

**USING “BIG THINK” CHANNEL ON YOUTUBE  
TO IMPROVE STUDENTS’ WRITING SKILL  
AT SMA KARTIKA XX-1 MAKASSAR**

**SKRIPSI**

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**ENGLISH LANGUAGE EDUCATION PROGRAM  
FACULTY OF EDUCATION AND LITERATURE  
BOSOWA UNIVERSITY  
MAKASSAR  
2023**

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**SKRIPSI**

Submitted to the faculty of Teacher Training and Education in Partiel Fulfilment  
of the requirements for the sarjana Degree

**BOSOWA**

By

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## PERNYATAAN KEASLIAN SKRIPSI

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Menyatakan dengan sebenarnya bahwa penulisan skripsi ini berdasarkan hasil penelitian, pemikiran, dan pemaparan asli dari saya adalah karya ilmiah saya sendiri dan sepanjang pengetahuan saya di dalam naskah skripsi ini tidak pernah diajukan oleh orang lain untuk memperoleh gelar akademik disuatu perguruan tinggi, dan terdapat karya atau pendapat yang pernah ditulis atau diterbitkan oleh orang lain, kecuali secara tertulis dikutip dalam naskah ini dan disebutkan dalam sumber kutipan daftar pustaka.

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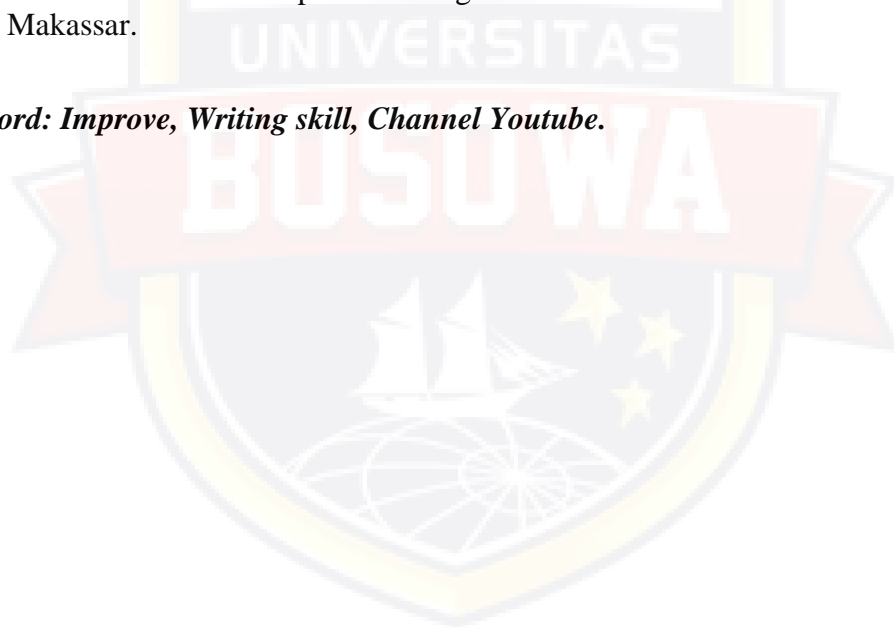
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## **ABSTRACT**

**JESHICA LAURA PARAMITA. 2023.** *Using “Big Think” Channel On Youtube To Improve Students’ Writing Skill At SMA Kartika XX-1 Makassar (Supervised by Nurfaizah Sahib and Andi Hamzah Fansury).*

The purpose of this research is to Improve Students Writing Skill At SMA Kartika XX-1 Makassar by using youtube channel “Big Think”. This research used experimental method. This research was conducted in August 2023. This research was conducted in three steps these include pre-test, treatment, and post-test. The population in this study were students of X MIPA 1 SMA Kartika XX-1 Makassar consisting of 30 students and the writer took 30 sample students at X MIPA 1 SMA Kartika XX-1 Makassar. The results of this study that using “Big Think” channel improves students’ writing skills. It was supported by the result of mean score in pre-test and post-test. The mean score of pre-test was 60.40 and is classified as poor. While the total mean score from the post-test is 89.63 and is classified as good. It means that implementation of the using “Big Think” channel on youtube is effective to improve writing skill at students X MIPA SMA Kartika XX-1 Makassar.

**Keyword:** *Improve, Writing skill, Channel Youtube.*



## ABSTRAK

*JESHICA LAURA PARAMITA. 2023. Using “Big Think” Channel On Youtube To Improve Students Writing Skill At Sma Kartika XX-1 Makassar (Dibimbing oleh Nurfaizah Sahib and Andi Hamzah Fansury).*

Tujuan penelitian ini adalah untuk mengetahui keterampilan menulis siswa SMA Kartika XX-1 Makassar melalui chanel youtube “Big Think”. Penelitian ini menggunakan metode experimental. Penelitian ini dilaksanakan pada Agustus 2023. Penelitian ini terdiri dari tiga tahap, antara lain: pre-test, treatment dan post-test. Populasi penelitian ini adalah siswa kelas X MIPA 1 SMA Kartika XX-1 Makassar yang berjumlah 30 siswa dan peneliti mengambil sampel sebanyak 30 siswa di X MIPA 1 SMA Kartika XX-1 Makassar. Hasil Penelitian ini menyimpulkan bahwa menggunakan chanel “Big Think” dapat meningkatkan kemampuan menulis siswa. Hal ini dibuktikan dengan rata – rata nilai siswa pada pre test dan post-test berbeda. Nilai rata-rata dari pre-test sebesar 60.40 dan tergolong kurang baik. Sedangkan total nilai rata-rata post-test sebesar 89.63 dan tergolong baik. Dengan demikian dapat disimpulkan bahwa menggunakan chanel “Big Think” di youtube dapat meningkatkan kemampuan menulis siswa kelas X MIPA SMA Kartika XX-1 Makassar.

Kata Kunci : Meningkatkan, Keterampilan Menulis, Chanel Youtube

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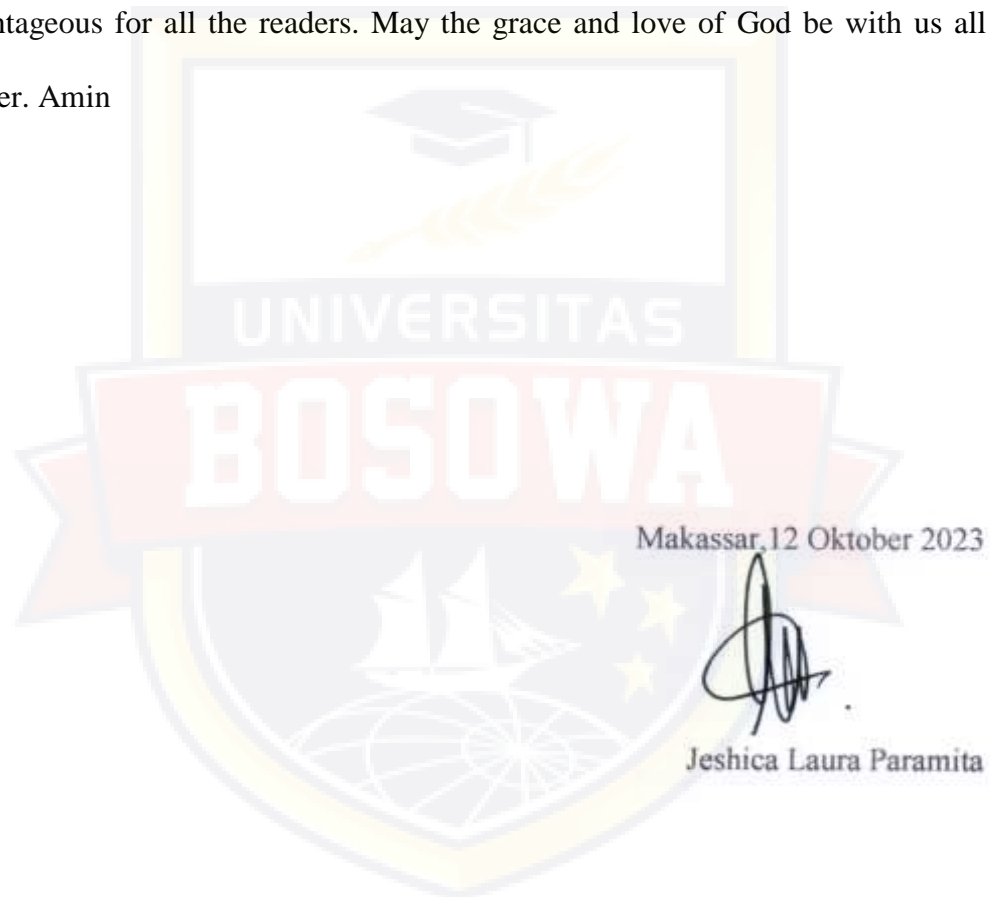
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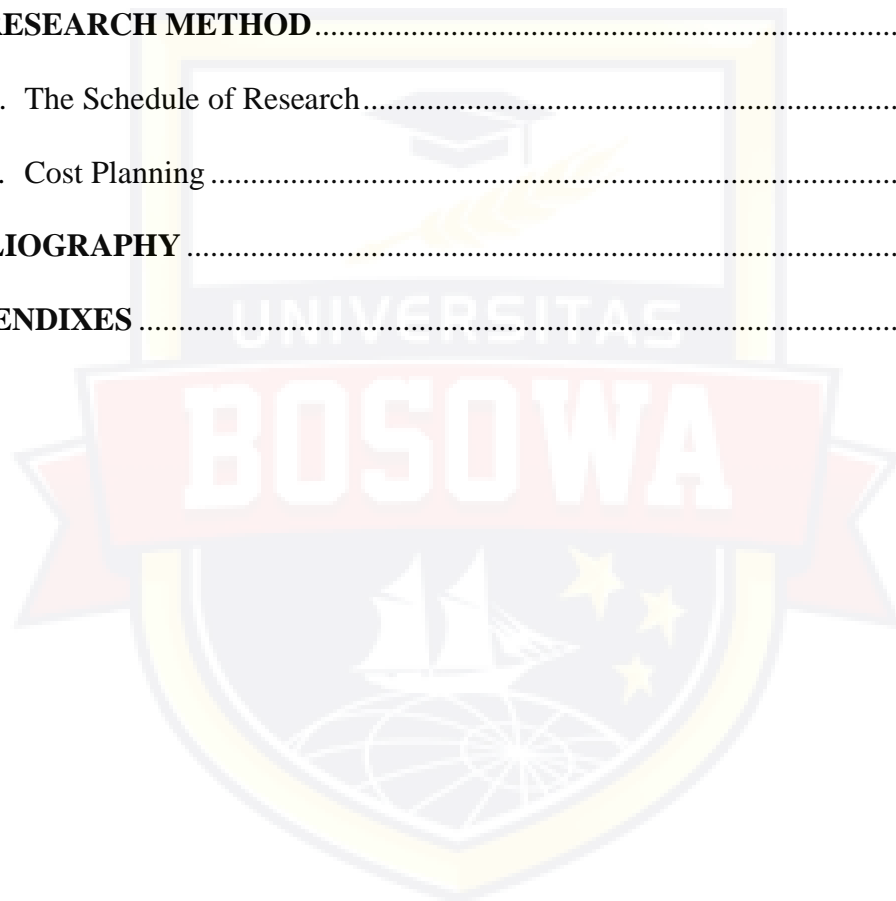
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## CHAPTER I

This chapter contains the background of the research, identification of problem, limitation of the research, formulation of the problem, and the significant of the problem.

### **A. Background of The Research**

In Indonesian, teaching and learning are important for human life. All people should have an education. In this case, study English is important to all people, especially for our generation because English is an International language and it has been used spread all over the world. Education is an effort made to develop individual abilities and personality through certain processes or activities (teaching, guidance, or training) as well as the interaction of individuals with their environment to achieve the whole person. Vocabulary is very important in promoting the potential of listening, speaking, reading and writing skills. Without vocabulary, students will face difficulties in improving their ability to communicate without it. Sometimes, when it comes to vocabulary, students have problems recognizing meaning, written form, grammar, spelling, pronunciation, etc. Students with limited vocabulary cannot express themselves clearly and are unlikely to recognize any text written in English. It is difficult to master vocabulary because of lack of practice in vocabulary and lack of practice in communicating in English. Education can make people acquire various knowledge and can develop the abilities they have to apply in one's life. Most people consider to learning English as difficult, especially in writing.

Mundriyah and Parmawati, (2016) state that learning to write in a new language is not always easy, one example of overcoming it is by using YouTube as a learning. YouTube is a useful resource for enhancing pupils' listening abilities. YouTube is a video-sharing website that enables its users from all over the world to watch videos made by others and to submit their own videos. It includes, among other things, movies that are instructive, entertaining, political, medical, historical, and even private. You can learn languages by watching YouTube videos. As was already said, YouTube is a popular platform for finding information (Manihuruk & Nababan, 2022). In addition Kartawijaya (2018), defines Writing is an interesting activity, it can give students some advantages although basically there are difficulties in writing but it is still a useful, essential, integral and enjoyable part of the foreign language lesson. Writing involves several components which have to be considered including word choice, use of appropriate grammar, syntax, mechanics, and organization of ideas into coherent and cohesive form (Zakiyah Ismuwardani, 2019). Because it lets students express their personalities even guided activities can include choices for the students, like the copying the story about something.

Writing is one of important skill in English subject beside the other skills. Eventhough witing skill is important, it does not get enough attention and proper time allocation in the teaching and learning process (Arifin, 2017). The students have to have knowledge about the elements of writing in order to deliver a good writing. Furthermore, it is stated that writing is one of the most challenging skills for student's state that the students are expected to be able to write and understand

the meaning of functional text and short essay such as narrative, descriptive and recount to be interacted in student's daily life. Thus, the teachers have to be able to guide the students to write well because it not easy for students (Rezai et al., 2022).

Writing skill is an important aspect and become the basis for students to master various subjects. Writing is not one talent innate but is an activity that get used to and work on. Therefore writing skills need to be guided and given to every child, especially children who experience problems or disorders. Activity writing that many children do in general is copying and taking notes, that is Later it is used to do school work. If the child does not have ability to write, then it will be a barrier for them to carry out a task (Yulianti et al., 2019).

Effective writing skills are central both in higher education and the world of work that follows. One's ability to compose an extended text is the single best predictor of success in course work during the freshman year (Manihuruk & Nababan, 2022). Gains in informative and analytical writing ability are, moreover, taken as a good indicator of the value added by higher education (Maulida, 2022). Finally, a large share of the value added by businesses in a knowledge-based economy is codified in written documents, placing a premium on a literate workforce. Writing well is a major cognitive challenge, because it is at once a test of memory, language, and thinking ability. It demands rapid retrieval of domain-specific knowledge about the topic from long-term memory. A high degree of verbal ability is necessary to generate cohesive text that clearly



expresses the ideational content. Writing ability further depends on the ability to think clearly about substantive matters (Sumarsono & Permana, 2023).

Working memory is severely taxed by the production of extended texts. Representations of the author's intended ideas, the meaning of the text as it is written, and even the possible meanings of the text as construed by the imagined readers need to be transiently maintained during text production. Moreover, mature writers concurrently juggle the planning of ideas, the generation of text, and the reviewing of ideas and text, placing heavy demands on executive attention (Kartawijaya, 2018). Given these demands, it is not surprising that both developmental and individual differences in writing ability can be explained in terms of the limitations of working memory. One must have the capacity to maintain multiple representations and to control the interactions among planning, generation, and reviewing in order to write well. The effective and efficient use of English as a foreign language requires mastery of four basic skills namely writing, reading, speaking and listening. Among these four basic skills, writing is considered the most challenging, even native speakers face problems because of its complexity. However, these inefficiencies in English writing persist with learners throughout their lives. Pakistani students' English writing performance is very subpar and weak. Traditional teaching methods and writing tools motivate students to rewrite memorized material word for word for exams. Critical thinking and creative abilities are not focused. State that there is an urgent need to introduce innovative tools for school students' English writing performance. Students must adopt the latest learning pedagogy and language learning tools

according to the contemporary world. English writing skill is a cognitive process rather than a natural ability and it requires continuous practice, training and schooling on the part of the learner.

The main capital for writing is the skill of holding a writing instrument then moving hands and fingers. We first briefly review some facts on the importance of cognitive control in writing skill. We then present the elements of deliberate practice in the training of college-level writers and evidence of their importance. Finally, we discuss difficulties in implementing deliberate practice in writing instruction. Children cannot write well usually caused by several factors, such as motor disturbances, emotional disturbances, visual perception disorders or memory impairment. According to Yulianti (2019), basically to write only Two forms of lines are used, namely straight lines (upright, flat, oblique) and curved lines (concave and convex). So before the child writes letters, the child must first understand in the form of a line and can write it down, so that if the child knows and can writing it will make it easier to make various forms of letters, because Letters are forms that have meaning when the letters are arranged together. For that everytime you do writing activities, you have to understand how to form it these letters. Another factor that may have an impact on students writing performance is a limited opportunity to have extensive writing practice outside of the classroom. Student only practice writing and explore their writing skills in class. They mostly do not have extensive writing practice when they are outside the classroom. In response to this problem, English teachers must be creative and innovative in hiring

supporting media that can increase the opportunities of their students to do extensive practice and make them earn more exposure to writing practice outside the classroom. Writing skill, especially for internet marketing purposes, currently play a crucial role. This role simply cannot be replaced by machines. Effective writing on the internet must be creative in composing the ideas. This means that a writing skill should not only contain a line of its words, but more than that, ideal writing must also be an effective media of communication to the reader. Writing is one of the most important skills that must be mastered by second/foreign language students. Skills will not only help students to get better grades and help them communicate their ideas effectively, but also facilitate them to get better jobs and future opportunities (for example, as journalists, researchers, or academics). However, being able to write academically correctly is often considered difficult or even awkward by many students. This is because academic writing is a complex activity that involves several stages of task completion, requires advanced knowledge of grammatical structures, and demands extra skills such as paraphrasing and citation skills.

According to Maulida (2022), The development of recent times continues to grow with the arrival of technology that makes it easier for humans to carry out an activity, therefore technology is something that cannot be avoided from human life. Every technology is made to provide positive benefits and also make it easier for humans to complete their tasks. Technological developments are widely used in various fields, one of which is in the field of education. In the field of education, one of the technologies that can be used in the world of education is the

YouTube application, where YouTube provides many kinds of videos that can be used as a reference in supporting the learning process. Good and effective writing skills both in terms of purpose, technique, use of language and time. With good writing skills like this, the opportunity to be able to win the competition in industry 4.0 is wide open. The demand for writing proficiency has increased due to globalization and proliferation. There has been a rapid expansion of technology, in the last decade and consequently, web 2.0 technologies, especially blogging for both teachers and students with new horizons in the field of language studies. In this era of technology, globalization, connectivity and information revolution, written English has become an important requirement for every learner who wants to follow the big changes in this world of knowledge insight. However, learning and teaching English writing is not that easy for students at secondary level, especially in public sector institutions due to the limitations, resources, facilities and low academic level of students. Students mostly memorize subjective texts such as character sketches, stories, answers, summaries, essays and, passages for the purpose of passing exams.

Sumarsono and Permana (2023), states "Writing is an activity of delivering communication messages using written language as a tool or medium." Writing activities are a process, namely the writing process. This means that carrying out the activity in several stages, namely the pre-writing stage, writing, and revision stage. However, writing is considered one of the most difficult language skills that must be faced by learners in learning the language. Lots of language students think that it is difficult to communicate what they have as their top priority

communicating in the language and still cannot communicate in English fluently and appropriately despite the fact that they have been taken in the language for a long time. Challenges or problems experienced by language students in learning to write can shift. Barriers are the first problem that English students face in class. Feeling worried about making mistakes, fearing criticism, and being ashamed of others' attention to themselves are examples of inhibition problems faced by learners. Students have difficulty writing in a foreign language perhaps because they lack information or background knowledge, are afraid of misspelling or lack of letters in writing related to the topic, unsure of which words or vocabulary to apply, or unsure about using accurate grammar. Whenever students face these problems, they may face decreased motivation. Another cause of student speaking problems can come from a class with a large number of students, which can encourage low student cooperation and participation in class.

Based on the researcher observation among the researcher practical work of a profession, the researcher find that the students are difficult in writing skills. Teaching Writing skills can be improved many of techniques. One of the techniques chosen by researcher is watching youtube with the English subtitle. However, while their listen to the audio they can also read the text subtitle. It may help them to recognize the words or the sentences spoke from the video. Therefore, the researcher interest to conduct the title “Using “Big Think” Channel on Youtube to Improve Students’ Writing Skills at SMA Kartika XX-1 Makassar”.

## **B. Research Question**

Based on the problems above, the research formulated a research question that will be investigated. The research question is “Does the implementation of Big Think Channel on Youtube improve students’ writing skill at SMA KARTIKA XX-1 Makassar”.

## **C. Objective of The Research**

Based on the research question above, the objective of the research is to find out the implementation of Big Think Channel on Youtube can improve the students’ writing skill.

## **D. Formulation of The Problem**

1. To know youtube can be used as technique in teaching Writing skills
2. To know how is the effectiveness of using youtube in improving students’ Writing skills.

## **E. Significance of The Research**

The result of this proposal provide useful information for: teacher, students, next researchers, the school, and reader. Practical significance ;

1. For teachers, it could be useful for English teachers at senior High School level to got information about teaching writing skill used Big Think Youtube Channel.
2. For students, it will affect students' skills and become more motivated in studying narrative texts.

3. Next Researchers:

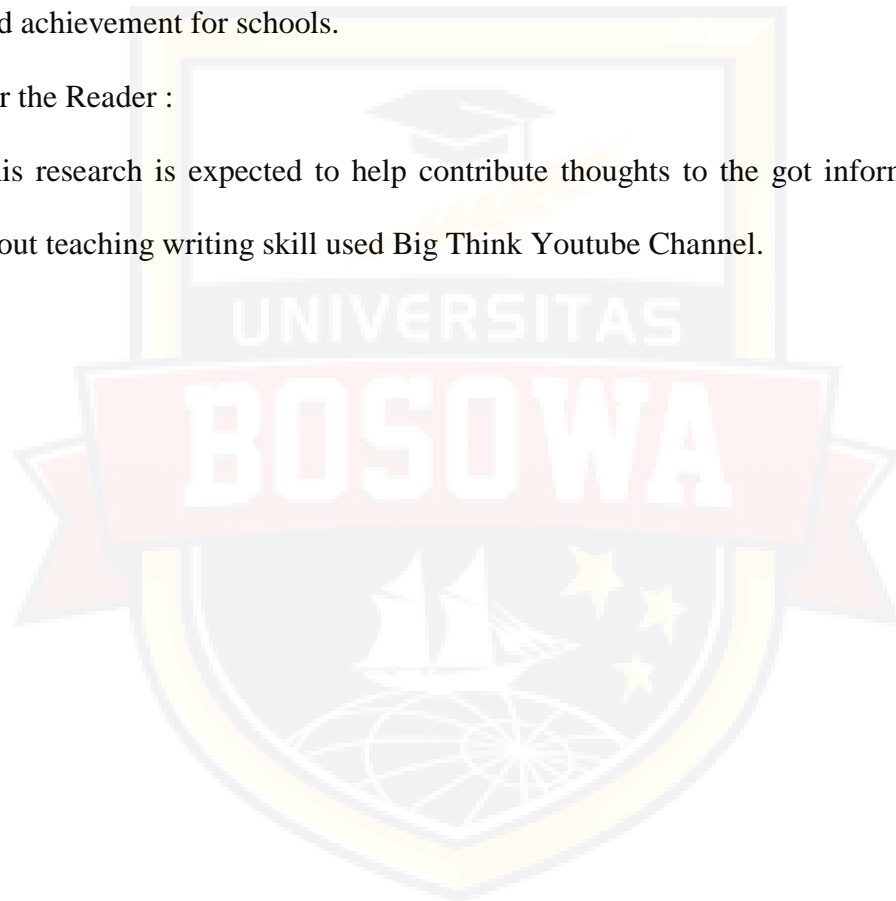
For the other researchers, it would give information this proposal to do for further writer.

4. For The School :

This research can be used as a reference for improving students skills writing and achievement for schools.

5. For the Reader :

This research is expected to help contribute thoughts to the got information about teaching writing skill used Big Think Youtube Channel.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher discusses the review of some theories related to effectiveness of using “Big Think” channel on youtube to improve students writing skill, conceptual framework, and hypothesis.

#### **A. Theoretical Review**

##### **a. Teaching and Learning**

Kadwa and Alshenqeeti (2020), teaching is defined as showing or helping someone to learn how to do something, giving someone instructions, guiding someone in the study of something, providing someone with knowledge, and causing someone to know or understand. However, teaching cannot be separated from learning. They cannot be defined apart from learning. According to Arana, (2023), breaking down the components of the definition of learning, it can be extracted the domains of research and inquiry as follows.

- 1) Learning is acquisition or ‘getting’.
- 2) Learning is retention of information or skill.
- 3) Retention implies storage systems, memory, and cognitive organization.
- 4) Learning involves active, conscious focus on and acting upon events outside or inside the organism.
- 5) Learning is relatively permanent, but subject to forgetting.
- 6) Learning involves some form of practice, perhaps reinforced practice.
- 7) Learning is a change in behavior.



Based on the information above, it can be concluded that teaching and learning cannot be defined apart from each other. Teaching is defined as a skill in helping or showing someone to learn how to do something, giving someone instructions, guiding someone in the study of something, providing someone with knowledge and causing someone to know or understand. However, what is learned is not only about information or knowledge, but also the expression of attitudes and values.

#### **b. Teaching of English**

Education is an important part of human's life, through education all of the people capable to follow the current development of the world. In the field of education, Lecturer has an important role; she/he is person who give and share the knowledge for their students. According to Abdisalimovich (2023), stated that teaching is communication and teaching is the way to communicate among lecture and student. The word of teaching is not only related to some activities in the classroom. There are some factors can influence the goal of teaching-learning process. They come from lectures, students, methods, strategies, condition of the classroom, materials, activities, media, etc.

The teacher has a very important role in determining the success of English teaching. It has to be able to construct classroom activities in such a way that the learning objectives which have been formulated previously can be achieved successfully. It need skill, knowledge in English teaching, there are four skills to be mastered by the students; they are speaking, listening, writing, and reading. Through mastering the four skills fluently, they can use active and

passive English correctly. Students achievement basically is expected the students outcome. The students can achieve after they had learning activities. Learning activities will be maximal if the desired achievement achieve with excellent and efficient result. One of the ways to find the results of the learning process is from the score.

According to Tuychiyevna (2022), classifies the affecting factor of the students' achievement in three factors such as internal, external, and learning approach. To know the students' achievement in the learning English, the Lecture should assess and evaluate the students' progress. Assessment had traditionally played a relevant role in the process of the teaching and learning not only in English language, but almost in the field of study in education.

Meanwhile, according to V.A.R.Barao., et.al. (2022), stated that assessment is ongoing process which includes a much wider domain; should consider many aspects in determining the final scores of students. In addition to the daily test, mid-semester, and final semester scores. Not only that, should pay attention to the students' participant, performance, presentation, homework, etc. The evaluation has a broader sense and function than assessment; assessment is the subset of evaluation. The valuation is a procedure or method of knowing whether or not the teaching and learning processes have been done by the Lecture effectively by knowing whether the indicators, materials, learning strategies, media, the assessment procedures, learning situation

Siddique., et.al. (2022) stated that evaluation is a type of action research purposes to provide some information about someone' work and improve it.

Considering that the lecture is an influential factor in the teaching and learning process.

### **c. Teaching English in Senior High School**

English is a compulsory subject which has to be taught for the students in Indonesia. There are some essential elements in determining whether a teaching process is successful or not. They are a curriculum, teachers, learners, materials and teaching techniques. The importance of curriculum is discussed as follows.

A curriculum is a general statement of the goals and the outcomes, the learning arrangement, the evaluation, and the documentation related to the management of the programs within an educational institution (Maulida, 2022). Supporting this statement, a curriculum is a set of plans and an arrangement which consists of aims, contents, and materials is also mentioned in the handbook of the School Based Curriculum. It also includes some ways or methods as a manual of learning activities in order to achieve some specific educational purposes as well. Based on the school-based curriculum, English in Senior High Schools is targeted to make the students reach the informational level in order to prepare the learners for the further education in colleges and universities. As written in BNSP 2006, the students need to be taught to reach the literacy level covering the following issues.

- a. Performative On the performative level, students are expected to have the skills of reading, listening, writing and speaking by using the symbols in English.
- b. Functional In this level, the students can use the language as a tool to fulfill their needs of writing in daily lives such as writing news, manuals or signs.

c. **Informational** On the informational level, the students are supposed to have the abilities to access knowledge with the use of their knowledge in English. The teaching and learning in senior high schools are aimed to get the students to reach the informational level as they are prepared for their further education.

**d. The Definition of Writing**

Writing is one component of English language skill. Writing is an activity to produce a sequence of sentences arranged in a particular order and linked together in certain ways. Writing is one of the most difficult skills that the students should do because it is need the skills how to build the idea, how to arrange the words or sentences so that all of this is meaningful in written communication in order that the reader can understand the message or the information. So writing is very important skill. As we know writing is an activity or process to express idea or opinion. The need to write in English has emerge to be the fundamental in the present worldwide network since it permits subjects from diverse societies to convey through letters, messages, business reports, site pages, and so forth. The definitions of writing are variously stated by some experts.

Composing an extended text appears to require the self regulation of planning, text generation, and reviewing through metacognitive control of these processes (Khajlo, 2013). All three basic processes require executive attention, in addition to maintaining representations in the verbal, visual, and spatial stores of working memory. Mature writing requires numerous transitions among planning, generation, and review in as the author attempts to solve the content problem of what to say and the rhetorical problem of how to say it. Three facts indicate that

self-regulatory control of written production depends on having adequate working memory resources (Mundriyah & Parmawati, 2016).

First, measures of working memory capacity correlate with writing performance. This is but one instance of a wide range of complex cognitive tasks, including tests of fluid intelligence, that are uniquely predicted by one's ability to control processing through executive attention (Prasetya, 2023). Converging experimental results show that distracting executive attention with a concurrent task disrupts both the quality and fluency of text composition (Khajlo, 2013).

Second, children's fluency in generating written text is limited until they master the mechanical skills of handwriting and spelling . Learning the mechanics of writing to a point of automaticity during primary school years frees the components of working memory for planning, generating, and reviewing. Mastery of handwriting and spelling is also a necessary condition for writers to begin to develop the control of cognition, emotion, and behavior that is needed to sustain the production of texts (Anzanni and Dewi, 2023) .

Third, advancement to the use of writing as a means of thinking, as well as language production, emerges only after a decade or so of writing experience. In late adolescence and young adulthood, writers move beyond merely telling the reader what the author knows (Rezai & Rahimi, 2022). Mature adult authors transform their own ideas as a consequence of generating text and reviewing their ideas and text. They come to use writing as a way of thinking through matters and constructing new knowledge structures in long-term memory. Reviewing the text often triggers more planning that transforms the author's ideas about the topic.

Reviewing can also trigger more language generation to reduce the difference between what the author means and what the text says at the moment.

Such knowledge transforming requires concurrent representations in working memory of the author's ideas and the text's meaning (Sumarsono and Permana, 2023). It also requires the coordination of complex interactions among planning, generating, and reviewing. Siddique (2022) documented in her review of the literature, each of these basic processes is constrained by working memory limitations. The number and qualitative nature of processes that a writer can coordinate at once depend on attaining sufficient fluency with each process. Absent mastery of and cognitive control over planning, generation, and reviewing, writers appear to never move beyond knowledge telling.

Several factors no doubt underlie the development of cognitive control in writing. These include (1) the maturation of working memory throughout adolescence, (2) learning strategies for prewriting, drafting, and revision that manage the demands of composition, and (3) rapid retrieval of domain-specific knowledge from long-term memory when needed during composition, thus avoiding the need for transient storage in short-term working memory. However, the use of deliberate practice to reduce directly the working memory demands of each writing process offers an obvious and potentially valuable alternative that has yet to be fully realized in writing education (Parviz, 2022)

According to Kartawijaya (2018), writing is a thinking process. It requests conscious intellectual effort, which usually must be supported over an extensive period of time. Furthermore, it come with idea that writing can be planned and

given with an unlimited number of revisions before its release. In addition, Siddique, et.al (2022) state that; “Writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages. Then, students should learn strategies for invention and discovery, and teachers should help students generate content and discover a purpose” Based on those definitions, a definition of writing skill can be obtained.

Writing is a productive process done through some stages. Firstly, exploring and transmitting ideas, thought and feeling into written form. Secondly, conducting a number of revising process to carry out a grammatically and orderly texts. The writing productions are in the forms of readable texts which should be meaningful to everyone who read the writing. Furthermore, based on those definitions, it can be stated that writing skill is a complex activity in producing a qualified writing. Writing Process According to Manihuruk & Nababan (2023), the writing process is the stages that a writer goes through in order to produce something (a written text) before to be a final draft. There are four process of writing:

(a) Planning

Experienced writer plans what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers this may involve making detailed notes. For others and a few jotted words may be enough. When planning, the writer has to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence (among other things) not only the type of the text they wish to produce,

but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing, but also the choice of language. Whether, for example, it is formal and informal in tone. Thirdly, the writer has to consider the content structure of the piece that is, how best to sequence the facts, ideas, or arguments which help he/she has decided to include.

#### (b) Drafting

We can refer to first version of piece of writing as draft. That first, a text is often done in the assumption that will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to final version.

#### (c) Editing (Reflecting and Revising)

Once the writer has produced a draft they then, usually read's through what they have written to see where it doesn't. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence. Reflecting and revising are often helped by other readers or editors who comment and make suggestions. Another reader's reaction to piece of writing will help the author to make appropriate revisions.

#### (d) Final Version

Once the writer has edited their draft, making the change they consider to be necessary, they produce their final version. This may look considerably different from both of the original plan and the first draft, because things have



changed in the editing process. But the writer is now ready to send the written text to its intended audience.

From the statements above, the process to produce a written text are Planning, Drafting, Editing and Final Version. First planning, the students must think what will be they write for example their experience, something that they see so on. Second drafting, drafting is the first step of written work in which the author begins to develop a more cohesive product (the students make a written text). Third editing, after the students make a draft they will read it and revise or omit the unnecessary word. The last is final version, after the students revise, editing the word or punctuation the student ready to send the written text to its intended audience.

#### **e. Problem in Writing**

The students and teachers delineated several problems in the writing of undergraduate ESL learners. They agreed that ESL learners lack knowledge of appropriate vocabulary: 'I cannot come up with the words like how to express my (thoughts).' 'They don't know the appropriate use of words.' Learners also have difficulties in grammar and syntax. They make mistakes in subject-verb agreement, pronouns, tenses, articles, prepositions and basic sentence structures. 'The major problem is with the uses of tenses and articles and preposition.' 'I always have issues with sentence structure.' .Additionally, lack of ideas affect learners' writing skills. 'Until and unless students have information with them, they will not be able to pour any idea through their pen onto the page.' Organized writing is also a challenge to learners as their writing lacks coherence,

consolidation of knowledge and use of formal transitional and cohesive devices. ‘(Students) do not organize. ‘Most of them are not able to consolidate their knowledge. When you ask them to write about themselves, they (cannot).’ ‘Writing is different from speech, (students’) writing is actually speech put on the page.’

#### **f. Purpose of Writing**

The specific explanation about the purpose of writing is proposed by Rezai, et.al , (2022) stated that written language is used for these following purposes: a. To express the writer’s feeling. b. To entertain the readers through aesthetical materials. c. To persuade the readers about the writer’s opinions, concept, and ideas. There are some writing goals defined by (Yulianti, et.al., 2019): a. Writers are independent when they are able to write without much assistance. b. Writers gain comprehensibility when they can write, so that it can be read and understood by themselves and others. c. Writers are fluent when they are able to write smoothly and easily as well understandably. d. Writers gain creativity when they can write their own ideas, not copying what has already been written.

2.1.5. Characteristic of Writing Writing a paragraph is an uneasy activity. Students often find difficulties especially when they want to write a good paragraph. In every sentence of paragraph, it should be related to the unit of organization, the parallelism, and others. According to Muthoharoh (2022), there are two characteristic of an effective paragraph. Those are coherence and cohesion:

## 1. Coherence

Coherence means that the paragraph is easy to read and easy to understand, then the sentence in the paragraph must be logically arranged and the movement from one sentence, the reader can understand at last two things.

- a. The writer's purpose a coherent text can make the reader understand what the writer's purpose. Is it for giving information, expressing, or entertaining to reader.
- b. The writer's line of thought the reader should be able to follow the story and should not get confused with the content of the story.

## 2. Cohesion

Paragraph is called cohesion if all supporting sentences can support the topic sentence. Alice and Ann unity as a requirement of an effective paragraph. They are: "Every good paragraph has unity, which means that in each paragraph only one main idea is discussed if the writer starts to discuss new idea, he must start a new paragraph. Furthermore, every supporting sentence in the paragraph must be directly related to the main idea." From the definition above we can conclude that there are two characteristic first is coherence and second is cohesion. Coherence means the written text easy to read, understand and logically. Cohesion means that all supporting sentences can support the topic sentence.

### **g. Reason of Teaching Writing**

There are many reasons of teaching writing. Multazam et al (2022) states that the reasons for teaching writing to students of English as a foreign language include four reasons.

#### 1) Reinforcement

Some students acquire languages in a purely oral way, but most of them benefit greatly from seeing the language written down. 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 language to memory. Students often find it useful to write sentence using language shortly after they have studied it.

#### 2) Language development

The actual process of writing helps learners learn as they go along. The mental activity they have to go through in order to construct proper written texts is all part of the long learning experience.

#### 3) Learning style

Every student have different characteristic. Some students are fantastically quick at picking up language just by looking and listening. For the rest of us, it may take a little longer. For many learners, the time to think things through, to produce language in a slower way, is invaluable. Writing is appropriate for learners who take little longer time at picking up language just by looking and listening. It can also be a quite reflective activity instead of the rush and bother of interpersonal face-to face communication.

#### 4) Writing as a skill

Writing is a basic language skill, just as important as speaking, listening, and reading. Students need to know how to write letters, how to put written reports together, how to reply advertisements and increasingly, how to write using electronic media. They need to know some of writing's special conventions

(punctuation, paragraph construction, etc.) Writing is a complex process that allows writers to explore thoughts and ideas and make them visible and concrete.

According to Zakiyah Ismuwardani, et.al. (2019) stated that writing is a form of thinking. Our brains process ideas in different ways mathematically, musically and visually. But our use of language is the basis of all thinking. Writing is one of the indicators of academic success since it is an active and productive skill. Siddique (2022), said that writing is the final product after students learn several stages of writing separately before. In other words, writing is the last output after students learn separate acts continuously. Nenotek, et.al. (2022) states that writing is an action, a process of discovering and organizing your ideas, putting them on the paper and reshaping and revising them. Writing offers ways of reclaiming the past and is a critical skill for shaping the future learners usually learn to listen first, then to speak, then to read, and finally to write. There were many different definitions of writing given by experts from many resources. Sumarsono & Permana (2023) described that writing requires a writer to be able to form letters and words and join these together to make words, sentences or a series of sentences that link together to communicate that message.

#### 5) Big Think Channel

Big Think Channel is one of channel on youtube that discusses theoretical theory, education and a news story about life.

#### 6) YouTube

YouTube is a free video sharing website that make it easy to watch online videos, YouTube is a website designed for sharing video. YouTube videos also

provide a wide range of vocabulary since they include various topics, from entertainment to educational content (Sitorus, 2018).

YouTube can significantly improve students' vocabulary. YouTube's accessibility for students, which provides a wide range of videos on various topics. Students can choose videos that they like. While they are watching, they are exposed to new words and how they are used. YouTube provides indefinite occasions to maximize students' exposure to new words and how they are used by the speakers in the video that they watch. The unintentionality of learning new vocabulary while enjoying the content that students like is argued to be the key to students' vocabulary improvement. The utilization of original videos exposes various kinds of vocabulary in a language context. The students could observe the utterances spoken by the content creator in their real-life contexts. They also argued that the original videos might cover different topics with different complexity, which exposes students to a wide range of vocabulary. The use of interactive videos on YouTube could assist students to practice their vocabulary in use, copying how English native speakers use those words in the proper contexts. Video with subtitles provided relation between the sound, the image, and the spelling of the words. For videos that include many new words, the spellings provided in the subtitles can help them check the words in their dictionary. Because YouTube videos can be paused, students can take time to check the meanings of words when they cannot grasp them from the context alone. These subtitles help less advanced students from being frustrated if they have to rely solely on the oral exposure of the utterance (Purwanti et al., 2022).

## B. Previous Related Research

There are many writers who had conducted research that relevant with this research. They are:

1. Micholis (2013) on his research entitled “Teaching Writing Procedure Text By Using Youtube Video”. The result of his research showed t-observation ( $t_0$ ) is 5.05. Compared by t-table ( $t_t$ ) on the degree of freedom 38 in level of significance 5% is 2.03, it means that the result of t-observation ( $t_0$ ) is higher than t-table ( $t_t$ ) and it showed there was significant difference between the ability of teaching writing procedure text before.
2. Amalia (2015) in her research entitled “Improving the Students’ Writing Ability Through Mind Mapping Method (*an Experimental Research at The Second Year Student of SMP Muhammadiyah 5 Mariso*)”. This research is use pre-test and post-test to find out the improvement of students writing ability. And it’s found that Mind Mapping improved students’ writing ability both in terms of Organization and Mechanics of writing.
3. Reichenbach, et.al. (2019) entitled “Improving Writing Skills by Using Process Writing Approach for The X Grade Students of SMA N 1 Kasihan Bantul Yogyakarta in Academic Year of 2012/2013.” There are two types of data in this research, the first data is qualitative research while the second data is quantitative research. In terms of qualitative data the researcher obtained some result as follow:

- 1) From the result of the preliminary observation done in class X E of SMA N 1 Kasihan Bantul Yogyakarta, there were some problems found related to the teaching and learning of writing. Their problems found were related to the teaching and learning of writing. Their problems were generating ideas, arranging sentences, using punctuation, spelling, vocabulary, grammar, and tenses. Besides, the teaching style and students' motivation in learning English also influence the success of teaching and learning of writing.
- 2) The researcher, the collaborator and the English teacher discussed about a planning of strategy to improve writing skills of X E students of SMA N 1 Kasihan Bantul Yogyakarta in the academic year of 2012/2013 through process writing approach
- 3) The researcher implemented the actions in two cycles consisting of two and three meetings.
- 4) Through the process writing approach, the students can minimize their writing problems in five aspects of writing, including vocabulary, content, language use, mechanics, and organization.
- 5) The students are able to write from the easiest way, which include brainstorming, planning, writing the rough draft, editing, proof-reading and the final product to make a writing text. In terms of quantitative data, the improvement of students' writing ability is supported by students' writing scores as performed in the task given.



### C. Conceptual of Framework

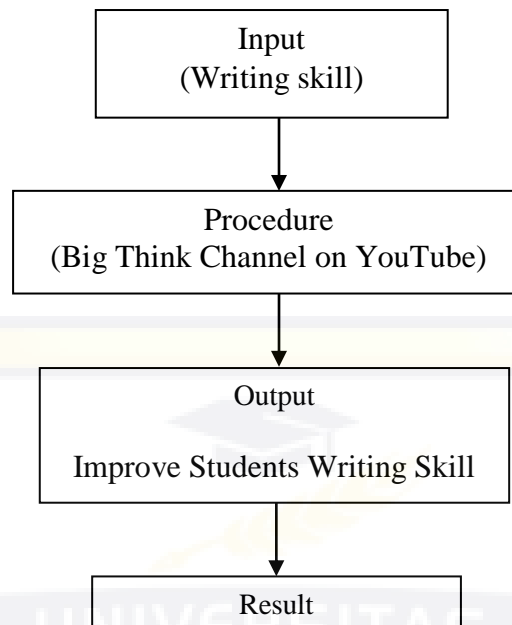


Figure 2.1. Conceptual Framework

#### 1. Input

Referring to English learning, it will be given by using the BIG THINK channel on YouTube.

#### 2. Process

Refers to teaching and learning English by using the BIG THINK channel on YouTube. The researcher will introduce how to make good writing using the BIG THINK channel on YouTube.

#### 3. Output

Refers to teaching with the BIG THINK channel; after the teaching and learning process, you will find the influence on student skill, especially in writing skill.

**D. Hypothesis**

$H_0$  = There is no significant effect of using BIG THINK channel on youtube can improve students writing skill.

$H_1$  = There is significant effect of using BIG THINK channel on youtube can improve students writing skill.



## CHAPTER III

### RESEARCH METHOD

This chapter consists of research design, setting, research instrument, procedure of data collection, and technique of analyzing data.

#### A. Research Design

In this research, the researcher uses a quantitative approach with a quasi-experimental research design. This research only uses one class. Firstly, the researcher will do a pre-test in class to know the students' achievement in writing before a treatment. In this research design, the researcher compared the pre-test scores for writing skill without YouTube videos with the post-test results, which were treated using YouTube videos from the Big Think Channel. Thus, the results of the treatment can be known more accurately because they will be compared with the conditions before being given treatment. One-group pre-test design research uses the following formula:

<b>O1</b>	<b>X</b>	<b>O2</b>
-----------	----------	-----------

(Sugiono,2018:74)

Description:

O<sub>1</sub> = Pre-test

X = Treatment

O<sub>2</sub> = Post-test

#### B. Time and Location of the Research

##### 1. The time of research

This research was held from July to August 2023

## 2. The Place of The Research

The writer conducted the research at SMA Kartika XX-1 Makassar. It is located on Jl. Sungai Tangka No 13, Makassar City, South Sulawesi.

## C. Population and the research sample

### 4. Population

The people of this research are 30 students of the X grade MIPA 1 at SMA Kartika XX-1 Makassar.

### 5. Sample

The researcher took samples from 30 students in the X grade of MIPA 1 at SMA Kartika XX-1 Makassar.

## D. Research Variable and Operational Definition

### 1. Variables of the research

Research variables can be seen from two angles, namely from the point of view of the role and nature. In terms of these variables can be divided into two types, namely:

#### 2) Dependent Variable

The dependent variable of this research is to improving students' writing skill.

#### 3) Independent variable

The independent variable of this research is the influence of using Big Think Channel on youtube.

## **2. Operational Definition of Variabels**

The operational definition of research variables is a description of the variables used in this research based on the indicators, including:

- a. Writing skills is one type of language skill that must be mastered by students.

Writing skills is a part of the language in the form of writing to convey or express ideas to readers.

- b. BIG THINK channel is a youtube channel that educates about various kinds of education with detailed and easy to-understand explanation.

## **E. The Technique Of Data Collection**

### **4) Pre-test**

In the pre-test, the researcher gave a writing test. The students were given directions on how to write a sentence that describes themselves in two paragraphs. The aim of that is to determine the student's ability to write.

### **5) Treatment**

In the treatment, the researcher conducted three meetings. In the first meeting, the researcher introduced what Youtube is and how it can be used in teaching writing skills. Next, the researcher gave a description of a sentence example. In the second meeting, the researcher will show them a downloaded video from the Big Think Youtube channel about "Daily Routines" and teach students how to make sentences from the video in the form of their own daily activities. In the third meeting, the researcher gave the downloaded video with the title "How To Introduce Yourself in English." The researcher asked the students to make the sentence based on the explanation in that video.

## 6) Post-Test

In the post-test, the researcher gave direction. The researcher gives the test to know the students' achievement in writing skills after the researcher does the treatment. The pre-test and post-test are similar.

**F. Technique of Data Analysis**

The instrument was used to acquire the data, which was then processed using the following process:

- 1. Scoring each component by using the following rating scale in the scoring of the composition (Jacobs, 2000: 6).**

**Content**

30-27	Very Good: knowledge, substantive, relevant to the assigned topic.
26-22	Good: some knowledge of the subject, adequate range, mostly relevant to the topic but lacks detail
21-17	Fair: Limited knowledge, little substance, Inadequate development of the main idea
16-13	Poor: does not show knowledge of subject, substance, not enough to evaluate.

(Jacobs, 2000: 6)

**Organization**

20-18	Very Good: Fluent expression, ideas clearly stated and supported, well-organized, logical sequencing.
17-14	Good: somewhat choppy, loosely organized but minimum ideas stand out, limited support, logical but incomplete sequencing.
13-10	Fair: non-fluent, ideas confused or disconnected.
9-7	Poor: does not communicate, no organization, not enough to evaluate.

(Jacobs, 2000: 6)

**Vocabulary**

20-18	Very Good: sophisticated range, effective word/idiom choice, and usage.
17-14	Good: adequate range, occasional errors of word/idiom, choice, and usage out meaning not occurred
13-10	Fair: limited range, frequent errors of word/idiom from choice, and usage.
9-7	Poor: essential translation, little knowledge of English vocabulary.

**(Jacobs, 2000: 6)****Grammar/Language use**

25-22	Very Good: effective complex construction.
21-18	Good: effective but simple construction
17-11	Fair: major problems in simple /complex construction
10-5	Poor: virtually no mastery of sentence construction rules.

**(Jacobs,2000: 6)****Mechanics**

5	Very Good: demonstrate mastery of connections
4	Good: occasional errors of spelling, punctuation capitalization.
3	Fair: frequent errors of spelling, punctuation capitalization.
2	Poor: no mastery of connections, dominated by errors of spelling. Capitalization paragraphing.

**(Jacobs, 2000: 6)**

## 2. Classifying the students' score based on the following classification:

Table 3.1  
Scoring Classification

Score	Classification
91-100	Excellent
76-90	Good
61-75	Average
51-60	Poor
< 50	Very Poor

(Depdiknas, 2013:13)

To find out the classification of scores for each student's pretest and posttest components, the researcher converted the student's scores using the formula:

$$\text{Score classification of students} = \frac{\text{Frekuensi}}{\text{Total of students}} \times 100\%$$

The explanation demonstrates how to use SPSS (Statistic Product and Statistic Solution) version 26 to compute the average value, standard deviation, frequency table, and t-test value to determine the difference between the pre-test and post-test.



## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter describes the research result and discussed them findings that had been made by researcher. The findings correlated with the problem statement stated in introduction. The findings presented in this section are the data obtained through test to see students' writing abilities after being given treatment. This discussion section, a description and interpretation of the findings was presented this research. The findings that the researcher describes in this study were based on analysis of data collection and implementation of the technique described in previous chapter.

#### **B. Findingss**

This research was conducted in X grade MIPA 1 SMA Kartika XX-I Makassar. The subject in X grade MIPA 1 are described in the following table.

**Table 4. 1 Number of Students' in grade X MIPA 1 SMA Kartika XX-I Makassar**

No.	Grade	Male	Female	Total
1.	X MIPA 1	12	18	30

*Source : Result of observation in X grade MIPA 1 SMA Kartika XX-I Makassar*

Presentation of data in this section was obtained through essays test. Interpretation of the data was analyzed in three stage : assessing students' tests five assessment components namely, content, organization, vocabulary, use of language/grammar, and mechanics; calssifying student grades: and calculate the mean, standard deviation, frequenct, using other sources support the calculation of statical elements.

### 1) The Classification Students' Score Pre-test and Post-test

Classification of students' pre-test and pos-test scores in X grade MIPA 1 SMA Kartika XX-I Makassar based on students' writing skills can be seen in the following table :

**Table 4. 2 Rate Frequency (F) and Percentage (P) of the Students' Score in Pre-Test and Post-Test in Content**

No.	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1.	Very good	30-27	-	-	15	50%
2.	Good	26-22	2	6.66%	15	50%
3.	Fair	21-17	18	60%	-	-
4.	Poor	16-12	10	33.3%	-	-
<b>Total</b> :			<b>30</b>	<b>100 %</b>	<b>30</b>	<b>100%</b>

**Source; Students' Writing Score**

Based on table 4.2 which showed the pre-test and post-test scores in content. As for the content score on the pre-test where the student scores' could be seen that 0 students' (0%) were in the very good category, 2 students' (6.66%) were in the good category, 18 students' (60%) were in the fair category and 10 students'(33.3%) were in the poor category. And the post-test score in the content is that there were 15 students' (50%) were in the very good category, 15 students'(50%) were in the good category, 0 students' (0%) are in the fair category and 0 students' were in the poor category.

The writer found that in the pre-test students had difficulty in making paragraphs that were relevant to each other, but after applying the treatment and watching videos from the Big Think YouTube channel that make students' writing skills, in the post-test easier to create relevant paragraphs. The results showed that the used of the big think channel on YouTube effectively applied to students' writing skills in content.

**Table 4. 3 Rate Frequency (F) and Percentage (P) of the Students' Score in Pre-Test and Post-Test in Organization**

No.	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1.	Very good	20-18	-	-	26	86.6%
2.	Good	17-14	4	13.3%	4	13.3%
3.	Fair	13-10	23	76.6%	-	-
4.	Poor	9-7	3	10%	-	-
<b>Total :</b>			30	<b>100%</b>	<b>30</b>	<b>100%</b>

**Source; Students' Writing Score**

Based on table 4.3 which showed the pre-test and post-test scores in organization. As for the organization score on the pre-test where the student scores' could be seen that 0 students' (0%) were in the very good category, 4 students' (13.3%) were in the good category, 23 students' (76.6%) were in the fair category and 3 students'(10%) were in the poor category. And the post-test score in the organization is that there are 26 students' (86.6%) were in the very good category, 4 students'(13.3%) were in the good category, 0 students' (0%) were in the fair category and 0 students' (0%) were in the poor category.

The writer conclude that in the pretest, most of the students had trouble organizing their ideas into paragraphs well, but in the post-test, Students were able to organize their ideas into paragraphs well .

**Table 4. 4 Rate Frequency (F) and Percentage (P) of the Students' Score in Pre-Test and Post-Test in Vocabulary**

No.	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1.	Very good	20-18	-	-	25	83.3%
2.	Good	17-14	6	20%	5	16.6%
3.	Fair	13-10	21	70%	-	-
4.	Poor	9-7	3	10%	-	-
<b>Total :</b>			30	<b>100%</b>	<b>30</b>	<b>100%</b>

**Source; Students' Writing Score**

Based on table 4.4 which showed the pre-test and post-test scores in vocabulary. As for the vocabulary score on the pre-test where the student scores' could be seen that 0 students' (0%) were in the very good category, 2 students' (6.66%) were in the good category, 18 students' (60%) were in the fair category and 10 students' (33.3%) were in the poor category. And the post-test score in the vocabulary was that there were 25 students' (83.3%) were in the very good category, 5 students' (16.6%) were in the good category, 0 students' (0%) were in the fair category and 0 students' (0%) were in the poor category.

The writer found that in the pre-test, students still experienced difficulties selection of vocabulary so that it was difficult to make a good paragraph. However, in the post-test, students found it easier to choose vocabulary, making it easier for students to make good paragraphs. Post-test results that the used of the "big think" channel on YouTube was effectively applied to students' writing skills in vocabulary.

**Table 4.5 Rate Frequency (F) and Percentage (P) of the Students' Score in Pre-Test and Post-Test in Grammar**

No.	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1.	Very good	25-22	-	-	17	56.6%
2.	Good	21-18	1	3.33%	13	43.3%
3.	Fair	17-11	27	90%	-	-
4.	Poor	10-5	2	6.66%	-	-
<b>Total :</b>			30	<b>100%</b>	<b>30</b>	<b>100%</b>

**Source; Students' Writing Score**

Based on table 4.5 which showed the pre-test and post-test scores in grammar. As for the grammar score on the pre-test where the student scores' could be seen that 0 students' (0%) were in the very good category, 1 students'

(3.33%) were in the good category, 27 students' (90%) were in the fair category and 2 students' (6.66%) were in the poor category. And the post-test score in the grammar was that there were 17 students' (56.6%) were in the very good category, 13 students' (43.3%) were in the good category, 0 students' (0%) were in the fair category and 0 students' (0%) were in the poor category.

The writer found that in the pre-test most of the students had not master the rules of sentence construction so that students experience difficulties good paragraph writing. In the post-test, some students could master the rules sentence construction, so students could make good paragraphs. That the results of the study showed that the used of the "big think" channel on YouTube was effective applied to students' writing skills in the used of language/grammar.

**Table 4. 6 Rate Frequency (F) and Percentage (P) of the Students' Score in Pre-Test and Post-Test in Mechanics**

No.	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1.	Very good	5	-	-	2	6.66%
2.	Good	4	-	-	28	93.3%
3.	Fair	3	27	90%	-	-
4.	Poor	2	3	10%	-	-
<b>Total :</b>			30	<b>100%</b>	<b>30</b>	<b>100%</b>

**Source; Students' Writing Score**

Based on table 4.6 which showed the pre-test and post-test scores in mechanics. As for the mechanics score on the pre-test where the student scores' could be seen that 0 students' (0%) were in the very good category, 0 students' (0%) were in the good category, 27 students' (90%) were in the fair category and 3 students' (10%) were in the poor category. And the post-test score in the mechanics was that there were 2 students' (6.66%) were in the very good

category, 28 students' (93.3%) were in the good category, 0 students' (0%) were in the fair category and 0 students' (0%) were in the poor category.

The writer found that in the pre-test most of the students had not master good spelling rules, but in the post-test, the writer found some students were able to write with good spelling rules. The results showed that the used of the "big think" channel on YouTube was effectively implemented in student classes writing skills in mechanics.

The classification students' score pre-test and post-test. In the pre-test; 18 (60%) students were classified as average, 10 (33.3%) students were classified as poor, and 2 (6.66%) students were classified as very poor. In the post-test; 12 (40%) students were classified as very good, 18 (60%) students were classified as good. From the result of classification students' score pre-test and post-test was the score of post-test higher than the score pre-test. Complete calculation can be seen in the appendices on page 72-73.

#### 1. Mean Score and Standard Deviation

**Table 4. 7 Mean Score and Standard Deviation of the students' pretest and post-test.**

<b>Descriptive Statistics</b>						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	30	49	68	1812	60.40	5.793
Posttest	30	84	98	2689	89.63	3.935
Valid N (listwise)	30					

**Source: Results of hypothesis testing processed with SPSS 26 in 2023**

From the results' of the pre-test and post-test of students', it could be seen that the average value of the post-test writing skills' using "big think" channel on

YouTube was higher than the results' of the pre-test writing skills' that didnt use the "big think" channel on YouTube was higher than the results of the pre-test writing skills that without use "big think" channel on YouTube. In the pre-test, the total score was 1812, the mean score was 60.40 and the standard deviation was 5.79. While in post-test, the total score 2689 with the mean was 89.63 and the standard deviation was 3.93. The total and mean score of the post-test was higher than the pre-test.

## 2. Test of Significance (T-Test)

The hypothesis test used in this test was the statistical formula Paired Sample Test to determine the comparison between the pre-test and post-test. By using the SPSS 26 application program and analysis with the Paired Sample Test formula for students' pre-test and post-test through the used of the "big think" channel on YouTube on students' writing skill on the basis decision making, it was stated to be significant if the value of Sig.(2-tailed) < 0.05. A summary of the hypothesis test results of the pre-test and post-test using the "big think" channel on YouTube on students' writing skill using the Paired Sample Test formula was shown in the following table.

**Table 4. 8 Result of the Paired Sample Test**

Score Details	Mean	Std. Dev	Sig.(2-tailed)	Conclusion
Pre-Test	60.40	6.350	.000	H <sub>0</sub> rejected
Post-Test	89.63			H <sub>1</sub> accepted

**Source: Results of hypothesis testing processed with SPSS 26 in 2023**

From table 4.9 it was known that the standard deviation value = 6.350 with a sig.2-tailed value = 0.000. Because the value of sig.2-tailed = 0.000 < 0.05 and had fulfilled the decision making, it could be concluded that H<sub>0</sub> was rejected and

H<sub>1</sub> was accepted. Students' writing ability between pre-test and post-test differed significantly. So it could be interpreted that there was a difference between students' writing skill without using the "big think" YouTube channel and students' writing skill when using the "big think" Youtube Channel in English X grade MIPA 1 SMA Kartika XX-1 Makassar.

### **C. Discussion**

This study used one class as the sample in the study so that the data analysis process used the one group test pre-test post-test design. This study aimed to determine the increase in students' writing skills by using the "big think" YouTube channel. The used of the "big think" YouTube channel makes students' writing skills improved compared to without the use of the "big think" youtube channel which could be seen from the mean pre-test and post-test scores, in the post-test with an mean score higher than the pre-test mean.

There were differences in the results of the students' pre-test and post-test, it happend because of differences in treatment, because different treatments could influence and also generate learning outcomes. The application used was the used of videos from the "Big Think" YouTube channel at the beginning of learning which of course create separate reflections for students in understanding the material, especially writing skills. The findings showed that there was an increase in students' writing skills after given treatment through the used of the big think youtube channel in students' writing skills, especially for the five components (Content, Organization, Vocabulary, Grammar and Mechanics).



The result of the content on the students' writing skill showed that from their the pre-test and post-test scores; 0 students' (0%) were in the very good category, 2 students' (6.66%) were in the good category, 18 students' (60%) were in the fair category and 10 students'(33.3%) were in the poor category. And the post-test score in the content was that there were 15 students' (50%) are in the very good category, 15 students'(50%) are in the good category, 0 students' (0%) were in the fair category and 0 students' were in the poor category. The writer found that in the pre-test students had difficulty in making paragraphs relevant to each other, but after implementation of using videos on YouTube in channel "big think" to students' writing skill, in the post-test students were easier to make relevant paragraphs. The results of the study showed that the use of the "Big Think" YouTube channel on students' writing skill improved before the treatment was implemented in content.

The result of the organization on the students' writing skill showed that from their the pre-test and post-test scores; that 0 students' (0%) were in the very good category, 4 students' (13.3%) were in the good category, 23 students' (76.6%) were in the fair category and 3 students'(10%) were in the poor category. And the post-test score in the organization is that there are 26 students' (86.6%) were in the very good category, 4 students'(13.3%) were in the good category, 0 students' (0%) were in the fair category and 0 students' (0%) were in the poor category. The writer found that in the pretest, most of the students had difficulty organizing their ideas into paragraphs well, but in the post-test, the students were able to organize their ideas into paragraphs well. The results of the study showed

that the used of the “Big Think” YouTube channel on students' writing skill improved before the treatment was implemented in organization.

The result of the vocabulary on the students' writing skill show that from their the pre-test and post-test scores; 0 students' (0%) were in the very good category, 2 students' (6.66%) were in the good category, 18 students' (60%) were in the fair category and 10 students'(33.3%) were in the poor category. And the post-test score in the vocabulary was that there are 25 students' (83.3%) were in the very good category, 5 students'(16.6%) were in the good category, 0 students' (0%) were in the fair category and 0 students' (0%) were in the poor category. The writer found that in the pre-test, students still had difficulty in choosing vocabulary so students had difficulty making good paragraphs. However, in the post-test, students get it easier to choose vocabulary, making it easier for students to make good paragraphs. The results of the study showed that the used of the “Big Think” YouTube channel on students' writing skill improved before the treatment was implemented in vocabulary.

The result of the language/use grammar on the students' writing skill showed that from their the pre-test and post-test scores; 0 students' (0%) were in the very good category, 1 students' (3.33%) were in the good category, 27 students' (90%) were in the fair category and 2 students'(6.66%) were in the poor category. And the post-test score in the grammar was that there were 17 students' (56.6%) were in the very good category, 13 students' (43.3%) were in the good category, 0 students' (0%) were in the fair category and 0 students' (0%) were in the poor category. The writer found that in the pre-test most of the students had

not mastered the rules of sentence construction so students had difficulty making good paragraphs. In the post-test, some students could master the rules of sentence construction, so that students could make good paragraphs. The results of the study showed that the used of the “Big Think” YouTube channel on students' writing skill improved before the treatment was implemented in language/use grammar.

The result of the mechanics on the students' writing skill showed that from their the pre-test and post-test scores; 0 students' (0%) were in the very good category, 0 students' (0%) were in the good category, 27 students' (90%) were in the fair category and 3 students' (10%) were in the poor category. And the post-test score in the mechanics was that there are 2 students' (6.66%) were in the very good category, 28 students'(93.3%) were in the good category, 0 students' (0%) were in the fair category and 0 students' (0%) were in the poor category. The writer found that in the pre-test most of the students had not mastered good spelling rules, but in the post-test, the writer found that some students were able to write with good spelling rules.

The results of the study showed that the used of the “Big Think” YouTube channel on students' writing skill improved before the treatment was implemented in mechanics.

The result of the t-test analysis showed that there was a significant difference between the result of the pre-test and post-test. The mean score from the pre-test is 60.40 and is classified as poor. While the total mean score from the post-test was 89.63 and is classified as good. It means that the implementation of

the using “big think” channel on YouTube was effective to improve writing skill in English. The result of the t-test stated that Sig. (2-tailed) was 0,000. The result provided that the Sig. (2-tailed) Therefore, the result concludes that there was a significant difference between of the pre-test and post-test

This is in line with the researcher conducted by Micholis (2013), in her reasearch entitled “Teaching Writing Procedure Text By Using Youtube Video” which resulted that students’ writing skills were higher after being given treatment than before treatment was applied. In addition, the implementation of this research was carried out to find out the increase in the use of videos from the YouTube channel on students' writing learning skill. The use of learning methods on each. The learning process provide a more interesting learning experience for students so as to increase student enthusiasm for learning. The learning varies methods that could be used by teachers in carrying out learning that can adapted to the material being taught. The learning method was a pattern and prepared by the teacher before carrying out the learning process and her guide in carrying out the learning process. One of the learning methods. What can be used in the learning process was to use YouTube videos to stimulate students' writing skills, one of which is on the "Big Think" channel. In the implementation of this writing skills in X grade MIPA 1 students increased after being treated by the Big Think channel on YouTube; therefore, this research proved

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the research that had been done, it could be seen and concluded that the use of the "big think" channel on YouTube improves students' writing skills, the use of the "big think" channel on YouTube provides higher results for students' writing skills than not using the big think channel. The post-test value, which was the value when the treatment was applied, has a higher average value than the pre-test value, which was the value of writing skills that did not apply the resultant treatment. Because the used of the big think channel on YouTube make students more active in the learning process. So that the initial assumption stating that the use of big think channel on YouTube in improving the writing skills of X grade MIPA 1 SMA Kartika XX-1 Makassar was proven.

#### **B. Suggestion**

The research results obtained were expected to provide benefits to various parties which will be used in accordance with the function and reference media in the future.

1. For students: If you want to get good and maximum grades, you should pay attention to the teacher when explaining the material presented, students also don't hesitate to ask questions if there is material that is not understood, because the teacher will explain again material that is not understood by students.

2. For teachers: the use of "Big Think Channel" on YouTube is expected to be a reference material for teachers in delivering English learning materials that can improve students' writing skills.
3. For future researchers: Future research is expected to use a longer observation period with the aim of seeing better learning outcomes.



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# APPENDICES

## **Appendix 1 : Pre-test, Treatment, Post-test**

### **1. Pre-test**

In the pre-test, the researcher gave a writing test. The students' were given directions on how to write a sentence that describes themselves in two paragraphs. The aim of that is to determine the student's ability to write.

Instruction :

1. In this test, you will have 4-8 minutes to do writing
2. The topic is about describes yourself,

### **2. Treatment**

In the treatment, the researcher conducted three meetings. In the first meeting, the researcher introduced what Youtube is and how it can be used in teaching writing skills. Next, the researcher gave a description of a sentence example. In the second meeting, the researcher will show them a downloaded video from the Big Think Youtube channel about "Daily Routines" and teach students how to make sentences from the video in the form of their own daily activities. In the third meeting, the researcher gave the downloaded video with the title "How To Introduce Yourself in English." The researcher asked the students to make the sentence based on the explanation in that video.

### **3. Post-Test**

In the post-test, the researcher gave direction. The researcher gives the test to know the students' achievement in writing skills after the researcher does the treatment. The pre-test and post-test are similar.

Instruction :

1. In this test, you will have 4-8 minutes to do writing

2. The topic is about describes yourself,





### Appendix 3 : Teaching Material

## TEACHING MATERIAL (TREATMENT)

### Treatment 1

At the first treatment, the researcher will introduce definition about writing skills and kind of writing skills ,the function of the treatment is to get the significant effect of watch video towards student writing ability and then the researcher give example for students how to write correct sentences . until they can write a good sentence English paragraph after watching the video and get the treatment .



<https://images.app.goo.gl/2wmbzSYqAZ14xXZK6>

### Activity 1 :

(Paragraf mendeskripsikan diri sendiri dalam bahasa inggris)

My name is Chyntia, usually all of my friends call me Tia. I am 12 years old, I was born in Jakarta on January 21, 2009. Now I attend Junior High School 6 in my hometown, 1st grade of Junior High School. My favorite subject is sports.

About my family, I have 3 older sisters and one younger brother. I love them very much. My father is a policeman and my mother is a senior high school teacher. My hobby is playing tennis, every weekend I always take my time to play tennis with my family and friends. I have so many friends. however, the closest friend to me is Icha, we have been friends since elementary school. Unfortunately, We are not in the same school now. But, we can still meet each other often because our houses are not too far apart.

(Artinya)

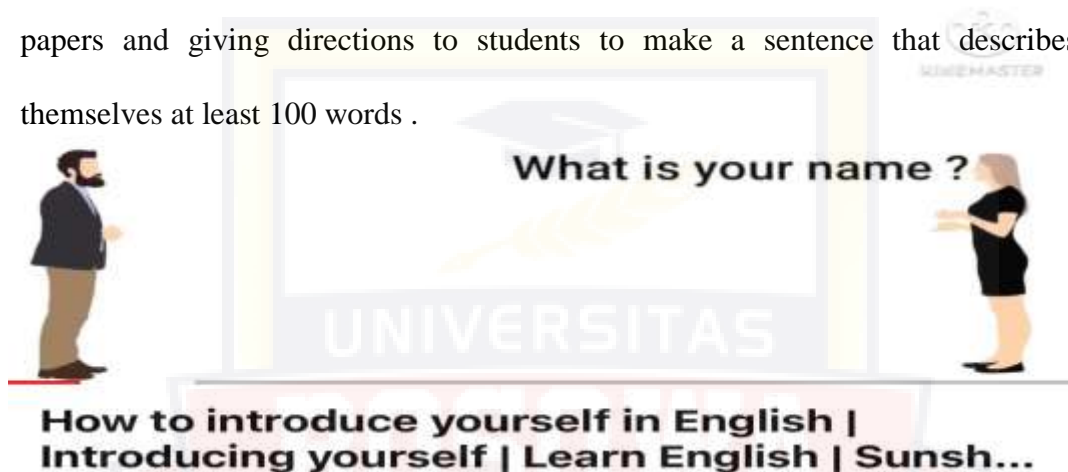
Nama saya Chyntia, biasanya semua teman saya memanggil saya Tia. Saya berumur 12 tahun, saya lahir di Jakarta pada tanggal 21 Januari 2009. Sekarang saya bersekolah di SMP Negeri 6 di kota kelahiran saya, kelas 1 SMP. Pelajaran favorit saya adalah olahraga.

Tentang keluarga saya, saya memiliki 3 kakak perempuan dan satu adik laki-laki. Aku sangat mencintai mereka. Ayah saya adalah seorang polisi dan ibu saya adalah seorang guru sekolah menengah atas.

Hobi saya bermain tenis, setiap akhir pekan saya selalu meluangkan waktu untuk bermain tenis bersama keluarga dan teman-teman. Saya punya banyak teman. Namun, teman terdekat saya adalah Icha, kami berteman sejak sekolah dasar. Sayangnya, kami tidak di sekolah yang sama sekarang. Tapi, kami masih bisa sering bertemu karena jarak rumah kami tidak terlalu jauh.

## Treatment 2

In the third treatment the researcher will show video with the title How To Introduce Yourself in English, while students watch the video the researcher explains the contents of the video after that the researcher will distribute pre-test papers and giving directions to students to make a sentence that describes themselves at least 100 words .



<https://youtu.be/RvubptBex7w>

### Activity 2 :

- Play video watch and listen carefully.
- Read the original script that appears at the bottom of the video.
- Find the main idea of the video.
- Then make your self introduction like the video example
- Start writing a sentences
- Reading the sentences that has been made



### Treatment 3

In the second treatment the researcher will show the students downloaded video from Big Think Youtube Channel with the title “Daily routines and household chores” then ask them to pay attention of the video and teach students’ how to make correct daily activity sentences like the video, the purpose of a sentences is to know the material presented with a more detail understanding, not only understanding but being able to master the material that has been presented.



#### **Daily routines and household chores English conversation | English vocabulary | Sunshin...**

229 rb x ditonton 2 thn lalu English vocabulary w ...selengkapnya

<https://youtu.be/FzjHxTckwEM>

#### **Activity 3 :**

- Play video watch and listen carefully.
- Read the original script that appears at the bottom of the video.
- Find the main idea of the video.
- Then make your daily activities like the video example
- Start writing a sentences
- Reading the sentences that has been made



## Appendix 5 : Lesson Plan

**RENCANA PELAKSANAAN PEMBELAJARAN**  
**( RPP )**

Sekolah : SMA KARTIKA XX-1 MAKASSAR

Mata Pelajaran : Bahasa Inggris

Kelas : X Genap

Skill : Writing

Alokasi waktu : 3 x 30 menit ( 3 pertemuan )

Tema : Using “Big Think” Channel On Youtube To  
Improve Students Writing Skill

**A. Standar Kompetensi**

Memahami makna dari konten channel youtube “BIG THINK” dalam kehidupan sehari-hari dan untuk menemukan pengetahuan.

**B. Kompetensi Dasar**

Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat.

**C. Indikator**

Siswa mampu memahami informasi yang tersirat dalam channel “BIG THINK” dan meningkatkan kemampuan menulis.

**D. Tujuan pembelajaran**

Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat:

1. Siswa memahami writing skill
2. Siswa meningkatkan kemampuan menulis berbahasa inggris.
3. Siswa meningkatkan kemampuan menulisnya setelah menonton channel

“BIG THINK”

#### **E. Nilai karakter**

1. Jujur, Percaya diri, teliti, dan memperhatikan dengan baik.

#### **F. Materi pembelajaran**

1. BIG THINK channel

#### **G. Metode pembelajaran**

1. Writing Ability

#### **H. Materi pembelajaran**

1. Pertemuan 1

Memperkenalkan apa itu writing skills dan youtube

2. Pertemuan 2

Memutar video yang sudah disiapkan dari “BIG THINK” channel youtube.

3. Pertemuan 3

Mengarahkan untuk mengisi pertanyaan-pertanyaan dan melakukan test kemampuan tentang “BIG THINK”

#### **A. Langkah-Langkah Pembelajaran**

<b>Tahap Kegiatan</b>	<b>Langkah – Langkah Pembelajaran</b>
<b>Kegiatan Pendahuluan (10 Menit)</b>	<ul style="list-style-type: none"> <li>• Memberi salam dan mengajak peserta didik untuk mengawali kegiatan dengan berdoa.</li> <li>• Mengecek kehadiran siswa</li> <li>• Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.</li> </ul>

	<ul style="list-style-type: none"> <li>• Apresiasi dan motivasi tentang pentingnya mempunyai keterampilan bahasa Inggris di era global dan menyampaikan keterkaitan dengan pembelajaran lainnya.</li> <li>• Guru menyampaikan materi yang akan dipelajari yaitu tentang meningkatkan keterampilan menulis, dalam bentuk ringkasan/rangkuman, terkait video youtube BIG THINK channel.</li> </ul>	
<b>Kegiatan inti</b>  <b>(45 menit)</b>	Kegiatan Literasi	Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi kemampuan menulis dengan cara melihat, mengamati, membaca melalui tayangan video youtube yang di tampilkan.
	Elaborasi	<ul style="list-style-type: none"> <li>• Menjelaskan kepada siswa tentang definisi kemampuan menulis.</li> <li>• Menjelaskan isi dari channel youtube “BIG THINK”</li> </ul>
	Eksplorasi	Memberikan tugas menonton video yang tertera di channel “BIG THINK” sesuai dengan link yang sudah diberikan dan membuat

	resume/rangkuman.
Konfirmasi	Memberikan kesempatan kepada siswa untuk menanyakan hal yang belum dipahami terkait dengan keterampilan menulis.
<b>Kegiatan Akhir (5 menit)</b>	<ul style="list-style-type: none"> <li>• Peserta didik dan guru merefleksi kegiatan pembelajaran.</li> <li>• Peserta didik dan guru menarik kesimpulan dari hasil kegiatan Pembelajaran.</li> <li>• Guru memberikan penghargaan (misalnya pujian atau bentuk penghargaan lain yang relevan kepada semua siswa karna mau berusaha.</li> <li>• Guru Memotivasi siswa untuk meningkatkan motivasi belajar dan kemampuan menulisnya.</li> <li>• Menugaskan Peserta didik untuk menonton video yang sudah diberikan dan membuat ringkasan sederhana tentang vidio tersebut.</li> <li>• Guru menyampaikan materi pembelajaran berikutnya.</li> <li>• Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.</li> </ul>

**J. Media/alat, Bahan dan Sumber belajar**

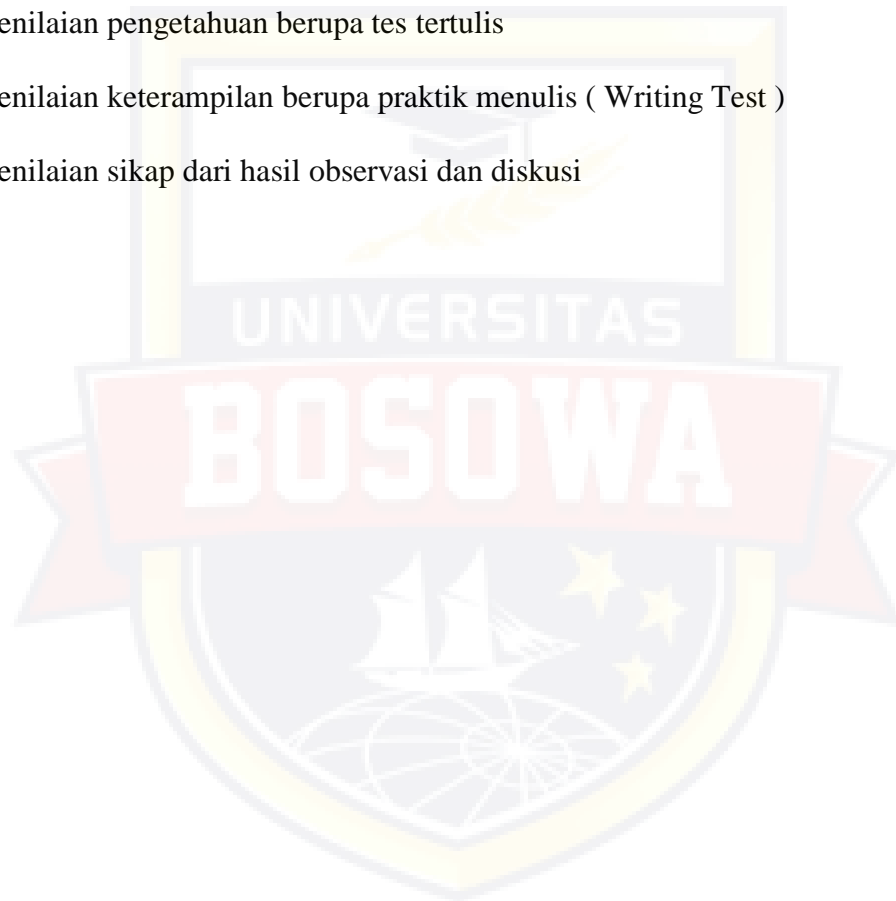
**Media** : Youtube

**Bahan** : Buku dan pulpen

**Sumber** : Youtube dan Internet

**K. Penilaian Hasil Pembelajaran**

1. Penilaian pengetahuan berupa tes tertulis
2. Penilaian keterampilan berupa praktik menulis ( Writing Test )
3. Penilaian sikap dari hasil observasi dan diskusi



## Appendix 6 : Pre-Test and Postest Score

No.	Students' Name	The Score Of Each Component					Final Score Pre-Test
		Pre-Test					
		C	O	V	G	M	
1.	A.Kirsyah Al Mumtazam	20	13	14	16	3	66
2.	Ahmad Safwan R.A	19	13	12	14	3	61
3.	A.Muh.Armen Putra	14	10	14	17	3	58
4.	Annisa Zalwa Shabila	15	13	14	18	3	63
5.	Ayesha Shiva Ramadhani	13	10	12	15	3	53
6.	Cleonardane Pelangi P.K	13	12	10	15	3	53
7.	Danu Nur Pratama	15	12	10	10	3	50
8.	Deswita Amalia	21	16	13	14	3	67
9.	Dhiya Athiya	22	13	13	17	3	68
10.	Dwiamanda Nurfebryanty	17	12	11	17	3	60
11.	Edgar Jonamura G. S	20	13	12	14	2	61
12.	Fahri Media Rahman	15	13	14	17	3	62
13.	Jeremy Hansel Malia	13	9	12	16	3	53
14.	Marsha Annaura A.	21	13	12	16	3	65
15.	Meutia Kinanti Wahid	21	13	11	17	3	65
16.	Muh. Arsyam Kamir	20	13	13	17	3	66
17.	Muh. Fadlan Satriatama	20	14	13	17	3	67
18.	Muh.Rezqi Fadli	18	12	9	15	3	57
19.	Muh.Yusuf	16	13	9	11	3	52
20.	Muh. Fachriansyah	13	9	13	11	3	49
21.	Naailah Umuiyyah Jamal	20	12	13	15	3	63
22.	Nayla Daffa Jayanti	21	13	13	17	3	67
23.	Nurulhad Ramadhana	21	14	15	10	2	62
24.	Priscila Kasih S.P	21	10	13	15	3	62
25.	Raesah Salsabila R.	22	14	12	16	3	67
26.	Ratu Asywarq Bafadal	13	8	12	15	3	51
27.	Raysha Salsabilah	21	12	9	17	3	62
28.	Risty Ariqah	19	12	12	15	2	60
29.	St.Nur Izza	18	13	14	17	3	65
30.	Tryudhea Tika	18	12	10	14	3	57
<b>TOTAL</b>		540	366	364	445	87	1812

Source : Students' Score Pre-Test



No.	Students' Name	The Score Of Each Component					Final Score Pre-Test
		Post-Test					
		C	O	V	G	M	
1.	A.Kirsyah Al Mumtazam	28	19	20	25	4	96
2.	Ahmad Safwan R.A	25	19	18	18	4	84
3.	A.Muh.Armen Putra	26	19	18	21	4	88
4.	Annisa Zalwa Shabila	27	19	20	24	4	94
5.	Ayesha Shiva Ramadhani	25	20	17	20	4	86
6.	Cleonardane Pelangi P.K	26	20	18	22	5	91
7.	Danu Nur Pratama	27	18	18	22	4	89
8.	Deswita Amalia	27	17	19	25	4	92
9.	Dhiya Athiya	29	19	20	25	5	98
10.	Dwiamanda Nurfebryanty	27	18	23	20	4	92
11.	Edgar Jonamura G. S	25	17	18	20	4	84
12.	Fahri Media Rahman	25	20	22	24	4	95
13.	Jeremy Hansel Malia	25	18	18	22	4	87
14.	Marsha Annaura A.	28	18	19	21	4	90
15.	Meutia Kinanti Wahid	27	18	20	21	4	90
16.	Muh. Arsyam Kamir	26	20	18	20	4	88
17.	Muh. Fadlan Satriatama	30	19	19	23	4	95
18.	Muh.Rezqi Fadli	26	18	17	22	4	87
19.	Muh. Yusuf	27	17	17	21	4	86
20.	Muh. Fachriansyah	25	20	23	22	4	94
21.	Naailah Umuiyyah Jamal	24	18	18	20	4	84
22.	Nayla Daffa Jayanti	23	18	18	21	4	87
23.	Nurulhad Ramadhana	26	18	17	23	4	88
24.	Priscila Kasih S.P	27	19	18	22	4	90
25.	Raesah Salsabila R.	27	17	17	20	4	85
26.	Ratu Asywarq Bafadal	26	18	18	22	4	88
27.	Raysha Salsabilah	26	18	18	21	4	87
28.	Risty Ariqah	28	18	18	24	4	92
29.	St.Nur Izza	28	20	18	23	4	93
30.	Tryudhea Tika	27	20	19	22	4	92
<b>TOTAL</b>		793	557	561	656	122	2689

Appendix 7 : Students' Scores Classification in Pre-test and Post-Test

<b>No</b>	<b>Students' Initial</b>	<b>Pre-test</b>	<b>Classification</b>	<b>Post-test</b>	<b>Classification</b>
1.	KRSY	66	Average	96	Excellent
2.	DNU	50	Very Poor	89	Good
3.	ANNS	63	Average	94	Excellent
4.	DSW	67	Average	92	Excellent
5.	MTIA	65	Average	90	Good
6.	RTY	60	Poor	92	Excellent
7.	PKPS	62	Average	90	Good
8.	CLRDN	53	Poor	91	Excellent
9.	SNIZ	65	Average	93	Excellent
10.	TYDHA	57	Poor	92	Excellent
11.	MHARS	66	Average	88	Good
12.	JRMJ	53	Poor	87	Good
13.	NRHD	62	Average	88	Good
14.	RTUK	51	Poor	88	Good
15.	MRSH	65	Average	90	Good
16.	EDRP	61	Average	84	Good
17.	DWOP	60	Poor	92	Excellent
18.	FDLN	67	Average	95	Excellent
19.	NYL	67	Average	84	Good
20.	AYSH	53	Poor	86	Good

21.	RYSJ	62	Average	87	Good
22.	RESH	67	Average	85	Good
23.	MHYSF	52	Poor	86	Good
24.	AMD	61	Average	84	Good
25.	MHRZK	57	Poor	87	Good
26.	NLLH	63	Average	84	Good
27.	DHY	68	Average	98	Excellent
28.	ARMN	58	Poor	88	Good
29.	FCHSY	49	Very Poor	94	Excellent
30.	FCR	62	Average	95	Excellent
	<b>TOTAL;</b>	<b>1812</b>		<b>2689</b>	

## Appendix 8 : Data Analysis T- Test

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	60.40	30	5.793	1.058
	posttest	89.63	30	3.935	.718

**Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	pretest & posttest	30	.191	.311

**Paired Samples Test**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-29.233	6.350	1.159	-31.604	-26.862	-25.215	29	.000

## Appendix 9 Data Analysis Descriptive Statistics

**Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
pretest	30	96.8%	1	3.2%	31	100.0%
posttest	30	96.8%	1	3.2%	31	100.0%

**Descriptive Statistics**

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
pretest	30	49	68	1812	60.40	5.793
posttest	30	84	98	2689	89.63	3.935
Valid N (listwise)	30					

**Descriptives**

		Statistic	Std. Error	
pretest	Mean	60.40	1.058	
	95% Confidence Interval for Mean	Lower Bound	58.24	
		Upper Bound	62.56	
	5% Trimmed Mean	60.61		
	Median	62.00		
	Variance	33.559		
	Std. Deviation	5.793		
	Minimum	49		
	Maximum	68		
	Range	19		
	Interquartile Range	9		
	Skewness	-.580	.427	
	Kurtosis	-.888	.833	
	posttest	Mean	89.63	.718
95% Confidence Interval for Mean		Lower Bound	88.16	
		Upper Bound	91.10	

5% Trimmed Mean	89.52	
Median	89.50	
Variance	15.482	
Std. Deviation	3.935	
Minimum	84	
Maximum	98	
Range	14	
Interquartile Range	6	
Skewness	.261	.427
Kurtosis	-.825	.833



## Appendix 10 Student Pre-Test and Post-Test Worksheet

name : Dhiya Athiyah  
 class : X MIPA 1  
 Task : please write a sentence that describe yourself at least 100 words in two paragraphs

Pre test

Hello everyone !

Let me introduce myself. My name is Dhiya Athiyah and you can call me Dhiya. I am fifteen years old. I live at Jl. Datuk D:itiro number 29. My hobbies are reading, cooking and doing Photography. I loves animals too, especially cat and hamster. Grapes, apple, Pear, watermelon is my favorite fruit. I was born in Bone. 18 January 2008 (two thousand and eight). I have one older sister and one young brother, of course I'm middle child. Oh, i love singing and dancing K-pop song's. Newjeans and Nct ~~favorites~~ is my favorite girlband and boygroup. Watching movie? yes, i love it too. When i'm watching the movie, i like movie genre comedy and horror.

I want to be a doctor, because I want help the other people of sick. That's why I am study in kachak Senior High school and want to study hard.

Content	:	22
Organization	:	12
Vocabulary	:	13
Grammar / language use	:	17
Mecanics	:	5

(68) / w

Nama : Dhiya Athiyah

Kelas : X MIPA 1

Good afternoon, everyone!

Let me introduce myself. Hello my name is Dhiya Athiyah and you can call me Dhiya. I was born in January 18 (eighteen) 2008 (two thousand and eight). Now, I am fifteen years old. I live at Datuk Ditiro Street 2 number 29 and the colours in my house ~~is~~ <sup>is</sup> brown and cream. I'm a middle child from one older sister and one young brother. I am a student of Kachak Senior High ~~school~~ School in X MIPA 1 Class. My favorite study is biology. My hobbies are reading, cooking, listening to music in joox or Spotify and watching the movies. I love genre movie like comedy or horror (?) maybe. Someday, I want to be a doctor. My daily routine? I think so flat. Wake up at 7 am and praying subuh. After that, I brush my teeth, face wash and take a bathroom. I'm ready on 6 am. Breakfast and drinking a milk and go to school at 7 pm.

Thanks.

Content	: 20
Organization	: 19
Vocabulary	: 20
Grammar / language use	: 25
Mechanics	: 5

98



## Appendix 11 Research Documentation



Picture 1: The researcher was giving the guidance before giving a pre-test



Picture 2: The students were doing pre-test questions



Picture 3 : Researcher giving the first treatment



Picture 4 : Researcher giving the second treatment



Pictures 5: Students practice and read the results of the two treatment after doing the post-test supervised by the tutor



Picture 6 : All students of X MIPA 1 High School Kartika XX-1 Makassar

## Appendix 12 Administration


**UNIVERSITAS BOSOWA**  
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
 Jalan Urip Sumoharjo Km. 4 Gd. 2 Lt. 4, Makassar-Sulawesi Selatan 90231  
 Telp. 0411 452 901 – 452 789 Ext. 117, Faks. 0411 424 568  
<http://www.universitaspbosowa.ac.id>

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Nomor : A.472/FKIP/Unibos/VII/2023  
 Lampiran : -  
 Perihal : Permohonan Izin Penelitian

Kepada Yth,  
 Kepala Sekolah SMA KARTIKA XX-1 Makassar  
 di -  
 Makassar

Dengan hormat disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini akan melaksanakan penelitian dalam rangka penyelesaian studi Program S1.

Nama : Jessica Laura Panemita  
 NIM : 4519101023  
 Program Studi : Pendidikan Bahasa Inggris  
 Fakultas : Fakultas Keguruan dan Ilmu Pendidikan (FKIP)  
 Universitas Bosowa

Judul Penelitian :  
**Using "Big Think" Channel On Youtube To Improve Studets' Writing Skill At SMA KARTIKA XX-1 MAKASSAR**

Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin untuk melaksanakan penelitian.

Atas bantuan dan kerja sama yang baik, kami sampaikan banyak terima kasih.

Makassar, 21 Juli 2023  
 Dekan  
  
 Dr. Astari, S.Pd., M.Pd.  
 NIDN : 0922097001

Tembusan:  
 1. Rektor Universitas Bosowa  
 2. Arsip.

 Dipindai dengan CamScanner



**YAYASAN KARTIKA JAYA CABANG XX HASANUDDIN  
SEKOLAH MENENGAH ATAS (SMA) KARTIKA XX-1  
TERAKREDITASI "A" PREDIKAT UNGGUL**

SK Penetapan No. 1358/BAN-SM/SK/2022 Tanggal 30 September 2022, NPSN : 40307367  
Jalan Sungai Tangka No. 13, Kota Makassar, Telepon (0411) 3622822  
email : smakartikaxx1makassar@gmail.com

**SURAT KETERANGAN PENELITIAN**

Nomor : 421.3/213/SMA.K.XX-1/VIII/2023

Yang bertanda tangan dibawah ini, Kepala SMA Kartika XX-1 Makassar menerangkan bahwa :

Nama : **Jeshica Laura Paramita**  
NIM : 4519101023  
Fakultas : Fakultas Keguruan & Ilmu Pendidikan  
Prog. Studi : Pendidikan Bahasa Inggris  
Perguruan Tinggi : Universitas Bosowa

Benar telah mengadakan penelitian di SMA Kartika XX-1 tanggal 26 Juli s.d 7 Agustus 2023 dengan judul penelitian "Using "Big Think" Channel On Youtube To Improve Studets' Writing Skill At SMA Kartika XX-1 Makassar".

Demikian Surat Keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Makassar, 8 Agustus 2023

Kepala Sekolah



**Dr. Deppasau, S.H., M.Si**

NIP. 2068659002

## BIOGRAPHY



**Jeshica Laura Paramita** was born in Ujung Pandang on may 4st 1999, from the marriage of parents, Robert and Jeni She is the 2 of 6 children. She has 3 brother and 2 sister. She began her first education at SD 003 on 2006 until 2012 After graduating in SD 003, she continued her study in SMP 1 KESU and finished on 2015 She completed her education at SMA Kristen Elim in 2015 and graduated in 2018 After that , on 2019 she decided to continued her study at the English Language Education Program Faculty of Teacher Training and Education of Bosowa University Makassar, S1 program and finished on 2023, she has dreams of becoming flight attendant.