at school is very good. We can even be in school spirit without bullying.
Post-test

Name: [Redacted]

Class: X1 PM-A
No: 18

1. After watching the video, what do you think about bullying in the school?

Answer:
I think bullying in the school is not good. I disagree if there is bullying in the school because bullying in the school
the same as violence or harassment. In my opinion,
students and parents must understand the condition of children
because if children have a problem or bullying in the school,
the teacher and parent can help that student.

To sum up, if you don't have friends, you can not do anything.

73.

20 + 20 + 10 + 0 + 5 = 43
Pre-test II

Name: 

Class: X1 (Tập A)

No: 29

Give your opinion about this issue!

1. What do you think about Alcohol and Drug use in Young people?

Answer: Taking Alcohol and drug is no benefit. Alcohol and drug may have a negative impact on health and lead to addiction. Alcohol and drug use can cause serious health problems, including damaged organs, social issues, and legal problems. It is important to avoid alcohol and drug use, especially among young people.
Give your opinion about these issues:

1. What do you think about Alcohol and Drug use in Young people?

Answer:

[Handwritten answer discussing the negative effects of alcohol and drug use, mentioning addiction and the impact on health and society.]
Pre-test II

Name: ...

Class: XII Ph A
No: 19

Give your opinion about this issue!

1. What do you think about Alcohol and Drug use in Young people?

Answer:

I think about Alcohol and Drug use in young people can damage our health. Besides damage our health, Alcohol and Drug can make us become addiction and want give it try again. Alcohol and drug can ruin our future which will come. And I think alcohol and all drug cause us is to be forget family because already addiction about that things.

30 + 4 + 11 + 8 + 3 = 61

L: 20
O: 11
U: 11
M: 3

61
Give your opinion about this issue!

1. What do you think about Alcohol and Drug use in Young people?

Answer:
"I think about Alcohol and Drug use in young people can damage our health. Besides damage our health, Alcohol and Drug can make us become addiction and want to try again. Alcohol and drug can ruining our future which will come. And I think alcohol and at drug cause us to be forget family because already addiction about that things."
Pre-test II

Name: [Redacted]

Class: 81 PM A

No: [Redacted]

Give your opinion about this issue!

1. What do you think about Alcohol and Drug use in Young people?

Answer:

In my opinion, Alcohol and drug is a very dangerous item, because this is prohibited item. If consuming alcohol and drug can cause addiction. Alcohol and drug can also make people go to jail. Because the rules of consuming alcohol and illegal drugs have been included in the Indonesian state legislation. Besides being addicted and being able to put people in jail, Alcohol and drug can cause terrible accidents.

\[30 + 13 + 10 + 11 + 3 = 67\]

C = 30
O = 13
V = 10
L = 11
M = 3

67
Post-test II

Name: 
Class: XI PH A
No: 14.

1. After watching the video, would you like to give me your point of view about self-esteem and body image?

Answer: I think self-esteem and body image are important. Self-esteem and body image can help a person maximize his potential and make everyone around look at someone to be respected. If we want to respect ourselves, we must be able to accept our own shortcomings.

In my opinion, self-esteem and body image can be done in two ways. First, we must recognize ourselves because the more we recognize ourselves, the more we can respect ourselves. Second, forgive yourself. If you want to respect yourself and your body image, then you have to forgive yourself for the things of the past because everyone is brooding each other's mistakes.

In conclusion, try to self-esteem and body image and always be grateful.

30 + 20 + 17 + 17 + 19 = 83
1. After watching the video, would you like to give me your point of view about self-esteem and body image?

Answer: I think that is right because you don't need a perfect body to have a good body image, when you love your body, as it is right and you boost your body image and yourself esteem.

So don't listen to other people's say, just be your self, and beauty is not something that is always seen.
Post-test II

Name: 

Class: XI Form A

No: 28

1. After watching the video, would you like to give me your point of view about self-esteem and body image?

Answer:

I think very much about my self-esteem and body image. I think very important. Because if we listen to the words of others, then we will follow what they say and we become more concerned with what we want them to follow. The words of others might not necessarily be true.

LOVL: 30 20 12 10 2

Indeed we must listen to the words of others as what is real. Can make us feel good or can change ourselves to be good. Not even we listen to the words of others, but in our hearts, we are inspired with feelings that are rather odd and make us feel good. So the conclusion is that we must believe in ourselves and esteem our beauty towards others.
1. After watching the video, would you like to give me your point of view about self-esteem and body image?

Answer: In my opinion, how we feel about our condition is important to determine our situation. We should love ourselves, respect ourselves, and not have to listen to the scolding of others who don't like us. Because people who hate us can make us feel ugly, our confidence is reduced, our self-esteem, and our self-esteem. We should love ourselves. I think we really need to be confident, love ourselves, and then be beautiful. In conclusion, we also can't hate ourselves. Believe more that we are beautiful, have our own body image, and always be grateful.
Nomor : B-21/112/PP.07.3/03/2019
Lamp. : Proposal Skripsi
Hal : Pembimbing Skripsi

Salatiga, 08 Maret 2019

Kepada
Dr. Mashlihatul Umami, M.A.

Di Tempat

Assalamualaikum Wr. Wb.

Dalam rangka penyusunan Skripsi Mahasiswa jenjang Strata Satu, Saudara ditunjuk sebagai Dosen Pembimbing mahasiswa:

Nama : Ninda Septa Zulfanita
NIM : 23030150166
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : THE USE OF YOUTUBE VIDEO TO IMPROVE STUDENTS' ABILITY IN WRITING (CLASSROOM ACTION RESEARCH OF THE ELEVENTH GRADE STUDENTS OF SMK NEGERI 1 BAWEN IN THE ACADEMIC YEAR 2019/2020)

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas.
Demikian untuk diketahui dan diakseskan.

Wassalamualaikum Wr. Wb.

A.n. Dekan,
Wakil Dekan Bidang Akademik

Mufriz, E.Ag, M.Phil.
NIP. 19890617 1996 03 1004
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ungkur Salatiga KM 2 Telepon (0298) 620396 Kode Pos 50715 Salatiga
Website: http://terpilih.unsalatiga.ac.id e-mail: terpilih@unsalatiga.ac.id

Lamp : Proposal Penelitian
Hal : Permohonan Izin Penelitian

Kepada
Yth. Kepala SMK Negeri 1 Bawen
Di Tempat

Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:
Nama: Ninda Septa Zulfanita
NIM: 23030150166
Program Studi: Tadris Bahasa Inggris
Fakultas: Tarbiyah dan Ilmu Keguruan

Dalam rangka penyelesaian studi Jenjang Strata Satu di IAIN Salatiga, mahasiswa diwajibkan memenuhi salah satu persyaratan berupa penyusunan Skripsi.

Adapun judul skripsinya adalah:

THE USE OF YOUTUBE VIDEO TO IMPROVE STUDENTS’ ABILITY IN WRITING (A CLASSROOM ACTION RESEARCH OF THE ELEVENTH GRADE STUDENTS’ OF SMK NEGERI 1 BAWEN)

Dosen Pembimbing: Dr. Mashilhatul Umami, M.A.

Kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian di SMK Negeri 1 Bawen, mulai tanggal 29 Agustus 2019 sampai dengan selesai.

Demikian, atas permohonan ini Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum Wr. Wb.

A.n. Dekan,
Nada Dekan Bidang Akademik

[Signature]
NIP. 19670121 199903 1 002
PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH KEJURUAN NEGERI 1
BAWEN
Jl. RA, Kartini 119 Bawen Kebumen Semarang Kode Pos 59661
Telepon 0298 – 591284 Faksimile 0298 – 591284 Surat Elektronik: smk1bawen@gmail.com
Kompetenet Kualifikasi: Agribisnis Pengolahan Hasil Perkebunan, Agribisnis Tanaman Pangan Aku Hortikultura,
Agribisnis Tanaman Perkebunan, Agrobisnis Tanaman Buah-buahan, Agrobisnis Tanaman Unggul,
Alat Mesin Pertanian, Tata Boga dan Perhiasan

SURAT KETERANGAN
Nomor: 422/.../.../05.2/2019

Yang bertanda tangan di bawah ini adalah Kepala SMK Negeri 1 Bawen menerangkan bahwa:

Nama: Ninda Septa Zafihni
NIM: 23030150166
Program Studi: Tadris Bahasa Inggris
Fakultas Tarbiyah dan Ilmu Keguruan IAIN Salatiga
Judul Skripsi: The Use of Youtube Video To Improve Students’ Ability in Writing (A Classroom Action Research of The Eleventh Grade Students of SMK Negeri 1 Bawen in the Academic Year of 2019/2020)

yang bersangkutan telah melaksanakan penelitian skripsi di SMK Negeri 1 Bawen pada tanggal 29 Agustus 2019 sampai dengan selesai.

Surat Keterangan ini diberikan agar dapat digunakan sebagaimana mestinya.

Bawen, 12 September 2019
Ag. Kepala Sekolah

[NIP. 196803131992031007]
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Salatiga, 25 Juni 2019

Mengetahui,
Wakil Dekan Bidang
Komunikasi dan Kerjasama

H. Nia, M.Pd., Ph.D.
NIP: 19730610 200003 1 001
# Lembar Konsultasi Skripsi

**Nama Mahasiswa:** Ninda Septa Zulfanita  
**NIM:** 23030150166  
**Dosen Pemibimbing:** Dr. Mashhulul Umami, M.A.  
**Judul Skripsi:** The Use of Youtube Video to Improve Students' Ability in Writing (A Classroom Action Research of the Eleventh Grade Students of SMK Negeri 1 Bawen in the Academic Year 2019/2020)

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**Dosen Pemibimbing:**

Dr. Mashhulul Umami, M.A.  
**NIP:** 19800515 2000312 2003
DOCUMENTATION

CYCLE I
CURRICULUM VITAE

A. Personal Details

Name: Ninda Septa Zulfanita
Place and Date of Birth: Magelang, 08 September 1998
Gender: Female
Religion: Moslem
Nationalism: Indonesian
Address: Krajan RT 02 RW 03 Doplang, Bawen Kab Semarang
Phone Number: 085800750598
E-mail: nindhasepta323@gmail.com

B. Education Details

<table>
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<td>2003-2009</td>
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<tr>
<td>2009-2012</td>
<td>SMP Islam Sudirman Ambarawa</td>
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<td>2012-2015</td>
<td>SMK Negeri 1 Bawen</td>
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<tr>
<td>2015-2019</td>
<td>Bachelor Degree (S1) of English Education Department of Teacher Training and Education Faculty of State Institute of Islamic Studies (IAIN) Salatiga</td>
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C. Organization experience:

As member of Communicative English Club in the Campus in 2016/2017.