CHAPTER I

INTRODUCTION

In this chapter, the researcher presents (1) background, (2) problem of the research, (3) objective of the study, and (4) significance of the study.

1.1 Background

Social media is a major part of our daily lives and many people spend their time using social media such as Facebook, Twitter, and especially YouTube around the world. Nowadays, utilizing social media to for language skills is escential. A study conducted by Başöz, (2016, as cited in Prihatini et al., 2019:61). explains that social media can develop vocabulary knowledge. It provides a more relaxed and stress-free language learning environment and gives language learners access to more accurate language usage. Social media allows users to network with others, be it friends, family, or people with similar interests. Information can be shared quickly and easily on social media, allowing news or trends to go viral in no time. The use of social media hopefully can have a significant impact on the teaching and learning process.

Teaching and learning process using social media like YouTube looks like more effective to be done due to its impact to the students in this modern era. According to Cahyana, (2020:2), the most commonly accessed online video site is YouTube. YouTube is a highly engaging platform for students because it presents content in a dynamic, visual, and often entertaining way. This motivates students to engage with learning materials more actively compared to traditional methods like textbooks. The combination of video, audio, and text stimulates multiple

senses, making learning more immersive and enjoyable. The reseacher's reason to choose YouTube as media because it is available anytime and anywhere, as long as students have internet access. This flexibility means students can learn at their own pace, review materials multiple times, and access content outside of school hours. This helps reinforce lessons and gives students more control over their learning process. YouTube is also a popular social media that contains a collection of videos, such as funny, interesting videos, music, and so on. YouTube is very useful for improving writing skills.

Krisna et al., (2023:2103) states that there are four language skills that students must master in learning English, namely writing, reading, speaking and listening. Writing is one of the important skills that students should have. Writing is also the most difficult skill for language learners because when students start writing, they have to collect ideas from their brains and then write them into good paragraphs Rosalina et al., (2022:213). In addition, Krisna et al., (2023:2013) explain that the students are free to convey their feelings, ideas, information or messages in written form. Rosalinah et al., (2020:80) added that writing activities for students include making notes, completing the missing words, arranging words into sentences or sentences into paragraph and so on. In other words, writing is the communication tool in writing the text which is usually learned by the students. There are some theories of writing such as, Proposed by Mayer, this theory emphasizes that learners understand better when information is presented through multiple channels (visual and auditory). YouTube videos can combine visual cues,

audio explanations, and written content, helping students to better understand the structure and language features of recount texts.

Through engaging multimedia content, students are more likely to grasp key concepts about recount text organization, sequence of events, and past tense usage (McGraw Hill Canada, 2019), Albert Bandura also suggests that individuals learn by observing others. YouTube offers a platform where students can watch examples of recount texts being written, explained, or narrated. This observational learning can help students model their own writing after examples, improving their ability to craft coherent recount texts by seeing how experienced writers structure their narratives (Saul McLeod, 2022). As associated with Jean Piaget and Lev Vygotsky, posits that learners construct their own understanding based on experiences. YouTube provides an interactive environment where students can watch tutorials, comment on writing tips, and even create their own content. The active engagement with video resources on recount texts can reinforce learning by allowing students to apply what they've learned in a dynamic and practical way, enhancing their writing skills through exploration and experientation to know types of text in writing (Priyamvada, (2018:716).

There are many types of text, the researcher uses recount text as a variable. A study as conducted by Chantika, (2023:1-2) mentions that recount text is one of the functional texts that retell events or personal experiences in the past, and recount text is one of the texts that must be mastered by students in learning English. Recount text is a kind of text that tells a story of certain experience. Rosalinah et al., (2020:81) explain that the communicative purpose of the text is

to retell events as information or entertainment. Writing a recount text aims to help student in memorizing about an events or experiences in a kind of sequences story by follow the generic structure of recount text, orientations, events, and reorientation. Writing a recount text also develops student ability in using past tense and connector, such as first, then, after then, next, finally. In addition, Krisna et al., (2023:2103) state that basic competence expects the students to be able to compose oral and written recount text in the form of biographies related to famous figures by paying attention to social functions, text structure, and linguistic elements correctly according to the context.

According to Prihatini et al., (2019:62), teenagers are very interesting to teach, but they can also cause teachers to face many problems. High school students still have an unstable transition that can cause difficulties in the learning process, including writing. In writing recount texts, students often find various difficulties even though they have been guided by the teacher to compose it. There are various difficulties that students encounter during the teaching and learning process of writing recount texts. The problems were, the lack of vocabulary owned by students, students' lack of organizing ideas due to incomplete ideas and unclear meaning of paragraphs, so students are unable to organise or arrange their ideas well, students are not used to using verbs and grammar correctly due to difficulties in choosing the right verb, not knowing the form of verb II in the past tense, and also grammatical errors, and students were not able to identify the generic structure of recount text. According to Marbun et al., (2022:40) the students find the difficulty to express their ideas, because they do not know what

they will write and what they should write. To solve the problems and various difficulties that students find in writing recount text, the researcher not only focuses on writing fundamentals that conducts targeted lessons on key grammatical issues and sentence construction and ensure students practice applying these rules in their writing, but also will help students build a rich vocabulary by introducing new words in context and encouraging them to use varied and precise language in their writing by using YouTube media.

By using YouTube videos as a tool for teaching writing, students can have a new perspective in the process of learning English because they can easily lose concentration during the language learning process, especially writing skills. The purpose of this study not only to find out the effectiveness of YouTube as a learning media source in improving students' English writing, especially in creating a recount text, but also to Emphasize the importance of the writing process: planning, drafting, revising, editing, and publishing. Teach students that good writing involves multiple drafts and revisions, which helps reduce their fear of making mistakes and encourages improvement through feedback.

Based on the explanation above, the researcher decided to conduct a research with the aim of obtaining accurate information about **"The Effectivness of Youtube in Improving Students' Writing Skills in Recount Texts."**

1.2 Problem of the Research

1.2.1 Identification of the Problem

Krisna et al., (2023:2104) mention some problems, first lack of vocabulary, second the lack of organizing ideas, third incorrect the use of verb and grammar, fourth cannot be identifying generic structure of recount text.

1.2.2 Limitation of the Problem

In this study, the researcher focuses on teaching recount text in writing by using Youtube video to the tenth grade students of SMA PGRI 1 Palembang. The researcher used link as below :

https://www.youtube.com/watch?v=hgOaxgBQUi0&t=42s
Source : (Recount Text Kelas 10 8 | Lengkap | Purpose - Generic Structure – Language Features)

1.2.3 Formulation of the Problem

The problem of this study is formulated into the following question : Is there a significant difference between students taught using YouTube and those taught through using conventional method in learning to write recount texts?

1.3 Objective of the Study

The study aims to asses determine whether there is a significant in learning out comes between students exposed to YouTube based instruction and those taught through conventional approaches.

1.4 Significance of the Study

The significance of this study is expected to give more contribution and information as follows:

a) For the English Teacher

This study hope the teacher can explore and improve how they teach recount writing texts by using YouTube, making lessons more engaging an effective.

b) For the other Researchers

The researcher hopes that this study can add more information related to the same study conducted by the next researcher.

c) For Students

The researcher hopes the students can enjoy learning recount text in more with YouTube. It make lesson more fun high in better.

d) The Researcher

The researcher can learn new ways in teaching.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher presents about (1) theoritical review, (2) related previous studies, (3) conceptual framework, and (4) hypotesis of study.

2.1 Theoretical Review

A theoretical review is a theoretical approach used by the writer to explain the research problem. In this chapter, the writer has been explain the literature review, related previous study, conceptual framework, and hypothesis of study, and below it has explained what is meant by the things above.

2.1.1 Concept of Writing

Writing skill is known since thousand years ago. Hardianti & Saosang, (2022:19) state that writing is a process of expressing ideas, thoughts, or even experiences in the form of paragraphs. Writing plays an impotant role in a language skill. According to Benarita & Rahma, (2021:43), writing is not only developing the ideas into the paper but also attending the rules of the writing process carefully. It can be said that writing is an activity of thought to describe what we feel on paper. It focuses on our feeling or opinion to be expressed. Benarita & Rahma, (2021:43) also state that writing skills help students get independence, completeness, fluency and creativity in writing. If students have mastered this skill they will be able to write so that not only can they read what they have written, but other people who speak the language can read and understand it.

In summary, researcher concludes that writing is an activity of communicating the researcher's ideas to readers or other people using written text. It involves knowledge of vocabulary, grammar, and etc. to organize sentences into good written text which is clear and easy to understand by the students.

2.1.2 Aspects of Writing

According to Heaton, (1995), as cited in (Hutauruk et al., 2023) there are some aspects of writing :

1) Content

Subjects and arguments or ideas are essential elements to be taken into account when writing a text. Achieving effective written communication requires mastery of language's written form and acquisition of specific structures. One must become proficient both in written language and certain speech patterns, which may differ from one another. Effective writing relies on utilization of these structures for successful communication.

2) Language

When evaluating a written text, it is important to take into account both selection of words or idioms used, as well as vocabulary employed. This element encompasses selection of vocabulary, which can effectively demonstrate writer's proficiency in lexical usage. Author should employ language that is comprehensible to reader. It is important to be cautious when utilizing words that have unknown definitions, technical language, or abbreviated terminology.

3) Structure

When it comes to write, it's important to take into account structures, pronouns, and prepositions used in a given text. By utilizing sound grammar in writing, individuals are prompted to develop precision, self-control, and accountability in their writing skills. Rules of grammar dictate how a person writes and determine whether they adhere to or violate principles of language. In order to grasp fundamental concepts of grammar, one must initially comprehend basic elements of sentence, which include subject and predicate. The grammar of language is elucidated through structural analysis that focuses on systematic structures that convey basic propositions and ideas. Utilizing these structural frameworks and altering wording can produce sentences incorporating varying implications.

2.1.3 Process of Writing

The writing process is how the writer applies the stages of writing. As stated in the nature of writing, there are four stages in the process of writing. These are planning, drafting, editing and final version. The writer must think about the topic he wants to put down on paper. Mutoharoh et al., (2022:135) state that the writing process approach is a non-linear activity in which students need to go recursively through steps of planning, drafting, revising, editing, and publishing. The writing process approach is a non-linear activity in which students need to go recursively through steps of planning, drafting, revising, editing, and publishing. Harmer, (2004:4-5), states that there are four stages of writing process, those are presented below:

1) Planning

At this stage, the student creates a list of ideas related to the topic. They plan what to write in the first draft. At this stage, we need to consider three main issues. The problem is the purpose of writing, the audience they are writing, and the content structure for ordering facts, ideas, or discussions.

2) Drafting

After the students have a list of ideas related to the topic, it is the stage for the students to start writing the first draft. They write the ideas which they are going to write without paying attention to making mistakes.

3) Editing

At this stage, students need to complete the first draft and then rewrite it. Its purpose is to see where it works and where it doesn't. The editing process may come from oral or written feedback from colleagues and teachers. Feedback helps students correct their writing. The revision indicates what was written. This means that this step is important for checking the consistency of the text and inspiring further ideas. Not only that, but we also encourage students to find and correct their mistakes in writing.

4) Final Version

In the final stage, students rework their drafts after revising with their classmates and teachers. Students have good written texts in the final product because they have gone through the editing process before. Furthermore, Brown (2001, p. 384) describes that writing process tend to be framed in three stages of writing. Those are pre-writing, drafting and revising. The pre-writing is aimed to

generate ideas, which can happen in numerous ways; reading (extensively) a passage, skimming or scanning a passage, conducting some outside research, brainstorming, listing, clustering, discussing a topic or question, instructor initiated questions, and free writing. Then, the drafting and revising stages are the core processes of writing in conventional approaches to writing instruction.

2.1.4 Genres of Writing

According to (Hutauruk et al., 2023) English has various genres of writing text that can be categorized as follows:

1) Procedure Text

Procedure text is piece of written English that outlines steps or actions necessary to accomplish a particular goal or task. It provides clear instructions on how to successfully carry out process. In essence, procedure text provides a set of sequential instructions to achieve a specific objective.

2) Descriptive Text

This involves art of portraying both living and non-living entities through written communication. Descriptive writing entails providing reader with vivid details about both animate and inanimate objects, allowing them to create a mental image.

3) Report Text

Report writing involves presenting outcomes of investigations, observations, or evaluations in a comprehensive manner. Research findings generally outline traits or situations related to a particular subject. Typically, report contents can be spotted or exhibited in publications, memoirs, correspondences, or life histories.

4) Narrative Text

Essentially, narrating is the act of transcribing someone's personal experiences. Narrative text can be defined as a complex storyline that revolves around a problem or challenging situation and aims to provide a solution to overcome it, according to various interpretations.

5) Recount Text

Recount is a genre utilized to narrate happenings with aim to either educate or amuse audience. Usually, sharing a sequence of events in recount can create enjoyable experience, forming connection between speaker and reader. The researcher will use recount text to this research.

2.1.5 Concept of Recount Text

a. Definition of Recount Text

According to Umar, (2022:206) Teachers need various strategies or approaches to help the students with organizing and creating their ideas in writing recount text. Laili & Muflihah, (2020:350) added that a recount text is a text that retells something happen in past events; usually, the writer retells their experiences or events that happen in the past. Writing a recount text is purpose to help student in memorizing about an events or experiences in a kind of sequences story by follow the generic structure of recount text, orientations, events, and reorientation Rosalinah et al., (2020:81). From the explanation above, so the researcher concludes that recount text is a text that entertains past experience and should be written in past form.

b. The Example of Recount Text

A Beautiful Day at Jogja

Orientation ← Last week, my friends and I went to Jogja. We visited many places.

Events — First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home.

Reorientation ← For me, that was a beautiful day. we really enjoyed it, and I hope I could visit Jogja again.

Diving in Bunaken Island

Orientation — Last year, I left New Zealand for Bunaken Island. I went there with a group of New Zealand divers. Getting there was not quite easy.

Event 1 — Soon after our arrival at Bunaken, we got a general briefing. It included a description about how to take pictures under water.

Event 2 — Then, we began our diving. In our diving, we saw groups of tiny fish. In order to identify them, we needed a good guide. Without some knowledge of their habitat and behavior, it was difficult to identify.

Re-orientation — In summary, the trip was mostly enjoyable. This place is so impressive with its marine life.

c. Types of Recount Text

According to (Laili & Muflihah, 2020) It has three types; the first, personal recount the example, diary, and personal letters/email. The second is factual retelling such as scientific research and newspaper report; the third is an imaginative recount. The researcher adapted some types of recount text by Derewianka, (1990) as cited in (Shopiah & Anggraeni, 2018) :

a) Personal recount is a recount that retelling of an activity that writer or speaker has been personally involved in (e.g. oral anecdote, diary entry). Language features of personal recount are :

- Use first pronoun (I and we).

- Personal response to the events can be included, particularly at the end.

- Details are often chosen to add interest or humor.

b) Factual recount is a recount that recording the particulars of an accident, e.g. report of a science experiment, police report, news report, and historical recount. Language features of factual recount are:

- Use the third person pronouns (he, she, it, and they).

- Details are usually selected to help the reader reconstruct the activity or incident accurately.

- Sometimes the ending describes the outcome of the activity Mention of personal feelings in probably not appropriate.

- Details of time, place, and manner may be needed to be precisely stated.

- Descriptive details may also be required to provide precise information the passive voice may be used It may be appropriate to include explanations and satisfactions.

c) Imaginative or literary recounts entertains the reader by recreating imaginary world events as if they were real, motion language, specific detail and first person narration are used to impact and appeal the writing.

d) A procedural recount records the steps taken in completing a task or procedure. The use of technical terms, accurate timelines and first person narration (I or we), give credibility to the information provided. Examples include a flow chart of the actions required for making bread, a storyboard, a videotaped script, or advertisement, the stepstaken to solve mathematical problem.

e) A biographical recount tells the story of person"s life using a third person narrator (he, she, and they). In this case, of an autobiography, first person narration (I, we) is used. It is usually informative and factual biographies, however, will not have the appeal provided by personal responses and unforgettable anecdotes. There is often evaluation of the subject"s achievements in the final section.

d. The Generic Structure of Recount Text

The students need to understand both the definition of a recount text and its typical structures because this knowledge is crucial for crafting an impactful

recount text. According to Aprilina et al., (2022:503) There are three generic structures for writing recounts: orientation, event, and reorientation. Orientation is an introduction at the beginning of the paragraph, events is a sequence of events that will be written to inform the reader, and the last is reorientation which is optional and usually contains an impression message for the reader.

e. The Language Feature of Recount Text

Language feature is very significant since the success of retelling event lie in the choice of word used by the writer or speaker. Based on Derewianka, (1990), specific participants such as Mrs. Fiona, Mr. Morgan and so forth are used as a reference of personal closeness toward the text. The other features are including specific participants, circumstance of time and place, first person, additive conjunction, material process, and past tense. The language features of a recount text include that the language is written in the simple past tense, and the frequent use is made of connectives that link events in time, such as next, later, when, then, after, before, first (Sianipar et al., 2020).

f. Social Media

Rosalina et al., (2022:212) stated that Social media has evolved into the most important online platform for connecting people. Prihatini et al., (2019:61) added that, applying of social media in the classroom can be said that it explores recent trends of social media use, and the result shows social media enhance learning and students academic purposes. In other that, many educators are starting to use applications especially social media to improve the quality of learning such as WhatsApp, YouTube, Instagram, etc. (Mutoharoh et al., 2022).

a) WhatsApp

According to (Jasrial, 2019)), WhatsApp is a cross-platform mobile messaging program that sends messages via the internet. It will make it easier for users to connect with one another by keeping the phone numbers of other users who have confirmed their WhatsApp accounts in their internal phone memory. With the WhatsApp application, people can also send their photos and videos to each other to fellow contacts or friends who are on their own WhatsApp.

b) Youtube

According to (Sari, 2020), YouTube video is one of the most popular video sharing services on the internet. It can use as a learning medium that presents images and sound representations of various ideas or events in the classroom. YouTube and other social media are used as educational material sources and effective learning and self- training tools. Another study stated that videos on Youtube could be used as an Audio Visual learning media that helps teachers provide material at school (Franciska et al., 2023). According to (Prihatini et al., 2019) youtube videos as one of the audio visual media make a very strong contribution to the content and process of language learning, especially for interest and motivation.

c) Instagram

Instagram is a mobile application where users can post photos and videos with text attachments. Other users can like, comment, and engage with each other on a post. According to (Prihatiningsih, 2017) instagram is also one of the social

media where we can choose the people we join as our friends. We can also reject a friendship if we don't want it.

In this reseach, the researcher will use YouTube video as variable to improve students' writing skill in recount texts.

2.2 Related Previous Study

Table 2.1 Related Previous Study

No.	Name, Year and Title	Result	Similarity	Different
1.	(Prihatini et al., 2019) "The Use of Youtube Videos to Develop Students' Writing Skill in Narrative Text"	The objective of this research is to find out whether there is positive effect of applying Youtube videos on the Grade XI students' writing skill of Senior High School.	The similarities of the study are the research uses the same variable and the test uses t-test.	The difference of the study are the researcher will use one group to be tasted, the instrument used is recount text while it research used narrative text.
2.	(Chantika, 2023) "The Effect of Using Videos on Students' Writing Skill in Recount Text at The Second Year of Junior High School 2 Pinggir"	This research is aimed to find out the effect of using videos on students" writing skill in Recount Text at the Second Year of Junior High School 2 Pinggir.	The similarities of the study are the same method that is used and using the same technique to be used.	The difference of the study are the researcher uses YouTube video as variable, and the object the study.

| 3. | (Hardianti & Saosang, 2022) "Using YouTube to Improve Students' Writing Ability" | The this study aims to determine the improvement of students' ability in writing descriptive text using YouTube media. | The similarities of the study are a written test was used which contained pre-test and post-test and the aims of the study. | The difference of the study are the researcher uses recount text writing while research of this study uses descriptive text and the object of the study. |
| 4. | (Hutauruk et al., 2023) "The Effect of Using YouTube Video on The Eleventh Grade Students' Ability in Writing Analytical Exposition Text at SMA Swasta Umum Sentosa" | The objective of this research was to know the effect of "YouTube Video" on students' in writing analytical exposition texts in eleventh grade students at SMA Swasta Umum Sentosa. | The similarity of the study is the method that is us. | The difference of the study is instrument that is used. |

Based on four studies above the researcher concluded that the similarity of the study was method that is used. The researcher continues this research using YouTube video to write recount texts. This research focusses on students in the first semester of tenth grade senior at SMA PGRI 1 Palembang.

2.3 Conceptual Framework

Figure 2.1 Conceptual Framework
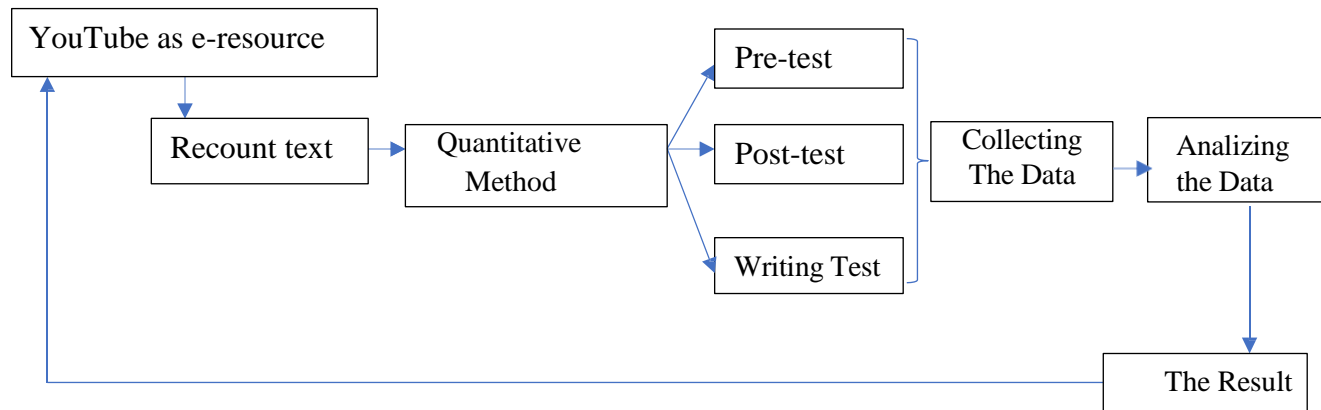
2.4 Hipotesis of Study

According to (Sugiyono, 2022) the formulation of the research hypothesis is the third step in the research, after the researcher has stated the theoretical basis and framework. But please note that not every research has to formulate a hypothesis. Exploratory and descriptive research often does not need to formulate a hypothesis.

a. Null Hypothesis (Ho)

There is no significant difference in learning outcomes in recount text writing between students taught using YouTube and those taught through traditional methods.

b. Alternative Hypothesis (Ha)

There is a significant difference in learning outcomes in recount text writing between students taught using YouTube and those taught through traditional methods.

CHAPTER III

RESEARCH METEDOLOGY

In this chapter, the reseacher presents about (1) variable of reserch and the operational definition, (2) time and place, (3) population and sample, (4) research method, (5) treatment design, (6) technique of collecting data, (7) technique of validity and reliability of instrument, (8) technique of analyzing data, (9) criteria of hypothesis testing.

3.1 Variables of Research and the Operational Definitions

3.1.1 Research Variables

According to (Ary et al., 2017) research variable is a protest of inquire about that is the center of consideration in conducting inquire about‖. There are two variables of research, including connection between X (free) and Y (bound). Here's how the researcher can conceptualize the variables in the context of studying the effectiveness of YouTube in teaching recount texts:

1) Independent Variable (X): Use of YouTube in Teaching

   - X represents the extent to which YouTube is used as a teaching tool for recount text instruction.

2) Dependent Variable (Y): Learning Outcomes in Recount Text Writing

   - Y represents the improvements in students' abilities to write recount texts after using YouTube.

   The relationship can be seen in the following figure:

Figure 3.1 Research Variable

$$\boxed{\text{X}} \longrightarrow \boxed{\text{Y}}$$

Source: (Ary et al., 2017). Research Variable

Where :

 X : YouTube Video

Y : Students' ability in recount text

3.1.2 Operational Definitions

a) Social media allows users to network with others, be it friends, family, or people with similar interests. Information can be shared quickly and easily on social media, allowing news or trends to go viral in no time.

b) YouTube is also a popular social media that contains a collection of videos, such as funny, interesting videos, music, and so on.

c) Writing is an activity of communicating the researcher's ideas to readers or other people using written text.

d) Recount is a genre utilized to narrate happenings with aim to either educate or amuse audience.

3.2 Time and Place

This research will be conducted at SMA PGRI 1 Palembang which is located at Jl. PDAM, Bukit Lama, Kec. Ilir Barat. l, Palembang City, South Sumatra 30136. Time of this research will be started academic year odd semester.

3.3 Population and Sample

3.3.1 Population

In this research, the target group consisted of tenth grade students of X.2 class from SMA PGRI 1 Palembang. According to Fraenkel at al., (2011:91) the larger group to which one hopes to apply the results.

Table 3.1 Population of The Research

Classes	Number of students
X.1	34
X.2	31
X.3	33
X.4	32
X.5	31
X.6	30
X.7	34

Source : (SMA PGRI 1 Palembang)

3.3.2 Sample

In this research, the researcher took one class as a research sample from class X students of SMA PGRI 1 Palembang. The researcher chose class X.2 as the experimental class with 31 students. According to Fraenkel at al., (2011:102) sample is randomly selected and of suffi cient size, to be relatively insignificant and incidental.

3.4 Research Method

In this research, the researcher used quantitative research. It was pre-experimental research under quantitative design. In the pre-experimental design used the experimental to perceive the experimental treatment (Husni, 2019).

According to Fraenkel at al., (2011), the pre-experimental with one group pretest-posttest design is single group is measured or observed to a treatment of some sort, but also before. It means that only one class was used as sample for this study.

Figure 3.2 Design of the Research

O1	x	O2
Pre-test	Treatment	Post-test
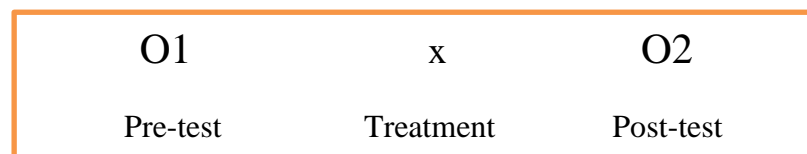
3.5 Treatment design

a) Pre-test

In this research, the researcher used pre-test for the students in the first meeting in order to know the capacity of the students" competence. After knowing how far the writing skill was done by teaching process, the researcher taught about definition, purpose, generic structure, language feature an example of recount text based on the text books that they study.

b) Treatment

The treatment conducted class by using videos. It was given after the students did pre-test. Teacher gave the explanation to the students what the recount text was, and tough them about definition, purpose, generic structure, language feature an example of recount text by using videos.

c) Post-test

The post-test was given to determine students' understanding of the material about recount text after being given treatment using video. This

post-test used to determine the significant difference between the lecture method and the method using video as treatment. In the post-test, the researcher gave a post-test in the form of instructions to students to create a recount text. The purpose of this study was to determine students' ability in writing recount text by using YouTube video as media in recount text learning.

Table 3.2. Classification of Scoring

Score	Content	Structure	Vocabulary
36 – 50	Event explicitly stated clearly documents events evaluates their significance personal comment on events	Orientation gives all essential information All necessary background provided account in chronological/other order Reorientation "rounds off" sequence	Excellent control of language Excellent use of vocabulary Excellent choice of grammar Appropriate tone and style
26 – 35	Event fairly clearly stated includes most events some personal comment	Fairly well-developed orientation most actors and event mentioned largely chronological and coherent reorientation "rounds off" sequence	Good control of language adequate vocabulary choices vaired choice of grammar mainly appropriate tone
16 – 25	Event only sketchyclearly documents events little or weak evaluation inadequate personal comment	Orientation gives some information some background omitted account partly coherent Some attempt to provide reorientation Missing	Inconsistent language control Lack of variety in choice of grammar and vocabulary inconsistent tone and style
1 – 15	Event not stated no recognizable events no or confused evaluation no or weak personal comment	Missing week orientation no background provided hazard and incoherent sequencing no reorientation or includes new matter	Little language control Reader seriously distracted by grammar errors poor Vocabulary and tone

Source : (Chantika, 2023)

3.6 Technique of Collecting Data

In this study, a written test employed as a primary method for data collection. The objective of this written test was to evaluate and describe the proficiency of Grade X students at SMA PGRI 1 Palembang in writing recount texts, utilizing the YouTube method for instruction. Students tasked with composing a recount text centered around an unforgettable personal experience. This test integrated topic-based writing strategies aimed at enhancing students' writing skills.

Upon completion of the test, the researcher aggregated the total scores obtained from the writing ability assessments. The classification of students' scores will be categorized as follows:

Table 3.3 Score For Testing

Score	Categories
80 – 100	Very Good
66 – 79	Good
56 – 65	Enough
40 – 55	Less
30 – 39	Fail

Source : (Chantika, 2023)

3.7 Technique of Validity and Reliability of Instrument

3.7.1 Validity of Writing Test

According to Fraenkel at al., (2011) the term of validity in the research refers to appropriateness, correctness, meaningfulness, and usefulness of the specific inferences researchers make based on the data they collect. There were

three types of validation tests that can be displayed on the instrument: construct validity, content validity and external validity. To determine the validity of the writing ability test, the researcher used content validity and measures the writing skill of the students who participated in the research. Content validity refers to the content and format of the instrument. How appropriate the content or format is. Thus, the researcher gave the test based on the material that was studied by the students. The material of the test was taken from the YouTube video.

Table 3.4 Test Specification

Learning Objective	Learning Material	Indicators	Type of Test	Number of Items
To measure the student's skills in writing a recount text by using a YouTube video.	Recount text theme "unforgetable experience." with the command sentence "write a recount text in your own words consisting of 100 words tell about an unforgettable experience, write where and when you went through, how long you felt it, whom you experienced with, what happened during the event, and why the experience was unforgettable."	Students can write paragraphs in recount text based on theme with appropriate structure and grammar by using a YouTube video.	Written test	3 paragraphs (at least 100 words)
Total Item				3

3.7.2 Reliability

According to Fraenkel et al., (2006) reliability describes how consistently the scores are produced for each individual, both between administrations of the instrument and between sets of items. In this research used to validators namely Mrs. Hj.Noviati, M.Pd. and Mr. Ferri Hidayad, M.Pd. to see correct validity and reliability to collect the data instrument before giving the students the assigment.

3.8 Technique of Analyzing Data

In this quantitative research study titled "The Effectiveness of YouTube in Improving Students' Writing Skills in Recount Texts," the analysis focusesd assessing the impact of YouTube usage on students' writing proficiency in recount texts.

Theory and Formula Application: To evaluate effectiveness, the study utilizes scoring methods for students' writing in pre-tests and post-tests. This method quantified the extent of improvement in students' writing abilities.

Formula for Calculating Mean Score:

$$\textbf{Score} = \frac{Student's\ score\ correct}{The\ total\ item}\ \boldsymbol{X}\ \textbf{100}\%$$

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

Where: $$\textbf{X} = \frac{\sum Xx}{N}$$

X   : Mean

$\sum$: Total of Individual Score

N   : Number of Cases (students)

The hypothesis tested to state the effectiveness of using YouTube videos on students" writing skill in Senior High School PGRI 1 Palembang. The data analyzed was the result of pre-test and post-test in the experimental class. In this study, the media was effective if it meets the indicators of writing skill mentioned earlier. Paired sample test is used to find out whether the average value of

students" writing skill taught by using YouTube videos is better than when they are taught without using videos by using SPSS 27.0 program.

3.9 Criteria of Hypothesis Testing

Ha accepted: pv < 0.05 There is significant effect on students who are taught by YouTube videos on students writing skill at Senior High School PGRI 1 Palembang.

Ha rejected: pv > 0.05 There is no significant effect on students who are taught by using YouTube videos on students writing skill at Senior High School PGRI 1 Palembang.

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test	.144	31	.101	.914	31	.016
Post-test	.117	31	.200[*]	.969	31	.493

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

In this chapter, the reseracher presents, (1) the research result, and (2) disscusion

4.1 Description of Implementation

The researcher collected data at Senior High School PGRI 1 of Palembang, located on Jl. PDAM, Bukit Lama, Kec. Ilir Bar. I, Kota Palembang, Sumatera Selatan 30136. The sample taken namely class X.2. The number of students in the class was 31 students. Students were given a written test in the form of an essay test. To avoid subjective scoring, the researcher used validators namely Mrs. Hj.Noviati, M.Pd. and Mr. Ferri Hidayad, M.Pd. to check to instrument that has been given to the students.

4.2 Research Result

This section explains as a whole the results of the research from the pre-test and post-test.

4.2.1 The Result of the Pre-test

The pre-test was given before the researcher applied teaching using YouTube to students. The lowest score was 40 and the highest score was 77 then the average score was 59.68 on the pre-test. More complete information about students' scores can be seen in Table 7 and Figure 1.

Table 4.1 The Students' Scores in the Pre-test

NO	Name	C	S	V	Total	Average
1	MR	20	20	15	55	18.333333
2	G	23	25	15	63	21
3	ZW	25	20	10	55	18.333333
4	AA	20	20	20	60	20
5	KA	25	20	20	65	21.666667
6	SA	20	30	20	70	23.333333
7	DM	25	25	25	75	25
8	PA	23	25	15	63	21
9	SA	20	20	20	60	20
10	BM	30	25	15	70	23.333333
11	RA	20	20	15	55	18.333333
12	SH	20	25	20	65	21.666667
13	WA	27	20	10	57	19
14	RAK	25	22	10	57	19
15	TO	20	10	10	40	13.333333
16	K	23	25	10	58	19.333333
17	BB	15	15	15	45	15
18	SAA	25	20	15	60	20
19	C	20	20	10	50	16.666667
20	SM	25	25	15	65	21.666667
21	EP	20	20	15	55	18.333333
22	AM	20	15	20	55	18.333333
23	M	14	20	15	49	16.333333
24	L	25	25	25	75	25
25	BH	25	20	10	55	18.333333
26	KAN	27	25	25	77	25.666667
27	RA	25	20	15	60	20
28	MA	25	24	15	64	21.333333
29	THR	25	27	25	77	25.666667
30	FF	15	15	15	45	15
31	NF	20	20	10	50	16.666667

Where :

C : Content

S : Structure

V : Vocabulary
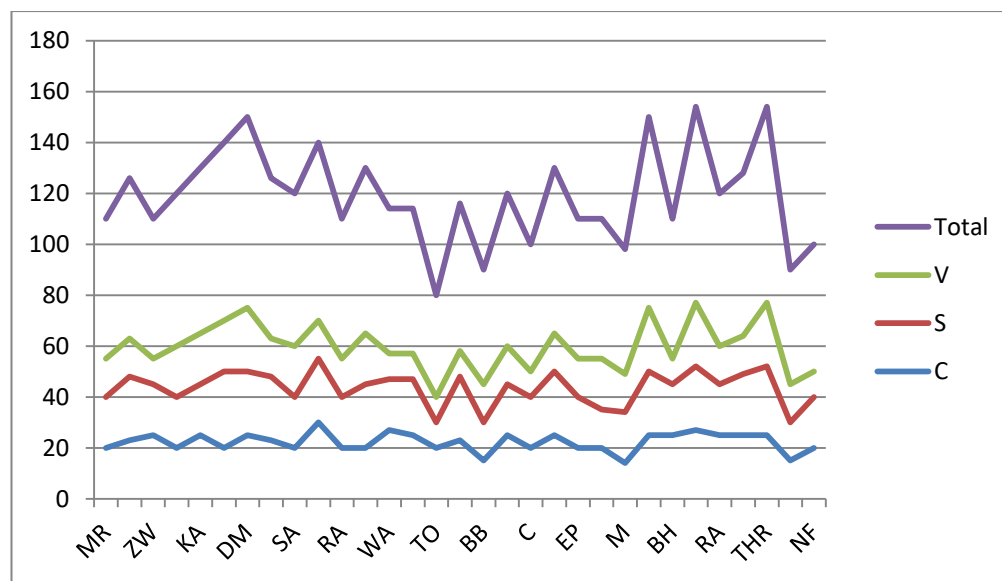
Figure 4.1 Students' Scores in the Pre-test

Table 4.2 Percentage and Qualification of The Students' Scores in The Pre-test

No	Score	Qualification	Frequency	Percentage%
1	80 – 100	Very Good	-	-
2	66 – 79	Good	6	19%
3	56 – 65	Enough	13	42%
4	40 – 55	Less	12	39%
5	30 – 39	Fail	-	-
	Total		31	100%

From the Table above, it could be seen that there were six students (19%) good scores, thirteen students (42%) enough scores, and twelve students (39%) less scores. Overall, the results of this pretest shows students' understanding of recount text.

The majority of students were in the medium to low category, indicating the need for a teaching using YouTube to improve in understanding the material or writing skills of the recount text in the pretest.

4.2.2 The Result of the Post-test

The post-test results were obtained after the researcher applied the YouTube video in teaching recount text. The calculation of the post-test scores used IBM SPSS Statistics 27. The lowest score was 73 and the highest score was 84, then the average score was 79.95 with a standard deviation of 2.134. Detailed information about students' scores can be seen in the Table 9 and Figure 2 below.

Table 4.3 The Students' Scores in the Post-test

NO	Name	C	S	V	Total	Average
1	MR	25	25	20	70	79.0
2	G	25	30	20	75	79.3
3	ZW	25	25	20	70	79.4
4	AA	15	30	30	75	79.8
5	KA	35	15	35	85	79.9
6	SA	40	15	35	90	79.7
7	DM	25	35	35	95	79.3
8	PA	20	20	35	75	78.7
9	SA	25	35	20	80	78.8
10	BM	35	35	20	90	78.8
11	RA	30	25	20	75	78.2
12	SH	35	35	20	90	78.4

13	WA	25	25	20	70	77.8
14	RAK	30	25	20	75	78.2
15	TO	20	20	20	60	78.4
16	K	25	25	20	70	79.6
17	BB	20	25	20	65	80.2
18	SAA	35	30	20	85	81.3
19	C	30	25	20	75	81.0
20	SM	35	30	20	85	81.5
21	EP	25	30	20	75	81.2
22	AM	20	25	30	75	81.8
23	M	20	28	20	68	82.6
24	L	35	35	30	100	84.4
25	BH	25	30	20	75	82.1
26	KAN	30	35	25	90	83.3
27	RA	30	35	20	85	82.0
28	MA	30	30	25	85	81.3
29	THR	40	35	20	95	80.0
30	FF	20	20	25	65	72.5
31	NF	35	25	20	80	80.0

Where :

C : Content

S : Structure

V : Vocabulary
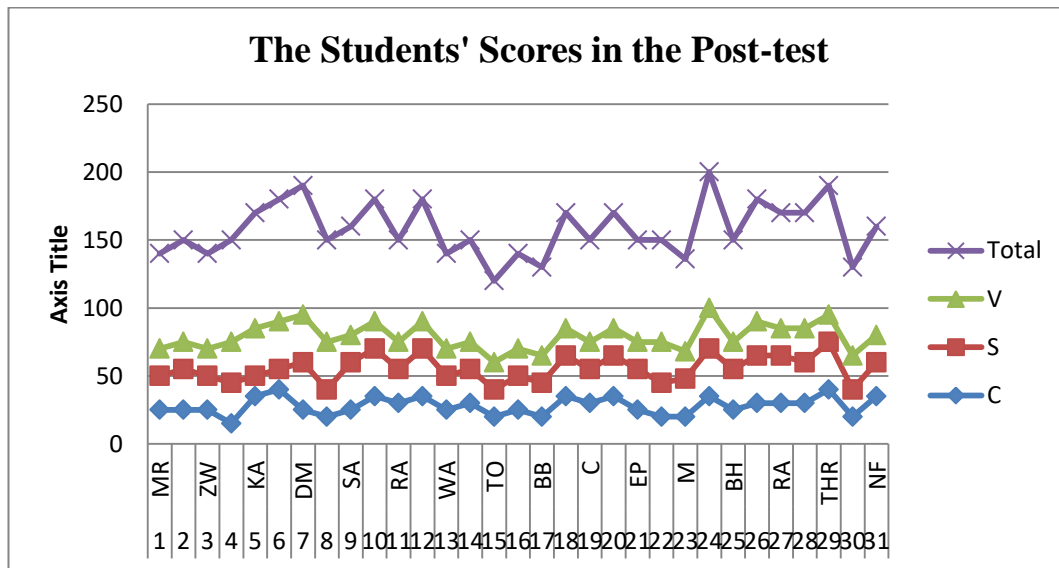
Figure 4.2 Students' Scores in the Post-test

Table 4.4 Percentage and Qualification of the Students' Scores in the Post-

test

No	Score	Qualification	Frequency	Percentage%
1	80 – 100	Very Good	18	58%
2	66 – 79	Good	13	42%
3	56 – 65	Enough	-	-
4	40 – 55	Less	-	-
5	30 – 39	Fail	-	-
	Total		31	100%

From the Table above, it could be seen that there were eighteen students (58%) very good scores and thirteen students (42%) good scores. Overall, the posttest results shows a clear and significant improvement in students' abilities after the using YouTube video process was conducted, with more students achieving higher score categories compared to the pretest results.

4.2.3 Descriptive Statistics of Students' Scores in Pre-test and Post-test

Table 4.5 Statistics of Scores in Pre-test and Post-test

Statistics

		Pretest	Posttest
N	Valid	31	31
	Missing	0	0
Mean		59.68	79.95
Std. Deviation		9.446	2.134
Minimum		40	73
Maximum		77	84

It can be said that the lowest score of students in the pre-test was 40 and the highest score was 77 with a standard deviation of 9.446, while the lowest score of students in the post-test was 73 and the highest score was 84 with a standard deviation of 2.134.

4.2.4 The Result of Machted t-test

After receiving the results of the students' of the Pre-test and Post-test, the researcher began analyzing them using the matched t-test. The researcher used the paired simple t-test to examine whether or not the YouTube was effective in teaching recount text to the ten-grade Students of State Senior High School PGRI 1 of Palembang. Based on the students' pre-test and post-test scores, the researcher calculates the matched t-test findings to be 12.30. this score is above the criteria value of 1.696. Table 12 shows the specific computations in detail.

Table 4.6 Comparison Score between Pretest and Posttest

No.	Posttest	Pretest	D	D^2
1	79	55	24	576
2	79	63	16	266
3	79	55	24	595
4	80	60	20	392
5	80	65	15	222
6	80	70	10	94
7	79	75	4	18
8	79	63	16	246
9	79	60	19	353
10	79	70	9	77
11	78	55	23	538
12	78	65	13	180
13	78	57	21	433
14	78	57	21	449
15	78	40	38	1475
16	80	58	22	467
17	80	45	35	1239
18	81	60	21	454
19	81	50	31	961
20	82	65	17	272
21	81	55	26	686
22	82	55	27	718
23	83	49	34	1129
24	84	75	9	88
25	82	55	27	734
26	83	77	6	40
27	82	60	22	484
28	81	64	17	299
29	80	77	3	9
30	73	45	28	756
31	80	50	30	900
Σ	2479	1850	Σ629	Σ15153
Mean	80	60		

The results of the comparison of students' scores between the pre-test and posttest are also presented in Figure 3 below.
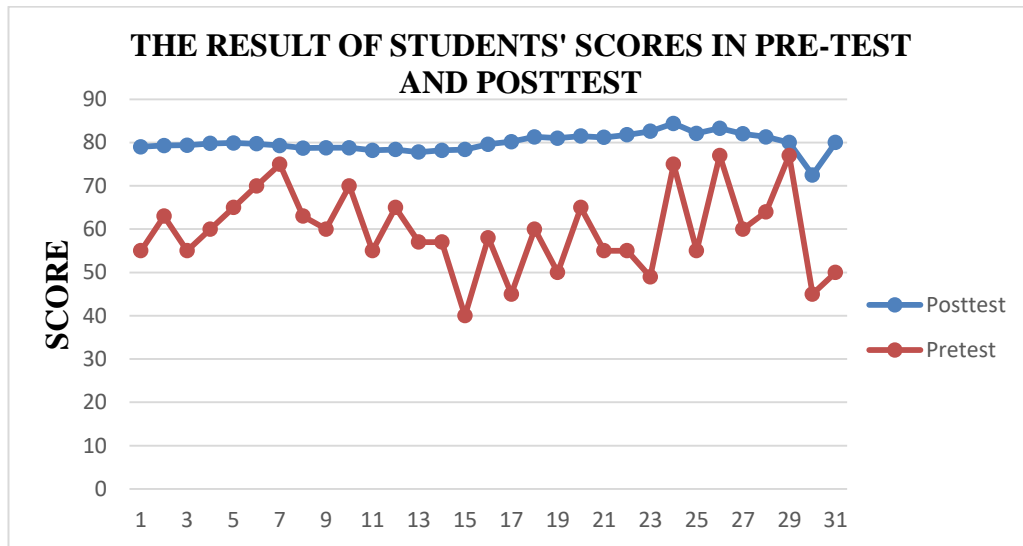
THE RESULT OF STUDENTS' SCORES IN PRE-TEST AND POSTTEST

Figure 4.3 Result of Students' Scores in the Pre-test and Post-test

Table 4.7 Paired Sample Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest - Posttest	-20.274	8.964	1.610	-23.562	-16.986	-12.593	30	<.001

After receiving the results of the pre-test, the t-test analysis was performed using the matched t-test formula.

$$t_{abt} = \frac{\overline{X}_1 - \overline{X}_2}{SD}$$

Before calculating the matched t-test result, the researcher computed the SD (Standard Deviation). The standard deviation could be calculated using the following formula.

$$SD = \frac{\sqrt{\sum D^2 - (\frac{1}{n})(\sum D)^2}}{n-1}$$

$$SD = \frac{\sqrt{15153 - (\frac{1}{31})(629)^2}}{31-1}$$

$$SD = \frac{\sqrt{15153 - 0{,}032(395641)}}{30}$$

$$SD = \frac{\sqrt{15153 - 12660.51}}{30}$$

$$SD = \frac{\sqrt{2492.49}}{30}$$

$$SD = \sqrt{83.088} = 9.11$$

SD (Standard error of difference between two means) was obtained by using the following formula.

$$\overline{SD} = \frac{SD}{\sqrt{n}}$$

$$\overline{SD} = \frac{9.11}{\sqrt{31}}$$

$$\overline{SD} = \frac{9.11}{5.57} = 1.64$$

The result of the data analysis obtained "t" was analyzed by using the matched t-test the formula of matched t-test was:

$$t_{abt} = \frac{\overline{X}_1 - \overline{X}_2}{\overline{SD}}$$

$$t_{abt} = \frac{80 - 60}{1.64}$$

$$t_{abt} = \frac{20}{1.64} = 12.30$$

Level of significance was 0.05%

$$\boldsymbol{t_{tab} = df(n - 1)}$$

$$t_{tab} = df(31 - 1)$$

$$t_{tab} = df(30)$$

$$t_{tab} = 1.696$$

$$\boldsymbol{t_{abt} > t_{tab}}$$

$$12.30 > 1.696$$

Based on the result above, the researcher shows the result of The $tobt$ 12.30 was higher than $ttab$ 1.696. It means that the null hypothesis (Ho) was rejected and alternative hypotheses (Ha) was accepted. In other words, teaching writing recount text by using YouTube to the tenth grade at Senior High School PGRI 1 of Palembang was significantly effective.

4.3 Discussion

Based on this study, the researcher interpreted that the use of YouTube in teaching recount text writing to the ten grade students of Senior High School PGRI 1 of Palembang was significantly effective. There is an increase in students'

achievement in learning to write recount text. This can be seen from the difference in scores between the pre-test and post-test.

In the pre-test, the students highest score was 77 achieved by 1 student and the lowest score was 40 achieved by 1 student. In the post-test, the highest student score was 84 achieved by 1 student and the lowest score was 73 achieved by 1 student.

Furthermore, the result of the t-obtained showed that the value of 't' was 12.30, while the value of the t-table was 1.696 at a significance level of 5%. This meant that the t-obtained was higher than the t-table. Therefore, the treatment given to students through YouTube affected students' ability to learn writing skills, improving them from a lower level to a better one. It was concluded that the alternative hypothesis (Ha) was accepted, and the null hypothesis (Ho) was rejected.

We could see that in the pre-test, many students still had difficulty building ideas in English for writing. The lack of vocabulary made it difficult for them to tell their experiences in English, especially in writing recount texts. However, after YouTube teaching was applied, students became more aware of how to find ideas for writing, understood the use of proper grammar, found it easier to tell their experiences, and also gained a lot of vocabulary.

From the above, it could be concluded that teaching recount text writing using YouTube was one of the effective ways to improve students' writing skills.

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the researcher present : (1) The conclusion, and (2) The suggestions of study.

5.1 Conclusion

This research focused on teaching recount text writing by using YouTube. It could be concluded that the use of YouTube videos had a significant influence on the ability to write recount texts among tenth-grade students, especially at SMA PGRI 1 of Palembang. The use of YouTube in teaching recount text was also very helpful for students and made them interested in learning writing skills.

This could be seen from the results of students' pre-test and post-test scores. The post-test score was higher than the pre-test score. The average score of students in the pre-test was 60, the highest score in the pre-test was 77, and the lowest score in the pre-test was 40. After being taught using YouTube, the average score of students in the post-test increased to 80, with the highest score in the post-test being 84 and the lowest score in the post-test being 73. In summary, it was evident that the use of YouTube as a medium could have a beneficial effect on students in writing recount texts. It could be concluded that the alternative hypothesis (Ha) was accepted, and the null hypothesis (Ho) was rejected.

5.2 Suggestion

After finding the results of YouTube use on students' writing skills at SMA PGRI 1 Palembang, the researcher wanted to give some suggestions to students, English teachers, and future researchers.

5.2.1 For Students

With the advancement of modern technology in this era , it was possible for students to use YouTube as a means of learning. Students should be more motivated to learn English, especially in writing, and to be more active in the teaching and learning process. They needed to ask the teacher more questions about anything they did not understand from the lessons given.

5.2.2 For Teachers of English

The researcher suggested that teachers should always motivate students and make them feel comfortable in teaching and learning activities, so that students would have the enthusiasm to try to learn English. The researcher also suggested using YouTube as a media to improve students' understanding of writing recount texts.

5.2.3 For Other Researchers

The results of the study served as a reference for utilizing different media in creating recount texts. Finding new techniques and appropriate media was a good way to conduct research to help students master English.

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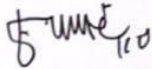
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APPENDICES

Appendix 1 Title Proposal

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USUL JUDUL SKRIPSI

Nama : Holijah
NIM : 2020111013
Prog. Studi : Pendidikan Bahasa Inggris

Judul 1 : **PERCEPTIONS OF STUDENTS AND LECTURES OF ENGLISH TOWARD THE USE OF ENGLISH AS AN INTERNATIONAL LANGUAGE**
Rumusan Masalah : What is the Students and Lectures perceptions toward the use of English as International Language?

Judul 2 : **THE EFFECTIVENESS OF YOUTUBE IN IMPROVING STUDENTS' WRITING SKILLS IN RECOUNT TEXTS**
Rumusan Masalah : Is there any significant difference between the Students taught by YouTube and those taught by using conventional Learning method in Teaching Writing of Recount Text?

Judul 3 : **AN ANALYSIS OF STUDENTS' UNDERSTANDING OF IDIOMATIC EXPRESSION IN BUSINESS NEW ARTICLES OF THE JAKARTA POST**
Rumusan Masalah : 1. How is the English Students' understand the English Idioms?
2. What are the types of Idioms in Business new articles of the Jakarta Post?

Menyetujui,
Ketua Program Studi,

Hermansyah, M.Pd
NIDN. 0203128802

Palembang, Januari 2024
Mahasiswa yang mengusulkan,

Holijah
NIM. 2020111013

Diusulkan judul nomor : ...2...

Pembimbing Utama : Herlina, S.S., M.Pd. ( )

Pembimbing Pendamping : Evi Rosmiyati, M.Pd. ( )

Appendix 2 Advisors SK

UNIVERSITAS PGRI PALEMBANG
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Jend. A. Yani Lrg. Gotong Royong 9/10 Ulu Palembang
Telp. (0711) 513701 Fax. (0711) 513701 E-mail : fkip@univpgri-palembang.ac.id

KEPUTUSAN
DEKAN FKIP UNIVERSITAS PGRI PALEMBANG
NOMOR: 065/E.44/FKIP/UNIV-PGRI/2024
TENTANG
PENGANGKATAN DOSEN PEMBIMBING SKRIPSI DAN
PENGESAHAN MAHASISWA TERBIMBING TAHUN AKADEMIK 2024/2025
Dengan Rahmat Tuhan Yang Maha Esa
Dekan FKIP Universitas PGRI Palembang

Menimbang	:	1. bahwa untuk kelancaran tugas Pembimbing Skripsi Program Strata I bagi mahasiswa FKIP Universitas PGRI Palembang, perlu ada pengangkatan pembimbing skripsi Program Strata I;
		2. bahwa sehubungan butir a diatas dipandang perlu diterbitkan keputusan Dekan FKIP sebagai landassan hukum .
Mengingat	:	1. Undang-undang No. 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
		2. Undang-undang No. 12 Tahun 2012, tentang Pendidikan Tinggi;
		3. Peraturan Pemerintah Republik Indonesia No. 4 Tahun 2014, tentang Pengelolaan dan Penyelenggaraan Pendidikan;
		4. Peraturan Presiden No. 8 tahun 2012 tentang Kerangka Kualifikasi Nasional Indonesia.
		5. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No. 73 Tahun 2012 tentang Penerapan Kerangka Kualifikasi Nasional Indonesia Bidang Pendidikan Tinggi;
		6. Permendikbud No. 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi..
Memperhatikan	:	1. Pedoman Akademik FKIP Universitas PGRI Palembang;
		2. Pedoman Penulisan Skripsi FKIP Universitas PGRI Palembang Tahun 2019;
		3. SK YPLP PT-PGRI Provinsi Sumatera Selatan No. : 415.1/C.1/YPLP PT-PGRI/2021 tanggal 30 Desember 2021, tentang Perpanjangan Jabatan Pejabat dalam Lingkungan Universitas PGRI Palembang.

M E M U T U S K A N

Menetapkan	:	
Pertama	:	Menunjuk dan menugaskan Saudara :

Nama	:	Herlina, S.S., M.Pd
NIDN	:	0203038302
Jabatan Akademik	:	Lektor
Sebagai Pembimbing I		

Nama	:	Evi Rosmiyati, M.Pd
NIDN	:	0219087802
Jabatan Akademik	:	Lektor
Sebagai Pembimbing II	:	

Untuk membimbing mahasiswa penyusun skripsi :

Nama	:	Holijah
NIM	:	2020111 013
Program Studi	:	Pendidikan Bahasa Inggris
Judul	:	The Effectiveness of YouTube in Improving Students' Writing Skills in Recount Texts

Kedua	:	Keputusan ini mulai berlaku selama 6 (enam) bulan sejak tanggal ditetapkan.

Ditetapkan di : Palembang
Pada Tanggal : 7 Oktober 2024
Dekan,

Assoc. Prof. Dra. Misdalina, M.Pd.

Tembusan Yth:
1. Wakil Dekan Bidang Akademik
2. Ketua Program Studi
3. Dosen Pembimbing
4. Mahasiswa bersangkutan

Appendix 3 Proposal Approval Page

RESEARCH PROPOSAL

THE EFFECTIVENESS OF YOUTUBE IN IMPROVING STUDENTS'
WRITING SKILLS IN RECOUNT TEXTS

By

Name   : Holijah

Student Register Number   : 2020111013

Study Program   : English Education Study Program

Approved by   Palembang,
Advisor I   Advisor II
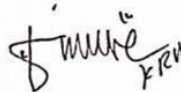
Herlina, S.S., M.Pd   Evi Rosmiyati, M.Pd
NIDN. 0203038302   NIDN. 0219087802

Head of English
Education Study Program

Hermansyah, M.Pd.
NIDN. 0203128802

FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF PGRI PALEMBANG
2024

Appendix 4 Improvement Form for Thesis Proposal Seminar

UNIVERSITAS PGRI PALEMBANG
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Jend. A. Yani Lrg. Gotong Royong 9/10 Ulu Palembang
Telp. (0711) 513701 Fax. (0711) 513701 E-mail : fkip@univpgri-palembang.ac.id

BLANKO PERBAIKAN SEMINAR PROPOSAL

Nama Mahasiswa   : Holijah
Nomor Induk Mahasiswa : 2020111013
Program Studi   : Pendidikan Bahasa Inggris
Ujian   : Pertama
Pada tanggal   : 06 September 2024

No.	Nama Dosen Penguji	Materi Perbaikan	Tanda Tangan	Selesai / Belum
1	Herlina, S.S., M.Pd.	Rev	H.	H. 24/24
2	Evi Rosmiyati, M.Pd.	OK	rosu	JK 24/09
3	Yus Vernandes, M.Pd.	Revise	M.	ok / ACC 18/9/24
4	Hj. Noviati, M.Pd.	Revisi	J.	ok Ace 13/00 24

Catatan :
1. (*)Dosen penguji membubuhkan tanda tangannya dan menuliskan kata "selesai atau belum" terhadap perbaikan yang harus dilakukan mahasiswa.
2. Blanko ini sebagai syarat pengambilan nilai ujian skripsi.
3. Nilai ujian skripsi dinyatakan batal jika dalam waktu satu bulan sejak ujian skripsi perbaikan tidak selesai.

Palembang,   September 2024
Ketua Program Studi

Hermansyah, M.Pd
NIDN. 0203128802

UNIVERSITAS PGRI PALEMBANG
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Jend. A. Yani. Lrg. Gotong Royong 9/10 Ulu Palembang
Telp. (0711) 513701 Fax. (0711) 513701 E-Mail : fkip@univpgri-palembang.ac.id

BERITA ACARA
UJIAN SEMINAR USUL PROPOSAL

Pada hari Jumat Tanggal 06 Bulan September Tahun 2024, telah dilaksankan Seminar Proposal Skripsi Mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas PGRI Palembang.

Nama Mahasiswa	: Holijah
Nomor Induk Mahasiswa	: 2020111013
Program Studi	: Pendidikan Bahasa Inggris
Pada tanggal	: 06 September 2024
Waktu	: 08.30 s/d selesai
Judul Skripsi	:The Effectiveness of YouTube in Improving Students' Writing Skills in Recount Texts

Yang dihadiri oleh :
1. Ketua Program Studi   : Hermansyah, M.Pd.
2. Dosen Pembimbing Utama   : Herlina, S.S., M.Pd.
3. Dosen Pembimbing Pendamping : Evi Rosmiyati, M.Pd.
4. Dosen Penguji   : 1. Yus Vernandes, M.Pd.
                                2. Hj. Noviati, M.Pd.
5. Peserta Umum Sejumlah   : 4 Orang (Jumlah Terlampir)

Palembang, 06 September 2024
Ketua Program Studi

Hermansyah, M.Pd.
NIDN. 0203128802

Appendix 5 Thesis Guidance Card

Kartu Bimbingan Skripsi

Nama	: Houjah
NIM	: 2070111013
Jurusan	: Bahasa Inggris
Judul	: The Effectiveness of YouTube in Improving Students' Writing Skills in Recount Texts.
Pembimbing Utama (P1)	: Heruina, S.S., M.Pd
Pembimbing Pendamping (P2)	: Evi Rosmiyati, M.Pd

TANGGAL	TOPIK/BAB	KOMENTAR/SARAN	PARAF	
			P1	P2
6/1 2024	JUDUL	Revise		xou
8/1 2024	JUDUL	Revise / see adv I		xou / xou
12/7 2024	JUDUL		Vl	
17/2 2024	here	ok		xou
15/6 2024	propose	Revise		xou
19/6 2024	proposal	Revise		xou
20/6 2024	proposal	Revise		xou
26/6 2024	proposal	ok, see adv I		xou

9

TANGGAL	TOPIK/BAB	KOMENTAR/SARAN	PARAF P1	P2
8/7 2024 / 29/9 24		Revisi		
3/9 -20..		Revisi		
24/-20.., 30/9-24, 01/10 24	chapter I-III, chapter I-III, chapter I-IV	Oke: you may register for seminar proposal. / Revise / Revise / Okay, see ADV I		

10

TANGGAL	TOPIK/BAB	KOMENTAR/SARAN	PARAF P1	P2
3/10 24	Chapter I-III	Revisi		
5/10 24	Chapter I-III	Revisi		
6/10 24	chapter I-III	Di:		
8/10 24	chapter IV-V	Jo you research / Revise		
14/10 24	chapter IV-V	Revise		
17/10 24	chapter IV-V	OK, see ADV I		
21/10 24		Revisi		
25/10 24		Revisi		
8/11 24	Chapter IV-V Abstract	Ok, Silah kan daftar Ujian skripsi		

11

Appendix 6 Research Application Letter

UNIVERSITAS PGRI PALEMBANG
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Jend. A. Yani Lrg. Gotong Royong 9/10 Ulu Palembang
Telp. (0711) 513701 Fax. (0711) 513701 E-mail : fkip@univpgri-palembang.ac.id

Perihal : Izin Penelitian

Palembang,   September 2024
Kepada
Yth. Dekan FKIP
Univ. PGRI Palembang
di
Palembang

Dengan hormat,

Sehubungan dengan pelaksanaan Tugas Akhir (Penulisan Skripsi) mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Persatuan Guru Republik Indonesia Palembang,

Nama	: Holijah
NIM	: 2020111013
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: **The Effectiveness of YouTube in Improving Students' Writing Skills in Recount Texts**

Mohon bantuan kepada ibu agar menerbitkan surat pengantar permohonan izin penelitian kepada Dinas untuk mengadakan penelitian di Universitas PGRI Palembang Pelaksanaan penelitian disesuaikan dengan jadwal yang ditentukan oleh pihak kampus, sehingga data yang diperlukan dapat terkumpul dengan baik.

Demikian, atas perhatian dan bantuan Saudara kami ucapkan terima kasih.

Mahasiswa ybs,

Holijah
NIM. 2020111013

Pembimbing Utama

Herlina, S.S., M.Pd.
NIDN. 0203038302

Pembimbing Pendamping

Evi Rosmiyati, M.Pd.
NIDN. 0219087802

PEMERINTAH PROVINSI SUMATERA SELATAN
DINAS PENDIDIKAN
Jalan Kapten A. Rivai Nomor 47 Palembang, Sumatera Selatan
Telpon 0711-357897 Fax 0711-357897 Kode Pos 30129
Email : dikmentisumsel@yahoo.com Website : www..disdiksumselprov.go.id

Palembang, 16 Oktober 2024

Nomor : 420/ ᱠ\ᴄᱠ /SMA.1/Disdik.SS/2024
Lamp : -
Prihal : Izin Penelitian
       a.n. Holijah

Kepada Yth.
Dekan Fakultas Keguruan dan Ilmu Pendidikan
Universitas PGRI Palembang
di Palembang

       Menindaklanjuti Surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas PGRI Palembang   Nomor : 006/E.16/FKIP-UNIV-PGRI/2024   Tanggal : 10 Oktober 2024   perihal Izin Penelitian. Sehubungan dengan hal tersebut, kami memberikan izin kepada :

Nama	:	**Holijah**
NIM	:	**2020111013**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul	:	***"The Effectiveness of You Tube in Improving Students' Writing Skills in Recount Texts ".***

       untuk melakukan penelitian di SMA PGRI 1 Palembang pada tanggal 21 Oktober s.d. 25 Oktober 2024 dan untuk selanjutnya dapat langsung berkoordinasi dengan SMA PGRI 1 Palembang.

       Demikian atas perhatian Saudara, diucapkan terima kasih.

               a.n. KEPALA DINAS PENDIDIKAN
               PROVINSI SUMATERA SELATAN
               Pit. KEPALA BIDANG SMA,

               Dra. PONIYEM, M.Pd
               Pembina Tk.I, (IV/b)
               NIP 196812261994032001

Tembusan Yth:
1. Kepala SMA PGRI 1 Palembang
2. Yang Bersangkutan

Appendix 7 Certificate of Having Conducted Research

PERWAKILAN YAYASAN PEMBINA LEMBAGA PENDIDIKAN
PGRI PROVINSI SUMATERA SELATAN
SMA PGRI 1 PALEMBANG

NSS 304116001013 / NPSN 10609675 *AKREDITASI "A"*
JL. PDAM TIRTA MUSI KEL. BUKIT LAMA PALEMBANG 30139 TELP.446588
Website: www.smapgri1plg.sch.id   email : smapgri1plg@gmail.com

<u>**SURAT KETERANGAN**</u>

Nomor : 0049/M.1/SMA PGRI 1/X/2024

Kepala Sekolah Menengah Atas (SMA) PGRI 1 Palembang menerangkan bahwa :

Nama	: **Holijah**
NIM	: **2020111013**
Program Studi	: **Pendidikan Bahasa Inggris**

Benar yang bersangkutan telah selesai melaksanakan Penelitian di SMA PGRI 1 Palembang pada tanggal 21 Okober 2024 s.d 25 Oktober 2024 dalam rangka penyusunan Skripsi dengan judul : " **The Effectiveness of You Tube in Improving Students' Writing Skills in Recount Texts".**

Keterangan ini diberikan berdasarkan surat dari Kepala Dinas Pendidikan Provinsi Sumatera Selatan, Nomor : 420/2102/SMA.1/Disdik.SS/2024, tanggal 16 Oktober 2024

Demikian surat keterangan ini dibuat dengan sebenarnya, agar dapat dipergunakan sebagaimana mestinya

Palembang, 25 Oktober 2024
Kepala Sekolah,

Rusni, M.Pd, M.M
NIY. 026051

Appendix 8 Validators

RESEARCH INSTRUMENT

Name   :
Class   :
Date   :

Test Description for Students

Title   : ....
Writing Test   : Composing a Recount Text Based on a YouTube Video
Objective   : Assess to students' ability to write a recount text using elements
                 learned from a YouTube video.

Instructions for Students :
1. Watch the Video :
   You will watch a YouTube video that explains the characteristics of recount
   texts. Pay close attention to the structure and features discussed in the video.
   Take notes on important points that will help you in your writing.
2. Choose Your Experience :
   After watching the video, think of an unforgettable experience you have had.
   This could be a memorable trip, an exciting event, or a significant moment in
   your life.
3. Write Your Recount Text :
   Using your notes from the video and your personal experience, write a recount
   text that follows this structure:
   Orientation: Introduce the setting, characters, and relevant background
   information.
   Events: Describe the events that occurred in chronological order, including
   key details.
   Reorientation: Conclude with a reflection on the significance of that
   experience.
4. Length :
   Your recount text should be at least 100 words long.
5. Proofread:
   Once you have finished writing, take a few minutes to proofread your text.
   Check for grammar, spelling, and clarity.

Assessment Criteria

Score	Content	Structure	Vocabulary
36 – 50	Event explicitly stated clearly documents events evaluates their significance personal comment on events	Orientation gives all essential information All necessary background provided account in chronological/other order Reorientation "rounds off" sequence	Excellent control of language Excellent use of vocabulary Excellent choice of grammar Appropriate tone and style
26 – 35	Event fairly clearly stated includes most events some personal comment	Fairly well-developed orientation most actors and event mentioned largely chronological and coherent reorientation "rounds off" sequence	Good control of language adequate vocabulary choices vaired choice of grammar mainly appropriate tone
16 – 25	Event only sketchyclearly documents events little or weak evaluation inadequate personal comment	Orientation gives some information some background omitted account partly coherent Some attempt to provide reorientation Missing	Inconsistent language control Lack of variety in choice of grammar and vocabulary inconsistent tone and style
1 – 15	Event not stated no recognizable events no or confused evaluation no or weak personal comment	Missing week orientation no background provided hazard and incoherent sequencing no reorientation or includes new matter	Little language control Reader seriously distracted by grammar errors poor Vocabulary and tone

Source : (Chantika, 2023)

Important Notes

Time : You have 45 minutes to complete this task
Academic Integrity : Ensure that the text you write is your own original work.

Title:_____

Orientation

....
....
....
....
....

Event

....
....
....
....
....
....
....
....

Re-Orientation

....
....
....
....
....
....
....

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama   : Hj.Novianti, M.Pd.

Instansi   : Universitas PGRI Palembang

Jabatan   : Lektor

      Telah dikoreksi dan diperiksa instrumen penelitian berupa test tertulis yang akan digunakan dalam penelitian skripsi dengan judul **"THE EFFECTIVENESS OF YOUTUBE IN IMPROVING STUDENTS' WRITING SKILL IN RECOUNT TEXTS"**

Oleh peneliti:

Nama   : Holijah

Nim   : 2020111013

Program Studi : Pendidikan Bahasa Inggris

Setelah memperhatikan instrumen yang telah dibuat, maka test tertulis ini layak untuk diujikan ke lapangan. Demikian surat keterangan ini dibuat agar dapat digunakan untuk pengumpulan data lapangan.

Palembang,   Oktober 2024

Hj.Noviati, M.Pd.
NIDN. 0201116901

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama   : Ferri Hidayad, M.Pd.

Instansi   : Universitas PGRI Palembang

Jabatan   : Lektor

Telah dikoreksi dan diperiksa instrumen penelitian berupa test tertulis yang akan digunakan dalam penelitian skripsi dengan judul **"THE EFFECTIVENESS OF YOUTUBE IN IMPROVING STUDENTS' WRITING SKILL IN RECOUNT TEXT "**

Oleh peneliti:

Nama   : Holijah

Nim   : 2020111013

Program Studi : Pendidikan Bahasa Inggris

Setelah memperhatikan instrumen yang telah dibuat, maka test tertulis ini layak untuk diujikan ke lapangan. Demikian surat keterangan ini dibuat agar dapat digunakan untuk pengumpulan data lapangan.

Palembang, 15 Oktober 2024

Ferri Hidayad, M.Pd.

NIDN. 0224057502

Appendix 9 Result Students Pre-test and Post-test

Students Scores Pre-test

NO	Name	C	S	V	Total	Average
1	MR	20	20	15	55	18.333333
2	G	23	25	15	63	21
3	ZW	25	20	10	55	18.333333
4	AA	20	20	20	60	20
5	KA	25	20	20	65	21.666667
6	SA	20	30	20	70	23.333333
7	DM	25	25	25	75	25
8	PA	23	25	15	63	21
9	SA	20	20	20	60	20
10	BM	30	25	15	70	23.333333
11	RA	20	20	15	55	18.333333
12	SH	20	25	20	65	21.666667
13	WA	27	20	10	57	19
14	RAK	25	22	10	57	19
15	TO	20	10	10	40	13.333333
16	K	23	25	10	58	19.333333
17	BB	15	15	15	45	15
18	SAA	25	20	15	60	20
19	C	20	20	10	50	16.666667
20	SM	25	25	15	65	21.666667
21	EP	20	20	15	55	18.333333
22	AM	20	15	20	55	18.333333
23	M	14	20	15	49	16.333333
24	L	25	25	25	75	25
25	BH	25	20	10	55	18.333333
26	KAN	27	25	25	77	25.666667
27	RA	25	20	15	60	20
28	MA	25	24	15	64	21.333333
29	THR	25	27	25	77	25.666667
30	FF	15	15	15	45	15
31	NF	20	20	10	50	16.666667

Students Scores Post-test

NO	Name	C	S	V	Total	Average
1	MR	25	25	20	70	79.0
2	G	25	30	20	75	79.3
3	ZW	25	25	20	70	79.4
4	AA	15	30	30	75	79.8
5	KA	35	15	35	85	79.9
6	SA	40	15	35	90	79.7
7	DM	25	35	35	95	79.3
8	PA	20	20	35	75	78.7
9	SA	25	35	20	80	78.8
10	BM	35	35	20	90	78.8
11	RA	30	25	20	75	78.2
12	SH	35	35	20	90	78.4
13	WA	25	25	20	70	77.8
14	RAK	30	25	20	75	78.2
15	TO	20	20	20	60	78.4
16	K	25	25	20	70	79.6
17	BB	20	25	20	65	80.2
18	SAA	35	30	20	85	81.3
19	C	30	25	20	75	81.0
20	SM	35	30	20	85	81.5
21	EP	25	30	20	75	81.2
22	AM	20	25	30	75	81.8
23	M	20	28	20	68	82.6
24	L	35	35	30	100	84.4
25	BH	25	30	20	75	82.1
26	KAN	30	35	25	90	83.3
27	RA	30	35	20	85	82.0
28	MA	30	30	25	85	81.3
29	THR	40	35	20	95	80.0
30	FF	20	20	25	65	72.5
31	NF	35	25	20	80	80.0

Comparison Scores between Pre-test and Post-test

No.	Posttest	Pretest	D	D^2
1	79	55	24	576
2	79	63	16	266
3	79	55	24	595
4	80	60	20	392
5	80	65	15	222
6	80	70	10	94
7	79	75	4	18
8	79	63	16	246
9	79	60	19	353
10	79	70	9	77
11	78	55	23	538
12	78	65	13	180
13	78	57	21	433
14	78	57	21	449
15	78	40	38	1475
16	80	58	22	467
17	80	45	35	1239
18	81	60	21	454
19	81	50	31	961
20	82	65	17	272
21	81	55	26	686
22	82	55	27	718
23	83	49	34	1129
24	84	75	9	88
25	82	55	27	734
26	83	77	6	40
27	82	60	22	484
28	81	64	17	299
29	80	77	3	9
30	73	45	28	756
31	80	50	30	900
Σ	2479	1850	Σ629	Σ15153
Mean	80	60		

post-test

Student. 29   Title: Holiday to klara beach Lampung

Orientation

Three years ago I went on holiday to Klara beach with my family and friends after that I went to a shop selling hats to take beautiful Photos

Event

Then I got off the trip and Went straight to the beach to relax as ter taking Photos. Then there was a man who offered green shells at a price of 10 thousand Per plastict then my mother bought 4 Plastics to share with the family. Then after that my mother bought ice dogan on the beach 4 units also for families, and younger sisters I bought glassed at the store

Re-Orientation

After my last day at the beach, 4 hours later I went home by travel after enjoying my holiday. My mother gave me a drink of anti-wind so I wouldn't catch a cold and get drunk then after a few hours the bus stopped for a moment to rest then my mother went to indomaret to buy snacks such a bread, milk and other drinks. After that, a few hours later I arrived home even thought It was raining heavily

C = 35
S = 35
V = 30

100

Post - test

Student · 25   Title: My Holidays to Bangka Belitung

Orientation

I spent my last summer holiday in Pangkalpinang to Bangka Belitung. I went there with my friends

Event

on the first day, I was landed at Harbor around 7 AM after a 6 hours at Harbor around 7 AM after a 6 hours long flight. Then I went Pangkal Pinang by train and checked in to hotel I already booked. I decided to take a rest for a while. At night, I went Pangkal Pinang, a famous district in Bangkal Belitung. I went to eat traditional Bangka food.

Re-Orientation

I spent my last day in Pangkalpinang and bought some stuffs and souvenirs for my family and friends. I also ate the street for there. I went to the Harbor at 3 PM fantastic experience in Bangka Belitung and made wonderful memory with my friend. It was a great trip.

C = 25   (75)
S = 30
V = 20

post-test

student . 15

Title: houiday on Family

Orientation

houiday in bau. I spent my last houiday in bau.
bau with my friends on the first day. I arrived
at villa at 12.00 after a 4 hour trip with a bus
after I arrived

Event

About my family I have older sisters, I really
love my older sister, my father and mother
are still beside me until now

Re-Orientation

Study tour to bau three years ago, I
went to bau with teachers and my friends
It was a study tour actually study tour was
held when I was in senior hight school.

C : 20   60
S : 20
V : 20

Student .26   Title: My Family and I exprience When
                      We went to lampung

Orientation

last year my family and I went to lampung
we went there by car.

Event

My sister picked me up at the side of the road
with her daughter. he took us to his hous and we
sleep at his house. The next day. We went
to the beach. It takes 30 minutes to get there by
car and we at there While looking at the
beauty of the beach we only stayed 2 days
in lampung.

Re-Orientation

at 3 pm, my family and I were getting reading
to go home to palembang by car. It was a short
trip but It was a very beautiful trip.

C : 27   (77)
S : 25
V : 25

Pre-test

Student . 1   Title: _holiday to semarang city with my Family_

Orientation

one month ago I went to semarang with my
family using arrivable car. the journey to get
there was quite far so I fell asleep in the car

Event

after arriving in semarang I went to the old city
of semarang, then after that may family and
I went to have lunch together at a
Restaurat in the city of semarang
The second day in semarang, I went to the piere
mountain after there

Re-Orientation

I'm happy to be able to go and travel to semarang
by seeing the beauty that is on the highway that
I travel.

C : 20
S : 15   (55)
V : 20

Student. 15   Title: Motorbike accident

Orientation

tahun 2014 ~~slayer tdaa~~ My father and
I at 4 p.m

Event

I wanted to go for a walk in the afternoom
with my father on a motorbike and my father
saw a kite and that's where Ifell with
my father, and fell in the rice fields and
I injured my back.

Re-Orientation

I was Immediately taken to the hospitas
to have it checked and I feil a shinging
pair In my back and I hand to have
It checked more deeply

C : 15
S : 15   90
V : 10

Appendix 10 Turnitin Result

29% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Match Groups

- **144** Not Cited or Quoted 21%
  Matches with neither in-text citation nor quotation marks

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A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

Appendix 11 Documentation

BIOGRAPHY

My name is Holijah born in Palembang on February 28, 2001, I am the niddle child of 3 children, I am the daughter of parents named Ismail and Linda Kartini and I have one sister and one brother named Oktarina Kartika and Rahmat Hidayat. I really like adventure, romantic, disney, and cartoon movies.

I started my education in elementary school 9 Palembang then moved to elementary school 180 Palembang and back again in elementary school 9 Palembang graduated in 2013, then continued in the next school, junior high school 43 Palembang graduated in 2016, after that I attended high school PGRI 1 Palembang graduated in 2019.

In 2020 I started my education again in college, I enrolled in the Faculty of Teacher Training and Education, English Education Study Program at PGRI University Palembang.