

**USING VIDEO TO IMPROVE STUDENTS' WRITING ON
PROCEDURAL PARAGRAPHS**

(A Pre-Experimental Study at the Ninth Grade Students of SMPN 26 Makassar)



A THESIS

*Submitted to the Faculty of Teacher Training and Education
Makassar Muhammadiyah University in Part Fulfillment of the Requirement for
Degree of Education in English Department*

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2019**



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FAUZIAH

MOTTO

“Patience is needed when you want to achieve a success”



I dedicated this thesis to
My beloved parent, my brother, my big family
And my bestfriend, for the sincerity and support to do this thesis

ABSTRACT

Fauziah, 2018. *Using Video to Improve Students' Writing on Procedural Paragraphs (the ninth grade students of SMP Negeri 26 Makassar)*, A Thesis of English Education Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University, Supervised by Syamsiarna Nappu and Saiful.

This research aimed at finding out whether or not using video improves the students' writing on procedural paragraphs the that focused on content and organization.

The researcher applied Pre-experimental research with one group pre-test, post-test design, and treated the students for six meetings. The sample of the research was Class IX.2 of SMP Negeri 26 Makassar which consisted of 25 students and was taken by using purposive random sampling technique.

The research findings showed that the ninth grade students of SMP Negeri 26 Makassar had fairly score in Pre-test. After treatment, their writing skill on Procedural paragraphs was significantly increased. The result of the research showed that the content mean score obtained by students in the pre test was 2.5200 while in the post test was 5.1200. The mean score of organization Pre-test was 2.7600 and Post-test was 4.2400. It means that there is significant difference between before and after giving the treatment. It indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It concluded that using video improve students' writing on Procedural Paragraphs in terms of content and organization.

Keywords: Video, Writing, Procedural Paragraphs.

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Makassar, December 2018

Researcher

FAUZIAH



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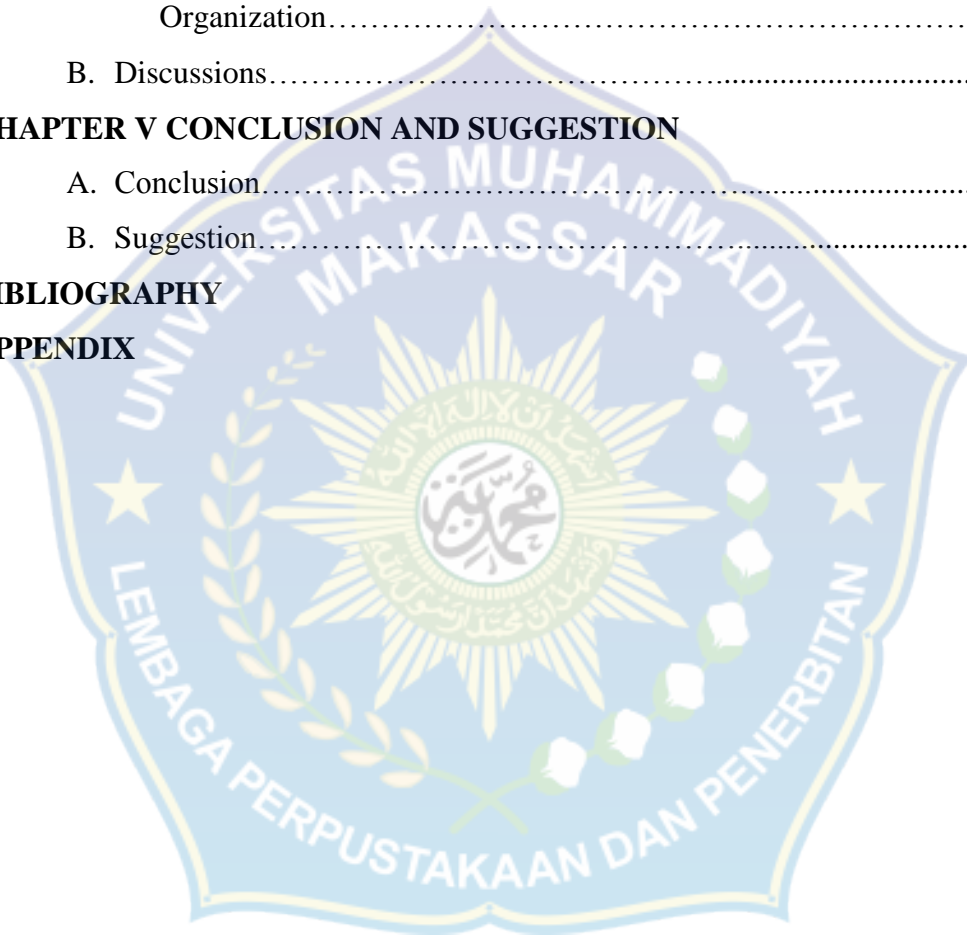
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CHAPTER I

INTRODUCTION

This chapter presents about background, problem statement, objective of the study, significance of the study, and scope of the study.

A. Background

English is becoming more important in the world. It is used in many aspects of life such as communication, knowledge, education, technology, culture and art. In Indonesia, English is as one of foreign language that has four skills, namely listening, reading, speaking, and writing which is taught in elementary school, junior high school, and senior high school.

Writing is one of the skills that has to be mastered by the students. Realizing that writing is very important for English learners, it is essential for English teachers to encourage the students to write. The teachers seem to have difficulties in deciding what technique and media to make writing easier for students to learn. We know that the teacher has important role is teaching and learning process. To reach an optimal success in teaching writing, a teacher needs media to convey the lesson easier. Media are supportive to the students on learning attitude.

Understanding of the usefulness of writing above, the writer needs to know the ways. The fact shows that, writing is a complex process that allows writer to explore thoughts and ideas and make them visible and makes thought available for reflection. When the thought is written down, ideas can be examined, reconsidered, added, rearranged and changed (Ghaith, 2002).

Writing as a process to get product is influenced by some elements such as vocabulary, grammar, organization, spelling, and punctuation. In the first year of Junior High School, the basic competency that should be achieved in the writing English subject is that students have the ability to develop and produce written simple functional text in the recount text, narrative text, news items, procedures, and procedure text. They can use right diction, grammar, punctuation, spelling, and organization.

In this research, the researcher uses video because it can stimulate students' ideas in writing using video so the students can quickly understand by looking at the video directly. There have been several previous studies using videos such as the following Habibulloh (2017), Masriah (2016), Jannah (2014), Micholis (2013), Bachtiar (2013). The research uses videos only to teach students how to write procedure text. For this research use videos so the students are more interested in learning and can improve writing students' methods in writing procedure paragraphs.

The result of observation on September, 05/2018 the researcher found that the big problem in English learning especially in writing skill on Procedural paragraphs. According to Priyana Joko (2008:147), "Procedure text is text that tells how to do something." Its used is to describe how something is completely done through a sequence of series. Most of the students still confused in writing especially procedural paragraph because of the lack of idea, vocabulary that is still minimal and lacks confidence in writing, so it makes the students difficult to write. Based on the situation above, the researcher conducts a research entitled "Using Video to Improve

Students' Writing on Procedural Paragraphs at the ninth grade of SMP Negeri 26 Makassar”

B. Problem Statement

Based on the background above, the problem statement as follows:

Is there any improvement of students' writing on procedural paragraphs by using video in term of content and organization?

C. Objective of the Study

Based on the problem statement above, the researcher focus on the objective of the study: “ To find out whether or not there is any improvement of students' writing on procedural paragraphs by using video”.

D. Significance of the Study

The significance of the research were:

Theoretically, the result of research theoretically is expected to be useful as new information for science or knowledge especially in teaching technique in writing. Practically, this research will help the students to understand procedural paragraphs and write using interesting media such as video.

E. Scope of the Study

Based on the problem statements above, the research limits to the students Improvement to write procedural paragraphs in terms of content and organization by using video.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter deals with previous research findings, some pertinent ideas about the study, and conceptual framework.

A. Previous Research Findings

Some researchers have reported about the use of personal experience in teaching language skills.

The first is Habibulloh (2017) in his study about *The Use of Video in Teaching Writing Procedure Text to the Seventh Grade Students of SMPN 1 Mojo Kediri in Academic Year 2016/2017* found that the students' writing ability increased after being taught using video. It was proven by the mean after being taught using video (72.69) was higher than the mean score before being taught using video (57.05). The result reports that the t-test was higher than t-table ($18.956 > 2.022$) it means that H_0 was rejected and H_a was accepted. Based on the finding above, it can be concluded that video was effective on students' writing ability in procedure text.

The second is Masriah (2016) in her study about *The Use of Video in Teaching Writing Procedure Text to the Eighth Grades at Junior High School in International Language Service (ILS) English Course in The Academic Year 2016/2017*. The result of observation shows that: 1) The use of video in teaching writing procedure text divided into steps, they are: a) Exploration, b) Elaboration, and c) Confirmation. 2) There is three points student's perception that found by

the researcher during the observation, there are: a) the students feel more enjoy that before b) the students become more enthusiastic in learning process c) interesting and saving time.

The third is Jannah (2014) in her study about *Improving students' writing skill using procedure text video in VIIB class of MTs Muhammadiyah 01 Randuagung, Lumajang In The 2013/2014 Academic Year* found that students' ability was improved in each cycle after they were taught using procedure text video. They were better in their procedure text' swriting. Therefore, it can be concluded that the procedure text video as media can improve students' writing skill in the VIIB class of MTs Muhammadiyah 01 Randuagung, Lumajang in the 2013/2014 academic year.

The fourth is Micholis (2013) in his study about *Teaching Writing Procedure Text by Using YouTube Video to The Tenth Grade Students of SMK Nu Ma'arif Kudus in The Academic Year 2012/2013* found that the ability of Teaching Writing Procedure Text before being taught by Using YouTube Video to The Tenth Grade Students of SMK Nu MA' Arif Kudus in The Academic Year 2012/2013 is found the highest score is **69**, and the lowest score is **30**.

The fifth is Bachtiar (2013) in his study about *The Use of Video to Improve Students' Writing of Procedural Text*. The result of the posttest score of the experimental group (M=19.27) was higher than the control group (M=14.40). It was supported by the *t* value $t(28)=6.48$, *p*-value <0.050 and large effect size ($r=1.84$). finally, the interview results show that almost the students gave positive

responses toward the video. From this research, the teachers are recommended to have better competencies in selecting and presenting videos in teaching writing class.

The similarities of the previous research with this research are the subjects of the research is junior high school students and the sample technique uses purposive sampling technique. While, the differences of the research are population and sample are the previous of research used seventh and eighth grade as sample. While, this research takes the ninth grade as sample.

B. Some Pertinent Ideas

1. The Concept of Writing

a. Definition of Writing

Writing is a process of communication where the students express ideas on paper. Writing is a thinking process where ideas are generated and focused on more relevant ideas, so it is not only a simple matter of transcribing language into writing symbols. States by Khoiriyah&Mahendra (2017:279) writing is a way of sharing information, thoughts, ideas and experiences to others in the written form. Through writing, EFL learners can inform others, explore the ideas, carry out transactions and tell what they fell.

Harmer (2004:4) states that writing process is the stage goes through in order to produce something in its final written form. To deliver from that explain of course we used to practice of express what idea in our mind in the form of list, letter, essay, reports, or novel. Meanwhile, Brown (2001:337) explained that

Writing is, in fact, a transaction with words whereby you free yourself from what you presently think, feel, and perceive.

Ramadhani (2013) states that writing is a written productive language skill. The purpose of writing skill is to share information from spoken language into written language. It needs a great thinking to produce writing which begin from getting main idea, planning, and revising procedure. To reach the whole, it requires the specific skill which not all the people could develop it.

b. Types of Writing

Hyland (2004: 29) states that there are some example genres;

1. Recount : to reconstruct past experiences by retelling events in original sequence.
2. Procedure : to show how something is done.
3. Narrative : to entertain and instruct via reflection on experience.
4. Description : to give an account of imagined of factual events.

c. Models of Writing

According to Meer (2016), there are only four general purposes that lead someone to write a piece, and these are known as the four styles, or types, of writing. Knowing all four different types and their usages is important for any writer. Here are the categories and their definitions:

1. Expository

Expository writing explains or informs. It talks about a subject without giving opinions. Expository writing explains or informs. It talks about a subject without giving opinions. Expository writing's main purpose is to explain. It is a subject-oriented writing style, in which authors focus on telling you about a given topic or subject without voicing their personal opinions.

These types of essays or articles furnish you with relevant facts and figures but do not include their opinions. This is one of the most common types of writing. You always see it in textbooks and how-to articles. The author just tells you about a given subject, such as how to do something.

2. Descriptive

Descriptive writing focuses on communicating the details of a character, event, or place. Descriptive writing focuses on communicating the details of a character, event, or place. Descriptive writing's main purpose is to describe. It is a style of writing that focuses on describing a character, an event, or a place in great detail. It can be poetic when the author takes the time to be very specific in his or her descriptions.

Key point of descriptive text: it is often poetic in nature, describes places, people, events, situation, or location in highly-detailed manner.

3. Persuasive

Persuasive writing tries to bring other people around to your point of view. Persuasive writing tries to bring other people around to your point of view. Persuasive writing's main purpose is to convince. Unlike expository writing, persuasive writing contains the opinions and biases of the author. To convince others to agree with the author's point of view, persuasive writing contains justifications and reasons. It is often used in letters of complaint, advertisements or commercials, affiliate marketing pitches, cover letters, and newspaper opinion and editorial pieces.

4. Narrative

A narrative tells a story. There will usually be characters and dialogue. A narrative tells a story. There will usually be characters and dialogue. Narrative writing's main purpose is to tell a story. The author will create different characters and tell you what happens to them (sometimes the author writes from the point of view of one of the characters—this is known as first person narration). Novels, short stories, novellas, poetry, and biographies can all fall in the narrative writing style. Simply, narrative writing answers the question: “What happened then?”

d. Process of Writing

The writing process is some action that must be done by an author if he wants to write about something. there are some experts who say about writing, writing is a process that involves several steps. Richards and Willy

(2002: 315) explain that there are four main stages in the writing process, namely planning, drafting, revising, and editing.

- a. Planning (Free-writing) is any activities in the classroom that encourages students to write, such as: group brainstorming, clustering, rapid free writing, WH_Questions and so on.
- b. Drafting (writing) is a stage where the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness.
- c. Revising is an activity to review the text on the basis of the feedback given in the responding stage and to reexamine what was written to see how effectively the writer communicates the meanings to the reader.
- d. Editing is the stage where the students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher; they edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure, etc.

Meanwhile, Grenville (2001: 8) states that writing is a process that involves the following steps:

- a. Getting ideas (in no particular order).
- b. Choosing (selecting the ideas you think will be most useful).
- c. Outlining (putting these ideas into the best order-making a plan).

- d. Drafting (doing a first draft from beginning to end, without going back).
- e. Revising (cutting, adding, or moving parts of this draft where necessary).
- f. Editing (proofreading for grammar, spelling, and paragraphs).

From the statement above, the writer inferred that those two theorists argued differently about writing process, they however have the same purpose; that is the writing process provides the students with a series of planned learning experiences to help them understand the nature of writing at every point. Therefore, the process of writing is important to produce a better writing and it can develop positive attitudes toward writing.

e. The Components of Good Writing

According to Shehadeh (2011) there are five component in evaluation of text writing:

- a. Content: knowledge of subject, development of thesis, coverage of topic, relevance of detail, substance and quantity of details.
- b. Organization: fluency of expression, clarify in the statement of ideas, support, organization og idea, sequencing and development of ideas.
- c. Grammar: use of sentence structure and construction, accuracy and correctness in the use of agreement, number, tense, word order , article, pronouns, preposition and negation.

- d. Vocabulary: range, accuracy of word/idiom choice, mastery of word forms, appropriateness of register, effectiveness in the transmission meaning.
- e. Mechanics of writing: conventions of spelling, punctuation, capitalization, paragraph indentation, etc.

2. The Concept of Procedure Text

a. Definition of Procedure Text

Usually find many kinds of texts in our daily life. One of those text is procedure text which is an instructional text that describes how to make something or how a series of sequenced steps or phases. According to Wardiman (2008:1430), "Procedure text is the text that give some clues or how to do something through a series of actions." It can also be said that procedure text gives step by step to perform an activity. Its purpose is to provide instructions for making something, doing something, or getting somewhere. In addition, Professional Development Service for Teachers stated that a procedure text has a social function to explain how something is done, in a series of sequenced steps. The examples of procedure text are directions, Instruction manual, receipes, and itineraries.

As it can be seen above, procedure text is defined as a text that explains, tells or shows someone how to do something, to make something and to get someplace, that have to be done in a series of sequenced steps.

b. Structure of Procedure Text

Generally, a procedure text is arranged of three main parts; Aim or Goal of the procedure, List of materials which needed to complete the procedure, and sequence of steps in correct order that need to be taken to accomplish the task.

1. An introductory statement giving the aim or goal this part can be the little of the procedure text, it is also may include an introductory paragraph.
2. List of materials needed for completing the procedure. This part usually takes form in kind of list, though sometimes it also can be in form of paragraph. In certain procedure text this part sometime is omitted or left out.
3. A sequence of steps in the correct order

This is the last part of procedure text which shows a sequence of steps that need to be taken by readers to complete the task. The sequence usually is shown by numbers (1,2,3...) or by using words such as first, second, third, etc. Words such as now, next, and after this sometimes are used as well. Commonly, the steps usually begin with a command such as add, stir, or push.

This from the explanation above, it can be concluded that there are three points of generic structure of procedure text. Nevertheless, the structure above is sometimes not found in certain types of procedure texts. For example, in procedure text that tells the readers direction of

how to get to certain place or procedure text of rules of behavior, there is no list of materials needed. In a procedure text of how to operate something, sometimes list of materials needed is not included.

c. Characteristic of procedure text as follows:

1. Social
2. Generic structure: goal, material (not required for all procedural texts), step 1-n (i.e goal followed by a series of steps oriented to achieving the goal).
3. Significant Lexicogrammatical Features
 - a. Focus on generalized human agents
 - b. Use a simple present tense, often imperative
 - c. Use mainly of temporal conjunctions (or numbering to indicate sequence)
 - d. Use mainly of material processes (taken from: Making Sense of Functional Grammar: 2006: by Linda Gerot and Peter Wignell).

3. The concept of Teaching Media

a. Definition of Teaching Media

Generally, teaching media mean all tools which may be used by teacher to deliver teaching material to students in teaching learning process to reach certain learning goals. There are some experts that stated about teaching media. Teaching media based on Arsyad(2009:4) is a media that bring

instructional purpose of messages or information of learning. Media is means of expressing message and information. While media in narrow meaning is graphic, photo, picture, mechanic and electronic tools that use to express, process and also convey visual and verbal information. In addition, Briggs in Aniqotunnisa (2013:10) stated that teaching media is all physical form that can convey message and can stimulate students to learn.

According to Arsyad (2009:6-7), teaching media has some basic criteria, those are:

- a. Teaching media has physical meaning that called by hardware. The hardware is an object that can be seen, heard, and touched by five senses.
- b. Teaching media has non-physical meaning then we called it software that is the message which wants to deliver for pupil in hardware.
- c. The emphasizing of teaching media is in the visual and audio.
- d. Teaching media is a tool to help teaching-learning process both inside and outside class.
- e. Teaching media used to communicate and interact between teacher and students in teaching-learning process.
- f. Teaching media can be used massively (for example: radio, television) big group and small group (for example: film, slide, video, OHP), or individual (e.g.: module, computer, video recorder).

g. Attitude, act, organization, strategy, and management that related with application of certain knowledge.

Based on the definition above, it can be concluded that the media relates to technique, method in teaching and learning process. In other word, media is all aids/tools which may be used by teacher and learner to attain certain education objectives.

b. The Function of Teaching Media

The importance of using media for teaching is a media that can be used to help the students in their study, in order to make the teaching learning process more effective and efficient. By using media, the material is more interesting concrete and easier to understand. According to Sudjana (2001:64) the function of teaching media in teaching and learning process as follows:

- a. The using of media in teaching learning process is not addition function, but has own function as an aid to express effective teaching learning situation.
- b. The using of teaching media is integral part of all learning situation. It means that teaching media is one of element that should be developed by teacher.
- c. The using of teaching media is more important to accelerate teaching and learning process and help student in comprehend material from teacher.

c. **The Kinds of Teaching Media**

As we know that teaching media is all tools/aids that may be used by teacher and learner to attain certain education objectives. Then the teaching media can be divided into some classification. According to Mahajan (2012:6-7), media are classified into seven categories such as:

- a. **Graphic Media:** any kinds of printed media. Such as, books, pictures, photographs, maps, charts, posters, graphs, diagrams.
- b. **Display Media:** a board used to show information in small group, e.g., chalkboard, bulletin board, flannel board, and peg boards.
- c. **Three Dimensional Media:** A the medium that has 3D shape. Forexample, models, objects, specimens, puppets.
- d. **Projected Media:** a kind of media that need projector to show themessages. For example, slides, filmstrips, transparencies, films, videotapes, gramophones, records.
- e. **Audio Media:** media that just can be heard. Such as, radio, audiocassettes, gramophones, records.
- f. **Video Media:** this media is combination between audio and visual, TV, videocassettes, CD, computers.
- g. **Activity Media:** media that can act some activity. For example, fieldtrips, dramatization, demonstration, and role-playing.

d. The Definition of Video

Video is a kind of multimedia that defined as technology's products which presents constant movement of sophisticated images, moving pictures, animated pictures, or moving texts accompanied by audio or sound effects. According to Gordon (2007:189) there are three steps in teaching using video; pre-viewing, viewing, post-viewing. Videos also make a particularly powerful contribution both the content and the process of teaching learning, especially contribute to interest and motivation. According to Harmer (2001:282) 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. The teacher is required to introduce the video sequence and to follow up with subsequent question or activities. It means video is used to attract the students at the times of learning process.

C. Conceptual Framework

The conceptual framework underlying this research is given in the following diagram:

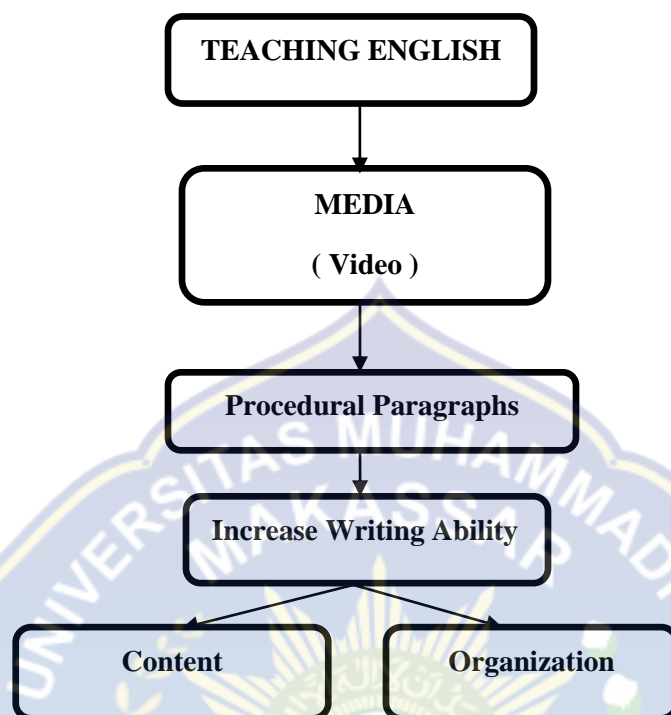


Figure 2.1 Conceptual Framework

The four variables of conceptual framework above are including input, process, and output. First, the input refers to the video that used in pre-experimental class which consists of video. Second, the process refers to write procedural paragraphs based on the elements of writing.

The output refers to increase students' writing ability. These are especially ability writing in procedural paragraphs.

CHAPTER III

RESEARCH METHOD

This chapter deals with description of the research design, research variable, population and sample, research instrument, procedure for collecting data, technique of data analysis

A. Research Design

Research is a process of steps for collect an analyze information to increase our understanding of a topic or issue. In the design of this study the researcher use pre-experimental with pre-test and post-test design, it consist of a single class. The one group pre-test and post-test is represent in the following diagram:

Table 3.1 Research Design

T1	X	T2
----	---	----

Notion:

T1 = Pre-test

X = Treatment

T2 = Post-test

(Sanjaya, 2013: 103)

B. Research Variables

1. Variable

A variable is everything that become that object of research or the the influencing factors that study.

a. Independent variable

Independent variable in this research is the use of video.

b. Dependent variable

Dependent Variable in this research is students' writing ability on procedure paragraph.

2. Indicators

The indicators of this research is the increase of students' writing on procedural paragraphs.

C. Population and Sample

1. Population

The population of this study is the students of the nine class of SMPN 26 Makassar, register 2018/2019 academic years that consist of nine classes; 1,2,3,4,5,6,7,8,9 which consists of 270 students.

2. Sample

In this research, method of taking sample is purposive sampling technique. Purposive sampling means taking sample by intentionality. The researcher take one class of the ninth class namely IX.2 which consists of 25 students. The researcher choose the sample by looking the

characteristics of the class which the students still need to improve writing procedural paragraphs.

D. Research Instrument

The instrument of the research which is test has a purpose to figure out some students' writing procedure text. The test give through pre-test and post-test. The test is the procedure text which consists of 1 topics.

E. Procedure for Collecting Data

To collect the students' writing ability at the ninth grade of SMPN 26 Makassar, the researcher used a writing rubric adapted from Harmer (2008). The researcher only focus to analyzed two aspects they are: content and organization on the students' procedure writing.

Table 3.2 Scoring of Writing Ability

Item Analysis	Score	Description
Content	90-100	Excellent: Meaning is conveyed effectively. Show a clear understanding of writing topic and main idea.
	80-89	Very Good: Meaning is conveyed but breaks down at items. Show a good understanding of writing topic and main idea.
	70-79	Good: Meaning is frequently clear unclear. Show some understanding of writing topic and main idea.
	60-69	Fairly Good: Meaning is unclear. Show little evidence of discourse understanding.
	50-59	Fair : No complete sentence are written and no evidence of concept of writing.
Organization	90-100	Excellent: organization is appropriate in writing (good grammatical) and contains clear intoduction, development of idea and conclusion

	80-89	Very Good: evens are organized logically, but some part or the sample may not be fully developed and rarely grammar.
	70-79	Good: organization maybe extremely simple or there may be evidence of disorganization. There are several ungrammatical sentence, but still understandable
	60-69	Fairly good: Sample is compared if only a few disjoined sentences.
	50-59	Fair : no complete sentences of writing

(Harmer, 2008)

The technique used to collect the data are :

1. Pre-test

Before gave treatment, the researcher gave a pre-test for each students in the pre-experimental class. The pre-test intended to know the students' writing before gave a treatment. In this case, the students gave some questions. The test was the procedure text which consists of 1 topics.

2. Treatment

After the pre-test, the researcher each the students for six meetings. Teaching and learning about the objective of the material, the researcher gave the treatment in pre-experimental class by using video to improve students' writing on procedure paragraphs and teacher gave the information about the procedure how to make something.

During the treatment, all students were gave video about procedure paragraphs. The materials were how to make something. The Researcher has six steps, as follows:

a. Opening activity

- 1) Welcome the students.
- 2) Checked the student attendance list.
- 3) Motivate students to be eager to follow learning activities.

b. Activity in progress

1) Observe

- a) Students listen and pay attention to the teacher before playing the video about procedure text..
- b) Students are asked to pay attention to the video that has been played.
- c) Students are asked to recite the words in the video.

2) Asking:

With guidance and direction from the teacher, students are asked to name any difficulties in the procedure text.

3) Explore:

Students listen and watch videos to better understand how to write procedure text.

4) Associate

- a) The teacher show the video according to the theme categories taught.

b) The teacher explained about the procedure text through the video to students.

c) The teacher asks students how to write procedure text through videos in the classroom.

5) Communicate

a) Students use English every time an opportunity appears to mention and ask about procedure text by using video.

b) Students are asked write the procedure text to.

c. Closing activity

1) Students and teachers provide feedback on learning processes and outcomes

2) Students pay attention to information about planned learning activities for the next meeting

3) Students and teachers say hello / pray before returning home

The first meeting discusses about the Procedure text, the second meeting discusses about procedure text by using video.

After the pre-test, the researcher teach the students for six meetings.

Teaching and learning about the objective of the material and teacher give the information about the procedure paragraph by using video.

3. Post-test

Post-test gave to the class after the last treatment. The procedure of post-test is the same with the pre-test. The researcher gave the post-test to the students. Post-test functions to know the student's knowledge and ability in writing procedural after teaching by using video. The test is the procedure test which 1 topic for video. very correct choice get 100 points while false do not have any point.

e. **Technique of Data Analysis**

After collecting the data, the researcher used the result of the test to analyze the data. The researcher calculated the score before and after giving the treatment. The data obtained through the pre-test and post-test. The data would be compared from the mean score of pre-test and post-test. After got the data, it analyzed and processed by using *IBM SPSS Statistics 24*.

Data analysis was the process of arranging data sequence; organized into a system, category and set of the breakdown of base. The data from test analyzed by using calculating the improvement of the students in pre-test and post-test.

The researcher used some statistic and take steps as follows:

1. Identified the students' mistakes in writing one by one. In writing, the researcher identified the errors related to organization and content
2. Classified the score answer by using scoring rubric.
3. Calculating the mean score of the students, the researcher applied IBM Statistic SPPS 24.

4. The significance difference (t-test) between the students' Pre- test and Post- test, the researcher applied IBM Statistic SPSS 24. The criteria for the hypothesis testing is as follows:

Table 3.3: Hypothesis Testing

Comparison	Hypothesis	
	H ₀	H ₁
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

Table 3.2 meant (1) the t-test value is smaller than t-table value, the null hypothesis is accepted, while the alternative hypothesis is rejected, and (2) the t-test value is equal to greater than t-table value, the null hypothesis is rejected while the alternative is accepted.

Besides that, the criteria of hypothesis testing is if Sig (2-tailed) lower than level of significance, $\text{Sig} < \alpha$ ($0.000 < 0.05$), so it indicates that the students score of content between Pre-test and Post-test is significantly different and surely improve.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents findings and discussion of research. The finding of the research covers the description of students' improvement writing on procedural paragraphs by using video (pre-test and Post-test). Then, the discussion was described further explanations and interpretation of the findings given and the relation of the findings with the previous research.

A. Findings

The findings research described results of the data analysis. Writing test were consists of pre-test and post-test. The pre-test gave to know the students' writing procedural paragraphs before presenting the media or gave treatment, and the post-test gave to find out the improvement of students' writing procedural paragraphs after gave treatment. The improvement of writing procedural knew from the result of the pre-test and post-test. The researcher compared the result of pre-test and post-test, if the result of post-test was higher than pre-test, it means this media was effective.

The findings of the research that teaching writing by using video could improve writing on procedural paragraphs in content and also could increase writing procedural paragraphs in organization. For further interpretation of the data analysis are given below:

1. Students' Writing on Procedural Paragraphs in Terms of Content

Students' writing on procedural paragraphs using video had different in Pre-test and Post-test. In pre-test students still less understand about Content but after using video in writing procedural paragraphs the students more understand about Content, can be seen clearly in the Table 4.1:

Table 4.1 Students' Writing on Procedural Paragraphs by Using video in Terms of Content

No	Component of Writing Skill	The Student's Score	
		Pre-Test	Post-Test
	Content	2.5200	5.1200

Table 4.1 shows that the mean score of content skill from students in post-test improved after teaching writing on procedure paragraphs in terms of content by using video. The mean score of the students in Pre-test were 2.5200 and Post-test which to be 5.1200

Table 4.2. Classification of the Students' Writing on Procedural paragraphs by Using video in Terms of Content (Pre-test and Post-test)

No	Classification	Score	Pre-Test		Post-Test	
			F	%	F	%
1	Excellent	90-100	-	-	11	44
2	Very Good	80-89	-	-	8	32
3	Good	70-79	3	12	2	8
4	Fairly Good	60-69	10	40	3	12
5	Fairly	50-59	12	48	1	4
Total			25	100	25	100

Table 4.2 shows that the Classification of the students Score in Content Skill from pre-test there are 3 (48%) students good, 10 (40%) students fairly good and 12 (48%) students got fairly. While, from post-test there are 11 (44%) students excellent, 8 (32%) students got very good, 2 (8%) students good, 3 (12%) students got fairly good and 1 (4%) students got fairly.



Figure 4.3

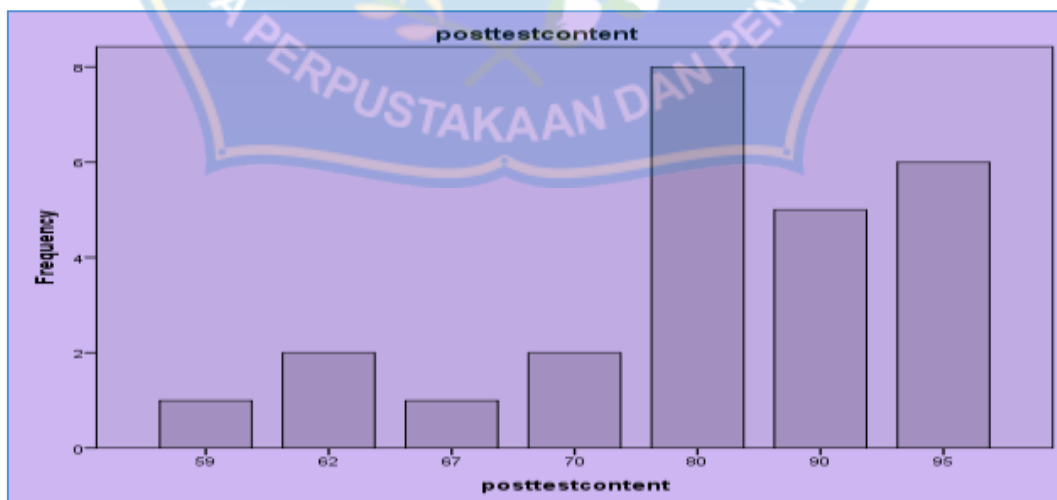


Figure 4.4

2. Students' Writing Procedural paragraphs in Terms of Organization

Students' content skill in Writing Procedural paragraphs by using video had different in pre-test and post-test. In pre-test students still less understand about organization but after using video the students more understand about organization, can be seen clearly in the table 4.3:

Table 4.3 Students' Writing Procedural paragraphs by Using video in Terms of Organization

No	Component of Writing Skill	The Student's Score	
		Pre-Test	Post-Test
	Organization	2.7600	4.2400

Based on the Table 4.3 above, it shows that the mean score of students' Organization Skill in post-test improved after teaching writing on Procedural paragraphs by using video. The mean score of the students in pre-test were 2.7600 and post-test which to be 4.2400.

Table 4.4. Classification of the Students' Writing on Procedural paragraphs Using video in Terms of Organization (Pre-Test and Post-Test)

No	Classification	Score	Pre-Test		Post-Test	
			F	%	F	%
1	Excellent	90-100	-	-	11	44
2	Very Good	80-89	-	-	9	36
3	Good	70-79	4	16	3	12
4	Fairly Good	60-69	11	44	1	4
5	Fairly	50-59	10	40	1	4
Total			25	100	25	100

Table 4.4 shows that the Classification of the students score in Organization Skill from pre-test there are 4 (16%) students good, 11 (44%) students got fairly good and 10 (40%) students got fairly. While, from Post-test there are 11 (44%) students got excellent, 9 (36%) students got very good, 3 (12%) students good, 1 (4%) students got fairly good and 1 (4%) students good fairly.

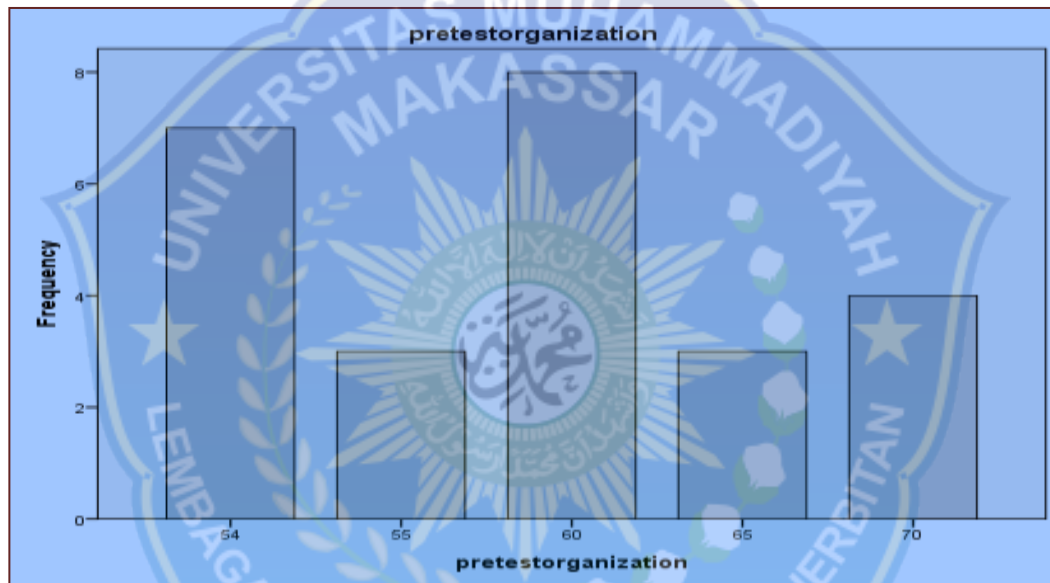


Figure 4.5

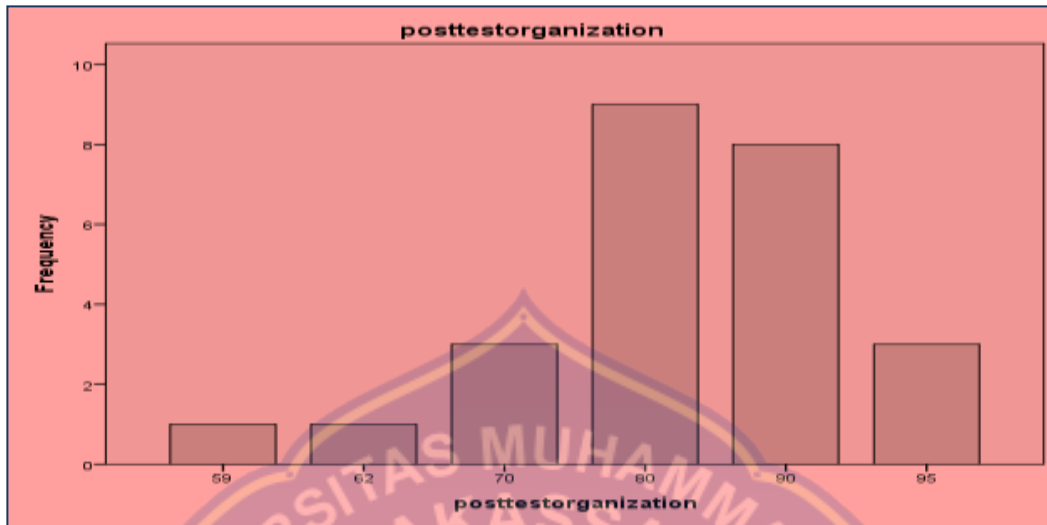


Figure 4.6

B. Discussion

In this research, the teacher featuring a video about the procedural paragraphs to learn. The using video Strategy can help the teaching and learning process run well. By using video this strategy, the students got in a real picture of the things that would be written to create a procedural paragraphs. Based on the result of data explained previously in finding showed that by using video could improve students writing on procedural paragraphs.

Before applying video, the students did not focus with the lessons. They liked to do other activities, nevertheless, after using this technique their attention upon the lesson improved. They kept silent and pay attention to the video. At certain time they were quite noisy because they were discussing the material in pairs or in group. So it means that using video could attracted the students

motivation to involve in teaching learning so that they did not feel sleepy or boring when they followed the lesson. It changed the students' behavior for example in the first meeting, some students who sat behind the row, they always were angry and refused to respond the questions, but they looked interesting to respond the questions after having experiences using videos.

It showed that the students were more enthusiastic than before. The class situation became more live, enjoyable, and communicative between the teacher and students or student to other students. The students also responded teachers' questions. The students attention to the lesson increased. They were very enthusiastic joining the activity. They directly speak up and answer the questions, even, shy students became more confident and brave with other students to gain opportunity to answer the questions on video. It can be seen that the students like to learn English by using videos very much.

The Procedure of the students' writing procedural paragraphs in Terms of Content and Organization deals with the result of data that is explained previously in findings and the description of the students' writing between Pre-test and Post-test. Here were the description :

1. Students' Writing on Procedural Paragraphs in Terms of Content by Using Video

Students' Writing on procedural paragraphs in terms of Content is supported by the mean score of students in Post-test higher than the Pre-test.

Before applied using video the students could not make a good content in writing on procedural paragraphs. But after applied using video the students easily to make content in writing as well.

The improvement of students' writing skill in Terms of Content can be seen between Pre-test and Post-test. The students' result is significantly different before and after applied using video in teaching writing Procedural Paragraphs. The students' text in Terms of Content in Pre-test does not reflect careful thinking or was hurried written; in adequate effort in area of Content and development of ideas is not complete.

2. Students' Writing Procedural Paragraphs in Terms of Organization by Using Video

Students' Writing on Procedural paragraphs in Terms of Organization is supported by the mean score of students on Pre-test and Post-test. The students' mean score in Post-test was higher than the Pre-test. Before applied using video, the students were difficult to have a good Organization in writing procedural paragraphs as well. But after applied the strategy, they are easily to make detail explanation. It means that the use of video is effective to improve the students' writing skill in procedural paragraphs.

The improvement of students' writing skills in terms of organization can be seen between Pre-test and Post-test. The students' result is significantly different before and after applied using video in teaching writing Procedural paragraphs. The students' text in Terms of Organization in Pre-test is absence

of introduction or ended their writing without conclusion. But after applied the strategy in the post-test, they make a good conclusion in their writing and also their writing could be understood by the reader. It was suitable with the theory by Kirszner and Mandell (2011: 3) state that writing is process which is included some steps that must be considered by the students as writer such as planning, organizing, drafting, revising and editing, in order to make their writing product can be understood by the reader. Therefore, it can be concluded that using video strategy could improve the students' writing skill in Organization.

By seeing the effectiveness of the students' Content and Organization in writing skill, it is concluded that using video could improve the students' writing skill in Terms of Content and Organization. It could be showed from the students' writing test in pre-test and post-test. In pre-test, some students were difficult to write procedural paragraphs especially the Content and Organization. But, the students' writing procedural paragraphs in Post-test, which the content and organization could be understood. And then, the students were easy to generate their ideas and write it to be a good procedural paragraphs.

Based on the result of this study, which showed the students' scores were much higher after the treatment in the sample class using video strategy in teaching writing was surely beneficial improve students' writing skill.

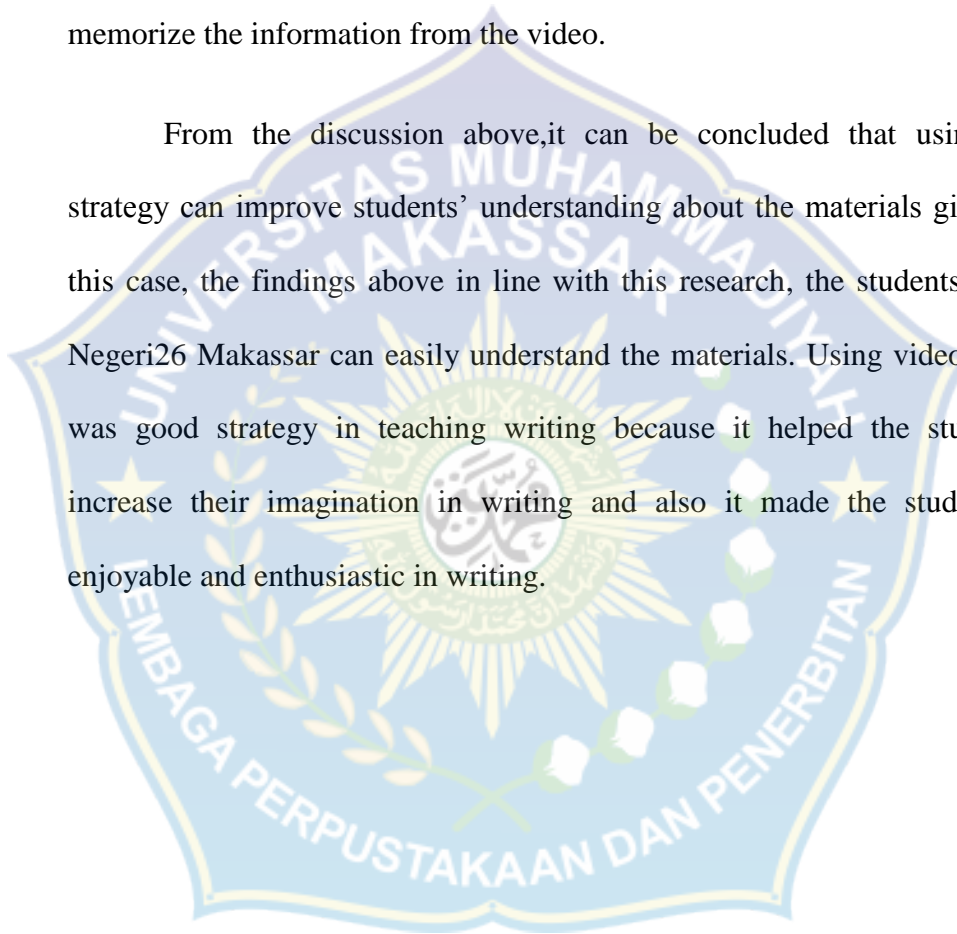
From the comparison of the result of pre-test and post-test score in the experimental class, the skill of experimental class was getting higher. It meant that the treatment of using video Strategy in the class was successful. So, the alternative hypothesis (H1) was accepted and the null hypothesis (H₀) was rejected.

The result of this research was suitable with the theory of Barrata and John (2008) believe that images can represent writing task in helping students to develop students' writing. Using film as a teaching method can capture students' interest and help them to learn more effectively. Most students show an increased level of interest when they have a chance to language in use as well as listen it and when this is coupled with interesting tasks. It helps them to arrange what they will say or write after watching the videos, because they do not just listen to the language, but also recognize it through the gestures of each characters in the videos. Therefore, it makes students easier to understand the material because they do not guess the material anymore; they have had description about the material through watching the video. It facilitated them to put the appropriate words into simple sentences, and then arrange them into a good paragraph related to the story.

It is supported by Cakir (2006: 68) states that video makes meaning clearer by illustrating relationship in away that is not possible with words, which proves well-known saying that a picture is worth thousand words.

Therefore, the learners are able to choose an appropriate diction based on the videos without imagine in their mind anymore. In addition, Fill & Ottewill (2006) in Lance (2007: 111) suggests that it can provide a compelling and immersive educational experience. Students are easier to understand and memorize the information from the video.

From the discussion above, it can be concluded that using video strategy can improve students' understanding about the materials given. For this case, the findings above in line with this research, the students of SMP Negeri 26 Makassar can easily understand the materials. Using video strategy was good strategy in teaching writing because it helped the students to increase their imagination in writing and also it made the students feel enjoyable and enthusiastic in writing.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with conclusion and suggestion from this research

A. Conclusion

Based on the findings in the previous chapter, the researcher concluded that there is an improvement of students' writing on procedural paragraphs by using video in term of content and organization it shown by the mean score in term of content before and after giving treatment is 2.5200 becomes 5.1200. besides that, in term of organization, it was shown the mean score before and after treatment is 2.7600 becomes 4.2400.

B. Suggestions

Dealing with the conclusion, the researcher would like to suggest as follow:

1. The English teacher should be more creative to choose mediain teaching writing on procedural paragraphs, so that the students will be more interest and motivation to study English.
2. Using video to improve students writing on procedural paragraphs should be apply in teaching English especially to increase writing procedural paragraphs, because it make students more active in the class and help students for understand of the lesson.

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APPENDIX A
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah	: SMP Negeri 26 Makassar
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: IX.2/1 (Satu)
Materi Pokok	: Procedure Text
Alokasi Waktu	: 1 pertemuan (2x40 Menit)
Standar Kompetensi	: Mampu mengungkapkan makna dalam teks tulis fungsional.
Kompetensi Dasar	: Mengungkapkan makna dalam bentuk teks tulis fungsional.
Indikator	: - Siswa dapat menulis procedure text - Siswa dapat menggunakan video dalam penulisan procedure text.
Aspek/skill	: Menulis

1. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

- Menulis dan memproduksi teks tulis berbentuk procedure text dengan menggunakan video.

2. Materi Pembelajaran

Materi pembelajaran menulis

- Procedure text

Procedure Text adalah teks yang isinya berkaitan dengan cara membuat, melakukan, atau mengoperasikan sesuatu secara berurutan (dalam langkah-langkah yang teratur mulai dari awal sampai akhir). Terkadang procedure text juga menyebutkan berbagai bahan atau alat yang diperlukan.

3. Metode Pembelajaran / Teknik :

- Menggunakan Video

4. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan Pertama

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none">• Guru memberi salam• Guru memeriksa kehadiran siswa• Guru menyiapkan peserta didik secara psikis dan fisik• Guru memberikan motivasi belajar siswa secara kontekstual sesuai dengan manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari dengan memberikan contoh dan perbandingan	10 menit
Inti	<p>1. Mengamati</p> <ul style="list-style-type: none">• Siswa mendengarkan dan memperhatikan guru sebelum memutar video tentang teks prosedur.• Siswa diminta memperhatikan video yang telah diputar.• Siswa diminta melafalkan kata-kata dalam video. <p>2. Menanyakan:</p> <ul style="list-style-type: none">• Dengan bimbingan dan arahan dari guru, siswa diminta	60 menit

	<p>menyebutkan setiap kesulitan dalam teks prosedur.</p> <p>3. Mengekslore:</p> <ul style="list-style-type: none"> • Siswa mendengarkan dan menonton video untuk lebih memahami cara menulis teks prosedur. <p>4. Mengasosiasi</p> <ul style="list-style-type: none"> • Guru menunjukkan video sesuai dengan kategori tema yang diajarkan. • Guru menjelaskan tentang teks prosedur melalui video kepada siswa. • Guru bertanya kepada siswa bagaimana menulis teks prosedur melalui video di kelas. <p>5. Mengomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa Inggris setiap kali kesempatan muncul untuk menyebutkan dan bertanya tentang teks prosedur dengan menggunakan video • Siswa diminta untuk menulis teks prosedur. 	
Penutup	<ul style="list-style-type: none"> • Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran • Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya • Siswa dan guru mengucapkan salam penutup/berdoa sebelum pulang 	10 menit

2. Pertemuan Kedua

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru memberi salam 	10 menit

	<ul style="list-style-type: none"> • Guru memeriksa kehadiran siswa • Guru menyiapkan peserta didik secara psikis dan fisik • Guru memberikan motivasi belajar siswa secara kontekstual sesuai dengan manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari dengan memberikan contoh dan perbandingan 	
Inti	<p>1. Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan dan memperhatikan guru sebelum memutar video tentang teks prosedur. • Siswa diminta memperhatikan video yang telah diputar. • Siswa diminta melafalkan kata-kata dalam video. <p>2. Menanyakan:</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan dari guru, siswa diminta menyebutkan setiap kesulitan dalam teks prosedur. <p>3. Mengeksplere:</p> <ul style="list-style-type: none"> • Siswa mendengarkan dan menonton video untuk lebih memahami cara menulis teks prosedur. <p>4. Mengasosiasi</p> <ul style="list-style-type: none"> • Guru menunjukkan video sesuai dengan kategori tema yang diajarkan. • Guru menjelaskan tentang teks prosedur melalui video kepada siswa. • Guru bertanya kepada siswa bagaimana menulis teks prosedur melalui video di kelas. <p>5. Mengomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa Inggris setiap kali kesempatan muncul untuk menyebutkan dan bertanya tentang teks prosedur dengan menggunakan video 	60 menit

	<ul style="list-style-type: none"> •Siswa diminta untuk menulis teks prosedur. 	
Penutup	<ul style="list-style-type: none"> • Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran • Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya • Siswa dan guru mengucapkan salam penutup/berdoa sebelum pulang 	10 menit

3. Pertemuan Ketiga

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru memberi salam • Guru memeriksa kehadiran siswa • Guru menyiapkan peserta didik secara psikis dan fisik • Guru memberikan motivasi belajar siswa secara kontekstual sesuai dengan manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari dengan memberikan contoh dan perbandingan 	10 menit
Inti	<p>1. Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan dan memperhatikan guru sebelum memutar video tentang teks prosedur. • Siswa diminta memperhatikan video yang telah diputar. • Siswa diminta melafalkan kata-kata dalam video. <p>2. Menanyakan:</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan dari guru, siswa diminta menyebutkan setiap kesulitan dalam teks prosedur. 	60 menit

	<p>3. Mengekslore:</p> <ul style="list-style-type: none"> • Siswa mendengarkan dan menonton video untuk lebih memahami cara menulis teks prosedur. <p>4. Mengasosiasi</p> <ul style="list-style-type: none"> • Guru menunjukkan video sesuai dengan kategori tema yang diajarkan. • Guru menjelaskan tentang teks prosedur melalui video kepada siswa. • Guru bertanya kepada siswa bagaimana menulis teks prosedur melalui video di kelas. <p>5. Mengomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa Inggris setiap kali kesempatan muncul untuk menyebutkan dan bertanya tentang teks prosedur dengan menggunakan video • Siswa diminta untuk menulis teks prosedur. 	
Penutup	<ul style="list-style-type: none"> • Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran • Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya • Siswa dan guru mengucapkan salam penutup/berdoa sebelum pulang 	10 menit

4. Pertemuan Keempat

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru memberi salam • Guru memeriksa kehadiran siswa 	10 menit

	<ul style="list-style-type: none"> • Guru menyiapkan peserta didik secara psikis dan fisik • Guru memberikan motivasi belajar siswa secara kontekstual sesuai dengan manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari dengan memberikan contoh dan perbandingan 	
Inti	<p>1. Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan dan memperhatikan guru sebelum memutar video tentang teks prosedur. • Siswa diminta memperhatikan video yang telah diputar. • Siswa diminta melafalkan kata-kata dalam video. <p>2. Menanyakan:</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan dari guru, siswa diminta menyebutkan setiap kesulitan dalam teks prosedur. <p>3. Mengeksplore:</p> <ul style="list-style-type: none"> • Siswa mendengarkan dan menonton video untuk lebih memahami cara menulis teks prosedur. <p>4. Mengasosiasi</p> <ul style="list-style-type: none"> • Guru menunjukkan video sesuai dengan kategori tema yang diajarkan. • Guru menjelaskan tentang teks prosedur melalui video kepada siswa. • Guru bertanya kepada siswa bagaimana menulis teks prosedur melalui video di kelas. <p>5. Mengomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa Inggris setiap kali kesempatan muncul untuk menyebutkan dan bertanya tentang teks prosedur dengan menggunakan video 	60 menit

	<ul style="list-style-type: none"> •Siswa diminta untuk menulis teks prosedur. 	
Penutup	<ul style="list-style-type: none"> • Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran • Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya • Siswa dan guru mengucapkan salam penutup/berdoa sebelum pulang 	10 menit

5. Pertemuan Kelima

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru memberi salam • Guru memeriksa kehadiran siswa • Guru menyiapkan peserta didik secara psikis dan fisik • Guru memberikan motivasi belajar siswa secara kontekstual sesuai dengan manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari dengan memberikan contoh dan perbandingan 	10 menit
Inti	<p>1. Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan dan memperhatikan guru sebelum memutar video tentang teks prosedur. • Siswa diminta memperhatikan video yang telah diputar. • Siswa diminta melafalkan kata-kata dalam video. <p>2. Menanyakan:</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan dari guru, siswa diminta menyebutkan setiap kesulitan dalam teks prosedur. <p>3.Mengeksplere:</p>	60 menit

	<ul style="list-style-type: none"> • Siswa mendengarkan dan menonton video untuk lebih memahami cara menulis teks prosedur. <p>4. Mengasosiasi</p> <ul style="list-style-type: none"> • Guru menunjukkan video sesuai dengan kategori tema yang diajarkan. • Guru menjelaskan tentang teks prosedur melalui video kepada siswa. • Guru bertanya kepada siswa bagaimana menulis teks prosedur melalui video di kelas. <p>5. Mengomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa Inggris setiap kali kesempatan muncul untuk menyebutkan dan bertanya tentang teks prosedur dengan menggunakan video • Siswa diminta untuk menulis teks prosedur. 	
Penutup	<ul style="list-style-type: none"> • Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran • Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya • Siswa dan guru mengucapkan salam penutup/berdoa sebelum pulang 	10 menit

6. Pertemuan Keenam

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru memberi salam • Guru memeriksa kehadiran siswa • Guru menyiapkan peserta didik secara psikis dan fisik 	10 menit

	<ul style="list-style-type: none"> Guru memberikan motivasi belajar siswa secara kontekstual sesuai dengan manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari dengan memberikan contoh dan perbandingan 	
Inti	<p>1. Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan dan memperhatikan guru sebelum memutar video tentang teks prosedur. Siswa diminta memperhatikan video yang telah diputar. Siswa diminta melafalkan kata-kata dalam video. <p>2. Menanyakan:</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan dari guru, siswa diminta menyebutkan setiap kesulitan dalam teks prosedur. <p>3. Mengeksplora:</p> <ul style="list-style-type: none"> Siswa mendengarkan dan menonton video untuk lebih memahami cara menulis teks prosedur. <p>4. Mengasosiasi</p> <ul style="list-style-type: none"> Guru menunjukkan video sesuai dengan kategori tema yang diajarkan. Guru menjelaskan tentang teks prosedur melalui video kepada siswa. Guru bertanya kepada siswa bagaimana menulis teks prosedur melalui video di kelas. <p>5. Mengomunikasikan</p> <ul style="list-style-type: none"> Siswa menggunakan bahasa Inggris setiap kali kesempatan muncul untuk menyebutkan dan bertanya tentang teks prosedur dengan menggunakan video Siswa diminta untuk menulis teks prosedur. 	60 menit
Penutup	<ul style="list-style-type: none"> Siswa dan guru memberikan umpan balik terhadap 	

	<p>proses dan hasil pembelajaran</p> <ul style="list-style-type: none"> • Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya • Siswa dan guru mengucapkan salam penutup/berdoa sebelum pulang 	10 menit
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1. Sumber Belajar

- Video Procedure text
- Penjelasan Guru

2. Penilaian

- Teknik : Test tertulis
- Bentuk : writing procedure text
- Aspek : content (unity dan completeness), organization (coherence).



APPENDIX B

The instrument of Pre-Test

Students' Worksheet

(Pre-Test)

Name :

Class :

Goal :

How to Make Fried Bananas

Ingredients :

Steps :



Empty rectangular box for the title of the worksheet.

Large empty rectangular box for the ingredients list.

Large empty rectangular box for the steps of the recipe.

[Empty rectangular box for student information]

The instrument of Post-Test

**Students' Worksheet
(Post-Test)**

Name :

Class :

Goal :

How to Make Creamy Chocolate Pudding

Ingredients :

[Empty rectangular box for ingredients list]

Steps :



Instrument (Pre-test)

How to make fried bananas



Treatment 1

How to make a glass of syrup



Treatment 2

How to make a cup of tea



Treatment 3

How to make a cup of tea (PRACTICE)



Treatment 4

How to make omelet



Treatment 5

How to make fried rice



Treatment 6

How to make brownies



Instrument (Post-test)

How to make creamy chocolate pudding





Creamy
Chocolate
Pudding



APPENDIX C

The Students' Score of Pre-test (X_1) and Post-test (X_2)

1. Content

Samples	Content	
	Pre-test	Post-test
S-1	54	59
S-2	54	62
S-3	60	67
S-4	55	80
S-5	60	80
S-6	54	90
S-7	60	95
S-8	54	90
S-9	54	80
S-10	65	95
S-11	60	95
S-12	54	90
S-13	60	95
S-14	70	90
S-15	54	80
S-16	70	80
S-17	65	80
S-18	60	80
S-19	58	95
S-20	54	95
S-21	60	90
S-22	65	62
S-23	54	70
S-24	55	70
S-25	55	55
Total	$\sum X= 1.476$	$\sum X= 2.050$

2. Organization

Samples	Organization	
	Pre-test	Post-test
S-1	54	80
S-2	60	70
S-3	60	70
S-4	65	80
S-5	70	90
S-6	60	95
S-7	55	90
S-8	50	80
S-9	70	80
S-10	60	62
S-11	50	59
S-12	54	90
S-13	50	90
S-14	70	80
S-15	50	80
S-16	50	90
S-17	60	80
S-18	60	90
S-19	65	95
S-20	55	90
S-21	60	95
S-22	65	70
S-23	60	80
S-24	70	80
S-25	55	90
Total	$\sum X= 1.478$	$\sum X= 2.059$

APPENDIX D

Mean Score of Pre-test and Post-test of Content

		Statistics			
		Pre-testcontent	Post-testcontent	Pre-testorganization	Post-testorganization
N	Valid	25	25	25	25
	Missing	0	0	0	0
Mean		2,5200	5,1200	2,7600	4,2400
Std. Error of Mean		,28355	,33823	,28449	,24000
Std. Deviation		1,41774	1,69115	1,42244	1,20000
Minimum		1,00	1,00	1,00	1,00
Maximum		5,00	7,00	5,00	6,00

Hypothesis testing

Between-Subjects Factors

	Value Label	N
Posttestorganization	1,00	59
	2,00	62
	3,00	70
	4,00	80
	5,00	90
	6,00	95

Tests of Between-Subjects Effects

Dependent Variable: post-test content

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	42,209 ^a	5	8,442	6,069	,002
Intercept	377,372	1	377,372	271,279	,000
Posttestorganization	42,209	5	8,442	6,069	,002
Error	26,431	19	1,391		
Total	724,000	25			

Corrected Total	68,640	24		
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a. R Squared = ,615 (Adjusted R Squared = ,514)



APPENDICES E

DOCUMENTATION





CURRICULUM VITAE



Fauziah was born on June 20th, 1996 in Jeneponto, Sulawesi selatan. She is the second child from two siblings. Her parents Alm.H. Ihsan Djamal and Hj. Nurlina. On 2008 she finished her study in Elementary School at SDI 114 Agangjene, then she continued her study to Junior High School at SMPN 1 Binamu and graduated on 2011,

the next she registered as a student of SMKN 1 Jeneponto and graduated on 2014. Then she continued her study in English department of Makassar Muhammadiyah University and finished with thesis and title “ Using video to improve students’ writing on procedural paragraphs (a pre-experimental study at the ninth grade students of SMPN 26 Makassar)”