

**TEACHING WRITING PROCEDURE TEXT THROUGH VIDEO
AS TEACHING MEDIA AT THE THIRD GRADE
OF SMAN 1 AMBARAWA**

(A Script)

**By
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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ART EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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ABSTRACT

TEACHING WRITING PROCEDURE TEXT THROUGH VIDEO AS TEACHING MEDIA AT THE THIRD GRADE OF SMAN 1 AMBARAWA

By

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The aim of this research was to find out whether there was any significant improvement of students' procedure text writing ability after being taught through video. The subjects of the research were 33 students of class XII IPA 1 at SMAN 1 Ambarawa in 2018/2019 academic year. The instrument was used to gather the data was writing test (pretest and posttest). The result of this research showed that the students' mean score in the pretest was 69.73 and in the posttest was 80.36, in which the improvement was 10.63. The result of this research also showed that video could be used to improve five aspects of writing namely content, organization, vocabulary, grammar and mechanic. The highest improvement was mechanic from 3.55 up to 4.30. Then, it was followed by content from 20.23 up to 23.71, grammar from 14.18 up to 16.30, organization from 16.79 up to 19.18, and vocabulary from 14.98 up to 16.86. It was proven by the result of Paired Sample T-test, which showed those results were significant because $p < 0.05$, $p = .000$. Thus, it could be concluded that video could be used to improve students' writing procedure text ability.

Keywords: Video, writing, procedure text, improvement.

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**By
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A Script

**Submitted in a Partial Fulfillment of
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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ART EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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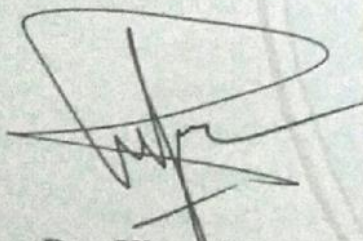
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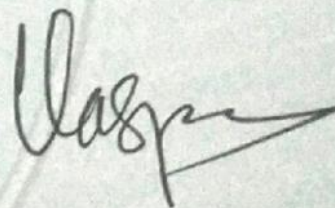
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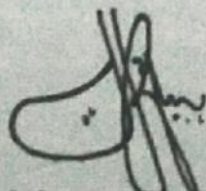


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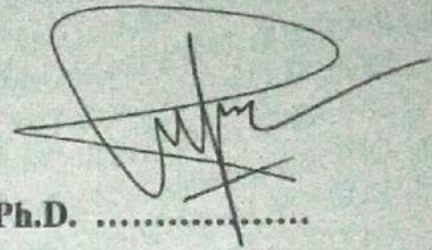


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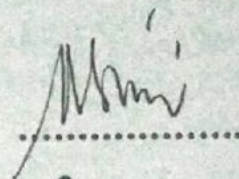
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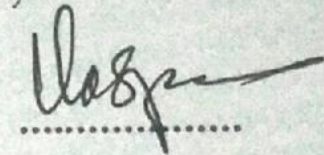
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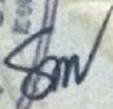
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Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

Amelia Yunindra Safitri was born in Ambarawa, on June 6th, 1997. She is the second child of three children in the family of Hendro Suwarno and Siti Rukiyah. She has one eldest brother whose name Agung Hendri Pradana and one youngest sister whose name Anindya Rayfeva Asyla.

She started her study at TK YASMIDA Ambarawa when she was five years old. Then, she continued her study at MI YASMIDA Ambarawa. After she graduated from elementary school in 2009, she continued her study at SMPN 1 Ambarawa and graduated in 2012. Then, she pursued her study at SMAN 1 Ambarawa and graduated in 2015. In the same year, she passed *SBMPTN* program at English Education Study Program of Language and Arts Education, Faculty of Teacher Training and Education, University of Lampung.

In August 2018, she did *KKN* program in Toto Harjo, Purbolinggo, East Lampung and she conducted *PPL* at SMAN 1 Muhammadiyah Purbolinggo.

DEDICATION

By offering my greatest praise and gratitude to Allah SWT
for His never-ending bless and guidance to me,
this work is proudly dedicated to:

My beloved parents, Hendri Suwarno and Siti Rukiyah.

My beloved brother and sister, Agung Hendri Pradana and Anindya Rayfeva
Asyla .

My beloved fraternity English Department '15. Thanks for the best moments
I've experienced

MOTTO

"Trust yourself, so you'll survive whatever is coming"

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Praise is for Allah SWT, the Almighty God, for blessing the writer with health and determination to finish this undergraduate script, then sholawat is for our Prophet Muhammad SAW, with his family, friends, and all Moslems. This script, entitled *“Teaching Writing Procedure Text Through Video as Teaching Media at the Third Grade of SMA Negeri 1 Ambarawa”* is presented to the Department of Language and Arts Education, Faculty of Teachers Training and Education of Lampung University as partial fulfillment of the requirements for S-1 degree.

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Finally, the writer believes that her writing is still far from perfection. There might be weaknesses in this research. Thus, comments, critics, and suggestions are always open for better research. Somehow, the writer hopes this research would give a positive contribution to educational development, readers and to those who want to conduct further research.

Bandar Lampung, June 2019

The Writer



Amelia Yunindra Safitri

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I. INTRODUCTION

In order to introduce this research, this chapter discusses about background of the research, identification of the problems, limitation of the problems, formulation of the research questions, objective of the research, the significance of the research, and definition of terms.

1.1 Background of the Research

Based on the syllabus from English Curriculum 2013 for third grade of senior high school, students have to understand several types of the text such as report, anecdote and procedure text. The students are required to be able to understand and make a procedure text cohesively based on the social function and generic structure of the text. They must be able to write a procedure text in their daily life, procedure text is used to make some steps or get something done. That is why procedure text is very important to learn. Senior High school students are expected to have a good writing skill since this is one the most important language skills. Writing will help students to master the other skills and English completely. Through writing, the students become involved with the new language, trying to express their ideas and use eyes, hand, brain constantly as a unique way to reinforce learning. In learning writing, there are some aspects: content,

organization, vocabulary, language use (grammar), and mechanics (Lestyaningsih, 2017: 28). By mastering all of the aspects of writing, the students will have a good writing skill because the aspect is related to each other.

However, Desi (2013) found that many students could not write properly. It is supported by the researcher's experience in the forty five days Teaching Training Program in third grade of Senior High School, by giving a writing test to the students, the researcher found that the students' writing skill in Senior High School was still very poor. They usually got some problems when they want to write something. First, they found difficulties in gathering and organizing their ideas in a paragraph unity. Second, students did not had much idea of what to write and how to start writing. In fact, they waste too much time thinking about what they are going to write. Third, students were afraid of making errors. Most students only focus on not making errors – spelling, grammar, and punctuation. Grammar, spelling, and punctuation are also important parts in writing, but the most important part is how the writers can give clear view through their writing. Another problem were they were lack of vocabularies because they rarely to practice in writing. Based on the previous research conducted by Rina (2017) explained that there were a lot of students who had difficulties in writing English. The first, the students had limited vocabulary which could be seen from their difficulties in choosing the diction and arranging the sentences. The second, they had difficulties in exploring and expressing their ideas.

Moreover, according to a research done by Hayati (2017) during the *Praktek Profesi Keguruan Terpadu (PPKT)* especially on ninth grade students, she found several problems in writing procedure text. The problem was students found difficulties in writing especially write procedure text. They felt difficult to express their ideas and emotion creatively that they had in their brain. Sometimes, they found it difficult to start writing because they could not organize their ideas in writing procedure text well. Another problem was they lack vocabularies because they rarely to practice in writing especially writing procedure text.

Based on the previous research above, it could be said that the students' capability in writing was need to be developed due the students' problems in writing, such as lack vocabulary, grammatical errors, and difficult in express and gathering the idea.

The students' writing capability was low because of some factors. First, teaching learning process hold in a classroom was more concerned at acquiring the other skills, such as reading and speaking. Based on Indrasari (2010), who did preliminary class observation in class VIII F SMP N 2 Temanggung got the data that the students had a problem in writing a text because they learnt writing without using an interesting media. They were just asked to write a composition based on the topic that had been prepared in the text book. Sometimes, the students did not understand a certain instruction of a text for example the generic structure of the text, purposes and the language feature of the text. Organization of

the text, generating ideas, language use, content of writing, and vocabulary still became the difficulties faced by the students.

Indrasari (2010) also stated the next factors that causes the students had low capability in writing were the students themselves rarely write in English and the teachers did not facilitate them well to develop their writing skill in classroom activities. The teachers spent little or no time to teach the students how to write. They expected their students to plan and compose their assignments outside of class. It meant the students had a little practice in writing at school. However, the students tend to do writing only if they had been asked by their teachers. Even, when the teachers had asked their students to make a composition outside of class, they did not did any corrections or evaluation on students' assignment in classroom. Sometimes the students only got a certain mark of their writing without knowing the strengths and the weaknesses of their compositions so that they did not knew how to improve their writing to be a better one. Another factor that causes the problem in students' writing was the motivation and interest of the students. The students felt that writing was a boring activity because the teacher often used traditional media to teach writing, such as using text book in every meeting. The teacher led the students to many exercises related vocabularies in their English textbooks instead of teaching idea, meaning, and coherence in writing. It could make the class felt boring and monotonous. According to Harmer (1991:257) the over- use a textbook and thus repeatedly follow the sequence in each unit may become boring, and the routine textbook will become increasingly monotonous.

In line with the problems above, the teacher had to make teaching learning process more interesting by using an interesting media. There are many various media that can be used by the teachers to help the students in organizing the ideas and lessen their boredom in writing. Media are very important in teaching learning process. One of the media the teacher can use in teaching English writing is video. The use of video in a classroom can guide the students' activities in an interesting way. Beer (2012) states that video is an important tool in teaching and learning process. Using video in teaching writing will motivate the students since they can predict the information and idea by watching the video that is brought into classroom. In teaching situation, video explains the information involved inside it. Video that is used in the classroom should be clear and to the point.

Pratiwi (2011) reports that the video helps the students enable to explore main ideas, organize ideas, choose of right words to create sentences and paragraph, produce grammatically correct sentences and use mechanic (punctuation and spelling) in writing. Practically, the use of videos helps the students to focus on a certain topic so they can be more easily to generate and organize paragraph. The symbolic codes, language images, and literacy in the videos make the students selecting the appropriate words with correct spelling easily. Besides, videos give them stimulus and create idea so that they more active and can write with detail information as presented in the video.

There are some researchers who have done the research related to the increasing students' ability using video. The first research by Mustikawati (2014) showed

that using a video in teaching speaking gave a significant improvement for students' speaking skill. Based on the finding, the researcher recommends the teacher to use the media that emphasized more on the visual aspects such as the use of videos to improve students' speaking ability. The second research was conducted by Jawad (2015) the finding revealed that the majority of students were engaged positively in all aspects of student engagement when being taught by using video. Most of them were also engaged in behavioral engagement when the teacher taught them the vocabulary from video as they participate in all of the activities instructed by the teacher such as answering questions, watching video, doing stand up activity and finishing the worksheet.

Based on the explanation above, using video has not been tried in writing skill. Also, the researcher wants to find out that video can be used in teaching process. So, the researcher expects that a video can be useful in improving the students' writing skill too. This is mainly because this media can avoid students' boredom in learning. The students watch the video while they are paying attention to the scene and they know what contained in the video. They could see the acts and listen to the language from video so they could write down based on what they have seen and heard into the paper. Considering the problems above and the advantages of using video as media in improving students' writing skill, the research are interested to use video as teaching media to improve the students' procedure text writing skill of second year students at SMAN 1 Ambarawa.

1.2 Identification of the Problems

Based on the researcher's pre-observation, there some problems that the researcher can identify:

- a. Students have low motivation in learning language.
- b. Students have difficulty in gathering and organizing their ideas in a paragraph unity.
- c. Students do not have much idea of what to write and how to start writing.
- d. Students are afraid of making errors.
- e. Lack of vocabularies.
- f. Teaching media may not appropriate.
- g. Students have difficulty in transferring Indonesian to English.
- h. Students have difficulty to focus on the writing.
- i. Students are always confused in using grammar.
- j. Students have lack of writing practice.

1.3 Limitation of the Problems

Based on identification of the problems above, this study is limited on the problem about how to increase the students' writing skill. Basically, this research uses video to increase students' writing skill. This study is intended to find out whether using video can help students to increase their writing skill.

1.4 Formulation of the Problems

Referring to limitation of the problems, the problem of this research is formulated as follow:

- a. Is there any significant improvement on students' achievement on procedure text writing after the students were taught though video?

1.5 Objective of the Research

In line with the formulation of the problems, the objective of the research is to find out whether or not there is any significant improvement on students' achievement in procedure text writing after being taught using video.

1.6 The Significance of the Research

The significances of the research are as follows:

- a. Theoretically, the result of this research is expected to support the existing theories about teaching writing through video activities.
- b. Practically, it may motivate students to increase their writing skill, so that they will have a good skill and knowledge in procedure text writing. Besides, the students are more interested when teacher uses video as teaching media on writing skill.

1.7 Definition of Term

There are some terms need to be clarified in order to avoid misunderstanding:

- a. Writing

Writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly (Nunan, 2003: 88).

b. Video

Video is a set of components or media that are capable of displaying images and sounds at once simultaneously (Sukiman, 2012: 187-188).

c. Media

Media are the messages mediators or companions from the senders to the receivers (Arsyad, 2006: 3).

d. Procedure text

Procedure text is a piece of text that gives instructions for doing something (Anderson and Katty, 2003: 50).

II. FRAME OF THEORIES

In this chapter, the researcher discusses the review of the previous research and review of related literature; concept of writing, concept of teaching writing, concept of procedure text, concept of using video, the advantages and disadvantages of using video, the procedure of teaching procedure text writing through video, theoretical assumption and hypotheses.

2.1 Review of Previous Research

There were some previous researches about improving the students' writing skill using video. The first research was conducted by Cahyaningrum (2010). She conducted an experimental research of the effectiveness of using video in teaching writing procedure text at the third grade of SMPN 1 Sawit Boyolali started from 13 January to 28 February 2010. From the result, after analyzing the final score of pre-test and post-test of both group control and experimental, she found that video was effective to be applied in teaching writing.

The second finding was conducted by Khoiriyah (2014), which showed that there was very significant effect of using video on the students' writing ability to be used in teaching writing. It was proven by the result of t-score (18,956) was

higher than t-table in the level of significance 5% (2,024) and P value t-test was lower than level of significance of 5% ($0,000 < 0,05$). In Additional, it was also supported by Harmer (2001: 282), which stated that “most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this coupled with interesting task.” It could be concluded that teaching writing procedure text using video that combine with an interesting task, would make a good atmosphere in learning class.

The third research was conducted by Tristy (2010). In her research, she found that video as teaching media could make the students more enthusiastic in learning English particularly in writing. Based on her discussion and investigation, she concluded that teaching report text through watching animal VCD was an attractive technique. The students could enjoy their English class more than before. They were able to write down their report text according to what they had watched.

The next research was conducted by Intan (2011). She found that the used of youtube videos in teaching writing could increase learners' ability to explore the main idea and arrange the words into sentences, then sentences into paragraphs, to choose suitable words and expression, to compose cohesive and coherent writing, and to write sentences grammatically correct.

The last previous research was conducted by Nur (2012) that entitled A Thesis Optimizing the Use of Youtube Video to Improve Students Competence in

Writing Descriptive Text. This study indicated that video was attractive and effective for teaching English especially for teaching writing descriptive text. It also could arouse the students' interest and help them to understand more about the materials from the teachers. The result showed that video was a helpful and also an effective way to use in helping the students' writing skill especially in writing Descriptive text.

In fact, there were a lot of research studies about increasing writing skill through video that had held in other country whether it was for ESL or EFL students and environments. Meanwhile, most of the studies focused on the benefits of using video to improve writing skill in intermediate level students and small number of participant. Therefore, the writer of the current study was interested to find out whether the video could be implemented in big class and advanced level students.

2.2 Review of Related Literature

For further explanation in relation theories of teaching procedure text writing through watching video, the researcher explain the concept of writing and concept of using video.

2.2.1 Concept of Writing

In this sub chapter, the researcher would explain the definition of writing according to three different experts. They were Nunan, Richards and Renandya in Fauziati and Ghaith in Nur Rahma. First, according to Nunan (2003: 88) writing is the process of thinking to invent ideas, thinking about how to express into good

writing, and arranging the ideas into statement and paragraph clearly. Second, Richards and Renandya (2004: 45), stated that writing is not only to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization but also to turn such as ideas into readable text. The last, according to Rahman (2008: 12), writing is an intellectual activity to create written products that demonstrates mastery over contextually appropriate formats for the rhetorical presentation of ideas as well as mastery in all areas of language.

Based on the definitions above, it can be concluded that writing is encoding processes of putting the thoughts and feeling into a set of symbols and putting them onto paper which can be understood by the reader. Writing is producing a sequence of sentences arranged in particular order and linked together in certain ways. The sequence may be very short, but it is put in order and linked together until they form a coherent whole that is called as a text. Writing is a process that occurs over a period of time, periods of thinking that precede creating an initial draft. Process of building a larger unit from the smaller ones, the writer uses words to make sentences, sentences to make paragraph, and paragraphs to make the whole composition.

The purpose of writing is the expression of ideas, the conveying of a message to the reader, so the ideas themselves should arguably be seen as the most important aspect of the writing. Mc. Mahon (1996: 8) states that there are many purposes of writing as follows:

- a. To express the writers' feeling

The writer wants to produce and express what he/she feels or thinks through written forms, as in diary or a love letter. It is what is so called expressive writing.

b. To entertain the readers

The writer intends to entertain the readers through written forms. The writer usually uses aesthetical materials to entertain the readers. It is called literary writing.

c. To inform the readers

The writer intends to give information or explain something to the readers. It is a kind of informative writing.

d. To persuade the readers

The writer tries to persuade or convince the readers about his opinion or concept or idea. It is called persuasive writing.

2.2.2 Concept of Teaching Writing

Raimes (1983: 3) states that teaching writing is a unique way to reinforce learning. Writing reinforces grammatical structures, idioms, and vocabulary. In this sub chapter, the researcher will explain about teaching writing in further way. In teaching writing, the teacher should be able to control the class activities in order to make the students can master the material.

Teaching writing requires the elements of writing skill including content, organization, vocabulary, language use (grammar), and mechanics (Lestiyarningsih, 2017: 28). Teaching writing guides students not only to write

sentences in a paragraph but also to organize their idea. It can be said that teaching writing covers not only the use of grammar such as sentence sense, word order and mechanic, but also cover the organization of the ideas expressed into the correct of writing.

Oshima and Hogue (1991: 2) state that there are four main stages in the writing process: prewriting, planning, writing, and revising draft. In the first stage, the students have to choose narrowing topics that they are interested. In the second stage, the students organize the ideas which are generated by brainstorming. In the third stage, the students write the rough draft based on what they have done in the stages before. Then the last stage, the students revise what they have written concerning with the content then correcting the grammar, sentence structure, spelling or punctuation.

While Edelstein and Pival (1998) states that there are some steps in the writing process. They are:

- a. Prewriting

In this important first step, students are given an opportunity to prepare to write and to collect their thoughts and ideas. If done properly, it can help the students to write without any hesitation and worry.

b. Writing

Students write down all of their ideas. They do not worry about form or correctness or even the order. The objective is to get the ideas on paper as quickly as possible.

c. Rewriting

The initial piece of writing is examined and reworked so that the ideas are logical and flowing together. Students are proof-read their work to make sure that there are not any content, grammatical or spelling errors with the help of their teachers, care givers, or classmates.

Based on the steps that explain by some experts above, it can be reaffirmed that the process of writing includes; 1) prepare to write and to collect the thoughts and ideas, 2) developing ideas, 3) writing the rough draft, 4) editing and revising, 5) publishing the final result.

2.2.3 Concept of Procedure Text

1) Definition of Procedure Text

According to Pardiyono (2007: 93-98), procedure text gives information about how something is accomplished through a sequence of actions or steps. This might include instructions for how to do something or how to make something. According to Anderson and Katty (2003: 50) procedure is a piece of text that gives us instructions for doing something.

2) Characteristics of Procedure Text

Different genres have different features of a particular genre that gives the readers about the overall meaning of the text. So they know what kind of the text tells about. Here steps in constructing a procedure text, as follows:

- a. An introductory statement that gives the aim or goal. This can be the title of the text or an introductory paragraph.
- b. A list of material that will be needed for completing the procedure. This may be a list or paragraph.
- c. A sequence of steps in the order they need to be done.
 - a) The numbers can be showed by using first, second, third, and so on.
 - b) The sequence can be showed by using signal words such as now, next, after this, and soon.
 - c) The steps usually begin with a command such as add, mix, or push.

3) Purpose of Procedure Text

The purpose of procedure text based on Walter (2015: 3) is to ensure that something is done correctly, and achieve a good outcome in the end. It means that purpose of procedure text is to provide information about how to make something, how to cook something, how to use something, or how to operate something.

4) Types of Procedure Text

According to Walter (2015:4), there are different procedural texts for different purpose, as follows:

- a. Texts that explain how something works or how to use instruction or operation manuals.

For example: how to use the video, how to use the cell phone or how to operate blender

- b. Texts that instruct how to do a particular activity.

For example: how to write daily activities

- c. Texts that deal with human behavior

For example: how to live happily, how to succeed.

5) The Elements of Procedure Text

According to Linda Gerot (1994: 206) there are several elements of procedure text as follows:

- a. Social function

A procedure text describes how something is done step by step.

- b. Generic structure

1. Goal. It is the title of the text which shows what the writer would like to tell to the audience.

2. Material. It is the things which are needed for completing the procedure (not required for all procedural text)

3. Step. It shows the ways they need to be done in completing the procedure (i.e. goal followed by a series of steps oriented to achieve the goal)
- c. Language features
1. The use of technical language
 2. Sentences that begin with verbs and are stated as commands, for example the usage of word “open” in the sentence; *open the projector compartment using the screwdriver!*
 3. The use of time words or numbers that tell the order for doing the procedure. Time word is also called sequencers for example first, second, then, after that, the next step is, next, and finally.
 4. The use of adverbs to tell how the action should be done. Adverbs of manner are frequently used. For instance; *next, gently press the stop button to stop the washing machine!*

2.2.4 Concept of Using Video

According to Smaldino (2002: 283), video is an electronic storage of moving images. He adds that any electronic media format that employs —motion pictures to present a message can be referred to as video. Harmer (2001: 290) states that video can enhance simulations, not only because it can provide feedback when students can watch themselves and evaluate their performance, but also because the presence of a video help the students feel more realistic.

Video has been used in two main ways in EFL as an alternative to written or audio text, and as a tool for analyzing learners' error. According to Rice (1993: 26-30) there are some techniques to teach writing with videos as follow:

1. Freeze Frame.

The teacher presses the pause so that the picture will be frozen on screen.

Teacher then asks the students to guess what the character will say or do.

Then, compare the students' answer with what happens.

2. Silence viewing.

It is excellent for stimulating writing. Students want to communicate their interpretations of people and actions they have seen on the screen.

3. Vision off.

Students listen to the sound and conversation and make prediction about what happens, who and where the people are in and what they are doing.

4. Jigsaw viewing.

Half of the students go out of the room for few minutes. The remaining half of them watches the video with sound off. The students then switch places and second group listens with the pictures off. Then they come back to share their information.

Based on ETH (Educational Development and Technology, 2015), there are some criteria of good video for teaching media:

1. Structure

- The video is well structured (with e.g. introduction, consolidation, examples, conclusion), perhaps in chapters (simplifies repetition).

- The video is well aligned with the learning environment/entire course (learning objectives, activities, overview).
 - The video does not too long.
2. Authentic student world
- The video is understandable to the target group (language, content).
 - The video uses examples which are suitable and authentic for the target group.
 - The video ties in with the previous knowledge of the target group.
3. Activation of students
- The video incorporates activation tasks (e.g. interim questions or final quizzes) which are directly related to video content.
 - The faculty in the video makes contact with students (e.g. by asking them to reflect). They show their interest in the content.
 - The faculty link the video's content with further concepts, examples, analogies, in-depth material, etc.
4. Optimal didactic media
- The strengths of the video medium have been exploited.
 - Content is imparted and learning objectives are achieved more effectively than would be possible using other media (text, images, live presentations).
 - The selected design methods support the content and learning objectives.
 - Visual and audio channels are used optimally (they augment learning).
The working memory is not overloaded (e.g., pauses are integrated).

2.2.5 The Advantages and Disadvantages of Using Video

In the implementation of using video, there are some advantages and disadvantages. They are:

1. The advantages of using video:

According to Tomalin (1991: 48) there are some benefits of teaching English using video. They are as follows:

a. Children enjoy language learning with the video

One of the aims of teaching English to learners is to instill in them. The idea that language learning is happy experience and video creates an attractive enjoyable learning environment. Teaching using video makes the teaching-learning process more various. The various media that are applied by the teachers can motivate the students to learn and give comfortable feeling during teaching-learning process in the classroom.

b. Video is an effective way of studying body language

Language learners are learning about the world around them. Because the video consists of action, so the students can learn about body language based on the action of the video.

c. Children gain confidence through repetition

Children love to hear stories again and again and the same goes for video. By watching a video several times children can learn by absorption and imitation.

2. The disadvantages of using video:

According to Prastowo (2011:311), the disadvantages of the video are:

a. Relatively expensive

Reduplication film or video in general way cost money and take time.

So, the teacher may to find the video from website such as www.youtube.com and download from it or make the video by him/herself.

b. An appropriate video for me purpose and requirement of learning or material.

It is hard to find the video that is appropriate for purpose and requirement of learning material, but the teacher can make their daily life video that related to procedure text, such as make a coffee, cook a fried rise and the other.

2.2.6 The Procedure of Teaching Procedure text writing through Video

Based on Edelstein and Pival (1998), there are three steps of writing. They are:

- 1) Pre-writing is concerning to select the general subject, restrict the subject, generates the idea and organize the ideas.
- 2) While-writing is to setting on the paper the ideas in her or his mind into words, sentence, paragraph, and so on.
- 3) Post-writing concern with evaluating her or his writing, deals mainly with:
 - a. Concerning the content and form
 - b. Correcting the vocabulary, punctuation, and grammar.
 - c. Correcting writing errors, word duplications, and omission.

1) Pre-writing Activities

- a. The students are stimulated about background knowledge by giving questions and explanation about procedure text.
- b. The students tell about some of their favorite food and how to make it in procedure text.
- c. The students watch video about how to make food and answer some questions.
- d. The students get explanation about the generic structure and how to organize procedure text from recorded video that has been played.

2) While-writing Activities

- a. The students write a procedure text based on the video that has been played and explain the steps of making the food based on the video.
- b. The students write their own procedure text based on the generic structure of procedure text.

3) Post-writing Activities

- a. The students' writing tasks are checked by the teacher and they have to re-write if there are some errors in grammar, vocabulary, content, and form.
- b. The students reflect the lesson that they are learned.

Based on the statement above, the researcher will use the step containing pre-writing, while-writing, and post-writing. The procedure of writing procedure text through video is used to modify the lesson plan.

2.2.7 Theoretical Assumption

Based on the frames theories, it can be assumed that writing is one of the main important skills in learning English. In writing, the ideas are arranged in sentences that related to each other, so the information can be comprehended. It takes ideas, feelings, opinions, emotions about what have ever been read, seen, or experienced and transferred into paper using their knowledge and writing process to create meaningful text. Procedure text is kind of text to explain about how to operate or to make something. And the social function is to describe how something is completely done through a sequence of series.

In the relation with this study, one of the alternatives to make process of teaching writing of procedure text effective is using video. Video is the audio-visual media featuring motion it is popular in the community. The uses of video are motivates and helps the students enjoy the learning activities, avoids the boredom, and stimulates the language use. In teaching writing procedure text by using video, the students watch a video about procedure text and they see how procedure text is used in our daily life. Finally, the researcher assumed that video could improve students' procedure text writing to be better.

2.2.8 Hypotheses

Based on the theories and assumption above, the researcher proposes two hypotheses in this research as follows:

H₁ : There is an improvement toward students' writing score after being taught through video.

III. METHODS

This chapter contains of setting of the research, research design, population and sample of the research, variable, procedure of the research, instrument of the research, validity and reliability, data analysis, and data treatment.

3.1 Setting of the Research

a. Time

This research was conducted in the second semester of third grade of SMAN 1 Ambarawa from 25th January to 22^{sd} February 2019 that followed the English Curriculum 2013 for third grade of senior high school.

b. Place

This research was conducted at SMAN 1 Ambarawa which located on Jl. Sapuhanda No. 01, Ambarawa, Pringsewu.

3.2 Research Design

The research was a quantitative research. The aim of this research was to find out whether there was any significant improvement on students' achievement in procedure text writing after being taught by watching video or not. The research design that the researcher used in this research was one group pretest-posttest design. The researcher used this research design for several reasons. Firstly, due to

limited time and cost, it was not feasible to use the true experimental design. Secondly, the researcher was not allowed to take two or more classes for the research by the headmaster of the sample school, so it was impossible to involve the control group in this research.

The research design was presented as follows:

T1 X T2

T1 : Pretest

T2 : Posttest

X : Treatments (teaching procedure text writing through watching procedure video)

Hatch and Farhady (1982:22)

In a word the research design that the researcher used in this research was one group pretest and posttest design.

3.3 Population and Sample of the Research

The population of this research was the third grade of SMAN 1 Ambarawa in the academic period 2018/2019 that consists of eight classes and there were around 30 to 35 students in each class. For the sample of this research, the researcher randomly choose one class at the third grade students because the participants had similar chance to be chosen and aims to avoid the subjectivity in the research

(Setiyadi, 2006:39). The class was XII IPA 1 which consists of 33 students as the sample.

3.4 Variables

Variable is a characteristics of a group of people, their behavior, or the variant environment of one individual to others (Setiyadi, 2006:2001). There are two kind of variable. They are dependent variable and independent variable. Dependent variable is a variable that the researcher observes and measures to determine the effect of the independent variable. Then, independent variable is the major variable that researcher hope to investigate.

According to the explanation above, researcher would determine the variables of this research as following:

- 1) Students' procedure text writing skill is as dependent variable (Y), because this variable is observed and measured to determine the effect of the independent variable.
- 2) Video is as independent variable (X), because this variable can influence or have effects to dependent variable.

3.5 Procedure of the Research

The procedures of the research are as follows:

1. Selecting materials for treatment

The researcher selected some samples of procedure texts from some English books, magazines, or internet. The researcher used the video as a teaching media. The videos were taken from the internet or DVD.

2. Determining the population and selecting the sample

The population of this research was one of the classes at SMAN 1 Ambarawa, Pringsewu.

3. Administering the pre-test

The researcher conducted the pre-test before giving the treatments and it was in 90 minutes. The pre-test was conducted to know the students' ability about procedure text writing. The students were asked to write a procedure text freely.

4. Conducting the treatments

The researcher gave some treatment to the students using video in 3 meetings. The researcher explained the procedure in writing procedure text. The time for each treatment was 90 minutes, based on the time allocation in the syllabus of the third grade of Senior High School.

5. Administering the post-test

The post-test was conducted to measure the students' procedure text writing improvement. The test was in writing form. The students were asked to develop their procedure text writing based on the video that is played.

6. Scoring the students' writing

In this step, the students' writing in the pretest and posttest were scored based on the five aspects of writing. The five aspects were content, organization, vocabulary, grammar and mechanic. In giving the scores, the researcher used

two raters in order to avoid the subjectivity of the researcher. The first rater was the researcher and the second rater was the English teacher of the class.

7. Analyzing the data

After scoring students' writing, the result of the pre-test and the post test were analyzed by using SPSS software program. It was used to find out the means score of the pre-test and the post-test and how the improvement was.

3.6 Instruments of the Research

The researcher used writing test as the instrument for collecting the data. Writing test was used to know the students' writing skill. In this case, the researcher used writing test especially essay test to know and measure the students' mastery in procedure text writing. There were pre-test and post-test. The pre-test would be given in the first meeting before the treatments. While the post-test was conducted after the students received the treatment. The purpose of the pre-test was to see the students' procedure text writing skill before the treatments are given. On the other hand, the purpose of the post-test was to find out whether there was an increase of students' achievement after the students received the treatments.

3.7 Validity and Reliability

A test can be said whether it is usable or not if it had fulfilled the criteria of validity and reliability. The writing test is the decisive instrument of this research. Therefore, it is important to measure the validity and reliability of the test in order to get valid and reliable data.

3.7.1 Validity

A test can be considered valid if the test measures the objectives to be measured and suitable with the criteria (Hatch and Farhady, 1982: 250). According to the Hatch and Farhady (1982: 281), there are two basic types of validity: content validity and construct validity. In order to measure whether the test has a good validity, those two types of validity would be analyzed.

Content validity was concerned with whether the test was sufficiently representative and comprehensive for the test. In the content validity, the material given is suitable with the curriculum. Content validity is the extent to which a test measures a representative sample of the subject matter content, the focus of content validity is adequacy of the sample and simply on the appearance of the test (Hatch and Farhady, 1982: 251). This research used procedure writing test that supposed to be comprehended by the third grade of senior high school students. The test considered as valid in content validity since the test of writing constitutes a representative sample of the language skill and structure and also the material would be chosen based on English Curriculum of 2013 Curriculum for third year senior high school.

Construct validity is needed for the test instruments which has some indicators in measuring one aspect or construct (Setiyadi, 2006:25). If the test instruments have some aspects and every aspect is measured by some

indicators, the indicators must have positive association to one another. In this research, scoring criteria based on the five aspects of writing: content, organization, vocabulary, grammar and mechanics. If the test has already measured the five aspects, the test has covered the aspects of construct validity. In measuring construct validity of the instrument (test), the second rater may be involved in determining the reliability of each indicator.

Table 3.1

Writing Scoring Rubric

CONTENT	30-27	EXCELLENT TO VERY GOOD: substantive, thorough development of topic, effective and appropriate details of topic or story
	26-22	GOOD TO AVERAGE: adequate range, adequate development of topic, sufficient details of topic or story
	21-17	FAIR TO POOR: little substance, inadequate development of topic and detail
	16-13	VERY POOR: non-substantive, not pertinent, or not enough to evaluate
ORGANIZATION	25-22	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive
	21-18	GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, logical but incomplete sequencing
	17-11	FAIR TO POOR: non – fluent, ideas confused or disconnected, lacks logical sequencing
	10-5	VERY POOR: does not communicate, no organization, or not enough to evaluate
VOCABULARY	20-18	EXCELLENT TO VERY GOOD: effective word/idiom choice and usage, word form mastery
	17-14	GOOD TO AVERAGE: occasional errors of word/idiom form, choice, usage but <i>meaning not obscured</i>
	13-10	FAIR TO POOR: frequent errors of word/idiom form, choice, usage, <i>meaning confused or obscured</i>
	9-7	VERY POOR: little knowledge of English vocabulary, idioms, word form, or not enough to evaluate

GRAMMAR	20-18	EXCELLENT TO VERY GOOD: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	17-14	GOOD TO AVERAGE: effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>
	13-10	FAIR TO POOR: major problems in simple/complex constructions, frequent errors of negation, agreement, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletion, <i>meaning confused or obscured</i>
	9-7	VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate
MECHANICS	4	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	3	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i>
	2	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, <i>meaning confused or obscured</i>
	1	VERY POOR: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

(Jacobs, 1981: 90)

3.7.2 Reliability

In a simple ways, reliability could be defined as the consistency of the result of a test. A test can be considered reliable if the result of the test does not have big differences with the result of the test when it is tested to the same students with same periods after the first test has done. In other words, how far it can measure the same subject at separated time, but it show the same result relatively (Setiyadi, 2006:113). In this research, to estimate the reliability of the test, the researcher used the form of writing

test. In scoring the writing test, it involved the subjectivity. Therefore, inter-rater reliability used to find out whether a test was reliable. Djiwandono (2011: 187-188) states that inter-rater reliability shows the level of reliability of two row scores obtained from two correctors or testers in which each corrector or tester performs the scoring to the same number of test participants.

The reliability of writing test in this research was measured by computing the mean score from each corrector or tester. The score of writing test was the mean score between the first and second rater.

To measure how reliable the scoring was, the researcher used *Spearman Rank Correlation* with the formula:

$$r = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

Notes:

r : Coefficient of rank correlation

d : Difference of rank correlation

N : Number of students

(Sugiono, 2006: 228)

In this case, the coefficient of rank correlation analyzed with the standard of reliability as follows:

0.80 – 1.0 : very high reliability

0.60 – 0.79 : high reliability

0.40 – 0.59 : medium reliability

0.20 – 0.39 : low reliability

0.0 – 0.19 : very low reliability

(Arikunto, 1998: 260)

The reliability of this research could be seen on the explanation bellows:

1. The result of Reliability of pretest score:

$$r = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

$$r = 1 - \frac{6.222}{33(1089 - 1)}$$

$$r = 1 - \frac{1332}{35904}$$

$$r = 1 - 0.04$$

$$r = 0.96$$

Based on the criteria of reliability, the pretest had very high reliability.

2. The result of Reliability of posttest score:

$$r = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

$$r = 1 - \frac{6.288}{33(1089 - 1)}$$

$$r = 1 - \frac{1728}{35904}$$

$$r = 1 - 0.05$$

$$r = 0.95$$

Based on the criteria of reliability, the posttest had very high reliability.

3.8 Data Analysis

After collecting the data, the results were analyzed by a number of procedures. The result of students' performance in the pre-test was compared with the result of their post-test to the impact of the treatments in their writing skill. The data analyzed using SPSS software program.

The next step was presenting the data. After the data have been collected and classified, the data would be presented. Finally, the last step was taking conclusion of the whole presented information.

3.9 Data Treatment

3.9.1 Normality Test

The researcher used normality test to treatment the data. This test used to measure whether the data were normality distributed or not. The students' score of pretest and posttest would be analyzed to gain the normality test. The hypothesis for normality test was as follows:

H_0 : The distribution of the data is normal

H_1 : The distribution of the data is not normal

The result of the normality test can be seen in the following table:

Table 3.2 Result of Normality Test in Pretest and Posttest

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Posttest	.119	33	.200 [*]	.968	33	.424
Pretest	.085	33	.200 [*]	.978	33	.711

a. Lilliefors Significance Correction

From the table above, the value or normality test in the pretest was 0.711 and in the posttest was 0.424 which higher than 0.05. It could be concluded that H_0 was accepted and H_1 was rejected. In other words, the data of pretest and posttest were normally distributed.

3.9.2 Hypothesis Testing

After analyzing and collecting the data, the researcher analyzed the data in order to find out whether there was difference of students' writing achievement after being taught by using video. The researcher used repeated measure T-test to find out the improvement of the treatment effect. The criteria is:

H_1 : There is an improvement toward students' writing score after being taught through video. H_1 was accepted if alpha level was lower than 0.05 ($\alpha < 0.05$).

V. CONCLUSIONS AND SUGGESTIONS

This final chapter attends the conclusion of the research findings and suggestions for the English teachers who want to use video as the alternative media in teaching writing and for those who want to conduct similar research.

5.1 Conclusions

The objective of this research is to find out there is an effect of using video on students' writing achievement. In relation to the result of the study, it was concluded that:

1. Video as teaching media gave a positive effect on students' writing achievement in five aspect of writing; content, organization, vocabulary, grammar, and mechanic. Students need the process of writing a text where they were guided step by step that covered each aspect of writing. Video is a teaching media that can improve students' writing skill effectively. The media helped students to get their ideas down on a piece of paper.
2. Mechanic is the aspect that improved the most among the other aspects. This happened because beside used video as teaching media, the teacher also helped the students to correct their punctuation, spelling, and capitalization. Then, mechanic was very simple to use and had no differences in using mechanics between Indonesian and English.

5.2 Suggestions

Based on the conclusion above, the researcher's suggestion can be listed as follows:

5.2.1 Suggestions for English Teachers

1. The English teacher may start to use video by focusing on certain aspect of writing. It is done in order to help students to improve their writing ability step by step.
2. The English teacher should use the video that has good quality, not too long, and has subtitle in order to make the video more effective to use in learning activities.
3. The teacher should ask the students to bring along their own dictionary in order that they will not depend on the teacher and their friends in getting the meaning of new vocabularies.
4. The English teacher should be able to maintain the students' activity, it is important because sometimes there are some students who cheat by accessing the internet.

5.2.2 Suggestions for Further Research

1. The other researchers should use more than one data collecting technique, such as giving pretest and posttest, giving questionnaire and doing interview in order make the data more significant.
2. It is better for the other researchers to use more than one class in the research to have enough samples. The other researchers can use control class beside the experimental class in the research.

3. In this research, the researcher used video as teaching media to help students to improve their procedure text writing ability. The result of this research shows that mechanic is writing aspect that has the lowest improvement in this research. So, the other researchers can try to develop students' mechanic aspect in order to improve the students' writing skill.
4. In this research, the researcher used video as teaching media in teaching writing. The video that the researcher used still has some weakness such as too long, the quality was not really good, and did not have subtitle. So, the further research have to use more good video as teaching media and try in other skill such as listening and speaking also try to use video in teaching writing to another kind of text such as descriptive and recount text.
5. In this research, the researcher did not code the data for each writing aspects before giving score to the students' writing task. So, the further research have to code data first before giving score to the students' task to make it easier.

Those are the conclusion of this research by using vide as teaching media, also the suggestions for both English teachers and further researchers in using video as teaching media.

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