**CHAPTER V**

**CONCLUSION AND SUGGESTION**

**5.1 Conclusion**

Based on the result of research there was significant difference between the students who were taught using YouTube video and students who were taught without YouTube video. The t-test results from SPSS reveal a sig (2-tailed) of

0.01<0.05 It means that hypothesis was accepted. The hypothesis (Ho) was rejected due to the acceptance of the alternative hypothesis (Ha) in the research.

According to the results of the experimental class's pre-test and post-test, students' writing ability score improved by 87.50% after teaching writing ability utilizing a YouTube video. And in the Control group, students scored 68.75% after being taught writing skills but not using a YouTube video. The YouTube video was significance effect to students' writing abilities in procedure text at the eighth grade of MTS Al Jam'iyatul Washliyah Gedung Johor.

**5.2 Sugesstion**

Have seen the result of the research, the effect of the use of YouTube video could help the students in writing procedure text. the suggestion researcher introduce as the following:

1. For the English teacher, it is important to choosing creative media of learning in order to teach writing ability. The use of YouTube video in teaching writing

helps the students developing their ideas in writing and can make students

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interest to learning.

2. For students, The use of YouTube videos as an alternative media can help students improve their writing skills and overcome writing difficulties. The students appreciate their teacher entirely rattention to the lesson for supporting the learning process functioning effectively.

3. For other researchers, The findings of this study can be used as basic information or a reference for future research on the use of media such as YouTube videos in teaching writing, and it is hoped that this research will help them understand how to use media to improve students' writing abilities.

4. For instituions, Institutions can support teachers by incorporating multimedia resources, such as YouTube, into the curriculum. This could include setting up guidelines or frameworks for how and when to use video content effectively, particularly for enhancing language skills like writing.