THE USE OF TEACHER-MADE VIDEOS TO IMPROVE STUDENTS' ACHIEVEMENT IN WRITING PROCEDURE TEXT

THESIS

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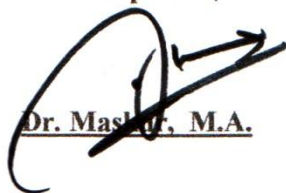Co-Supervisor

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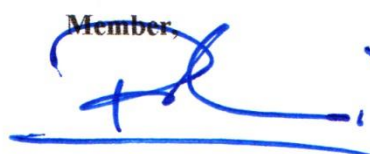
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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 02 Februari 2018
Saya yang membuat pernyataan,

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ABSTRACT

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Key words   :Teacher-made video; Writing, Procedure Text

This research entitled **"The Use of Teacher-Made Video to Improve Students' Achievement in Writing Procedure Text**" is designed due to the consideration that writing has always been the most challenging skill faced by the students. The purpose of this study is to find out whether Teacher-Made video helps improve students' writing or not. This research was conducted in SMAN 1 Kutacane. The participants were from classes X1 and X2 at tenth grade in academic year 2017/2018. The researcher used an experimental teaching of comparison group design including *pre-test* and *post-test* and used questionnaire which approach to quantitative research. The result from *the t-test* showed that the average of *post-test* in the experimental class is higher than control class which the average increase in the experimental class is 6.816 points better than in the control class. Then, the result of questionnaire showed students' perception towards the use of teacher-made video to their achievement in writing procedure text. Hence, it can be concluded that the use of teacher-made video helps to improve students' achievement in writing procedure text.

CHAPTER I

INTRODUCTION

A. Background of study

Various studies discovered that many students have reason to have less interest in writing and giving up on writing a text. Chris (2003) argued that students feel challenge to write a text because they find the difficulties in developing ideas. They often struggle to keep track of their thought while they write down their ideas on paper and some students have poor understanding because the teacher only gives instruction to writing text without any additional information on how to writing in learning process. Students must solve their lack of writing skill to develop more effective skills and making the combination of understanding and enthusiasm with English, there are four skills that they need for complete communication. These are called the four language skills: listening, speaking, reading and writing skills. Based on those skills, the student should be able to master well all of the skills. Harmer (2004) maintains that writing requires hard work and it needs time to develop an idea. Writing is believed to play an important role in helping student easier to influence other skill in understanding English.

Recently, there have been many research articles describing the importance of writing in learning and teaching English. One of those is from Alves (2008) claims that writing helps student in gaining independence, comprehension, fluency and creativity in write and express student thought, feeling and opinion. In

writing process, there are four concepts in writing process includes content, organizing, spelling and grammar. All of them are keys to constructing a good paragraph and make the readers understand.

In teaching and learning process, students may found some difficulties when they learn to write. Students have ideas in their mind but they did not know how to interpret it into a text. According to Solagha (2013) most of the teachers believe that they find an error in grammar and format of student writing, it because students don't know how to write and students recognize that writing is more complex and difficult. In the other side, writing is one of skills in curriculum of senior high school that the student should be mastered. Because of that, the student must be able to write different kinds of texts in teaching and learning. One of those texts is procedure text.

Procedure text is one of many short functional texts in writing that should be master by the student in learning English. Students should be able to write procedure text as possible in their English classroom. Procedure text is designed to describe the steps procedure or actions to achieve need. There are many possible ways to make students easier to write a text and become familiar with procedure text. One of them is their life experiences. For examples, students can find how to cook, use a printer, use an ATM card and make a pencil case.

Admittedly, the result of their assignment of procedure text is unsatisfactory. One of the reasons is teacher's way of teaching still using traditional method. Many teachers still use media text and traditional games to motivate student in writing procedure text that affect the students made many grammatical mistakes in writing procedure text. Therefore, in solving this problem the teacher should give students a

suitable media to improve writing skills. For effective teaching, the teacher must adopt a good way, interesting media, a method that affects the way they learn and the teacher should be able to motivate the student in writing procedure text. Relating to writing procedure text, the researcher has found one way to improve student's achievement in writing procedure text which is video made by the teacher.

In this research, the researcher was using the videos that made by researcher to help students in writing procedure text. It was not like the use of media textbooks or video from YouTube, teacher-made video motivated the students to more habitual with teacher interaction in classroom learning. While they were watching the video, the student became easier in understanding the learning material that teacher gave in the video. The teacher-made videos suggested the instruction in a powerful way. For instance, students have motion pictures, sound and even the logic of video from the teacher-made videos. As stated by Cakir (2006, p. 1-6) watching video is a good material that makes the student get many ideas.

Based on the fact above, the researcher wants to know the student achievement in writing procedure text by using the teacher-made video in helping students to improve their writing skill especially in writing procedure text. In addition, this might be the way to help teachers to provide a good quality of the teaching and learning in classroom. Henceforth, the researcher is interested in conducting a research entitled **"The Use Of Teacher-Made Video to Improve Students' Achievement in Writing Procedure Text".**

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B. Research Question

As related to the background study above, the researcher formulates the research question as follows:

a. Do the teacher-made videos help to improve students' achievement in writing procedure text?

b. In what ways the teacher-made videos improve students' achievement in writing procedure text?

C. Research Aim

This research aimed to find out whether the teacher-made video helps improve students achievement in writing procedure text and to find out the effectiveness of teacher-made video in improving student achievement in writing procedure text.

D. Hypothesis

The hypotheses in this research are:

H_0 : Teacher-Made video does not improve students' achievement in writing procedure text.

H_a : Teacher-Made video improves the students' achievement in writing procedure text.

E. The Significance of Study

The significance of this research is wanted to know the use of video in improving students' achievement and to know whether a video is one of more effective media of learning process to motivate the student in writing procedural text. In particular, the result of study may offer helps for students to find alternative ways to expanding their understanding and to develop the student ideas in writing procedure text. If the results of this study positive the researcher recommended using teacher-made video help to improve students' achievement in writing procedure text. The result of this study may useful for the researcher, English teacher and student to do more practice writing in daily life.

F. Terminology

There are some of terms used in this research to clarify in order to avoid misunderstanding. Those terms are teacher-made video and procedure text as follows:

1. Teacher-Made video

Video is one of the audio-visual aids used in language teaching and improve student idea in writing procedure text. The use of video can motivate students to follow the class actively because a video provides interesting pictures and sounds. Video can help the students retain information, increase their new vocabularies, and also to get a new idea.

The way of using video teacher-made will make the student more understand the content of the video. Teacher-made video was an excellent way to write an idea, engaging and interesting enough to implement in teaching writing

procedure text and makes student and teacher have a connection in the teaching-learning process.

In this research, the researcher made and edited video about how to make a pencil case from bottles, how to make a phone holder and how to make a greeting card for student material. In the class, the teacher-made video gave to the students in the experimental group. The teacher became a speaker in a video to give student clearly information about procedure instruction or step and student pleasure to learn with students' teacher.

2. Procedure Text

Procedure text is a text that provides instructions in doing something. The purpose of procedure text is to explain how something can be done. Procedure text is a piece of writing that tells about information on making or doing something through several steps. The example of procedure texts includes cooking recipes, direction to find a place, manual instructions of a tool, and science experiment. The procedure texts used manual steps of doing something and generic structure of procedure text divide into three parts, as follow: goal, ingredient or material and method or steps.

CHAPTER II
LITERATURE REVIEW

A. General Concept of Video

1. Definition of Video

Cooper (1991) defined that video as a tool of communication and powerful vehicle of information that packed with messages, images, and ambiguity and present a rich content in learning classroom. Video can be one of the good alternative media to support student interest in the learning and teaching classroom, it related with the statement by Harmer (2003, p. 290) that video can enhance simulations because it provides feedback to helps students feel more realistic.

2. Criteria of good video

The use of video as a learning tool for the students should appropriate to the educational content that the student learned in the teaching and learning classroom. One of the difficulties in using videos for learning is choosing whether they are appropriate in the teaching and learning classroom. Video must have standards, calculations, ratings which measures the quality of the video. Video needs to evaluate because it is important to preview the videos with the teacher goals (Tucker, 2013, p. 6)

Botirca (2007, p. 1-6) maintains several criteria in selecting an authentic video for using in the classroom. First, the teacher needs to choose a good video that can motivate the students. Second, the video should be appropriate for

different levels of students. Third, classroom and the content of the video should be appropriate for the age of students and related to the topic that learned by students. The last, the teacher needs to look closely at the clip in identifying vocabularies and audio that need to be previewed before student watching the video. These criteria will be helpful to keep the student to understand knowledge that presented on video.

The teacher must have a purpose in playing a clip of the video to students. The purpose includes making the students actively in learning, creating students get experience to learn through videos, practicing students, increased students motivation, giving students practice in give commentary, finding a topic, lead to a discussion on the issue and give a concrete task for students to complete their achievements (Woolfit, 2015, p. 38).

Tucker (2013, p. 5) identified the important ways for teachers to evaluate the videos with their goals are: firstly, identifying video with a clear topic to be discussed. Tucker maintains that the best lesson must begin with starting the class. In the same way, video should begin by stating the topic and objectives. Second, the content in the video should be accurate. It is really important to make the topic that related to student's needs. Third, video should be balance between educational content and entertainment. Teachers might find the exciting videos with media, music, and movement that capture student interest, but don't offer much in terms of content. However, there are plenty of videos in content that lack energy, excitement, and variety. The best one is captured and fixed both problems.

Fourth, Addition of graphics, demonstrations, music and written information should enhance the material presented.

3. Video as learning tool

Video is a popular tool that use by the teacher to influence students in learning and teaching English language (Brecht, 2012, p. 23). Teachers can create video in easy way that can be edited by digital camera, handy cam, webcam, tablet or smartphone. It can develop the teacher understanding technologies that impact their teaching skill and creative to make and created the video as an interesting learning media for the students.

Video has come a long way as teaching and learning tool that shows and represent information in the set of images. It is an excellent way to demonstrate the procedure or gain an understanding of learning in action includes motivating students, more memorable for students and giving learning experiences. The use of video in a classroom can make students see the shape of the language (Greene & Crespi, 2012). Video presents language in the context of life. It shows students how the language used naturally in realistic settings. Students can see facial expressions, gestures, and whether the speaker is hesitant or not about a particular subject. Students can observe the body language, how the characters react to emotional situations-information that is difficult to get from a book or an audio tape through video. All those characteristics give valuable meaning clues and help them to interpret the text more deeply.

4. The Functions of Video teacher-made

Teacher can create videos on their own ideas, part of every educator's job to figure out the content of video that to be share for the student (Tucker, 2013, p. 5). In this capacity, teacher- made video make teachers become curators of videos and find the quality of the content of the video that can be used for a particular purpose of students. The function of teacher-made video can give more benefits in learning context. First, greater availability makes contents accessible to a diverse student population. Woolfitt (2015, p. 21) suggested some effectiveness learning through videos in delivering material to offer good options for students of dissimilar levels in classroom. Second, teacher made-video makes students feel the sense of enjoyable within cost effective video. Third, video can be re-used by the teacher and it can be viewed for multiple times as many as they needs. The last, teacher-made video makes students express their ideas freely while they watch the instruction from the video. Therefore, the teacher-made video will be very helpful in the teaching and learning process to improve student awareness.

B. General Concept of Text

1. Definition of Text

Text is a writing that consists of words in books, magazines, articles and others. Halliday and Hasan (1984, p.4) defined that text as a social dealing of meanings. It means that the meaning of the sentence may have different meaning according to the context. Text makes people find other thoughts from writing in many ways that can be understood by the student.

Richard (2002) maintains that text is a segment of spoken and written language. Creating text involves the student to make a good writing by putting the words that collaborate together. It has some characteristics includes normally made up of several sentences, has distinctive structure and has a particular communicative function or purpose, and often can be understood in relation to the context. Moreover, Anderson (2003) argued that text is piece of spoken or written language created for particular purpose. It means when we write or speak, we created texts. When we listen, read, or view texts, we interpreted them into meaning.

2. Types of Text

There are two types of the text, includes:

a. Literary texts

Literary text includes authentic fantasy stories, movie scripts, fairy tales, and song lyrics. They constructed to appeal to our emotions and imagination. Literary texts can make the reader laugh or cry, think about the in our life and consider it in our beliefs. There are three main text types in this category: narrative, poetic and dramatic.

b. Factual texts

Factual texts include advertisements, announcements, Internet websites, debates, recipes, reports, and instructions that present information or ideas to show, to tell or to persuade the audience. The main text types within this category are recount, response, explanation, discussion, information report, exposition and procedure text.

3. Genre of Text

Each genre is characterized by a particular schematic structure includes as of particular beginning, middle and end of structure through the social function of the genres is realized. There are twelve kinds of genre are follows:

a. Recount

Recount is a text that retells events for the purpose of informing or entertaining (Gerot & Wignell, 1998, p. 194). It is a piece of text that retells past event. Recount is kind of text that has social function to inform above event for the purpose and entertaining audience. The tense that used in recount text is past tense because it is explain about past event and experience. We can find at the sample of recount genre in personal letters, police report, insurance claims and incident reports.

According to Hyland (2004) the common grammatical features of recount text are orientation that occur the setting and produce participants, record of events that tell what happened and it is usually recounted in chronological order.

b. Report

Report text presents information about something. The function of report text is to describe natural and non-natural phenomena in our environment. Report text has generic structure and grammatical in each paragraph. First paragraph is called general classification. It carries with a general statement that introduces the topic of text. Second paragraph is identified as description. It is completed with supporting information about facts, parts, qualities, habits and behaviour of something (Gerot & Wignel, 1994, p. 196).

c. Discussion

Discussion is a text that shows at least two points of view about an issue. Nsw (2013, p. 6) explained that the purpose of discussion is giving different points of view in order to make an informative decision. The characteristic of discussion text are begins with a sentence that gives a point of view on a topic, lists the argument by giving reasons and evidences for the reader.

d. Explanation

Explanation is a text that explains the process involved in the information or workings of natural or sociocultural phenomena. This text explains how or why something or phenomena happens in our environment for example explains about the life cycle of a butterfly, how gears work and flowcharts. The features of explanation text are start by naming the topic, describing the items related to the topic in their right order, explaining how the items relate to each other and to the topic, end with concluding statement that include visual image and written in the present tense.

e. Exposition-analytical

Exposition- analytical is a text that persuades or to get attention from the reader (Rybold, 2006). It gives reasons for a point of view to try and convince others of it. It features begins with a sentence that gives a point of view on a topic, next list the arguments by giving reasons and evidence for them, uses convincing language for example will damage instead of may damage.

f. New Item

New item is a text that informs readers, listeners and viewers about events of the day which are consider newsworthy or important. This text often finds in a newspaper because the topic tells the reader some interesting, great and important

news (Mukhra, 2015). It gives fresh information to the readers that convey a tragic, incident, or events in newspaper.

g. Anecdote

Anecdote is a text that shares with others an account of an unusual or amusing incident. Anecdote text is a type of written text that deals with past incident. Gultom (2011) has identified that the purpose of anecdote is to retell about statement or story of unusual or amusing incident. It is sharing with others a usual or amusing incident and entertaining others.

h. Narrative

Narrative is a text that amuses, entertain and deal with actual or vicarious experience in different ways. Narratives deal with problematic events which lead to a crisis or turning point that turn to finds a resolution.

The narrative text is a fictive or real story which contains series of events in which how the story is told and how the context is presented as aspect of the story construction (Anderson & Anderson 1997). It tells the reader about something interesting and motivating about how to entertain life. Then, narrative text can express the feeling that relate to history or experience, to inform the reader about something that can motivate and to get a pleasure.

i. Procedure

Procedure is a text that describes how something is accomplished through a sequence of actions or steps. Basically, it consists of tips or sequences which aims to give guidance about how steps to do something. Emilia (2011) claimed that the kind of narrative text can found in daily life includes manual and recipes.

j.   Description

Description is a piece of text that describes a particular person, place or thing (Gerot & Wignell, 1994, p. 4). The features of description text are includes describe characteristic features of the subject and often forms part of other pieces of writing. For example describe a character or a setting in a story.

k.   Review

Review is a text that critiques an artwork, event for a public audience. The types of review text such as summary, analyses, and asses the appeal of a novel, play or film to a broader audience (Nsw, 2013, p.3). It is an evaluation of a publication, such as a movie, video game, musical composition and book. The purpose of review is used well to evaluate the events for the reader and to inform the reader the value of issues. Reader can look at review to find any strengths and weaknesses of creative work.

C. General Concept of Procedure Text

1. Definition of procedure text

Richard & Schmidt (2010, p. 594) said that text is a segment of spoken or written language. It has some characteristics includes normally made up of several sentences, has distinctive structure and has a particular communicative function or purpose and often can be understood in relation to the context. It means that text is everything that we can hear or say in spoken language, and what we read or write in written language that has structure and function.

There are some kinds of texts. One of those texts is procedure text which is an instructional text that describes how to make something or how to do

something in several steps or phrases. According to Anderson & Anderson (1997) procedure text is a text that gives the reader instructions how to do something. It means that text can be meaningful in oral or written that has social purpose to give information how to do something or achieve a goal or solution.

According to Anderson & Anderson (1997) procedure text usually includes the following language features. First, Sentences always begin with action verb (imperative sentences) for example: pour hot water into the bowl. Second, text has sequence words or temporal conjunctions and number that show the order for carrying out the procedure. Third, text must include adverbs of manner to describe how the actions should be performance for examples quickly, firmly. The last, it used appropriate terms and technical language for examples: milligrams, grams, and others.

In addition, the other sources added some of language features of procedure text which are not included in Anderson's book. There are several characteristics of procedure text. First, nouns or noun groups are used in the listed material or equipment. Second, the person who is following the instructions may not be referred to or may be referred to in a general way as one or you. Third, the words relate to the direction and specific locations are found for examples; left, west, Johnson Street. Next, adjectives add details relating to size, shape, colour, and amount. The last, present tense is generally used in procedure text.

2. Structure of Procedure text

Each genre of text needs a generic structure to organize and show the differences from other text. Usually, procedure text are arrange 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.

The goal of procedure text is the first component that must be included. Prihatna (2015) said that goal in procedure text represents the first impression for the readers. This part can be the title of procedure text that telling about the aim of activity and predict the conclusion might happen in process or step. If the students fail to write a good goal of procedure text, they will confuse the readers.

After made a good title in procedure text, there always followed by list of materials for completing the procedure text. Generally, to write procedure text students only have to make a list of materials or ingredients which are necessary and important to prepare several steps. The last part needed is steps that show sequence of numbers by using words as firstly, secondly, third. Emilia (2016) said that every step in procedure text is written in imperative form and command.

D. Previous Study

Writing and procedure text are interesting field for research. Many researchers have conducted researches about writing skills and generic text. Based on that, some researchers have related both of topics that can motivate students in classroom. Related to this study, the researcher chose some literatures review about previous researches which are relevant to the teaching of writing procedure text.

The first study took from Marsalena (2015), in his thesis entitled How to improve student's writing skill in procedure text (A classroom action research of

the tenth grade students of SMAN 1 Karanggede in the academic year of 2014/2015), she did the study because she found students have some difficulties in writing procedure text. That teacher used main strategies to teach procedure text as includes practice rehearsal pairs strategy and demonstration strategy. The practice rehearsal strategy has purpose to ensure the students' skill on writing procedure text by learning in rehearsal pairs. The researcher was not only used one strategy, but also demonstration strategy. This strategy motivated the student to write procedure text step by step. It has given students the opportunity to see directly the details related to the skill that is taught. The similarity between his research and the researcher in this research is improving student writing skill on procedure text.

Second thesis by Septiana (2012) with the title Use of YouTube Video to Improve Student's Competence In writing Procedure text (A Classroom Action Research at the Tenth grade Students of SMAN Kebakramat in Academic Year of 2011/2012), she stated that videos from YouTube could be useful to motivate students' interested in teaching learning process because the materials were found by themselves. In his research, the writer has done classroom action research to overcome problems in writing by applying English YouTube video as a media to made students enjoyed in learning process. The researcher believed this might be successful to improve students ability in writing paragraph based on the indicators of writing skill includes contents, organizations, and vocabularies. Therefore, the researcher found that English YouTube video has useful in teaching writing procedure text. The similarity of this thesis and the researchers' thesis was used

video to improve students writing on procedure text. But, this study used YouTube video and the researcher used teacher-made video in conducting this research.

CHAPTER III
RESEARCH METHODOLOGY

This chapter deals with the research plan, population and sample, research instrument, technique of data collection, and technique of data analysis.

A. Research Design

The research method in this research used quantitative research. Quantitative research is systematic process in which numerical data is used to obtain information. According to Sugiyono (2010, p.14) quantitative is a research that explaining phenomena with collecting numerical data that analyze using statistical calculated by examine the population or particular sample. Quantitative research aims to focus more on counting and constructing statistical calculation to examine the relationship between the experimental class and control class that used to look for make prediction cause and effect relationships and to make predictions.

In relation to the design of quantitative research, this research used experimental study of comparison group design that approach to quantitative research. In a comparison group design, the group receiving the treatment is called the experimental group and other group is the control group. The control group without using treatment and experimental group acquired treatment and assuming this design used a *pre-test* and *post-test* (Mackey & Gass, 2005, p.148). The result of two groups in this research was comparing student achievement between the experimental and control group. In this research, class X1 is the experimental class whereas class X2 is the control class.

The instruments in this study were using a test and questionnaire in order to explore the strength of relationships between the experimental class and the control class. The researcher was conducted experimental teaching and gave students' test to measure the student writing procedure text ability. Based on Ary & Razavieh (2010, p. 201) explained that test is a set of stimuli presented to individual in order to acquire responses on the basis of which a numerical score can be assigned.

The following is the scheme of two groups pre-test post-test design as proposed by Sukardi (2003, p. 184). As follow:

Table 3.a.1 The Scheme of the Experimental Class and Control Class

Table of Research Design			
Group	**Pre-test**	**Treatment**	**Post-test**
Experimental	T1E	Using Video	T2E
Control	T1C	Without Video	T2C

T1$_E$: Experimental *Pre-test*
TI$_C$: Control *Pre-test*
T2$_E$: Experimental *Post-test*
T2$_C$: Control *Post-test*

Based on table 3.1, it can be seen the experimental class use video while the control class learn without video. This is intended to test how effective the use of video in improving the writing skills of students especially in writing procedure text. This is intended to know how effective the use of video in improving students achievement' in writing procedure text.

B. Research Participants

1. Population

The population is the whole objects of a research. Based on Taniredja and Mustafa (2012, p. 26) said that population is a group of people or object that has formulated to apply the result. The population of this research is all of the tenth-grade students of SMAN 1 Kutacane in the academic year of 2017/2018. The total population is eight classes. They are three extraordinary classes and five regular classes. Each of class consists of 35 until 37 students. The total number populations are 237 students.

2. Sample

The sample is a small sub-group chosen from the larger population and it has the characteristic to investigate by the researcher (Sugiyono, 2010, p. 118). It means the data conducted from the sample. The researcher took the sample from tenth-grade students of SMAN 1 Kutacane in the academic year 2017/2018. The researcher only took two classes as the sample. In this study, the researcher only took two classes which both of classes are equal in the school to determine the group as the sample.

However, the random sampling method used to select the sample which assumes that each subject has the same right to get the opportunities to be selected as the sample (Arikunto, 2006). The sample of the study is class X1 and X2 which both of classes consist of 35 until 37 students. Therefore, class X1 is the experimental class while X2 is the control class.

C. Research Location

1. Time of research

This research was conducted from 14 November until 25 November at SMAN 1 Kutacane, Aceh Tenggara.

2. Location of research

This research took place at SMAN 1 Kutacane which is located on JL. Iskandar Muda No. 2 Babussalam, Aceh Tenggara. This school is located in front of the university in KutaCane and surrounded by other schools. SMAN 1 Kutacane has three grades of classes, namely tenth grade, eleventh grade, and twelfth grade. Each grade consists of eight classes. There are 24 classrooms, teacher office, headmaster office, administration room, one library, one laboratory, one mosque, five canteens, one volleyball yard, one basketball yard and also a large parking area. Each classroom is completed with some facilities, which set to support teaching-learning process includes a whiteboard, blackboard, tables, and chairs.

The research is conducted through teaching learning process in the classroom at the tenth grade students in the academic year of 2017/2018. The researcher taught in two classes of tenth grade which conduct the data from class X.1 and X.2. Each class have some facilities includes whiteboard, lighting, and LCD. This research keep implementing the used of Teacher-Made video while teaching and learning process in experimental class and not using video in control class.

D. Instruments for Data Collection

In gaining this data, the researcher used tests and questionnaire based on standard procedure and used a systematic method. The purpose collecting data is to acquire information and answer the research question. The following is the technique of data collection as follows:

1. Test

According to Brown (2004) Test is a method to evaluate person's ability, knowledge, or performance in a given domain. The researcher used the test as the instrument in collecting the data. Meanwhile, the instrument that the researcher used to collect the data is a set of tests in the form of Writing. The test is used to measure the students' achievement in writing especially in responding to simple instructions procedure text in the teacher-made video.

Based on research plan showed before in this paper, researcher used *pre-test* and *post-test*. Mackey & Gass (2005, p. 148) said that participants were gave a *pre-test* to ensure comparability of the participants group prior to their treatment and a *post-test* to measure the effects of treatment. The *pre-test* was given in order to know students' ability in writing. Test was giving in last meeting after the researcher gave students some treatment and conducted the experimental teaching. The *pre-test* was given to measure the basic ability of the students before the researcher implements retelling technique using video. Meanwhile, the *post-test* was given to measure the students' achievement in writing after applying several treatments.

In the control class, the researcher did not give video as a treatment. But, students used textbook or pictures to write procedure text. The researcher was giving *pre-test* by asked the students to follow the researcher instruction to writing a text freely based on the student ideas while *post-test* was conducted by use pictures in writing procedure text. In the experimental class, the researcher was conducted the *pre-test* by give students instruction to writing a procedure text freely based on their ideas while *post-test* was conducted by give treatment of teacher-made video to writing a procedure text.

2. Questionnaire

Questionnaire gave to the student in order to collect the accurate data about their perception in writing procedure text after the students were watching video that made by Researcher. Questionnaire is carried out by the researcher with limited affect to its validity and reliability and can being effective way to know problems and supporting students in achieve writing skill. There were consists 10 questions from the questionnaire set that would be asked to the students to answer the second research question. Questions in the questionnaire is about how the use of video in improving their skills in writing procedure text.

E. Technique of Data Collection

This research used Experimental teaching with comparison group design and doing *pre-test* and *post-test* as the methods of data collection.

1. Experimental Teaching

In doing experimental teaching, the researcher was choosing two classes for sample, experimental and control class that researcher mentioned before. The allocated time for each meeting was 2 x 40 minutes. However, the treatments were given for four meeting in experimental class. In teaching process, the researcher applied Teacher-Made video to experimental class meanwhile the researcher did not apply teacher-made video in control class.

a. *Experimental Class*

Concerning to the technique data collection in this research, the researcher taught writing procedure text for five meetings.

1. *Pre-test*

First meeting, November 14th, 2017, the researcher greeted students and gave the *pre-test* to the students. The *pre-test* given to students in class X.1 and X.2 in order to aware students' ability in writing procedure text before the researcher gave treatments to the students. The researcher asked the students to write procedure text based on their own idea. The researcher taught some materials about generic structure and language features of procedure text before they started to write procedure text. The test was scored by used Writing rubric that assess content, organization of idea, spelling, vocabulary and grammar. The pre-test was given to measure the basic ability of students before the teacher implements Teacher-made Video to improve their writing skill.

2. Treatment

On the second meeting, Friday, November 17th, 2017, the researcher began her research by greeted students and reviewing some materials in previous meeting. She explained about language features in procedure text because many students made mistook in previous meeting. Then the researcher asked students to look at the examples video about "How to Make a Greeting Card". Then, students wrote the procedure text based on the instruction or steps in the video. While the students were watching the video and write procedure text, the researcher observed the response of the students through their behaviour and expression. In the last minutes, the researcher gave the conclusion.

On the third meeting, Thursday, November 23th, 2017, at first the researcher began with greeted students, the researcher explained about kind of procedure text, such as how to make something, how to use something, and how to cook something. Then, the researcher gave another video to students about 'How to Make a Pencil Case from Plastic bottle' on the fourth meeting. The activities while watching the video and writing the story was similar to the second meeting in experimental class.

3. *Post-test*

At the fifth meeting, Saturday, November 27th, 2017, at this meeting, the researcher reviewed some materials and asked the students to know how far they are get knowledge about procedure text. After that, the researcher asked students to look at the video about 'How to Make a Phone Holder and Pencil Case from Bamboo Stick' and wrote procedure text based on video that they were watching.

b. *Control Class*

The researcher did not apply the use of Teacher-Made Video in teaching control class. The researcher gave some materials about generic structure and language features of procedure text and gave some vocabulary that related to the procedure text. After that, on the first meeting, Tuesday, November 14ᵗʰ, 2017 the researcher asked them to write procedure text based on students idea. The researcher taught control class for five meetings that similar to experimental class. The class ended on Saturday, November 27ᵗʰ, 2017 after researcher gave them test to write about procedure text.

After collecting the test from experimental and control class, the researcher evaluated the students writing with using analytical scoring. Brown (2004) maintains an analytical scoring scale has five major categories and a description of five levels in each category, ranging from unacceptable, adequate to fair, good to adequate and excellent to good.

Each category of this assessment has different score.

a. Content (20 points)

Student needs to master this component. Content is elaborate of ideas that are written through personal experience, illustration, fact even opinion. Student must be able to develop thoughts, excluding and all irrelevant information.

b. Organization (20 points)

Coherence means that paragraph is easily to understand and supporting sentence in some logical order provides clear transitional expressions between steps and stated effective introductory paragraph.

c. Spelling (20 points)

Spelling is a difficult thing for student to avoid. Some of student has lack in pronunciation of a word and its spelling. Students needs to use correct of English writing conventions.

d. Vocabulary (20 points)

Vocabulary is an important part in write procedure text. The choice of vocabulary could describe the writer's knowledge. To gain high score in vocabulary, student should write and use precise vocabulary and use of parallel structure of vocabulary.

e. Grammar (20 points)

The rules of grammar consist of phonology, morphology and syntax. In writing, if student want to get excellent rating they must use correct clauses, preposition, modals, articles, verb form, tense sequencing and other.

E. Technique of Data analysis

After collecting the data, the researcher analyzed students' scores by using some criteria in assessing writing and some statistical formula. To analyze the *pre-test* and *post-test,* the researcher used criteria of scoring writing skill in each aspect includes developing ideas point, organizing ideas, grammar, mechanic and vocabulary.

The score of *pre-test* and *post-test* are tabulated and analysed by using statistical formula which consists of range, the amount of class interval, the length of class interval, mean, and t-test (Ary, 2006, p. 132-135)

1. Data Description

The data consisted of mean, mode, median and standard deviation.

a. The Range of Data

In order to Range the data in the frequency distribution table, the researcher have found out the range of data. Range is the difference between the upper real limit of the highest score and the lower real limit of the lowest score.

The formula of range is as follow:

$$R = (X_h - X_l) + 1$$

Where:

R   = Range

X_h =the highest value in a distribution

X_l =the lowest value in a distribution

1   =the most common interval width

b. The Amount of Class Interval

The amount of class interval is measured by using this following formula:

$$K = 1 + 3,3 \log n$$

K =The amount of class interval

N =The amount of samples

c. The Length of Class Interval

The length of class interval was calculated by using this formula:

$$P = \frac{R}{K}$$

P = the length of class interval

R = Range score

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K = Interval class score

d. Mean

Mean is adding a list of score then dividing by the number of scores. The formula of mean score as follows:

$$\bar{X} = \frac{\Sigma X}{N}$$

X = the mean

ΣX = the sum of student's score

N = the sum of students

To find the Mean with using statistical calculated, compute Σx to find the sum of all the data values. Then, divide the total by the number of data values. It was easy to compute the mean on any calculated of statistic by add the data values and divide the total by the number of data.

e. Mode

Mode is a useful average when the researcher wanted to know the most frequently data value which is the value in a set of data which appears most frequently of score test.

Data in frequency distribution:

$$Mo = L + i\, f1f1 + f2$$

Mo = the symbol for mode

L = the lower limit of the interval within which the mode lies

i = Interval (class width)

f1 = the frequency of the interval containing mode reduced by that of the previous interval

f2 = the frequency of the interval containing mode reduced by that of the following interval.

    f. Median

Median is the central value in distribution of measures below which 50 per cents of the cases. If the extreme values of each data change, the median usually does not change the entry of data. The formula of median as follows:

$$Md = L + \left(\frac{N}{2}\right) - \frac{CFB}{FW}$$

Md = The median

L = The lower limit of the interval within which the mode lies

i = Interval (class width)

cfb = The cumulative frequency in all interval below the interval containing the median

N = The sum of group

fw = The frequency of cases within the interval containing the median

    g. Standard Deviation

Standard deviation is the square root of variance (Best & Kahn, 1998, p. 285) in which the variance is the average of the squared differences from the mean. In this research, the researcher used the following formula is:

$$Sx = \sqrt{\frac{\sum (X - \overline{X})^2}{N}}$$

Sx = The symbol for standard deviation

X = Value of items

N = Total number of items

2. *T-Test*

The technique that used in analysing the data was *T-Test* of independent sample. *T-Test* for independent formula used to find the effectiveness of the technique. The *T-Test* formula is:

$$t=\frac{\overline{x}_1-\overline{x}_2}{s\sqrt{\dfrac{1}{n_1}+\dfrac{1}{n_2}}}$$

Where:
X_1= the mean score of the experimental group
X_2= the mean score of control group
N_1 = the number of the experimental group
N_2 = the number of the control group
s = standard deviation
s_2 = variance

3. Analysis of the Questionnaire

The data obtained from the questionnaire is also analysed statistically by count the percentage of the students' answers in each item of the questionnaire. It is used to know the students' responses after being taught toward the use of movie in teaching pronunciation. Based on Sudjana (1997, p. 160) the formula used is:

$$P=\frac{F}{N}\times 100\%$$

Notes:
P = Percentage
F = Frequency
N = Number of sample
100% = Constant of value

CHAPTER IV

DATA ANALYSIS

A. Data Description

To analyze the data, the researcher used experimental teaching with compare group design (Mackey & Gass, 2005). It has the purpose to test the hypothesis with used statistical calculation in this research.

1. The result of *pre-test* and *post-test*

The table below is score from average of students' scale of grammar, content, vocabulary, spelling, and organization.

Table 4. 1 The students' *pre-test* and *post-test* scores in control

No	Initials Name (Ctr)	Pre-test	Post-test
1	AA	82	86
2	AS	52	69
3	AB	82	73
4	AAA	70	72
5	CP	68	65
6	DWM	70	72
7	FAS	55	68
8	IA	65	65
9	KK	70	60
10	KA	70	59
11	MS	67	72
12	MN	67	70
13	MAA	67	72
14	MFK	68	65
15	MFKR	50	68
16	MD	72	68
17	MH	80	75
18	MAF	82	78

19	NSP	68	83
20	NH	72	75
21	NAN	72	80
22	RDZ	80	72
23	RP	68	70
24	RR	70	75
25	RSS	65	70
26	RH	68	71
27	RS	73	75
28	RY	68	58
29	SM	80	85
30	SDF	72	82
31	FIJ	70	62
32	SPS	70	54
33	SNP	68	73
34	WH	70	62
35	CR	60	65

Based on table 4.1, it can be seen the lowest and the highest scores of the control class consists of 35 students. The lowest score in *pre-test* was 52 and the highest score was 82. The data showed in the *post-test* that the lowest score was 58 and the highest was 86.

Table 4.2 The students' *pre-test* and *post-test* scores in experimental class

No	Initials Name (Exp)	Pre-test	Post-test
1	AL	80	92
2	APS	60	72
3	BPY	75	78
4	CRA	60	72
5	CKA	68	70
6	CDR	60	72
7	DPS	58	68
8	DU	77	89
9	GSB	68	72
10	GSD	83	92
11	IPS	58	72
12	ICA	76	94

13	ISA	65	68
14	KB	72	74
15	LAA	77	98
16	FOW	75	78
17	MA	68	76
18	MFW	58	68
19	MRE	62	78
20	NPA	70	68
21	NF	58	70
22	OA	60	78
23	OS	70	72
24	PMN	72	95
25	RKN	68	80
26	RMF	62	70
27	RWS	75	80
28	SAP	60	75
29	SBSA	72	82
30	SDS	64	82
31	SYK	70	62
32	TH	64	70
33	UJM	72	96
34	VH	65	72
35	WL	58	78
36	WS	68	89
37	SAP	70	78
38	DKH	62	77
39	JS	55	60

Based on table 4.2, it can be seen the lowest and the highest score in the experimental class consists of 39 students. The lowest score in *pre-test* was 58 and the highest score was 83. After the researcher gave the treatment by using teacher-made video in teaching writing procedure text, the writer gave the students *post-test*. The data showed in the *post-test* that the lowest score was 60 and the highest score was 98.

B. Data Analysis

1. The result of Statistical Calculated Students' Scores of *pre-test* & *post-test*

The tables below are the result of statistical calculated of mean, median, mode, standard deviation and range of scores *pre-test* and *post-test* in control and experimental class to measure descriptive statistic in which data become a central tendency in the t-test. The result of *pre-test* and *post-test* of the experimental and control class based on SPSS 22 version software gained from the steps as follows: *analyze>>Description statistic>> frequencies.* Then, put *post-test* and *pre-test* scores into *variables>> click statistic>> Checklist the entire menu>>*Click *Ok*

Table 4.3 Statistic of the control class

		Pre	Post	Enhancement
N	Valid	35	35	35
	Missing	0	0	0
Mean		69.46	70.54	1.09
Median		70.00	71.00	2.00
Mode		70	72	5
Std. Deviation		7.477	7.571	8.205
Range		32	32	34
Minimum		50	54	-16
Maximum		82	86	18

Table 4.4 Statistic from the experimental class

		Pre	Post	Enhancement
N	Valid	39	39	39
	Missing	0	0	0
Mean		67.05	77.36	10.31
Median		68.00	76.00	10.00
Mode		58[a]	72	12
Std. Deviation		7.134	9.521	7.175
Range		28	38	32
Minimum		55	60	-8
Maximum		83	98	24

Based on table 4.3 and 4.4, it can be seen the differences values between control class and experimental class. In table 4.3, it can be seen the result of statistical calculated of *pre-test* and *post-test* in control class. The mean showed *pre-test* score of the control group was 69.49 and *post-test* score was 70.58. Median score of *pre-test* was 70.00 and *post-test* was 71.00. The mode score of *pre-test* from the table was 70.00 and *post-test* was 72.00. The highest score of *pre-test* in the control class was 55 and the lowest was 83. Then, the highest score of *pre-test* in the experimental class was 93 and the lowest score was 83.

2. *Normality Test*

The *normality test* is to know that the sample is in normal distribution. If the students' scores are normally distributed, the researcher can use parametric

test or nonparametric statistics. The *normality test* is performed using statistical test includes *Kolmogorov-Smirnov* and *Shapiro-Wilk*. The result of *normality test* is presented in the following table 4.5:

Table 4.5 *Normality test*

	Kategori	Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	Control	.107	35	.200	.891	35	.014
	Experimental	.121	39	.162	.958	39	.150
Posttest	Control	.200	35	.001*	.980	35	.003
	Experimental	.165	39	.009	.927	39	.022
Enhancement	Control	.145	35	.059	.965	35	.322
	Experimental	.099	39	.200*	.981	39	.751

In the table 4.5, it can be seen the result of normality test. The researcher found the result of *normality test* with used hypothesis of *Shapiro-Wilk test* which follows:

H_0: Data spread normally

H_1: Data does not spread normally

When testing for *normality*, the researcher used *probability* if the *p-value* (significance) is <0.05, then H_0 is rejected. Therefore, if the p-value (significance) is >0.05, this means the data are normal.

There are 2 alternative tests that can be used; in this case the researcher used one of the alternatives, which also known as *Shapiro-Wilk* test. Based on table 4.5, it can be seen that significance *p- value* of the *pre-test* in control group is 0.14 and the *pre-test* in experimental group is 1.50 which both of *pre-test* in

control and experimental class is >0.05, it means H_0 is accepted because data spread normally. Based on the table 4.5, not only the *pre-test* showed data spread normally, but also the *post-test* of experimental class showed data spread normally which significance the *post-test* of control class is 7.73 that means *p-value* is >0.05. But, the *post-test* of experimental class showed p-value <0.05 because the significance is 0.22 that means data does not spread normally. Nevertheless, the researcher concluded that the *p-values* in normality test showed data similarly spread normally.

3. *Homogeneity Test* and *T-test*

Homogeneity test is used to know whether the data of the students' achievement is homogenous or not. *Homogeneity test* used SPSS version 22 software and calculated by using *Levene test.* Then, test is analysed by using independent sample T-test. Independent sample *T-test* is aimed to know the influence of Teacher-Made Video for students' to write Procedure text. The result of *Homogeneity test* and independent sample *T-test* can be seen in table 4.6, as follow:

Table 4.6 The result of statistical calculated of *homogeneity test* & *t-test*

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
									Lower	Upper	
Pretest	Equal variances assumed	.967	.329	1.416	72	.161	2.406	1.699	-.981	5.793	
	Equal variances not assumed			1.412	70.278	.162	2.406	1.704	-.992	5.803	
Posttest	Equal variances assumed	1.692	.197	-3.382	72	.001	-6.816	2.015	-10.833	-2.799	
	Equal variances not assumed			-3.424	71.011	.001	-6.816	1.991	-10.785	-2.847	
Differences	Equal variances assumed	.609	.438	-5.158	72	.000	-9.222	1.788	-12.786	-5.658	
	Equal variances not assumed			-5.121	68.019	.000	-9.222	1.801	-12.816	-5.628	

Based on table 4.6, it can be concluded that *homogeneity test* is an assumption that must be required when *T-test* is exploited in this research to compare the average values of two variables. To know the homogeneous of the two groups, *pre-test* was conducted. *Pre-test* gave to both of the experimental group and control group using the same instrument. After gave the *pre-test* in the

experimental and control group, the researcher gets *post-test* and gave treatment to the both of class.

One way to test homogeneity is by using *Levene test.* The hypothesis of homogeneity test is as follows:

H_0: Data is homogenous

H_1: Data is not homogenous

If the p-value (significance) <0.05, It is mean that H_0 is rejected. However, the *Levene test* result produced p-value is greater than 0.05 where it can be seen in significance of *Levene test*. Thus, it can be seen the result of calculation above are homogenous because significance of *homogeneity test* showed *pre-test* in control and experimental class is 3.29 that means >0.05. While *post-test* in experimental and control class showed the students' scores showed the data >0.05 which is *post-test* of control class is 197 that means >0.05 H_0 was accepted. Because of that the *pre-test* and *post-test* in experimental and control class are homogenous.

After found the result of homogenous of the data, the researcher conducted the *T-test* to ensure the conditions and quality of student with compare experimental class and control class. There are 3 alternatives way to ensure T-test as follow:

1. The researcher collected the result from *pre-test* scores' in control and experimental classes with used hypothesis as follow:

H_0: there is no difference between mean values of *pre-test* in control class and experimental class.

H_1: there is a difference between mean values of *pre-test* in control class and experimental class.

If the *p-value* (significance) <0.05, then H_0 is rejected. Based on the table, it can be seen that p-value for this T-test is 0.161 (>0.05), then researcher receive H_0. It means that there is no difference between the mean values of *pre-test* in control and experimental class. Therefore, it can be seen from that conditions and quality of students' scores between control and experimental class is mean homogeneous.

2. The researcher had to carry out *T-test* to found *post-test* value in control and experimental class with used hypothesis as follows:

H_0: There is no significant difference between the mean value of *Post-test* control class and experiment class

H_1: There is a significant difference between the mean value of *Post-test* control class and experiment class

If the *p-value* (significance) <0.05, then H_0 is rejected. Based on the table 4.6, it can be concluded that the *p-value* for this *T test* is 0.01 (<0.05), then the researcher rejected H_0. It appears obviously there is an improvement in terms of students' writing achievement. It means the average *post-test* in the experimental class is higher than the control class where the average increase in experimental class is 6.816 points better than in the control class.

3. The researcher discovered the effectiveness of treatments during taught in experimental class and control class with the hypothesis:

H_0: There is no difference between the average increase in control and experiment class values

H_1: There is a difference between the average of the value of control and experiment class

If the *p-value* (significance) <0.05, then H_0 is rejected. Based on the table 4.6, it can be seen that *p-value* for this T-test is 0.000 (<0.05), then we reject H_0. It is evident that there a marked difference between the average increase in control class and experimental class, where the average increase in the value of the experimental class is 9.222 points better than in the control class.

5. The analysis of Questionnaire

In order to get the real data of the students' perception toward using teacher-made video in write procedure text. The researcher has distributed the questionnaires to the students in the tenth grade, especially in experimental class. It consisted of 10 questions in a closed form. The result of questionnaire can be seen in table 4.7 till table 4.16

Table 4.7 Analysis of questionnaire item: I interested in learning English

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	29	78.4	78.4	78.4
Agree	6	16.2	16.2	94.6
Neutral	2	5.4	5.4	100.0
Disagree	0	0.0	0.0	100.0
Strongly disagree	0	0.0	0.0	100.0
Total	37	100.0	100.0	

Based on table 4.7, The students' answers about their interest on learning English showed that 78.4 % of students strongly agreed that they are interested in learning English while the rest of them about 16.2% agreed and 5.4% answered neutral if learning English was interest them.

Table 4.8 Analysis of questionnaire item: I like the writing materials in procedure text

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	9	24.3	24.3	24.3
Agree	22	59.5	59.5	83.8
Neutral	6	16.2	16.2	100.0
Disagree	0	0.0	0.0	100.0
Strongly disagree	0	0.0	0.0	100.0
Total	37	100.0	100.0	

Based on table 4.8, the students' answers about students interested in material of writing procedure text showed that 59.5% of students agreed if they interested in material of writing in procedure text while the rest of them about 24.3% strongly agreed and 16.2 % answered neutral if they interested in material of writing in procedure text.

Table 4.9 Analysis of questionnaire item: Learning using videos are easier in mastering procedure text

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	20	54.1	54.1	54.1
Agree	13	35.1	35.1	89.2
Neutral	4	10.8	10.8	100.0
Disagree	0	0.0	0.0	100.0
Strongly disagree	0	0.0	0.0	100.0
Total	37	100.0	100.0	

Based on table 4.9, the students' answers towards question about learning using videos are easier in mastering procedure text showed that 54.1% of students answered strongly agreed while the rest of the students about 35.1% agreed and 10.8% answered neutral if learning using videos are easier in mastering procedure text.

Table 4.10 Analysis of questionnaire item: Using videos motivate the students to learn procedure text

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	23	62.2	62.2	62.2
Agree	11	29.7	29.7	91.9
Neutral	3	8.1	8.1	100.0
Disagree	0	0.0	0.0	100.0
Strongly disagree	0	0.0	0.0	100.0
Total	37	100.0	100.0	

Based on table 4.10, the students' answers towards question about using videos motivate the students to learn procedure text showed that 62.2 % of student

answered strongly agreed while the rest of the students about 29.7% agreed and

8.1% answered neutral.

Table 4.11 Analysis of questionnaire item: using videos help students in writing
procedure text

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	19	51.4	51.4	51.4
Agree	11	29.7	29.7	81.1
Neutral	5	13.5	13.5	94.6
Disagree	2	5.4	5.4	100.0
Strongly disagree	0	0.0	0.0	100.0
Total	37	100.0	100.0	

Based on table 4.11, the students' answer towards question about using

videos help students in writing procedure text showed that 51.4% of students

strongly agreed that videos helps students in writing procedure text while 29.7%

of student agreed and 13.5% answered neutral if videos helps students in writing

procedure text.

Table 4.12 Analysis of questionnaire item: Videos are media that appropriate in
learning procedure text

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	26	70.3	70.3	70.3
Agree	4	10.8	10.8	81.1
Neutral	7	18.9	18.9	100.0
Disagree	0	0.0	0.0	100.0
Strongly disagree	0	0.0	0.0	100.0
Total	37	100.0	100.0	

Based on Table 4.12, the students' answers toward question about the videos are media that appropriate in learning showed that 70.3% of students answered strongly agreed while the rest of students answered 10.8% agreed and 18.9% neural if videos are media that appropriate in learning.

Table 4.13 Analysis of questionnaire item: Students understand the ideas of procedure text by using video

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	18	48.6	48.6	48.6
Agree	13	35.1	35.1	83.8
Neutral	6	16.2	16.2	100.0
Disagree	0	0.0	0.0	100.0
Strongly disagree	0	0.0	0.0	100.0
Total	37	100.0	100.0	

Based on table 4.13, the students' answers towards question about the students understand the ideas of procedure text by using video showed that 48.6% of students answered strongly agreed while the rest of students answered 35.1% agreed and 16.2 % neutral if the students understand the ideas of procedure text by using video.

Table 4.14 Analysis of questionnaire item: the student difficult in understanding the ideas in video

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	0	0.0	0.0	0.0
Agree	1	2.7	2.7	2.7
Neutral	2	5.4	5.4	8.1
Disagree	25	67.6	67.6	75.7
Strongly disagree	9	24.3	24.3	100.0
Total	37	100.0	100.0	

Based on table 4.14, the students' answers towards question about the students difficult in understanding the ideas in video showed that students answered 67.6% disagreed and 24.3% strongly agreed while the rest of students answered 5.4% neutral and 2.7% agreed about their difficulties in understanding the ideas in video.

Table 4.15 Analysis of questionnaire item: The student interested to get used to learn procedure text using video

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	18	48.6	48.6	48.6
Agree	11	29.7	29.7	78.4
Neutral	6	16.2	16.2	94.6
Disagree	2	5.4	5.4	100.0
Strongly disagree	0	0	0	100.0
Total	37	100.0	100.0	

Based on table 4.15, the students' answer showed towards question about the students interested to get used to learn procedure text using video showed that

students answered 48.6% strongly agreed and 29.7% agreed while the rest of them answered 16.2% neutral and 5.4% disagreed if the students interested to get used to learn procedure text using video.

Table 4.16 Analysis of questionnaire item: The video that given in discussing procedure text is difficult to understand

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	0	0.0	0.0	0.0
Agree	1	2.7	2.7	2.7
Neutral	3	8.1	8.1	10.8
Disagree	22	59.5	59.5	70.3
Strongly disagree	11	29.7	29.7	100.0
Total	37	100.0	100.0	

Based on the table 4.16, the students' answers toward question about the video that given in discussing procedure text is difficult to understand showed that students answered 59.5% disagreed and 29.7% strongly disagreed while the rest of them answered 8.1 % neutral and 2.7% agreed if the video that given in discussing procedure text is difficult to understand.

B. Discussion

The result of this research and the hypothesis test shows that the problem statement has fulfilled. Based on the analysis of the data, the result of the hypothesis test shows that there is an improvement of using teacher-made video in writing procedure text. It can be confirmed from the result of *pre-test* and *post-test* in the control class and the experimental class.

After analysing the data by using statistical formulae, the researcher was found the students' score from the experimental class were different from those who were in the control class. It can be seen from the lowest score of *post-test* in the control class is 54, while in the experimental class after gave some treatment is 60. Then, the highest score of *post-test* in the control class is 86, while in the experimental is 98. The mean score of both classes were also different. The result of analysis shows that the average score of the students who were using teacher-made video is 6.816 points better than in control class. It means that the students' achievement in writing procedure text by using teacher made video have better scores than those who were learning in control class which not using teacher made video in control class.

From the result, it can be concluded that hypothesis (H_0 = teacher-made video do not improve students' achievement in writing procedure text) was rejected. Because of that, the hypothesis (H_a =teacher-made video improves the students' achievement in writing procedure text) was accepted the teacher-Made video helps improve students' achievement in writing procedure text. The result of this research was similar with Septiana (2012) that the use of videos from YouTube improves students' achievement in writing procedure text in the teaching learning classroom because students can organize the ideas from videos.

Then, the researcher shared out the questionnaire to the students in experimental class. The used of questionnaire is to find out the real data about their perceptions in writing procedure text towards using teacher-made video. The researcher has found students choose in the questionnaire, and the result of

questionnaire represented a good result where watching teacher made video can help them more focus and was a good media to motivate students' achievement in writing procedure text. However, students' answers in questionnaire did not influence the result of their scores' in writing a procedure text while the teacher taught in the experimental and control class.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

The objective of this study is to know whether the use of teacher-made video might improve or not the students' achievement in writing procedure text at the tenth grade students of SMAN 1 Kutacane. After conducting the data, the researcher would like to infer some conclusion.

In conducting the objective of the study, the researcher used an experimental research between the experimental class and the control class by using *T-test* to get the result of *pre-test* and *post-test*. The result of pre-test average in the control class and experimental class showed 0.161 (>0.05), it means that there is no difference between the mean values of *pre-test* in the control and experimental class. Therefore, it can be seen from that conditions and quality of students' scores between control and experimental class is mean homogeneous.

After analyzing with statistical calculation, the researcher carried out *T-test* to found *post-test* average in the control and experimental class. It can be seen that, the average of *post-test* in the experimental class is higher than control class where the average increase in experimental class is 6.816 points better than in control class. It means there is a difference significant with using teacher-made video and those were taught without using teacher-made video.

From this calculation, another result of the data analysis showed that experimental class is 9.222 points better the control class. It means that the null hypothesis (H_0 = Teacher-Made video do not improve students' ability in Writing

procedure text) is rejected. However, the alternatives hypothesis (H_a = Teacher-Made video improve students' ability in Writing procedure text) is accepted. It proved that the use of teacher made video can improve students' achievement in writing procedure text. Then, the researcher also found students have a huge interest in using video. It was proved by the choice of the students in questionnaire set in indicating students' interest.

B. Suggestion

There are some suggestions that can be considered after implementing treatment to the students. The researcher suggested that the teacher in SMAN 1 Kutacane should use teacher-made video to make students more enthusiasm in writing a text. It will impact to the student in expressing thoughtful ideas and exhibit confidence to complete a test with limited time especially using various media in the teaching and learning writing.

Then, the researcher suggests a possible limitation or weaknesses of the study and makes recommendations for future research. One of the t limitations of this study might address the problem in data collection. The researcher does not apply observation to obtain specific information about the level of students' engagement in the classroom learning, for the future research it should do the observation before doing the research to gain an appropriate result to know students characteristic in learning during the teaching and learning process. Not only doing observation, but the researcher suggests to being careful to give higher expectations in the experimental class. The researcher hopes the future research

teaches with no differences between the experimental and control class. The future researcher may get the benefits if they reduce the differences in teaching the experimental and control class because it makes the students and teachers may begin to feel more comfortable and natural about being observed.

Lastly, the researcher believed that each chapter in this study is still incomplete and imperfect. The researcher suggest for further researcher to use additional reference for similar research and can develop with their other materials which is suitable for the teaching learning process of English. Furthermore, other researcher might compare between the use between teacher-made video and YouTube video in improving students' achievement in writing.

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Nomor : B-10656/Un.08/TU-FTK/ TL.00/11/2017   09 November 2017
Lamp : -
Hal   : Mohon Izin Untuk Mengumpul Data
         Menyusun Skripsi

         Kepada Yth.

         Di -
           Tempat

         Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini
         memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Indah Kemala Tawarnate
N I M	: 231 324 134
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: IX
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Jl. T. Hasan No. 23 Kampung Ie Masen Kaye Adang Banda Aceh

Untuk mengumpulkan data pada:

SMA I Kuta Cane Kabupaten Aceh Tenggara

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas
Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Use of Teacher-Made Video to Improve Students' Achievement in Writing Procedure Text

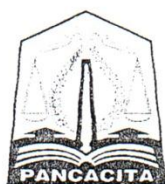Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan
terima kasih.

                                                    An. Dekan,
                                                    Kepala Bagian Tata Usaha,

                                                    M. Said Farzah Ali

Kode 6887

PEMERINTAH PROVINSI ACEH
DINAS PENDIDIKAN
SMA NEGERI 1 KUTACANE
Jalan Iskandar Muda No. 2 Babussalam, Aceh Tenggara. 24651
Telp : (0629) 21179. Email : sman1kutacane@gmail.com

SURAT KETERANGAN
NO: 422/ 77 1/III.3/2017

Yang bertanda tangan di bawah ini, Kepala SMA Negeri 1 Kutacane, menerangakan dengan sesungguhnya bahwa:

- Nama   : **ALIYAS, S.PD**
- Jabatan   : **Kepala Sekolah**
- Nama Sekolah   : **SMA Negeri 1 Kutacane**

Menerangkan dengan sebenarnya bahwa:

- Nama   : **Indah Kemala Tawarnate**
- NIM   : 231 324 134
- Semester   : IX (Sembilan)
- Tahun   : 2017 / 2018
- Program Studi   : S-1 / Pendidikan Bahasa Inggris
- Fakulatas/Universitas : Tarbiah dan Keguruan / UIN Ar- Raniry Banda Aceh

Yang bersangkutan telah melaksanakan Penelitian di SMA Negeri 1 Kutacane, pada tanggal 10 Nopember 2017 s/d 28 Nopember 2017, dalam rangka melengkapi penyusunan skripsi yang berjudul :
"The Use of Teacher-Made Video to Improve Students' Achievement in writing procedure Text"

Demikian keterangan ini dibuat,untuk diketahui dan dipergunakan sebagaimana mestinya.

Kutacane, 28 Nopember 2017
Kepala

(ALIYAS,S. Pd)
NIP. 19710408 2003121003

Pertinggal

Experimental Group

Rencana Pelaksanaan Pembelajaran (RPP)

Nama Sekolah   : **SMAN 1 KUTA CANE**

Mata Pelajaran   : **Bahasa Inggris**

Kelas/Semester   : **X / 1 (Ganjil)**

Pertemuan ke-   : **1**

Alokasi Waktu   : **2 X 45 menit (2JP)**

Topik Pembelajaran   : **Procedure text**

A. Kompetensi Inti

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Mengembangkan perilaku (jujur, disiplin, tanggung jawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan proaktif) dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsadalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan,kebangsaan, kenegaraan, dan peradaban terkait fenomena dankejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan

mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Mengungkapkan rasa syukur karena masih diberi kesempatan dapat belajar bahasa inggris.
2.	2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1 Menyapa guru dan teman dengan rasa santun.
3.	3.6 Menganalisis fungsi sosial, struktur teks, dan unsure kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (*tips*), sesuai dengan konteks penggunaannya.	3.6.1 Mengidentifikasi fungsi sosial dan struktur teks procedure secara tertulis 3.6.2 Mengidentifikasi unsure kebahasaan dalam teks procedure secara tertulis
4.	4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (*tips*).	4.9.1 Mengidentifikasi gagasan utama dalam teks procedure sacara tertulis 4.9.2 Mengidentifikasi makna explicit dan implicit dalam teks procedure secara tertulis 4.9.3 mengidentifikasi pesan dalam teks procedure secara tertulis

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, siswa dapat :

1. Melalui Video siswa dapat menganalisis fungsi social, unsur kebahasan, dan struktur teks procedure.

2. Melalui video siswa dapat menangkap makna dalam teks prosedur.

D. Materi Pembelajaran (Terlampir)

E. Metode Pembelajaran

Pendekatan   : pendekatan saintifik

Metode   : metode demonstrasi dan round club

F. Media, Alat, dan Sumber Pembelajaran

Media: Gambar, LCD, Teacher-made Video dan Laptop

Sumber : Internet, sumber lain yang relevan

G. Langkah-langkah kegiatan pembelajaran

1. Pendahuluan (10 menit)

-Guru memberi salam

-Guru mengajak siswa untuk mengawali kegiatan dalam berdoa

-Guru memeriksa kehadiran siswa

tanya jawab dengan menghubungkan materi dengan kehidupan siswa sehari hari

2. Kegiatan Inti (70 menit)

Mengamati :

1) Guru memberikan contoh teks prosedur berbentuk manual yang sesuai dengan konteks penggunaannya

Menanya :

1) Dengan bimbingan dan arahan guru, siswa menanyakan kegunaan teks

Mengeksplorasi

1) Siswa dengan bantuan guru mengenali fungsi, struktur, unsur kebahasaan teks prosedur.

Mengasosiasi

1) Siswa di bagi ke beberapa kelompok untuk mendiskusikan struktur teks prosedur melalui gambar acak yang di berikan guru.

2) Siswa mengidentifikasi dan mencari setiap gambar yang berhubungan dengan contoh material/ ingredients yang di berikan guru

Mengkomunikasikan

1) Siswa menjelaskan dan menyebutkan gambar- gambar dengan benar yang berhubungan dengan contoh ingredients/ material yang diberikan guru.

3. Penutup (10 menit)

1) guru mengakhiri kelas dengan mengucapkan :*Thank you very much for your participation.You did a good job today, I'm very happy with your activity in the class.How about you, did you enjoy my class?*

2) Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

H. Penilaian

No	Aspect of Scoring	Scoring		
		Low (45-59)	Average (60-75)	Good (76-100)
1	Grammar			
2	Punctation			

3	Content			
4	Sentence fluency			
	Total			
	Total Score			

d.   Instrumen soal : writing tes

e.   Pedoman penskoran: Setiap jawaban benar diberi skor berdasarkan rubric Writing

Kuta Cane, November 2017

Mengetahui
Guru Mata Pelajaran   Peneliti

Indah kemala tawarnate

Lampiran

Procedure Text

A. Struktur kebahasaan dari Procedure Text terdiri dari 3 bagian, yaitu:

1. Aim/ Goal (Tujuan)

2. Materials (Bahan-bahan)

3. Steps (Langkah-langkah)

B.Ciri Kebahasaan Procedure Text
1. Menggunakan pola kalimat imperative (perintah), misalnya:

-gather all materials: kumpulkan semua bahan bahan

-cut the top of plastic bottle: potong atas botol

-provide two plastic bottles: sediakan dua botol plastik

-find two bottles: temukan dua botol

-cut the paper into two halves: ptong kertas menjadi dua bagian

-use knife to cut : gunakan pisau untuk memotong

- wash the cup: cuci gelas…

Stick the paper on box with use glue: tempelkan kertas ke kotak menggunakan lem

-cut both side of box into two parts: potong dua bagian kotak menjadi dua bagian

-put the paper on top side box: letakkan kertas ke atas bagian kotak

-dry the box after put the box with using glue : keringkan kotak setelah menaruh kotak menggunakan lem

-use some glitter for decoration: gunakan geliter untuk hiasan

-tie ribbon on bamboo stick case for decoration: ikatkan pita di kotak bamboo stik untuk dekorasi

- take origami papers , after that put origami papers on box and use some glue

-Fold the flap to close the pencil case: Lipat penutup untuk menutup kotak pensil

2. Menggunakan action verbs, misalnya

-Cut: potong   -Put in: masukkan   -mix: mencampur

-pat dry : mengeringkan   -cut off : memotong   -slice : mengiris

-pour: menuang -put aside : menyisihkan -sprinkle : menaburkan   -fold:melipat

3. Menggunakan conjunctions (kata penghubung) untuk mengurutkan kegiatan, misalnya

-then: kemudian   -while: sementara   -before:sebelum

-until: selama   -as soon as : secepat   -after : setelah

4. Menggunakan adverbs (kata keterangan) untuk menyatakan rinci waktu, tempat, cara yang akurat, misalnya

-for five minutes: selama 5 menit   - 2 hours: dua jam

-already: sudah   - finally :akhirnya

Latihan

1. Observe the picture with your group. Then, write down procedure text based on your idea consisting of goal, materials, and steps and work individually!

Rencana Pelaksanaan Pembelajaran (RPP)

Nama Sekolah   : **SMAN 1 KUTA CANE**

Mata Pelajaran   : **Bahasa Inggris**

Kelas/Semester   : **X / 1 (Ganjil)**

Pertemuan ke-   : **2**

Alokasi Waktu   : **2 X 45 menit (2JP)**

Topik Pembelajaran : Procedure text

A. Kompetensi Inti

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Mengembangkan perilaku (jujur, disiplin, tanggung jawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan proaktif) dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsadalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan,kebangsaan, kenegaraan, dan peradaban terkait fenomena dankejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan

mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Mengungkapkan rasa syukur karena masih diberi kesempatan dapat belajar bahasa inggris.
2.	2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1 Menyapa guru dan teman dengan rasa santun.
3.	3.6 Menganalisis fungsi sosial, struktur teks, dan unsure kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (*tips*), sesuai dengan konteks	3.6.1 Mengidentifikasi fungsi sosial dan struktur teks procedure secara tertulis 3.6.2 Mengidentifikasi unsure kebahasaan dalam teks

	penggunaannya.	procedure secara tertulis
4.	4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (*tips*).	4.9.1 Mengidentifikasi gagasan utama dalam teks procedure sacara tertulis 4.9.2 Mengidentifikasi makna explicit dan implicit dalam teks procedure secara tertulis 4.9.3 mengidentifikasi pesan dalam teks procedure secara tertulis

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, siswa dapat :

1. Melalui Video siswa dapat menganalisis fungsi social, unsur kebahasan, dan struktur teks procedure.

2. Melalui video siswa dapat menangkap makna dalam teks prosedur.

D. Materi Pembelajaran (Terlampir)

E. Metode Pembelajaran

Pendekatan   : pendekatan saintifik

Metode   : metode demonstrasi dan round club

F.   Media, Alat, dan Sumber Pembelajaran

Media: Gambar, LCD, Teacher-made Video dan Laptop

Sumber : Internet, sumber lain yang relevan

G. Langkah-langkah kegiatan pembelajaran

1. Pendahuluan (10 menit)

-Guru memberi salam

-Guru mengajak siswa untuk mengawali kegiatan dalam berdoa

-Guru memeriksa kehadiran siswa

tanya jawab dengan menghubungkan materi dengan kehidupan siswa sehari hari

2. Kegiatan Inti (70 menit)

Mengamati :

1) Guru memutarkan video tentang teks procedure dengan tema "How to make a pencil case from plastic bottle" dan siswa mengamati video tersebut

Menanya :

1) Dengan pengaruh pertanyaan dari guru siswa mempertanyakan fungsi social, struktur dan unsur kebahasan dari procedure teks.

Mengeksplorasi

1) Siswa mengidentifikasi tujuan komunikasi, struktur dan unsur kebahasan dari teks prosedur

2) Siswa berlatih membuat teks prosedur

Mengasosiasi

1) Guru meminta umpan balik terhadap pemahaman siswa terhadap materi yang di pelajari

Mengkomunikasikan

1) Siswa membacakan teks prosedur yang telah mereka buat di depan kelas

3. Penutup (10 menit)

1) guru mengakhiri kelas dengan mengucapkan :*Thank you very much for your participation.You did a good job today, I'm very happy with your activity in the class.How about you, did you enjoy my class?*

2) Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

H. Penilaian

No	Aspect of Scoring	Scoring		
		Low (45-59)	Average (60-75)	Good (76-100)
1	Grammar			
2	Punctation			
3	Content			
4	Sentence fluency			

	Total			
	Total Score			

d.   Instrumen soal : writing tes

e.   Pedoman penskoran: Setiap jawaban benar diberi skor berdasarkan rubric Writing
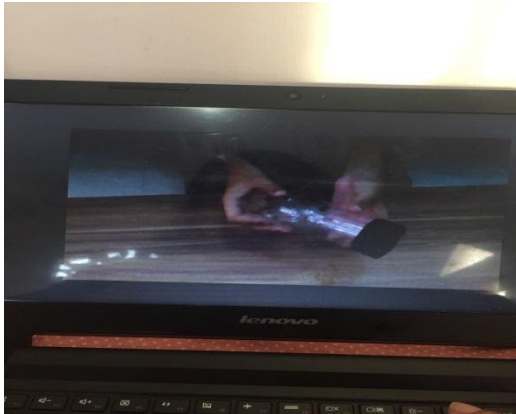
Kuta Cane, November 2017

Mengetahui

Guru Mata Pelajaran   Peneliti

Indah kemala tawarnate

Latihan

1. Watch the video and then write down procedure text consisting of goal, materials, and steps about "How to Make Pencil Case from Plastic Bottle". Work individually!

Rencana Pelaksanaan Pembelajaran (RPP)

Nama Sekolah   **: SMAN 1 KUTA CANE**

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : X / 1 (Ganjil)

Pertemuan ke-   : 3 dan 4

Alokasi Waktu   : 4 X 45 menit (4JP)

Topik Pembelajaran : Procedure text

A. Kompetensi Inti

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Mengembangkan perilaku (jujur, disiplin, tanggung jawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan proaktif) dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsadalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan

diri sebagai cerminan bangsa dalam pergaulan dunia

Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan,kebangsaan, kenegaraan,

KI 3: dan peradaban terkait fenomena dankejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan

KI 4:

mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Mengungkapkan rasa syukur karena masih diberi kesempatan dapat belajar bahasa inggris.
2.	2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan	2.2.1 Menyapa guru dan teman dengan rasa santun.

	teman.	
3.	3.6 Menganalisis fungsi sosial, struktur teks, dan unsure kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (*tips*), sesuai dengan konteks penggunaannya.	3.6.1 Mengidentifikasi fungsi sosial dan struktur teks procedure secara tertulis 3.6.2 Mengidentifikasi unsure kebahasaan dalam teks procedure secara tertulis
4.	4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (*tips*).	4.9.1 Mengidentifikasi gagasan utama dalam teks procedure sacara tertulis 4.9.2 Mengidentifikasi makna explicit dan implicit dalam teks procedure secara tertulis 4.9.3 mengidentifikasi pesan dalam teks procedure secara tertulis

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, siswa dapat :

1) Melalui Video siswa dapat menganalisis fungsi social, unsur kebahasan, dan struktur teks procedure.

2) Melalui video siswa dapat menangkap makna dalam teks prosedur.

D. Materi Pembelajaran (Terlampir)

E.   Metode Pembelajaran

Pendekatan   : pendekatan saintifik

Metode   : metode demonstrasi dan round club

F.   Media, Alat, dan Sumber Pembelajaran

Media: Gambar, LCD, Teacher-made Video dan Laptop

Sumber : Internet, sumber lain yang relevan

G. Langkah-langkah kegiatan pembelajaran

1. Pendahuluan (10 menit)

-Guru memberi salam

-Guru mengajak siswa untuk mengawali kegiatan dalam berdoa

-Guru memeriksa kehadiran siswa

 tanya jawab dengan menghubungkan materi dengan kehidupan siswa sehari hari

2. Kegiatan Inti (70 menit)

 Mengamati :

1) Guru memutarkan video tentang teks procedure dengan tema "How to make a pencil case from plastic bottle" dan siswa mengamati video tersebut bersama sama

Menanya :

1) Dengan pengaruh pertanyaan dari guru siswa mempertanyakan fungsi social, struktur dan unsur kebahasan dari procedure teks.

Mengeksplorasi

1) Siswa mengidentifikasi tujuan komunikasi, struktur dan unsur kebahasan dari teks prosedur
2) Siswa berlatih membuat teks prosedur

Mengasosiasi

1) Guru meminta umpan balik terhadap pemahaman siswa terhadap materi yang di pelajari

Mengkomunikasikan

1) Siswa membacakan teks prosedur yang telah mereka buat di depan kelas

3. Penutup (10 menit)

1) guru mengakhiri kelas dengan mengucapkan :*Thank you very much for your participation.You did a good job today, I'm very happy with your activity in the class.How about you, did you enjoy my class?*
2) Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
3) Guru menutup pelajaran dengan salam

H. Penilaian

No	Aspect of Scoring	Scoring		
		Low (45-59)	Average (60-75)	Good (76-100)
1	Grammar			
2	Punctation			
3	Content			
4	Sentence fluency			
	Total			
	Total Score			

d.   Instrumen soal : writing tes

e.   Pedoman penskoran: Setiap jawaban benar diberi skor berdasarkan rubric Writing

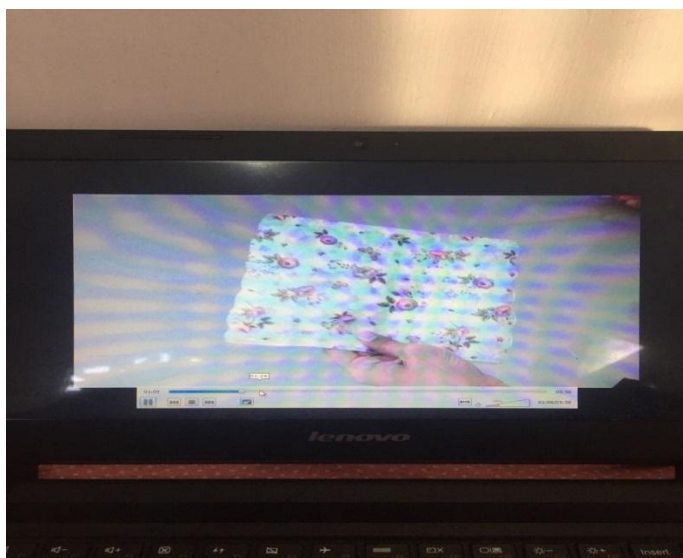   Kuta Cane, November 2017

Mengetahui

Guru Mata Pelajaran   Peneliti

                                                        Indah kemala tawarnate

Latihan

Watch the video and then write down procedure text consisting of goal, materials and steps about "How to make a Greeting card". Work individually!

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Rencana Pelaksanaan Pembelajaran (RPP)

Nama Sekolah   : **SMAN 1 KUTA CANE**

Mata Pelajaran   : **Bahasa Inggris**

Kelas/Semester   : **X / 1 (Ganjil)**

Pertemuan ke-   : **5**

Alokasi Waktu   : **2 X 45 menit (2JP)**

Topik Pembelajaran : Procedure text

A. Kompetensi Inti

KI 1:   Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2:   Mengembangkan perilaku (jujur, disiplin, tanggung jawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan proaktif) dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsadalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan

diri sebagai cerminan bangsa dalam pergaulan dunia

Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan,kebangsaan, kenegaraan,

KI 3: dan peradaban terkait fenomena dankejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan

KI 4:

mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Mengungkapkan rasa syukur karena masih diberi kesempatan dapat belajar bahasa inggris.
2.	2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan	2.2.1 Menyapa guru dan teman dengan rasa santun.

	teman.	
3.	3.6 Menganalisis fungsi sosial, struktur teks, dan unsure kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (*tips*), sesuai dengan konteks penggunaannya.	3.6.1 Mengidentifikasi fungsi sosial dan struktur teks procedure secara tertulis 3.6.2 Mengidentifikasi unsure kebahasaan dalam teks procedure secara tertulis
4.	4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (*tips*).	4.9.1 Mengidentifikasi gagasan utama dalam teks procedure sacara tertulis 4.9.2 Mengidentifikasi makna explicit dan implicit dalam teks procedure secara tertulis 4.9.3 mengidentifikasi pesan dalam teks procedure secara tertulis

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, siswa dapat :

3) Melalui Video siswa dapat menganalisis fungsi social, unsur kebahasan, dan struktur teks procedure.

4) Melalui video siswa dapat menangkap makna dalam teks prosedur.

D. Materi Pembelajaran (Terlampir)

E.   Metode Pembelajaran

Pendekatan   : pendekatan saintifik

Metode   : metode demonstrasi dan round club

F.   Media, Alat, dan Sumber Pembelajaran

Media: Gambar, LCD, Teacher-made Video dan Laptop

Sumber : Internet, sumber lain yang relevan

G. Langkah-langkah kegiatan pembelajaran

1. Pendahuluan (10 menit)

-Guru memberi salam

-Guru mengajak siswa untuk mengawali kegiatan dalam berdoa

-Guru memeriksa kehadiran siswa

 tanya jawab dengan menghubungkan materi dengan kehidupan siswa sehari hari

2. Kegiatan Inti (70 menit)

 Mengamati :

1) Guru memutarkan video tentang teks procedure dengan tema "How to make a pencil case from plastic bottle" dan siswa mengamati video tersebut bersama sama

Menanya :

1) Dengan pengaruh pertanyaan dari guru siswa mempertanyakan fungsi social, struktur dan unsur kebahasan dari procedure teks.

Mengeksplorasi

1) Siswa mengidentifikasi tujuan komunikasi, struktur dan unsur kebahasan dari teks prosedur
2) Siswa berlatih membuat teks prosedur

Mengasosiasi

1) Guru meminta umpan balik terhadap pemahaman siswa terhadap materi yang di pelajari

Mengkomunikasikan

1) Siswa membacakan teks prosedur yang telah mereka buat di depan kelas

3. Penutup (10 menit)

1) guru mengakhiri kelas dengan mengucapkan :*Thank you very much for your participation.You did a good job today, I'm very happy with your activity in the class.How about you, did you enjoy my class?*
2) Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
3) Guru menutup pelajaran dengan salam

H. Penilaian

No	Aspect of Scoring	Scoring		
		Low (45-59)	Average (60-75)	Good (76-100)
1	Grammar			
2	Punctation			
3	Content			
4	Sentence fluency			
	Total			
	Total Score			

d.   Instrumen soal : writing tes

e.   Pedoman penskoran: Setiap jawaban benar diberi skor berdasarkan rubric

Writing
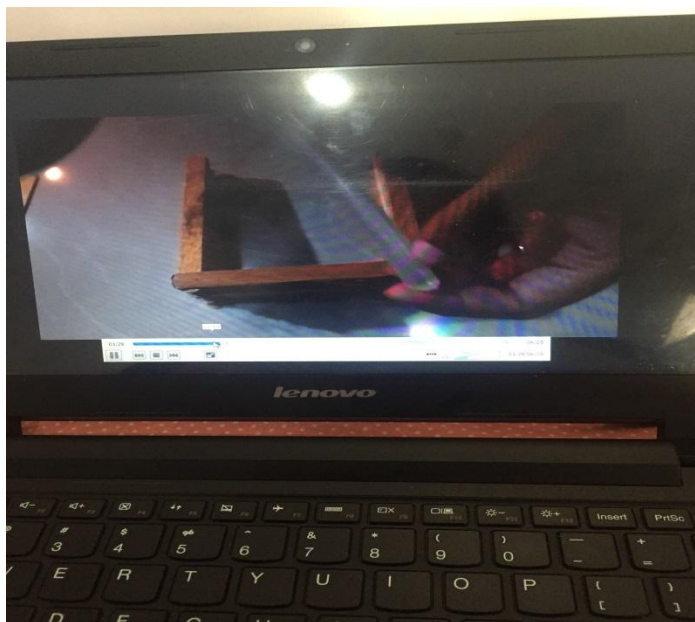
Kuta Cane, November 2017

Mengetahui

Guru Mata Pelajaran   Peneliti

Indah kemala tawarnate

Latihan

Watch the video and then write down procedure text consisting of goal, materials and steps about "How to make a Greeting card". Work individually!

Control group

Rencana Pelaksanaan Pembelajaran (RPP)

Nama Sekolah	**: SMAN 1 KUTA CANE**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/Semester	**: X / 1 (Ganjil)**
Pertemuan ke-	**: 1**
Alokasi Waktu	**: 2 X 45 menit (2JP)**
Topik Pembelajaran	**:Procedure text**

A. Kompetensi Inti

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Mengembangkan perilaku (jujur, disiplin, tanggung jawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan proaktif) dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsadalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan,kebangsaan, kenegaraan,

KI 3: dan peradaban terkait fenomena dankejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan

KI 4:

mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Mengungkapkan rasa syukur karena masih diberi kesempatan dapat belajar bahasa inggris.
2.	2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1 Menyapa guru dan teman dengan rasa santun.
3.	3.6 Menganalisis fungsi sosial, struktur teks, dan unsure kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (*tips*), sesuai dengan konteks penggunaannya.	3.6.1 Mengidentifikasi fungsi sosial dan struktur teks procedure secara tertulis 3.6.2 Mengidentifikasi unsure kebahasaan dalam teks procedure secara tertulis
4.	4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-	4.9.1 Mengidentifikasi gagasan utama dalam teks procedure sacara tertulis

	kiat (*tips*).	4.9.2 Mengidentifikasi makna explicit dan implicit dalam teks procedure secara tertulis 4.9.3 mengidentifikasi pesan dalam teks procedure secara tertulis

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, siswa dapat :

3. Melalui Video siswa dapat menganalisis fungsi social, unsur kebahasan, dan struktur teks procedure.

4. Melalui video siswa dapat menangkap makna dalam teks prosedur.

D. Materi Pembelajaran (Terlampir)

E. Metode Pembelajaran

Pendekatan : pendekatan saintifik

Metode : metode demonstrasi dan round club

F. Media, Alat, dan Sumber Pembelajaran

Media: Gambar, textbook

Sumber : Buku, internet, sumber lain yang relevan

G. Langkah-langkah kegiatan pembelajaran

1. Pendahuluan (10 menit)

-Guru memberi salam

-Guru mengajak siswa untuk mengawali kegiatan dalam berdoa

-Guru memeriksa kehadiran siswa

 tanya jawab dengan menghubungkan materi dengan kehidupan siswa sehari hari

2. Kegiatan Inti (70 menit)

Mengamati :

1) Guru memerintahkan siswa mengamati materi yang di berikan guru

Menanya :

1) Dengan bimbingan dan arahan guru, siswa menanyakan kegunaan teks yang telah di copy oleh guru

Mengeksplorasi

1) Siswa dengan bantuan guru mengenali fungsi, struktur, unsur kebahasaan teks prosedur.

Mengasosiasi

1) Siswa di bagi ke beberapa kelompok untuk mendiskusikan struktur teks prosedur melalui gambar acak yang di berikan guru.
2) Siswa mengidentifikasi dan mencari setiap gambar yang berhubungan dengan contoh material/ ingredients yang di berikan guru

Mengkomunikasikan

1) Siswa menjelaskan dan menyebutkan gambar- gambar dengan benar yang berhubungan dengan contoh ingredients/ material yang diberikan guru.

3. Penutup (10 menit)

1) guru mengakhiri kelas dengan mengucapkan :*Thank you very much for your participation.You did a good job today, I'm very happy with your activity in the class.How about you, did you enjoy my class?*
2) Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

3)

H. Penilaian

No	Aspect of Scoring	Scoring		
		Low (45-59)	Average (60-75)	Good (76-100)
1	Grammar			
2	Punctation			
3	Content			
4	Sentence fluency			
	Total			
	Total Score			

d.   Instrumen soal : writing tes

e.   Pedoman penskoran: Setiap jawaban benar diberi skor berdasarkan rubric Writing

Kuta Cane, November 2017

Mengetahui
Guru Mata Pelajaran   Peneliti

Indah kemala tawarnate

Lampiran

Procedure Text

A. Struktur kebahasaan dari Procedure Text terdiri dari 3 bagian, yaitu:

1. Aim/ Goal (Tujuan)

2. Materials (Bahan-bahan)

3. Steps (Langkah-langkah)

B.Ciri Kebahasaan Procedure Text

1. Menggunakan pola kalimat imperative (perintah), misalnya:

-gather all materials: kumpulkan semua bahan bahan

-cut the top of plastic bottle: potong atas botol

-provide two plastic bottles: sediakan dua botol plastik

-find two bottles: temukan dua botol

-cut the paper into two halves: ptong kertas menjadi dua bagian

-use knife to cut : gunakan pisau untuk memotong

- wash the cup: cuci gelas…

Stick the paper on box with use glue: tempelkan kertas ke kotak menggunakan lem

-cut both side of box into two parts: potong dua bagian kotak menjadi dua bagian

-put the paper on top side box: letakkan kertas ke atas bagian kotak

-dry the box after put the box with using glue : keringkan kotak setelah menaruh kotak menggunakan lem

-use some glitter for decoration: gunakan geliter untuk hiasan

-tie ribbon on bamboo stick case for decoration: ikatkan pita di kotak bamboo stik untuk dekorasi

- take origami papers , after that put origami papers on box and use some glue

-Fold the flap to close the pencil case: Lipat penutup untuk menutup kotak pensil

2. Menggunakan action verbs, misalnya

-Cut: potong   -Put in: masukkan   -mix: mencampur

-pat dry : mengeringkan   -cut off : memotong   -slice : mengiris

-pour: menuang   -put aside : menyisihkan   -sprinkle : menaburkan   -fold:melipat

3. Menggunakan conjunctions (kata penghubung) untuk mengurutkan kegiatan, misalnya

-then: kemudian   -while: sementara   -before:sebelum

-until: selama   -as soon as : secepat   -after : setelah

4. Menggunakan adverbs (kata keterangan) untuk menyatakan rinci waktu, tempat, cara yang akurat, misalnya

-for five minutes: selama 5 menit   - 2 hours: dua jam

-already: sudah   - finally :akhirnya

Latihan

1. Observe the picture with your group. Then, write down procedure text based on your idea consisting of goal, materials, and steps and work individually!

Rencana Pelaksanaan Pembelajaran (RPP)

Nama Sekolah : **SMAN 1 KUTA CANE**

Mata Pelajaran : **Bahasa Inggris**

Kelas/Semester : **X / 1 (Ganjil)**

Pertemuan ke- : **2**

Alokasi Waktu : **2 X 45 menit (2JP)**

Topik Pembelajaran : **Procedure text**

A. Kompetensi Inti

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Mengembangkan perilaku (jujur, disiplin, tanggung jawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan proaktif) dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsadalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan,kebangsaan, kenegaraan, dan peradaban terkait fenomena dankejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan

mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Mengungkapkan rasa syukur karena masih diberi kesempatan dapat belajar bahasa inggris.
2.	2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1 Menyapa guru dan teman dengan rasa santun.
3.	3.6 Menganalisis fungsi sosial, struktur teks, dan unsure kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (*tips*), sesuai dengan konteks penggunaannya.	3.6.1 Mengidentifikasi fungsi sosial dan struktur teks procedure secara tertulis 3.6.2 Mengidentifikasi unsure kebahasaan dalam teks procedure secara tertulis
4.	4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (*tips*).	4.9.1 Mengidentifikasi gagasan utama dalam teks procedure sacara tertulis 4.9.2 Mengidentifikasi makna explicit dan implicit dalam teks procedure secara tertulis 4.9.3 mengidentifikasi pesan dalam teks procedure secara tertulis

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, siswa dapat :

1) Melalui Video siswa dapat menganalisis fungsi social, unsur kebahasan, dan struktur teks procedure.

2) Melalui video siswa dapat menangkap makna dalam teks prosedur.

D. Materi Pembelajaran (Terlampir)

E. Metode Pembelajaran

Pendekatan   : pendekatan saintifik

Metode   : metode demonstrasi dan round club

F. Media, Alat, dan Sumber Pembelajaran

Media: Gambar, textbook

Sumber : Buku, internet, sumber lain yang relevan

G. Langkah-langkah kegiatan pembelajaran

1. Pendahuluan (10 menit)

-Guru memberi salam

-Guru mengajak siswa untuk mengawali kegiatan dalam berdoa

-Guru memeriksa kehadiran siswa

tanya jawab dengan menghubungkan materi dengan kehidupan siswa sehari hari

2. Kegiatan Inti (70 menit)

 Mengamati :

1) Guru memerintahkan siswa mengamati materi yang di berikan guru

Menanya :

1) Dengan bimbingan dan arahan guru, siswa menanyakan kegunaan teks yang telah di copy oleh guru

Mengeksplorasi

1) Siswa dengan bantuan guru mengenali fungsi, struktur, unsur kebahasaan teks prosedur.

Mengasosiasi

1) Siswa di bagi ke beberapa kelompok untuk mendiskusikan struktur teks prosedur melalui gambar acak yang di berikan guru.

2) Siswa mengidentifikasi dan mencari setiap gambar yang berhubungan dengan contoh material/ ingredients yang di berikan guru

Mengkomunikasikan

1) Siswa menjelaskan dan menyebutkan gambar- gambar dengan benar yang berhubungan dengan contoh ingredients/ material yang diberikan guru.

3. Penutup (10 menit)

1) guru mengakhiri kelas dengan mengucapkan :*Thank you very much for your participation.You did a good job today, I'm very happy with your activity in the class.How about you, did you enjoy my class?*

2) Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

 H. Penilaian

No	Aspect of Scoring	Scoring		
		Low (45-59)	Average (60-75)	Good (76-100)
1	Grammar			
2	Punctation			
3	Content			
4	Sentence			

	fluency			
	Total			
	Total Score			

d.   Instrumen soal : writing tes

e.   Pedoman penskoran: Setiap jawaban benar diberi skor berdasarkan rubric Writing

Kuta Cane, November 2017

Mengetahui
Guru Mata Pelajaran   Peneliti

Indah kemala tawarnate

Latihan

1. Observe the textbook and then write down procedure text base on student idea consisting of goal, materials and steps. Work individually!

Rencana Pelaksanaan Pembelajaran (RPP)

Nama Sekolah   : **SMAN 1 KUTA CANE**

Mata Pelajaran   : **Bahasa Inggris**

Kelas/Semester   : **X / 1 (Ganjil)**

Pertemuan ke-   : **3 dan 4**

Alokasi Waktu   : **4 X 45 menit (4JP)**

Topik Pembelajaran   :**Procedure text**

A. Kompetensi Inti

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Mengembangkan perilaku (jujur, disiplin, tanggung jawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan proaktif) dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsadalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan,kebangsaan, kenegaraan, dan peradaban terkait fenomena dankejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan

mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Mengungkapkan rasa syukur karena masih diberi kesempatan dapat belajar bahasa inggris.
2.	2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1 Menyapa guru dan teman dengan rasa santun.
3.	3.6 Menganalisis fungsi sosial, struktur teks, dan unsure kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (*tips*), sesuai dengan konteks penggunaannya.	3.6.1 Mengidentifikasi fungsi sosial dan struktur teks procedure secara tertulis 3.6.2 Mengidentifikasi unsure kebahasaan dalam teks procedure secara tertulis
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Setelah mengikuti serangkaian kegiatan pembelajaran, siswa dapat :

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E. Metode Pembelajaran

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Media: Gambar, textbook

Sumber : Buku, internet, sumber lain yang relevan

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-Guru mengajak siswa untuk mengawali kegiatan dalam berdoa

-Guru memeriksa kehadiran siswa

 tanya jawab dengan menghubungkan materi dengan kehidupan siswa sehari hari

2. Kegiatan Inti (70 menit)

Mengamati :

    1) Guru memerintahkan siswa mengamati materi yang di berikan guru

Menanya :

    1) Dengan bimbingan dan arahan guru, siswa menanyakan kegunaan teks yang telah di copy oleh guru

Mengeksplorasi

    1) Siswa dengan bantuan guru mengenali fungsi, struktur, unsur kebahasaan teks prosedur.

Mengasosiasi

    1) Siswa di bagi ke beberapa kelompok untuk mendiskusikan struktur teks prosedur melalui gambar acak yang di berikan guru.

    2) Siswa mengidentifikasi dan mencari setiap gambar yang berhubungan dengan contoh material/ ingredients yang di berikan guru

Mengkomunikasikan

    1) Siswa menjelaskan dan menyebutkan gambar- gambar dengan benar yang berhubungan dengan contoh ingredients/ material yang diberikan guru.

3. Penutup (10 menit)

    1) guru mengakhiri kelas dengan mengucapkan :*Thank you very much for your participation.You did a good job today, I'm very happy with your activity in the class.How about you, did you enjoy my class?*

    2) Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

H. Penilaian

No	Aspect of Scoring	Scoring		
		Low (45-59)	Average (60-75)	Good (76-100)
1	Grammar			
2	Punctation			
3	Content			
4	Sentence			

	fluency			
	Total			
	Total Score			

d.   Instrumen soal : writing tes

e.   Pedoman penskoran: Setiap jawaban benar diberi skor berdasarkan rubric Writing

Kuta Cane, November 2017

Mengetahui
Guru Mata Pelajaran   Peneliti

Indah kemala tawarnate

Latihan

1. Observe the textbook and then write down procedure text base on student idea consisting of goal, materials and steps. Work individually!

TEST INSTRUMENT
PRE TEST

PRE-TEST

Type of text   : Procedure text
Skill   : Writing
Instructions   :
  ▪ Write down the procedure text on a piece of paper

PRE-TEST

Type of text   : Procedure text
Skill   : Writing
Instructions   :
  ▪ Write down the procedure text on a piece of paper

Analytical Scale for Rating Composition Task

Analysis	20-18 Excellent to Good	17-15 Good to Adequate	14-12 Adequate to Fair	11-6 Unacceptable	5-1 Not High School-Level Work
I. **Organization: Introduction, body, and conclusion**	- Appropriate title - States effective introductory paragraph - Topic is stated, leads to body (organizes the steps logically) - Provides clear transitional expressions between steps (first, next, etc.) - Arrangement of material shows plan (could be outlined by reader) - Conclusion logical and complete.	-Adequate title introduction, and conclusion - Body of writing is acceptable, but some evidence may be lacking - Some ideas are not fully developed - Sequence is logical but transitional expressions may be absent or misused.	-Inadequate introduction or conclusion - Transitional expression between steps are thin - Problems with the order of ideas in body - The generalizations may not be fully supported by the evidence given - Problems of organization interfere.	-Uncertain or minimally recognizable introduction - Organization can barely be seen - Severe problems with ordering of ideas - Lack of supporting ideas - Lack of supporting evidence - Conclusion weak or illogical - Inadequate effort at organization	-Absence of introduction or conclusion - No apparent organization of body - Severe lack of supporting evidence - Writer has not made any effort to organize the composition (could not be outlined by reader)

Analysis	20-18 Excellent to Good	17-15 Good to Adequate	14-12 Adequate to Fair	11-6 Unacceptable	5-1 Not High School-Level Work
II. Logical development of ideas: Content	- Writing addresses the assigned topic - The ideas are concrete and thoroughly developed - Writing reflects thought. - Provides materials and tool completely - Presents enough information so that the reader knows when the procedure is appropriate - provides details information such as amount, size, shape, etc.	- Writing addresses the issues but misses some points - Ideas could be more fully developed. - Materials and tools are stated but some are missing - Detail information is very thin	- Development of ideas not complete or writing is somewhat off the topic - Paragraphs are not divided exactly right. - Materials and tools are missing - Detail information is missing	- Ideas incomplete - Writing does not reflect careful thinking or was hurriedly written - Inadequate effort in area of content.	- Writing is completely inadequate and does not reflect high-school level work - No apparent effort to consider the topic carefully.
III. Grammar	- Native-like fluency in English grammar - Correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing - No fragments or extend sentences	- Advanced proficiency in English grammar - Some grammar problems do not influence communication, although the reader is aware of them - No fragments or extend sentences.	- Ideas are getting through to the reader, but grammar problems are apparent and have negative effect on communication - extend sentences or fragments present	- Numerous serious grammar problems interfere with communication of the writer's ideas - Grammar review of some areas clearly needed - Difficult to read sentences.	- Severe grammar problems interfere greatly with the message - Reader can not understand what the writer was trying to say - Unintelligible sentence structure.
Analysis	**20-18 Excellent to Good**	**17-15 Good to Adequate**	**14-12 Adequate to Fair**	**11-6 Unacceptable**	**5-1 Not High School-Level Work**
IV. Punctuation, spelling, and mechanics	- Correct use of English writing conventions: left and right margins, all needed capitals, paragraphs intended, punctuation and spelling.	- Some problems with writing conventions or punctuation - Occasional spelling errors - Left margin correct	- Uses general writing conventions but has errors - Spelling problems distract reader - Punctuation errors interfere with ideas.	- Serious problems with format of paper - Parts of essay not legible - Errors in sentence punctuation and final punctuation - Unacceptable to educated readers	- Complete disregard for English writing conventions - Paper illegible - Obvious capitals missing, no margins, and severe spelling problems.

| V. Style, vocabulary, and quality of expressioTn | - Precise vocabulary usage
- Use of parallel structures
- Concise and register are well. | - Attempts variety, good vocabulary
- Not wordy
- Register OK
- Style fairly concise. | - Some vocabulary misused
- Lacks awareness of register
- May be too wordy | - Poor expression of ideas
- Problems in vocabulary
- Lacks variety of Structure | - Inappropriate use of vocabulary
- No concept of register or sentence variety. |

TEST INSTRUMENT
POST-TEST

POST-TEST

Type of text   : Procedure text

Skill   : Writing

Class   : X (inti 2)

Instructions   :

- Write down the Procedure text on a piece of paper from pictures!

POST-TEST

Type of text   : Procedure text

Skill   : Writing

Class   : X (inti 1)

Instructions   :

- Write down the Procedure text on a piece of paper after watching the video!

Analytical Scale for Rating Composition Task				

Analysis	20-18 Excellent to Good	17-15 Good to Adequate	14-12 Adequate to Fair	11-6 Unacceptable	5-1 Not High School-Level Work
I. **Organization: Introduction, body, and conclusion**	- Appropriate title - States effective introductory paragraph - Topic is stated, leads to body (organizes the steps logically) - Provides clear transitional expressions between steps (first, next, etc.) - Arrangement of material shows plan (could be outlined by reader) - Conclusion logical and complete.	- Adequate title introduction, and conclusion - Body of writing is acceptable, but some evidence may be lacking - Some ideas are not fully developed - Sequence is logical but transitional expressions may be absent or misused.	- Inadequate introduction or conclusion - Transitional expression between steps are thin - Problems with the order of ideas in body - The generalizations may not be fully supported by the evidence given - Problems of organization interfere.	- Uncertain or minimally recognizable introduction - Organization can barely be seen - Severe problems with ordering of ideas - Lack of supporting ideas - Lack of supporting evidence - Conclusion weak or illogical - Inadequate effort at Organization	- Absence of introduction or conclusion - No apparent organization of body - Severe lack of supporting evidence - Writer has not made any effort to organize the composition (could not be outlined by reader)

Analysis	20-18 Excellent to Good	17-15 Good to Adequate	14-12 Adequate to Fair	11-6 Unacceptable	5-1 Not High School-Level Work
II. Logical development of ideas: Content	- Writing addresses the assigned topic - The ideas are concrete and thoroughly developed - Writing reflects thought. - Provides materials and tool completely - Presents enough information so that the reader knows when the procedure is appropriate - provides details information such as amount, size, shape, etc.	- Writing addresses the issues but misses some points - Ideas could be more fully developed. - Materials and tools are stated but some are missing - Detail information is very thin	- Development of ideas not complete or writing is somewhat off the topic - Paragraphs are not divided exactly right. - Materials and tools are missing - Detail information is missing	- Ideas incomplete - Writing does not reflect careful thinking or was hurriedly written - Inadequate effort in area of content.	- Writing is completely inadequate and does not reflect high-school level work - No apparent effort to consider the topic carefully.
III. Grammar	- Native-like fluency in English grammar - Correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing - No fragments or extend sentences	- Advanced proficiency in English grammar - Some grammar problems do not influence communication, although the reader is aware of them - No fragments or extend sentences.	- Ideas are getting through to the reader, but grammar problems are apparent and have negative effect on communication - extend sentences or fragments present	- Numerous serious grammar problems interfere with communication of the writer's ideas - Grammar review of some areas clearly needed - Difficult to read sentences.	- Severe grammar problems interfere greatly with the message - Reader can not understand what the writer was trying to say - Unintelligible sentence structure.

Analysis	20-18 Excellent to Good	17-15 Good to Adequate	14-12 Adequate to Fair	11-6 Unacceptable	5-1 Not High School-Level Work
IV. Punctuation, spelling, and mechanics	- Correct use of English writing conventions: left and right margins, all needed capitals, paragraphs intended, punctuation and spelling.	- Some problems with writing conventions or punctuation - Occasional spelling errors - Left margin correct	- Uses general writing conventions but has errors - Spelling problems distract reader - Punctuation errors interfere with ideas.	- Serious problems with format of paper - Parts of essay not legible - Errors in sentence punctuation and final punctuation - Unacceptable to educated readers	- Complete disregard for English writing conventions - Paper illegible - Obvious capitals missing, no margins, and severe spelling problems.
V. Style, vocabulary, and quality of expressioTn	- Precise vocabulary usage - Use of parallel structures - Concise and register are well.	- Attempts variety, good vocabulary - Not wordy - Register OK - Style fairly concise.	- Some vocabulary misused - Lacks awareness of register - May be too wordy	- Poor expression of ideas - Problems in vocabulary - Lacks variety of Structure	- Inappropriate use of vocabulary - No concept of register or sentence variety.

QUESTIONNAIRE INSTRUMENT

A. Students Profile

Name   :

Class   :

B. Learning Outcome

Put a check mark (√) on one of the colomn

NO		SANGAT SETUJU	SETUJU	NETRAL	TIDAK SETUJU	SANGAT TIDAK SETUJU
1	Saya tertarik dengan pelajaran bahasa inggris					
2	Saya menyukai materi writing mengenai procedure text					
3	Belajar menggunakan video lebih mudah menguasai procedure text					
4	Menggunakan video dalam pembelajaran sangat memotivasi mempelajari procedure text					
5	Video membantu saya dalam menulis procedure text					
6	Menurut saya video adalah salah satu media yang cocok dalam belajar					
7	Saya dapat memahami ide procedure text di dalam video					
8	Saya sulit memahami ide procedure text di dalam video					

9	Saya tertarik untuk membiasakan belajar procedure text menggunakan video					
10	Video yang di berikan dalam membahas procedure text sulit di pahami					

AUTOBIOGHRAPY

1. Full Name : Indah Kemala Tawarnate

2. Place/Date of birth : Jhanto/ 30 Oktober 1995

3. Sex : Female

4. Religion : Islam

5. Nationally/ethnic : Indonesia/ Acehnese

6. Marital Status : Single

7. Occupation : Student

8. Address : Ie Masen Kaye Adang, ulee kareng, Banda
   Aceh

9. Email : indah21kemala@gmail.com

10. Parents Name :

    a. Father's Name : Mawardi MS (ALM)

       Occupation :-

    b. Mother's Name : Luthfiah

       Occupation : Civil Servant

11. Address : Gunung teritit, Bukit, Kab. Bener Meriah

12. Educational Background :

    a. Elementary school : SD N Paya Tumpi

    b. Junior High school : SMP N 1 Takengon

    c. Senior High School : SMA N 2 Bukit

    d. University : Department of English Language
       Education the Faculty of Education and
       Teacher Training Ar-Raniry state Islamic
       University 2013-2018