THE USE OF VIDEO TO IMPROVE STUDENTS' WRITING OF PROCEDURAL TEXT

THESIS

Submitted by

NENENG SABA ZULMA
NIM. 231324251

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

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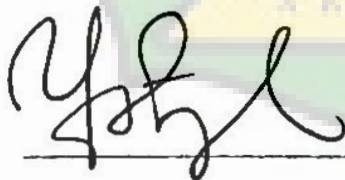Bachelor of Education in English Language Teaching

by:

NENENG SABA ZULMA
NIM. 231324251

Student of *Fakultas Tarbiyah dan Keguruan*
Departement of English Language Education

Approved by:

Main Supervisor,   Co-Supervisor,

Yuni Setia Ningsih, S. Ag, M. Ag   Rita Hermida, S.Pd.l, M. Pd
Date: 14 / 07 / 2020   Date: 21 / 07 /2020

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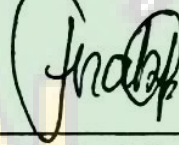
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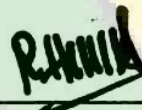
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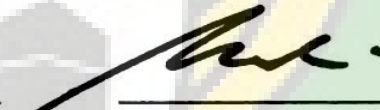Yuni Setia Ningsih, S. Ag, M. Ag

Secretary,

Fera Busfina Zalha, M.A
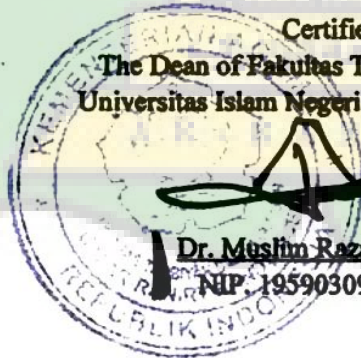
Member,

Rita Hermida, M.Pd

Member,

Mulia, M. Ed

Certified by:
The Dean of Fakultas Tabiyah dan Keguruan
Universitas Islam Negeri Ar-Raniry Banda Aceh

Dr. Muslim Razali, S.H., M.Ag
NIP. 195903091989031001

Saya yang bertanda tangan di bawah ini:

Nama : Neneng Saba Zulma

NIM : 231324251

Tempat/tanggal lahir : Jakarta, 27 September 1995

Alamat : Neusu Jaya, Banda Aceh, 23432, Aceh

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

The Use Of Video To Improve Students' Writing Of procedural Text

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat pernyataan,

Neneng Saba Zulma

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At last, hopefully, this thesis will give a valuable contribution to English education, especially to English teachers. However, this script might not be perfect, therefore, better improvement in further researches should be considered.

Banda Aceh, April 4th 2020
The Writer,

Neneng Saba Zulma

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ABSTRACT

Name	: Neneng Saba Zulma
NIM	: 231324251
Faculty	: Fakultas Tarbiyah dan Keguruan
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This research is intended to investigate the effect of using video in teaching writing to the students of Junior High School (SMP) Negeri 9 Banda Aceh. The main purpose was to know whether the students who were taught by using video would get a better performance in their writing of Procedure text compared to those who were not. The population and sample of the study was the nineth year students of Junior High School Number 9 (SMP Negeri 9) Banda Aceh which consists of 49 students. The data of this research was collected by giving the pre-test and post-test in every meeting which includes five meetings and the questionnaire was used to know the students' responses toward the use of video. The data was analyzed using a simple percentage formula. The result of the data analysis can be seen from the result of the pre test and post-test of both groups. The means score of the pre test of the control group was 38,89 while the pre test of the experimental group was 27, lower than the control group's score. The mean of the post-test of the control group was 51,17 while the mean score of the experimental group reached 71,48. This means that the mean of the post test of the experimental group was much higher that the control group was. It is also proven that the t-test is 4.49 and the t-table for the degree of freedom 47 is 2,02. In this case, 4.49 > 2,02, so Ho should be rejected and Ha is accepted. It means that there is a significant difference in writing ability of the post-test between the experimental and the control group. It indicates that the EG students' writing ability is higher than those of the CG due to the use of video in teaching writing. As the follow up for this research, it is suggested that English teachers should use videos in teaching, especially in teaching writing of procedure text.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is one of the four language skills that should be mastered by the second or foreign language learners. It is one of the most important tools of communication. Celce and Murcia (2001:207) state that through writing, people can communicate a variety of messages to a close or distant, known or unknown readers. It is extremely important in the modern world, whether the interaction takes the form of traditional paper-and-pencil writing or the most technologically advanced electronic mail.

In Indonesia, English is taught from Junior High School up to university level. In English language teaching, students must be taught the four language skills; listening, speaking, reading, and writing; instead of the language components such as grammar, spelling, pronunciation,etc.In general, the goal of teaching writing is to enable the learners to communicate in the language they are learning. Celce and Murcia (2001:207) claim that writing as a communicative activity needs to be encouraged and murtured during the language learner's course of study. Similarly, Harmer (2007:203) says that writing is an attribute to explore school subjects and it can be a powerful process to discover meaning, not only to transcribe an idea but also to translate the writer's mind. From writing, people can share about feelings, ideas, and all of their thought. From the above statements, it can be concluded that writing is a language skill that is important to teach in a foreign language teaching.

However, writing has become a problematic skill for both students and teachers. For many students, writing a text is considered as the most difficult skill to master since it does not only require the ability to have and develop ideas but it also includes knowledge of many language components. Anderson (1997:1) suggests that creating a text requires the writers to make choices about the words they use and how he/she puts them together. If they make the right choices then they can communicate with others. Similarly, some English teachers also still get difficulties in finding effective teaching techniques in improving the students' writing skills. They keep using similar techniques in teaching different topics since they do not have enough knowledge about various teaching techniques. Pardiyono (2007:1) points out that in general, teaching writing is mostly focused on writing sentences which are grammatically correct. Consequently, the teacher's correction process is prioritized on correcting grammatical errors rather than on meaning realization. Written text is only considered as a group of sentences which are grammatically correct, not as the realization of meaning through sentences. In addition, most teachers seldom use teaching media as the sources of their teaching. They often rely on text books and other additional texts. This condition affects the students' ability in getting satisfactory result in the English subject especially in writing skill.

According to the new curriculum (K.13) which is currently implemented in Indonesia,junior high school students are expected to be able to express meaning in both spoken and written form that include short funtional texts like notice, warning, memo, letter, announcement, and advertisement. Besides, it also

includes several text types such as narrative, descriptive, recount, procedure, and report. These kinds of texts are introduced and taught in accordance with the level of study.

A student is considered successful in passing the English subject if he/she can achieve the passing grade (*KKM*) which stands for *Kriteria Ketuntasan Minimum* determined by the school. In SMP Negeri 9 Banda Aceh, the students should reach the passing grade (*KKM)* of 75 in order to pass the English subject. It seems that it is difficult for many students to achieve the standard even though they have been taught all materials provided in the curriculum within the appropriate time limit.

In order to get the information about the current condition of the students' ability in English subject especially in writing skill, a preliminary study was carried out at SMP Negeri 9 Banda Aceh by interviewing one of the English teachers teaching at the school. Based on the teacher's report, it is found that: 1). The students got difficulty in exploring and developing their ideas in writing a topic. 2) Most students were reluctant to write in English because they were afraid of making mistakes. 3) The students often used inappropriate grammar in writing. 4)The students produced many incorrect spelling, and punctuationin writing. 5) Students used limited and inappropriate vocabulary in writing.

In fact, this low achievement of the students was caused by several factors. Some of the factors are the problems derived from the students including motivation, feeling of being uncomfortable to make a mistake, lack of vocabulary andidea about what and how to write. Instead of the above factors, the

dissatisfactory result of the students' achievement can be caused by the way the teacher teaches writing to the students as well.

Based on the preliminary observation carried out by the researcher and the information reported by the teacher teaching English at SMPN 9 Banda Aceh, it can be elaborated that the present condition of how writing was taught is as the following. The most common strategy the teacher applied in teaching writing is by introducing a topic to the students. Then, the teacher gave modeling on how to write it. After that, the teacher asked the students to write a text about the topic. The focus of assessment was more on grammatical accuracy. This way of teaching, of course, does not encourage the students to be creative in expressing their ability to produce a good text in English because they are do not what and how to write well and in a proper way. Besides, the teacher seldom uses teaching media as the source of her teaching instead of the text books or other written texts.

In line with the above condition, the researcher is interested in introducing a different way of teaching to encourage a new atmosphere of learning. It is also aimed to compare the new way with the current way that the teacher used in teaching writing especially procedure text. In this case, the researcher wants to investigate whether the use of videos as teaching media is effective in teachingtext types writing especiallyprocedural text. Several research findings have proven that video can be an effective device in teaching writing. Katie Hull Sypnieski (2016) proves that their experience in using video can be a very effective learning tool, but it has to be used as an active one. It means that through the the use of video, the learners do active participation in completing the assigned tasks. Moreover,

Lestari (2010) says that the use of video clips as teaching media improve the writing skill of narrative text.Based on the above research findings, the researcher intends to conduct an experimental research entitled "The Use of Video to Improve Students' Writing of Procedural Text". (An experimental Study at SMP Negeri 9 Banda Aceh).

B. Research Questions

1. Can the use of video improve students' writing of procedural text?

2. How do the students' perceive on studying by using videos to improve their writing of procedureal text?

C. Aims of the Research

1. To find out whether the use of video is effective to improve students' writing of procedural text

2. To figure out the students' perceived on studying by using videos to improve students' writing of procedural text

D. Hypotheses

There are two kinds of hypotheses stated as follows:

1) Null Hypotheses(Ho)

There is no improvement of students' writing of procedural text by using videos as media

2) Working Hypotheses (Ha)

There is an improvement of students' writing of procedural text after being taught writing of procedural text by using videos as media

E. Significance of the Study

a. Theoretically, the result of this study is expected to give contribution for developing theories of teaching writing

b. Practically, the result of the study is expected to be useful for:

(1) Teachers; it increases teachers' skills and experience in teaching writing in the classroom, especially in teaching prosedural text

(2) Students; through the use of video in teaching writing, the students could experience different atmosphere of learning and classroom

(3) School; it could be a feedback for the school about the quality of the teaching learning process and it can be a considerable reference to give a recommendation for effective method and media to the English teachers.

(4) Other researchers; it can be used as additional reference for other researchers who are interested in this study and as a fundamental reason for a further research.

F. Terminology

1. Writing

According to Celce and Murcia (2001:207), "Writing is one of the main important skills in learning English. In writing, ideas are arranged in series of sentences that are related to each other so the information can be comprehended. It takes ideas, thoughts, and emotions about what has ever been read, seen, or experienced and transfer them into paper (or computer screen) using the knowledge of language conventions and the writing process to create meaningful text". In this study, the students are expected to write procedure texts.

They will be given some opportunities to watch you tube videos that consist of the steps of how to do something like recipe, andhandy craft. After watching the videos that have no sub tittle, the students are expected to write the text with the corrrect steps. Firstly, they will work in groups of four and then they will work individually. The writing that they produced must be suitable with the generic structure, and the language features of a procedural text.

2. Video

Katie Hull Sypnieski (2016) defines video as the audio-visual media featuring motion; it is popular in the community. The messages can present facts. The use of video can motivate students, ease the process of writing, and is enjoyable for students. In this study, the teacher will teach writing by using video, and the students watch the video about procedure text and see how procedure text is used in our daily life.

3. Procedure Text

Pardiyono (2007) states that procedure text is a genre of text that explains or helps as how to make or use something. The social function as to describe how something is completely done or accomplished through a sequence of actions or steps correctly.

4. Improve

Meriam Webster claims that to improve means to achieve or produce something better than before or to make something or someone better, or to become better. In this study, the writer wants to train the students in order to produce better writings especially in writing procedural texts based on the video

that the writer provides. They must reach the scoring system criteria of writing that the writer has set.

CHAPTER II

REVIEW OF LITERATURE

A. Writing

1. The Definition of Writing

There are many theories about the definition of writing exposed by some experts. According to Celce (2001:207), writing as an act of communication suggests an interactive process which takes place between the writer and the readers via the texts. The writer is obligated to try to write a clear, relevant, truthful, informative, interesting, and memorable text. The reader, on the other hand, will interpret the text with due regard for the writer's presumed intention if the necessary clues are available in the text. In addition, Hedge (2005:10) states that writing is more than producing accurate and complete sentences and phrases. She states that writing is about guiding students to: "produce whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or a group of readers…". Therefore effective writing requires several things: a high degree of organization regarding the development and structuring of ideas, information and arguments. Furthermore, Hedge mentions features such as: a high degree of accuracy, complex grammar devices, a careful choice of vocabulary and sentence structures in order to create style, tone and information appropriate for the readers of one's written text. All these points make the teaching of writing a complex matter, since all this should be taken into consideration for efficient learning of writing strategies. Cushing Weigle (2002:14) looks at the writing ability from several perspectives. For instance, she views it as a social and cultural

phenomenon and as a cognitive activity. Moreover, Graham (2003) writes that process writing generally requires quite a lot of classroom time. Furthermore, he writes about the importance of feedback regarding process writing since "it takes a lot of time and effort…, and so it is only fair that the student's writing is responded to suitably" (www.teachingenglish.org.uk).

Harmer (2007:2003) states that writing is producing a sequence of sentences arranged in particular order and linked together in certain ways. The sequence may be very short, but it is put in order and linked together until they form a coherent whole that is called as a text. According to Elbow (in Brown (2001:321) writing is a two-step process in which the writer figures out the meaning firstly, then he puts it into language; figures out what he wants to say; do not start writing till he does; make a plan; use an outline; begin writing only afterward. Central to this model is the idea of keeping control, keeping things in hand. Do not let things wander into a mess.

Based on the definitions above, it can be concluded that writing is the process of putting the thoughts and feeling into a set of symbols and putting them onto paper which can be understood by the reader. Writing is producing a sequence of sentences arranged in particular order and linked together in certain ways. The sequence may be very short, but it is put in order and linked together until they form a coherent that is called as a text. Strömquist (2007:33) claims that the process of writing is more complicated than a scheme with pedagogical steps, but from a didactical-pedagogical view it is meaningful to stick to the division of stages and phases. One might think that the various stages of a writing process

schemata flow into each other and that they can be difficult to treat as separate parts. Strömquist writes that the "arrows do not go in one direction - from pre-writing to revising", they move both ways which indicates a dynamic course of events.

Hedge (2005:55) states that researcher presuppose that "writing skills learnt in first language will transfer successfully to a second language. She discusses that EFL students are in need of linguistic assistance such as syntax and grammar but they also need to learn how to organize their texts and ideas, "since conventions for this can differ from one language to another". So, writing activity consists of many aspects. Those are (1) writer, (2) idea or feeling, (3) language, (4) targeted reader, (5) aims of writing, (6) interaction between writer and reader through the text.

2. The Purpose of Writing

When readers read an advertisement, an email from a friend or a research article for a degree, for example, the kinds of words, phrases, grammatical patterns, writing styles and structures they encounter are very different in each case. In other words, different types of texts contain different features. Being able to recognise these various text types and their distinct features has a number of advantages. Icosa (2013) argues that by recognizing different text types, it helps people understand the purpose of the text for example the purpose of an advertisement is to persuade the reader to buy or do something, the purpose of an email to a friend is often to inform, the purpose of a research article is to examine an issue fully, and to argue a particular point with the support of evidence.

In addition to that, it also helps the readers locate information they are searching for more easily, because they will be familiar with how different texts are structured. It helps the readers develop a shared understanding about how to communicate effectively in different situations as well. This means that the readers will be able to construct similar texts themselves using appropriate formality and structure.

Paul (2011) reports that writing, like all other aspects of language, is communicative. Think about what people write in real life. They write e-mails, lists, notes, covering letters, reports, curriculums, assignments, essays perhaps if they study. Some of them write articles or work on blogs, forums and websites, a few write stories and poems - but very few. All of these writing tasks have a communicative purpose and a target audience. In English language classroom, every type of writing has its own communicative purpose. Many authors state the purposes in accordance with the types of texts. In general, the purpose of writing is to help people keep in mind some of the many uses they are likely to make of writing". On a personal level, people use writing to make a note of something, for example shopping list, diaries, etc., and use to keep records of things to be remembered. Writing is also used to send messages in the forms of letters and many kinds of writing to deliver the messages from one to others.

Each piece of writing has its own purpose. A narrative text, commonly aims at entertaining or amusing the readers. According to McMahan, et al. (1996: 8), the purpose of writing a narrative text is to entertain the reader through written forms, and the writer usually uses authentic materials. It is called a literary

writing. Kimberly (2011) states that a narrative text is written to entertain, instructor inform the reader by telling a story, for instance writing visual Arts , writing a narrative about a painting or writing a narrative featuring a hero and a villain. Anderson and Anderson (1997:6) claims that the purposes of a narrative text is to entertain or amuse the readers or listeners by using a sequence of complicated events. Pardiyono (2007:94) claims that the communicative purpose of a narrative text is to entertain or amuse the readers or listeners and give a good lesson to the readers.

Another type of text is descriptive or description. According to Anonymous, the purpose of a descriptive text is to describe the characteristic features of a person, an object, an image or a place for example to describe the types and features of angles, to describe yourself, your family and your community. Similarly, Pardiyono (2007:33) elaborates that the communicative purpose of a descriptive text is to describe a particular thing both living and non-living thing. Kimberly (2011) states that in a piece of descriptive writing, the main purpose is to describe something in such detail that your readers can see, touch, feel, taste, etc. what you are writing about. Descriptive writing can be fiction or non-fiction, but most importantly it needs to put your readers in a place of feeling like they are actually there, wherever you are in your piece.

Recount is a kind of text that is quite similar to narrative. Pardiyono (2007:94) explains the main characteristic of the two types of text. Even though they are both related to past events but they have core differences. The purpose of a recount text is to inform the readers about past events in chronological order

without focussing on problematic experiences and the resolution. While a narrative text aims at entertaining or amusing the readers by focusing on problematic events and the resolution. Kimberly (2011) states that a recount text has a purpose to retell events in chronological order. It can be literary or factual. The examples of recount texts are My weekend, My greatest holiday, etc.

Procedure is a kind of text which is written in order to lead the readers in doing something. According to Irvin (2001:13), the purpose of the writer writing a procedure text is to guide people to carry out a procedure to reach a certain goal for example a recipe is written out for people to learn how to cook a particular dish correctly. Kimberly (2011) states that a procedure text is written in order to give instructions and inform people about how to do something through a series of steps, for instance how to play softball, how to operate a computer, etc. Pardiyono (2007:125) recommends that a guide about several steps that should be done correctly can be written in form of a procedure text. In addition, irvin (2001:13) recommends several purposes of writing procedural texts as follow:

a. To clarify certain rules at school

b. to make us safe cyclists or drivers

c. to explain how people can enrol for a particular course or leisure activities

d. to help people cook something (with a recipe)

e. to help people assemble an item

f. to ensure that the rules for a game are followed

g. to guide people in repairing something (in a repair manual)

h. to enable people to use a computer or video recorder effectively.

3. Types of Writing

In general, there are four major types of writing; they are narrative, descriptive, expository, and persuasive.

3.1 Narrative Writing

Anderson and Anderson (1997:2) define narrative text as a text that tells a story using spoken or written language. Its purpose is to present a view of the world that entertain or inform the readers or listeners. It includes recount text type. In addition, Irvin (2001:3) states that narrative writing is written to tell a story about a person or event or situation. Irvin proposes some examples of narrative writing as a novel, a radio play, a poem, a stage play, and an anecdote. Narrative writing is very common in novels, poetry and biographies. The author puts themselves in their characters shoes and writes as if they were that person. They tell life stories and involve plots and storylines. Narrative is fun to read because the readers can replace the author with themselves and it will seem as if the story is happening to them. Pardiyono (2007:93) argues that there are probably past events that can be a story written not only to entertain or amuse the readers or listeners but it also can give a good lesson for the writer and listeners. When the writer wants to tell one of problematic problems that he/she or other people experience that have conflict, climax and resolution, he/she can write it in form of Narrative text. Pardiyono (2007:94) states that before starting to write a narrative text, students need to be taught about some important materials related to narrative text. Teachers are suggested to make a flow-chart of text that contains 1).

Communicative purpose, 2). Rhetorical structure, and 3). Grammatical patterns of narrative text. The rhetorical structure of a narrative text is orientation; that is topic of an activity or event that will be told and it also function to attract the readers' attention. The second part of a narrative text is sequence of events that lead to conflict or complications-climax. The next part is the resolution. It is the part or the element that give solution to the problems or problem solving. Coda is the last part of the text which consists of conclusion and moral value of the story.

3.2 Descriptive Writing

According to Sutrisnohadi (2011:220), a descriptive text is a type of writing that is written to describe a particular person, a place, and thing. If a person wants to give descriptions about things both living and non-living things, he/she can write it in form of descriptive text. In order to write a descriptive text, the first step to do is to provide an identification which aims to introduce the thing or people to be described. And then the next step is description. Kimberly (2016) states that in a piece of descriptive writing, the main purpose is to describe something in such detail that the readers can see, touch, feel, taste, etc. what the writers are writing about. Descriptive writing can be fiction or non-fiction, but most importantly it needs to put the readers in a place of feeling like they are actually there, wherever the writers are in their piece.

Kimberly (2011) adds that starting with the five senses is a great way to focus on how someone wants to describe something. A good author of descriptive writing will touch on these senses so well that the readers can actually picture themselves being where the author is. An example of this can range from an

autobiography or simply a vacation someone has been on. It can be a fictional story about a voyage across the Atlantic or a recap of the writer's favorite New Year's Eve. The main thing to know and remember about a piece of descriptive writing is always be thinking about the audience in way that actually includes them. The writer wants the readers to feel like they are a part of the writer piece by including so many details that the readers feel like they are with the author, wherever the author may be. Kimberly (2011) points out that descriptive writing uses a lot of great visual words to help the readers see the person, place or thing they are writing about. The writing can be poetic at times, and explain things in great detail. When the readers are reading descriptive writing they feel as if the writers are there or can actually picture in their mind what the writers are describing. Metaphors, similes and symbols are often used in descriptive writing.

3.3 Expository Writing

Expository writing is much like a descriptive piece of writing, in that the writer will include many details, but it will be to solely inform the readers. In expository writing, the author is interested in describing something for informational purposes. Expository writing is almost always a non-fiction piece that does not provide the author's opinion and provides the reader with enough information in order to understand what is being written about.

The audience again is very important in this type of writing because depending on whom the writers are writing for. It influences what type of words and information the writers use. For example, if they are writing a children's book on different types of flowers, they are most likely not going to use the scientific

name of a rose. However, if the writers are writing an article for a science magazine about the same subject, they most likely will include scientific names for flowers. Both of these examples provide information for their readers, but most importantly, the readers need to understand the information the writers are giving. When they want to completely inform their readers on a specific topic without giving their opinion, expository writing is the text to write.

Expository writing is where the author intends to inform, explain, describe or define their subject to the readers. This is the most common type of writing people will find in text books and online. As the author is mostly trying to tell the readers all about the subject, their opinions are left out leaving the readers with facts and figures instead of trying to defend or support an opinion. An example of expository writing is "How-to" articles, where the author is explaining how to build or do something by themselves. A procedure or instruction is one of the best examples of expository writing.

3.4 Persuasive Writing

Persuasive writing is often used in respond to life issues in the society. According to Pardiyono (2007:215), persuasive writing is a kind of text in which the writer exposes arguments about an issue. Persuasive writing is an appropriate text to be used in pointing out that something is the case or something should or should not be the case so that it needs attention. The purpose of persuasive writing is to persuade readers to agree with the writer's opinions or arguments about an issue. Kimberly (2011) argues that persuasive writing includes aspects of descriptive and expository, such as providing details and information. However, it

differs greatly because the writers are able to give their opinion on the information they are providing. If the writers feel very strongly about something and they want others to agree with them, persuasive writing is the way to do it. Basically, in persuasive writing, the writers will want to convince the readers to agree with them.

As in the other types of writing, before the writer start writing, the writers need to know some important elements that the persuasive writing has. Pardiyono (2007:216) recommends three elements that the writer has to know in order to produce an effective writing. The first thing is the communicative purpose that is to argue that something is the case. Besides, it also aims at convincing the audience to agree with the writer. The second thing is the rhetorical structure. Persuasive writing consists of three parts; they are thesis, arguments, and reiteration or recommendation. Thesis can be defined as a controversial statement that consists of hot issue or topic that shows the writer's position in responding to the topic. Arguments consist of more than one opinions that based on some realities that public has approved in whilst reiteration (in analytical exposition text) is the conclusion or restatement in the topic that prove the truth as stated in the thesis.

Instead of monologues, persuasive writing can also appear in form of short functional text. Persuasive writing takes on the opinion of the writer or issue the writer is writing for. This is considered biased material and is most often found in advertising. All of those commercials on television or magazine belongs to

persuasive writing. The persuasive writing guide focuses on writing Opinion Essays, Problem-solution Essays, and Pro-con Essays.

3.5 Procedure Text

Procedure text is one of the text types that should be taught to the secondary school students as recommended in the newest curriculum (K.13).

3.5.1 The Definition of Procedure text

A procedural text is a text that gives information about how something is accomplished through a sequence of actions or steps. This might include instructions for how to come out a task or play a game, directions for getting to a place, and rules of behavior. Anderson and Anderson (1997:50), defines a procedure as a piece of text that gives the readers instructions for doing something. The purpose of writing the procedural text is to explain how something can be done.

Similarly, Sutrisnohadi (2011:220), states that a procedure text explains how something is done through a sequence of actions or steps. In line with the definition of a procedure text, Pardiyono (2007:125), proposes that a procedure text is a kind of text that guide people on how a work or an activity is sequent steps. The key words for this kind of text is "What needs to be done?" or "What should I do?". He adds that a procedure text is written to show the sequences of how an action is accomplished.

According to Irvin (2001:13), a writer writes a procedural text because he wants someone to carry out a procedure to reach a certain goal. For example a recipe is written out for people to learn how to cook a particular dish correctly. The instructions for entering a

"Fun Run" are written to make it easy for people to join in.

3.5.2 The Structure of Procedure Text

Anderson and Anderson (1997:52) claim that in constructing a procedural text, some structure should be followed. The most common organization of the procedural text is: 1). An introductory statement that gives the aim or goal. This may be the title of the text or an introductory paragraph, 2). Materials that will be needed for completing the procedure. This can be a list, a paragraph, or it can be left out in some procedures, and 3). A sequence of steps in the order, they need to be done. In this sequence, numbers can be used to show first, second, third, and so on. The order is usually important. Such words as now, next, and after this can be used and the steps usually begin with a command such as add, stir, or push.

Kimberly (2011) proposes a scaffold of rhetorical structure of a procedure text as follows:

RHETORICAL STRUCTURE OF A PROCEDURE TEXT		
COMPONENT	EXPLANATION	EXAMPLE
Opening Statement/Goal	State the goal or aim of the activity.	To locate Sydney on a map of Australia and copy its position onto a blank map
Equipment	List the materials and/or equipment required.	- Atlas - Ruler - World map – Pen
Method	List the steps required to complete the goal in chronological order. You should use numbers to indicate each new instruction.	1. Look at index pages of an atlas and locate Sydney, Australia.

The above table shows that a procedure text has three components; they are opening statement/goal that states the goal or aim of the activity. It means the goal lead the readers to know what is going to reach or produce. The second component is the equipment or materials. This part of text shows what is needed in order to accomplish the activity. The last component is the method which states some steps that is needed to be done in order to reach the stated goal.

In relation with the rhetorical structure, Irvin (2001:15) states that a procedural text has three main organization; they are: 1). Goal of what to produce, 2. Materials needed to accomplish the product, and 3. Steps to follow. The following is an example of a procedure text:

How to Make Cheese Omelet

Ingradients ;
1 egg, 50 g cheese, ¼ cup milk, cooking oil, a pinch of salt and pepper.

Utensils:
Frying pan, fork, spatula, cheese greter, bowl, plate.

Steps :
1. Crack an egg into a bowl
2. Whisk the egg with the fork until it smooth
3. Add milk and whisk well
4. Grate the cheese into the bowl and stir
5. Heat the oil in the frying pan
6. Pour the mixture into the frying pan
7. Turn the omelet with a spatula when it browns
8. Chop both sides
9. Place on a plate; season with salt and papper
10. Eat while warm

From the above example, it can be seen that the goal of the text is to make cheese omelet. 1 egg , 50 g cheese, ¼ cup milk, cooking oil, a pinch of salt and pepper are the ingredients, frying pan, fork, spatula, cheese greter, bowl, plate are

the utensils needed in making the cheese omelet. Then, in order to produce the complete and delicious cheese omelet, ten steps as recommended should be followed.

3.5.3 The Language Features of Procedure Text

In order to write a good procedural text, the writer needs to have good understanding of a procedural text. Irvin (2001:14) promotes common grammatical patterns of a procedure text that include:

1) The use of commands (the imperative form of the verb), and in the simple present sentences for example: 'put', 'don't mix'.

2) The sentence should be short and to the point for example 'put the bowl in the right position!'

3) The use of action verbs, for example: 'turn', 'pick up', 'don't term'.

4) The use of connectives to sequence the actions in time, for example: 'then', next, after that'.

5) The use of adverbials to express details of time and place, manner, and so on, for example: 'for five minutes', '2 centimeters from the top', 'carefully'.

Related to the features of a procedure text, Anderson and Anderson (1997:53) claim that some aspects should contain in a procedure text. They are the use of technical language, sentences that begin with verbs and are stated in commands, the use of time words or numbers that tell the order of doing the procedure, and the use of adverbs to tell how the action should be done. Anderson and Anderson (1997:56) add that the instructions in a procedure usually begin

with a command such as mix, lift or add. The sentences are mostly short and sometimes include information on how the action is to be done, for example gently mix, carefully lift, and slowly add. In the study of language, the commands in procedure texts are verbs. The how words are adverbs. According to Anderson and Anderson (1997:56), the following are some verbs that are commonly used in a procedure text.

Fold	pour	squeeze
Measure	Fill	Turn
Shake	Remove	Place
Cut	Tie	Join
Drill	Rub	Overlap
Glue	nail	hold

Anderson and Anderson (1997:56) add some examples of adverbs commonly used in a procedure text are as follow:

Quickly	slowly	carefully
Gently	accurately	vigorously
Tightly	firmly	lightly

B. Video

1. Definition of Video

There are many kinds of media which can be used in teaching learning process. One of them is short video. Videos must be used as a facet of

instruction along with other resource materials available for teaching a particular topic. According to Kulkarni (2016), videos are an instructional medium that are compelling and generates a greater amount of interest and enjoyment. One form of video is got from internet that is called YouTube. YouTube is a very popular web video sharing site that lets anyone store short videos for private or public viewing (Kristen : 2015). It provides a venue for sharing videos among friends and family as well as a showcase for new and experienced videographers.

YouTube video is one of the audio visual media. Kenneth (2017) cites that YouTube and other video clip sites (Google Video, Vimeo, etc.) have become very popular - especially with young adults. These sites also provide English learners and classes with a new tool to improve listening skills.They are essential part of the overall experiences that teachers must help their students to cope with. They can be used by teachers and students whatever their emphasis of the syllabus they are following. YouTube videos make particularly powerful contribution to both the content and the process of language learning, especially to interest and motivation. They could be an appropriate instructional media because they could function as an outlining device combining the design of grid contrast or comparison tables. In addition, videos from YouTube can be useful to motivate the students in teaching learning process.

Kenneth (2017) recommends an outline of how videos can be used in teaching:

a). At the end of one of the classes, teachers should decide on a particular topic that their class would enjoy. They can do this as a poll, take suggestions or choose a topic on their own that fits in well with their curriculum.

b). Before the next lesson begins, teachers are recommended to go to YouTube and search for short videos on the topic their class has chosen. Once they have found appropriate videos, they should save the urls in their browser. If they do not have an Internet connection in class, they should go to Keepvid. This site allows them to download the video to their computer which you can later use in class.

c). The next step is to watch the video a few times and create a difficult vocabulary guide. Teachers should write a short introduction to the videos they will watch. The more context they provide the better their students will understand the videos they are about to watch. It is recommended that the teachers include both the short introduction and difficult vocabulary list on a class handout. Moreover, they should make sure to include the url (web page address) of the YouTube video.

d). In addition, teachers should create a short quiz based on the videos that has been watched by the class.

e). Furthermore, they should hand out the introduction sheets and go through the introduction and difficult vocabulary list to make sure everyone understands.

f). After that, teachers are suggested to watch the videos together as a class. If they have a computer lab this will work better as students can pair up and

watch videos repeatedly. Students can then work on the quiz sheet in small groups or in pairs.

g). In order to encourage the students, the videos will be amusing and students will want to watch them many more. If possible, the teachers should give students 20 minutes or so at the computers to explore YouTube.

h). It is also recommended that students be given homework. In groups of four to five students, students should find a short video of their own to present to the class. The teacher should ask them to provide a short introduction, difficult vocabulary list and follow-up quiz modeled on the worksheet the teacher have created for the class and then remind the students to include the url (web page address) of the YouTube video.

i). Finally, the teacher should have students exchange worksheets with another group and complete the exercise. Students can then compare notes on the videos they have watched.

2. Types of Video

There are several types of video that can be used in teaching learning process. According to Humber (2014), there are countless types of instructional videos that a teacher can choose, but the teacher should determine the form of video that best suits the students' needs in order to help them organize the content and give the teacher better direction when constructing the video content. Humber recommends some types of videos that a teacher can choose as the following:

2.1 Welcome video

Welcome video can be used to introduce students to the teacher and the course. They may be published online to be viewed prior to class or shown in the classroom.

2.2 Video Modeling

Video modeling is an instructional technique that helps students acquire new skills by viewing, from videotape, behavior that was performed by another individual, and then imitating that behavior. It can be used to teach specific skills, play sequences, social interactions and perspective taking.

2.3 Lecturette

Lecturette is a condented version of in-class lecturers, or mini lecturers. They can consist of any of the following elements: short video clips, screen captures, images, slides and voice recordings.

2.4 Tutorial

Tutorials are step-by-step "how to" instructional videos that can teach a specific skill or technique. They give detailed demonstrations offering specialized knowledge on a certain topic, often recorded in a series of sessions. In addition to the above idea, Pierson (2013), claims that there are four main types of videos that instructors need to create. There are many technologies; the options provided here are what he found to be most users friendly, reliable, and cost effective.

2.4.1 Recording Teacher's Speaking

Sometimes the best way to share information is just by talking, for instance a teacher wants to elaborate an essay instructions like he/she normally would face-to-face, or he/she wants to give an overview to a module, or to tell a story related to the content. The teacher could just record audio, but it is also much more engaging to include video of him/her.

2.4.2 Recording Audio in a PowerPoint

PowerPoint can be a good medium for sharing information with the students. However, particularly for an online course, the teacher should rethink how to use PowerPoint to avoid the usual bulleted lists and include more images to help students learn more effectively. It is best to add audio elaboration and publish the video into a video format. If done successfully, the end result won't even look like a PowerPoint!

2.4.3 Recording Computer Screen with Audio Narration

Sometimes a teacher wants to show the students how to do something on a website or how to use a software application. For instance, an English professor wants to make a short video for his students describing the Purdue OWL website that he commonly refers them to so the students can watch it whenever they want and he doesn't have to explain it over and over. This is called screen casting and it can be download for free onto UWEC Windows computers via appstore.uwec.edu in Internet Explorer or in the software center.

2.4.4 Recording Handwriting with Audio Narration

If teachers are in a discipline like math, economics, or chemistry they are probably used to writing on the board. Handwriting digitization options help them record handwriting and audio to simulate the ability to write on the board. There are lots of options, but two of the easiest ways are on an iPad or by recording under the document camera in a classroom. Stream that video and the final video needs to go somewhere the students can view it. It is better not to give students narrated PowerPoint files or mp4s.

Another opinion about types of videos is exposed by Blumenkranc (2013). He argues that training videos come in all types of formats. The best format really depends on what an instructor's training goals are and what institution they are in. If they need to keep it more professional, presenter-style videos work best. If their audience needs something a bit more visually appealing, an animation video might be better. Blumenkranc recommends six types of training videos and explore some of the benefits of each as follow:

2.4.4.1 Presenter Videos

Videos where someone speaking to the audience directly through the video camera are called presenter videos for instance a presenter video used by Deakin University. The goal of this training video was to help their students understand how to conduct a performance review for someone that has a mental health issue. This type of video works best when they want to show off the presenter with the hope that it comes across as more personable and credible. People like this presenter video because it feels like they are in the room with the presenter. This

video gives Deakin University the ability to offer an engaging training experience, which makes it easier for the audience to follow and not get distracted.

Blumenkranc (2013) adds that the other benefit of a presenter video is it gives the ability to turn a regular training session into a video without having to spend extra time producing a script.

2.4.4.2 Induction and Occupational Health and Safety (OHS)

Induction and OHS videos are designed to educate your audience on specific introductory information and steps to ensure compliance with laws and regulations. The purpose of this video is to give the audience an induction into how the program works and what safety guidelines they need to adhere by. This type of video works best when they want to cover off a lot of information – particularly regarding laws and regulations and other informational topics that can be a bit more boring than other types.

2.4.4.3 Cartoon Animations

Cartoon videos are a great alternative to presenter videos because they give a chance to create a memorable character and make use of humour to keep the audience entertained. A cartoon video is used, for example by Deakin University. to show new students how a system works. Cartoon videos work well for Deakin University because they are targeting a younger generation. This audience can be easily distracted by their phones and/or social media and may lose interest if they are watching traditional-style training videos. The cartoon video is funny and entertaining and keeps the students focused so that Deakin University gets their message across. Another benefit of cartoon videos is they are

often cheaper to produce, since teachers do not need to pay studio costs and hire actors.

2.4.4.4 Demonstration Videos

Demonstration videos work well when instructors need to train their students on how to use a particular product or service. Teachers can use a demonstration video to show their students how to install a reverse camera. This is a very complicated job often left to professionals, but after watching this training video, they could probably do it yourself. This video works well because it takes audiences through step-by-step instructions to show how to install the camera. Imagine trying to follow instructions just in plain text. It will be very difficult to figure out what you need to do. And that's the best thing about demonstration videos – teachers can visually show their students what to do. This makes it easier for them to learn and retain the information.

2.4.4.5 Role-Play Videos

Role-play videos are a great option when teachers want to demonstrate a situation that their students will encounter. Teachers can use a role-play video to train their students on how to play several different roles provided by the teachers. Role-play videos are one of the best video types because teachers can show exactly what needs to be done in real-life situations.

2.4.4.6 Screencast Videos

Screencast videos are perfect for when teachers need to train their students on how to use complicated software applications, websites or any other process or program on a computer. Teachers can use a screencast video to educate their

students on how to use a new website application. Screencast videos work well in this example because they offer the best way to show how to use the software. This provides the students with a great opportunity to highlight the new features of application and show how to use them. For complicated software and internet applications, screencasts give customers a great way to visually see how the system works.

3. The Advantages and Disadvantages of Using Video

3.1 The Advantages of Using Video

In writing activity, video can be used in building the creativity of the students in composing or summarizing the sequence. Video is used in teaching learning as a means to convey the instructional materials to reach the objectives more easily. Kenneth (2017) claims that students can spend hours watching videos in English and quickly improve their pronunciation and comprehension skills through mimicry. There are also hours of English learning videos provided by excellent teachers as well. Using video in the ESL classroom can be fun and helpful, but it certainly needs some structure. Otherwise, class might turn into a free-for-all.

Michelle (2012) reports that video helps students call up existing schemata and therefore maximize their use of prior background knowledge in the language learning process. Video in teaching writing skill makes students easy to understand the content and most contain a wealth of cultural material which can be exploited with little preparation. YouTube videos make particularly powerful contribution to both the content and the process of language learning,

especially to interest and motivation. They also make the class livelier. Faigley, et.al (1999: 3-4) explain about the importance of a moving picture component as a language teaching aid. First of all, video can increase motivation of the students. Video can present language more comprehensively than any other teaching medium. Faigley, et al. (1999: 3) adds that the introduction of a moving picture component as a language teaching aid is a crucial addition to the teacher's resources. It will help students through motivation and communication.

In line with the advantages of video, Kulkarni (2016) argue several advantages of using video in teaching. Video presentation exploits students' motivation in language learning classroom. Children and adults feel their interest quicked when language is experienced in a lively way through video. In addition, teachers have observed how a video sequence used in class makes students more ready to communicate in the target language. It helps retain and maintain interest for longer periods of time. Besides, it provides an innovative and effective means for educators to address and deliver the requires curriculum content.

Kristen (2015: 9) also mentions several advantages of using video. It is now possible to bring into the classroom a more vivid representation of the foreign culture than the teacher was able to do with pictures and objects since video combines objects, pictures, actions, and gestures in one package to illustrate meaning. Video must be fully integrated with the learning material in the curriculum.

Another good point of using videos in teaching is reported by Michelle (2012). He

states that YouTube video also helped the students to develop their writing skill by stimulating the students through visual elements orderly, such as: (1) the use of right words (word choice) in any circumstances in the different purposes and functions; (2) the story is well organized and clear in order to organize the thought, argument, and logical well; (3) the speakers spoke fluently with the appropriate language structures; (4) the implementation of correct grammatical sentences in chronological events; (5) the speakers produced correct spelling of the word and punctuation

Video as a media is very helpful in teaching language learning. It helps teachers motivate the students by bringing a slice of real life into the classroom and by presenting language in its more complete communicative context. Video also provide information such as cultural input which is impossible to be brought in classroom. Celce-Murcia (2001: 461) gives his arguments about the advantages of using video in language learning. They are:

a) Video serves as an important motivator in the language teaching process.

b) Video as audiovisual materials provide students with content, meaning, and guidance. They thus create contextualized situation within which language items are presented and practiced.

c) Video materials can lend authenticity to the classroom situation, reinforcing for students the direct relation between the language classroom and the outside world.

d) Video provides a way addressing the needs of both visual and auditory learners.

e) By bringing video into the classroom, teachers can expose their students to multiple input sources.

f) Video helps students call up existing schemata and therefore maximize their use of prior background knowledge in the language learning process.

g) Video provides a means of presenting material in a time-efficient and compact manner, and of stimulating students' senses, thereby helping them to process information more readily.

3.2 The Disadvantages of Video

According to Kulkarni (2016), instead of many advantages of video, there are several disadvantages of using it as well. Among the disadvantages are as the following. Playing video can use a lot of the bandwidth and may take time to load. Besides, the video could be a distraction if the structure of the video is not aligned to what needs to be taught, and it is hard and time consuming to find quality videos

Kyumoga (2011) states that using video in language classrooms causes several disadvantages. It needs teachers' creativity in selecting videos which answer definite requirements. The requirements can be quite different depending on the aim which the teachers set. Besides, it demands careful work for the teachers to make suitable preparation. It also often contains difficult language, unneeded vocabulary items and complex language structures, which cause a burden for some students. Moreover, video may be too cultural biased.

Richards (2015) comments that there are also potential disadvantages of using video in language teaching. It requires adaption to reflect the needs of a

specific teaching context. So it needs various forms of adaptations like adding materials, extending to provide additional practice, localizing to make it appropriate with local issue, modifying content, reorganizing content, and modifying tasks. So, in other words, using video in teaching language is not as simple as people think if they want to have an effective teaching.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study is an experimental quantitative research which is referred to true-experimental design. Arikunto (2006:125) defines an experimental study as the research in which there are two classes observed at the two points; they are control and experimental groups; one before the treatment and one after the treatment which was aimed at obtaining the information for the study. In this study the researcher addressed the treatment about the use of videos in teaching writing to the experimental group. In this case, the use of videos is the independent variable while improving students' writing ability is the dependent variable. Similarly, the main aim of experimental study is to determine the relationship between an independent variable and a dependent variable, and to investigate the research problems, and also to see established causality between variables.

B. Population and Sample

1. Population

According to Arikunto (2006:130) population is the totality of the research subject, while sample is a portion of the population that will be researched in a research. Subana, et.al, (2000:24) define population as a large group of individuals to whom the results of a study can be generalized. Indeed, the target population of this study is all the students of SMPN 9 Banda Aceh of 2019/2020 academic year

with the total number of 463 students. 180 students belong to third year students divided into two classes.

2. Sample

According to Subana et.al, (2000:25), a sample is the collective group of subjects or participants from whom data are collected. The sample of this research is chosen by considering the homogeneity of the students. It means that the samples have the same or similar characteristics without considering the number or the quantity of the sample. There are two classes selected randomly from five classes in which both selected classes are similar in many cases such as the students' capability in mastering English, and the number of the students in both class. The classes chosen are IX-1 as the control group and IX-2 as the experimental group. The experimental class consists of 25 students; 9 female and 16 male, and the control class also consisted of 24 students; 8 female and 16 male. Consequently, the total samples are 49 students of SMPN 9 Banda Aceh of 2019/2020 academic year.

3. Research Location

This study will be conducted at SMP Negeri 9 Banda Aceh which is located in Peunayong, Banda Aceh. This school consists of 15 classes. SMP Negeri 9 Banda Aceh is chosen as the research location because the English teacher, whom the writer interviewed before the research conducted, reported that she had never applied the technique yet in teaching writing. Moreover, most of the students had very low ability to write in English though the teacher

had asked them to. So, the teacher agreed with the writer's idea about the use of videos in teaching writing in her class.

C. Research Instrument

In order to collect the data for this study, research instruments are needed. According to Subana (2000:28), there are two kinds of instruments including test and non-test. Test as the instrument of data collection is a set of questions or exercises which is used to measure skills, knowledge, intelligence, achievement, or talent of an individual or group while non-test includes interview, questionnaire, anecdotal records, and observation.

1. Test

The test used in this study will include pre-test and post-test. A written procedural text test will consist of a video show followed by writing a procedural text by the students. The description of how both tests administered can be presented as the following.

1.1 Pre-test

The tests used to collect the data are pre-test and post-test Pre-test and post-test were given to both the experimental (IX-2) and control (IX-1) groups. The researcher used a written test (See Appendix 7). The result was examined and scored by using a writing scoring system. The students were assessed on some aspects suggested by Haris (1969: 68-69); they are (1) contents, (2) organization, (3) grammar, (3) word choice, (5) mechanics, and (6) tidiness and punctuality. To assess the students' writing ability, the researcher gave the score from the scale

1-5 which was appropriate with each student' ability. Then, the gained score was divided by the maximum score and then timed by 100.

1.2 Post-test

Post-test is a test given to both the experimental and control groups at the end of the treatment. The goal of the post-test is to know the students' writing ability as the effect of video use. The effect is to know whether the intervention in the experimental group significantly improve the students' writing skills compared to the control group. In order to see on what aspects of the students' writing increased, then the same scoring rubric used in the pre-test will be applied.

2. Non Test

In this study, a questionnaire is used to collect the data about the students' responses toward the use of video in writing procedure text. There are ten Multiple Choice questions are provided and all questions are related to the responses of the students about learning writing by using video (See Appendix 5).

D. Procedure of Data Collection

To get the preliminary data for this study, a discussion with the English teacher teaching at SMPN 9 Banda Aceh was conducted. The discussion was carried out and it aimed to gather information about the teacher's way of teaching, the problems which occur during the teaching learning process before the use of videos in teaching writing. The discussion was used to get the preliminary data

about the students' achievement, problems, and the way the teacher teaches writing in the class.

Before the experiment was carried out, the students of both the control and the experimental groups were given a pre-test. The pre-test was given to know how good the students' performance in writing English was. In the pre-test activity, each student was required to write a procedural text based on the instruction given by the teacher. Completing the pre-test, the researcher started the treatment to the experimental group by teaching writing by using videos in five meetings while the control group was taught by the English teacher using the common technique used by the teacher.

The procedure of using videos in teaching writing skill can be presented as the following. In the pre-activity, the students were asked whether they had ever written a procedural text in their daily life. Then, the activity was followed by a class discussion about the students' experience in writing procedural text.

In while activities, several activities were presented as follow. In order to explore the students' knowledge about procedural text, the teacher asked the students to mention some ways of how to write a procedural text. This activity led to a class discussion. Most students still got limited experience about the question exposed by the teacher. In the second phase, the teacher explained the material about the definition, the organization and the language features of a procedural text. Then she assigned the students to do some exercises about procedure text in order to deepen the students' comprehension about the materials. After that, the

teacher showed two videos about how to cook something. And then she gave the examples of how to write procedural text based on the video. The next step was leading the students to have a class discussion about the examples of text that the teacher has written.

In post-activities, the students and the teacher had a discussion about the activities they have just carried out and the difficulties the students encountered when they did the activities. Some students said that they got a lot of problems in writing because of some reasons; among other things were the lack of vocabulary, limited knowledge of grammatical features, and difficulty in developing ideas, and the limited use of media when their teacher taught them. The teacher gave feedback towards the students' activities and difficulties. After that, the teacher and the students took a conclusion about the materials that the students have just learnt.

In the second meeting, the teacher divided the students into groups of five to practice writing of the procedural text. Before starting the writing activity, the teacher raised some questions about the topic discussed in the last meeting. Then, after the discussion, the teacher gave a clear instruction about how to do the writing activity. After that, she put the students into groups and she distributed the student worksheet. The teacher then played a tutorial video about how to cook baked bread, and the students answer some written questions about the information in the video and discuss it in groups. The next activity was the presentation of the discussion result from each group to practice writing. In this phase, the teacher played another recipe video about how to cook noodle. In

groups, the students wrote the procedural text based on the instruction in the non-subtitle video. After they finished writing, they presented the result in front of the class, and the other groups gave comments to the group.

E. Data Analysis

To analyze the data of the test, some statistical formula was used; those are Mean, Standard Deviation and t - test. There are two formula used in examining the score of students' test, namely: Mean and Standard Deviation. Mean formula will be used to investigate the average scores of both classes.

The formula is prescribed by Hasan (2002:15) as the following:

$$\bar{X} = \frac{\sum fx}{\sum f}$$

Where X is the mean score, x is the middle mean score, f is the frequency class.

The standard deviation is to measure the variability most often reported in the research and to investigate the significant differences between the two scores of the two variables. The formula is as the following:

$$S = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

In which S symbolizes standard deviation, f is frequency class, n is number of students.

Furthermore, in order to investigate the significant differences between the two means of the two groups, the t-test is used. The following formula is used for analyzing the data.

$$t = \frac{\overline{x_1} - \overline{x_2}}{\sqrt{\frac{S_1{}^2}{n_1} - \frac{S_2{}^2}{n_2}}}$$

In which:

t is the significant differences between the two means

X1 and x2 = the mean score of the two groups

S1 and S2 are standard deviation of the two groups

N1 and N2 are the numbers of the students of each group

Moreover, the analysis of the students' improvement on the writing aspects; (1) contents, (2) organization, (3) grammar, (4) word choice, (5) mechanics, and (6) tidiness and punctuality would be based on the scoring rubric (See Appendix 2). Each aspect has the same scale from 1-5. The total score of the aspects is 100 in which each of the aspect categories will be calculated by using the following formula:

$$\mathbf{P = \frac{F}{N} \ x \ 100\%}$$

In which P= Numeral Percentage, f=frequency, N=Number of class

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Research Finding

The research findings obtained from this study were analyzed quantitatively.

1. Quantitative Data Analysis

The analysis of quantitative data gained from the pre-test and post-test from both the experimental and control groups was done in order to answer the first research question of this experimental research. As has been explained early that the purpose of the study is to find out the significant difference of students' writing achievement between the students who were taught by using videos and those who were not. This section, therefore, focuses on the results of the pre-test and the post-test of the experimental group (EG) and the control group (CG). This type of design is used to establish cause and effect or relationships among two variables and to find out whether there would be a significant difference between the students of both groups. It is found that there are some differences such as Mean, Range, Standard Deviation and t-test (see table 4.4, and 4.5) of EG and CG results.

The result of the raw scores represents the pre-test and the post-test of the experimental and the control groups. The pre-test were gained before the treatments began, meanwhile, the post-tests were obtained after five meetings of treatment done. In addition, the scores of the post-test from experimental group

were interfered by the use of video where the scores of the post-test from control group were not.

In order to examine the data collected above, it is important to follow the statistical procedures in which some steps such as Mean, Standard Deviation analysis of variance, and t-test are employed (See Appendix 4).

1.1. The Statistical Summary of Pre-test for both Experimental and Control Groups

The statistical summary of the pre-test is described on the tables below. In order to know whether there are differences between the groups the range, mean, t-test and standard deviation for both experimental and control groups was employed. The pre-test score of the EG and CG is presented in the following table.

Table 1.1
Statistical Summary of the Pre-Test of EG and CG

	Experimental Group (EG)	t - test	df	Control Group (CG)
N (Number of Students)	25			24
R (Range)	30	-2.69	47	50
$\bar{X}$ (Mean Score)	27			38,89
S (Standard Deviation)	7.22			14,01

Based on the statistical summary above, it shows that the degree of freedom (df) is 47, and 47 in t-table with level of significance 0,05 is 2,02. The two mean scores of the pre-test results were calculated for both the experimental

and the control groups. As shown in the table above, the mean score of the pre-test of the experimental group is 27, and the mean of the control group is 38,89. Both of the mean scores were compared through an independent sample t-test with the level of significant degree 0, 05. The criteria of testing the two means is that if t-test < t-table, Ho should be accepted. On the other hand, if t-test > t-table, Ha should be accepted. From the above calculation, we can see that the t-test is -2.69 and the t-table for the degree of freedom 47 is 2,02. In this case, -2.69 < 2,02, so null hypothesis (Ho) is accepted and alternative hypothesis (Ha) is rejected. It means that there is no significant difference in writing ability of the pre-test between the experimental and the control group.

1.2 The Statistical Summary of Pre-test for both Experimental and Control Groups

The result of the post-test scores of the Experimental Group and Control Group is summarized in table 1.2.

Table 1.2

Statistical Summary of the Post-Test of EG and CG

	Experimental Group (EG)	t – test	df	Control Group (CG)
N (Number of Students)	25			24
R (Range)	40			35
$\bar{X}$ (Mean Score)	71.48	4.49	47	51.17
S (Standard Deviation)	8.54			13.75

Based on the statistical summary above, it shows that the degree of freedom df = (N1+N2)–2, so df= (25+24)-2 =47 and 47 in t-table with level of significance 0, 05 is 2, 02. The two mean scores of the post-test results were calculated for both the experimental and the control groups. As shown in the table above, the mean score of the post-test of the experimental group is 71.48, and the the mean of the control group is 51.17. Both of the mean scores were compared through an independent sample t-test with the level of significant degree 0,05. The criteria of testing the two means is that if t-test < t-table, Ho should be accepted. On the other hand, if t-test > t-table, Ha should be accepted. From the above calculation, it can be seen that the t-test is 4.49 and the t-table for the degree of freedom 47 is 2,02. In this case, 4.49 > 2,02, so Ho should be rejected and Ha is accepted. It means that there is a significant difference in writing ability of the post-test between the experimental and the control group. It indicates that the EG students' writing ability is higher than those of the CG due to the use of video in teaching writing.

The Result of the Questionnaire

The close-ended questions were administered to obtain information about students' responses toward the use of video. The data were analyzed by using basic statistical formula. Then, they were processed in the form of a frequency ditribution table by using the following formula.

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

In which: P: Percentage

F: Frequency

N: number of sample

The result of the questionnaire was calculated in the tabulation which is the process of changing data collection instrument (questionnaire) to the tables of members (percentage). The questionnaires were given to the samples to gain necessary data in this research. The following were the students' responses toward the questionnaires given (See Appendix 5).

Table 1.3

Percentage of students' responses on the use of video in teaching writing Procedure text

No	Item	Frequency	Percentage
1	Learning procedure text by using video is interesting for me		
	Strongly Agree	12	48%
	Agree	9	36%
	Disagree	4	16%
	Strongly Disagree	0	0%
2	Learning procedure text by using video ease the understanding of the materials		
	Strongly Agree	11	44%
	Agree	9	36%
	Disagree	5	20%
	Strongly Disagree	0	0%
3	Learning English by using video is exciting		
	Strongly Agree	13	52%
	Agree	8	32%
	Disagree	3	12%
	Strongly Disagree	1	4%

4	In my opinion, learning procedure text by using video increase learning motivation		
	Strongly Agree	11	44%
	Agree	10	40%
	Disagree	4	16%
	Strongly Disagree	0	0%
5	Learning by using video improve my writing skill in English		
	Strongly Agree	9	36%
	Agree	10	40%
	Disagree	6	24%
	Strongly Disagree	0	0%
6	Learning by using video can train the use of correct grammar		
	Strongly Agree	12	48%
	Agree	9	36%
	Disagree	4	16%
	Strongly Disagree	0	0%
7	Learning by using video can improve classroom atmosphere		
	Strongly Agree	11	44%
	Agree	10	40%
	Disagree	4	14%
	Strongly Disagree	0	0%
8	I am more interested in learning procedure text by using other methods than by using video		
	Strongly Agree	5	20%
	Agree	4	14%
	Disagree	12	48%
	Strongly Disagree	3	12%
9	Writing English texts is difficult		

	Strongly Agree	9	36%
	Agree	10	40%
	Disagree	4	16%
	Strongly Disagree	2	8%
10	Learning by using video makes me more enthusiastic in writing English text		
	Strongly Agree	15	60%
	Agree	9	36%
	Disagree	1	4%
	Strongly Disagree	0	0%

Table 4.3 above presents the information related to the stuedents'
responses toward the use of video in teaching writing of procedure text. The data
were collected by distributing questionnaire consisting 10 statements to be
responded. The explanation of the responses can be clarified as follow.

The first aspect asked was "Learning procedure text by using video is
interesting for me". Related to this statement, 12 students or 48% said strongly
agree, 9 students or 36% agree, 4 students or 16% disagree and none of the
students strongly disagree with the statement. The second statement was
"Learning procedure text by using video ease the understanding of the materials".
In this case, 11 students or 44% chose strongly disagree, 9 students or 36% agree,
5 students or 20% disagree and none of the students chose strongly disagree with
the statement.

The third statement was "Learning English by using video is exciting".
This statement was responded with various percentages. 13 of 25 students or 52%

said strongly agree, 11 students or 44% agree, 1 student or 4% disagree, and none of the student or 0% strongly disagree with the statement.

The fourth statement was "In my opinion, learning procedure text by using video increase learning motivation". In this case, 11 students or 44% chose strongly agree, 10 students or 40% agree, 4 students or 16% disagree, and none of the students or 0% chose strongly disagree.

The fifth statement was "Learning by using video improve my writing skill in English". Related to this statement, 9 students or 36% strongly agree, 10 students or 40% agree, 6 students or 24% said disagree and none of the students strongly disagree. It means most of the students felt that the use of video was very helpful in improving their ability in writing English texts.

The next statement was about "Learning by using video can train the use of correct grammar". In line with this statement, 12 students or 48% strongly agree, 9 students or 36% of the students agree, 4 students or 16% chose disagree, and none of the students or 0% chose strongly disagree.

The seventh aspect asked to the students was about "Learning by using video can improve classroom atmosphere". This statement was responded by 11 students or 44% who chose strongly agree, 10 students chose agree, 4 students or 16% disagree and none of the students chose strongly disagree with the statement.

Statement number eight was "I am more interested in learning procedure text by using other methods than by using video". In this case, 5 students or 20% chose strongly agree, 4 students or 16% chose agree, 12 students or 48% said disagree while 3 students or 12 % strongly disagree with the statement.

The ninth statement was about "Writing English texts is difficult". Related to this statement, 9 students or 36% of the students chose strongly agree, 10 students chose agree, 4 students or 16% chose disagree, while 2 students or 8% chose strongly disagree with the statement.

The last statement provided in the questionnaire was "Learning by using video makes me more enthusiastic in writing English text". In this case, 15 students or 60% of the students chose strongly agree 9 students or 36% chose agree, 1 student or 4% disagree, and none of the students or 0% chose strongly disagree with the last statement. It indicates that the majority of the students were very enthusiastic in learning by using video.

4.2 Discussion

The first discussion is concerned with the data from the description that have been explained by using with the statistic procedure. The writer also interpreted the data that have been calculated above. Here is the detail information about the discussion of the issue. The first discussion is about the use of video in teaching writing of procedure text. The second discussion is about the students' perception on studying writing of procedure text by using videos.

In general, the achievement result of the experimental group is better than the control group because it has higher mean compared to the control group. In this case, to support this finding becomes more reliable, Michelle (2012) reports that video helps students call up existing schemata and therefore maximize their use of prior background knowledge in the language learning process. Video in teaching writing skill makes students easy to understand the content and most

contain a wealth of cultural material which can be exploited with little preparation. YouTube videos make particularly powerful contribution to both the content and the process of language learning, especially to interest and motivation. They also make the class livelier.

Based on the source of the data, the number of the students of EG is different from the CG; those are 25 for the EG, and 24 for the CG. The range of the pre-test score is 30 for the EG and 50 for the CG. From this range, it can be noticed that the two groups of scores are not widely scattered. Thus, the score distribution of the pre-test of the CG is higher scattered than the EG.

The $\bar{X}$ statistic (arithmetic mean) of each test shows the relative achievement of the groups. The pre-test mean for the EG is 27 and 38,89 for the CG. The standard deviation of pre-test of EG is 7,22 while the standard deviation of pre-test of CG is 14,01. So, the score distribution of the pre-test for the EG is better than that of the CG. The t-test of pre-test of EG and CG is -2,69 at level of significant 0,05. So, null hypotheses (H_o) are accepted because the t-test is lower than t-table. It means that there is no significant different of the pre-test between EG and CG.

The post-test scores of EG is different from that of the post-test score of the CG. The range of the post-test of EG is 40 and the range of post-test of CG is 50. The mean score of the post-test of the EG is 71,48 and the mean score of the post-test of CG is 51,17. The standard deviation of the post-test of EG is 8,52 and the standard deviation of the post-test of CG is 13,75. It means that the score distribution of the post-test is significantly different than that of the pre-test. Then,

the t-test of the post-test on EG and CG is 4,49 at the level of significance 0,05. Thus, we can accept the alternative hypotheses (H_1) because the t-test score is higher than the t-table. This indicates that there is a significant difference between two means of post-test of EG 71,48 and post-test of CG 51,17 We could say that the outcome of the test on the EG is due to the effect of the treatment. Based on the research finding, it was found that there was a significant difference of the post-test between the experimental group and the control group after video was used. The research finding showed that the use of video could improve the students' achievement in writing procedure text.

The second discussion is about finding out the students' responses toward the use of video in teaching procedure text. The result showed that most of the students gave very positive responses to almost all the aspects asked in the questionnaire. In case of the effect of video on the students' motivation and excitement, that is related to statements number 1, 3, and 4 of the questionnaire, most of the students (more than half) chose agree and strongly agree whilst the rest chose disagree and strongly disagree options. For aspect number 1 as shown in table 4.1, 12 students or 48% said strongly agree, 9 students or 36% agree, 4 students or 16% disagree and none of the students strongly disagree with the statement. In addition, regarding the third statement' that is about the students' excitement in learning by using video, 13 of 25 students or 52% said strongly agree, 11 students or 44% agree, 1 student or 4% disagree, and none of the student or 0% strongly disagree with the statement. Moreover, the result of the fourth statement, which asked about the students' motivation in learning by using video,

11 students or 44% chose strongly agree, 10 students or 40% agree, 4 students or 16% disagree, and none of the students or 0% chose strongly disagree. Similarly, when asked about their willingness to learn procedure text by using other methods than by using video, most of the students chose to learn by using video. As can be seen in the data analysis, 5 students or 20% chose strongly agree, 4 students or 16% chose agree, 12 students or 48% said disagree while 3 students or 12 % strongly disagree with the statement. So, based on the above discussion, it can be said that the use of video in teaching procedure text increased the students' excitement and motivation in learning English. This is relevant to Kulkarni's finding. Kulkarni (2016) argues several advantages of using video in teaching. Video presentation exploits students' motivation in language learning classroom. Children and adults feel their interest quicked when language is experienced in a lively way through video.

When asked about their response about the classroom atmosphere during the use of video in learning English, the students also gave very positive responses. This aspect appeared in the seventh statement, that is "Learning by using video can improve classroom atmosphere". This statement was responded by 11 students or 44% who chose strongly agree, 10 students chose agree, 4 students or 16% disagree and none of the students chose strongly disagree with the statement. This means that the use of video can bring positive effect on the classroom situation so that the students can learn in a better environment. This could support their understanding about the topic they learnt and automatically it affected their achievement.

Another aspect asked in the questionnaire was about the students'
perception about writing English text (statement number 9). In this case, the
majorities of the students chose strongly agrees and agree option whilst the
minority chose disagree and strongly disagree. Related to this statement, 9
students or 36% of the students chose strongly agree, 10 students chose agree, 4
students or 16% chose disagree, while 2 students or 8% chose strongly disagree
with the statement. This indicates that writing English text is difficult for most of
the students especially before the video was used in the teaching learning process.

The last statement provided in the questionnaire was whether using video
makes the students more enthusiastic in writing English text or not. Regarding this
aspect, 15 students or 60% of the students chose strongly agree, 9 students or 36%
chose agree, 1 student or 4% disagree, and none of the students or 0% chose
strongly disagree with the last statement. It indicates that the majority of the
students were very enthusiastic in learning by using video.

The next aspect asked in the questionnaire was about the effect of using
video on the improvement of the students' writing ability. The statements which
are related to this aspect are statements number 2, number 5, More than half of the
students cited that they got a better understanding, and the ability in writing
procedure text after they learnt by using video. It is shown in the data analysis that
11 students or 44% chose strongly disagree, 9 students or 36% agree, 5 students or
20% disagree and none of the students chose strongly disagree with the statement
about their comprehension of the material after they learnt by using video.
Besides, most of the students said that they improved their writing skill in English

when they learnt by using video. Related to this statement, 9 students or 36% strongly agree, 10 students or 40% agree, 6 students or 24% said disagre and none of the students strongly disagree. It means most of the students felt that the use of video was very helpful in improving their ability in writing English texts. In addition, another question was that using video can train the use of correct grammar. In line with this statement, 12 students or 48% strongly agree, 9 students or 36% of the students agree, 4 students or 16% chose disagree, and none of the students or 0% chose strongly disagree. This finding is in accordance with what Michelle (2012) has proven. Michelle elaborates that video also helped the students to develop their writing skill by stimulating the students through visual elements orderly, such as: (1) the use of right words (word choice) in any circumstances in the different purposes and functions; (2) the story is well organized and clear in order to organize the thought, argument, and logical well; (3) the speakers spoke fluently with the appropriate language structures; (4) the implementation of correct grammatical sentences in chronological events; (5) the speakers produced correct spelling of the word and punctuation.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The conclusions basically cover the answer to the questions raised in the problem of the study. Based on the findings and the discussion presented in the previous chapter, two conclusions are drawn in relation to teaching writing of procedure text by using video. The first conclusion is about the improvement of using video in teaching writing of procedure text while the second conclusion is about the students' responses toward the use of video in teaching writing.

Thus, two conclusions can be drawn in this study. They are:

1). The use of video can improve students' writing of procedural text. This conclusion is drawn due to the improvement got by the students in the Experimental Group. It is in line with what Michelle (2012) found in his research. Michelle states that YouTube video helped the students to develop their writing skill by stimulating the students through visual elements orderly, such as: (1) the use of right words (word choice) in any circumstances in the different purposes and functions; (2) the story is well organized and clear in order to organize the thought, argument, and logical well; (3) the speakers spoke fluently with the appropriate language structures; (4) the implementation of correct grammatical sentences in chronological events; (5) the speakers produced correct spelling of the word and punctuation

2). The students have very positive responses toward the use of videos in their writing of procedural text. This is proven by the information from the questionnaire. Almost in all aspects, most of the students gave very positive responses towards the use of video in writing procedure text. This conclusion is related to what Kulkarni (2016) reported. Based on his research, it is proven that students get higher motivation when they learn by using video. It helps retain and maintain interest for longer period of time.

B. Suggestions

Based on the conclusions that have been drawn, some suggestions can be put forward related to teaching writing of procedure text by using videos as contributions for teachers and for further studies.

First, Videos should be considered as an alternative media to be used by English teachers in teaching writing in the classroom since it is effective to improve the students' writing ability. Indeed, this research was focused on teaching procedure text. It does not mean that videos can only be used in teaching this materials but it can also be used in teaching other materials. Therefore, English teachers are recommended to use videos in teaching other English language skills and various topics.

Second, English teachers applying this technique should use a well-prepared lesson plan and follow appropriate steps or procedure so that it can maximize the students' participation and motivation. In order to avoid wasting time, the topics should be relevant with the curriculum as well.

For further studies, it is recommended that more research should be conducted by referring to the finding of this research but the studies could be developed in a wider scope in case of the topics and the subjects of the study.

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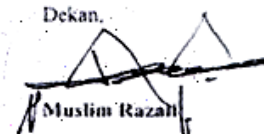**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**
Nomor : B- 15936/UN.08/FTK/KP.07.6/11/2019

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

| Menimbang | : | a. | bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-6045/UN.08/FTK/KP.07.6/07/2017 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh. |

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat :
1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 14 Juli 2017

MEMUTUSKAN

Menetapkan

PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-6045/UN.08/FTK/KP.07.6/07/2017 tanggal 18 Juli 2017

KEDUA : Menunjuk Saudara:
1. Yuni Setianingsih, M.Ag — Sebagai Pembimbing Pertama
2. Rita Hermida, M.Pd — Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : Neneng Saba Zulma
NIM : 231324251
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Use of Video to Improve Students' Writing of procedural Texts

KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;

KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020

KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 06 November 2019
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B-9738 /Un 08/FTK.1/TL 00/07/2019   22 Juli 2019
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   : Neneng Saba Zulma

N I M   : 231 324 251

Prodi / Jurusan   : Pendidikan Bahasa Inggris

Semester   : XII

Fakultas   : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.

A l a m a t   : Jl. Hasan Shaleh, Jr. Mulia II No 44 Neusu Jaya

Untuk mengumpulkan data pada

SMP Negeri 9 Banda Aceh

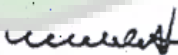   Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul

The Use of Vidio to Improve Students' Writing of Procedural Texts

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

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,

CS Mustafa

PEMERINTAH KOTA BANDA ACEH
DINAS PENDIDIKAN DAN KEBUDAYAAN
JALAN. P. NYAK MAKAM NO. 23 GP. KOTA BARU TEL. (0651) 7555136
E-mail:dikbud@bandaacehkota.go.id Website:www.dikbud.bandaacehkota.go.id

Kode Pos : 23125

SURAT IZIN MENGUMPULKAN DATA
NOMOR: 074/A4/3864

Dasar   : Surat dari Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Kota Banda Aceh Nomor : B-9738/Un.08/PTK.1/TL.00/07/2019 tanggal 22 Juli 2019 perihal mohon izin untuk mengumpulkan data menyusun skripsi.

MEMBERI IZIN

Kepada   :
Nama   : **Neneng Saba Zulma**
NIM   : 231324251
Prodi   : Pendidikan Bahasa Inggris
Alamat : Banda Aceh
Untuk   : Mengumpulkan data di SMP Negeri 9 Kota Banda Aceh dalam rangka penyusunan skripsi dengan judul :

"THE USE OF VIDIO TO IMPROVE STUDENTS' WRITING OF PROCEDURAL TEXTS ".
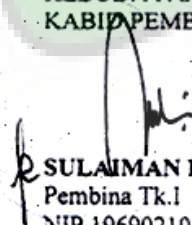
Dengan ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan Kepala Sekolah yang bersangkutan dan sepanjang tidak mengganggu proses belajar mengajar
2. Bagi yang bersangkutan supaya menyampaikan foto copy hasil pengumpulan data sebanyak 1 (satu) eksemplar ke Dinas Pendidikan dan Kebudayaan Kota Banda Aceh.
3. Surat ini berlaku sejak tanggal 29 Juli s.d 29 Agustus 2019.
4. Diharapkan kepada mahasiswa yang bersangkutan agar dapat menyelesaikan pengumpulan data tepat pada waktu yang telah ditetapkan.
5. Kepala sekolah dibenarkan mengeluarkan surat keterangan hanya untuk mahasiswa yang benar-benar telah melakukan pengumpulan data.

Demikian untuk dimaklumi dan terima kasih.

Banda Aceh, 24 Juli 2019 M
20 Dzul Qa'idah 1440 H

a.n. KEPALA DINAS PENDIDIKAN DAN
KEBUDAYAAN KOTA BANDA ACEH
KABID PEMBINAAN SMP,

SULAIMAN BAKRI,S.Pd, M.Pd
Pembina Tk.I
NIP.19690210 199801 1 001

Tembusan :
1. Wakil Dekan Bidang Akademik dan Kelembagaan UIN Ar-Raniry Banda Aceh
2. Kepala SMP Negeri 9 Kota Banda Aceh

PEMERINTAH KOTA BANDA ACEH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 9
Alamat : Jl. H.T. Daudsyah No. 26 Peunayong Telp. 23415 Banda Aceh
E-mail :smpn9@disdikbna.net Website : www.disdikbna.net

SURAT KETERANGAN PENELITIAN
NOMOR : 421 / 128 /2019

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama (SMP) Negeri 9

Banda Aceh dengan ini menerangkan bahwa :

Nama	:	Neneng Saba Zulma
NIM	:	231324251
Jurusan / P. Studi	:	Pendidikan Bahasa Ingris

Benar nama tersebut diatas telah mengadakan penelitian /pengumpulan data sesuai

dengan   isi   surat   Kepala   Dinas   Pendidikan   dan   Kebudayaan   No.   B

9738/Un.08/PTK.1/TL.00/07/2019 tanggal 29 Juli 2019 sampai dengan tanggal   29

Agustus 2019, Mengumpulkan data dalam rangka penyusunan Skipsi dengan berjudul

" THE   USE   OF   VIDEO   TO   IMPROVE   STUDENT'S   WRITING   OF

PROCEDURAL TEXTS '

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Banda Aceh, 26 Agustus 2019
Kepala

Drs. SULAIMAN
NIP. 19621010 199801 1001

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan   : SMPN 9 Banda Aceh

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : IX (Sembilan)

Materi Pokok   : Teks prosedur lisan dan tulis berbentuk resep

Alokasi Waktu   : 6 pertemuan (12 JP)

A.   Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Mengembangkan perilaku (jujur, disiplin, tanggungjawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan pro-aktif) dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, 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, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B.   Kompetensi Dasar

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.11 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk resep, sesuai dengan konteks penggunaannya.

4.15 Menangkap makna dalam teks prosedur lisan dan tulis berbentuk resep.

C. Indikator Pencapaian Kompetensi

1.1.1 Menunjukkan semangat mengikuti pembelajaran dengan baik.

1.1.2 Menunjukkan keseriusan mengikuti pembelajaran dengan baik.

2.2.1 Menunjukkan perilaku jujur dalam kegiatan pembelajaran.

2.2.2 Menunjukkan perilaku disiplin dalam pembelajaran.

2.2.3 Menunjukkan perilaku percaya diri dalam berkomuniksi.

2.2.4 Menunjukkan perilaku bertanggung jawab dalam kegiatan pembelajaran.

2.2.5 Menunjukkan perilaku peduli terhadap lingkungan sekitar.

3.11.1 Mengidentifikasi informasi detail mengenai prosedur pembuatan makanan.

3.11.2 Mengidentifikasi fungsi ungkapan dalam teks prosedur.

3.11.3 Mengidentifikasi struktur teks pada teks prosedur.

3.11.4 Mengidentifikasi unsur kebahasaan pada teks prosedur.

3.11.5 Mengidentifikasi cara pembuatan makanan.

4.15.1 Menyusun teks acak untuk membentuk teks prosedur.

4.15.2 Menulis teks prosedur.

D. Tujuan Pembelajaran

Melalui proses membaca/menyimak, menanya, mengeksplorasi, mengasosiasikan dan mengomunikasikan, peserta didik mampu:

1) Mengidentifikasi informasi detail mengenai prosedur pembuatan makanan.
2) Mengidentifikasi fungsi ungkapan dalam teks prosedur.
3) Mengidentifikasi struktur teks pada teks prosedur.
4) Mengidentifikasi unsure kebahasaan pada teks prosedur.
5) Mengidentifikasi cara pembuatan makanan.
6) Menyusun teks acak untuk membentuk teks prosedur.
7) Menulis teks prosedur.

E. Materi Pembelajaran

Fungsi social:

Mencapai hasil terbaik secara efisien, menghindari kecelakaan, kerusakan, dan pemborosan.

Struktur teks:

(gagasan utama dan informasi rinci)

a. Menyebutkan tujuan

b. Menyebutkan bahan dan/atau peralatan (jika diperlukan, opsional)

c. Menyebutkan serangkaian langkah kerja secara urut dan runtut untuk mencapai tujuan.

Unsur kebahasaan:

(1) Tata bahasa: kalimat imperatif, positif dan negatif

(2) Adverbiapenghubunglangkah

(3) Ukuran/takaran

(4) Ungkapan dan kosa kata yang lazim digunakan dalam resep

(5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal

(6) Ucapan, tekanan kata, intonasi

(7) Ejaan dan tanda baca

(8) Tulisan tangan

Topik:

Makanan dan minuman yang lazim atau terkait dengan hidup siswa dengan memberikan keteladanan tentang perilaku disiplin, peduli, pola hidup sehat, dan ramah lingkungan.

F. Metode Pembelajaran

1. Scientific approach (mengamati, menanya, mengeksplorasi, mengasosiasi, mengkomunikasikan).

2. Text Based Learning

G. Media, Alat, dan Sumber Pembelajaran

1. **Media**
   Berbagai benda penemuan secara nyata atau gambar dan power point slides untuk menjelaskan.

2. **Alat**
   Laptop, LCD, gambar benda, poster, Foto

3. **SumberPembelajaran**
   a. Sudarwati and Grace: *Pathway to English 3 for Senior High School Grade XII. General Program*. Jakarta: PenerbitErlangga. Hal. 180-200.

H. Langkah-langkah Kegiatan Pembelajaran
Pertemuan Kesatu

Pendahuluan (10 menit)

1) Guru memberi salam (*greeting*);
2) Guru memeriksa kehadiran siswa;
3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
4) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
5) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
6) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
7) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan inti (70 menit)

Mengamati

1) Peserta didik mencookkan gambar dengan namanya (kegiatan *share your experiences,* hlm. 180).
2) Peserta didik mendengarkan teks yang dibaca guru kemudian melengkapi teks rumpang berdasarkan rekaman tersebut (kegiatan 2, hlm. 181).
3) Peserta didik mencocokkan kalimat dengan fungsinya (kegiatam 3, hlm. 182).

Menanyakan

1) Peserta didik membaca resep kemudian menjawab pertanyaan berdasarkan resep tersebut (kegiatan5, hlm. 182).
2) Peserta didik mempelajari struktur teks prosedur (kegiatan 6, hlm. 183).
3) Memberikan pre-test

Penutup (10 menit)

1) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
2) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
3) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
4) Peserta didik dan guru mengucapkan salam perpisahan.

Pertemuan Kedua

Pendahuluan (10 menit)

1) Guru member salam (*greeting*);
2) Guru memeriksa kehadiran siswa;
3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
4) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
5) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
6) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
7) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan inti (70 menit)

Menanyakan

1) Peserta didik berdiskusi mengenai *resep kesukaan mereka*.

Mengeksplorasi

1) Peserta didik menonton video cara memasak kemudian menjawab pertanyaan berdasakan video tersebut.
2) Peserta didik menyaksikan video tentang resep kemudian mengidentifikasi bahan serta cara pembuatan makanan

Penutup (10 menit)

1) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
2) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
3) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
4) Peserta didik dan guru mengucapkan salam perpisahan.

Pertemuan Ketiga

Pendahuluan (10 menit)

1) Guru memberi salam (*greeting*);
2) Guru memeriksa kehadiran siswa;
3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
4) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
5) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
6) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
7) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan Inti (70 menit)

Mengeksplorasi

1) Peserta didik menonton video mengenai resep kemudian menjawab pertanyaan berdasarkan resep tersebut (kegiatan 14 dan 15, hlm. 188).

Mengasosiasi

1) Peserta didik mengidentifikasi unsur kebahasaan pada teks prosedur (kegiatan 17, hlm. 189).
2) Peserta didik melengkapi kalimat rumpang (kegiatan 22, hlm. 193).
3) Peserta didik melengkapi teks rumpang (kegiatan 25, hlm. 198).
4) Guru membentuk kelompok masing-masing 4 orang
5) Peserta didik menulis resep makanan di karton secara berkelompok sesuai dengan strutur teks prosedur
6) Peserta didik mempresentasikan hasil tulisannya dengan menempel di dinding
7) Siswa dari kelompok lain secara bergantian memeriksa tulisan kelompok yang berbeda tentang struktur text, dan tata bahasa
8) Guru memberikan feedback terhadap hasil tulisan siswa

Penutup (10 menit)

1) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
2) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
3) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
4) Peserta didik dan guru mengucapkan salam perpisahan.

Pertemuan Keempat

Pendahuluan (10 menit)

1) Guru member salam (*greeting*);
2) Guru memeriksa kehadiran siswa;
3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
4) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
5) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
6) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan inti (70 menit)

Mengkomunikasikan

1) Peserta didik menulis teks prosedur secara individu dengan memperhatikan struktur teks dan unsur kebahasaan yang telah mereka pelajari.
2) Peserta didik mengumpulkan tugas

Penutup (10 menit)

1) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
2) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
3) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
4) Peserta didik dan guru mengucapkan salam perpisahan.

Pertemuan kelima

Pendahuluan (10 menit)

1) Guru memberi salam (*greeting*);
2) Guru memeriksa kehadiran siswa;
3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
4) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
5) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
6) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
7) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan Inti (70 menit)

Mengumpulkan informasi/mencoba

1) Guru meminta siswa menganalisis teks prosedur yang dibawanya berdasarkan kolom- kolom seperti pada latihan sebelumnya (BS:84)
2) Secara berkelompok siswa mencoba mengerjakan latihan hal. 86 dengan bimbingan guru

3) Secara berkelompok siswa menganalisa bagian- bagian dari kalimat imperative pada latihan hal. 86

4) Secara berpasangan, siswa berlatih membuat kalimat dan mengucapkannya bergantian

Menalar/mengasosiasi

1) Secara berkelompok siswa mengidentifikasi penggunaan action verbs pada teks di hal.81 – 82

Mengomunikasikan

1. Secara berkelompok, siswa mempresentasikan hasil kerjanya di depan kelas.

Pertemuan keenam

Pendahuluan (10 menit)

1. Guru memberi salam (*greeting*);
2. Guru memeriksa kehadiran siswa;
3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
4. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
5. Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
6. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
7. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan Inti (70 menit)

Mengamati dan bertanya

1. Guru memperlihatkan video teks prosedur.
2. Siswa mengamati video teks prosedur yang ditayangkan
3. Secara berkelompok, siswa menulis kembali teks lisan pada video dengan ejaan dan tanda baca yang benar.
4. Secara berkelompok, siswa berlatih pengucapan yang benar dengan teman satu kelompoknya.

5. Secara berkelompok siswa mengindentifikasi penggunaan *quantity phrases* dan *conjunction* pada teks prosedur di video

Mengumpulkan informasi/mencoba

1. Secara berkelompok siswa membuat 5 kalimat yang mengandung *quantity phrases* .
2. Secara berkelompok siswa membuat 5 kalimat yang berkonjungsi
3. Memberikan post-test

Penutup (10 menit)

1. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
2. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
3. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
4. Peserta didik dan guru mengucapkan salam perpisahan.

I. Penilaian
1. Rubrik Penilaian Sikap Spiritual

Bersyukur	Deskripsi	Skala Nilai			
		Selalu	Sering	Jarang	Tidak Pernah
1	Mengikuti pelajaran dengan antusias				
2	Belajar dengan hati gembira				
3	Mengatasi kesulitan belajar dengan semangat				
4	Menyelesaikan tugas dengan semangat				

2. Rubrik Penilaian Sikap Sosial

Kejujuran	Deskripsi	Skala Nilai			
		Selalu	Sering	Jarang	Tidak Pernah
1	Saya berkomintmen untuk tidak				

		Skala Nilai			
	menyontek pekerjaan teman saya.				
2	Saya mengembangkan kratifitas secara mandiri meskipun hasilnya tidak sebagus teman lainnya.				
3	Saya tidak menyontek pekerjaan teman dan mengakuinya sebagai peerjaan saya.				

Disiplin	Deskripsi	Skala Nilai			
		Selalu	Sering	Jarang	Tidak Pernah
1	Saya selalu hadir di kelas bahasa Inggris tepat waktu.				
2	Saya selalu fokus ketika pelajaran sedang berlangsung.				
3	Saya selalu mengumpulkan latihan tepat waktu.				

Percaya diri	Deskripsi	Skala Nilai			
		Selalu	Sering	Jarang	Tidak Pernah
1	Saya tidak mudah putus asa ketika mengerjakan latihan yang sulit.				
2	Saya memiliki pandangan yang positif terhadap diri sendiri.				
3	Saya memiliki pengendalian diri yang baik dan ketekukan yang baik dalam belajar.				

Tanggung jawab	Deskripsi	Skala Nilai			
		Selalu	Sering	Jarang	Tidak

					Pernah
1	Saya menyelesaikan tugas dan kewajiban dengan kesadaran yang tinggi.				
2	Saya membuat perubahan yang lebih baik daripada hari kemarin.				

Peduli	Deskripsi	Skala Nilai			
		Selalu	Sering	Jarang	Tidak Pernah
1	Saya menawarkan bantuan kepada teman yang memiliki masalah dalam pelajaran.				
2	Saya tidak bersikap egois dalam menjalin komunikasi dengan teman dan guru.				

3. Pengetahuan
   a. Teknik penilaian   : Tes tertulis
   b. Bentuk instrumen   :Mengisi teks rumpang, menentukan benar atau salah, mencocokkan, dan menjawab pertanyaan
   c. Kisi-kisi   :

No	Indikator	Butir Instrumen
8.	Peserta didik dapat mengidentifikasi informasi detail mengenai prosedur pembuatan makanan.	Activity 2
9.	Peserta didik dapat mengidentifikasi Mengidentifikasi fungsi ungkapan dalam teks prosedur.	Activity 3
10.	Peserta didik dapat mengidentifikasi struktur teks pada teks prosedur.	Activity 5
11.	Peserta didik dapat mengidentifikasi cara pembuatan makanan.	Activity 9
12.	Peserta didik dapat mengidentifikasi cara pembuatan makanan.	Activity 11

13.	Peserta didik dapat mengidentifikasi unsure kebahasaanpadateksprosedur.	Activity 17
14.	Peserta didik dapat mengidentifikasi unsure kebahasaan pada teks prosedur.	Activity 22
15.	Peserta didik dapat melengkapi teks rumpang	Activity 25
16.	Pesertadidikdapatmenyusunteksacakuntukmembentukteks prosedur.	Activity 26

4. Keterampilan
   a. Teknik Penilaian   : Unjuk Kerja
   b. Bentuk Instrumen   : Tes kemampuan menulis

   c. Kisi-kisi:

No.	Keterampilan/Indikator	Butir Instrumen
Menulis		
1.	Peserta didik dapat menulis teks prosedur.	Activity 29

   d. Konversi keterampilan membaca dan mendengarkan.
      Setiap jawaban benar diberi skor 1 (satu)

$$NA = \frac{SkorPerolehan}{SkorMaksimal} X \, 4$$

   e. Rubrik Tes Ketrampilan Menulis

No.	Kriteria	Performa rendah 7	Performa baik 8	Performa sangat baik 9	Skor
1.	Isi	Ide tidak logis, tidak teratur	Ide logis namun dengan ide pendukung yang tidak relevan.	Ide logis dengan ide pendukung yang relevan.	
2.	Susunan teks	Tidak teratur	Susunan rapi namun dengan elaborasi ide yang tidak jelas.	Susunan rapi dengan elaborasi ide yang jelas.	
3.	Tata bahasa	Banyak kesalahan tata	Hanya beberapa kealahan namun	Sedikit kesalahan tata bahasa dan	

		bahasa yang menyebabkan ketidakjelasan isi.	tidak menyebabkan kesalahpahaman terhadap isi.	tidak menyebabkan kesalahpahaman isi.	
4.	Kosakata	Kosakata masih dasar, kurang tepat	kosakata berkembang	Menggunakan kosakata yang tepat.	
5.	Mekanis	Beberapa kesalahan ejaan dan tanda baca	Hampir menggunakan kapitalisasi, tanda baca, dan ejaan yang efektif.	Menggunakan kapitalisasi, tanda baca, dan ejaan yang efektif.	
6.	Kerapian dan ketepatan waktu	Tidak dapat dibaca, telat mengumpulkan	Tulisan jelas, mengumpulkan dengan tepat waktu	Tulisan rapi, mengumpulkan waktu dengan tepat.	
				Total skor	
				Skor akhir = Total skor : 6	

f. Konversi keterampilan menulis:

$$NA = \frac{SkorPerolehan}{SkorMaksimal} \times 4$$

Mengetahui

Kepala SMPN 9 Banda Aceh   Guru Mata Pelajaran

_____   _____

NIP.

KUISIONER RESPON SISWA

Nama:

Kelas:

Jawablah pertanyaan di bawah ini dengan menggunakan tanda silang (√) pada jawaban yang sesuai dengan diri anda.

No	Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Belajar procedure text dengan menggunakan video menarik untuk saya.				
2.	Belajar procedure text dengan menggunakan video dapat memudahkan pemahaman materi pelajaran.				
3.	Belajar bahasa inggris menggunakan video menyenangkan.				
4.	Menurut saya belajar procedure text menggunakan video dapat meningkatkan motivasi belajar.				
5.	Belajar dengan menggunakan video meningkatkan kemampuan saya menulis text berbahasa inggris.				
6.	Belajar menggunakan video dapat melatih				

	penggunaan tata bahasa (Grammar) yang benar.				
7.	Belajar menggunakan video dapat meningkatkan suasana di kelas.				
8.	Saya lebih senang belajar menulis procedure text men ggunakan metode yang lain da ripada menggunakan video.				
9.	Menulis teks bahasa inggris sulit.				
10.	Belajar dengan menggunakan video membuat saya lebih semangat dalam belajar menulis.				

NAME :

CLASS :

PRE-TEST

1. Write a text about how to cook your favorite food/drink?

NAME   **:**

CLASS   **:**

POST-TEST

1. Write a text about how to cook your favorite food/drink?

NAME   : muhammad Ikram

CLASS   : Ix-2

PRE-TEST

1. Write a text about how to cook your favourite food/drink?

Juice orange

1. - mater
2. - sugar
3 - ice
4 - orange

(20)

how to make :

1. Put water, sugar and orange to in the blend

NAME : MUHAMMAD IKRAM

CLASS : IX - 2

POST-TEST

1. Write a text about how to cook your favourite food/drink?

How to make French Fries

Materials :

Potato

water

Salt

oil

Steps:

First: Place potatoes in cold water after they're peled to keep them from browning

Second: Slice an 1/8" to a 1/4" thick this all depends on how thick you want your French Fry to be.

Third: Palace back in cold water add 2% white vinegar by weight of water.

Fourth: when boited, the acid in the vinegar will set the pectin on the experion of the French Fry. making them more sturdy thet fry.

next: Fry in 325°F / 163°C oil For about 2-3 minutes

after: Lay out on a tray and Palace in Frezer over night. Pill the OF, put in plastit zip OF

Finish: put salt

NAME   : Ayu Irwanda

CLASS   : IX²

PRE-TEST

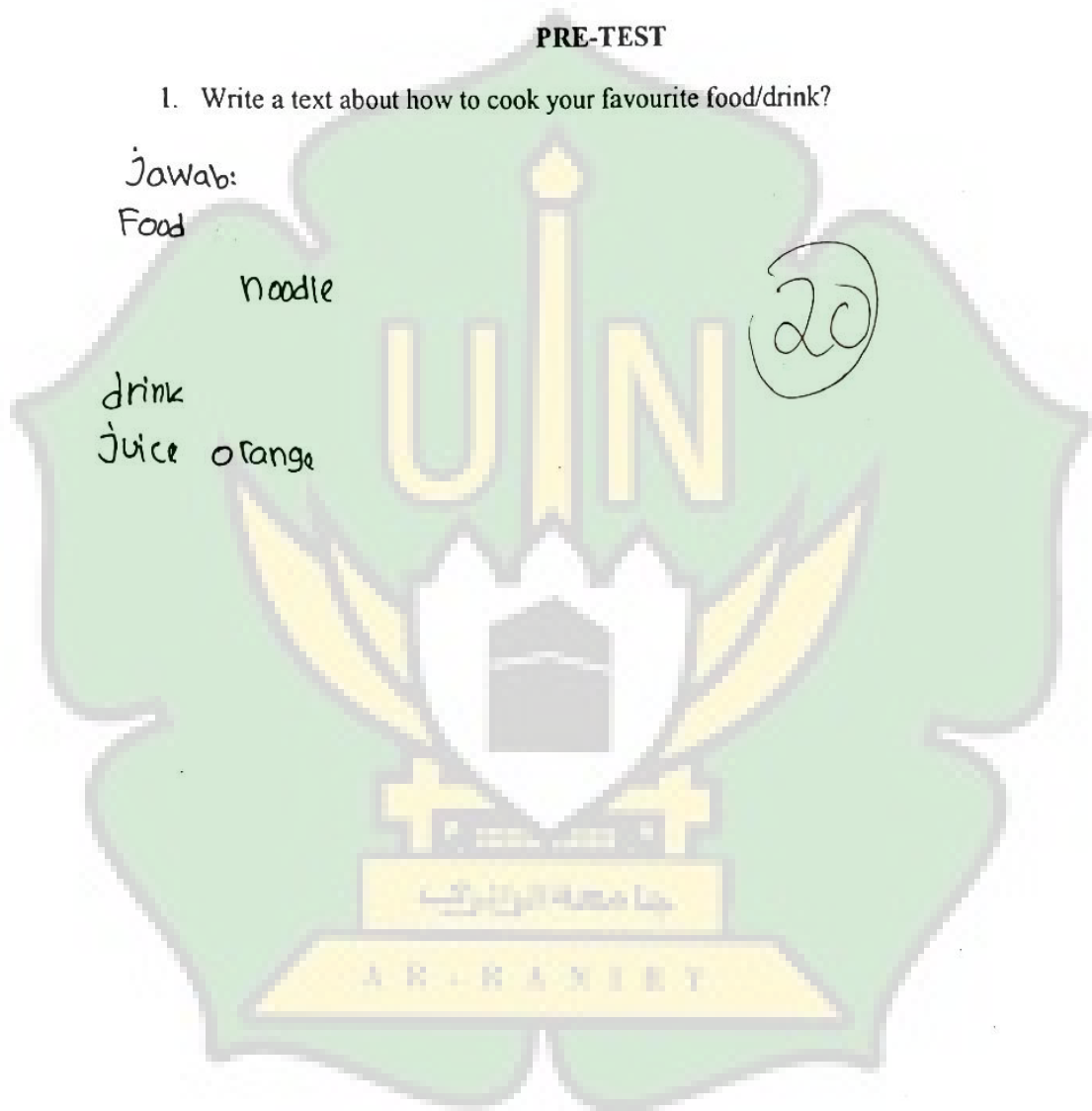1. Write a text about how to cook your favourite food/drink?

Jawab:

Food

      noodle

drink

Juice orange

20

NAME : AYU TRIVANDA

CLASS : I X^2

<center>POST-TEST</center>

1. Write a text about how to cook your favourite food/drink?

Jwb:

1. How To make orange juice

materias

- Water   - orange   - Blender
- Sugar   - glass
- Ice   - knife

Steps

First, Peel off the orange next, Press the orange on the Glender then, Put Sugar on the blender and Put the water on the blender. And then Put Ice on the blender then turn on the Glender turn OF the blender. and Put on the glass Finally the orange onice is ready to drink.

KUISIONER RESPON SISWA

Nama: Alea Maharani Putri

Kelas: IX-2

Jawablah pertanyaan di bawah ini dengan menggunakan tanda silang (X) pada jawaban yang sesuai dengan diri anda.

No	Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Belajar procedure text dengan menggunakan video menarik untuk saya.	X			
2.	Belajar procedure text dengan menggunakan video dapat memudahkan pemahaman materi pelajaran.	X			
3.	Belajar bahasa inggris menggunakan video menyenangkan.	X			
4.	Menurut saya belajar procedure text menggunakan video dapat meningkatkan motivasi belajar.		X		
5.	Belajar dengan menggunakan video meningkatkan kemampuan saya menulis text berbahasa inggris.	X			
6.	Belajar menggunakan video dapat melatih penggunaan tata bahasa (Grammar) yang benar.		X		
7.	Belajar menggunakan video dapat meningkatkan suasana di kelas.	X			
8.	Saya lebih senang belajar menulis procedure text menggunakan metode yang lain daripada menggunakan video.		X		
9.	Menulis teks bahasa inggris sulit.			X	
10.	Belajar dengan menggunakan video membuat saya lebih semangat dalam belajar menulis.		X		

KUISIONER RESPON SISWA

Nama: Muhammad ikram

Kelas: IX – 2

Jawablah pertanyaan di bawah ini dengan menggunakan tanda silang (X) pada jawaban yang sesuai dengan diri anda.

No	Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Belajar procedure text dengan menggunakan video menarik untuk saya.		✓		
2.	Belajar procedure text dengan menggunakan video dapat memudahkan pemahaman materi pelajaran.	✓			
3.	Belajar bahasa inggris menggunakan video menyenangkan.	✓			
4.	Menurut saya belajar procedure text menggunakan video dapat meningkatkan motivasi belajar.	✓			
5.	Belajar dengan menggunakan video meningkatkan kemampuan saya menulis text berbahasa inggris.	✓			
6.	Belajar menggunakan video dapat melatih penggunaan tata bahasa (Grammar) yang benar.		✓		
7.	Belajar menggunakan video dapat meningkatkan suasana di kelas.		✓		
8.	Saya lebih senang belajar menulis procedure text menggunakan metode yang lain daripada menggunakan video.			✓	
9.	Menulis teks bahasa inggris sulit.			✓	
10.	Belajar dengan menggunakan video membuat saya lebih semangat dalam belajar menulis.	✓			

KUISIONER RESPON SISWA

Nama: AYU IRDIANDA

Kelas: IX²

Jawablah pertanyaan di bawah ini dengan menggunakan tanda silang (X) pada jawaban yang sesuai dengan diri anda.

No	Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Belajar procedure text dengan menggunakan video menarik untuk saya.	✓			
2.	Belajar procedure text dengan menggunakan video dapat memudahkan pemahaman materi pelajaran.	✓			
3.	Belajar bahasa inggris menggunakan video menyenangkan.	✓			
4.	Menurut saya belajar procedure text menggunakan video dapat meningkatkan motivasi belajar.	✓			
5.	Belajar dengan menggunakan video meningkatkan kemampuan saya menulis text berbahasa inggris.		✓		
6.	Belajar menggunakan video dapat melatih penggunaan tata bahasa (Grammar) yang benar.		✓		
7.	Belajar menggunakan video dapat meningkatkan suasana di kelas.	✓			
8.	Saya lebih senang belajar menulis procedure text menggunakan metode yang lain daripada menggunakan video.			✓	
9.	Menulis teks bahasa inggris sulit.		✓		
10.	Belajar dengan menggunakan video membuat saya lebih semangat dalam belajar menulis.	✓			