

USING YOUTUBE VIDEOS TO TEACH WRITING

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Abstract

This article aims to describe how an English teacher taught writing procedure text using YouTube videos to the 11th-grade students of Vocational High School. The study applied a descriptive qualitative approach. This research was conducted at one Vocational school in Pacet. The participants of this research were an English teacher and 36 students from grade 11 of Tourism Travel Business (ULP) major. This study was guided by one research question “How does the teacher teach writing procedure text using YouTube video to grade 11 students of Vocational High School?” The instruments used in this study were observation, documentation, and interview. The findings of this study show that: 1) the English teacher engaged the students to watch a video from YouTube together in the opening activity, 2) the English teacher and the students discussed the contents of the YouTube videos that have been watched in the core activity, and 3) the English teacher played YouTube videos to prepare the students’ mental condition before they were doing presentation about their writing project of procedure text in core activity. The results indicated that the YouTube video on teaching writing aligns with the stages of the teaching activities proposed by Rusmawan.

Keywords: procedure text, teaching writing, YouTube video

Introduction

English is a foreign language that is widely used in communication by people in the majority of the world's countries, making it an important topic to study in schools (Siahaan et al., 2022). Teaching and learning English involves the teacher imparting speaking, listening, reading, and writing skills. According to Farooq et al. (2020), writing is a sophisticated means of self-expression as well as a literacy ability. This is because writing requires the students to learn a number of standards, including spelling, syntax, punctuation, coherence, and thought structure.

In this research, the researchers focus on writing skills, because writing skills need much time to practice another skill. Jayanti (2019) states writing is a language ability that allows people who are unable to speak to each other face-to-face to communicate indirectly. Writing is important because it is essentially a written language expression of the researcher's concept, opinion, experience, or knowledge. For instance, in their English classes, students should be able to produce as much procedure text as they can. Nowadays, it can be challenging for kids to write in



written language. Besides Amelya et al. (2022), the most difficult that were found were the content, organization, vocabulary, language use, and mechanics. An additional factor contributing to the student's lack of interest in the subject matter is an uninteresting teaching strategy or method.

Wahyuni and Ulfatun (2019) say developing students' writing abilities and language competence which encompasses sociolinguistic, grammatical, strategic, and discourse competence is the teacher's ultimate goal. Therefore, teachers should make every effort to educate children on how to write using appropriate methods. Using media is one way to find a solution, as it can help teachers and students grasp the topic better. When teaching procedural text, students can be motivated, made to feel easy, and have fun by employing videos. Using videos in the classroom can increase student motivation, encourage language use, provide realistic listening practice, and raise students' knowledge of specific language points or other communication-related topics (Khashan & AbuSeileek, 2023). In this study, the researchers did some activities to find out how the English teacher uses YouTube videos in learning activities. The students watched the video about procedure text. Furthermore, the researchers interviewed the English teacher and the students. From this activity, the researchers got information about how YouTube videos are used by the English teacher to teach writing, particularly when teaching procedure text.

In conclusion, the students learn all of the skills and gain confidence in presenting their skills to be fluent in English. The researchers chose writing skills because it needs much time to practice besides other skills, procedure text as the text used in this study, and video from YouTube as one of the mediums that can be utilized to support students in improving their writing abilities, particularly when creating procedure text. Based on the facts above, it was seen whether the students were interested or not in learning writing procedure text using YouTube video.

Literature Review

Definition of teaching writing

Amelia and Hidayat (2021) define teaching writing as intended to support and assist the teacher in imparting knowledge to the students and to help them become comfortable with putting their ideas on paper. It indicates that the primary goal of writing is to engage or communicate with a person or people in writing in their language. Thus, it can foster positive relationships between them. Additionally, teaching writing is the process of passing on writing expertise from the instructor to the students (Rachmawati, 2020). Teaching writing is the teacher creating schemas for operationalizing their goals since education is a complex process with unpredictable behaviors and reactions from those giving and receiving instruction (Graham, 2019).

Based on the explanation above, it can be concluded that teaching writing is an activity in which the teacher must model writing for the class, assist students in learning how to write, provide guidance and instructions, impart writing knowledge, and help the students comprehend how to write correctly.

Writing ability

Sugiharti (2020) defines ability as a person's quality. The capacity to perform a task might come from innate ability or learning. The capacity to investigate thoughts and concepts and convey them to others through written signs or symbols is known as writing ability. Writing skills, grammatical correctness, and word usage are all seen as necessary. Writing can be defined as the communicative process of expressing and sharing ideas, requiring the knowledge of proper syntax and vocabulary as well as the capacity to write by telling or transforming bits of information into text.

Stages of teaching activities

According to Rusmawan (2018), three stages of teaching activities consists of:

Opening activity

To carry out the opening classroom activities, the teacher greeted the students, inquired about their preparation, looked over the student attendance list, encouraged motivation in the class, and lived the classroom. The teacher did a good job of preparing the student's mental health, engaging them in class, and living the classroom; however, the teacher did not prepare the student's physical and mental preparation, explain the relevance of the material to be learned, or outline all of the learning objectives. She also failed to provide explicit instructions on how to acquire the competency and failed to describe in depth the clear and specific signs that would be learned. Because there were still so many areas where the teacher could have made mistakes, the opening exercises were often poorly organized.

Core activity

By guiding the students in developing identification and description, the teacher carried out the primary instructional activities. The primary focus of the teacher's instruction was on fundamental skills, but other crucial and pertinent activities were overlooked, such as addressing each student about their challenges individually and not giving them multiple text examples or guidance on creating frameworks. The teacher did a poor job of guiding the students in developing identification and description, assisting them in writing a text, and monitoring their progress because the students were still unsure of what they were supposed to do. Despite the students' confusion, the teacher instructed them to do the work without individually asking about any of their problems. Since the teacher did not fulfil every learning objective necessary to achieve basic competence, the expectation of basic competence in text composition was not met.

Closing activity

As part of the last instructional activities, the instructor instructed the students to gather their assignments, provided feedback on their work, and told them to continue practicing at home. Because the students disregarded her instructions, the teacher's closing actions which included encouraging them to complete the assignment as well as possible, wrapping up the main activities, and giving them instructions on how to present their final draft were ill-organized. The teacher's ability to lead the closing exercises was generally ill-organized and had many flaws.

Utilizing YouTube videos in teaching

The quality of learning must be improved by integrating technology into the student's learning experience (Yogica, 2019). According to Puspitarini and Hanif (2019) the term "learning media" refers to a hardware or software instrument that teachers utilize to provide the students with content during the learning process. Pratama et al. (2020) describe a YouTube video can help teachers improve their student's skills and show how beneficial it is for them to do so. YouTube is regarded as a visually appealing social media platform that supports international education. Teachers are using videos from YouTube more and more to impart English language skills. It provides quick and enjoyable access to lessons, culturally-based movies, and foreign languages. Put another way, the growing popularity of YouTube learning has the potential to improve the learning environment. Moreover, Mutoharoh et al. (2021) describe that teachers have techniques for using YouTube as an educational medium in the teaching and learning process. The teacher instructed the class to watch the shared YouTube video before inviting any comments or inquiries. The teacher then instructed them to do the assignment. Teachers oversee the learning environment and provide opportunities for the students to participate in it. In this era of distance learning and teaching, these tactics are employed as a means of gradually enhancing students' English language proficiency, particularly in writing.

Additionally, Rahmatika et al. (2021) argue that YouTube videos can provide instructional materials to make goals easier to accomplish. Students can easily understand the content of YouTube videos on writing skills, and most of them include a wealth of cultural elements that may be used with minimal preparation. YouTube videos are a great resource for content and methodology in language learning, particularly in terms of motivation and engagement. YouTube videos can foster a more engaging and meaningful learning environment, which helps students retain information better (Hariyono, 2020).

YouTube as a learning tool

Good internet access is essential for communication between the teacher and the students for the teaching and learning process to be successful. In the twenty-first century, educators and students must be ready to adjust to the quickly advancing technological landscape (Mandasari, 2023). Additionally, an effective educational delivery in the 21st century is to incorporate media technology into teaching and learning as against the traditional approach (Pasternak, 2020). Furthermore, YouTube can be used as a teaching tool in educational settings. However, some writers are unsure about the legitimacy and security of online videos. According to Abbas and Qassim (2020), videos have an impact on students' performance, positive attitudes, learning process management, and improved study and reading habits. For example, in a YouTube video, the students may see, hear, and mimic native speakers of the language in a YouTube video, which will allow their word pronunciation to sound exactly like that of a native speaker (Mulyani & Sartika, 2019).

Rahmatika et al. (2021) describe to make it easier for students to absorb the material offered on YouTube, the selection of videos must be tailored to the subject matter, age, and psychological development of the students. Additionally, a YouTube video has a great deal of potential to help students study more effectively. Abbas and Qassim (2020) claim that educational videos are online recordings of

instructional scenarios. These movies teach particular objectives and incorporate real-world factors. YouTube videos provide several functions, including sharing, watching, downloading, and uploading. YouTube videos are accessible from anywhere at any time, with excellent material quality and the option to resume, pause, or end the video at any point. YouTube videos offer multimedia content since they incorporate both spoken and visual content, which helps students learn a variety of academic abilities. Sharing YouTube videos with others promotes group work activities that enhance the learning environment with amusement and significance.

Method

Research design

Patel and Patel (2019) explain research methodology is a method for approaching the study problem methodically. Setting out the research's framework, including its strategy, approach, research philosophy, and methodology's constituent parts, is helpful. In doing so, the researchers tend to use qualitative research. This study using a qualitative process of inquiry to comprehend a social or human problem from several angles is known as qualitative research (Gupta & Gupta, 2022). Thus, this study used a qualitative approach for methodology.

Research design is an important thing that must exist in research. It aims to get valid data to answer the question of the study. Research design is a plan or concept of the research that is created by the researchers to seek the data needed and to be able to answer the question of the study. The question of this study is "How does the English teacher teach writing procedure text using YouTube video to Vocational High School students of grade XI?" So, this study used a qualitative descriptive method for research design.

This study applied the qualitative descriptive method, which is defined approach of choice when the study's objectives were to provide a clear explanation of the phenomenon (Hunter et al., 2019). When data from a descriptive study are presented, they should be arranged logically and include a clear descriptive overview of the informational contents. Descriptive research is a method that is very useful when researchers would like to find out, regarding events, who was involved, what was involved, and where did things take place. To get the data, the researchers used three techniques: observation, documentation, and interview. In this study, the researchers described the real situation and conditions that the researchers faced in the classroom.

Research site and participants

The study was conducted in SMKN 1 Pacet. The participants were the English teacher and 36 students from grade eleven of the Tourism Travel Business (ULP) major of SMKN 1 Pacet. They were selected based on the frequency of using a video from YouTube by the English teacher in her teaching. The researchers used purposive sampling as a sampling method to select the site and participants because of the aim of the study; research question; and in-depth and detailed information about the phenomenon under investigation. Based on the results of pre-observation conducted by the researchers, this school has a unique teaching tool that the English teacher has applied YouTube video as online teaching media in teaching writing procedure text during COVID-19. Moreover, the researchers used convenience

sampling. One type of non-probability sampling technique is convenience sampling where the researchers collected data from the site and participants were solely on convenience and easily accessible. According to the information from the English teacher, the students from grade eleven of the Tourism Travel Business (ULP) major of SMKN 1 Pacet can find ideas simplified and responsive. So, the English teacher advised the researchers to conduct the study in class XI-ULP 1.

Findings and Discussion

The researchers had done the study and got the data completely from three research instruments including observation, documentation, and interview. To answer the research question, the data were analyzed accurately and systematically by using qualitative research. It was also aimed to conclude the research question.

Stages of teaching activities

This study is based on one question, which is how does the English teacher teach writing using YouTube videos to Vocational High School students of grade XI? The results of this study were analyzed using theoretical references and a related study by Rusmawan (2018) who stated that stages of teaching activities have three stages opening activity, core activity, and closing activity. Below is the analysis.

a. Data from documentation (*modul ajar #2*) and observation #2

1) Opening activity

Tahapan Kegiatan	Langkah Pembelajaran	Waktu
PENDAHULUAN	<ul style="list-style-type: none"> • Mengkondisikan suasana belajar yang menyenangkan • Guru mengintruksikan kepada peserta didik untuk memperhatikan kebersihan kelas sebelum pembelajaran dimulai (Penumbuhan karakter peduli lingkungan) • Guru mengarahkan peserta didik untuk memulai pembelajaran dengan berdoa terlebih dahulu. • Guru mengisi agenda kelas dan mengabsen peserta didik (penumbuhan karakter disiplin dan peduli sosial) • Guru melakukan pemanasan belajar dengan mereview pelajaran sebelumnya. 	10 Menit

Figure 1. *Modul ajar #2* (opening activity)

From the data from *Modul Ajar #2* (opening activity), the English teacher did not mention that she used a YouTube video in the opening activity. From the data opening activity in the second observation, the English teacher stimulated the students' motivation using a YouTube video, which is this activity that happened in the opening activity. The English teacher gave a link YouTube video to the students via WhatsApp Group about IAOT – In-Flight Safety Demonstration. How the English teacher instructed the students is stated in Excerpt #1 of Observation #2.

Excerpt #1

T: “Before we continue our assignment, please look at your phone. I have sent a link from YouTube. It’s connected with your, *apa itu ya*, your dream, or your majors. *Ya, jurusan kalian.*”

[T: “Before we continue our assignment, please look at your phone. I have sent a link from YouTube. It’s connected with your, what is it, your dream, or your majors. Yes, your majors.”]

According to the statement, it can be seen that the English teacher engaged the students to watch videos from YouTube video together. As Rusmawan (2018) stated this activity includes a stimulation motivation activity where the English teacher used YouTube videos as learning media to stimulate the student’s motivation before getting into the core of the lesson.

2) Core activity

KEGIATAN INTI	<p>Kegiatan 4 (40 Menit) Memonitor Keaktifan dan Perkembangan Proyek</p> <ul style="list-style-type: none"> • Guru mengarahkan peserta didik menonton video tentang <i>How to Wear a Seat Belt Properly</i> https://www.youtube.com/watch?v=Cq1auN7xtlo • Guru memberikan pertanyaan terkait proses yang ada dalam video tersebut. • Guru mengarahkan peserta didik untuk duduk secara berkelompok sesuai dengan kelompok di pertemuan sebelumnya. • Guru mengarahkan dan membimbing peserta didik untuk melanjutkan proyek yang telah dirancang; menyusun teks. • Guru mengarahkan peserta didik untuk berlatih mempresentasikan teks yang telah dibuat sesuai dengan peran yang telah ditugaskan. • Guru mengarahkan peserta didik untuk mencatat setiap tahapan, mendiskusikan masalah yang muncul selama penyelesaian proyek. (Creativity) 	70 Menit
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Figure 2. Modul ajar #2 (core activity)

Based on the data from *Modul Ajar #2* (core activity), the English teacher directed the students to watch a YouTube video about How to Wear a Seat Belt Properly and gave a question about the process in the video. Whilst, from the data core activity in the second observation, the English teacher and the students discussed the content of the video from YouTube video. The English teacher and the student's dialogue is stated in Excerpt #2 of Observation #2.

Excerpt #2

T: “*Tentang apa itu? Demonstrasi tentang apa?*”

S: “*Safety demonstration.*”

T: “*Safety demonstration about?*”

S: “*Tata cara, how to safety belt.*”

[T: “*What is that about? Demonstration of what?*”

S: “*Safety demonstration.*”

T: “*Safety demonstration about?*”

S: “*Procedures, how to safety belt.*”]

From the dialogue above, it can be seen that the English teacher and the students discussed the contents of the YouTube video that has been given and have been watched. From this activity, the English teacher hopes that students can begin to develop their creativity in identifying and describing the subject matter that

would be studied at that time as Rusmawan (2018) described. Rusmawan (2018) described that by guiding the students in developing identification and description, the teacher carried out the primary instructional activities. Additionally, the English teacher used YouTube videos to provide content that makes goals easier to achieve. It is as Rahmatika et al. (2021) argued that to make it easier for students to absorb the material offered on YouTube, the selection of videos must be tailored to the subject matter, age, and psychological development of the students.

b. Data from documentation (*modul ajar #3*) and observation #3

1) Opening activity

Tahapan Kegiatan	Langkah Pembelajaran	Waktu
PENDAHULUAN	<ul style="list-style-type: none"> • Mengkondisikan suasana belajar yang menyenangkan • Guru mengintruksikan kepada peserta didik untuk memperhatikan kebersihan kelas sebelum pembelajaran dimulai (Penumbuhan karakter peduli lingkungan) • Guru mengarahkan peserta didik untuk memulai pembelajaran dengan berdoa terlebih dahulu. • Guru mengisi agenda kelas dan mengabsen peserta didik (penumbuhan karakter disiplin dan peduli sosial) • Guru melakukan pemanasan belajar dengan mereview pelajaran sebelumnya. 	10 Menit

Figure 3. *Modul ajar #3* (opening activity)

Based on the data from *Modul Ajar #3* (opening activity), the English teacher did not mention that she used a YouTube video in the opening activity. From the data opening activity in the third observation, the English teacher played three examples of procedure text using a YouTube video to give an example to the students how to present using video. The YouTube videos were “How to Wear a Seat Belt Properly”, “Seat Belts – What You Need to Know”, and “How to Properly Wear Your Seatbelt”. Before the English teacher played a YouTube video, she said as in Excerpt #3 of Observation #3.

Excerpt #3

T: “*Ya. Karena kemarin kita penekanannya ke menulis, jadi Ibu menggali dulu ide kalian ... Nah ada beberapa ide yang kalian sudah bagus, namun ini adalah salah satu bagaimana kalau kita menampilkan, apa, presentasi dalam video.*”

[T: “Yes. Because yesterday our emphasis was on writing, so I'll explore your ideas first ... So there are some ideas that you have that are good, but this is one of what if we show, what, a presentation on video.”]

According to the teacher’s statement, it seems that the English teacher played YouTube videos to prepare the students’ mental condition before they did a presentation about their writing project of procedure text in the core activity. This relates to Rusmawan (2018) who stated that one of the activities in the opening activity, the English teacher prepares the students’ minds. Also, it is in line with Abbas and Qassim (2020) who said that videos have an impact on students' performance of the students. In this case, the students performed their writing project on procedure text.

Utilizing YouTube videos in teaching writing

This analysis is explained based on an interview with the English teacher. This study is based on one question, which is how does the English teacher use YouTube videos for Vocational High School students of grade XI in teaching writing? This research's findings were examined utilizing some theoretical references, related studies, and data from interviews with the English teacher. Below is the analysis.

The first question was about the English teacher's opinion about technology as instructional media. The English teacher answered that the students use technology to guide instruction. It will guide instruction using the technology in facilitating the students to help a better learning experience. It is related to what Yogica (2019) said that greater utilization of technology in the educational process is necessary to improve the quality of instruction.

The second question was about the English teacher's reason why choosing YouTube to help teach writing procedure text. The English teacher answered that YouTube video has audio visuals, to make the content easily understood by the students. This relates to what Wahyuni (2021) said that the students would find it very easy to absorb the information provided through YouTube videos if it is presented with attractive and clear audio and visuals.

The third question was about how the English teacher prepared for applying YouTube videos as a learning media for teaching writing procedure text. The English teacher answered that she applied a YouTube video to clarify what she was explaining about writing procedure text material. Furthermore, the students also can access YouTube videos to search for references. It is related to Pratama et al. (2020) describe that a YouTube video can help teachers improve their student's skills and show how beneficial it is for them to do so.

The fourth question was about the English teacher's strategy in applying YouTube videos to teaching writing procedure text. The English teacher answered that her strategy in applying YouTube videos to teaching writing procedure text is to prepare an example of the YouTube video, then understand it together, and lastly, the students note important points. It is related to Mutoharoh et al. (2021) described that teachers have techniques for using YouTube as an educational medium in the teaching and learning process. The teacher instructed the class to watch the shared YouTube video before inviting any comments or inquiries.

The fifth question was about the English teacher's opinion about students' responses related to using YouTube videos in teaching writing procedure text. The English teacher answered that the responses of the students when she applied YouTube video in teaching writing procedure text were faster than when she conveyed manually. It is related to Abbas and Qassim (2020) maintained that videos have an impact on students' performance, positive attitudes, learning process management, and improved study and reading habits.

The sixth question was about the English teacher's opinion about the classroom situation when teaching writing goes on. The English teacher answered that the classroom situation when teaching writing goes on is fun. It is related to Kristiani and Pradnyadewi (2021) state that an engaging medium for teaching and learning English is a YouTube video.

The seventh question was about the characteristics of a good YouTube video. The English teacher answered that the characteristics of a good YouTube video are the content is conveyed, it does not clash with Indonesian culture, there is no action

porn, remains polite, remains by the learning material, the context is current issues, not old school issues, not issues that the students do not understand, and not interesting. It is related to Rahmatika et al. (2021) described that to make it easier for the students to absorb the material offered on YouTube, the selection of videos must be tailored to the subject matter, age, and psychological development of the students.

The eighth question was about how to handle difficulties while using YouTube videos as media teaching writing procedure text. The English teacher answered that to handle she would get ready from her handphone and the students help them to recover it. It is related to Mandarsari (2023) said that for the teaching and learning process to be successful, communication between the English teacher and the students needs reliable internet access.

The student's response after the use of YouTube video

This analysis is explained based on an interview with the students. This study is based on one question, which is the student's response after the English teacher teaches writing using a YouTube video to Vocational High School students of grade XI. The results of this study were analyzed using some theoretical references, related studies, and the data from interviews with the students. Below is the analysis.

The first question was about the process of writing procedure text activity using a YouTube video in the classroom. The students answered that using YouTube videos can help them learn to write procedure text in class. Examples from YouTube videos can help them to understand the procedure text material is a video that shows real examples, the pronunciation is clear and the appearance is in the form of animation. It is related with Mulyani and Sartika (2019) said that in a YouTube video, the students may see, hear, and mimic native speakers of the language in a YouTube video, which will allow their word pronunciation to sound exactly like that of a native speaker.

The second question was how using YouTube videos can assist the students with their procedure text writing. The students answered that during the learning process, they can understand the material being studied. This is because YouTube videos have audiovisuals which can help them understand concepts practically without the English teacher having to explain and give examples. YouTube videos can also help them with listening and pronunciation. It is related to Wahyuni (2021) who stated that students would find it very easy to absorb the information provided through YouTube videos if it is presented with attractive and clear audio and visuals.

The third question was about media that is often used by the English teacher. The students answered that the English teacher used learning media such as YouTube videos, PowerPoint Presentations, quizzes, Google Forms, Instagram video reel links, whiteboards, and direct practice. It is related to Puspitarini and Hanif (2019) who stated that the term "learning media" refers to a hardware or software instrument that teachers utilize to provide students with content during the learning process.

The fourth question was their responses about the use of YouTube videos in teaching writing procedure text. The students answered that YouTube videos can make it simpler to understand the material and can be used as entertainment so that

they do not get too bored during the learning process. It is related to Kristiani and Pradnyadewi (2021) stated that an engaging medium for teaching and learning English is a YouTube video.

The fifth question was about the situation when the learning process go on. The students answered when the English teacher taught writing procedure text using a YouTube video, the classroom atmosphere was not noisy. However, sometimes at the end of learning, the students are not focused on the ongoing learning. It is related to Hariyono (2020) said that YouTube videos can foster a more engaging and meaningful learning environment, which helps students retain information better.

The sixth question inquired about how the characteristics of a good YouTube video. The students answered that the characteristics of a good YouTube video that can be used as a learning medium are YouTube videos that have funny visuals or images (animations), subtitles, and clear explanations from the narrator (native speaker). It is inversely proportional with Rahmatika et al. (2021) described that to make it easier for the students to absorb the material offered on YouTube, the selection of videos must be tailored to the subject matter, age, and psychological development of the students.

In the seventh question, the researchers talked about how the students handle difficulties when following the process of learning to write using YouTube videos. The students answered that to overcome difficulties when following the process of learning to write using YouTube videos, they would browse the internet, ask the English teacher, ask friends, ask the English teacher for the YouTube video link so they can watch it again at home, turn on the subtitles on the YouTube video, and looking for references on TikTok. It is related to Pasternak (2020) stated that an effective educational delivery in the 21st century is to incorporate media technology into teaching and learning as against the traditional approach.

Conclusion

This study aimed to find out how the English teacher taught writing procedure text using a YouTube video to Vocational High School students of grade XI. The gained data revealed that the English teacher used stages of teaching activities which are opening activity, core activity, and closing activity. From the three meetings, the English teacher used YouTube videos in the second meeting and third meetings, while in the first meeting, the English teacher only informed the students that she would use YouTube videos in the second and third meetings. The research question of this study is “How does the English teacher teach writing procedure text using YouTube video in teaching writing to Vocational High School students of grade XI?” To the research question, the researchers can conclude from the three data sources and analysis by cross-levering the previous theories and previous studies. So, it can be concluded that the English teacher taught teaching writing procedure text to the Vocational High school students of grade XI by developing activities through three steps: 1) the English teacher engaged the students in watching a video from YouTube video together (see Excerpt #1 of Observation #2); 2) the English teacher and the students discussed the contents of the YouTube video that have been given and have been watched (see Excerpt #2 of Observation #2); and 3) the English teacher played YouTube videos to preparing the students’ mental

condition before they were doing presentation about their writing project of procedure text in core activity (see Excerpt #3 of Observation #3).

After completing the study and drawing conclusions from the whole data, the researchers suggest English teachers in Vocational High Schools and English teachers in general High Schools and further researchers who are also interested in conducting similar study. Having observed the English teacher while using a video from YouTube in the teaching writing procedure text, the English teacher used a video from YouTube in her teaching writing procedure text in unvaried ways. The English teacher only used YouTube videos in the opening activity and core activity. For the English teachers of Vocational High School who will teach writing procedure text using a video from YouTube, it is expected that using a video from YouTube in the teaching writing procedure text should be varied in each meeting. The English teachers not only use YouTube videos in the opening activity and core activity but can also use YouTube videos in the closing activity. It aims to entertain the students after they learn. Also, it is suggested that English teachers try to employ YouTube videos in teaching another kind of text which requires a sequence such as recount, narrative, and report text. Having observed the English teacher while using a video from YouTube in the teaching writing procedure text, the students gain some benefits from this teaching. Thus, the researchers can try to find out the benefits that are gained by the students in learning procedure text through YouTube videos.

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