

SKRIPSI

**IMPROVING STUDENTS' ABILITY TO WRITE ANALYTICAL
EXPOSITION TEXT BY USING YOUTUBE VIDEOS AT
THE SECOND YEAR SMAN 3 PAREPARE**

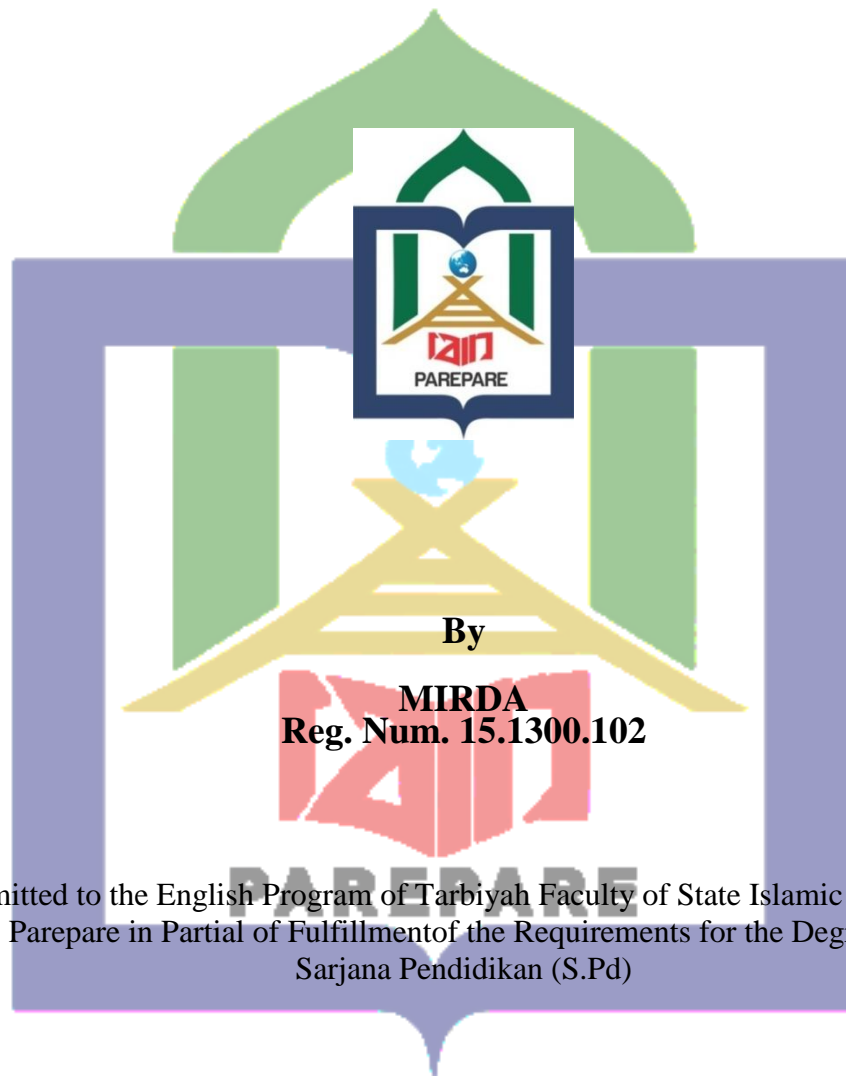


**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

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EXPOSITION TEXT BY USING YOUTUBE VIDEOS AT
THE SECOND YEAR SMAN 3 PAREPARE**



By

**MIRDA
Reg. Num. 15.1300.102**

Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of
Parepare in Partial of Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd)

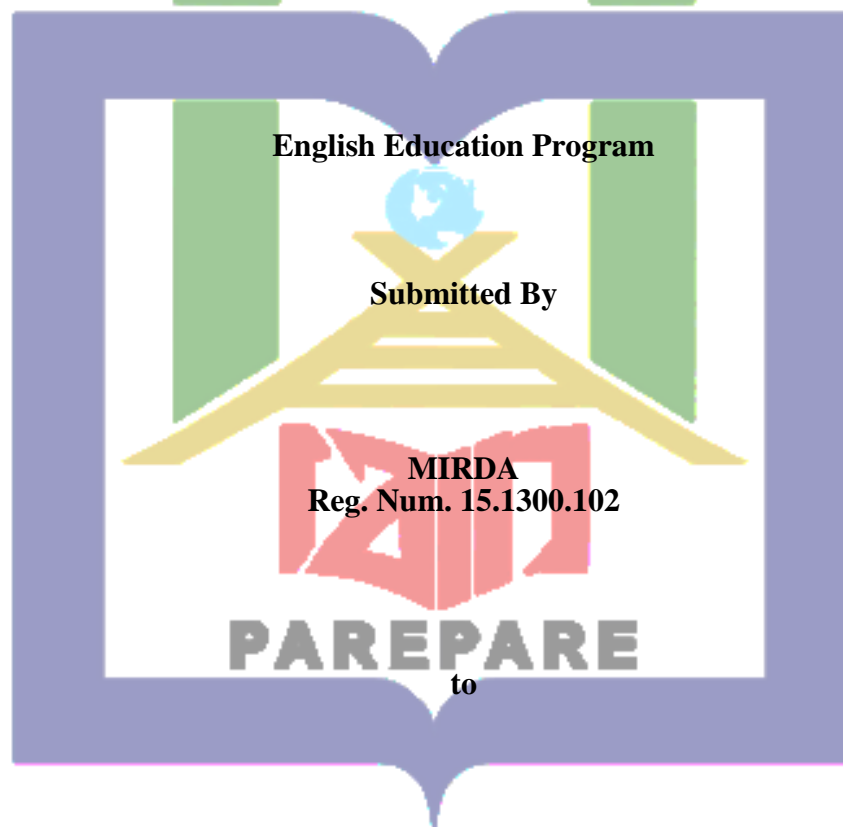
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of Sarjana Pendidikan (S.Pd.)**



**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

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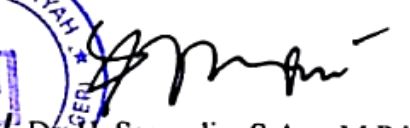
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Abstract

Mirda. *Improving Students' Ability to Write an Analytical Exposition Text by Using Youtube Videos at the second year students of SMAN 3 Parepare*, (Supervised by Magdahalena and Mujahidah).

The objective of the research was expected to find out whether youtube video was able to improve students' writing ability in analytical exposition text at the second-grade students of SMAN 3 Parepare.

The researcher used a pre-experimental design with one group pre-test-post-test design and the instrument that used test, include of pre-test and post-test. The research carried out at SMAN 3 Parepare. The research was conducted from July 2017 up to September 2019. Population of this research was the second grade students of SMAN 3 Parepare that consisted of six classes. The sample consisted of 22 students which used a purposive sampling technique with taking class XI IPS 2 as a sample.

The result of the research showed that the use of youtube videos was able to improve the students' writing ability that covered writing to explore their ideas, to organize their ideas, to use the proper word in writing, to write paragraph by using the correct grammar, and to use mechanics in writing sentences. The enhancement of the students' writing skill was also supported by the result of the test scores. Based on the description of the result, the mean score of pre-test was 40,5 and it improved into 75,14 in the post-test. Then, the t-test (3,00) was greater than t-table (2,080). It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It proves that the implementation of youtube videos in teaching writing could improve the students' writing ability in analytical exposition text.

Keywords: Writing Skill, Youtube videos, Analytical Exposition

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CHAPTER I

INTRODUCTION

1.1 Background

Writing is one of the four skills in English that is necessary to be taught. Many students say that writing is the most difficult one. It is caused by their ignorance about what and how to write. Terry argues that the reason most people never write is concerned with mistakes.¹ Some people say writing is the most difficult skill to be mastered because it is a complex skill to be learned. The students have to master not only vocabulary but also grammar. This argument is in line with Fowler, he says, “Writing is as we have seen, a complex process and it is the last of the language skill to receive attention in school”.²

Writing is one of language skills that have to be learned by any foreign language learner and students all over the world besides listening, speaking, and reading. Writing has been taught from Elementary School level to University level. Through writing, the students may express their ideas freely without having to face the reader directly. However, some students in Indonesia consider that writing is the most difficult skill to be mastered by them. It is strengthened by Jack C. Richard’s statement, “Writing is the most difficult skills for second language learner to master of putting together strings of grammatically correct sentences”.³

¹Dean Terry, *Step-Easy-Writing-System*, Education Article (Online), vol. 3, no.2 (<http://www.terrydean.org/7->, Retrieved on 20 February 2019), p. 2.

²M.E Fowler, *Teaching Language Composition and Literature* (New York; McGraw Hill Book Co, 1985), p.130.

³Jack C. Richard, *Methodology in Language Teaching: an Anthology of Current Practice* (New York: Cambridge University Press, 2002), p. 303.

One of genres which are learned by the second grade students in writing according to the current curriculum (kurikulum 2013) is Analytical exposition. this text is a text that elaborates the writer's opinion on phenomena/issues, without persuading the readers to do something. This text will only persuade the readers that the phenomena/issues, are important/worth it to be discussed by providing the argument/opinions to support the topic, Because analytical exposition text contains the thoughts of the author about things that happen around him, whether objects, events, or places.

In reality most of students face some difficulties in writing an Analytical Exposition text. Based on those issues above the researcher have done preliminary observation in SMAN 3 Parepare in English learning process the researcher found that some of students are difficult to write. Most of them could not write because of several reasons. Firstly they are difficult to convey their words to be scientific words, because to write an Analytical Exposition text must use scientific words. Secondly, they are difficult to write their arguments because they got difficult to translate their paragraphs from Indonesian Language in to English form. Thirdly, their grammatical is poor. So that students are confused to write an Analytical Exposition text.

In addition teachers' role also becomes main cause why students face many problems in learning an Analytical Exposition text. The teacher practice monotonous way in teaching English especially in writing. To enable the students master those language skills, English teachers should provide materials that are appropriate with the curriculum and find suitable media in teaching and learning process. One of Medias which is appropriate to be applied is YouTube videos. This media can be useful to language teaching because this media is providing various channel so

YouTube could be very useful online resource for learning and teaching process. Erlik Widiyani in her research stated that YouTube video is the authentic materials which help the students to have better writing performance. This media also not only a source in learning but it also inspires the students. Student will have great opportunity to present what they have learned and discuss it with others.

In process of writing analytical exposition text, the students are expected to be easier to write their written product grammatically, Express their ideas, and make the conclusion as the step to develop rhetorical devices in the written form. Because of the difficulties of writing analytical exposition text, some efforts have been done to solve the problem. To bring about the effort, the linguistic have made some media that can be applied to improve writing skills is by giving visual aids-pictures-to help and make the students easy to write in English. They must be suitable for the classroom situation in which the teacher is working.

Based on the problems and the condition above the researcher intends to help students by introducing YouTube video's as media of writing learning. YouTube is a kind of a tool that can be very useful both inside and outside of the classroom to learn the language. YouTube is a website that shares different kind 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.⁴ However the research interested to conduct a research about "Improving Student's Ability to Write Analytical Exposition Text by Using YouTube Videos at The Second years students of SMAN 3 Parepare".

⁴Mohammad Jalaluddin, *Using YouTube to Enhance Speaking Skills in ESL Classroom*, (English for Specific Purposes World, 2016). p.1.

1.2 Problem Statement

The research questions of this research can be stated as follow:

- 1.2.1 Is using YouTube video able to improve writing Analytical Exposition Text ability at the Second year Students of SMAN 3 Parepare?
- 1.2.2 How do the students respond to YouTube videos as media to improve writing analytical Exposition text?

1.3 The Objectives of the Research

In line with the statement of formulation of the problem stated above, the objectives of the study are:

- 1.3.1 To find out whether YouTube video is able or not to improve students writing skill videos
- 1.3.2 To find the students' responses to YouTube videos as a media.

1.4 Significance of the research

The result of this research is expected to provide useful information for three people. They are:

- 1.4.1 The English teachers

The finding of his research is expected to be able to enrich the teachers' knowledge in terms of the teaching to Analytical exposition Text by using you tube videos.

- 1.4.2 The students

The finding of this research is expected to make process of learning more interesting and enjoyable, so that it will increase their writing skill especially to write Analytical exposition text.

1.4.3 Further researchers

The result of this research is hoped as a basic consideration and information for doing a further research. Furthermore, the finding of this study is expected to be able to bring positive impact in teaching-learning process in Senior High School.



CHAPTER II

RIVIEW OF RELATED LITERATURE

This research deals with the review of related literature. It is important to elaborate some theories, which are used in this research in order to have an understanding of certain concepts. There were many related theories as the basis of the research.

2.1 Some Pertinent Ideas

2.1.1 The Concept of Writing

2.1.1.1 Definition of Writing

Writing is one of four skills; it communicates ideas by means of conversational symbol that are traced, incites, draw of otherwise formed on the surface or some materials. Writing gives permanence to means knowledge and enables them to communicate over great distance. According to Harmer Writing is the process of result of recording language in the form of conventionalized visible mark or graphic.⁵Writing is used to express ideas in writing; The Researcher will be involved in the process of building the larger units of ideas from the larger ones.

The writing skill is brigaded as the most difficult and complex language skill because it requires extent of perception and involves thinking process extensively. Furthermore, writing differs from other skills. It is unique. Harmer states “writing encourages students to focus on accurate language use and because they think as they write, it will provoke language development as they resolve problems which the writing puts into their minds”.⁶ Writing enhances language acquisition as learners

⁵Jeremy Harmer, *How to Teach Writing* (Edinburgh Gate: Pearson Education Limited, 2004), p. 31.

⁶Jeremy Harmer, *How to Teach Writing* (England: pearson Education limited, 2004), p. 31.

experiment with words, and to reinforce the grammar and vocabulary they are learning in class. It means that writing is not only a means of communication where students can share their views and thoughts, it is actually requires to master other language skills.

White stated that writing is an act of sharing new ideas or old ideas with new perspective with the human community.⁷ Nunan states, writing can be defined by a series of contrast. The first, writing is both a physical and a mental act. At the most basic level, writing is physical act of committing words or ideas to some medium. On the other hand, writing is the mental work of investing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. The second, its purpose is both to express and impress. Writers typically serve two masters: themselves, and their own desires to express an idea or feeling, and readers also called the audience, who need to have ideas expressed in certain ways. Writers must then choose the best form or their writing, depending on the purpose. The third, it is both a process and a product. The writer imagines, organize, drafts, edits, reads, and rereads. This process of writing is often cyclical, and something disorderly. Ultimately, what the audience sees, whether it is an instructor or a wider audience is a product.⁸

From the definition above, it can be concluded that writing should be seen as the way to express ideas from the writer's knowledge and sources; also writing needs

⁷Fred D. White, 1986. *The writers' Art: A Practical Rhetoric & Handbook* (California: Wadsworth Publishing Company, 2003), p. 88.

⁸David Nunan, *practical English Language teaching*, First Edition (New York: McGraw-Hill companies, Inc, 2003), P.88

some mental efforts that must be combined and arranged. Without forgetting the linguistic rule, the writing will be full of meaning.

2.1.1.2 The purpose of Writing

Writing has always formed part of the syllabus in the teaching of English. However it can be used for a variety of purpose, ranging from being merely a ‘back up’ where mastering the ability to write effectively is seen as key objective for learners.⁹ In compiling a paper or making an essay, the first important thing to do is to set the goals for writing. Writing or essays can be made in various forms according to their purpose. Writing can be in the form an advertisement, letter, essay, report, news, or novel. Thus in planning to write something in English, the first thing to do is to determine the purpose of the writing first because this goal will also determine the language used.

Competence in writing in different genres and for different realistic purposes heavily on possession of adequate vocabulary, knowledge of syntactical structures, and appropriate strategies for planning, composing, reviewing and revising written language.

According to Grenville, there are three purposes of writing: to entertain to inform and persuade, in this research focus to inform.

1. To entertain: Writing to entertain generally takes the form of imaginary or creative writing. Meaning that the researcher needsto use his/her creativity. It must not make the readers laugh, but engage their feeling in some ways,

⁹Jeremy Harmer, *How to Teach Writing* (Edinburgh Gate: Pearson Education Limited, 2004), p. 31.

2. To inform: Writing to inform has purpose to tell the readers about something. This kind of informative writing can focus on objects, places, procedure and events it can be seen in newspaper and article, scientific or business reports, instructions or procedures, and essays for school and university,
3. To persuade : The researcher tries to convince the reader of something that a point of view is valid by presenting the fact/data so that readers follow researcher opinions and act upon it.¹⁰

2.1.1.3 The Writing Process

The writing process had several stages, planning, drafting, editing (reflecting and revising), and final version.

1. Planning

Planning is the process of writes' plan what they are going to write. Before starting to write, they try and decide what it is they are going to say. For some writers this may involve making detailed notes. In planning, there are three items that has to be considered by the writers. In the first place they have to consider the purpose of their writing which consists of the language they use, and the information that they choose. Secondly, the writers have to consider the audience they are writing for, it is not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc.), but also the choice of language. Thirdly, the writers have to consider the content structure of the piece (how best the sequence the facts, ideas, or arguments which they have decided to include).

¹⁰Kate Grenville, *Writing from Start to Finish: A Six Step Guides*, (Sydney: Allen and Unwind, 2001),p.1

2. Drafting

It refers to the first version of a piece of writing as a draft. The students will focus on the fluency of writing and write without having much attention to the accuracy of their works. During the process of writing, the students must also focus on the content and the meaning of the writing. Besides, the students may be encouraged to deliver their messages to different audience, such as peers, other classmates and etc.

3. Editing

Editing (reflecting and revising) is another aspect of writing and recognizing problems in grammar (e.g., subject-verb disagreement, improper pronoun use, incorrect verb tense), syntax, and mechanic.⁵ In this process, the writers will revise the information is not clear (ambiguous or confusing). The students are focused on tidying up their works as they prepare the final draft to be evaluated by the teacher. The main activity done by the students at this stage is editing their mistakes on grammar, spelling, punctuation, sentences, diction and etc. So the reflecting and revising process are often helped by other readers (or editors) who comment and make suggestions.

4. Final Version

When the writers have edited their draft, making the changes they consider to be necessary, they produce their version. This may look considerably different from both the original plan and the first draft, because the things have changed in the editing process. Even when they think is their final draft they may find themselves changing their mind and re-planning, drafting or editing. The arrangement of the

steps cannot be separated because it works like a wheel. Each stage in the process of writing will work in line to help the students in composing the text.¹¹

2.1.1.4 Kinds of Writing

According to George E. and Julia M Burk said that “the form of writing used to tell or relate is called narration: that used to describe is called description: that used to explain or interpret is called exposition the form of writing used to persuade or argue is called argumentation.”¹²

There are four kinds of writing:

1. Narration

Narration is the form of writing used to relate the story of acts or events. Narration places occurrences in time and tells what happened according to natural time sequence.¹³ Type of narration includes short stories, novels, and new stories, as well as a large part of our everyday social interchange in the form of latter and conversation. The conclusion of narration is telling story that contains problematic experience.

2. Description

Description means to tell, description means to show, description is a strategy for presenting a verbal portrait of person, place, or thing. It can be used as a technique to enrich other forms of writing or as dominant strategy for the developing

¹¹Jeremy Harmer, *How To Teach Writing* (England: Person Education Limited, 2008), p. 4-5.

¹²George E Wishon and Julia M Burk, *Lets Writes English* (Canada: Van Nonstrain Reinhold ltd, 1980), p. 377.

¹³George E Wishon and Julia M Burk, *Lets Writes English*, p. 379.

a picture of “what is look like”.¹⁴ The conclusion of description is describing person, place or thing.

3. Exposition

Exposition is used in giving information, making explanation, and interpreting meaning, it includes editorials, essay, and informative and instructional material.¹⁵ The conclusion of exposition is giving information about something.

4. Persuasion/ argumentation

Persuasion or argumentation is used in persuading and convincing. An argumentation writing, writing tries to purpose evidence or reason to convince and influence the reader to support the opinion, idea, and attitude as well as researcher conviction.¹⁶ The conclusion of argumentation is starting an opinion and supports it convincingly.

2.1.1.4 Components of Writing Skills

There are five components which can be used to evaluate writing skill. They are: (1) contents, (2) grammar (such as subject-verb agreement, tense, and article use), (3) word choice, (4) organization, and (5) mechanics.

1. Content

In writing, one has to keep the channel of communication open through his or her own efforts to ensure both through his or her choice of sentence structure. One has to master the written form of the language and to learn certain structures, which

¹⁴George E Wishon and Julia M Burk, *Lets Writes English*, p. 5.

¹⁵George E Wishon and Julia M Burk, *Lets Writes English*, p. 377.

¹⁶George E Wishon and Julia M Burk, *Lets Writes English*, p. 377.

are used in speech, or perhaps not used at all, but which are important for effective communication in writing.

2. Grammar

As a matter of fact, writing using strict, standard grammar encourages one to become careful, disciplined, and responsible writers. Essentially everything that is rule-based is including here: question transformations, negation, tenses, and sentence combining.¹⁷ These three qualities will lead one to make further progress. Grammar controls what one writes; it judges whether one follows or breaks the language rules. Consequently, writers who keep on breaking the basic grammar rules might be regarded as careless. To understand the fundamentals grammar, one must first understand the basic components of a sentence.

A correctly constructed sentence consists of a subject and predicate (some sentences also include a phrase or phrases). In a structural description, the grammar of the language is described in term of systematic structures that carry the fundamental propositions (statement, interrogative, negative, imperative) and notions (time, number, gender, etc.). By varying the words within these structural frameworks, sentences with different meanings can be generated.

3. Words Choice

Another aspect which can show the writers' skill is the words choice. The writer must use words that his reader can understand easily. The uses of words which have obscure meaning, jargons, or abbreviations have to be avoided or used with great considerations.

¹⁷Patricia Wilcox Peterson, *Developing Writing: Writing Skills Practice Book for EFL* (Washington DC: United States Department of State, 2003), p. 10.

4. Organizations

Writing is a thinking process. It needs organizing thought, argument, and logic. A written text is usually organized and carefully formulated, since its composer has time and opportunity to edit it before making it available for reading. If one's writing is clear, concise, and accurate, but the other cannot follow his or her train of thought because of the text rambles, he or she still has not communicated effectively. Successful writing must be well organized. According to Brown there are four terms of the organization that are effectiveness of introduction, logical sequence of ideas, conclusion, and appropriate length.¹⁸

5. Mechanics

Mechanics including spelling and punctuation also play important role in writing. This section assesses the value of these features as a part of the resources of the written form of the language and their relative importance in writing programs. In mechanics, the more accurate the punctuation and spelling the better text will be. If all the aspects of writing are obeyed by a writer, it can be stated that he/she is good in writing skill.

Spelling

Byrne says that the mastery of the writing systems includes the skill to spell.¹⁹ Incorrect spelling including typing errors or word processing errors distracts the reader rather than impedes comprehension. To avoid this kind of errors, the writer should check word spelling using dictionary.

¹⁸H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy-2nd Edition* (New York: Longman Group, 2001), p. 342.

¹⁹D Donn Byrne, *Teaching Writing Skills* (London and New York: Longman Group UK Limited, 1990), p. 15.

1. Punctuation

Punctuation is the system of separating written words by the use of punctuation marks-the periods, comma, colon, semicolon, and etc. Punctuation is fundamentally a means of making boundaries and relationships between the grammatical units of written text. It may be useful to think of the relationship between punctuation and meaning as operating on two parallel continua-one that moves from rules to conventions, the other from making relationships that is grammatically defined to those that are expressive.

2.1.1.5 The Problems of Writing

For most people, writing is considered as a difficult activity, both in the mother tongue and in a foreign language. There are three heading problems which are caused by writing:

1. Psychological Problems

Writing is essentially a solitary activity and the fact that people are required to write on their own draft, without the possibility of interaction or the benefit of feedback, in itself makes the act of writing difficult. Writers have no immediate feedback to let them know how they are doing and whether they should change their approach. There is no immediate interaction between the producer and the receiver.²⁰

2. Linguistics Problems

Different from oral communication, the language used in written language is either simplified (list, telegram, note, etc.) or more elaborate, more formal. In a foreign language, this process is all the more difficult as there may be interference on

²⁰Donn Byrne, *Teaching Writing Skills*, p. 4.

a cultural level, not just the linguistics, between mother tongue and the foreign language.

3. Cognitive Problems

Writing is learned through process of instruction. The written form of the language and certain structures, which are less used in speech, should be mastered and learned.²¹ The way to organize the ideas is also important for effective communication which has to be learned in writing.

2.1.1.6 The Reason Why Teaching Writing

Someone doing something is of course they have reason why they do that. It is same in learning process and teaching process “*why we learn?*” and “*why we teach?*” or “*why teach writing?*”. In Jeremy Harmers’ book there are some reasons why teach writing to the students as foreign language include.

1. Enforcement

Some students acquire language is purely oral/aural way, but most of us benefit greatly from seeing the language written on. The visual demonstration of language construction is invaluable for both our understanding of how it all fits together and as an aid to committing the new memory. Students often used new language shortly after they study it.

2. Language Development

Process of writing helps us to learn we go along. We cannot be sure, but it seems that the actual process of writing (rather like the process of speaking) helps us to learn as we go along. The mental activity we have to go through in order to construct proper written text is all part of the ongoing learning experience.

²¹Donn Byrne, *Teaching Writing Skills*, p.5

3. Writing as a Skill

Students need to know write a letter, how to put written reports together, how to reply to advertisements and increasingly, how write using electronic media. They need to know some of writing's special convention. Just as they needed to pronounce speak English appropriately. Part of our job is give them that skill.²²

4. Teaching Writing

In the past, test writers have been too ambition and unrealistic in their expectation of testes' performances in composition writing: hence the constant complain the relatively few foreign learners of English attain a satisfactory level in English composition writing has been unfortunate: teachers have to often anticipated examination requirements by beginning free composition to free composition too curly, before the basic writing has been acquired.²³

According to Brown a simplistic view of writing would assume that written language is simply the graphic representation of spoken language. Writing is more complex than this; hence writing is "as different from speaking as swimming is from walking".²⁴

2.1.1 The Concept of Analytical Exposition Text

2.1.2.1 The Definition of Analytical Exposition

Analytical exposition is a text that elaborates the writer's opinion on phenomena/issues, without persuading the readers to do something. This text will

²²Jeremy Harmer, *How To Teach English, An Introduction to The Practice of English Language Teaching* (London: Longman Group, 1991), p. 79.

²³J.B. Heaton, *Writing English Language Tests*. Longman Handbook for Language Teachers (London and New York: Longman Group, 1988), p. 137.

²⁴H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy-2nd Edition*, p. 335.

only persuade the readers that the phenomena/issues, are important/worth it to be discussed by providing the argument/opinions to support the topic. Because analytical exposition text contains the thoughts of the author about things that happen around him, whether objects, events, or places.

Analytical exposition is one of the texts which is recommended to be taught at Senior High School. The communicative purpose of analytical exposition text is to argue that something is the case. It is a type of oral or written discourse that is used to explain, describe, give information or inform on what is being discussed.²⁵

Analytical exposition text is a text that elaborated the writer's idea, point of view argument about a problem surrounding.²⁶ According to Anderson, analytical exposition is a piece of text that presents one side of an issue.²⁷

Analytical exposition text is one of the genre texts that are learned by English department students of UNP. The students are demanded to be able to compose and write an analytical exposition essay writing analytical exposition text is not an easy task. The students must be knowledgeable about the issue that will be discussed so they provide their opinion to support the issue. To be knowledgeable, the writer should know much information about the issue that happens currently. The students can get more information through reading. It is supported by Kirin which states that reading can be resources to elaborate ideas to enhance writing task. So,

²⁵Illusia, Stevanus Buan, Zainal Arifin, *The Implementation of Kwl Strategy To Improve Students' Reading Comprehension On Analytical Exposition Text*. [https:// media.neliti.com/ media/publications/215343-the-implementation-of-kwl-strategy-to-im.pdf](https://media.neliti.com/media/publications/215343-the-implementation-of-kwl-strategy-to-im.pdf),

²⁶Maria Gina Veneranda, *Teaching Learning Reading Comprehension on Analytical Exposition Text By Using Multipass Strategy*, Tanjungpura University Pontianak 2014

²⁷Mark Anderson and Anderson Kathy, *Text Type in English* (South Yarra: Mackmillan, 1997), p.123.

before the students start to write, the students have to be knowledgeable about the issue.

2.1.2.2 The social function of analytical exposition

The social function of analytical exposition is to persuade the reader with the writer's opinion about an issue. In line with the above statement, Kartini and Farikah states that the social function of analytical exposition text is to persuade the reader that something is the case.²⁸ Moreover, Refnaldi states that "the purpose of this text is to give acceptable and reasonable argument".²⁹

2.1.2.3 The purpose of analytical exposition text

Furthermore, Dahler and Toruan states that the purpose of analytical exposition text is to persuade the readers or listeners by presenting the arguments which tell the fundamental reasons why something is the case.³⁰ Based on the experts' statements above, the writer can conclude that the social function of an analytical exposition text is to give the arguments about the topic that happen recently.

2.1.2.4 The generic structure of analytical exposition text

In writing analytical exposition text, the writer must follow the generic structure of this text. Refnaldi states the generic structure of analytical exposition text. It consists of thesis > arguments > writer's reiteration. Thesis is a statement of

²⁸Kartini and Farikah, *Analysis of Theme of the Analytical Exposition Texts Written by the Third Semester Students of English Department of Tidar University* (International Journal of English and Education. ISSN:2278- 4012, Volume:4, Issue:3. 2015), p.556.

²⁹Refnaldi, *Essay Writing a Process Genre Based Approach* (Padang: English language teaching study program Univeritas Negeri Padang. 2010), p. 217.

³⁰Dahler and Toruan, *The Effect of Using Content-Purpose-Audience (CPA) Strategy toward Students' Writing of Analytical Exposition Text at the Eleventh Grade of SMA Nurul Falah Pekanbaru* (Lectura: Jurnal Pendidikan vol.8, no.1 2017), p. 53.

the writer's position about a topic that will be discussed and tells what the writer is focusing on. This can be found in the first paragraph. Then, the following paragraph is the supporting points that support the thesis statement. The writer supports the thesis statement by putting the arguments about the topic. Then, the last part is writer's reiteration which reinforces the thesis statement in the first paragraph.³¹

The language features of analytical exposition text consist of several parts. Priyana et al state that the common grammatical patterns in analytical exposition text include:

1. General nouns, e.g. ears, zoos;
2. Abstract nouns, e.g. policy, government;
3. Technical words, e.g. species of animals;
4. Relating verbs, e.g. it is important;
5. Action verbs, e.g. we must save;
6. Thinking verbs, e.g. many people believe;
7. Modal verbs, e.g. we must preserve;
8. Modal adverbs, e.g. certainly we must try;
9. Connectives, e.g. firstly, secondly;
10. Evaluate language, e.g. important, significant, and valuable.³²

³¹Refnaldi, *Essay Writing a Process Genre Based Approach* (Padang: English language teaching study program Univeritas Negeri Padang. 2010), p. 217.

³²Priyana, et al. *Inter language: English for Senior High School Students XI Science and Social Study Programmed* (Pusat Perbukuan Departemen Pendidikan Nasional: Jakarta. 2008), p. 58.

2.1.2.5 Grammatical Feature of Analytical Exposition Text

Grammatical features are the characteristics of the text. Each genre has different grammatical features. It determines what sort of the text recognized. The features are served in different ways. In short description, Gerot and Wignell state that significant grammatical features of analytical exposition text are as follows:

1. Focus on generic human and non-human participants,
2. Use of simple present tense,
3. Use of relational process,
4. Use of internal conjunction to stage argument,
5. Reasoning through causal conjunction or normalization.³³

2.1.3 Review of the Use of YouTube Videos

2.1.3.1 The Nature of Media

The researcher will explain about the nature of media, they are the definition of media, and the advantages of media.

1. The Definition of Media

According to Sadirman “*Media Pengajaran adalah segala alat pengajaran yang digunakan oleh guru sebagai alat merangsang siswa untuk belajar.*”³⁴ So, media is used in teaching learning as a tool stimulate to students.

According to Sumantri, “*Media pengajaran atau pembelajaran adalah segala alat pengajaran yang digunakan oleh guru sebagai perantara untuk menyampaikan bahan-bahan instruksional dalam proses belajar mengajar sehingga*

³³Gerot Linda, Wignell Peter, *Making Sense of Functional Grammar: an introductory workbook*, (Australia: Gerd Stabler 1995). p. 198.

³⁴Weda Putra, “*Pengertian Media Pengajaran Menurut Para Ahli*” <http://delodmangkalan.blogspot.co.id/2013/09/media-pembelajaran-menurut-ahli.html> (16th March 2017).

*memudahkan mencapai tujuan pengajaran tersebut.*³⁵ So, media were used in teaching learning as a means to convey the instructional materials to reach the objectives more easily.

Furthermore, Sadiman states: “*Media berarti perantara atau pengantar pesan dari pengirim pesan kepada penerima pesan*”.³⁶ Media can be regarded as a mean to deliver the message from the giver to the receiver. From the definition above, media can be defined as a means of communication used to convey the information from the giver to the receiver. Related to teaching and learning, media are used in the teaching learning process as a means to convey the information such as teaching materials from the teacher to the students so that the students will be more interested in taking part in the lesson.

2. The Advantages of Media

Media is very helpful in teaching language learning. It helps the teachers motivate the students by bringing a slice of real life into the classroom and by presenting language in its more complete communicative context. Media also provide information such as cultural input which is impossible to be brought in classroom. The advantages of using media in language learning:

1. Media serves as an important motivator in the language teaching process.
2. Audiovisual materials provide students with content, meaning, and guidance. They thus create contextualized situation within which language items are presented and practiced.

³⁵Hadi Susanto, “*Media Pembelajaran*” [https:// bagawanabiyasa. wordpress.com/ 2013/05/ 26media-pembelajaran](https://bagawanabiyasa.wordpress.com/2013/05/26media-pembelajaran) (16th March 2017).

³⁶Hadi Susanto, “*Media Pembelajaran*” [https:// bagawanabiyasa. wordpress.com/ 2013/05/ 26media-pembelajaran](https://bagawanabiyasa.wordpress.com/2013/05/26media-pembelajaran) (16th March 2017).

3. Media materials can lend authenticity to the classroom situation, reinforcing for students the direct relation between the language classroom and the outside world.
4. Media provides a way addressing the needs of both visual and auditory learners.
5. By bringing media into the classroom, teachers can expose their students to multiple input sources.
6. Media helps students call up existing schemata and therefore maximize their use of prior background knowledge in the language learning process.
7. Media provides a means of presenting material in a time efficient and compact manner, and of stimulating students' senses, thereby helping them to process information more readily.
8. The delivery of instruction can be more standardized. Each student seeing and hearing a media presentation receives the same message.
9. The instruction can be more interesting and the quality of learning can be improved.³⁷

2.1.3.2 Definition of YouTube

YouTube is a kind of a tool that can be very useful both inside and outside of the classroom to learn the language. YouTube is a website that shares different kind 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. It was started in February, 2005. The site allows users to upload, view, rate, share and comment on videos. It allows unregistered users to watch videos and registered users to upload

³⁷Jerrold E. Kemp, *Planning and Producing Instructional Media* (New York: Harper & Row, Publisher, 1985), p.3-4.

videos to their channels. YouTube is not only about entertainment videos but a large number of videos on learning English can be found easily. There are many short videos available on different English dialects. One of the main goals of learning English language is not only to interact with native speakers but also with non-native speakers of English. YouTube provides an opportunity to interact with native as well as non-native speakers of English and also to know the different dialects and varieties of English spoken around the world.³⁸

1. YouTube as a Supplementary Tool for Learning and Teaching

Mayora , whose focus was on *YouTube*'s use for eliciting improved writing by language learners, also explored how authenticity, interaction, and motivation are intertwined. He concluded that certain features of *YouTube*, including the written comments and the possibility for students to express their ideas by constructing meaning through the stimulus of the videos can improve student's writing skills through authentic interaction. In an action research project on university-level EFL students in Taiwan, Pong sought to ascertain his students' feelings of and reactions to the tasks of posting comments and producing public *YouTube* videos. He reported that even though some learners experienced anxiety about sharing their videos on *YouTube*, if the topic chosen was useful and authentic to the students, they were willing and able to put up with some anxiety in order to reap the benefits of interacting with others in the process. Additionally, as also reported in Mayora's

³⁸Mohammad Jalaluddin, *Using YouTube to Enhance Speaking Skills in ESL Classroom* (English for Specific Purposes World, 2016), p.1.

study, Pong's students also saw improvement in their writing and communicative skills after the *YouTube* project.³⁹

2. Advantages of Using YouTube in the Class

There are many advantages of using YouTube in ESL classroom and some of them are being listed below:

1. YouTube is considered very useful tool because it can be use outside and inside of the classroom
2. It provides exposure to authentic English.
3. Videos have compelling power in the language classroom.
4. It promotes a learning style that is more autonomous and student's center.
5. It can be source of motivation for the students and they can stay in the class for longer time.
6. It is enjoyed by the students.
7. YouTube could be very useful online resource for learning and teaching process.
8. Using YouTube in the classrooms attracts student's attentions greatly and it makes classroom very interactive for language learning.
9. YouTube provides an opportunity for students to comment on the videos and ask questions about videos.
10. YouTube is not only a source to learn but it also inspires the students.
11. YouTube also provides an opportunity for students to present what they learned by making a video and sharing it with the class.

³⁹Mayora, C.A. *Using YouTube to encourage authentic writing in EFL classrooms* (TESL Reporter, 42(1) 2009). P.1-12.

12. If a student finds a particular video on YouTube that is interesting and useful in English language learning, he/she can find more similar videos related to it easily.
13. It offers authentic examples of everyday English spoken by the people.⁴⁰

2.2 Previous Research finding

Luqman Al Hakim, S.Pd., M.Pd, Sumardiono, SS., M.Hum have conducted the article aims at presenting the description of using YouTube environmental based in teaching English to improve students' writing skill. The result of the research shows that there is improvement of the students' achievement after cycle one and cycle two. The mean score of pre-test is 60.63, meanwhile post-test one is 70.37. It means that there is improvement after cycle one. Subsequently, the mean score of post-test two is 71.05. It can be concluded that there is also improvement of after cycle two, although it is not significant. Based on the research findings, it can be concluded that the achievement of the students improved after cycle one and cycle two in which it is higher than the criterion of minimum achievement, namely 70. It is because they have clear understanding about what they would write and they have adequate basic writing.⁴¹

Alimuddin in his research "Improving Writing Ability of The Second Year Students At SMP Negeri 1 Pangkajene Sidrap Through Movie Story" he concludes that the students' writing at the second years student was improved after learning

⁴⁰Mohammad Jalaluddin, *Using YouTube to Enhance Speaking Skills in ESL Classroom* (English for Specific Purposes World, 2016), p.2.

⁴¹Luqman Al Hakim, S.Pd., M.Pd, Sumardiono, SS., M.Hum, *Using Video you tube Environment-Based in Teaching English To Improve Students' Writing Skill*, (English Department Program, Teacher Training and Education Faculty, Slamet Riyadi University, Jl. Sumpah Pemuda No. 18 Surakarta, Central Java, Indonesia January 2017), p. 74

writing using movie story. It can be proved by looking at the number of words that could be correctly writing by each student in the pre-test and post-test. It means that teaching writing through movie story is effective in improving writing ability of the second-year students at SMPN 1 Pangkajene Sidrap.⁴²

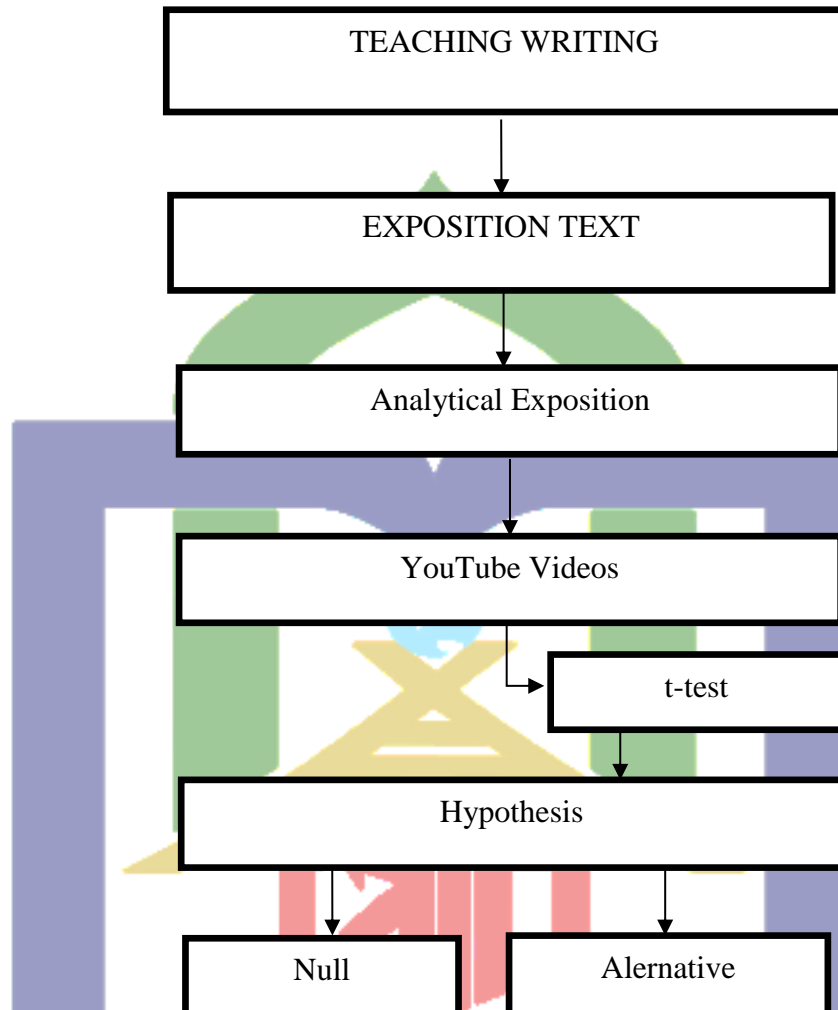
Based on the explanation above, the research found that the previous research and this research are about the same focus that writing ability and how to improve the ability of the students' writing skill. The differences between previous researches with this research are the techniques, procedure or processes and the subject of the research. Alimuddin in his research "Improving Writing Ability of The Second Year Students At SMP Negeri 1 Pangkajene Sidrap Through Movie Story", Luqman Al Hakim, S.Pd., M.Pd, Sumardiono, SS., M. Humusing You Tube environmental based in teaching English to improve students' writing skill. However, the research can conclude that the students' need many exercises to improve their English skill especially writing. So, the researcher will try to improve students' writing skill in Analytical Exposition task using You Tube Video. This method will be able to improve the students' writing skill.

2.4 Conceptual Framework

Writing is progressive activity that needs a competence producing words; sentence becomes paragraphs to express ideas, feeling, and opinions in writing form. Therefore, it is one of important language skills which need to be mastered by the students.

⁴² Alimuddin, "Improving Writing Ability of the Second Year Students at SMPN 1 Pangkajene Sidrap through Movie Story" (Unpublished a Skripsi of Tarbiyah Faculty of STAIN Parepare, 2012), p. 41.

The conceptual framework of this research is presented the following diagram



2.5 Hypothesis

Null hypothesis (H_0): The youtube videos cannot improving students` skill in writing analytical exposition text at the second grade of SMAN 3 Parepare.

Alternative hypothesis (H_a): the youtube videos can improve students` skill in writing analytical exposition text at the second grade of SMAN 3 Parepare.

2.6 Operation Definition of Variable

- 2.6.1 YouTube videos is one of the ways to keep the cohesion in students' exposition text at SMAN 3 Parepare by showing videos, it helps the students how begin to write the text and develop the sentences.
- 2.6.2 Students Exposition text is students' proficiency to write and understand the text and it has function to persuade or influence readers' thinking which following by facts.



CHAPTER III

RESEARCH METHOD

This chapter consists of Research Design, location and duration of the research, population and Sample, Instrument and Procedure of collecting data, and technique of data analysis.

3.1 Research Design

In this research, the researcher used a pre-experimental design with one group pre-test post-test design. The design which provides some improvement over the first, for the effects of treatment is judged by the difference between the pretest and the posttest scores. No comparison with a control group is provided.⁴³ The design is described as follows:

Figure 3.1 pre experimental designs with one group pre-test post-test design.

$$E = O1 \ X \ O2$$

Where:

E : Experimental Design

O1 : Pre-Test

X : Treatment

O2 : Post-Test⁴⁴

⁴³John W. Best, *Research in Education* (Printed in the United States of America: Prentice Hall Inc, 1981), p. 81.

⁴⁴Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R &D* (Alfabeta Bandung, 2012), p. 111.

3.2 Location and duration of the Research

The location of this research was conducted in SMAN 3 Parepare by focusing at the eleventh grade of SMAN 3 Parepare in academic year 2018/2019. The duration of the research was taken more less one month.

3.3 Population and Sample

3.3.1 Population

The population of this research was the eleventh grade of SMAN 3 Parepare in academic year 2018/2019. To make it clear the population of this research, the number of the population total it can be seen in the table below:

Table 3.1 the total of the. By focusing at the eleventh grade of SMAN 3 Parepare in academic year 2018/2019

No.	Class	Total
1.	XI IPA 1	22 students
2.	XI IPA 2	21 students
3.	XI IPA 3	25 students
4.	XI IPS 1	20 students
5.	XI IPS 2	22 students
6.	XI IPS 3	24 students
Total Students		134 Students

3.3.2 Sample

Based on the population above, the sample of this research was the eleventh grade of SMAN 3 Parepare, related to the total number of the research population consisting of 134 students; the researcher used a purposive sampling technique with taking class XI IPS 2 as a sample. There several reasons to pick this class as the

sample, the varied of students ability might be the first reason. Besides, the result of early observation and an interview with the English teacher find out that this class in the most proper class to represent the all of population because of the varied of students' ability in English. Furthermore, it is recommendation of the English teacher. He stated that the students in the class have representative of the population. So the total sample of the research was 22 students.

3.4 Instrument of the Research

To collect data, the instrument of this research was writing test which will be applied in pre-test and post-test. Both pre-test and post-test, the researcher asked the students to write an analytical exposition text correctly.

3.5 The Procedure Collecting Data

In collecting the data, the researcher collects the data with the following procedures:

3.5.1 Pre-test

Pre-test held in the first meeting. The researcher gave pre-test to the students to find out their skill in writing an Analytical Exposition text and to find out the students' knowledge. The procedure of pre-test as follow:

The researcher gave greeting to the students to open the class and the researcher introduces herself in front of the students. After that the researcher gave some instructions to the students what the students have to do. Then the researcher gave the students blank paper that providing an instruction to write an analytical exposition text. The researcher gave 30 minutes to explore their ideas in the paper sheet. Finally The researcher collected the student's pre-test paper sheets and the researcher gave greeting to close the class.

3.5.2 Treatment

After giving the pre-test, the researcher gave some treatments to the students in the classroom. The procedure of this treatment was the researcher gave back first the students' work in pre-test that have been corrected by the researcher. After that, the researcher applied the treatments based on the students' error in pre-test. The treatment was given for four times, each meeting will be run for 60 minutes. The researcher also gave some material of writing analytical exposition text.

3.5.2.1 First Meeting

In the first meeting, the researcher opened the class by saying greeting, praying and asking students' condition. Besides, the researcher asked students readiness to learn. In the while teaching activity, the researcher would introduce and explained the material, it was about Analytical exposition text. Then The researcher began the class presentation. It aims to catch the students' interest when learning process taking place. The researcher asked the students to make tenth group. The researcher would given material about analytical exposition text.

In the end of the meeting, before closing the class, firstly the researcher asked the students difficulties during the teaching and learning process. If it might there are some questions concerning with the materials that asked to the students to evaluate their comprehension of todays' material. The researcher also given to motive students to always practice their English. Finally the researcher closed the class greeting or Salam.

3.5.2.2 Second Meeting

In the second meeting, the researcher opened the class by saying greeting, praying and asking students condition besides, and the researcher asked students

readiness to learn. The students began to focus on the learning process. The researcher showed a video to the students to have students' more enthusiasts than the first meeting in learning process.

In this meeting, the researchers played the YouTube video of "*The Importance of English*" and asked students to watch the YouTube video. The researcher asked the students to make an analytical exposition text based on the content of YouTube video. The students made paragraph individually and point out one of the students to read the an analytical exposition text in front of their friends. The researcher and the students would discuss and check the answers.

In the end of the meeting, before closing the class, firstly the researcher asked the students' difficulties during the teaching and learning process. If it might there are some questions concerning with the materials that asked to the students to evaluate their comprehension of today's material. The researcher also given to motivate students to always practice their English. Finally the researcher closed the class greeting or Salam.

3.5.2.3 Third Meeting

In the third meeting, the researcher opened the class by saying greeting, praying and asking students condition besides, and the researcher asked students readiness to learn. The students began to focus on the learning process.

In this meeting, the researcher played the YouTube video of "*The Importance of library*" and asks the students to watch the YouTube video. The researcher asked the students to made an analytical exposition text based on the YouTube video. The students made paragraph individually and point out one of the

students to read the Analytical Exposition text in front of their friends. The researcher and the students would discuss and check the answers.

In the end of the meeting, before closing the class, firstly the researcher asked the students' difficulties during the teaching and learning process. If it might there are some questions concerning with the materials that asked to the students to evaluate their comprehension of today's material. The researcher also given to motivate students to always practice their English. Finally the researcher closed the class greeting or Salam.

3.5.2.4 Fourth Meeting

In the fourth meeting, the researcher opened the class by saying greeting, praying and asking students' condition. The researcher asked students readiness to learn. The students begin to focus on the learning process.

In this meeting, the researcher played the YouTube video of "*The Importance of Education*" and asked the students to watch the YouTube video. The researcher asked the students to make an analytical exposition text based on the YouTube video. The students would made paragraph individually and point out one of the students to Read the Analytical Exposition text in front of their friends. The researcher and the students discussed and check the answer.

In the end of the meeting, before closing the class, firstly the researcher asked the students' difficulties during the teaching and learning process. If it might there are some questions concerning with the materials that asked to the students to evaluate their comprehension of today's material. The researcher also given to motivate students to always practice their English. Finally the researcher closed the class greeting or Salam.

3.5.2.5 Fifth Meeting

In the fourth meeting, the researcher opened the class by saying greeting, praying and asking students' condition. The researcher asked students readiness to learn. The students begin to focus on the learning process.

In this meeting, the researcher played the YouTube video of "*The Importance of breakfast*" and asked the students to watch the YouTube video. The researcher asked the students to make an analytical exposition text based on the YouTube video. The students would made paragraph individually and point out one of the students to Read the Analytical Exposition text in front of their friends. The researcher and the students discussed and check the answer.

In the end of the meeting, before closing the class, firstly the researcher asked the students' difficulties during the teaching and learning process. If it might there are some questions concerning with the materials that asked to the students to evaluate their comprehension of todays' material. The researcher also given to motive students to always practice their English. Finally the researcher closed the class greeting or Salam.

3.5.2.6 sixth Meeting

In the fourth meeting, the researcher opened the class by saying greeting, praying and asking students' condition. The researcher asked students readiness to learn. The students begin to focus on the learning process.

In this meeting, the researcher played the YouTube video of "*The Importance of technology*" and asked the students to watch the YouTube video. The researcher asked the students to made an analytical exposition text based on the YouTube video. The students will made paragraph individually and point out one of

the students to Read the Analytical Exposition text in front of their friends. The researcher and the students discussed and check the answer.

In the end of the meeting, before closing the class, firstly the researcher asked the students' difficulties during the teaching and learning process. If it might there are some questions concerning with the materials that asked to the students to evaluate their comprehension of todays' material. The researcher also given to motive students to always practice their English. Finally the researcher closed the class greeting or Salam.

3.5.3 Post-test

After doing treatment, the researcher gave the post-test to the students to know the improvement of their writing skill in Analytical Exposition Text after applying video. The test that would be given in post-test will be same with the test in pre-test.

3.6 Technique of Data Analysis

There are five components presented in the analytical scoring rubric for writing, for example: content, organization, vocabulary, language use, mechanics. The researcher uses analytical scoring rubric to analyze the data related to the students' writing Ability.

3.6.1 Analytical scoring rubric of the students' writing skill

Table 3.2 the Analytical Scoring Rubric⁴⁵

Score	Level	Criteria
Content	30-27	Excellent to very good: through development of thesis, relevant to assigned topic, have varieties of topic; the numbers of grammatically true sentences are among piece of paper.
	26-22	Good to average: limited development of thesis, mostly relevant to topic but lack detail, the number of grammatically true sentences about a half piece of paper.
	21-17	Fair to Poor: little substance, in adequate development of topic,
	16-13	Very poor: does not show knowledge of subject, or not enough to evaluate.
Organization	20-18	Excellent to very good: ideas clearly stated, well organized, logical sequencing, cohesive.
	17-14	Good to average: loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.

⁴⁵J.B. Heaton, *Writing English Language Tests*, Longman Handbook for Language Teachers (London and New)

	13-10	Fair to poor: ideas confused or disconnected, lacks logical sequencing and development.
	9-7	Very poor: does not communicate, no organization or not enough to evaluate.
Vocabulary	20-18	Excellent to very good: effective word/diction choice and usage, word form mastery, appropriate register.
	17-14	Good to average: occasional errors of word/ diction choice and usage but meaning not obscured.
	13-10	Fair to poor: frequent errors of word/ diction choice and usage, meaning confused.
	9-7	Very poor: essentially translation, little knowledge of English vocabulary, diction, word form, not enough to evaluate.
Language use	25-22	Excellent to very good: few errors of agreement/ tense/ number/ word order/ articles/ pronouns/ preposition.
	21-18	Good to average: several errors of agreement/ tense/ number/ word order/ articles/ pronouns/ preposition but meaning seldom obscured.

	17-11	Fair to poor: frequent errors of negation/ agreement/ tense/ number/ word order/ articles/ pronouns/ preposition, meaning confused.
	10-6	Very poor: dominated by errors, does not communicate or not enough to evaluate.
Mechanics	5	Excellent to very good: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, and meaning confused.
	2	Very poor: no mastery of convention, dominated by errors in spelling, punctuation, capitalization, paragraphing, not enough to evaluate
Total score		1-100

(Data ' source: The Analytical Scoring Rubric)

3.6.2 The classification of students' score into five levels:

Table 3.3 Classification students' score

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

(Dirjen Pendidikan Dasar dan Menengah, 2005:2)⁴⁶

3.6.3 Scoring the students' writing of pre-test and post-test.

$$SCORE = \frac{\text{student's score correct}}{\text{the total item}} \times 100$$

3.6.3.1 To get the mean of students' writing score uses the formula:⁴⁷

$$X = \frac{\sum Xi}{n}$$

Where:

Σ : Total of Individual Score

X : Mean

n : Number of Cases (students)

⁴⁶Dirjen Pendidikan dasar dan menengah, Peraturan directorat jendral pendidikan dasar dan menengah tentang: *penilaian perkembangan anak didik* (Jakarta: Dep diknas, 2005), p. 2.

⁴⁷Syofian Siregar, *Statistik Parametrik Untuk Penelitian Kuantitatif* (Jakarta: Bumi Aksara, 2015), p. 137.

3.6.3.2 To get the class percentage of the students' score the researcher used the formula:⁴⁸

$$X = \frac{F}{N} 100\%$$

Where:

P = percentage

F = frequency

N = total of number of sample.

3.6.3.3 Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula:

$$X = \frac{D}{\sqrt{\frac{(\sum D)^2}{N(N-1)}}}$$

T = test of significance

D = the mean score of difference (X1-X2)

$\sum D$ = the sum of the total score

$\sum D^2$ = the square of the sum score of difference

N = the total sample.⁴⁹

3.7.7 The formula of questionnaire

⁴⁸Anas Sudijon, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2006), p. 43.

⁴⁹Gay L.R. *Educational Research, Competencies for Analysis and Application second edition*, p. 331

3.7.7.1 Calculating the rate percentage of the students' score to know their interested learning exposition text through thematic progression by using the following formula:

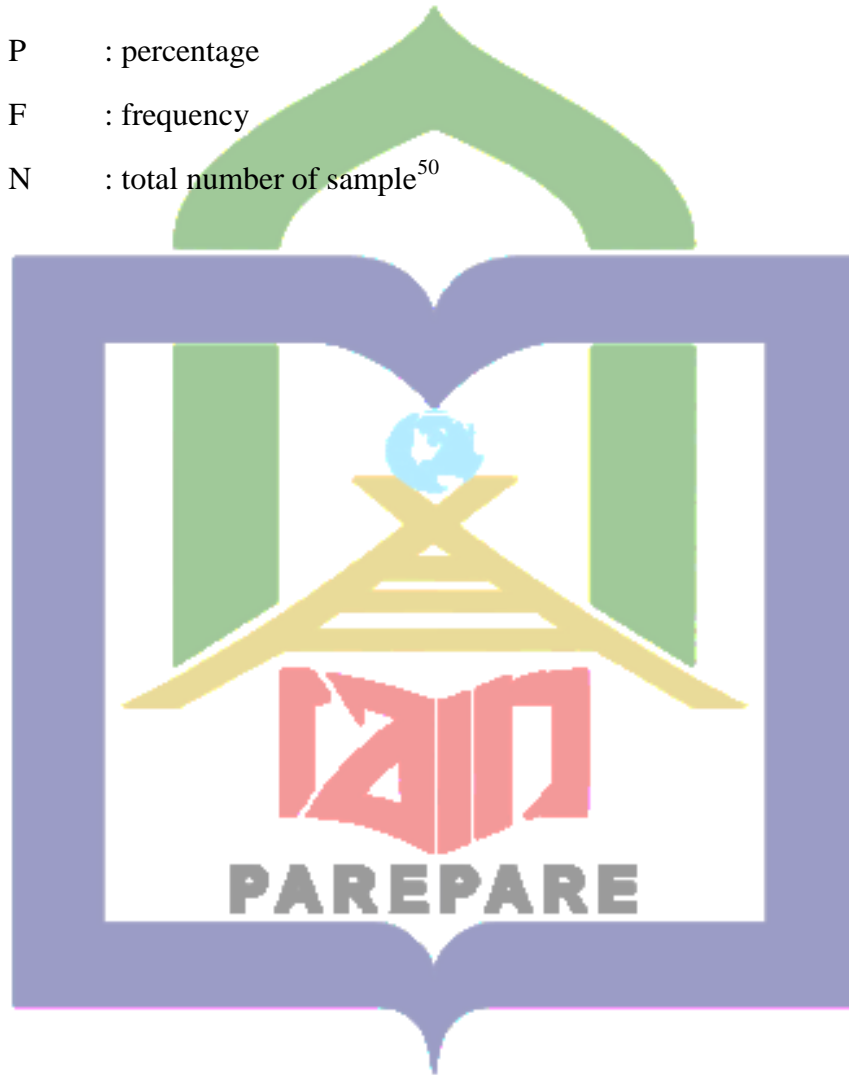
$$P = \frac{F}{N} \times 100 \%$$

Where:

P : percentage

F : frequency

N : total number of sample⁵⁰



⁵⁰LR.Gay, *Education Research Competencies for Analysis and Application*, Second Edition (New York: Charles E.Merrill Publishing Company, 1981), p. 331.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections, the section deals with the finding of the research and the discussions of the research. The findings of the research cover the description of the result of data collected through test that can be discussed in the section below.

4.1 Findings

The findings of this research deal with the classification of students' pre-test and post-test. To find out the answer of the research question in the previous chapter, the researcher gave a test that was given twice. A pre-test was given before treatment to know the students' writing ability in analytical exposition text before giving them the treatment, while post-test was given after treatment to know the students' writing ability after giving treatment and the result of the post-test of this research can answer the question of this research that aims to find out youtube video as teaching media that be able to improve the students' writing ability in analytical exposition text at the second grade students of SMAN 3 Parepare.

4.1.1 Students' Writing Ability in Analytical Exposition Text of SMAN 3 Parepare

This part covers the result of data analysis about students' writing ability in analytical exposition of SMAN 3 Parepare:

4.1.1.1 The students' score in pre-test

The pre-test had done before implementation of you tube video. It was conducted on Thursday, July 25th, 2019. The students were assigned to write analytical exposition text. The researcher found out the result of the students' pre-test based on the scoring rubric of writing analytical exposition text which are content, organization,

grammar, and mechanics, as well as vocabulary before giving treatment through you tube videos which were analyzed and resulted in the information as shown in the following table:

Table 4.1 The Students' Score in Pre-Test Based on Aspects of Writing

No	Students	Aspects					Total
		C	O	L	V	M	
1.	A1	16	8	7	5	2	38
2.	A2	16	9	9	5	2	41
3.	A3	16	10	9	5	2	42
4.	A4	17	10	9	5	2	43
5.	A5	16	7	8	5	2	38
6.	A6	17	9	8	7	2	43
7.	A7	17	11	10	6	2	46
8.	A8	13	8	8	5	2	36
9.	A9	17	9	8	5	2	41
10.	A10	16	9	9	5	2	41
11.	A11	14	8	7	5	2	36
12.	A12	14	8	7	5	2	36
13.	A13	15	7	8	6	2	36
14.	A14	15	7	8	6	2	36
15.	A15	15	7	8	6	2	36
16.	A16	13	7	7	5	2	34
17.	A17	15	10	8	8	2	43
18.	A18	17	10	9	9	2	47

19.	A19	15	7	7	5	2	36
20.	A20	18	10	9	9	2	48
21.	A 21	17	11	8	9	2	47
22.	A22	18	9	10	8	2	47
Total							$\Sigma=891$

(Data' source: the Students' Score in Pre-Test)

Table 4.1 shows that most of the students' score in pre-Test based on scoring rubric of writing. The table shows that most of the students got 30-50 scores or classified as very poor or poor.

Where :

C : Content

O : Organization

V : Vocabulary

L : Language Use

M : Mechanics

After knowing the students' score in pre-test based on scoring rubric of writing, the following table are students' score to find out the mean score:

Table 4.2 the students' score in pre-test based on scoring rubric of writing

No	Students	Pre-test of the students (X1)			
		Max Score	Score (X)	X^2	Classification
1.	A1	100	38	1444	Very poor
2.	A2	100	41	1681	Poor
3.	A3	100	42	1764	Poor

4.	A4	100	43	1849	Poor
5.	A5	100	38	1444	Very poor
6.	A6	100	43	1849	Poor
7.	A7	100	46	2116	Poor
8.	A8	100	36	1296	Very poor
9.	A9	100	41	1764	Poor
10.	A10	100	41	1764	Poor
11.	A11	100	36	1296	Very poor
12.	A12	100	36	1296	Very poor
13.	A13	100	36	1296	Very poor
14.	A14	100	36	1296	Very poor
15.	A15	100	36	1296	Very poor
16.	A16	100	34	1156	Very poor
17.	A17	100	43	1849	Poor
18.	A18	100	47	2209	Poor
19.	A19	100	36	1296	Very Poor
20.	A20	100	48	2304	Poor
21.	A21	100	47	2209	Poor
22.	A22	100	47	2209	Poor
			$\Sigma=891$	$\Sigma X_1^2=$ 36517	

(Data' source: the Students' Score in Pre-Test)

Based on the table above, writing score before giving treatment by using “youtube videos” activities, twenty-two students in fair classification, ten students in very poor classification, twelve students in poor, no one student in very good and good classification. Total score in pre-test was 891. It could be seen that almost of the XI IPA2 students’ writing skill was low. Because most of students gained poor score. The following are the process of calculation to find out the mean score and the standard deviation based on the calculation of students’ score in pre-test of the table 4.2.

Firstly, the researcher calculated the mean score of the pre-test:

$$M = \frac{\sum Xx}{N}$$

$$M = \frac{891}{22}$$

$$M = 40,5$$

So, the mean score (X_x) of pre-test 40,5.

Based on the result of the pretest, the data showed that the mean score of pretest was 40,5. From that analyzing, it could be seen that almost of the all of the students’ writing ability was still low because most of students gained poor score.

Secondly, the researcher calculated the standard deviation of the pre-test:

$$SD = \sqrt{\frac{\sum Xx^2 - \frac{(\sum Xx)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{36517 - \frac{891^2}{22}}{22 - 1}}$$

$$SD = \sqrt{\frac{36517 - \frac{793881}{22}}{21}}$$

$$SD = \sqrt{\frac{36517 - 36085,5}{21}}$$

$$SD = \sqrt{\frac{431,5}{21}}$$

$$SD = \sqrt{20,55}$$

$$SD = 4,53$$

So, the result of the standard deviation of the pre-test is 4,53.

After determining the mean score (X1) of pre-test was 40,5 and standard deviation (SD) of the post-test was 4,53, it could be seen that the students' writing ability were in a poor category.

4.1.1.2 The students' score in post-test

Meanwhile, the students' score on post-test would be presented in the following table:

Table 4.3 the Students' Score in Post-Test Based on Aspects of Writing

No	Students	Aspects					Total
		C	O	L	V	M	
1.	A1	25	19	17	10	4	75
2.	A2	22	17	17	11	4	71
3.	A3	23	19	17	10	4	73
4.	A4	24	17	17	11	4	73
5.	A5	23	17	17	10	4	71
6.	A6	23	17	17	15	4	76
7.	A7	22	17	17	13	4	73
8.	A8	22	17	16	15	4	74

9.	A9	23	19	17	10	4	73
10.	A10	21	17	17	17	4	77
11.	A11	22	17	17	15	4	75
12.	A12	23	17	17	16	4	77
13.	A13	25	19	16	11	4	75
14.	A14	21	20	15	12	4	75
15.	A15	25	18	16	20	3	82
16.	A16	23	17	17	15	4	76
17.	A17	22	16	17	15	4	74
18.	A18	24	17	17	15	4	77
19.	A19	25	19	16	20	3	83
20.	A20	24	17	17	19	4	81
21.	A21	21	17	17	11	4	70
22.	A22	23	17	17	10	4	72
Total							$\Sigma=1653$

(Data' source: the Students' Score in Post-Test)

Table 4.2 shows that most of the students' score in post-Test based on scoring rubric of writing. The table shows that most of the students got 70-90 scores or classified as good.

Where :

C : Content

O : Organization

V : Vocabulary

L : Language Use

M : Mechanics

After knowing the students' score in post-test based on scoring rubric of writing, the following table are students' score to find out the mean score:

Table 4.4 the Students' Score in Post-Test

No	Students	Post-test of the students (X2)			
		Max Score	Score (X2)	X ²	Classification
1	A1	100	75	5625	Good
2	A2	100	71	5041	Good
3	A3	100	73	5329	Good
4	A4	100	73	5329	Good
5	A5	100	71	5041	Good
6	A6	100	76	5776	Good
7	A7	100	73	5329	Good
8	A8	100	74	5476	Good
9	A9	100	73	5329	Good
10	A10	100	77	5929	Good
11	A11	100	75	5625	Good
12	A12	100	77	5929	Good
13	A13	100	75	5625	Good

14	A14	100	75	5625	Good
15	A15	100	82	6725	Good
16	A16	100	76	5776	Good
17	A17	100	74	5476	Good
18	A18	100	77	5929	Good
19	A19	100	83	6889	Good
20	A20	100	81	6561	Good
21	A21	100	70	4900	Good
22	A22	100	72	5184	Good
			$\Sigma=1653$	$\Sigma X^2=$ 124447	

(Data' source: the Students' Score in Post-Test)

The table above showed that there was an improvement of students' score after giving treatment by using "you tube videos" activities, nineteen students in good classification, three students in very good classification, and no one student in poor and very poor classification. It means that the students writing ability has improved by using "you tube videos" in analytical exposition text significantly. The total score in post-test is 1653. It proved that there were increasing of students' score in post-test.

$$M = \frac{\Sigma Xx}{N}$$

$$M = \frac{1653}{22}$$

$$M = 75,14$$

So, the mean score (X2) of post-test is 75,14

Based on the result of the posttest, the data showed that the mean score of post-test was 75,14. From that analyzing, it could be seen tha the 21 students' writing ability was good because there was an improvement of students' score Twenty-one students in good classification, no one students in fair classification, student in poor, very poor, and very good classification.

The second, to get the standard deviation of the post-test, used formula:

$$SD = \sqrt{\frac{\sum Xy^2 - \frac{(\sum Xy)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{124447 - \frac{1653^2}{22}}{22 - 1}}$$

$$SD = \sqrt{\frac{124447 - \frac{2732409}{22}}{21}}$$

$$SD = \sqrt{\frac{124447 - 124200,41}{21}}$$

$$SD = \sqrt{\frac{246,59}{21}}$$

$$SD = \sqrt{11,74}$$

$$SD = 3,43$$

So, the SD of the post-test is 3,43.

After determining the mean score (\bar{X}_2) of post-test was 75,14, and standard deviation (SD) of the post-test was 3,43, it could be seen that the students' writing skill were in a good category.

4.1.1.3 The result of the pre-test and post-test

The result of the pre-test and post-test showing in the following table.

Table 4.5 the Mean Score and Standard Deviation of the Pre-Test and Post-Test

Test	Mean Score	Standard Deviation (SD)
Pre-test	40.5	4.53
Post-test	75.14	3.43

(Data' source: the mean score and standard deviation of the pre-test and post-test)

The data in table 4.5 indicates that there was an improvement while doing pre-test up to post-test. In pre-test had score 40.5 and the post-test score increased become 75.14. The standard deviation of pre-test was 4.53 while the standard deviation of the post-test was 3,43.

As the result, the mean score of the post-test was greater than the mean score in pre-test. It meant that the students' writing skills had improvement after doing the learning process that used in the class.

4.1.1.4 The rate percentage of the frequency of the pre-test and post-test

The following table shows the percentage of the frequency in pre-test and post-test.

Table 4.6 The Rate Percentage of the Frequency of the Pre-Test and Post-Test

No	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1.	Very Good	86-100	0	0	0%	0%
2.	Good	71-85	0	22	0%	100%
3.	Fair	56-70	0	0	0%	0%
4.	Poor	41-55	10	0	45,45%	0%
5.	Very Poor	≤40	12	0	54,54%	0%
Total			22	22	99,99	100

(Data' source: the Rate Percentage of the Frequency of the Pre-Test and Post-Test)

The table 4.6 showed the students' percentage of pretest was most common in Very poor score namely ten students and it was the high percentage 54,54%. then there is no students who are in very good score. It means that the students' writing ability was still low. Especially, in writing analytical exposition text. Where as the percentage of posttest indicated that there was increasing percentage of the students in writing because there were twenty students had gotten good scores with the 100%. there was no students who got very poor score. It meant that there was an increasing percentage after doing pretest up to posttest.

4.1.2 The Implementation of Youtube Videos Is Able to Improve Students' Writing ability in Analytical Exposition Text at the Second-Grade Students of SMAN 3 Parepare

This part discusses the result of data analysis about the implementation of youtube videos is able to improve students' writing ability in analytical exposition text at the second-grade students of SMAN 3 Parepare.

4.1.2.1 T-Test Value

The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.7 the Worksheet of the Calculation of the Score on Pre-Test and Post-Test on the Students' Writing ability in Analytical Esposition text

No.	X1	X2	(X1) ²	(X2) ²	D(X2-X1)	D(X2-X1) ²
1.	38	75	1444	5625	37	4181
2.	41	71	1681	5041	30	3360
3.	42	73	1764	5329	31	3565
4.	43	73	1849	5329	30	3480
5.	38	71	1444	5041	33	3597
6.	43	76	1849	5776	33	3927
7.	46	73	2116	5329	27	3213
8.	36	74	1296	5476	38	4180
9.	41	73	1764	5329	32	3565
10.	41	77	1764	5929	36	4165
11.	36	75	1296	5625	39	4329
12.	36	77	1296	5929	41	4633
13.	36	75	1296	5625	39	4329
14.	36	75	1296	5625	39	4329
15.	36	82	1296	6725	46	5429

16.	34	76	1156	5776	42	4620
17.	43	74	1849	5476	31	3627
18.	47	77	2209	5929	30	3720
19.	36	83	1296	6889	47	5593
20.	48	81	2304	6561	33	4257
21.	47	70	2209	4900	23	2691
22.	47	72	2209	5184	25	2975
Total	891	1653	36517	124447	762	87765

(Data's Source: the Worksheet of the Calculation of the Score on Pre Test and Post-Test on the Students' Writing ability in Analytical Exposition Text)

In the other to see the students' score, the following is t-test was statistically applied:

$$D = \frac{\sum D}{N} = \frac{762}{22} = 34,64$$

The calculation the t-test value

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

$$t = \frac{34,64}{\sqrt{\frac{87765 - \frac{762^2}{22}}{22(22-1)}}}$$

$$t = \frac{34,64}{\sqrt{\frac{87765 - \frac{580644}{22}}{22(21)}}}$$

$$t = \frac{34,64}{\sqrt{\frac{87765 - 26392,91}{462}}}$$

$$t = \frac{34,64}{\sqrt{\frac{61372,09}{462}}}$$

$$t = \frac{34,64}{\sqrt{132,84}}$$

$$t = \frac{34,64}{11,53}$$

$$t = 3.00$$

Thus, the t-tst value is **3.00**.

Table 4.8 the Test of Significance

Variable	T-test	T-table value
Pre-test – Post-test	3,00	2,080

(Data' Source: the Test of Significance)

The data above showed that the value of t-test was greater than t-table value. It indicated that there was a significance difference between the result students' pre-test and post-test.

4.1.2.2 Hypothesis Testing

To find out degree of freedom (df) the researcher used the following formula:

$$Df = N - 1$$

$$= 22 - 1$$

$$= 21$$

For the level, significant (p) 5% and df = 21, and the value of the table is 2,080, while the value of t-test is 3,00. it means that the t-test value is greater than t-table ($3,00 \geq 2,080$). thus, it can be concluded that the students' writing ability in analytical

exposition text is significant better after getting the treatment. So, the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted.

4.1.3 The students' response toward the using youtube videos to improve students' writing ability

The questionnaire was distributed to the students to know their responses by using youtube videos to improve students writing ability in learning proses. The students was given 10 positive.

The response of students using questionnaire to use youtube videos to improve students' writing abilitiy to write an analytical eposition text. This result of percentage as follows:

Table item 1 Saya suka belajar analytical exposition text menggunakan youtube videos.

No.	Category	Frequency	Percentage
1	Yes	18	82%
2	No	4	18%

The table above indicates that 18 students (82%) chose yes and 4 students (18%) chose no. It means that most of the students liked when the teacher taught analytical exposition text by using youtube videos.

Table item 2 Saya hadir ketika guru mengajarkan analytical exposition text dengan menggunakan youtube videos.

No.	Category	Frequency	Percentage
1	Yes	20	91%
2	No	2	9%

The table above indicates that 20 students (91%) chose yes and 2 students (9%) chose no. It means that most of the students attended when the teacher teach analytical exposition text by using youtube videos.

Table item 3 Saya merasa merasa termotivasi, ketika guru mengajarkan tentang analytical exposition text menggunakan youtube videos.

No.	Category	Frequency	Percentage
1	Yes	22	100%
2	No	0	0%

The table above indicates that 22 students (100%) chose yes and 0 students (0%) chose no. It means that most of the students feel motivated when the teacher teaches analytical exposition text by using youtube videos.

Table item 4 Saya merasa tertarik ketika mempelajari analytical exposition text dengan menggunakan youtube videos.

No.	Category	Frequency	Percentage
1	Yes	22	100%
2	No	0	0%

The table above indicates that 22 students (100%) chose yes and 14 students (0%) chose no. It means that most of the students interested when they learn analytical exposition text by using youtube videos.

Table item 5 Saya merasa bahwa, belajaran analytical exposition text lebih baik dengan menggunakan youtube videos.

No.	Category	Frequency	Percentage
1	Yes	19	86%
2	No	3	14%

The table above indicates that 19 students (86%) chose yes and 3 students (14%) chose no. It means that most of the students feel that learn analytical exposition text was better by using youtube videos.

Table item 6. Saya merasa bersemangat belajar analytical exposition text dengan menggunakan youtube videos.

No.	Category	Frequency	Percentage
1	Yes	15	64%
2	No	7	36%

The table above indicates that 15 students (64%) chose yes and 7 students (36%) chose no. It means that most of the students were eager to learn analytical exposition text by using youtube videos.

Table item 7. Saya merasa bahwa youtube videos cocok dalam menulis analytical exposition text bahasa Inggris.

No.	Category	Frequency	Percentage
1	Yes	14	63%
2	No	8	37%

The table above indicates that 14 students (63%) chose yes and 8 students (37%) chose no. It means that most of the students that youtube videos were suitable to write analytical exposition text.

Table item 8. Saya merasa senang dalam pembelajaran menulis analytical exposition text menggunakan youtube videos.

No.	Category	Frequency	Percentage
1	Yes	17	77%
2	No	5	23%

The table above indicates that 17 students (77%) chose yes and 5 students (23%) chose no. It means that most of the students felt happy to learn analytical exposition text by using youtube videos.

Table item 9 Saya merasa bahwa youtube videos dapat membantu saya dalam meningkatkan kemampuan menulis saya dalam bahasa Inggris.

No.	Category	Frequency	Percentage
1	Yes	13	59%
2	No	9	41%

The table above indicates that 13 students (59%) chose yes and 9 students (41%) chose no. It means that most of the students that youtube videos can help the students to improve their ability in writing.

Table item 10. Saya merasa bahwa, kemampuan menulis exposition text sudah meningkat setelah belajar dengan menggunakan youtube videos.

No.	Category	Frequency	Percentage
1	Yes	20	90%
2	No	2	10%

The table above indicates that 20 students (90%) chose yes and 2 students (10%) chose no. It means that most of the students that their ability to compose analytical exposition text had improved after learn by using youtube videos.

4.1.3 The Result of data questionnaire about the students' interested in learning exposition text through youtube videos by Guttman scale⁵¹

Table 4.9 Terlampir

The table above showed that the cumulative score that they got through the questionnaire was 1498.

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

$$= \frac{1498}{22}$$

$$= 68.10$$

The score is showed the calculated the rate percentage of the students' response score was 68.10.

The table above shows that from 20 positive questionnaires. All the students' answered possitive and most of them got 50% -74.99%. Based on the rate score of the category that the students' responsive in learning writing analytical exposition text by using youtube videos.

4.2 Discussion

4.2.1 The Way s of the Implementation of Youtube Videos to Improve Students' Writing ability in Analytical Exposition Text

The implementation of youtube video was able to improve the students' writing ability in analytical exposition text, the writer got some pieces of information from the students' activities in learning process.

⁵¹Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitattif, dan R&D* (Bandung: Alfabeta, 2014), p.139

There were eight meetings for doing this research. Two meeting for doing the test and six meetings for doing the treatment to prove that the implementation of youtube videos could improve the students' writing ability in analytical exposition text. In the first meeting, the writer asked the students to write an analytical exposition text "the importance of wearing uniform at school". Then, they collected their paper to the writer. It aimed to know the students' ability in writing analytical exposition text before giving them the treatment. In this case, the writer gave score to the students' work at home based on scoring rubric of writing.

In the second meeting, the researcher explains about analytical exposition text, the writer began class presentation distributing papers containing analytical exposition text. The writer asked the students to make fourth group. The writer explained the analytical exposition text and provided several examples.

In the third meeting, the researcher played the YouTube videos of "*The Importance of English*" and instructed students to watch the Youtube video. The researcher asked the students to make analytical exposition text based on the YouTube video, make paragraph individually and pointed out one of the students to read the analytical exposition text in front of their friends. The researcher and the students discussed and checked the answers.

In the fourth meeting, the researcher played the YouTube video of "*The Importance of library*" and asked students to watch the YouTube video. The researcher asked the students to make analytical exposition text based on the YouTube video, make paragraph individually and pointed out one of the students to read the analytical exposition text in front of their friends. The researcher and the students discussed and checked the answers.

In the fifth meeting, before watching youtube videos the writer gave ice breaking to make the students interested to study. The writer played the Youtube videos of "*The Importance of Education*" and asked students to watch the Youtube video. The writer asked the students to make analytical exposition text based on the Youtube video, make paragraph individually and point out one of the students to read the analytical exposition text in front of their freinds. The writer and the students discussed and checked the answers.

In the sixth meeting, before watching youtube videos the writer gave ice breaking to make the students interested to study. The writer played the Youtube videos of "*The Importance of breakfast*" and asked the students to watch the Youtube video. The writer asked the students to make analytical exposition text based on the YouTube video, make paragraph individually and point out one of the students to read the analytical exposition text in front of their freinds. The writer and the students discussed and checked the answers.

In the seventh meeting, before the writer played the Youtube videos of "*The Importance of technology*". Then, the writer asked the students to watch the Youtube video. The writer asked the students to make analytical exposition text based on the Youtube video, discussed and checked the answers. In the end of the meeting, before closing the class, firstly the researcher asked the students difficulties durin the teaching and learning process. If it might there some questions concerning with the materials. Some advises were given to motivate them to always practice their English. Finally, to close the class the writer closed the class by saying greeting or Salam.

In the last meeting, the writer gave a post-test. The students wrote an analytical exposition text by the topic *The Importance of national examination*. It aimed to know whether all of the treatment for six meetings had an impact or not.

4.2.2 The Improvement of Students' Writing Ability in Analytical Exposition Text

The use of the youtube videos in teaching writing analytical exposition text could improve the students' writing ability by stimulating the students through visual elements orderly, such as:

(1) the story is well organized and clear in order to organize the thought, argument, and logical well. Teacher asked students to watch Youtube video to know the content of the Youtube video; (2) the use of right words (word choice) in any circumstances in the different purposes and functions. To improve the students' vocabulary, the teacher asked students to find the difficult words or words that students did not know by using dictionary, asking the others friends or asking the teacher; (3) the speakers spoke fluently with the appropriate language structures. Teacher asked students to listen the speakers spoke fluently. The students knew how to write words or sentences in grammatically correct sentences; (4) the implementation of correct grammatical sentences in chronological events. The teacher asked the students to find the present tense words based on the Youtube videos (5) the speakers produced correct spelling of the word and punctuation. To improve the students in mechanics, the teacher asked students to watch YouTube video and asked them listen the speakers spoke of words. The students knew how to write words correctly and how to use punctuation in writing procedure text. YouTube video has many advantages. YouTube video combines objects, pictures, actions, and gestures in one package to illustrate meaning. YouTube videos of the audiovisual media produce sound, color, and concrete picture.

YouTube video distributes language comprehension activities through viewing the visual element orderly, listening the correct stress or intonation, spelling, and pronunciation as well, composing oral activities by paraphrasing or retelling story, and concerned language pattern. Video must be fully integrated with the learning material in the curriculum.

The implementation of youtube videos changed classroom situation in class and in learning process was better than the previous meeting. It could be seen from the result of observation that students who were able to focus and to pay attention on the teacher explanation. Students' behavior changed. They did not do the useless activity during the lesson, students were more motivated and they enjoy in writing class, students were more active to ask about the lesson what they did not understand, students gave more responses when the teacher asked them to do the task in front of the classroom, and students were pleasant with the situation. So, youtube videos could increase motivation of the students. It also made students enjoy, more active, and motivated in teaching learning process. It can be seen that the students had confidence to be a volunteer and make analytical exposition text in front of the class. By looking at the test finding, from the data provided in classification table based on the aspects of writing, clearly to see that in pre-test from 22 students there were no one students who got very good, good and fair score, ten (45,45%) students got poor score, twelve (54,54%) students got very poor score. Whereas in the post-test, twenty-two (100%) students got good score and no one students got very poor, poor, fair, and very good score. From the result, the writer concluded that the students' writing ability improved from very poor and poor up to good classification.

In addition, the mean score of pre-test was 40,5 and the mean score of post-test was 75,14. As conclusion, the mean score of post-test (75,14) was greater than pre-test (40,5). Even, for the level significant (α) 5% and $df = 21$, and the value of table is 2,080, while the value of t-test is 3,00. It meant that, the t-test value was greater than t-table value ($3,00 \geq 2,080$). Thus, it could be concluded that the students' writing ability in analytical exposition text improved significantly after getting the treatment. So, the null hypothesis (H_0) was refused and the alternative hypothesis (H_1) was accepted.

Based on the findings above, the writer concluded that there was an improvement of students' writing ability in analytical exposition text by using youtube videos at SMAN 3 parepare. As explanation in previous section ,YouTube is one of recommendation media for teaching. It is a website that shares different kind 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. YouTube is not only about entertainment videos but a large number of videos on learning English can be found easily.⁵²

Another research conducted by Mayora also proves that *YouTube*, including the written comments and the possibility for students to express their ideas by constructing meaning through the stimulus of the videos can improve student's writing skills through authentic interaction.⁵³

⁵²Mohammad Jalaluddin, *Using YouTube to Enhance Speaking Skills in ESL Classroom*, (English for Specific Purposes World, 2016). p.2.

⁵³Mayora, C.A. *Using YouTube to encourage authentic writing in EFL classrooms (TESL Reporter*, 42(1) 2009), p. 1-12.

2. The discussion of the finding through the questionnaire

The students' response toward the youtube videos at the second grade of SMAN 3 Parepare has been and analyzed by using liker scale. The questionnaire were successfully filled by 22 respondent that taken on September 2019.

From 10 positive questionnaires. All the students' answered positive and most of them got 50-74.99%. Based on the rate score of the category that the students' agree in learning analytical exposition text by using youtube videos.

It means that the youtube videos make students have positive response toward in learning writing analytical exposition text and they agree about it. There was 6 students got 75-100% score (very positive) and 16 students got 50-74.99% score (positive) from all 22 students who have thought by youtube videos. And the main score of the students was 68.10 from 22 students.

Based on the findings above, the writer concluded that there was an improvement of students' writing ability in analytical exposition text by using youtube videos. Based on the questioner result after during the treatment, it was found that most of the students gave positive response to the implementation of youtube videos. This means that besides improving the students' writing analytical exposition text, youtube videos also gave a positive impact for the students.

Pong sought also reported that even though some learners experienced anxiety about sharing their videos on *YouTube*, if the topic chosen was useful and authentic to the students, they were willing and able to put up with some anxiety in order to reap the benefits of interacting with others in the process.⁵⁴ Additionally, the description

⁵⁴Mayora, C.A. *Using YouTube to encourage authentic writing in EFL classrooms (TESL Reporter, 42(1) 2009). p. 1-12.*

above was in line with one of the advantages of using YouTube that YouTube is not only a source to learn but it also inspires the students. YouTube also provides an opportunity for students to present what they learned by making a video and sharing it with the class.⁵⁵



⁵⁵Mohammad Jalaluddin, *Using YouTube to Enhance Speaking Skills in ESL Classroom*, (English for Specific Purposes World, 2016). p.2.

CHAPTER V

CONCLUSION AND SUGGESTION

After presenting the research findings and discussions in the previous chapter, the researcher draw the conclusion and offer some suggestions based on the research that was done at SMAN 3 Parepare.

5.1 Conclusions

Based on the discussion in the previous chapter, the findings of the results show the positive improvements in the students' writing ability and class situation. This study is categorized pre-experiment research method, the objective in this study is to find out whether the implementation of youtube videos is able to improve students' writing ability in analytical exposition text. Therefore, this study is using quantitative research. The results of data analysis: The mean score of pre-test (40,5) and standard deviation (4,53). The mean score of post-test (75,14) and the standard deviation (3,43). T-test result in which the value of t-test was 3,00 It was greater than t-table was 2,080 at the level significance 0,05 and degree of freedom (df) was 21.

The result of the research showed that the use of youtube videos is able to improve the students' writing ability that covers writing to explore their ideas, to organize their ideas, to use the proper word in writing, to write paragraph by using the correct grammar, and to use mechanics in writing sentences. The enhancement of the students' writing ability is also supported by the result of the test scores. Based on the description of the result above, the mean score of pre-test was and it improved into 75,14 in the post-test. Then, the t-test (3,00) was greater than t-table (2,080) .it means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It proves that the implementation of youtube videos in

teaching writing can improve the students' writing ability in analytical exposition text.

5.2 Suggestion

Based on the conclusion, the researcher would like to give some suggestions related to this research for teachers, students, and other researchers. The suggestions are as follows:

5.2.1 For the English Teacher

1. The English teachers should improve their creativity in teaching writing, for example by using media to attract the students' motivation, using aids to explain the material, various techniques in every meeting in order to make the students enjoy teaching learning process happens.
2. The teachers can use youtube videos for teaching writing and to create variety of teaching learning English process.

5.2.2 For the Students

1. The students should be more active and not afraid of making mistakes during teaching learning process, especially in the writing class.
2. They should practice writing English text, discussing with their friend if they have difficulty in writing the text, and enjoy in the writing class.

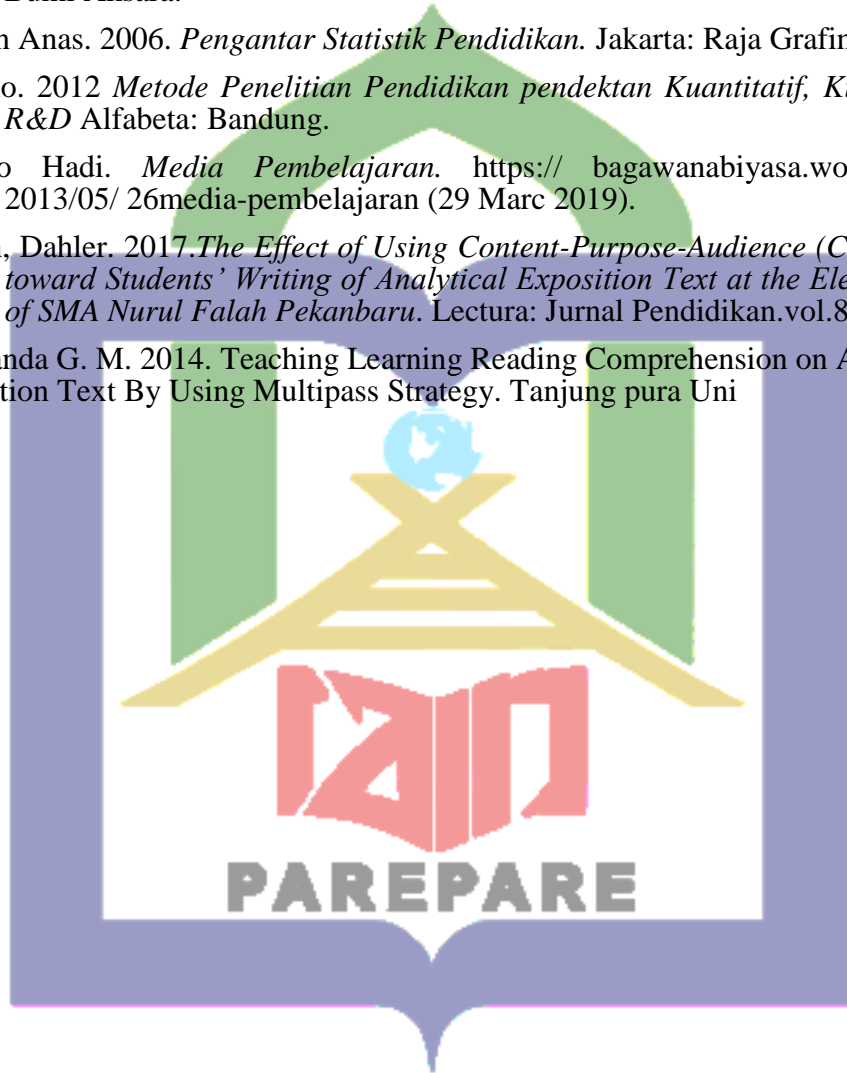
5.2.3 For Other Researchers

This skripsi can be a reference for other researcher to conduct the next research.

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Appendix 1 The Instrument of Writing Test

Instrument of the pre-test

Name:

Class:

Instruction!

Write an Analytical Exposition text about The Importance of Wearing Uniform At School by your own knowledge. Use the following questions to help you.

1. What is the advantage of Wearing Uniform At School ?
2. What is your opinion about The Importance of Wearing Uniform At School ?

[illegible]

[illegible]

Appendix 2

RPP XI : ANALYTICAL EXPOSITION

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMAN 3 Parepare

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : XI /

Materi Pokok : Analytical Exposition Text

Alokasi Waktu : (90 menit)

A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

KOMPETENSI DASAR	INDIKATOR
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1. Siswa dapat mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam	2.3. Siswa dapat menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam

melaksanakan komunikasi fungsional	melaksanakan komunikasi fungsional
3.10. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.	3.10. Siswa dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum	4.14. Siswa dapat menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum

C. Tujuan Pembelajaran

- 1.1. Siswa dapat mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.3. Siswa dapat menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
- 3.10. Siswa dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
- 4.14. Siswa dapat menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum

D. Materi Pembelajaran

Analytical exposition text

E. Metode Pembelajaran

Pendekatan Saintifik dengan menggunakan metode diskusi

F. Kegiatan Pembelajaran

Fase	Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> -Peneliti memberi salam (greeting) dan menanyakan keadaan siswa. - Peneliti memeriksa kehadiran siswa - Peneliti berkomunikasi dengan siswa 	10 menit

	<p>dan memberi beberapa pertanyaan pancingan untuk materi yang akan diajarkan</p> <p>-Peneliti mengarahkan kepada siswa untuk membentuk kelompok</p>	
Kegiatan inti	<p>Mengamati</p> <p>Siswa menyimak berbagai contoh teks eksposisi analisis yang diberikan/ diperdengarkan/ Peneliti</p> <p>Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya</p> <p>Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks eksposisi analitis</p> <p>Mempertanyakan (questioning)</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks eksposisi yang ada dalam bahasa Inggris, Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu</p> <p>Mengeksplorasi</p> <p>Siswa mencari beberapa text eksposisi analitis dari berbagai sumber.</p> <p>Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu</p> <p>Siswa secara berkelompok menuliskan /menyalin teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut</p> <p>Siswa membacakan teks eksposisi kepada teman dengan menggunakan unsur kebahasaan yang tepat</p> <p>Mengasosiasi</p>	60 menit

	<p>Secara berpasangan siswa menganalisis beberapa teks eksposisi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan</p> <p>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</p>	
Penutup	<p>-Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaatnya</p> <p>-Peserta didik dan guru saling memberi umpan balik terhadap proses dan hasil pembelajaran</p> <p>-Peserta didik menerima tugas mandiri .</p> <p>-Peserta didik dan guru mengucapkan salam penutup</p>	10 menit

G. **Alat dan Sumber Belajar**

Alat dan bahan :

1. Proyektor/infocus
2. Netbook
3. Video
4. White Board

Sumber Belajar :

1. Suara peneliti.
2. Buku paket bahasa inggris sma
3. Internet

Parepare, 19 juli 2019

Mengetahui,
Peneliti,

Mirda
Nim. 15.1300.102

RPP XI : ANALYTICAL EXPOSITION

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMAN 3 Parepare
 Mata Pelajaran : Bahasa Inggris
 Kelas / Semester : XI /I
 Materi Pokok : Analytical Exposition Text
 Pertemuan ke- : 2
 Alokasi Waktu : (90 menit)

A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
 KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
 KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
 KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

KOMPETENSI DASAR	INDIKATOR
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1. Siswa dapat mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam	2.3. Siswa dapat menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam

melaksanakan komunikasi fungsional	melaksanakan komunikasi fungsional
3.10. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.	3.10. Siswa dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum	4.14. Siswa dapat menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum

C. Tujuan Pembelajaran

- 1.1. Siswa dapat mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.3. Siswa dapat menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
- 3.10. Siswa dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
- 4.14. Siswa dapat menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum

D. Materi Pembelajaran

Analytical exposition text

E. Metode Pembelajaran

Pendekatan Saintifik dengan menggunakan metode diskusi

F. Kegiatan Pembelajaran

Fase	Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> -Peneliti memberi salam (greeting) dan menanyakan keadaan siswa. -Peneliti memeriksa kehadiran siswa -Peneliti berkomunikasi dengan siswa dan memberi beberapa pertanyaan pancingan untuk materi yang akan diajarkan 	10 menit

Kegiatan	<p>Mengamati</p> <p>Sebelum masuk pada pembelajaran peneliti mengarahkan siswa agar duduk sesuai dengan kelompok yang telah dibentuk pada pertemuan sebelumnya</p> <p>Siswa menyimak berbagai video yang ditayangkan/diputar oleh peneliti terkait dengan tema yang akan diberikan oleh peneliti nantinya</p> <p>Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari video yang telah ditonton</p> <p>Mempertanyakan (questioning)</p> <p>Dengan bimbingan dan arahan peneliti, siswa mempertanyakan apa yang tidak mereka pahami dalam video tersebut.</p> <p>Mengeksplorasi</p> <p>Siswa secara berkelompok menuliskan /menyalin teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut</p> <p>Siswa membacakan teks eksposisi kepada teman dengan menggunakan unsur kebahasaan yang tepat</p> <p>Mengasosiasi</p> <p>Secara berpasangan siswa menganalisis beberapa teks eksposisi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan</p> <p>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</p>	60 menit

Penutup	-Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaatnya -Peserta didik dan guru saling memberi umpan balik terhadap proses dan hasil pembelajaran -Peserta didik menerima tugas mandiri . -Peserta didik dan guru mengucapkan salam penutup	10 menit

G. **Alat dan Sumber Belajar**

Alat dan bahan :

1. Proyektor/infocus
2. Netbook
3. Video
4. White Board

Sumber Belajar :

1. Suara Peneliti.
2. Buku paket bahasa inggris SMA
3. Internet

Parepare, 9 Oktober 2019



Mengetahui,
Peneliti,

Mirda

RPP XI : ANALYTICAL EXPOSITION

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMAN 3 Parepare
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI /I
Materi Pokok : Analytical Exposition Text
Pertemuan ke- : 3
Alokasi Waktu : (90 menit)

A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, S kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

KOMPETENSI DASAR	INDIKATOR
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1. Siswa dapat mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam	2.3. Siswa dapat menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam

melaksanakan komunikasi fungsional	melaksanakan komunikasi fungsional
3.10. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.	3.10. Siswa dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum	4.14. Siswa dapat menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum

C. Tujuan Pembelajaran

- 1.1. Siswa dapat mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.3. Siswa dapat menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
- 3.10. Siswa dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
- 4.14. Siswa dapat menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum

D. Materi Pembelajaran

Analytical exposition text

E. Metode Pembelajaran

Pendekatan Saintifik dengan menggunakan metode diskusi

F. Kegiatan Pembelajaran

Fase	Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> -Peneliti memberi salam (greeting) dan menanyakan keadaan siswa. -Peneliti memeriksa kehadiran siswa -Peneliti berkomunikasi dengan siswa dan memberi beberapa pertanyaan pancingan untuk materi yang akan diajarkan 	10 menit

Kegiatan	<p>Mengamati</p> <p>Sebelum masuk pada pembelajaran peneliti mengarahkan siswa agar duduk sesuai dengan kelompok yang telah dibentuk pada pertemuan sebelumnya</p> <p>Siswa menyimak berbagai video yang ditayangkan/diputar oleh peneliti terkait dengan tema yang akan diberikan oleh peneliti nantinya</p> <p>Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari video yang telah ditonton</p> <p>Mempertanyakan (questioning)</p> <p>Dengan bimbingan dan arahan peneliti, siswa mempertanyakan apa yang tidak mereka pahami dalam video tersebut.</p> <p>Mengeksplorasi</p> <p>Siswa secara berkelompok menuliskan /menyalin teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut</p> <p>Siswa membacakan teks eksposisi kepada teman dengan menggunakan unsur kebahasaan yang tepat</p> <p>Mengasosiasi</p> <p>Secara berpasangan siswa menganalisis beberapa teks eksposisi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan</p> <p>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</p>	60 menit

Penutup	-Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaatnya -Peserta didik dan guru saling memberi umpan balik terhadap proses dan hasil pembelajaran -Peserta didik menerima tugas mandiri . -Peserta didik dan guru mengucapkan salam penutup	10 menit

G. **Alat dan Sumber Belajar**

Alat dan bahan :

1. Proyektor/infocus
2. Netbook
3. Video
4. White Board

Sumber Belajar :

1. Suara Peneliti.
2. Buku paket bahasa inggris SMA
3. Internet

Parepare, 19 juli 2019

Mengetahui,
Peneliti,

Mirda
Nim. 15.1300.102

RPP XI : ANALYTICAL EXPOSITION

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMAN 3 Parepare
 Mata Pelajaran : Bahasa Inggris
 Kelas / Semester : XI /I
 Materi Pokok : Analytical Exposition Text
 Pertemuan ke- : 4
 Alokasi Waktu : (90 menit)

A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
 KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
 KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
 KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

KOMPETENSI DASAR	INDIKATOR
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1. Siswa dapat mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam	2.3. Siswa dapat menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam

melaksanakan komunikasi fungsional	melaksanakan komunikasi fungsional
3.10. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.	3.10. Siswa dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum	4.14. Siswa dapat menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum

C. Tujuan Pembelajaran

- 1.1. Siswa dapat mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.3. Siswa dapat menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
- 3.10. Siswa dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
- 4.14. Siswa dapat menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum

D. Materi Pembelajaran

Analytical exposition text

E. Metode Pembelajaran

Pendekatan Saintifik dengan menggunakan metode diskusi

F. Kegiatan Pembelajaran

Fase	Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> -Peneliti memberi salam (greeting) dan menanyakan keadaan siswa. -Peneliti memeriksa kehadiran siswa -Peneliti berkomunikasi dengan siswa dan memberi beberapa pertanyaan pancingan untuk materi yang akan diajarkan 	10 menit

Kegiatan	<p>Mengamati</p> <p>Sebelum masuk pada pembelajaran peneliti mengarahkan siswa agar duduk sesuai dengan kelompok yang telah dibentuk pada pertemuan sebelumnya</p> <p>Siswa menyimak berbagai video yang ditayangkan/diputar oleh peneliti terkait dengan tema yang akan diberikan oleh peneliti nantinya</p> <p>Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari video yang telah ditonton</p> <p>Mempertanyakan (questioning)</p> <p>Dengan bimbingan dan arahan peneliti, siswa mempertanyakan apa yang tidak mereka pahami dalam video tersebut.</p> <p>Mengeksplorasi</p> <p>Siswa secara berkelompok menuliskan /menyalin teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut</p> <p>Siswa membacakan teks eksposisi kepada teman dengan menggunakan unsur kebahasaan yang tepat</p> <p>Mengasosiasi</p> <p>Secara berpasangan siswa menganalisis beberapa teks eksposisi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan</p> <p>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</p>	60 menit

Penutup	-Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaatnya -Peserta didik dan guru saling memberi umpan balik terhadap proses dan hasil pembelajaran -Peserta didik menerima tugas mandiri . -Peserta didik dan guru mengucapkan salam penutup	10 menit

G. **Alat dan Sumber Belajar**

Alat dan bahan :

1. Proyektor/infocus
2. Netbook
3. Video
4. White Board

Sumber Belajar :

1. Suara Peneliti.
2. Buku paket bahasa inggris SMA
3. Internet

Parepare, 19 juli 2019

Mengetahui,
Peneliti,



IAIN
PAREPARE

Mirda
Nim. 15.1300.102

RPP XI : ANALYTICAL EXPOSITION

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMAN 3 Parepare
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI /I
Materi Pokok : Analytical Exposition Text
Pertemuan ke- : 5
Alokasi Waktu : (90 menit)

A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

KOMPETENSI DASAR	INDIKATOR
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1. Siswa dapat mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam	2.3. Siswa dapat menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam

melaksanakan komunikasi fungsional	melaksanakan komunikasi fungsional
3.10. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.	3.10. Siswa dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum	4.14. Siswa dapat menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum

C. Tujuan Pembelajaran

- 1.1. Siswa dapat mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.3. Siswa dapat menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
- 3.10. Siswa dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
- 4.14. Siswa dapat menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum

D. Materi Pembelajaran

Analytical exposition text

E. Metode Pembelajaran

Pendekatan Saintifik dengan menggunakan metode diskusi

F. Kegiatan Pembelajaran

Fase	Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> -Peneliti memberi salam (greeting) dan menanyakan keadaan siswa. -Peneliti memeriksa kehadiran siswa -Peneliti berkomunikasi dengan siswa dan memberi beberapa pertanyaan pancingan untuk materi yang akan diajarkan 	10 menit

Kegiatan	<p>Mengamati</p> <p>Sebelum masuk pada pembelajaran peneliti mengarahkan siswa agar duduk sesuai dengan kelompok yang telah dibentuk pada pertemuan sebelumnya</p> <p>Siswa menyimak berbagai video yang ditayangkan/diputar oleh peneliti terkait dengan tema yang akan diberikan oleh peneliti nantinya</p> <p>Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari video yang telah ditonton</p> <p>Mempertanyakan (questioning)</p> <p>Dengan bimbingan dan arahan peneliti, siswa mempertanyakan apa yang tidak mereka pahami dalam video tersebut.</p> <p>Mengeksplorasi</p> <p>Siswa secara berkelompok menuliskan /menyalin teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut</p> <p>Siswa membacakan teks eksposisi kepada teman dengan menggunakan unsur kebahasaan yang tepat</p> <p>Mengasosiasi</p> <p>Secara berpasangan siswa menganalisis beberapa teks eksposisi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan</p> <p>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</p>	60 menit

Penutup	-Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaatnya -Peserta didik dan guru saling memberi umpan balik terhadap proses dan hasil pembelajaran -Peserta didik menerima tugas mandiri . -Peserta didik dan guru mengucapkan salam penutup	10 menit

G. **Alat dan Sumber Belajar**

Alat dan bahan :

1. Proyektor/infocus
2. Netbook
3. Video
4. White Board

Sumber Belajar :

1. Suara Peneliti.
2. Buku paket bahasa inggris SMA
3. Internet

Parepare, 19 juli 2019

Mengetahui,
Peneliti,



Mirda
Nim. 15.1300.102

RPP XI : ANALYTICAL EXPOSITION

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMAN 3 Parepare
 Mata Pelajaran : Bahasa Inggris
 Kelas / Semester : XI /I
 Materi Pokok : Analytical Exposition Text
 Pertemuan ke- : 6
 Alokasi Waktu : (90 menit)

A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
 KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
 KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
 KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

KOMPETENSI DASAR	INDIKATOR
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1. Siswa dapat mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam	2.3. Siswa dapat menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam

melaksanakan komunikasi fungsional	melaksanakan komunikasi fungsional
3.10. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.	3.10. Siswa dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum	4.14. Siswa dapat menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum

C. Tujuan Pembelajaran

- 1.1. Siswa dapat mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.3. Siswa dapat menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
- 3.10. Siswa dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
- 4.14. Siswa dapat menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum

D. Materi Pembelajaran

Analytical exposition text

E. Metode Pembelajaran

Pendekatan Saintifik dengan menggunakan metode diskusi

F. Kegiatan Pembelajaran

Fase	Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> -Peneliti memberi salam (greeting) dan menanyakan keadaan siswa. -Peneliti memeriksa kehadiran siswa -Peneliti berkomunikasi dengan siswa dan memberi beberapa pertanyaan pancingan untuk materi yang akan diajarkan 	10 menit

Kegiatan	<p>Mengamati</p> <p>Sebelum masuk pada pembelajaran peneliti mengarahkan siswa agar duduk sesuai dengan kelompok yang telah dibentuk pada pertemuan sebelumnya</p> <p>Siswa menyimak berbagai video yang ditayangkan/diputar oleh peneliti terkait dengan tema yang akan diberikan oleh peneliti nantinya</p> <p>Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari video yang telah ditonton</p> <p>Mempertanyakan (questioning)</p> <p>Dengan bimbingan dan arahan peneliti, siswa mempertanyakan apa yang tidak mereka pahami dalam video tersebut.</p> <p>Mengeksplorasi</p> <p>Siswa secara berkelompok menuliskan /menyalin teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut</p> <p>Siswa membacakan teks eksposisi kepada teman dengan menggunakan unsur kebahasaan yang tepat</p> <p>Mengasosiasi</p> <p>Secara berpasangan siswa menganalisis beberapa teks eksposisi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan</p> <p>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</p>	60 menit

Penutup	-Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaatnya -Peserta didik dan guru saling memberi umpan balik terhadap proses dan hasil pembelajaran -Peserta didik menerima tugas mandiri . -Peserta didik dan guru mengucapkan salam penutup	10 menit

G. **Alat dan Sumber Belajar**

Alat dan bahan :

1. Proyektor/infocus
2. Netbook
3. Video
4. White Board

Sumber Belajar :

1. Suara Peneliti.
2. Buku paket bahasa inggris SMA
3. Internet

Parepare, 19 juli 2019

Mengetahui,
Peneliti,

PAREPARE

Mirda
Nim. 15.1300.102

Appendix 3

Kuesioner Respon Siswa

Nama :

Nomor absen :

Petunjuk

Beri tanda ceklis (√) pada respon anda di lembar jawaban kolom yang tersedia dan ikuti petunjuk-petunjuk lain yang mungkin diberikan berkaitan dengan lembar jawaban dan berilah jawaban yang benar-benar cocok dengan pilihan Anda.

Keterangan jawaban:

Ya : 1

Tidak : 0

	PERNYATAAN	YA	Tidak
	Saya suka belajar analytical exposition text menggunakan youtube videos		
	Saya hadir ketika guru mengajarkan analytical exposition text dengan menggunakan youtube videos.		
	Saya merasa termotivasi, ketika guru mengajarkan tentang analytical exposition text menggunakan youtube videos.		

	Saya merasa tertarik ketika mempelajari analytical exposition text dengan menggunakan youtube videos.		
	Saya merasa bahwa, belajaran alytical exposition text lebih baik dengan menggunakan youtube videos.		
	Saya merasa bersemangat belajar analytical exposition text dengan menggunakan youtube videos.		
	Saya merasa bahwa youtube videos cocok dalam menulis analytical exposition text bahasa Inggris.		
	Saya merasa senang dalam pembelajaran menulis analytical exposition text menggunakan youtube videos.		
	Saya merasa bahwa, youtube videos dapat membantu saya dalam meningkatkan kemampuan menulis saya dalam bahasa Inggris.		
	Saya merasa bahwa, kemampuan menulis exposition text sudah meningkat setelah belajar dengan menggunakan youtube videos.		

Appendix 4

Dokumentasi

Pre-test



Treatment



Post-test



Appendix 5



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
 PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B. /In.39.5.1/PP.00.9/07/2019
 Lampiran : -
 Hal : Permohonan Izin Pelaksanaan Penelitian

Yth. WALIKOTA PAREPARE
 C.q. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
 di
 KOTA. PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : MIRDA
 Tempat/Tgl. Lahir : TA'BIN TINGGIA, 17 Juli 1997
 NIM : 15.1300.102
 Fakultas / Program Studi : Tarbiyah / Tadris Bahasa Inggris
 Semester : VIII (Delapan)
 Alamat : TA'BIN TINGGIA KEL. BULUJAYA, KEC. BANGKALA BARAT,
 KAB. JENEPONTO

Bermaksud akan mengadakan penelitian di wilayah KOTA PAREPARE dalam rangka penyusunan skripsi yang berjudul :

"IMPROVING STUDENTS' ABILITY TO WRITE ANALYTICAL EXPOSITION TEXT BY USING YOUTUBE VIDEOS AT THE SECOND YEAR SMAN 3 PAREPARE"

Pelaksanaan penelitian ini direncanakan pada bulan Juli sampai selesai.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.



01 Juli 2019

Yakal Dekan I,

Herdah

Tembusan :

1. Rektor IAIN Parepare



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT.SMA NEGERI 3 PAREPARE**

Jalan Pendidikan Parepare Telepon (0421) 22836 Kota Parepare - 91132

SURAT KETERANGAN PENELITIAN

Nomor : 070/345/UPT.SMA.03/PRP/DISDIK


Yang bertanda tangan di bawah ini Kepala UPT. SMA Negeri 3 Parepare menerangkan bahwa:

Nama : MIRDA
Tempat /Tgl Lahir : Jeneponto, 17 Juli 1997
Nomor Pokok : 15.1300.102
Jenis Kelamin : Perempuan
Fakultas/Program Studi : FKIP / Pendidikan Bahasa Inggris
Alamat : BTN Soreang Permai Parepare

Benar yang namanya tersebut diatas telah mengadakan penelitian pada SMA Negeri 3 Parepare dengan Judul Penelitian:

**"IMPROVING STUDENTS' ABILITY TO WRITE ANALYTICAL EXPOSITION TEXT BY
USING YOUTUBE VIDEOS AT THE SECOND YEAR STUDENTS OF SMAN 3
PAREPARE"**

Demikian Surat Keterangan ini kami berikan kepadanya untuk dipergunakan sebagaimana mestinya.

Parepare, 29 Agustus 2019
Kepala UPT SMA NEG. 3 Parepare,

DRS. MUHAMMAD ANSHAR RAHIM, M.Pd
Pangkat : Pembina Tk.1
NIP : 19660716 199103 1 010

CURRICULUM VITAE



The writer, **Mirda** was born in Jeneponto on July 17th, 1997. She is the threeth child from three siblings, she has one brother and one sister from the couple Sattunai and Cia. The writer began her education at Kinder Garden Jeneponto and graduated on 2000. In the same year, she continued her study at SDN 105 Jeneponto and graduated on 2007. Then, she decided to continue her study at SMPN 03 Parepare and finished her Junior High School on 2012. After that, she registered as a student at SMK 05 Jeneponto and graduated on 2015. The following year, she enrolled at State Islamic College (STAIN) Parepare but now it is changed become State Islamic Institute (IAIN) Parepare. During her studying at IAIN Parepare, she ever joined in some of organizations namely *Lintasan Imajinasi Bahasa Mahasiswa (LIBAM)*, *Gerakan Perjuangan Mahasiswa Demokratik (GPMD-SGMK) Kota Parepare*, *Aliansi Pemuda Pelajar Polewali Mandar (APPM)*. On 2019, she completed her skripsi with the title “Improving Students’ Ability to Write Analytical Exposition text by Using Youtube Videos at the second year SMAN 3 Parepare”.