**THE EFFECT OF VIDEO TOWARDS STUDENTS' WRITING
NARRATIVE TEXT OF FIRST YEAR AT SMA YLPI PEKANBARU**

A THESIS

Intended to Fulfill One of the Requirements for the Award

of Sarjana Degree in English Language Education

DEA AULIA

156311010

ENGLISH LANGUAGE EDUCATION

FACULTY OF TEACHERS TRAINING AND EDUCATION

UNIVERSITAS ISLAM RIAU
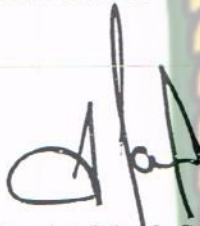
PEKANBARU

2019

THESIS APPROVAL

THE EFFECT OF VIDEO TOWARDS STUDENTS' WRITING NARRATIVE TEXT OF FIRST YEAR AT SMA YLPI PEKANBARU

Name   : Dea Aulia

Index Number   : 156311010

Study Program   : English Language Education

Faculty   : Teachers Training and Education
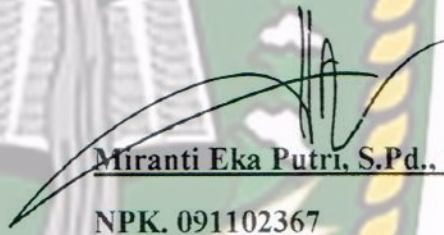
Head Advisor   Head of English Study Program

Johari Afrizal, S.Pd., M.Ed   **Miranti Eka Putri, S.Pd., M.Ed**

NPK. 091102369   **NPK. 091102367**

NIDN. 1013106701   **NIDN. 1005068201**

This thesis has been accepted to be one of the requirements for the award of Sarjana Degree of Education in Universitas Islam Riau.

Pekanbaru, 22 May 2019

Vice Dean of Academic

Dr. Sri Amnah, M.Si

NIP. 197010071998032002

NIDN. 0007107005

THESIS GUIDANCE AGENDA

Thesis guidance has been implemented to:

Name : Dea Aulia

Index Number : 156311010

Study Program : English Language Education

Faculty : Teachers Training and Education

Head Advisor : Johari Afrizal, S.Pd., M.Ed

Title : **THE EFFECT OF VIDEO TOWARDS STUDENTS' WRITING NARRATIVE TEXT OF FIRST YEAR AT SMA YLPI PEKANBARU**

No.	Date	Guidance Agenda	Signature
1	3-12-2018	Revised chapter I,II, III	
2	12-12-2018	Revised chapter I,II, III	
3	20-12-2018	Revised chapter I,II, III	
4	10-1-2019	Revised chapter I,II, III	
5	18-1-2019	ACC to Join Seminar	
6	28-1-2019	Join Seminar	
7	13-5-2019	Revised Chapter IV, V	
8	22-5-2019	Alowed to join thesis examination	

Pekanbaru, 22 May 2019

Vice Dean of Academic

Dr. Sri Amnah, M.Si

NIP. 197010071998032002

NIDN. 0007107005

LETTER OF NOTICE

We, the Head of Advisor hereby notice that:

Name   : Dea Aulia

Index Number   : 156311010

Study Program   : English Language Education

Faculty   : Teachers Training and Education

Has been completely written a thesis which entitled:

THE EFFECT OF VIDEO TOWARDS STUDENTS' WRITING NARRATIVE TEXT OF FIRST YEAR AT SMA YLPI PEKANBARU

It is ready to be examined. This letter is made to be as it is needed.

Pekanbaru, 22 May 2019

Head Advisor

Johari Afrizal, S.Pd., M.Ed

NPK. 091102369

NIDN. 1013106701

THESIS

THE EFFECT OF VIDEO TOWARDS STUDENTS' WRITING NARRATIVE TEXT OF FIRST YEAR AT SMA YLPI PEKANBARU

Name : Dea Aulia

Index Number : 156311010

Study Program : English Language Program

Faculty : Teachers Training Education

THE CANDIDATE HAS BEEN EXAMINED
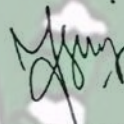
MONDAY, 27th OF MAY 2019

THE EXAMINERS COMMITTEE

Head Advisor

Examiners

Johari Afrizal, S.Pd., M.Ed

NIDN. 1013106701

Dr. Sri Yuliani, M.Pd

NIDN. 1020077102

Estika Satriani, S.Pd., M.Pd

NIDN. 1010117003

The thesis has been approved to be one of requirements for the award as Sarjana Degree in English Study Program, Faculty of Teachers Training and Education in Universitas Islam Riau.

Pekanbaru, 25 June 2019

Vice Dean of Academic

Dr. Sri Amnah, S.Pd., M.Si

NIP. 197010071998032002

NIDN. 0007107005

DECLARATION

My signature below:

Name   : Dea Aulia

Index Number   : 156311010

Study Program   : English Language Education

Faculty   : Teachers Training and Education

I acknowledge that this thesis is the result of my own works, except for summary and quotation (either direct or direct) that i took from various sources and mentioned their sources scientifically and I am responsible for data and fact which are contained in this thesis.

Pekanbaru, 22 May 2019

Researcher

Dea Aulia

156311010

i

SURAT KEPUTUSAN
DEKAN FKIP UNIVERSITAS ISLAM RIAU

NOMOR : /4 /FKIP-UIR/Kpts/2019
Tentang : Penunjukan Pembimbing I Dan Pembimbing II Penulisan Skripsi Mahasiswa FKIP
UNIVERSITAS ISLAM RIAU

Menimbang   : 1. Bahwa untuk membantu mahasiswa dalam penyusunan skripsi, maka perlu ditunjuk Pembimbing I dan II yang akan memberikan bimbingan sepenuhnya terhadap mahasiswa tersebut.
2. Bahwa saudara-saudara yang namanya tersebut tercantum dalam Surat Keputusan ini dipandang mampu dan memenuhi syarat untuk membimbing skripsi mahasiswa, maka untuk itu perlu ditetapkan dengan Surat Keputusan Dekan.

Mengingat   : 1. Undang-undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.
2. Undang-undang Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi.
3. Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan Tinggi.
4. Surat Keputusan Menteri Pendidikan Nasional :
    a. Nomor 339/U/1994 Tentang Ketentuan Pokok Penyelenggaraan Perguruan Tinggi.
    b. Nomor 224/U/1995 Tentang Badan Akreditasi Nasional Perguruan Tinggi.
    c. Nomor 232/U/2000 Tentang Pedoman Kurikulum Pendidikan Tinggi dan Penilaian Hasil Belajar Mahasiswa.
    d. Nomor 124/U/2001 Tentang Pedoman Pengawasan, Pengendalian dan Pembinaan Program Studi Perguruan Tinggi.
    e. Nomor 045/U/2002 Tentang Kurikulum Inti Pendidikan Tinggi.
5. Surat Keputusan Pimpinan YLPI Riau Nomor 66/Kep/YLPI-II/1976 Tentang Peraturan Dasar Universitas Islam Riau.
6. Surat Keputusan Rektor Universitas Islam Riau Nomor. 112/UIR/Kpts/2016 Tentang Pengangkatan Dekan FKIP Universitas Islam Riau Tanggal.31 Maret 2016.

MEMUTUSKAN

Menetapkan   : 1. Menunjuk nama-nama tersebut dibawah ini sebagai Pembimbing skripsi

No	Nama	Pangkat / Golongan	Pembimbing
1.	Johari Afrizal, S.Pd.,M.Ed	Penata / IIIc Lektor	Pembimbing Utama

Nama Mahasiswa	:	**DEA AULIA**
NIM	:	15 631 1010
Program Study	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	"The Effect of Video Towards Students' Writing Narrative Text Of First Year at SMA YLPI Pekanbaru."

2. Tugas-tugas Pembimbing berpedoman kepada ketentuan yang berlaku.
3. Dalam melaksanakan bimbingan, pembimbing supaya memperhatikan usul dan saran seminar proposal
4. Kepada Saudara yang namanya tercantum dalam lampiran Surat Keputusan ini diberi honorarium sesuai dengan ketentuan yang berlaku diUniversitas Islam Riau.
5. Surat Keputusan ini mulai berlaku sejak surat keputusan ini diterbitkan, dengan ketentuan apabila terdapat kekeliruan akan diadakan perbaikan sebagaimana mestinya.

Kutipan   : Disampaikan pada yang bersangkutan untuk dapat dilaksanakan sebaik-baiknya.

Ditetapkan   : di Pekanbaru
Tanggal   : 19 Februari 2019
Dekan,

Drs.Alzaber,.M.Si
NIP.19591204 198610 1001
Sertifikasi.11110100600810

Tembusan disampaikan kepada :
1.Yth.Rektor UIR Pekanbaru
2.Yth.Kepala Biro Keuangan UIR Pekanbaru
3.Yth.Ketua Program Study **Pendidikan Bahasa Inggris** FKIP UIR Pekanbaru
4.Pertinggal..

UNIVERSITAS ISLAM RIAU
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
اَلْجَامِعَةُ الْإِسْلَامِيَّةُ الرِّيَوِيَّةُ

Pekanbaru, 19 Februari 2019

Nomor : 19C /E-UIR/27-FKIP/2019
Hal : *Izin Riset*

Kepada Yth. Bapak Kepala Dinas Penanaman Modal
dan Pelayanan Terpadu Satu Pintu (PTSP) Provinsi Riau
Di
     Pekanbaru

Assalamu' alaikum Wr, Wbr.

Bersama ini datang menghadap Bapak/Ibu mahasiswa Fakultas Keguruan dan Ilmu
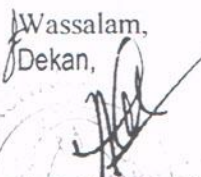Pendidikan Universitas Islam Riau:

Nama   : **DEA AULIA**
Nomor Pokok Mhs   : 15 631 1010
Fakultas   : Keguruan Ilmu Pendidikan Universitas Islam Riau
Program Studi   : Pendidikan Bahasa Inggris
Jenjang Pendidikan : Strata Satu (S.1)

Untuk meminta izin melakukan penelitian dengan judul **"The Effect of Video Towards
Students' Writing Narrative Text of First Year at SMA YLPI Pekanbaru."**

Untuk kepentingan itu, kami berharap agar Bapak/Ibu berkenan memberikan Rekomendasi
izin kepada mahasiswa yang bersangkutan.

Atas perhatian Bapak/Ibu kami mengucapkan terima kasih.

Wassalam,
Dekan,

Drs. Alzaber, M.Si.
NIP. 19591204 198910 1001
No. Sertifikasi Pendd. 11110100600810
NIDN. 0004125903

PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **P E K A N B A R U**
Email : dpmptsp@riau.go.id

REKOMENDASI
Nomor : 503/DPMPTSP/NON IZIN-RISET/18944
T E N T A N G

**PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

182010

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau, Nomor :** **/E-UIR/27-FKIP/2019 Tanggal 21 Februari 2019**, dengan ini memberikan rekomendasi kepada:

1. Nama	:	**Dea Aulia**
2. NIM / KTP	:	156311010
3. Program Studi	:	PENDIDIKAN BAHASA INGGRIS
4. Jenjang	:	S1
5. Alamat	:	JL.AIR DINGIN 1
6. Judul Penelitian	:	**The Effect of Video Towards Students' Writing Narrative Text of First Year at SMA YLPI Pekanbaru**
7. Lokasi Penelitian	:	SMA YLPI PEKANBARU

Dengan Ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan ini.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian Rekomendasi ini diberikan agar dapat digunakan sebagaimana mestinya dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan Penelitian dan Pengumpulan Data ini dan terima kasih.

Dibuat di : Pekanbaru
Pada Tanggal : 21 Februari 2019

Ditandatangani Secara Elektronik Oleh:
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU PROVINSI RIAU

EVAREFITA, SE, M.Si
Pembina Utama Muda
NIP. 19720628 199703 2 004

Tembusan :
Disampaikan Kepada Yth :
1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau
3. Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau di Pekanbaru
4. Yang Bersangkutan

PEMERINTAH PROVINSI RIAU

DINAS PENDIDIKAN

JL. CUT NYAK DIEN NO. 3 TELP. 076122552 / 076121553
P E K A N B A R U

Pekanbaru, 20 FEB 2019

No : 800/Disdik/1.3/2019/ 3577

Sifat : Biasa

Lampiran :

Hai : Riset / Penelitian

Kepada

Yth. Kepala SMA YLPI Pekanbaru

di-

Pekanbaru

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISET/18944 Tanggal 21 Februari 2019 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama	:	DEA AULIA
NIM	:	156311010
Program Studi	:	PENDIDIKAN BAHASA INGGRIS
Jenjang	:	S1
Alamat	:	JL. AIR DINGIN 1
Judul Penelitian	:	THE EFFECT OF VIDEO TOWARDS STUDENT'S WRITING NARRATIVE TEXT OF FRIST YEAR AT SMA TLPI PELANBARU
Lokasi Penelitian	:	SMA YLPI PEKANBARU

Izin Riset / Penelitian diberikan dengan ketentuan :

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.

2. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
PROVINSI RIAU
SEKRETARIS

AHYU SUHENDRA, SE
Pembina
NIP. 19711209 200012 1 006

Tembusan:
Dekan Fakultas Keguruan dan Ilmu Pendidikan UIR

YAYASAN LEMBAGA PENDIDIKAN ISLAM RIAU
SEKOLAH MENENGAH ATAS
(SMA-YLPI PEKANBARU)

NSS : 304096007042
NDS : 106084002

S U R A T K E T E R A N G A N

Nomor : 093 /IO9.2/SMA-YLPI/III/2019

Yang bertanda tangan dibawah ini, Kepala SMA-YLPI Pekanbaru
dengan ini menerangkan bahwa :

N a m a   : DEA AULIA
N I M   : 156311010
Program Studi   : PENDIDIKAN BAHASA INGGRIS
J e j a n g   : S1
Judul Penelitian : THE EFFECT OF VIDEO TOWARDS STUDENT'S
                   WRITING NARRATIVE TEXT OF FRIST YEAR
                   AT SMA YLPI PEKANBARU.

Benar telah selesai melakukan Riset/ Penelitian di
SMA YLPI Pekanbaru.

Demikianlah Surat Keterangan ini kami buat untuk
dapat dipergunakan seperlunya.

Pekanbaru,
KEPALA SEKOLAH,
SMA - YLPI
PEKANBARU

AHYARNI, S. Ag
NIP. 19600022 198703 2009

UNIVERSITAS ISLAM RIAU
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
اَلْجَامِعَةُ الْأِسْلَامِيَّةُ الرِّيَوِيَّةُ

Alamat: Jalan Kaharuddin Nasution No. 113, Marpoyan, Pekanbaru, Riau, Indonesia –28284
Telp. +62 761 674674 Fax: +62761 674834 Email: edufac.fkip@uir.ac.id Website: www.uir.ac.id

BERITA ACARA MEJA HIJAU / SKRIPSI DAN YUDICIUM

Berdasarkan Surat Keputusan Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau Tanggal 27 bulan Mei Tahun 2019 Nomor : 1009 /Kpts/2019, maka pada hari Senin Tanggal 27 bulan Mei tahun 2019 telah diselenggarakan Ujian Skripsi dan Yudicium atas nama mahasiswa berikut ini:

1. Nama : Dea Aulia
2. Nomor Pokok Mhs : 15 631 1010
3. Program Study : Pendidikan Bahasa Inggris
4. Judul Skripsi : The Effect of Video Towards Students' Writing Narrative Text of First Year SMA YLPI Pekanbaru

5. Tanggal Ujian : 27 Mei 2019
6. Tempat Ujian : Ruang Sidang FKIP – UIR
7. Nilai Ujian Skripsi : 81,61 (A-)
8. Prediket Kelulusan : _____

Keterangan Lain : Ujian berjalan aman dan tertib

Ketua

(Johari Afrizal, S.Pd., M.Ed.)

Dosen Penguji :

1. Johari Afrizal, S.Pd., M.Ed.   (   )
2. Dr. Sri Yuliani, M.Pd.   (   )
3. Estika Satriani, S.Pd., M.Pd.   (   )

Pekanbaru, 27 Mei 2019
Dekan

Drs. Alzaber, M.Si
NIP. 19591204.1989101001
NIDN : 0004125903

UNIVERSITAS ISLAM RIAU
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan Kaharuddin Nasition No. 113 Perhentian Marpoyan Pekanbaru 28284 Provinsi Riau

BERITA ACARA SEMINAR PROPOSAL

Nama Mahasiswa	:	Dea Aulia
NIM	:	15 631 1010
Hari Tanggal Seminar	:	Senin/ 28 Januari 2019
Pembimbing Utama	:	Johari Afrizal, S.Pd., M.Ed.

Judul Proposal Penelitian

The Effect of Trailer Film Towards Students' Writing Narrative Text of First Year at SMA YLPI Pekanbaru

REKOMENDASI HASIL SEMINAR

1. Judul yang diterima	:	~~Disetujui~~/Direvisi/ ~~dirubah judul baru~~

The Effect of Video Towards Students' Writing Narrative Text of First Year at SMA YLPI Pekanbaru

2. Identifikasi Masalah	:	Jelas/ ~~Kurang Jelas~~/ Dirubah
3. Perumusan Masalah	:	Jelas/ Kurang Jelas/ ~~Dirubah~~
4. Tujuan Penelitian	:	Jelas/ ~~Kurang Jelas~~/ Dirubah
5. Teori Utama dan Teori Pendukung	:	Jelas/ ~~Kurang Jelas~~/ Dirubah
6. Hipotesis Penelitian (jika ada)	:	Jelas/ ~~Kurang Jelas~~/ ~~Dirubah~~
7. Populasi dan Sampel/ Subjek Penelitian	:	Jelas/ ~~Kurang Jelas~~/~~Dirubah~~
8. Metode dan Disain Penelitian	:	Jelas/ ~~Kurang Jelas~~/ Dirubah
9. Variabel Penelitian	:	Jelas/ ~~Kurang Jelas~~/ ~~Dirubah~~
10. Instrumen Penelitian	:	~~Jelas~~/ Kurang Jelas/ ~~Dirubah~~
11. Prosedur Penelitian	:	~~Jelas~~/ Kurang Jelas/ ~~Dirubah~~
12. Teknik Pengambilan Data	:	Jelas/ ~~Kurang Jelas~~/ ~~Dirubah~~
13. Teknik Pengolahan Data	:	Jelas/ ~~Kurang Jelas~~/ Dirubah
14. Teknik Analisis Data	:	Jelas/ ~~Kurang Jelas~~/ Dirubah
15. Daftar Rujukan / Pustaka	:	~~Relevan~~/~~Kurang Relevan~~/ Perlu Ditambah

Tim Dosen Pemrasaran Seminar Proposal

Dosen Pemrasaran	Jabatan Dalam Seminar	Tanda Tangan
Johari Afrizal, S.Pd., M.Ed.	Ketua/ Pembimbing Utama	1.
Dr. Sri Yuliani, M.Pd.	Anggota	2.
Estika Satriani, S.Pd., M.Pd.	Anggota	3.

Pekanbaru, ... 2019
Diketahui Oleh Wakil Dekan Bidang Akademik

Ketua Program Studi

Miranti Eka Putri, S.Pd., M.Ed.
NPK. 091102367
NIDN. 1005068201
Penata / III C/ Lektor

Dr. Sri Amnah. S.Pd., M.Si
NPK. 1970 10071 998 0320
NIDN. 0007 107 005
Sertifikat Pendidik : 13110100601134
Penata. IIIc / Lektor

UNIVERSITAS ISLAM RIAU

Jl. kaharuddin Nasution No. 113 Perhentian Marpoyan Telp (0761) 72126 - 674884. Fax (0761) 674834 Pekanbaru - Riau. 28284

DAFTAR PRESTASI AKADEMIK MAHASISWA

Nama	:	DEA AULIA
Tempat/Tgl.Lahir	:	SEBERANG TALUK / 16 Maret 1997
NPM	:	156311010
Fakultas	:	Fakultas Keguruan Dan Ilmu Pendidikan
Program Studi	:	Pendidikan Bahasa Inggris
Jenjang Pendidikan	:	Strata Satu (S.1)

KODE MK	MATA KULIAH	NILAI	AM	K	KM
BS12005	BAHASA INDONESIA *INDONESIAN LANGUAGE*	A-	3.67	2	7.34
IG13002	BASIC ENGLISH GRAMMAR *BASIC ENGLISH GRAMMAR*	B	3	3	9
IG3004	BASIC READING *BASIC READING*	A-	3.67	3	11.01
IG13005	INTERPRETATIVE LISTENING *INTERPRETATIVE LISTENING*	A-	3.67	3	11.01
FK12001	LANDASAN PENDIDIKAN *INTRODUCTION OF EDUCATION*	A	4	2	8
BS12001	PENDIDIKAN AGAMA ISLAM *ISLAMIC EDUCATION*	B	3	2	6
MKU601102B	PENDIDIKAN PANCASILA *PANCASILA EDUCATION*	B	3	2	6
IG13001	PRONOUNCIATION PRACTICE *PRONOUNCIATION PRACTICE*	B	3	3	9
IG13003	SPEAKING FOR EVERYDAY COMMUNICATION *SPEAKING FOR EVERYDAY COMMUNICATION*	B	3	3	9
IG23010	ACADEMIC LISTENING *ACADEMIC LISTENING*	B+	3.33	3	9.99
BS22002	AL ISLAM 1 (FIKIH IBADAH) *AL ISLAM 1 (FIQIH IBADAH)*	A-	3.67	2	7.34
IG23012	BELAJAR DAN PEMBELAJARAN *TEACHING AND LEARNING ENGLISH*	A	4	3	12
IG22009	EXTENSIVE READING *EXTENSIVE READING*	A-	3.67	2	7.34
BS22004	ILMU KEALAMAN *NATURAL SCIENCES*	B+	3.33	2	6.66
IG23007	INTERMEDIATE GRAMMAR *INTERMEDIATE GRAMMAR*	B	3	3	9
IG23006	PARAGRAPH WRITING *PARAGRAPH WRITING*	A	4	3	12
BS12008	PENDIDIKAN KEWARGANEGARAAN *CITIZENSHIP*	B+	3.33	2	6.66
IG22008	SPEAKING FOR GROUP ACTIVITIES *SPEAKING FOR GROUP ACTIVITIES*	C-	1.67	2	3.34
IG22011	VOCABULARY IN CONTEXT *VOCABULARY IN CONTEXT*	A-	3.67	2	7.34
IG33016	ACADEMIC READING *ACADEMIC READING*	A	4	3	12
IG33013	ADVANCED GRAMMAR *ADVANCED GRAMMAR*	A	4	3	12

BS32005	AL ISLAM 2 (FIKIH MU`AMALAT) *AL ISLAM 2 (FIKIH MU'AMALAT)*	A	4	2	8
IG32018	ENGLISH PHONETICS AND PHONOLOGY *ENGLISH PHONETICS AND PHONOLOGY*	A-	3.67	2	7.34
IG23012	ESSAY WRITTING *ESSAY WRITTING*	B	3	3	9
IG32018	INTRODUCTION TO JOURNALISM *INTRODUCTION TO JOURNALISM*	B+	3.33	2	6.66
IG32017	INTRODUCTION TO LINGUISTICS *INTRODUCTION TO LINGUISTICS*	A-	3.67	2	7.34
BS32006	KURIKULUM DAN PEMBELAJARAN *CURRICULUM AND LEARNING*	A	4	2	8
IG32019	SECOND LANGUAGE ACQUISTION *SECOND LANGUAGE ACQUISTION*	A-	3.67	2	7.34
IG33014	SPEAKING FOR FORMAL SETTING *SPEAKING FOR FORMAL SETTING*	A	4	3	12
IG43023	ACADEMIC WRITING *ACADEMIC WRITING*	A	4	3	12
BS42007	AL ISLAM 3 (ULUM AL-QUR`AN DAN HADIST) *AL ISLAM 3 (ULUM AL-QUR'AN DAN HADIST)*	B+	3.33	2	6.66
IG42027	ASSESMENT IN ENGLISH LANGUAGE TEACHING *ASSESMENT IN ENGLISH LANGUAGE TEACHING*	A	4	2	8
IG42031	BUSINESS CORRESPONDENCE *BUSINESS CORRESPONDENCE*	A	4	2	8
IG42025	CROSS CULTURAL UNDERSTANDING *CROSS CULTURAL UNDERSTANDING*	A-	3.67	2	7.34
IG42024	ENGLISH MORPHOLOGY *ENGLISH MORPHOLOGY*	A-	3.67	2	7.34
IG42026	ENGLISH SYNTAX *ENGLISH SYNTAX*	B-	2.67	2	5.34
BS42010	ETIKA DAN PROFESI PENDIDIKAN *ETIC AND EDUCATIONAL PROFESSION*	A-	3.67	2	7.34
IG42028	NEWS AND REPORT WRITING *NEWS AND REPORT WRITING*	A	4	2	8
BS42009	PENGELOLAAN PENDIDIKAN *MANAGEMENT OF EDUCATION*	B+	3.33	2	6.66
FK42008	PSIKOLOGI PENDIDIKAN *EDUCATIONAL PSYCHOLOGY*	B-	2.67	2	5.34
IG52035	DISCOURSE ANALYSIS *DISCOURSE ANALYSIS*	B+	3.33	2	6.66
IG52037	EDITING *EDITING*	A-	3.67	2	7.34
IG52033	ENGL.FOR YOUNG LEARNERS *ENGL.FOR YOUNG LEARNERS*	A	4	2	8
IG52040	ENGLISH FOR OFFICE *ENGLISH FOR OFFICE*	A	4	2	8
IG53043	EVALUASI DAN TEKNIK PENCAPAIAN HASIL BELAJAR SISWA PEND. BHS. INGG *EVALUATION AND LEARNING ACHIEVEMENT*	A	4	3	12
BS52011	FILSAFAT PENDIDIKAN ISLAM *PHILOSOPHY OF ISLAMIC EDUCATION*	B	3	2	6
IG52032	INTRODUCTION TO LITERATURE *INTRODUCTION TO LITERATURE*	A-	3.67	2	7.34
IG52036	LINGUISTICS AND LITERARY RESEARCH *LINGUISTICS AND LITERARY RESEARCH*	B	3	2	6
IG52041	MEDIA PEMB. DAN TIK PEND. BHS. INGG *TECHNOLOGY AND INSTRUCTIONAL MEDIA IN ENGLISH EDUCATION*	A	4	2	8
IG52034	SEMANTICS *SEMANTICS*	A	4	2	8

Kode	Mata Kuliah	Nilai	Bobot	SKS	Mutu
IG53042	TELAAH KURIKULUM DAN PERENCANAAN PENGEMBANGAN PEMB. PEND. BHS. INGG *STUDY ON CURRICULUM AND THEACHING DEVELOPMENT ENGLISH*	A-	3.67	3	11.01
BS62014	BIMBINGAN DAN KONSELING *GUIDANCE AND COUNSELING*	A-	3.67	2	7.34
IG62045	ENGLISH FOR SPECIFIC PURPOSE *ENGLISH FOR SPECIFIC PURPOSE*	A	4	2	8
BS62013	KEWIRAUSAHAAN DI BIDANG PENDIDIKAN *ENTREPRENEURSHIP EDUCATION*	A-	3.67	2	7.34
IG63049	PENELITIAN PENDIDIKAN BAHASA INGGRIS *RESEARCH ON LANGUAGE TEACHING*	B+	3.33	3	9.99
IG62046	PSYCHOLINGUISTICS *PSYCHOLINGUISTICS*	B+	3.33	2	6.66
IG62048	SOCIOLINGNISTICS *SOCIOLINGUISTICS*	A-	3.67	2	7.34
FK63012	STATISTIK PENDIDIKAN *EDUCATIONAL STATISTICS*	A	4	3	12
IG62044	TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL) *TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)*	A	4	2	8
IG63050	TEORI DAN PRAKTEK PENGAJARAN MIKRO PENDIDIKAN BAHASA INGGRIS *THEORY AND PRACTICE MICRO TEACHING OF EDUCATION*	A-	3.67	3	11.01
IG63047	TRANSLATION *TRANSLATION*	A-	3.67	3	11.01
BS74015	KULIAH PRAKTEK LAPANGAN PENDIDIKAN (KPLP) *EDUCATION FIELD AND PRACTICE*	A	4	4	16
IG72051	SEMINAR PENDIDIKAN BIDANG STUDI PENDIDIKAN BAHASA INGGRIS *SEMINAR OF ENGLISH EDUCATION*	A-	3.67	2	7.34
BS86016	THESIS *THESIS*	A-	3.75	6	22.5
		Jumlah		154	552.61
		IPK		3.59	

Pekanbaru, 04 Juli 2019
Kepala BAAK,

Akmar Efendi, S.Kom, M.Kom

ABSTRAK

Dea Aulia, 2019. The Effect of Video towards Students' Writing Narrative Text of First Year at SMA YLPI Pekanbaru

Key words: Video, Writing Narrative

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada efek positif dari video terhadap teks narasi siswa siswa tahun pertama di SMA YLPI Pekanbaru. Penelitian ini terdiri dari dua variabel, yaitu variabel bebas (variabel X) dan variabel terikat (Variabel Y). Variabel bebas akan menggunakan video. Kemudian, variabel terikat adalah siswa yang menulis teks naratif.

Metode penelitian yang digunakan dalam penelitian ini adalah metode kuantitatif dengan desain penelitian pra-eksperimental. Sampel penelitian ini adalah satu kelompok yang terdiri dari 29 siswa. Penelitian ini dilakukan pada siswa tahun pertama SMA YLPI Pekanbaru. Penelitian ini terdiri dari lima pertemuan, termasuk pre-test, treatment dan post-test. Instrumen penelitian yang digunakan dalam penelitian ini adalah tes tulis.

Temuan penelitian menunjukkan bahwa peningkatan kemampuan menulis teks naratif siswa pada post-test lebih besar daripada pre-test. Setelah menghitung data, peneliti menemukan bahwa skor rata-rata tulisan siswa sebelum diajarkan dengan menggunakan video adalah 20,62 sedangkan skor rata-rata siswa setelah diajarkan dengan menggunakan video adalah 29,03. Hasil setelah penghitungan dengan menggunakan uji T menunjukkan bahwa tobs 8.011, sedangkan ttabel dengan taraf signifikan 5% adalah 2.048. Oleh karena itu, tobs lebih besar dari ttabel (6.405> 2.048). Ini berarti bahwa hipotesis alternatif (Ha) diterima dan hipotesis nol ditolak. Oleh karena itu, dapat disimpulkan bahwa video ini efektif untuk meningkatkan teks narasi siswa siswa tahun pertama SMA YLPI Pekanbaru.

ABSTRACT

Dea Aulia, 2019. The Effect of Video towards Students' Writing Narrative Text of First Year at SMA YLPI Pekanbaru

Key words: Video, Writing Narrative

The purpose of this research was to find out whether there was positive effect of video towards students' writing narrative text of first year students at SMA YLPI Pekanbaru. This research consisit of two variables, there were independent variable (X variable) and dependent variable (Y Variable). Independent variable used video. Then, dependent variable was students' writing narrative text.

Research method used in this study was quantitative method with research design was pre-experimental Research. The sample of this research was one group which was consists of 29 students. This research was conducted in first year students of SMA YLPI Pekanbaru. The research consists of five meetings, include pre-test, treatment and post-test. The research instrument that used in this research was writing test.

The research finding showed that the improvement of students' writing narrative text in post-test is bigger than pre-test. After calculating the data, the researcher found that the mean score of students' writing before being taught by using video was 20.62 while the mean score of students' after being taught by using video was 29.03. The result after counting using T test showed that t_{obs} 8.011, whereas t_{table} with significant level 5% was 2.048. Therefore, t_{obs} is bigger that t_{table} (6.405 > 2.048). It means that alternative hypothesis (Ha) was accepted and the null hypothesis was rejected. Therefore, it can be concluded that the video is affective to improve students' writing narrative text of first year students of SMA YLPI Pekanbaru.

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The researcher realizes that this thesis is far for from being perfect. Therefore the researcher hopes very much the readers will give advice and critics in order to improve it. The researcher hopes that this thesis can be useful to development of science and technology especially in education.

Pekanbaru, 22 May 2019

Researcher

Dea Aulia

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Writing is one of the skills have to master by EFL students. Writing is also important skill that has to improve in academic life. As state by Harmer (2004) "Writing (as one of four skills of listening, speaking, reading and writing) has always formed part of the syllabus in the teaching of English". Writing is also the skill that needs careful attention, and need special training to make the learning process effective. Through writing the students can create idea and opinion or express their feeling.

But in real some students have difficulties in writing because they do not have ideas and the topic to write down about. As Richard and Renandya (2002) state that writing is the most difficult skill for second language and foreign language learners. As state by Byrne (1988), there are three problems which are caused by writing, they are; psychological, linguistics and cognitive.

To solve the student's difficulties, the teachers have to motivate the students, if the students have motivation they will study well. Besides giving motivation the teachers also have to find the good media and technique in teaching writing. The teacher can use interesting media or visual aids to make students interest in learning writing. The media will help the students easily to write their ideas. Besides, there are many media and technique that use a suitable media to make the students to be able to write well. One of them is teaching writing through video.

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Writing has several forms some of them is called "narrative text" which is a story with complication or problematic events and it tries to find the resolutions to solve the problems to entertain people. Based on the curriculum 2013 there are three types of text that students of tenth grade have to master, they are: descriptive, recount, and narrative text.

One of English skill that difficult to understand by the students is writing. Talking about the students' problems in writing there are some problem that faced by the students in writing, as follows:

Firstly, most of students felt difficult to start write because they have low vocabulary mastery. They could not arrange the sentences well. They just combine the sentences without think about the main idea and supporting ideas. They could not make the new paragraph that related to the previous paragraph. Most of their paragraph were not coherent and the paragraph were not related each other. In addition there were many grammatical errors in their writing.

Secondly, teaching learning process still used traditional method. Teacher was more active than the students in learning process. The teacher only explained about the material and asked the students check the dictionary when they found the difficulties. It makes the student easy to get bored and the learning process could not run well.

Based on the problem above, video and narrative text has strong connection to make the students to understand about writing skill. Nurcahyani and Irawati (2012) stated, Video is considered to be one of media that can be utilized in English teaching and learning process. There are several advantages

for using video in teaching writing, they are: as stated by Harmer (2001) the students will be creative by seeing ideas without limitation of words. Harmer also adds that the last advantage is the teaching learning of writing will be more enjoyable. Therefore the use of media is believed to be recommended in teaching writing narrative text.

Based on the information above it can be conclude that there are some problem in writing class at the first year of SMA YLPI Pekanbaru. The researcher will apply video as a media in teaching writing narrative text. Finally the researcher will conduct the research entitle **"THE EFFECT OF VIDEO TOWARDS STUDENTS' WRITING NARRATIVE TEXT OF FIRST YEAR AT SMA YLPI PEKANBARU"**.

1.2 Setting of the Problems

Based on the explanation in the background, the researcher gets some problem as follows: First, the students did not have a lot of vocabulary that they get difficulty in constructing good sentences. Second, many students got difficulties to make well sentences because there were many grammatical errors in writing. The last, the students did not have motivation in learning writing.

Regarding the above problem, the researcher tries to do the research on teaching writing narrative text the researcher used video as a tool to motivate students in writing.

1.3 Limitation of the Problems

Based on the setting of the problem, it is clear that many problems involved in this research. So in this research the researcher focused to solve the problem. The researcher used video to increase writing narrative text of the first year students at SMA YLPI Pekanbaru. In this research the researcher focused on narrative text. The writer believes that teaching writing using video can make students interesting in learning writing.

1.4 Formulation of the Problem

Through this study, the researcher wants to know the answer of the question:

Is there any significant effect of video towards students' writing narrative text of first year at SMA YLPI Pekanbaru?

1.5 Objective of the Research

The objectives of the research can be state as follows:

To find out whether there is significant effect of video towards students' writing narrative text of first year at SMA YLPI Pekanbaru or not.

1.6 Significance of the Research

The write hopes this study will be useful to the teachers, students and the other researchers.

For the teacher, the teacher will get the new media when they teach writing and make the students interest in learning writing.

For the students, the students can improve their writing ability. video will give easiness to them to convey their idea. They will not feel bored and hard to write.

1.7 Definition of the Key Terms

To make this concept more clearly, the researcher provide the definition for each items that used in this research:

1. Video

According to Rivai et al (2017) Video is one of technology's products which presents constant movement of sophisticated images, moving pictures and animated pictures, or moving texts accompanied by audio or sounds effect.

2. Writing

According to Harmer (2001) writing is a form of communication to deliver through or to express feeling through written form.

3. Narrative text

According Anderson (1997) narrative text is a text type that is used to tell a story using spoken or written language.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 The Definition of Writing

As one of language skill, writing require students to master it well to express their though, feeling and ideas. According to Meyers, writing is a way to produce language, which you do naturally when you speak. Writing is communicating with others in a verbal way. Writing is also an action-a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising those.

According to Brown (2001) "writing is thinking process, because writing is a process of putting ideas down on paper to change the thougt into words and give the structure and coherent organization". In accordance with Oshima and Hogue (2007) define writing as a process of creating ideas, organizing them, writing rough draft, and finally polishing the rough draft to editing and revisions. From the statements writing means productive skill that needs high thinking to produce writing.

According to Harmer (2001) writing is a form of communication to deliver through or to express feeling through written form. It means that writing is the way of thinking or sending message from the writer to the reader what they are feels by express by using writing.

Based on several definitions given by expert, the researcher can conclude that writing is a process of conveying the idea, feeling in form of

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written text, and writing is the important skill that must be mastered and pay careful by the teacher and the students.

2.1.1.1 The Components of Writing

In writing we have to know about the components of writing. Writing component is the combination of all kinds of element that will built a good writing. Jacob L, Holly et Al. (1981) suggest that there five components of writing that must be taken carefully into accounts, namely:

1. Content: the writers have an ability to think creatively to develop their idea.

2. Organization: the writer have fluent following expression the idea, clearly state or supported well relationship between paragraph, logical, and sequencing.

3. Vocabulary: defined as a collection of words that is arranged alphabetical for references and define or explain.

4. Language: the writers can apply the basic agreement between sentence, tenses, numbers, or function. Article, pronouns, and prepositions.

5. Mechanics: the writers are able to write and good spelling, punctuation, capitalization and paragraphing.

In addition, according to Hughes (1989) in Harahap (2017), there are five aspects in making a good writing:

1. Grammar, the important for the students to master because it is a basic to understand a language. The grammar helps the students to compose text.

2. Vocabulary, in order to write well, the ability to choose and use appropriate vocabulary should be mastered. So they can explore more deeply about what ideas they want to express properly.

3. Mechanics, the use of good graphic convention of the language, such as punctuation, quotation mark, full stop.

4. Fluency, a paragraph is said fluent when choose of structure and vocabulary consistently appropriate.

5. Form (organization), it is importance for paragraph to have form (organization), which mean that all of sentence in it discuss only one main idea, the paragraph has to have good form (organization).

2.1.1.2 The Process of Writing

Writing process is stage that writer goes through in order to produce something in its final form. According to Harmer (2004) there are four steps in writing processes.

1. Planning, when planning, the writer has to think about three main issues. The first, they have to think about their purpose of their writing since this was influence not only the type of text the wish to produce, but also including the information and the language they use and choose. Secondly they have to think about the audience, they are waiting for, since this was influence not only shape of writing, but also the choice of language. Thirdly writer has to consider the content of the structure of the piece that is how best to sequence the fact, idea or argument which they have decided. This stage called pre-writing.

2. Drafting, the first version of writing called draft. The writer has to use the idea that he produce in the planning as a guide. For cheking the draft, this stage needs an editing.

3. Editing, it is hard to make the perfect paragraph and almost possible to make it on the first try. The first try is called first draft. Perhaps the order of information is not clear enough or the discourse marker is wrong. The next step after draft called editing, which is revise and improve the draft. The way to revise and improve the first draft is called editing.

4. Final version (Final draft), one writers have edited their draft, making the change they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have change in the editing process. But the writer is now ready to send the written text to its intended audience.

2.1.2 The Definition of Narrative

Narrative is telling a story. Refers to Bal (2009), narrative text is a text that not consist solely of narration, in the specific sense. It means that narrative text consists of story whether in written or spoken form and has a chain of events. In Addition, Schmidt and Richard (2002) states that narrative text is: first the written or oral account of a real or fictional story and second the genre structure underlying stories. While Anderson (1997) in Karolina (2006) states that "a narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener."

2.1.2.1 Generic Structure of Narrative Text

According to Departemen Pendidikan Nasional (2005) in Yulis (2016), the generic structure is structural of the text. In order word, the narrative text has generic structure. It consists of:

1. Orientation is the setting, time; main character and possible some minor character of the story are established. This part sets the moods and invites the readers continue reading.

2. Complication is an event or series of events involving the main character then unfold lead to a complication in which the character is involved some conflicts there are often minor conflicts that served to frustrate or hamper from reaching ambition or wish.

   These conflicts serve to build tension and hold the reader's interest as they lead into a major problem or climax.

3. Resolution is the complication that is revolved satisfactory in the resolution and loose ends are generally tidied up. Some narratives leave the reader decide on ending or resolution while other fill in the details.

2.1.2.2 Types of Narrative

According to Neo (2005) Yulis (2016), "types (or genre) of narrative are divided into ten types i.e. humor, romance, crime, real life fiction, theoretical fiction, mystery, fantasy, science fiction, diary novel, and adventure".

Based on Anderson in Yulis (2016), narrative text is divided into:

1. Fairytales are folk narratives that include elements of magic, magical folk or the supernatural. They often retain the structure and repetitive refrains prevalent in folk tales.

2. Folk tales serve to share the wisdom and experience of ordinary folk. Animals frequently feature in folk tales, alongside or instead of, human, both of whom succeed or fall in response to their ability to be quick-witted.

3. Myths are explanation stories that seek to explain the origins of natural and supernatural phenomena, human/superhuman, characteristic and spiritual side of life. Example includes the Greek and Norse myths.

4. Legends usually refer to individual character, great horrors or kings who lived in the periods before written records. While based on truth, these often been embellished overtime.

5. Fables are often very brief tales with few characters, and element of the fabulous and very over moral. Animals are most often used as the characters.

2.1.2.3 The Purpose of Narrative

The purpose of narrative text is to make the readers feel entertaint. The other purpose of narrative text is to express the feelings and relate the experience, to inform the reader and to persuade the reader.

2.1.2.4 Language Features of Narrative

1. Past tense: killed, drunken, etc.

2. Adverb of time: once upon a time, one day, etc.

3. Time conjunction: when, then, Saturday, etc.

4. Specific character: Cinderella, Snow white, etc.

5. Action verb: (A verb that shows an action) walked, killed

6. Direct speech: Snow White said, "My name is Snow white".

2.1.3 Video

There are many media that can be used in teaching English, one of them is Video. Video can be categorized as audio visual, because students will get any information like sound and picture. Video brings the students with a new way in teaching learning process. Video is one of media that show some pictures or background and has sound. Video is one of media that can help the students to write by attracting students' attention. According to Rivai et al (2017) Video is one of technology's products which presents constant movement of sophisticated images, moving pictures and animated pictures, or moving texts accompanied by audio or sounds effect. In accordance to Bal (2014), video is conveying messages in an audio-visual environment.

In teaching and learning process, the teachers are expected to make the learning process interesting through the medium that they use. Video is media that can be used in learning process. According to Hanley in Ismaili's journal, videos provide interesting and motivating clues to accompany audio or written inputs, therefore it supports comprehension and production of foreign language input/output. By using video made the students easy to get some information and it can pilfer their attention. Therefore the students can enjoy

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the story and also the pictures of video are always interesting for them. Video brightens up classroom and brings more variety, enjoyment and interest in language learning. Moreover, by watching video, students are able to generate their ideas and get more inspiration for writing. It also make the teacher easily to the deliver the materian in interesting way so that the students enjoy the learning process.

According to Istanto (2009), video clearly can motivate students' interest to acquire the target culture as well as language. According to Ismaili (2013), video provide a wonderful opportunity for students to gain background understanding to combine with their own understanding about a story or concept. Harmer (2001) stated that video can develop simulation and the idea that they have is more creative. Moreover, by watching video, the students are able to generate their ideas and get more inspiration for writing. Then, using video in language teaching and learning can fascinate and attract students, because it can refresh the students. Video is also gives the students information and entertainment to create activities in the classroom. Video is very effective ways of both motivating the students and helping them to understand language.

The main component of using video in the class is actually enabling the reader to picture or to visualize the events, characters, narration, story and words in the context. In addition, Cubillos (2000) presents some evidences that video can 1) facilitate vocabulary learning; 2) increase students awareness of language structure through more sophisticated error-feedback programs; 3)

support reading and writing development; 4) help teachers keep track of student's processing of language; 5) enhance motivation and 6) enhance teaching resources through such tools are grading programs and presentation software. Besides that, Berk (2009) says that there are some advantages of using video such as extract students' attention, focus on concentrating, and avoid students' anxiety in classroom. The researcher can conclude that video is alternative media that the teacher can use in teaching writing narrative text.

2.1.3.1 The Advantages of Using Video in Teaching Writing

Harmer (2001) stated that there are many reasons why video can be used in language learning.

1. Seeing Language in Use

One of the advantages of movie is that students do not just hear language, they see it too. For example, general meaning and moods are often conveyed thought expression, gesture, and other visual clues. Thus we can observe how intonation can match facial expression.

2. Cross Cultural Awareness

A movie uniquely allows students to look at situations far beyond their classroom. This is especially useful if they want to see, for example, typical British body language when inviting some one out, or how American's speak to the waiters, movie also of great values in giving students a chance to see such things as what kind of food people eat in other countries and what they wear.

3. The Power of Creation

When the students make their own film as media and teaching and learning process, they are given the potential to create something memorable and enjoyable. The camera operators and directors suddenly have considerable power. The task of film making can provoke genuine creative and communicative uses of the language, with students finding them doing new thing in English.

4. Motivational

For all the reason so far mentioned most student show and increase level of interest whey they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks.

2.1.3.2 The Procedures of Using Video

According to Richards and Renandya (2002) there are three stages of activity that the teacher should do in teaching writing using video:

Stage 1: *Previewing Activities.*

This stage prepares the students to watch the video based on their background knowledge, stimulating interest in the topic, and lessening their fear of unfamiliar vocabulary. One way of doing this with a drama sequence is to announce the situation and ask students to predict the content. For example, students are told they will see a scene showing a man buying a plane ticket at an airport, and are asked to write down five items under each of two headings: *Sights* (things they expect to see) and *Words* (words they expect to hear).

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Stage 2: Viewing Activities.

These primarily facilitate the actual viewing of the video. They involve playing and replaying the entire sequence or relevant parts and requiring students to focus on important aspects such as factual information, plot development, or the language used in a particular situation. In general, it is a good idea to provide activities that focus on the basic situation first. For example, with a drama sequence, you might ask students to watch and look for the answers to questions such as: Where are these people? Why are they there? What is their relationship? What is going on? After this more global viewing activity, you would then have students do a series of tasks that require them to concentrate on specific details, such as the sequence of events or the particular utterances used.

Stage 3*: Post Viewing Activities.*

These require students to react to the video or to practice some particular language point. The range of post viewing activities is enormous and includes things such as discussion, role-play, debate, writing activities, and related reading.

2.2 Relevance Studies

There are some researches related to this research. It can be seen as in the First research by Yulia Wiji Astika and Urip Sulistiyo (2017) entitles **Teaching Writing Narrative Text through Video: An Action Research at SMK Budi Luhur Tebo**. This research was aims to find out whether the use of video is effective to help EFL learners in writing narrative text and the

EFL learners' perception in using video for teaching narrative text. The sample of this study was first grade students of Teknik Komputer Jaringan (TKJ) at SMK Budi Luhur Tebo. The total number of the sample was 27 students consisted of 14 boys and 13 girls. The material given to the students in this study was narrative text. At the first meeting of each cycle, the teacher explained the lesson. At the second meeting, the teacher gave treatment by implementing some activities. First of all the students were divided into several groups, then the teacher run a drama video, asked students to watch the video and discussed the contents of the video until they understand generic structures of the story. Finally, each group presented the result of their group discussion in front of the class. At the third meeting, the teacher gave an assignment. To collect the data, the researcher used observation, FGD (Focus Group Discussion), field note, and lesson review. The finding showed that teaching writing through video improved students' writing skill. The video was helpful to improve their understanding. Thus, it can be concluded that the use of video to help EFL learners in writing narrative text and the EFL learners' perception in using video for teaching narrative text at SMK Budi Luhur Tebo were good and helpful.

Second research by Tanti Lestari (2017) entitles **The Effectiveness of Teaching Writing Using Video toward Students Writing Ability at SMAN 1 Tulungagung in Academic Year 2016/2017**. This research aims to find out there is any significant difference in writing ability between who are taught and who are no taught by using video. Therefore, the researcher

interests conduct the title about the effect of teaching writing using video toward students writing ability.

Research method used in this study was quantitative method with research design was quasi-experimental with Nonrandomized Control Group, pretest-posttest design. The population of this study was the whole of first grade at SMAN 1 Tulungagung that consists of 226 students, the sample were X5 class that consisting of 35 students as experimental group and X4 class that consisting of 36 students as control group. The research instrument of this study was test.

The result of this study showed that the mean score of the experimental group was higher than the mean score of the control group. While, the gain score of experimental class was 25.03 and gain score of control class was 13.14. The result of the research findings, the significant value was 0.749. It is bigger than 1.669 in the level 5% (0.749 >1.669). It's mean that H0 is rejected. Then the result of significant level was 0.000, and it is lower than 0.05 (0.000<0.05). It was found that there is significant difference of students' score between those who are taught by using video and those who are not. Conclusion, teaching writing by using video can attract student's writing ability.

Third research by Gusparia et al entitles **Improving Students' Writing Skill of Narrative Texts by Using Animation Video at Grade XI Science 2 Program of SMA N 1 Teluk Kuantan**. The writing skills of students in class XI Science 2 at Teluk Kuantan High School 1 did not reach the

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minimum criteria in curriculum of SMA N 1 Teluk Kuantan. Therefore, this study aims to get answers about whether video animation can overcome students 'problems and improve students' skills in writing narrative texts, and what factors that influences the improvement of writing skills. Participants in this study were all students of class XI IPA 2 in SMA N 1 Teluk Kuantan, there are 35 students. This research consists of 2 cycles, in each cycle consists of planning, implementation, observation, and reflection. The research instruments were test results, observation sheets, field notes, and interviews. The results showed that the use of animated videos can improve students' skills in writing narrative texts through several processes namely; provide understanding to students, discuss vocabulary before students write, and help students when writing. This can be seen from the increase in the average value of students in the initial score (basic score) is 60.3, then on the test I is 72.0, and in the test II is 79.6. The factors that influence changes in improving student skills in writing narrative texts are material, media, teacher approaches, writing exercises, and student interactions. Then it can be concluded that the application of animated videos in teaching writing narrative texts can improve students' writing skills.

Based on the study, this research notices that video is a media could improve students' ability in learning writing narrative text. So the researcher interest to make the research by video toward writing narrative text of first year student at SMA YLPI Pekanbaru.

2.3 Conceptual Framework

Figure 2.1 Conceptual Framework

THE EFFECT OF VIDEO TOWARDS STUDENTS' WRITING NARRATIVE TEXT OF FIRST YEAR AT SMA YLPI PEKANBARU

↓

Pre-Experimental

↓

One Group Pre-Test Post-Test

↓

Using Video in Learning Writing Narrative Text

↓

There is significant effect of using video on students' writing narrative text of first year students at SMA YLPI pekanbaru
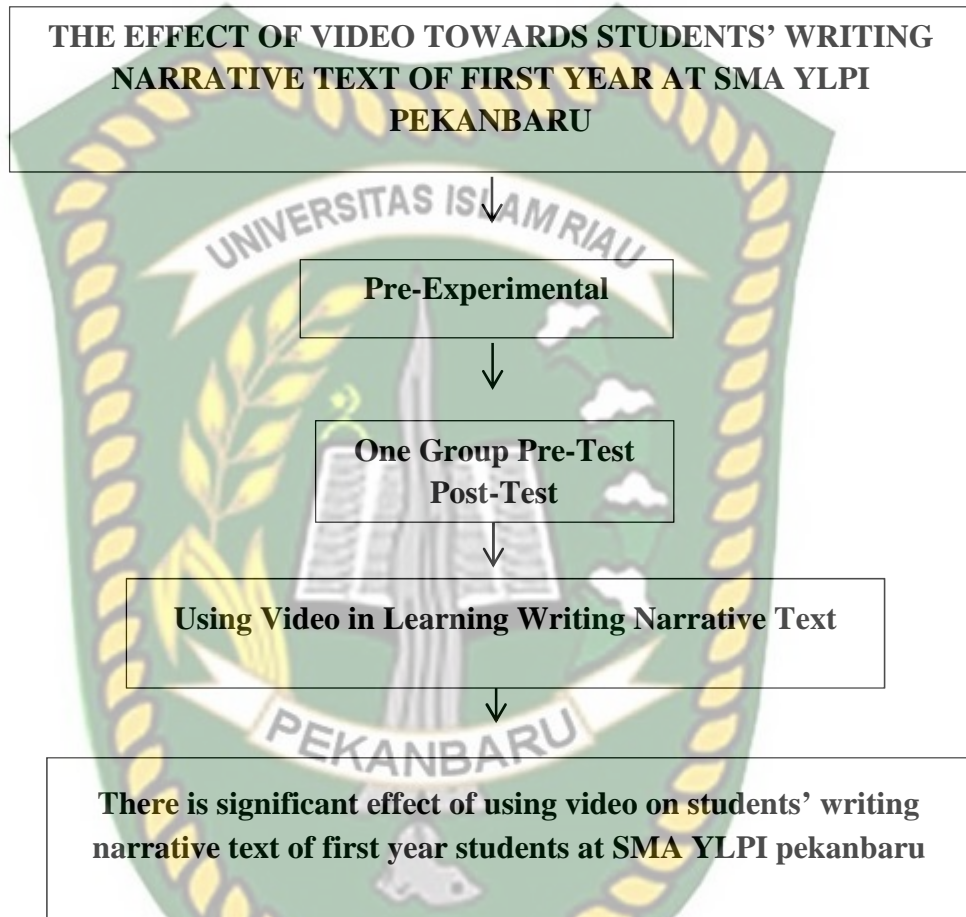
2.4 Hypothesis

Based on the description above, hypothesis of the research a follows:

2.4.1 The Null Hypothesis

Ho: There is no significant effect of video towards students' writing narrative text of the first year at SMA YLPI Pekanbaru.

2.4.2 The Alternative Hypothesis

Ha: there is significant effect of video towards students' writing narrative text of the first year at SMA YLPI Pekanbaru.
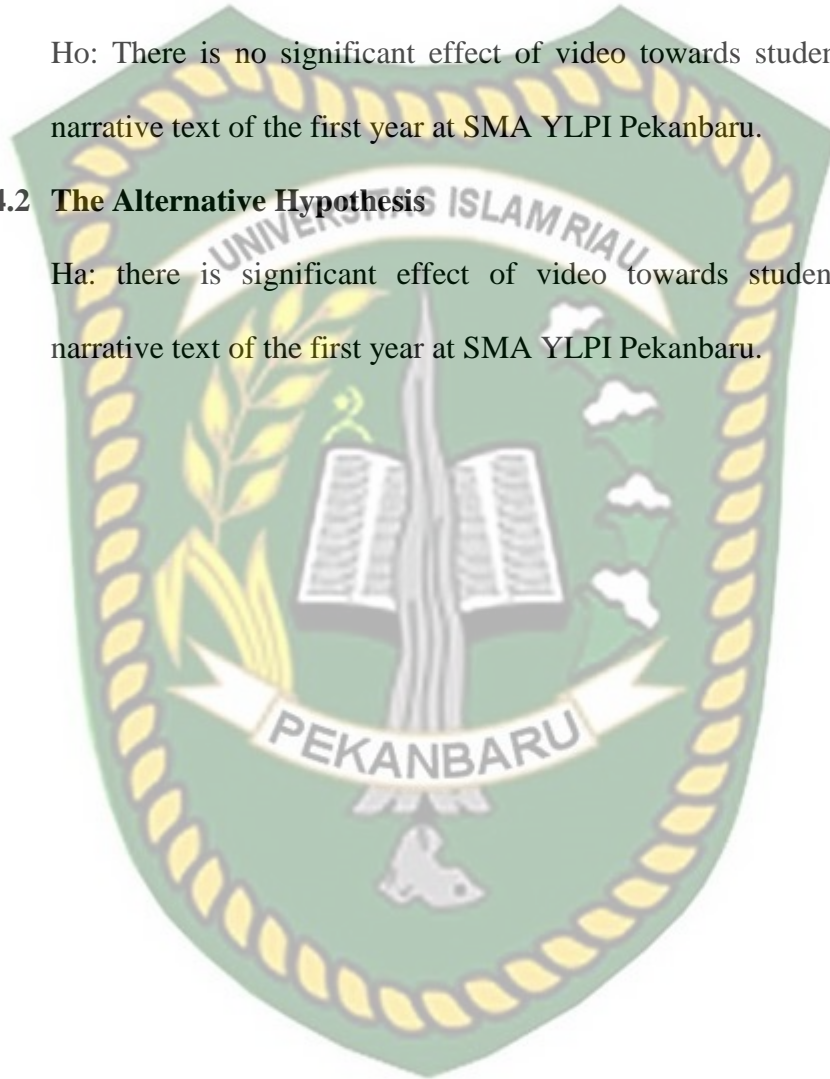
CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research applied pre-experimental with a design model one-group pretest-posttest design. It meant that the researcher used one group experiment or using one class only to be the sample. The researcher used this design because the English teacher teacher in SMA YLPI Pekanbaru only gave one class to the researcher.

This research was consisting of two variables; there were independent variable (X variable) and dependent variable (Y Variable). Independent variable used video. Then, dependent variable was students' writing narrative text.

Figure 3.1
Research Design

X	Z	Y
Using video	→	Students' writing narrative text
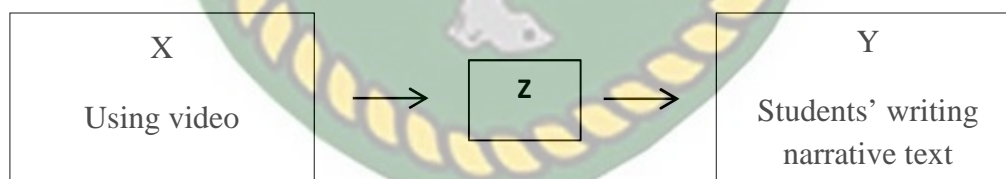
3.2 Location and Time of the Research

This research was conducted in SMA YLPI Pekanbaru in academic year 2018/2019. The researcher used this school because the writer had observed the problem of students in writing. So the writer planned to further study the

effect of using video towards students' writing narrative text of first year students at SMA YLPI Pekanbaru.

3.3 Population and Sample of the Research

3.3.1. Population

The population of this research referred to the first year students of SMA YLPI Pekanbaru in academic year 2018/2019. The total numbers of population were 75 students. They were divided into three classes; IPA 1, IPA 2, and IPS 1. All of them were given the same English material in teaching and learning process by their English teacher.

Table 3.1

The Distribution of Population of the First Year Students of SMA YLPI

Pekanbaru

CLASS	NUMBER OF STUDENTS
IPA 1	23
IPA 2	23
IPS 1	29
TOTAL	75

3.3.2 Sample

In determining the sample of this research, the sample was chosen by purposive sampling and advised by English teacher in SMA YLPI Pekanbaru. The teacher suggested the researcher using X IPS 2 to conduct the research.

Table 3.2

Sample of the Research Students of SMA YLPI Pekanbaru

No	Class	Number of students	Gender	
			Male	Female
1	**X IPS 2**	**29**	**19**	10

3.4 Instrument of the Research

According to Arikunto (2006), research instrument is a device used by the researcher while collecting data to make his work become easier and get better result, complete and systematic in order to make the data easy to process. In this study, the research instrument for this research was writing test. This test was applied two series of test, pre-test and post-test those determine the students' writing ability in writing narrative text. From the test the researcher are able to collect the data.

The test was given: **For pre-test,** the researcher asked the students to write narrative story based on the story that they have watch. **For post-test,** the researcher gave the video to the students then asks them to write narrative text based on the video by their own words. Video that the researcher gave to the students was Timun Mas. The researcher played the video twice.

3.4.1 Variable X

Independent variable was the students' score at the pre-test. Variable X was using video.

3.4.2 Variable Y

Dependent variable was the students' score at the post test after the application of video in English material. Variable Y is students' writing ability in narrative text

3.4.3 Validity of the Insntrument

Validity is the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure) matches its proposed use.

3.4.4 Reliability of the Instrument

Reliability means that scores from an instrument are stable and consistent. Scores should be nearly the same when researchers administer the instrument multiple times at different times. Also, scores need to be consistent. When an individual answers certain questions one way, the individual should consistently answer closely related questions in the same way. .

3.5 Collection Technique

In this research the researcher collected the data used these items as pre-test and post-test. Which include three steps, they are:

3.5.1 Pre-Test

Before treatment, the researcher gave the pre-test to the students, the purpose of pre-test in order to know the students writing narrative text. The researcher asked the students to write narrative text based on the story that they know by using their own words.

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3.5.2 Treatment

After giving pre-test, the researcher gave the treatment using video in teaching and learning process writing narrative text. The purpose of the treatment was to know the effect of students' writing narrative text. The researcher gave treatment in three meetings.

3.5.3 Post-test

After giving treatment process, the researcher gave the post-test in order to know whether students' writing narrative text was increasing or not after giving treatment. The researcher show them a video then ask them to write narrative text based on the video they have been watched.

In this research the researcher only used one class only as the sample which was teach by using video.

3.6 Research Procedures

This research held in five meetings, these were the procedures of the research:

Table 3.3 Research Procedures

Meetings	Teacher's Activity	Students' Activity
1 Pre-Test	Pre-Activity o Teacher started the class by greeting the students o Teacher introduced herself to the students	• Students respond teacher's greeting

Meetings	Teacher's Activity	Students' Activity
	o Teacher verified the students attendance list	
	Whilst Activity	
	o Teacher gave pre-test the students to know their ability in writing narrative text	• The students do pre-test
	o In pre-test, the students have to write about narrative text based on the story that they know	
	Post-Activity	
	Teacher closed the class	
2 Treatment	Pre-Activity	
	o Teacher was greeting the students	• The students respond teacher's greeting
	o Teacher checked students attendance list	
	o The teacher introduced the topic of study (narrative)	
	o The teacher explained about the purpose of	• The students

Meetings	Teacher's Activity	Students' Activity
	narrative text, the structure of narrative text and the significant grammatical pattern of narrative text Whilst Activity o The teacher disclose the topic (Bawang Putih Bawang Merah) o Teacher gave the video to the students o Then the teacher show the students which one the orientation, complication and resolution o The teacher asked the students to write narrative based on the video. Post-Activity o The teacher made the conclusion about the lesson that has been learnt o Teacher closed the class	listen carefully • The students ask the teacher about the material they do not understand • The students watch the video • The students retell the video

Meetings	Teacher's Activity	Students' Activity
3

Treatment | Pre-Activity

o Teacher was greeting the students

o Teacher checked students attendance list

o Teacher reviewed previous topic

Whilst Activity

o The teacher gave the new video to the students (Tangkuban Perahu)

o After watching video the teacher asked the students which one the orientation, complication and resolution

o The teacher asked the students to write narrative text based on the video

Post-Activity

o The teacher retold about the material | • The students respond teacher's greeting

• Students watch the video

• The students answer teacher questions

• Students asking the material they do not understand

• The students write |

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Meetings	Teacher's Activity	Students' Activity
	o The teacher make conclusion about the material o The teacher closed the class	narrative text based on the video • The students ask the teacher
4 Treatment	Pre-Activity o Teacher was greeting the students o Teacher checked student attendance list o The teacher reviewed about students' writing in previous meeting Whilst Activity o The teacher gave the new video to the students (The Fisherman and His wife) o Then the teacher show the students which one the Orientation, complication and resolution	• The students respond teacher's greeting • Students watch the video • The students answered the question • The students asked the

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Meetings	Teacher's Activity	Students' Activity
	o The teacher asked the students to write narrative text. Post-Activity o The teacher asked students about the video o The teacher discuss and reveiw about the topic o Teacher closed the class	teacher • The students write narrative text • The students answered questions
5 Post-Test	Pre-Teaching o Teacher was greeting the students o Teacher checked student attendance list o The teacher gave instruction to the students about post-test Whilst Activity o The teacher gave the post-test to the students by giving the video (Timun Mas).	• The students respond teacher's greeting • All of students did post-test

Meetings	Teacher's Activity	Students' Activity
	Post-Activity o The teacher assess the students writing usiing scoring rubric o Teacher closed the class	

Table 3.4 Research Material

No	The Materials
1	Bawang Putih Bawang Merah
2	Tangkuban Perahu
3	The Fisherman and His wife
4	Timun Mas

3.7 Data Analysis Technique

After teaching writing using video, the researcher analyzed the data by comparing the average score (mean) of the students' pre-test and post-test of writing narrative text.

According to Setiyadi (2006) in Widiasari (2016), using T-test for hypotheses testing has three basic assumptions that can be described as follows:

1. The data is an interval

2. The data is taken from random sample population (conditional)

3. The data is distributed normally

3.7.1 Normality test

Normally test was used to know whether the pretest and the posttest data are normally distributed or not. The researcher used statistical calculation of normality test by One-Sample Kolmogarov-Sminov test in SPSS v 24. Here are the following steps:

1. Formulating the hypothesis of the normally test as follows:

   H0 = the distribution of the data is normal

   Ha = the distribution of the data is not normal

2. Analyzing the distribution using One-Sample Kolmogarov-Sminov test in SPSS v 24

3. Comparing the asymp.sig with the level of significance.

   The criteria for the hypothesis: H0 is accepted if Sig> . The level of significance is at 0.05.

3.7.2 Hypothesis Testing

The hypotheses are analyzed using repeated measures T-Test of Statistical Package for Social Science (SPSS) v 24. The researcher used the level of significance 0.05 in which the hypothesis is approved if sign < p. It means that the probability of error in the hypothesis was only 5%. The hypotheses are:

Ho: There is no significant effect of video towards students' writing narrative text of the first year at SMA YLPI Pekanbaru.

Ha: There is significant effect of video towards students' writing narrative text of the first year at SMA YLPI Pekanbaru.

(Hatch and Farhady, 1982)

The criteria are:

1. If the t_{obs} is lower than t-table: H0 is accepted that there is no significant effect of video towards students' writing narrative text.

2. If the t_{obst} is higher than t-table: Ha is accepted that there is significant effect of video towards students' writing narrative text.

Table 3.5

Assessment Rubric for Writing Narrative Text

Criteria for Evaluation	Advanced Score Point = 4	Proficient Score Point = 3	Developing Score Point = 2	Inadequate Score Point = 1
N A R R A T I V E T E C H N I Q U E S				
Introduction engages the reader immediately.	Introduction engages the reader with a clever beginning.	Introduction only partially develops clever beginning.	Introduction is dull but relevant to narrative.	Introduction is dull.
Details in introduction set the scene.	Specific details in the introduction set the scene, creating a vivid picture of when and where the experience happened.	Details in introduction set the scene but are somewhat general.	Introduction partially sets the scene, telling only where or when the experience happened.	Introduction does not set the scene.
First-person point of view is consistent throughout the	First-person point of view is clear and consistent throughout	First-person point of view is consistent in most parts of the	A few noticeable shifts from first-person point of view occur.	Point of view is not clear, or it frequently shifts, confusing the

Criteria for Evaluation	Advanced Score Point = 4	Proficient Score Point = 3	Developing Score Point = 2	Inadequate Score Point = 1
narrative.	the narrative.	narrative, with only minor inconsistencies.		reader.
Conclusion states why the experience is meaningful.	Conclusion clearly states why the experience is meaningful, including how it changed the writer or what it taught the writer.	Conclusion states why the experience is meaningful, but the connection between the experience and the stated reason is somewhat general.	Conclusion mentions why the experience is meaningful, but the connection to the events is not clear to the reader.	Conclusion does not mention why the experience is meaningful.
O R G A N I Z A T I O N				
Events are in chronological order.	All events are clearly in chronological order.	Most events are in chronological order.	Some events are in chronologic order.	Events are not in chronological order.
Transitional words connect the events, strengthening coherence.	Well-chosen transitional words connect the events, strengthening	Transitional words often connect the events, strengthening coherence in most parts	Transitional words seldom connect the events, or some transitions are	Transitional words are not used.

Criteria for Evaluation	Advanced Score Point = 4	Proficient Score Point = 3	Developing Score Point = 2	Inadequate Score Point = 1
	coherence throughout the narrative.	of the narrative.	inappropriate.	
S T Y L E				
Details elaborate on the event(s), making people, places, and events seem real.	Relevant details, including sensory details & dialogue, elaborate, making people, places, & events seem real.	Details, including sensory details & dialogue, elaborate upon most events, usually making people, places, and events seem real.	Details elaborate upon few events, only occasionally making people, places, or events seem real.	Details are omitted.
Precise words (DICTION) communicate specific ideas or create images in the reader's mind.	Precise words throughout communicate specific ideas or create images in the reader's mind.	Precise words in most of the narrative communicate specific ideas or create images in the reader's mind, but some vague words are used.	Precise words are used only occasionally; vague words prevent the reader from picturing most events.	Vague words throughout the narrative make it difficult for the reader to picture any event.

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Criteria for Evaluation	Advanced Score Point = 4	Proficient Score Point = 3	Developing Score Point = 2	Inadequate Score Point = 1
W R I T I N G C O N V E N T I O N S				
Standard English spelling, punctuation, and capitalization are used appropriately for this grade level.	Standard English spelling, punctuation, and capitalization are used appropriately for this grade level throughout the narrative.	Standard English spelling, punctuation, and capitalization are used appropriately for this grade level, with few problems.	Inconsistent use of standard English spelling, punctuation, and capitalization appropriate for this grade level inhibits the reader.	Use of standard English spelling, punctuation, and capitalization appropriate for this grade is minimal and confuses the reader.
Standard English grammar and sentence structure are used appropriately for this grade level.	Standard English grammar and sentence structure are used appropriately for this grade level and are consistent throughout the narrative.	Standard English grammar and sentence structure are used appropriately for this grade level, with few errors.	Inconsistent use of standard English grammar and sentence structure appropriate for this grade level inhibits the reader.	Minimal use of standard English grammar and sentence structure appropriate for this grade level confuses the reader.

Table 3.6

The Classification of Students' Score

Score	Criteria
36-40	A
32-35	B
28-31	C
27 or below	F

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the data findings as the result of analyzing the data, covering data presentation, hypothesis testing and data interpretation.

4.1 Data Presentation

Table 4.1

Normality Testing

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		29
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	5.66355309
Most Extreme Differences	Absolute	.140
	Positive	.120
	Negative	-.140
Test Statistic		.140
Asymp. Sig. (2-tailed)		.150[c]

The table showed that asymp. Sig. (2 tailed), 0.15. it can be concluded that the data was normal, because asymp. Sig. (2 tailed) bigger than significant level.

In this research, the researcher wanted to know the effect of students' writing narrative text score between students' before and after taught by using video. In

this research, the researcher did pre-experimental research about the effect of video towards students' writing narrative text of first year at SMA YLPI Pekanbaru, in the academic year 2018/2019. The researcher involved a class consist 29 students. The data were collected through test. The test consists of written narrative text. The first test was pre-test conducted before giving treatment through video. The purpose of pre-test was to know the students' writing narrative text before being treated.

The researcher gave the treatment to the students by using video. When the treatment finished, the researcher administered post-test to know the effect of students' writing narrative text after being taught by using video.

4.1.1 Students' Writing Narrative Text before being Taught by using Video

In pre-test, the students must write the narrative text that the students know based on their own word. The total number of students who took the pre-test was 29 students. The higher score in pre-test was 36 and the lowest score was 10. The students' writing achievement in pre-test was presented in table 4.1 below;

Table 4.2 The Students' Achievement before using Video (Pre-Test)

No	Students	Score of Pre-Test
1	Student 1	21
2	Student 2	21

No	Students	Score of Pre-Test
3	Student 3	31
4	Student 4	22
5	Student 5	20
6	Student 6	25
7	Student 7	14
8	Student 8	17
9	Student 9	10
10	Student 10	18
11	Student 11	20
12	Student 12	23
13	Student 13	32
14	Student 14	10
15	Student 15	17
16	Student 16	10
17	Student 17	14
18	Student 18	30
19	Student 19	30
20	Student 20	18
21	Student 21	36
22	Student 22	23

No	Students	Score of Pre-Test
23	Student 23	22
24	Student 24	21
25	Student 25	19
26	Student 26	18
27	Student 27	20
28	Student 28	26
29	Student 29	10

The data of students' pre-test were arranged in the form of frequency and percentage through score criteria, as they were presented in the following table:

Table 4.3 The Percentages of Students' Writing Narrative Text before being Taught Using Video

Criteria of Score	Frequency	Percentage
36-40	1	3%
32-35	1	3%
28-31	3	10%
27 or below	24	83%
	29	100%

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Based on the table of percentage and criteria above, the students' score in the pre-test were presented as follows:

Table 4.4 the Classification of Students' Score

Score	Criteria
36-40	A
32-35	B
28-31	C
27 or below	F

From the criteria above, it can be concluded that the students' achievement before taught using video with A score was 3% where the students got range score from 36-40 only 1 student. Then, the students got score B with range score from 32-35 was 1 student. Meanwhile, there were 10% or 3 students got C with range score between 28-31. The last, there were 83% or 24 students got F, with range score between 27 or below. From the table above, the majority of the students still got F or below.

Meanwhile, the descriptive statistic of pre-test which consisted of mean, median, and mode were presented as below.

Table 4.5 Descriptive Statistic of Pre-Test

Statistics

Pretest

N	Valid	29
	Missing	0
Mean		20.62
Median		20.00
Mode		10

The table above showed that there were 29 test takers. The mean score was 20.62. The mean 55.17 meant that the average of 29 students score 20.62. Meanwhile, the median was 20.00 and the mode was 10.

The frequency of pre-test consisted of score, frequency, percent, valid percent, and cumulative percent were presented below:

Table 4.6 Frequency of Pre-Test

Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10	4	13.8	13.8	13.8
	14	2	6.9	6.9	20.7
	17	2	6.9	6.9	27.6
	18	3	10.3	10.3	37.9
	19	1	3.4	3.4	41.4
	20	3	10.3	10.3	51.7
	21	3	10.3	10.3	62.1

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	22	2	6.9	6.9	69.0
	23	2	6.9	6.9	75.9
	25	1	3.4	3.4	79.3
	26	1	3.4	3.4	82.8
	30	2	6.9	6.9	89.7
	31	1	3.4	3.4	93.1
	32	1	3.4	3.4	96.6
	36	1	3.4	3.4	100.0
	Total	29	100.0	100.0	

4.1.2 Students Writing Achievement after being Taught by using Video

After being taught by using video, the students were given post-test. The test was same with pre-test but in the post-test the researcher gave the video that the students had to write narrative text. The number students that took the test were 29 students. The highest score in posttest was 38 and the lowest score was 20. This test was intended to know the effect of students' writing narrative text after students got treatment. The students' writing achievement in posttest was presented in the table below:

Table 4.7 the Students' Achievement after being Taught Using Video

(Post-Test)

No	Name of Students	Score of Post-Test
1	Student 1	28
2	Student 2	37
3	Student 3	28

No	Name of Students	Score of Post-Test
4	Student 4	35
`5	Student 5	20
6	Student 6	35
7	Student 7	20
8	Student 8	35
9	Student 9	20
10	Student 10	20
11	Student 11	20
12	Student 12	26
13	Student 13	35
14	Student 14	30
15	Student 15	33
16	Student 16	35
17	Student 17	20
18	Student 18	31
19	Student 19	36
20	Student 20	34
21	Student 21	34
22	Student 22	38
23	Student 23	33

No	Name of Students	Score of Post-Test
24	Student 24	33
25	Student 25	25
26	Student 26	28
27	Student 27	27
28	Student 28	26
29	Student 29	20

The data of students' post-test then were arranged in the form of frequency and percentage thorough score's criteria, and it was presented in the following table:

Table 4.8 The Percentage of Students' Writing after using Video

Criteria of Score	Frequency	Percentage
36-40	3	10%
32-35	10	34%
28-31	5	17%
27 or below	11	38%
	29	100%

Based on the table of percentage and criteria above, the students' scores in the post-test were presented as follows:

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Table 4.9 the Classification of Students' Score

Score	Criteria
36-40	A
32-35	B
28-31	C
27 or below	F

From the criteria above, it can be concluded that the students who achieved A score were 10% with total number of students were 3, where the student got range score 36-40. Meanwhile, there were 34% with B score where the students got range score 32-35 and the total numbers of students got 32-35 were 10 students. On the other hand, there were 17% or 5 students with c score where the students got range score 28-31. The last, the students got range score 27 or below were 38% or 11 students.

Meanwhile, the descriptive statistic of post-test which consist of mean, media, and mode were presented as below:

Table 4.10 Descriptive Statistic of Post-Test Score

Statistics

Posttest

N	Valid	29
	Missing	0
Mean		29.03
Median		30.00
Mode		20

The table above showed that there were 29 test takers. The mean score was 29.03. Meanwhile, the median was 30.00 and the mode was 20.

The frequency of post-test which consist of data score, frequency, percent, valid percent, and cumulative percent were presented as below:

Table 4.11 Frequency of Post-Test

Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	7	24.1	24.1	24.1
	25	1	3.4	3.4	27.6
	26	2	6.9	6.9	34.5
	27	1	3.4	3.4	37.9
	28	3	10.3	10.3	48.3
	30	1	3.4	3.4	51.7

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31	1	3.4	3.4	55.2
33	3	10.3	10.3	65.5
34	2	6.9	6.9	72.4
35	5	17.2	17.2	89.7
36	1	3.4	3.4	93.1
37	1	3.4	3.4	96.6
38	1	3.4	3.4	100.0
Total	29	100.0	100.0	

The result of both pre-test of one group experimental was presented as below:

Table 4.12 the Result of Pre-test and Post-test of One Group Experimental

No	Students	Score of Pre-Test	Score of Post-Test
1	Student 1	21	28
2	Student 2	21	37
3	Student 3	31	28
4	Student 4	22	35
5	Student 5	20	20
6	Student 6	25	35
7	Student 7	14	20
8	Student 8	17	35
9	Student 9	10	20

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No	Students	Score of Pre-Test	Score of Post-Test
10	Student 10	18	20
11	Student 11	20	20
12	Student 12	23	26
13	Student 13	32	35
14	Student 14	10	30
15	Student 15	17	33
16	Student 16	10	35
17	Student 17	14	20
18	Student 18	30	31
19	Student 19	30	36
20	Student 20	18	34
21	Student 21	36	34
22	Student 22	23	38
23	Student 23	22	33
24	Student 24	21	33
25	Student 25	19	25
26	Student 26	18	28
27	Student 27	20	27
28	Student 28	26	26
29	Student 29	10	20

Based on the table above, there were 29 students as the sample of the research. The test was conducted by the researcher before and after implementing video.

The researcher used statistical test with paired sample t-test stated by SPSS 24 to convince of pre-test and post-test of the effect of using video on students' writing narrative achievement. The result as follows:

Table 4.13 Paired Sample Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	20.62	29	6.821	1.267
	Posttest	29.03	29	6.225	1.156

The table above showed that the mean score of pre-test was 20.26, while N for cell there were 29. Meanwhile, standard derivation for pre-test was 6.821 and mean standard error for pre-test was 1.267.

Then, the mean score for post-test was 29.03, while N for cell there were 29. Meanwhile, standard derivation of post-test was 6.225. Then, the mean standard error for post-test was 1.157. It could be seen that there was the different of mean between pretest and posttest, the mean after being treat was increase. It means that there was

significant effect of students' writing narrative text of first year at SMA YLPI Pekanbaru.

Table 4.14 Paired Samples Correlation

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	29	.415	.025

The table of paired sample correlation above showed that the correlation between samples, the numeral of both correlations was (0.415) and numeral significance was (0.025).

Table 4.15 Paired Sample Test

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Pretest - Posttest	-8.414	7.074	1.314	-11.104	-5.723	-6.405	28	.000

The table 4.14 above showed the result of analysis using T-test. The mean of both of pre-test and post-test was (8.414), standard derivation was (7.074) mean

standard error was (1.314). The lower different was (-11.104), while the upper different was (-5.723). The result test t= (-6.405) with df 28 and significance 0.000.

Interpretation toward t_{obs} conducted by two methods:

1. Based on the test score t compared with t_o (t_{obs}) with t_t (t table), where df = 28, the result of numeral: 2.048 for standard significance 5%, it means that more large from t_{table} (symbol minus in this matter ignored at standard significant 5% it means the null hypothesis was rejected).

2. Based on the large of significant, in this case decision taken from the following consideration:

   a. If probability > 0.05 then hypothesis null was accepted

   b. If probability < 0.05 then hypothesis null was rejected.

With the numeral of significance value 0.025 < than significant level 0.05, then the hypothesis null stated that there is no significant different score using video on the students' writing achievement at first year at SMA YLPI Pekanbaru was rejected.

4.2 Hypothesis Testing

The hypothesis testing of this study was as follows:

a. If the significant value < significant level, the alternative hypothesis (Ha) was accepted and null hypothesis was rejected. It means that there was different

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score on the students' writing narrative text after being taught using video. The different was significant.

b. If the significant value > significant level, the null hypothesis (Ho) was accepted and alternative hypothesis (Ha) was rejected. It means that there was not different score on students' writing narrative text after being taught by using video. The different was no significant.

Based on statistical calculating using SPSS 24, the researcher gave interpretation to significant value. The significant value of the research was 0.025, significant level 0.05 and the t_{table} 2.048 the *df* : 28 whereas the t_{obs} 6.405. When the significant value (0.025) < significant level (0.05) the alternative hypothesis (Ha) accepted and the null hypothesis (Ho) was rejected. While significant value (0.025) > significant level (0.05) the null hypothesis was accepted and the alternative hypothesis (Ha) was rejected. It can be concluded that alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It means that there is different score on students' writing narrative achievement before and after being taught by using video. There was different on *Paired Sample Statistic* that the mean before taught using video was 20.62, and after being taught using video was 29.03, it means that the mean before being taught by using video was lower than after being taught by using video. It can be concluded that video is effective used on students' writing narrative text in first year of SMA YLPI Pekanbaru

4.3 Data Interpretation

As stated previously, T test is used to check the significant different in scores achieved by one group. The data analysis shows that t_{obs} bigger than t_{table} (6.405 > 2.048). It means that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It shows that there is significant score of students' writing before and after being taught by using video.

Based on hypothesis testing, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. Thus, the video gives the effect to the students' writing achievement.

Based on the research method, the study was done into three steps. First step is the researcher wants to know the students' writing narrative text by administering a pre-test. The second step was giving the treatment to the students. The treatment here is teaching narrative text by using video. The students were given the video in each meeting then the students wrote down the narrative text based on the video given before. The last step was post-test.

Based on the result above, teaching writing using video made students easily to write the narrative text. The implementation of video in teaching and learning process gives a positive effect on students' achievement, because they can study easily and relax.

CHAPTER V

CONCLUSION AND SUGGESTION

In this research, there are two hypotheses presented, that is null hypothesis and alternative hypothesis. Based on the research finding in chapter IV, in fact the null hypothesis was rejected. It means that there is significant effect of using video on students' writing narrative text of first year students at SMA YLPI Pekanbaru.

5.1 Conclusion

Based on the research finding in the previous chapter, the conclusions are drawn as follows:

1. The average of students' writing score before being taught by using video is 20.62. Meanwhile the students' score after being taught by using video rised up, the average is 29.03. It means that the students get better achievement after being taught by using video.

2. There is significant different in students' achievement before and after taught by using video. The total score of post-test are higher than pre-test. It shows by the result of t_{obs} is higher that t_{table} (6.405 >2.048).

From the result above, it can be concluded that there is significant effect of students' writing narrative text achievement before and after being taught by using video. Moreover, video is effective media that can be used in teaching and learning process.

5.2 Suggestion

After presenting the research finding, the writer will give some suggestion the individual who those more concern about teaching English to the students in education domain:

1. Suggestion for the teacher

   a. The teacher are hope to pay more attention in teaching writing

   b. The teacher should provide guidance and help for students practice writing skill

   c. In applying video in teaching writing, the teacher should prepare interesting video to make students more creative and interested in learning writing.

2. Suggestion for the other researcher

   This research is not perfect yet. There are still many thing related to the teaching English that possible to be studied further. So, the researcher suggest for other researcher to conduct further research related to this research, by using video.

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