**CHAPTER II REVIEW OF LITERATURE**

**2.1 Theoritical Framework**

**2.1.1 Writing**

Learning to write is a productive ability that is necessary for people to be able to communicate both orally and in writing. In addition to speaking, writing is another way that people can communicate by expressing their ideas, thoughts, and feelings. Along with reading, speaking, and listening, writing is one of the most important skills in language learning. Writing is a language skill that you use to translate what you think in your head into written words. The goal of writing is to express ideas that are intended to be conveyed in writing. Based on these. (Jaramillo & Medina 2011) assert that “writing is a crucial mode of expression that needs to be learned in order to articulate thoughts and feelings as well as persuade and influence people via written communication.”

Writing involves other processes in addition to just putting ideas, thoughts, and feelings into a document, according to (Arianto, et.al., 2017). The process of writing down one's thoughts and creating a string of sentences. According to Brown (cited in Christina & Putri, 2021): “writing is a thinking process because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization”. Students must first consider the subject or idea they will write about. Subsequently, students can

produce ideas by creating a draft of their work. Lastly, students can arrange and

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revise their final result. Writing requires specialized skills for idea generation, coherent organization, cohesive integration of discourse markers and rhetorical conventions into written texts, text revision for clarity, text editing for appropriate grammar, and final product production.

In schools and universities, writing is taught as a crucial talent for producing language. Writing serves as a tool for communication in the field of English as a Foreign Language (EFL), but it also helps students organize their information and put their thoughts and ideas into writing. It suggests that one of the most difficult skills to learn in an EFL situation is writing. Students tend to grow less committed to their writing skills. Writing is the most difficult talent to master in English, as evidenced by the fact that effective learning of other skills influences the productive development of writing skills (Sanjaya et.al., 2020).

Writing can be used for a variety of objectives, including persuasion, amusement, informational dissemination, emotional expression, and relationship building. Writing is taught as a critical skill in educational settings, especially when English is being taught as a foreign language (EFL) and students may find it difficult to grasp the nuances of written communication.

**2.1.2 Teaching Writing**

Teaching writing is crucial in English as a foreign language classroom because students are trained to write in languages other than their own. It is a way to help children learn how to put their thoughts, emotions, and opinions into written form. According to Brown (cited in Silaban, 2022), “teaching is the act of

imparting knowledge, influencing someone to know or comprehend, or modeling

for them how to accomplish a task.”

When teaching writing, the instructor must first assess each student's level of writing proficiency before assisting them in expressing and organizing their thoughts in sentences on paper. In addition, teacher requests that students adhere to every writing process in order to generate well-written, methodical assignments. As a role model, the teacher also assists students in applying critical thinking to the development of ideas and in selecting appropriate language and terminology. Students who write should have a well-thought-out plan with a specific goal in mind to ensure that the audience understands the message being conveyed. According to Harmer (cited in Silaban, 2020), there are specific tasks that educators should implement when instructing students in writing. They are as follows:

1. Demonstrating

When students write, teachers should remind them of the language that is utilized to fulfill the written function.

2. Motivating and Provoking

Students occasionally run out of ideas, energy, and confidence when writing. Here, the teacher's job is to inspire and compel the students to write while also assisting them in rediscovering their passion.

3. Supporting

When students write in class, the teacher must assist them and be there to help them address problems whenever needed.

4. Responding

The teacher must respond to the students' written drafts with observations, suggestions, and analysis.

5. Evaluating

In order for students to learn from their mistakes in the future, teachers must assess their writing assignments.

Teachers provide an example for students by promoting critical thinking during the idea-development process and assisting them in choosing terminology and language that will best communicate their ideas. For educators, this emphasizes even more the several roles that teachers play in teaching writing, such as modeling language use, inspiring students, offering assistance, giving feedback on drafts, and assessing work to encourage development.

**2.1.3 The Purpose of Writing**

Writing serves many core purposes related to communication, expression, cognition and development at both a personal as well as a societal level. It is an invaluable skill with profound impacts on human civilization. Three goals exist for writing, according to Grenville (cited in Prihatini et al., 2019): to inform, to entertain, and to convince. In this research, we will concentrate on informing.

a. To amuse Imaginative or creative writing is typically the kind of writing intended for entertainment. It implies that the author must use creativity. It should evoke some sort of emotional response in the readers rather than make them chuckle.

b. To Inform: The goal of writing to inform is to educate readers on a subject.

This type of informational writing can be found in newspaper and article articles, scientific or corporate reports, instructions or procedures, and essays for college and university. It can concentrate on things, places, methods, and occurrences.

c. The writer uses facts or statistics to persuade the reader that an opinion is valid in an effort to get the reader to agree with the writer's viewpoint and take action.

Writing plays a multifaceted role in human communication, expression, cognition, and societal development. It serves as a powerful tool with far-reaching impacts on human civilization, encompassing various goals and purposes. The aim is to provide readers with factual information and insights on topics ranging from events and places to methods and phenomena.

Beside that, writing serves as a dynamic medium through which individuals communicate, express themselves, and influence others. Whether it is through informative, entertaining, or persuasive writing, authors wield the power to inform, engage, and inspire readers, contributing to the richness and complexity of human communication and discourse.

**2.1.4 Writing Process**

Composing is a difficult task. It takes a few phases in writing to create flawless content that the reader can understand. The writing process consists of

four primary components Harmer (Silaban, 2022.) . The steps involved in writing are:

1. Planning

The students must plan what they are going to say in this initial phase. Students should organize their thoughts, choose a writing goal, and select the linguistic style they will use.

The three primary issues that the students must consider are as follows:

a. Taking the objective of their work into consideration.

b. Keeping the intended readership in mind will impact both the style and vocabulary selection of their work.

c. Taking into account the article's content structure.

2. Drafting

The first draft of a piece of writing is produced in the second process, known as drafting. Without focusing on creating mistakes, the students write the thoughts they intend to write. Students should concentrate on how the writer developed and organized the concepts that were previously on their minds. Several drafts may be created during the writing and editing phases before the final version is reached.

3. Editing

Following the completion of a draft, the student will reflect on his writing in the third step. The students should review their work; there may be unclear material in the wrong sequence or unclear or confusing writing. Afterwards,

reading comments and ideas from other readers is another common way that reflection and revision are assisted.

4. Publishing

In the last stage, students are prepared to send the finished composition to the reader after revising and polishing their written draft to a superior version.

The writing process is iterative and involves multiple stages of planning, drafting, editing, and publishing to produce coherent, well-crafted content that engages and informs the reader. By following these steps, students can develop their writing skills and create impactful compositions that effectively convey their ideas and perspectives.

**2.1.5 Concept of Writing Ability**

Proficiency in written communication is a prerequisite for writing well in any language. Students must to be able to compose engaging texts and strong paragraphs. One main concept should be the emphasis of a paragraph. A paragraph's substance can be dictated by an idea. Nurgiantoro (cited in Hotimah,

2015) states that a paragraph consists of at least five elements. They are as follows:

A. Content

The term "content" describes the writing's actual substance, the core idea, or collections of connected sentences that a writer uses to develop a topic. Good content ought to be communicated in an informative, precise, and clear manner.

B. Form

The content's arrangement. It refers of the sentences that are placed in a way that makes sense and allows the paragraph to flow easily. Thus, the organization of the students ideas is the main focus of this.

C. Grammar

The use of grammatical and syntactic patterns to organize, separate, and combine concepts in words, phrases, clauses, and sentences in order to highlight logical connections in text writing is known as grammar.

D. Vocabulary

The choosing of words that fit the subject is referred to as vocabulary. The writer is assumed to want to communicate the concepts in an understandable and straightforward manner in the outset. Selecting the appropriate words can help readers understand the material more fully by guiding and communicating the ideas.

E. Mechanic

The terms "mechanic" relate to punctuation, capitalization, spelling, and paragraph spacing. To prevent ambiguity, those should be used with care and appropriateness.

By mastering these elements and principles, students can enhance their writing skills, effectively communicate their ideas, and produce well-structured and coherent written compositions in any language. Thus, emphasizing the importance of strong paragraph construction as a fundamental skill in written communication.

**2.1.6 Genre in Writing**

A genre is a particular kind of writing that emerges from the way a language works. A text's genre can be characterized as any text type that serves as a frame of reference for the goal of making the text effective in its objectives through the selection, organization, and grammatical structure of its textual contents, according to Pardiyono (cited in Benarita & Rahma, 2021).

There are many kinds of genre due to its social function (purposes). They are: descriptive, explanation, procedure, exposition, discussion, narrative, recount, report, spoof, anecdote, academic text / essay, newspaper texts / news item, and review. But since this study just examines technique, it is the only genre that needs to be discussed.

1. Descriptive: To describes the characteristics of an object or a person. Its objective is to elucidate and unveil a specific individual, location, or object.

2. Explanation: to explain how and why a phenomenon occurs. It includes natural and social phenomena.

3. Procedure: to describes a list of the sequence of actions or steps required to make or do something.

4. Exposition: includes a point of view, an argument, a topic, or a specific item.

5. Discussion: to provide knowledge or commentary on a trending, occasionally contentious topic.

6. Narrative: To provide entertainment and amusement while addressing real or imagined experiences in various ways; storytelling addresses troubling

occurrences that culminate in a crisis or turning point and ultimately find a solution.

7. Recount: includes technological advancements or activities done in the past time.

8. Report: To explain the current state of affairs in relation to many natural, artificial, and social phenomena in our surroundings.

9. Spoof: story text with a funny ending that is unpredictable and predictable.

10. Anecdote: conveys a message or meaning regarding an absurd, embarrassing, humorous, or unexpected occurrence.

11. Newspaper Text/News Item: To inform readers, listeners or viewers about events of the day which are considered newsworthy or important

12. Review: to provide an event critique and artwork to the general public.

Genre in writing encompasses various text types that emerge from the functional aspects of language, serving as frameworks to achieve specific communicative objectives. Understanding genre enables writers to effectively tailor their texts to achieve specific communicative goals, ensuring clarity, coherence, and engagement with the intended audience. By recognizing the distinctive features and functions of each genre, writers can harness the power of language to inform, entertain, persuade, and provoke thought, contributing to effective communication in diverse contexts.

**2.2 YouTube**

**2.2.1 Definition of YouTube**

One of the English language learning resources that students frequently use to obtain information is YouTube, which offers videos and social media posts. Conversely, learning is a dialogue among students, teachers, and instructional resources. Many believe that the current generation grows bored easily and becomes lazy when they try to learn new things. Numerous studies have demonstrated the internet generation's high level of passion and learning orientation. One type of audio-visual material that significantly enhances language learning is YouTube videos, particularly in terms of motivation and interest.

You Tube Since its launch in May 2005, YouTube has facilitated the discovery, sharing, and watching of videos for billions of users. YouTube acts as a distribution channel for both big and small original content producers as well as an informational and inspirational platform for individuals all over the world. Google owns the firm YouTube (Sirait et al., 2021). It is a video-sharing website that offers a variety of content, including video and TV clips, music videos, movie trailers, video blogging, short original films, and instructional videos. It exemplifies the advancement of information technology (IT) in the global age (Kusuma & Syam, 2022). It can boost students' motivation to learn. Students may feel bored in English class and seek entertainment. YouTube is an ideal media for this purpose and YouTube media offers a wealth of up-to-date videos about current events, it is imperative that students maintain up-to-date knowledge. They also need to possess the abilities necessary to master these films. Students run the

danger of slipping behind if they are unable to grasp information technology as a learning tool. With so many videos on YouTube these days on current events, students need to be very aware of what is being covered.

YouTube is a rapidly developing media platform that accumulates video content of various themes, genres, and formats. It is becoming a popular teaching tool for a variety of areas due to its effectiveness (Irina & Anzhela, 2023). In addition to offering a wealth of instructional videos for learners at the beginning, intermediate, and advanced levels, YouTube serves as a platform for amusement. Language teachers can use YouTube to help students learn English by exploring their perceptions of the platform, which has become an indispensable part of students life. By leveraging YouTube's instructional videos and engaging content, educators can enhance students' English language learning experiences and tap into their familiarity and engagement with the platform.

YouTube's role in language learning extends beyond mere access to videos; it fosters motivation, engagement, and learning orientation among students, making it an indispensable tool in the modern language classroom. As YouTube continues to evolve and expand its offerings, it is potential as a resource for English language learners remains vast and promising.

**2.2.2 Using Video YouTube as a Learning Media**

According to Berk (Prihatini et al., 2019) using informal YouTube videos can also be a helpful way to explain ideas, give different viewpoints, inspire

students, and encourage learning activities. Video can be used to inspire or motivate students to learn so students can enjoy the material.

According to Cooper (cited in Benarita & Rahma, 2021), video is an effective communication tool and a potent informational medium that can convey a lot of information in a classroom setting by using pictures, ambiguity, and rich material. Regarding the claim made by Harmer (cited in Benarita & Rahma, 2021) that video can improve simulations—not only because it can give feedback when students watch themselves and evaluate their performance, but also because its presence helps students feel more realistic—video can be a good substitute medium to support students' interest in the learning and teaching process in the classroom.

YouTube is one of the largest and most well-known media sharing websites on the internet. Users can upload videos, search for videos, play videos, discuss videos or ask questions about videos, and even exchange free video clips. Many people use YouTube on a daily basis, so it makes sense that it has a lot of potential for use as an educational tool. As of right now, many users are uploading videos about education, and many educators are also providing videos about education, so it wouldn't be surprising if YouTube became a resource for educators.

In addition to attending lectures and reading books, watching videos can be a useful learning tool for internet-generation learners, who often seek out diverse learning opportunities. Furthermore, one social network that is really popular right now is YouTube. A quick and easy way to improve collaboration skills and

include technology into teaching activities in the realm of education is through

YouTube integration (Gracella & Rahman, 2020).

When combined with more conventional teaching techniques, YouTube videos allow students more opportunities for learning and engagement in a time when internet-savvy generations are looking for a variety of learning experiences. With it is extensive library of instructional materials and user-friendly interface, YouTube is a great tool for teachers looking to improve their methods and meet the changing demands of contemporary students. Using YouTube as a teaching tool enhances learning opportunities, supports conventional teaching strategies, and gives instructors and students the freedom to explore, participate, and work together in the digital age. YouTube has the ability to completely transform teaching and learning as long as it keeps developing and adding new educational resources.

**2.2.3 The Advantages of using Video**

According to Harmer (Benarita & Rahma, 2021), there are a lot of benefits to employing movies in the classroom. There are several benefits to using video.

1. Observing language in action

Students can see language in addition to hearing it. Through gestures, facial expressions, and other visual cues, they are able to deduce the basic meaning and moods being transmitted.

2. Cross-cultural awareness

Students can see situations outside of their classrooms thanks to video in a way that is unique. Students can also see topics like the kind of cuisine and clothing individuals wear in different nations by watching videos.

3. The power of creation

Students have the chance to produce something entertaining and unforgettable when they utilize video cameras on their own.

4. Motivation

For all the above stated reasons, most students exhibit heightened attention when given the opportunity to observe language in action in addition to hearing it, especially when these opportunities are combined with engaging assignments.

Teachers may build dynamic, engaging learning environments that accommodate a range of student learning styles and preferences by incorporating movies and videos into the classroom. Videos improve language learning, cultural competency, and student motivation by providing visual stimuli, allowing for creative expression, and eventually enriching the learning process. As a result, adopting movies as a teaching medium not only improves language learning results but also encourages a greater awareness and comprehension of the outside world.

**2.3 Procedure Text**

A procedure text is a text that describes a method or process. The text procedure serves as a roadmap for the reader to follow while completing a task in steps. Therefore, it may make it simpler for readers to follow along or try out new things (Sani & Asty, 2021). Procedure texts are a subgenre of English texts that demonstrate a step-by-step procedure of creating or operating something in order to demonstrate how something is done. A procedure text type's objective is to provide instructions on how to do a task.Procedural writing is the type of texts that will guide and explain of how the way of something is to be done with some series of methods (Wahyuni, et.al., 2023).

One of the disciplines that students studying English must master is procedural text. This type of text consists of multiple pieces of information or sequential instructions that people must follow in order to perform their tasks in a safe, effective, and appropriate manner. One of the writing abilities that students need to learn or develop is creating a procedural text. Procedure texts are one of the writing genres that non-native English speakers need to become proficient in. Pupils need to be proficient in writing procedure texts because they will encounter them in their daily lives in addition to being a subject of study in school (Wahyuni, et.al., 2023).

Therefore, the use of a procedural text is very wide is social communication, for example: how to insert sim card cellphone, how to use printer, instructions to make things, a guide to plant trees, how to make a lemon tea and atc.

The primary goal of learning procedure writing materials is to provide some guidance on how to build things. where to follow a set process for doing it. Thus, creating something cannot be done at random; you have to follow the instructions exactly.

The paragraph then goes through a series of actions that outline the method for achieving the objective. Therefore, a method text has four components: a goal, some material, and steps that explain how something is done in a particular order.

Overall, procedural texts serve as practical tools for conveying information and guiding actions, facilitating effective communication and learning. By mastering the art of procedural writing, individuals can enhance their ability to navigate tasks and processes, empowering them to accomplish goals with confidence and precision.

A. Social Function Procedure Text

A social function is to explain how something is carried out in its entirety through a number of series (Sari, 2016). These texts are typically informative and provide guidance to individuals or groups on how to accomplish a specific social task. Thus, procedure texts might be considered to be somewhat action-oriented. List the necessary steps to take and the sequence in which they must be taken. It is frequently educational and useful for orientation and training.

B. Purpose of Procedure Text

The purpose of procedure text is to explain or tell the reader how te make /

operate do something. C. Generic Structure

A generic structure is a grouping of components pertaining to a future creation or task. This generic structure consists of the following parts: aim, materials, step, and result (Sani & Asty, 2021). Below is a further explanation :

1. Aim/Goal: Located in the title of the text and clearly state what the procedure is for. Make it concise and descriptive.

2. Materials/Ingredients: List all the necessary materials, resources, or prerequisites needed to carry out the social function. This may include physical items, documents, permissions, or any other essential elements.

3. Steps/Instructions: Break down the procedure into clear, sequential steps. Use numbered lists or bullet points for easy readability. Be concise but thorough in your explanations. Include any safety precautions or considerations if applicable. And anticipate potential challenges or questions and address them preemptively.

D. Language Feature of Procedure Text

The language features of the procedure text are imperative sentences, action verbs, connectives, adverbials, and simple present tense (Prihatna & Nugroho, 2015). Use adverbials of sequence/use temporal conjunctions. For example “first, second, third, then”

1. Use command/imperative sentences. For example "add salt.. Cut chili"

2. Use action verbs. For example "cut, add"

3. Use the Simple Present Tense

There are also various specific linguistic features in writing a procedure text. One of them is the use of directives of this nature, which can be expressed as command imperative phrases, simple present tense imperative sentences with the subject "you," modal imperative sentences with the subject "must" and "should," and imperative statements in passive forms. Other language characteristics include the use of material processes or physical verbs, the use of manners like cautiously and thoroughly, and the use of temporal conjunctions *like firstly, thirdly, after that, before,* and so on to indicate the order of activities.

**2.4 Review of Releted Literature**

The first previous research was research conducted by (AS et.al., 2023) with the tittle journal “The Use of Tutorial Video on YouTube as Alternative Media for Teaching Writing of Procedure Text”. The researcher concluded that using YouTube tutorial videos to improve students' writing ability in procedure text, particularly in terms of content and organization, was effectively based on the researcher's findings and discussion in the previous chapter, as well as the research findings.

The second previous research was research conducted by (Basri, et.al.,

2019) with the tittle of journal “Enhancing Students’ Ability to Write Procedure Text through YouTube Video”. The purpose of this study was to determine how YouTube videos are used as a medium to improve students' procedural writing

skills for SMP Negeri 3 Barebbo. According to the research findings, students' procedure text writing, which includes all writing components such as content, organization, vocabulary, language use, and mechanics, was greatly improved by the YouTube video. It is evident from the outcomes of the descriptive statistic analysis. Research suggests that using YouTube videos as a medium can improve the writing proficiency of third-year students at SMP Negeri 3 Barebbo during the

2018–19 school year. It is advised that teachers improve their proficiency in choosing and presenting procedural text videos when instructing writing, as per the research findings.

The third previous research was research conducted by (Tahir, et.al.,

2023)with the tittle of journal “ The Implementation Of Video To Improve Students Ability In Writing Procedure Text At XI Class Sma Swasta Darul Iman In Academic Year 2021/2022”. This study goal is to ascertain whether using a movie significantly affects the method text that is written. This investigation led the author to conclude that instructional videos play a significant role in teaching procedural writing. It is demonstrable by the analysis's finding that the "observed" value of around 40,85 was greater than the "t-table" value of about 1,998 at the

0.05 level of significance. It suggests that in order to ensure a good teaching and learning process, English teachers should incorporate videos into their writing method text lessons.

**2.5 Conceptual Framework**

When learning English materials, learners of the language need to be proficient in four areas, reading, listening, writing, and speaking are the four skills that students studying English need to master. Writing is the most crucial of these.

Students struggle with writing for three different reasons. Firstly, due to a deficiency in vocabulary, the students are unable to articulate their thoughts using suitable English terminology. Second, the are unable to construct grammatically correct sentences because they lack basic grammar knowledge. Thirty, the students perform poorly in writing because they lack the ambition to acquire the craft.

With the difficulties faced by students, researcher used YouTube video media to make students improve their writing skills by showing various videos on the YouTube channel and explaining various writing rules, especially procedure texts. Since procedure text is used so often, even in casual speech, it is quite significant. Students should therefore possess a strong understanding and producing ability.

The researcher give tests to students evaluate the students' writing in order to determine their strengths and shortcomings when it comes to a procedural text. The purpose of this exercise is to assess the students' text production skills, which will reveal their literacy level and capacity to understand and produce the genre.

By using a YouTube video into the teaching method text as a learning tool. Students' comprehension of writing in steps and in a proper order will grow as a

result. By relating what they are learning to real-world situations, the students are able to observe the processes involved in creating something up close and personal. As a result, students had no trouble organizing the writing process's steps. Nonetheless, the researcher's goal in this area is to examine if students can produce procedure texts. Considering the reason above, the use YouTube video gave significant effect on students ability in writing procedure text.

**2.6 Hypotheses**

Ha = There is a significant affect of using YouTube Video on the students’

achievement in writing skills.

Ho = There is no significant affect of using YouTube Video on the students’

achievement in writing skills.