THE EFFECT OF WATCHING VIDEO AS A LEARNING MATERIALS ON STUDENTS WRITING ABILITY OF THE TENTH GRADE AT SMAN 2 SIAK HULU

SKRIPSI

BELDA VANIA MUKHSON
NPM: 146310370

ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS ISLAM RIAU
PEKANBARU
2019

THESIS

THE EFFECT OF WATCHING VIDEO AS A LEARNING MATERIALS ON STUDENTS WRITING ABILITY NARRATIVE TEXT OF THE TENTH GRADE AT SMAN 2 SIAK HULU

Name : Belda Vania Mukhson

Index Number : 146310370

Study Program : English Education

Faculty : Teacher Training and Education Faculty

THE CANDIDATE HAS BEEN EXAMINED
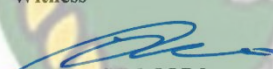**Monday, 8th April 2019**
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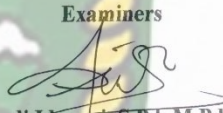**Head Advisor**

Dra. Betty Sailun,M.Ed
NIDN. 0027046002
Vice Advisor
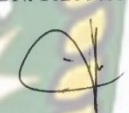
Sri Wahyuni,S.Pd.,M.Pd
NIDN. 1022098901
Witness

Yulianto,S.Pd.,M.Pd
NIDN. 1018076901

Examiners

Andi Idayani.,S.Pd.,M.Pd
NIDN. 1026048501

Marhamah.,S.Pd.,M.Ed
NIDN. 1023127702

Dr. Rugaiyah.,M.Pd
NIDN. 1002066804

Thesis is submitted in partial fulfillment of the requirements for the Degree of Sarjana of Education in Universitas Islam Riau.

Pekanbaru,22th April 2019
The Vice Dean Academic

Dr. Sri Amnah.M.Si
NIP. 197010071998032002
NIDN. 0007107005

2

LETTER OF NOTICE

The head advisor and vice advisor hereby notify that :

Name : Belda Vania Mukhson

Student Number : 146310370

Study Program : English Language Education

Faculty : Teacher Training and Education

Head Advisor : Dra. Betty Sailun, M.Pd

Vice Advisor : Sri Wahyuni, S.Pd., M.Pd

Has completely written a thesis which entitled :

The Effect of Watching Movie As A Learning Material on Students Writing Ability Narrative Text of the Tenth Grade at SMAN 2 Siak Hulu

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

Pekanbaru, 01st March 2019

Head Advisor

Dra. Betty Sailun, M.Pd
NIDN. 0027046002
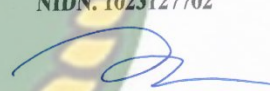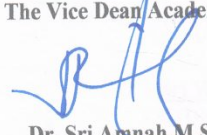
Vice Advisor

Sri Wahyuni, S.Pd., M.Pd
NIDN. 1022098901

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THESIS APPROVAL

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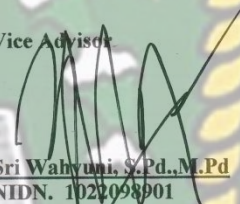
TENTH GRADE AT SMAN 2 SIAK HULU

Name : Belda Vania Mukhson

Student Number : 146310370

Study Program : English Language Education
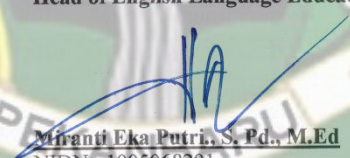
Head Advisor

Dra.Betty Sailun M.Pd
NIDN. 0027046002

Vice Advisor

Sri Wahyuni, S.Pd.,M.Pd
NIDN. 1022098901

Head of English Language Education

Miranti Eka Putri., S. Pd., M.Ed
NIDN : 1005068201

Thesis submitted in partial fulfillment of the requirements for the Degree of Sarjana of Education in Universitas Islam Riau

Pekanbaru, 01st March 2019
The Vice Dean of Academic

Dr. Sri Amnah, M. Si
NIP.197010071998032002
NIDN:0007107005

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THESIS GUIDANCE AGENDA

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
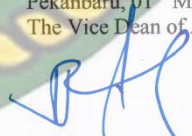|	
Name	: Belda Vania Mukhson
Student Number	: 146310370
Study Program	: English Language Education
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Head Advisor	: Dra. Betty Sailun,M.Pd
Title	: The Effect of Watching Video As A Learning Material on Students Writing Ability Narrative Text of the Tenth Grade at SMAN 2 Siak Hulu.

No	Date	Guidance Agenda	Signature
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2	March ,16th 2018	Revised Chapter I&II	
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4	September, 25th 2018	Approved to Join Seminar Proposal	
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6	February, 25th 2019	Revised Chapter IV	
7	February, 27th 2019	Revised Chapter V	
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Pekanbaru,01st March 2019
Vice Dean of Academic

Dr. Sri Amnah, M. Si
NIP.197010071998032002
NIDN:0007107005

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
Name : Belda Vania Mukhson
Student Number : 146310370
Study Program : English Language Education
Faculty : Teacher Training and Education
Vice Advisor : Sri Wahyuni,S.Pd.,M.Pd
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Pekanbaru, 01st March 2019
Vice Dean of Academic

Dr. Sri Amnah, M. Si
NIP.197010071998032002
NIDN:0007107005

6

DECLARATION

The under signed researcher:

Name   : Belda Vania Mukhson

Index Number   : 146310370

Place/date of birth : Balai Tengah, July, 27th 1996

Faculty   : FKIP – UIR

Department   : English S-1

     I acknowledge that this thesis is the result of my own work, expert for summary and quotation (either directly or indirectly) that I took from various sources and mentioned their scientifically and I am responsible for data and facts which are contained in this thesis.

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Pekanbaru, 01st March 2019

The Researcher

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Belda Vania Mukhson
146310370

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Researchers are fully aware of the preparation of this thesis can not be separated from guidance, assistance and encouragement from various parties. In this chance, the researcher would like to give the sincerest gratitude and appreciation to :

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ABSTRACT

Belda Vania Mukhson , 2019. *The Effect of Watching Video As A Learning Materials on Students Writing Ability Narrative Text of The Tenth Grade At SMAN 2 Siak Hulu.*

Key words : Video, Writing, Narrative text.

This research aims to know whether the use of video media is effective or not for teaching narrative text writing to the tenth grade students of SMA N 2 Siak Hulu This research used quantitative approach with experimental method. The researcher used quasi-experimental design. This research reqiures at least two groups, they are independent (X) and dependent variable (Y). The independent variable is using watching video and dependent variable is students' writing ability The population was all the students of tenth grade students in SMA N 2 Siak. The experimental class who were taught by video and the control class who were by textbook. The researcher was involved 28 students in the class as control class and 29 students in the class as experimental class. This research was analyzed by using SPSS 24.The video and textbook are media that can be used to support teaching learning process in the classroom.

Both of them can be used by teacher to convey the material to the students.The researcher used cluster random sampling to determine the subject of the research. The researcher took 57 students. The researcher used tests to collect the data. The results of the research show that; the students who were taught using video has higher score in narrative text writing than the students who were taught by using textbooks. Furthermore the research showed the mean of students post-test for experimental class is 76,86 and for control class is 71,92. The standard deviation in pretest was 5,554 4and post-test 6,033. The standard error mean in pre-test was 1,03144 and post-test was 1,12048. It shows that there was significant difference between the students who were taught by using video and those were taught by using textbooks. Based on the explanation above, the researcher concludes that using video is effective to teach narrative text writing.

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Writing is a process of expressing idea and conveying it to readers. The skill of writing is an ability to transfer the plain materials someone expression of idea, opinion, and feeling into the written from the simplest to the complicated one. Writing is the most discipline of thinking. In developing ideas into a piece of writing, the procedures of the writers are supposes by critical, to stand back and examine the ideas, to see what their words really mean, and to make sure that idea can be understood by the readers. It means the writing is a process of revision.

Writing is learned behavior that takes a long time to master. Writing ability takes study and practice to develop this skill. Writing ability also requires practice as well. One must note that writing is a process in which practice must be exercised continuously. The process of writing start from the simplest essay until perfect essay. Because, by practicing will be able to quickly master and develop our writing skills.

Writing is different from other language skills. In listening and reading, the students receive a message that is formulated by another. Whereas in speaking the students communicate using their own ideas and feeling that sometimes involves on interlocutor, so there are collocations among them in conversation. On the other hand, communication through the written word needs real proficiency from

11

the writer in order to be effective. In addition, writing is one of the language skills that should be mastered by students.

In additional, writing is an activity that takes time. For this, students need time to get ideas in order to express their thought in writing. However, many students complain that they do not know what to write. They can neither link sentences into coherent paragraph, not expresses their though clearly. We know that when someone begins to write, she/he should find, develop and choose their writing.

In learning writing, someone has to understand vocabulary, grammar, spelling, punctuations, and others that are related to the writing process. On the other hand, in teaching students writing, it needs to produce the language through written. The students have to be able to choose the words or diction and then arrange them into acceptable sentence or good sentences.

Based on the phenomenon above, writing is related to the product that will be produced by someone. Writing used to be conceived of as a product-oriented approach; L2 teachers taught their students the principles and techniques of writing in a foreign language and they would focus on only the end product which was a completed piece of writing. For students, the product of their writing ability will be assesed by their teacher. Assesment becomes a very important issues in education because in learning process, assesing in needed by the teacher to evaluate students development, ability and responbility. Through learning process, students get experience continually to develop studnets ability to be good and perfect.

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. Narrative text also retelling about events or activities that happened in the past. Besides that, narrative text also retelling about our experiences. A narrative is a text that tells a story. The story can be realistic, imagined, or a mix of both. The goal of a narrative is to connect the reader with the text and the characters and events that occur within the story. The events of a narrative can: entertain the reader.

Learning materials in teaching are crucial to the success of student achievement. That is, the instructional components of lesson planning in teaching depend on the selection of teaching materials. Learning materials can support student learning and increase student success. Learning materials are important because they can significantly increase students achievement by supporting student learning. some types of learning materials is books, slide projector, television,videos and etc.

Video is one of learning materials that can be used by teachers to teach their students in the classroom. It helps the teachers transfer the materials that are related to the lesson. It can give more detailed informations about the object in the content. It could give imagination about the content of the video that is related to the materials. The students watched the video while they paid attention to the scene and they know what contains in the video. They could see the act and hear

the language from video so they could write down based on what they have seen and heard into the paper.

However, based on researchers observations with English teacher of SMAN 2 Siak Hulu, there are some problems faced by students related to writing ability. First, the students lack in developing their vocabulary. Second, the students still not master in grammar. Third, the students lazy to open dictionary when study writing. As a result, the students get a low score in learning writing ability.

Those were the reason why researcher is interested using watching movie in writing ability in narrative text by title "The Effect of Watching Video as a Learning Material on Students Writing 'Ability Narrative Text The Tenth grade at SMAN 2 Siak Hulu" because the researcher wants to know how far the students ability in learning english, especially in writing skill and to know students ability in writing text with grammatically.

In order to help the students to write, the writer purposes to use a video in their writing by watching a video is one of the ways to motivate she students in getting their writing. The video will be an effective way to motivate students to write, because the students will be happy and interested to watch especially about the story. It is also useful to provide delayed visual feedback to the students on their ability to perform motion skills. Moreover, he also stated that special visual effects can be produced that may enhance learning. These effects particularly helpful in presenting affective materials and can increase the students'

involvement. So, the students will be pleasure to write what have they watched, especially about the story.

From the explanation above, the writer interested to study about the second years students' Narrative text writing ability about the story of a video at SMAN 2 Siak Hulu. Finally, the writer is interested to conduct the research and the title **"The Effect of Watching Video as a Learning Material on Students Writing 'Ability Narrative Text The Tenth grade at SMAN 2 Siak Hulu"**, first watching video is a media that interesting for students, and the second writer weltered like to find out more about the problem in teaching writing especially to sudents in Senior High School.

1.2 Identification of the Problem

Dealing with background above, many students of SMAN 2 Siak Hulu have problems in writing subject. The problem can be caused by lack of students, grammar mastery, vocabulary, fluency, spelling, or even in choosing word, and the organization of their ideas in writing performance, also their lack motivation to write. Actually, writing is thinking process in which the learners have to be able to organize and select their ideas and thoughts to express for a purpose. Firstly, students do not understand about the writing paragraph especially in listen watching movies, they do not understand about orientation, complication and resolution in narrative story and the students are not able to write a paragraph. Because they do not know how to write the narrative paragraph correctly, so they do a lot wrong in writing narrative paragraph.

Second, the student are lack in developing their vocabulary. It is has become a problem that always found in teaching writing. The students also lazy to open dictionary when they are writing. This problem makes student unable to continue their writing. Most of students, when their teacher ask them to make a sentence, they only copying the vocabulary from their teacher and also copying the sentence from textbook.

Third, the students have lack of exercises in writing. Because, the teacher only uses textbook in learning process. Therefore, it makes students not understand when make exercise writing. Besides that, student also not familiar with their writing activities. The teacher does not use textbook only, the teacher should make such as power point, so that the students can directly now about writing.

The Fourth, the students motivation in writing was poor. Teachers rarely give motivation to students about writing. This is also a students problem in writing. Motivation in writing very important in order to student have many ideas to writing. Because in learning writing they have to master like grammar, vocabulary, etc. It makes students lazy to do writing writing learning process. Here, the study focuses on which media that the students can do in order to increase the process of writing narrative texts. Writing activity can be a big problem if students can not find the strategies in order to improve their writing.

1.3 Limitation of the Problem

This research is focused on the effect of using video in teaching writing narrative text. The researcher conducts experimental design by dividing experimental group and control group. Experimental group are taught by using

video media and control group by using textbook. The researcher used material about narrative text to teach the students. The subjects of the research are the tenth grade students of SMA N 2 Siak Hulu in the Academic Year of 2018/2019.

1.4 Formulation of the Problem

As explained above that the focus of this research is to improve the effect of watching video to students writing narrative texts of the second year at SMAN 2 Siak Hulu, the writer could determine the problem to be discussed in the question as follow :

- Is there any significant effect of watching video toward students writing narrative texts of the second year at SMAN 2 Siak Hulu?

1.5 Objectives of Research

The Objectives of this research can be stated as follows :

1. The research is to know whether there is significant effect of Watching Video   in writing ability at the second year students of SMAN 2 Siak Hulu.

1.6 Significance of The Research

1. For Student : It may motivate students to increase their writing class, so that they will have a good skill and knowledge in writing procedure text. Besides, the students are more interested when teacher uses video as teaching media on writing skill.

2. For Teacher : They can use the result of this study as a new reference if they want to increase their students in teaching narrative text writing.

3. For Writer : The writer hopes that the students can improve their writing.

1.7 The Definition of Key Terms

To avoid misunderstanding and misinterpretation of this study, the terms are defined as in the followings :

1. Writing

Writing is the one of the basic skills of the English Language. It is generally considered one of the most difficult that other skills for foreign language students. According to Negari (2011), Writing is a complicated process which involves a number of cognitive and metacognitive activities, for instance : brainstorming, planning, outlining, organizing, drafting, and revising. So, brainstorming, planning, outlining, organizing, drafting and revising is a complicated in process writing.

2. Narrative text

According to Sari and Sabri (2017), Narrative text is retelling events or activities that happened in the past which is intended to entertain the readers or listeners. It means that narrative text is used to tell about activities and happened in the past.

3. Video

According Astika dan Sulistiyo (2017), video is one of media that show some pictures or background and his sound. It means that video has sound, picture, and volume control. The picture has relation with sounds that the people hear. The people can see expresision, eye contact, physical and background in the video.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 Definition of Writing

The definition of writing skill never be seperated from the definition of writing itself. According to Wibowo (2013), "writing is a mean of communication that enables someone to communicate to each other". So, writing is one of the communication tools in the form of writing that can be used each other. Moreover, according to Negari (2011), "writing is a complicated process which involves a number of cognitive and metacognitive activities, for instance : brainstorming, planning, outlining, organizing, drafting, and revising. So, brainstorming, planning, outlining, organizing, drafting and revising is a complicated in process writing.

Besides that, according to Mahmudah (2013), writing is one of communication skills as means of communication that we must conciously learn because no one learns to write automatically. So, based on the definition of writing above, writing is communication tools to communicate with brainstorming, planning, outlining, organizing, drafting, and revising. Moreover, According to Wahyuni (2017), writing is one of the four basic skills to be taught for the students. It is one way for the students to express their idea and opinion. Through writing the students can transfer their experiences and knowledge to other. Its meant that, writing can develop their idea and opinion into a paragraph. Writing also can develop their experiences and knowledge.

2.1.2 Writing Process

According to Sulaiman (2017), There are four main stages in the writing process; prewriting, planning, writing and revising drafts, and writing the final copy to hand in.

Pre-writing

This step may include activities: 1) Choosing and Narrowing a Topic. If you are given a specific writing assignment (such as an essay question on an examination), then, of course, what you can write about is limited. On the other hand, when you are given a free choice of topics and write about something you are interested in, and then you must narrow the topic to the particular aspect of that general subject. 2) Brainstorming. After you have chosen the topic and narrowed it to a specific focus, the next prewriting step is to generate ideas. This is done by a process called brainstorming. 3) Writing the topic sentence. The topic sentence is the most general sentence in a paragraph, and it expresses the central focus of the paragraph. 4) Outlining, it is a formal plan for a paragraph. In outline, you write down the main points and sub-point in order in which you plan to write about them.

Writing and Revising Drafts

This may include activities like writing the first rough draft. This is how to proceed: 1) Write down the topic sentence and underline it. Doing this will remind you of the paragraph. 2) Skip one or two lines per line of writing and leave margins of one inch on both sides of the paper. These blank spaces will allow you

to add more details, information, and examples. 3) Write your paragraph following your outline as close as possible. Try writing steadily. Don't hesitate to add ideas that aren't in your outline if you are certain they are relevant to the topic.

Revising Content and Organization

After you write the rough draft, the next step is to revise; you change that what you have written in order to improve it. You check it over for content and organization, including unity, coherence, and logic. You can change, rearrange, add, or delete all for the goal of communicating your thoughts more clearly, more effectively, and a more interesting way.

During the first revision, do not try to correct grammar, sentence structure, spelling or punctuation: this is proofreading, which you will do the letter. During the first revision, be concerned mainly with content and organization.

This is how to proceed: 1) Read over your paragraph carefully for a general overview. Focus on the general aspect of the paper and make notes in the margins so that you can rewrite parts that need to be improved. 2) Check to see that you have achieved your start purpose. 3) Check for general logic and coherence. Your audience should be able to follow your ideas easily and understand what you have written. 4) Check to make sure that your paragraph has a topic sentence and that the topic sentence has a central (main) focus. 5) Check for unity. Cross out any sentence that does not support the topic sentence. 6) Check your use of transition

signals and 7) Finally, does your paragraph have or need a concluding sentence? If you wrote a final comment, is it on the topic

Proofreading the Second Draft

The next step is proofread your paper to check for grammar, sentence structure, spelling, and punctuation. 1) Check over each sentence for correctness and completeness: no Fragments and no choppy or run-on sentences. 2) Check over each sentence for a subject and a verb, subject-verb agreement, concert verb tenses. 3) Check the mechanics: punctuation, spelling, capitalization, typing error, etc. 4) Change vocabulary words as necessary.

Writing the Final Copy

Now you are ready to write the final copy to hand in. Your instructor will expect it to be written neatly and legibly in ink or typed. Be sure that you make all the corrections that you noted on your second draft. After rereading the final copy, don't be surprised if you decide to make a few minor or even major changes. Remember that writing is a continuous process of writing and rewriting until you are satisfied with the final product.

2.1.3 Types of Writing Performance

According to Brown (2000), there are four kinds of writing performance. They are immitative, responsive, and extensive writing.

1. Imitative. To produce written language, the learner must attains skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief

sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme to master the mechanics of wiriting.

2. Intensive (controlled). Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence and appropriateness, but most assesment tasks are more concerned with a focus on form and are rather strictly controlled by the test design.

3. Responsive. Assesment task require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Task related to pedagogical directives, list of criteria, outlines, and other guidelines. Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading and interpretations of chart and graphs. The writer has mastered the fundamentals of sentence-level grammar and is more focused on the discourse conventions that will achieves of the written text. Form focused attention is mostly at the discourse level, with a strong emphasis on context and meaning.

4. Extensive. Extensive writing implies succesful managemet of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis. Writing focus on achieving a purpose, organizing, and developing ideas logically, using details to support or illustrates ideas, demonstrating syntatic and lexical variety and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical forms is limited to occasional editing or proof reading of a draft.

2.1.4 The Cognitive Aspect of Writing

According to Muslim (2014), The importance of the following aspects of affective writing:

1. Paragraphing: It is important to avoid too much eye strain. A piece of writing has to be interesting to attract the reader to new pieces of information. A good paragraph is achieved when a topic sentence is intelligently chosen; the knowledge of choosing a good topic sentence for each paragraph helps students arrange the sequence of their information in a logical order.

2. Ideas: They are the soul of writing. One cannot achieve writing without ideas. The first step of writing is to choose a topic sentence which is the controlling idea. The next step is to develop the controlling idea. To be explicit,

ideas should logically be arranged and coherently connected to each other. Thus, readers can easily understand the presented information and get interest in it.

3. Grammar and spelling: They are essential for communicating correct and clear meaning. The importance of spelling for writing and say that some writers restrict their writing to the only words that they know. In some specialties like medicine, law, and commerce, misused grammar or spelling may often cause problems and terrible losses.

4. Punctuation: Punctuation marks give meaning to words as pauses and change in tone of speech do. Several studies have revealed that punctuation marks may change the meaning of words if they are incorrectly used, and they may reveal mystery when they are correctly used.

2.1.5 Scientific Approach

Scientific approach is promoted as the main learning approach for all subjects, including English. Knowing how to apply scientific approach in English learning-teaching is a need and becomes significant to fulfill the requirement of implementing the 2013 Curriculum. According to Indrilla (2018) Requirement of implementing the 2013 Curriculum. In English scientific approach very need in teaching and learning. The scientific approach can be applied in the teaching and learning process in the English language, especially in writing class.

2.1.6 Narrative Text

According to Sari and Sabri (2017), Narrative text is retelling events or activities that happened in the past which is intended to entertain the readers or listeners. It means that narrative text is used to tell about activities and happened in the past.

In addition, According to Herlina (2012), Narrative text is a difficult text for students to learn as it is long and having sequence. Its mean that, The students still miss an idea of a part of a text they are not understand the whole text content. So, when the students not know what is idea of a part, the students can't understand idea of a part in narrative text.

According to Sulaiman (2017), Narrative text defines as a story or book which is in the form of story or series of events of a story. Its mean that, narrative text telling about story with problematic. In narrative text have a problematic and resolution. Narrative text entertain the readers about the story and to teach reflection on experience.

2.1.7 Generic Structures Narrative Text

The generic structure of narrative text involves the charac-ter with define personalities/identifies, and creates images in reader's mind and enhances the story. It also focusses a text on a series of action. According to Sulistiyo (2013) Generic structure is divided into five element, they are:

1. Orientation (introduction)

It contains the thesis of the text. In this level, the character of the story, introduce the students. In the story happened and who is involved on the story. In this level also used to produce atmosphere so that makes the student are persuaded to follow the story. In other words orientation of narrative text tells who the character was / where, where it happened, when it happened.

2. Sequence of Events (complication)

This part tells the sequence of the story. The problem faced by the character. The complication makes they story more interesting because the Character is prevented to reach his or her wants. It is in the middle of story.

3. Resolution

It tells the reader (students). How the problem was solved it also called solving problem. A satisfying narrative we well give the resolution of the problem.

4. Re-orientation

It tells what the story has told or tells again the character and contains the message of moral value to the readers. Those elements must exist in narrative text. It gives more explanation in order to make the story clear and understandable. But sometimes the students find more than one complication and resolution. It can be seen in the following example.

5. Evaluation

This part can be joined in orientation part. It contains the narrative begin. Evolution tells about the time and place of the event being storied. Those elements must exist in narrative text. It gives more explanation in order to make the story clear and understandable. But sometimes the students (readers) find more than one complication and resolution. It can happen when the problem

(complication) was still arisen or unsolved in scheme.

2.1.8 Learning Material

According to Salam (2007) in Istiqomah (2013) learning material is a unit of courses arranged   systematically whether in written or not so that it supports the

ambience/atmosphere for student to learn. Its mean that, learning material can help in learning process. Learning materials also support the atmosphere for students to study. Learning materials also can make the students interested to study. Learning materials very important in teaching and learning process.

According to Cunningsworth (1995) in Ampa (2013) also states that learning materials are a key component of teaching and learning process. They are

used to help transfer information and skills to others. It means that, learning materials very important in teaching learning. Because learning materials will get the effect in teaching and learning process.

2.1.9 Kind of Learning Materials

According to Ampa,dkk (2013) In general, there are two kinds of learning materials, i.e. printed materials and non-printed materials. The printed materials include textbook, module or course-book, handout, while the non-printed materials are such as cassettes or audio materials, videos, or computer-based materials. Printed material is a material using papers, which can serve for learning purposes or submission of information. Its mean that, kinds of learning material is printed materials and non printed materials.

According to Istiqomah (2016), The purpose of using learning materials is something modelling among sub-themes related to main themes, sometimes activating learning, sometimes concretizing hardly understable themes, depicting,etc. Its mean that, learning materials can help in activating teaching learning. Learning materials also can help the teacher in teaching learning process. Beside that, learning materials also can motivating students in learning.

2.1.10 Watching Video

According to Astika and Sulistiyo (2017), video is one of media that show some pictures or background and has sound. A video has sound, picture, pause, and volume control. The picture has relation with sounds that the people hear. The people can see the expression, eye contact, physical, and background in the video.

According to Whatley and Ahmad (2007), Video is a combination of a moving image and accompanying sound, so whereas an audio recording gives the voice or sound alone, video retains the visual that are essential for full understanding of the communication.

According to Wottipong (2014), Video can be a very valuable tool for language learning. The advantages this tool provides, which this section will discuss, include the provision of sample of real-life communication, motivation for language learning, and promoting language acquisition. And using video also it can provide samples of real-life situations.

2.1.11 Advantages and Disadvantages Watching Video

According to Wang (2015), Video materials have plenty of advantages in English teaching which could be embodied in the following aspect:

1. Teaching English with Video Materials Can Stimulate Students' Autonomy and Proactivity

When teachers bring video materials into their English classrooms, students can directly acquire a great amount of cultural background information and emotional attitudes about the learning materials. Therefore they could employ their autonomy in language learning. While viewing the video materials, students can put themselves in the vivid atmosphere created by the video materials and understand the pragmatics of the language used by the characters. Compared with traditional English teaching, such courses truly put into practice the student-centered teaching strategies.

2. Video Materials Enrich Classroom Activities, Motivate Students' Passion for English Learning and Help to Hold Their Attention in the Classrooms.

Teaching English with video materials have advantages that other teaching methods do not have because video materials have the sound effects, vivid scenes and dialogues between characters backed up by visual aids. English video materials can provide teachers with more choices in classroom activities and avoid the boredom and monotony of traditional English teaching materials. As a result, students will be able to improve their efficiency of language learning tremendously and teachers will also be able to achieve their goals of English teaching.

3. English Video Materials Selected for Language Teaching Are Mostly Depictions of Realistic Circumstances in Life.

Students can see how language is used in real life which is very different from the traditional English teaching materials. For example, the dialogues and voice-overs in the classic movie Forrest Gump provide authentic language input and motivate students to practice their spoken English. Many colloquial expressions and patterns in movies are very difficult to understand and grasp with the help of the visual aids. Listening to different varieties of accents help students strengthen their listening skills and improve their pronunciation and intonation effectively.

4. Teaching English with Video Materials Provide Students with Direct Access to a Taste of Western Culture, which Can Complement Traditional English

Teaching which does not Pay Enough Attention to the Development of Students' Intercultural Communication Skills.

Language is an integral part of culture and it plays a vital role in the development of students' cultural awareness. Learning English does not only mean the acquisition of such linguistic knowledge as pronunciation, grammar, vocabulary and idiomatic expressions but also means learning how to think like westerners which means English learners have to understand the values, social customs and habits of westerners in order to reach near-native English proficiency. Learning English cannot be separated from the study of the culture of English speaking countries. However, for a long time it is ignored to a large extent in college English teaching in China. Although many students have mastered the four basic language skills of listening, speaking, reading and writing, they in many cases cannot communicate with native English speakers properly because of insufficient knowledge of the cultural and social background of English speaking countries. Because English teaching in China is to a large degree intended for test preparation of one kind or another, teachers pay most of their attention to linguistic forms but ignore the practical use of linguistic forms. Teaching English with video materials can tackle such problems because it combines English learning with the acquisition of social and cultural knowledge and in the end it will enhance students' cognitive competence in English and cultivate English way of thinking.

2.2 Relevance Studies

Similar to the effort to improve the students writing skills, there are many researchers conducting studies using watching movie. They found that watching movie as an effective in language teaching and learning as well as an effective way to improve writing skills.

1. The previous research is the thesis entitle The Effect of Using Folktale Movie On Students'Ability In Writing Narrative Text at The Second Year of State Islamic Senior High School Tembilahan Indragiri Hilir Regency. Written by Miftah Farid (Uin Suska Riau). The researcher said that, most of the students at the second year had low ability in writing. Their writing ability was still very far from the expectation of the basic competence of School Based Curriculum. Besides,after using folktale movie as media to teach students' ability in writing narrative text has increasing from good to very good. while in control, after using conventional strategy (three-phased technique) to teach students' ability in writing narrative text does not increase or still in good category. In conclusion,there is significant difference students' ability in writing narrative text between the students who were taught by using folktale movie and those who were taught without folktale movie at the second year students of state Islamic senior high school Tembilahan.

2. The other research is the thesis entitle The Use of Animated Film To Improve Students Ability in Writing Narrative Text. Written by Tatum Ariesya Akmala (Tarbiyah Faculty WaliSongo State Institute for Islamic Studies,2011). The researcher said the research was based on the phenomenon that many teachers still

use conventional way to teach students. So, it will be difficult for students to achieve teaching and learning target. The use of animated film can be used as a teaching medium to help teacher in teaching learning, especially in teaching learning writing narrative text animated film can improve students' ability in writing narrative text. The students can catch the idea because they watch and know the plot. Using animated film can be a new atmosphere for the students who have not been taught using film before. After the students motivate themselves to learn about material, it will raise their spirit to write something using their answer from the questions of film as guidance in learning writing process so that their writing ability improved.

3. The other research is the thesis entitle The Effectiveness of Using Video for Teaching Procedure Text Writing. Written by Rina Lestiyaningsih (English Education Study Program Islamic Education and Teacher Training Faculty State Islamic Institute of Surakarta,2017). The video and textbook are media that can be used to support teaching learning process in the classroom. Both of them can be used by teacher to convey the material to the students. The students who were taught using video has higher score in procedure text writing than the students who were taught by using textbooks. The researcher concludes that using video is effective to teach procedure text writing.

So, the difference in my research with other people research is that the first difference was that he used a folk tale movie in writing narrative text while my research used watching movie. The difference with the second research is using

animated films to improve the ability to write narrative text while the difference

with the third research is to use video in teaching procedure text.

2.3 Conceptual Framework

The Conceptual Framework of this research can be seen :

Figure.1

TEACHING WRITING ABILITY

EXPERIMENTAL GROUP

WRITING ABILITY OF WATCHING VIDEO

CONTROL GRUP

NON WATCHING VIDEO IN WRITING ABILITY

RESULT
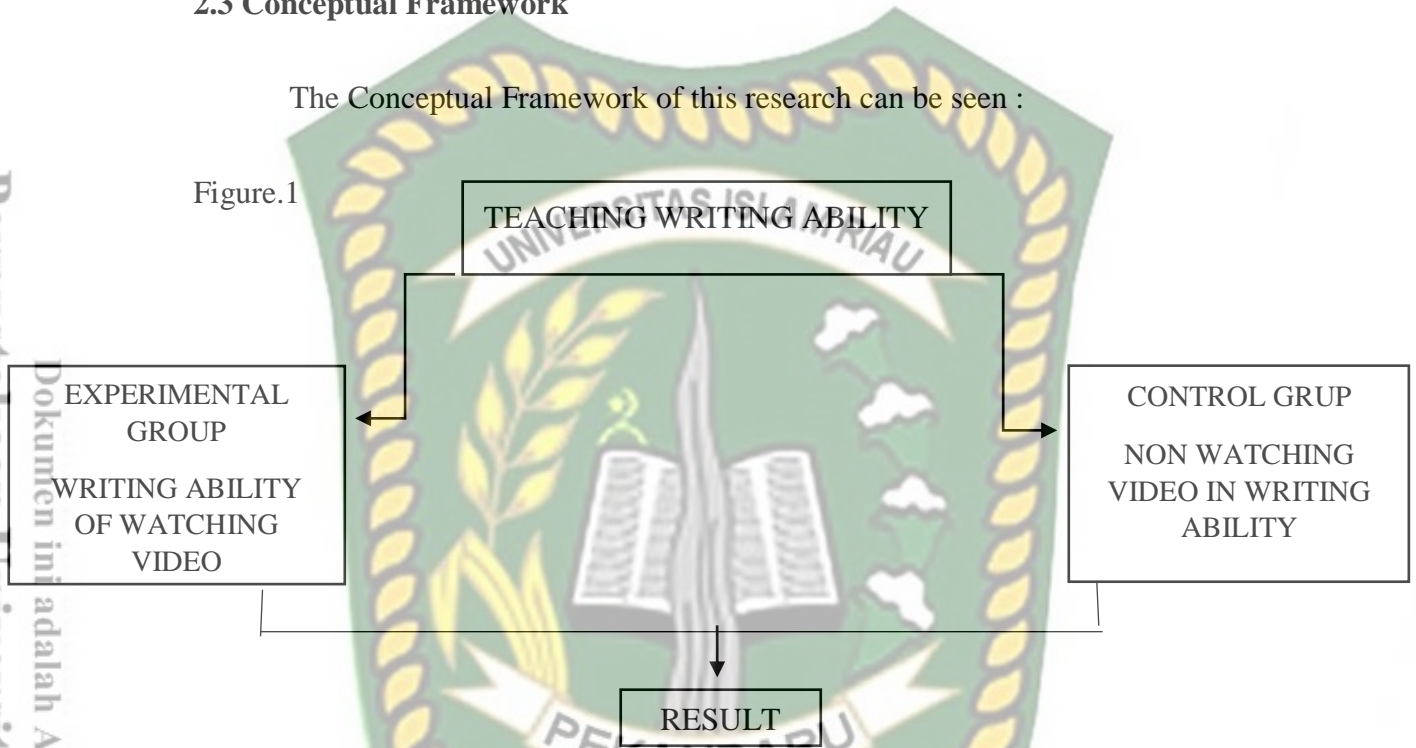
Figure 1. Conceptual Framework

In the conceptual framework, the researcher tells position on the problem

in the study, the first step to find out the problem in teaching writing skills, after

knowing the problem the researcher gives two stages to help the first problem by

using watching video in the first class and the second class does not use watching

video so that after all done the researcher found the results of this study.

2.4 Hypothesis

The Null Hypothesis (H0)

34

Ho : There is no significant effect of Watching Video to the tenth grade students ability in writing Narrative texts at SMAN 2 Siak Hulu.

The Alternative Hypothesis (H1)

Ha : There is a significant effect of Watching Video to the tenth grade students ability in writing Narrative texts at SMAN 2 Siak Hulu.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

This research will be an experimental which focuses on quantitative approach. This research reqiures at least two groups, they are independent (X) and dependent variable (Y). The independent variable is using watching video and dependent variable is students' writing ability. Each of which is formed by random assignment. Both groups are administrated a pre-test and post-test, but each of them will get different treatment. The design of this research drawn as follows:

Table 3.1 Research Design

Class	Pre-test	Treatment	Post-test
Experiment	X_1	T	X_2
Control	Y_1	-	Y_2

Where:

X_1　　　: The students' writing ability before treatment of experimental class

Y_1　　　: The students' writing ability before treatment of control class

T　　　:Teaching writing by using watching video (treatment)

X_2　　　: The students' writing ability after treatment of experimental class

Y_2 : The students' writing ability after treatment of control class

3.2 Location and Time of Research

The location of the research was conducted at SMAN 2 Siak Hulu. It is in Kubang Raya No.62, Siak Hulu Kabupaten Kampar. It was started from January 2019 by using video as a learning material on students writing ability narrative text of the tenth grade at SMAN 2 Siak hulu.

3.3 Population and Sample of the Research

3.3.1 Population

According to Fathoni (2011: 103) population is elementary unit which parameter will be predicted through analyzing statistical results that conducted to research sample. The subjects of this study were the students of the tenth grade of SMAN 2 Siak Hulu.

3.3.2 Sample

According to Arikunto (2010: 183) says that purposive sampling is a technique with particular consideration. The data representive acquired with took samples of people who were chosen by researcher in accordance with the specific traits and characteristics. The sample of this research is the students of class X IPA 2 and X IPA 4 of SMAN 2 Siak Hulu.

Table 3.2 Sample of The Research

No.	Class	Female	Male	Total

No.				
1.	X IPA 2	20	8	28
2.	X IPA 4	20	9	29
	TOTAL	40	17	57

3.4 Instrument of the Research

The instrument in this study is writing test.the purpose of the test is to know the improvement of the students writing skill. in this study, the researcher will use two series of test, pre- test and post-test. The pre-test will be used to students writing narrative text before getting treatment. The pre-test will be used to students writing narrative after getting treatment.

No	Topic of Writing Skill Test	Indicators	Topic
1	Pre-test	1. grammar 2. content 3. organization 4. mechanics	Malin Kundang
2	Post-test	1. grammar 2. content 3. organization 4. mechanics	Sangkuriang / Tangkuban Perahu

38

3.5 Procedure of the Research

In order to get the data, which is needed to support, the writer conducted pre-test and post-test. The tets are used to know the students ability. Pre-test was conducted to find out the score of the students at the starting point. Then the researcher was do the treatment that is teaching writing through watching video at least for six meetings. After that, the post-test was administrated. Post-test is amed to see improvement or different achievement after being thought by watching video.

3.6 Research Source

The materials were taken from students textbook and internet websites. The materials will be given to the class as follow:

Table 3.4

Research Materials

No	Meetings	Topic	Teaching Process
1	Pre-test	Malin Kundang	Pre-test
2	Treatment 1	Timun Emas	Treatment
3	Treatment 2	Lake Toba	
4	Treatment 3	Batu Menangis	

39

5	Treatment 4	Bawang Merah Bawang Putih	
6	Post-test	Sangkuriang / Tangkuban Perahu	Post-test

3.7 Data Collection Technique

In this research the writer was collected the data for this research is taken from one aspect, it is quantity aspect. It means that, the writer used a test to get a scientific data. The writer given tests to the students. The form of the test in this research is pre-test and post-test. They are experimental class and control class.

In this research, the writer gets the date by distributing test to the students. The test consist of two the materials. The duration will 45 minutes to conduct all activities.

3.8 Data Analysis Technique

In analysis data, the researcher used score of pre-test and post-test of the students, the score of pre-test is taken as data of research. The researcher gave some treatments to the students before conducted the study. The researcher gave the students of the treated a group pre-test. The purpose of pre-test is to find out initial of the students' learning English. The result used to know the development made by the students' after giving treatment.

The scores were analyzed by using statically analysis test. The data were analyzed by statistical analysis, to know the result whether it will statically significant, and it was analyzed by using t-test.

Table 3.5 Scoring Rubric Narrative Text

No	Indicators	Scores	Criterion	Description
1.	Content:The appropriateness with the title chosen	30-27	Excellent to very good	Knowledgeable, subtantive development of thesis relevan to assigned topic.
		26-22	Good to average	Sure knowledge of subject, adequate range, limited developmeng of thesis, mostly relevant to topic but lacks detail.
		21-17	Fair to poor	Limited knowledge of subject, little subtance, inadequate development of topic.
		16-13	Very poor	Does not show knowledge of subject, non subtantive, not pertinent or not enough to evaluate.
2.	Organization: paragraph of unity, coherence and	20-18	Excelent to very good	Fluent expression, ideas clearly stated /supported,succint, well-organized,

				logical sequencing, cohesive.
		17-14	Good to average	Somewhat choppy, loosely, organized, but main ideas stand out, limited support, logical but incomplete sequencing.
		13-10	Fair to poor	Non fluent, ideas confused or disconnected, lack logical sequencing and development.
		9-7	Very poor	Does not communicative, no organization, or not enough to evaluate.
3.	Vocabulary : the precision of using vocabulary.	20-18	Excellent to very good	Sophisticated range,effective word/idiom, choice and usage, word from mastery, appropriate register.
		17-14	Good to average	Adequate range, occasional errors of word / idiom form, choice, usage but meaning not obscured.

		13-10	Fair to poor	Limited range, frequent errors of work /idiom form, choice, usage, meaning confused or obscured.
		9-7	Very poor	Essentilly translation,little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.
4.	Language use / grammar : tenses and pattern	25-22	Excellent to very good	Effective, complex construction, few errors of agreement, tense, number, word order / function, articles, pronouns, and prepositions.
		21-18	Good to averege	Effective but simple construtions, few errors of agreement, tense, number, word order / function, articles, pronouns, and prepositions but meaning seldom obscured.

43

		17-11	Fair to poor	Major problems in simple / complex instructions, frequent errors of negation, agreement, tense, number, word order / function, articles, pronouns, and prepositions and or fragments, deletion, meaning confused or obscured.
		10-6	Very poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.
5.	Mechanics: spelling and punctuation.	5	Excellent to very good	Demonstrate mastery of conventions. Few errors of spelling, punctuation, capitalization.
		4	Good to average	Occasional errors of spelling, punctuation, capitalization, but meaning not obscured.

		3	Fair to poor	Frequent errors of spelling, punctuation, capitalization, poor handwriting meaning confused and obscured.
		2	Very poor	No mastery of conventions, dominated by errors of spelling punctuation, capitalization, handwriting-illegible or not enough to evaluate.
The range of writing score		35-100		

Table 3.6 The Classification of Students Score

Score	Categories
90-100	Excellent
80-89	Very good
70-79	Good
60-69	Fair
0-59	Poor

45

Then, to find out whether there is significant effect of using video as a learning material towards students' writing ability of narrative text at the tenth grade at SMAN 2 Siak Hulu, the writer used measurement to analyze the data. In analyzing the data, the writer used paired-sample T-Test from IBM SPSS Statistics 24 version to analyze of using video as a learning material towards students' writing ability of narrative text at the tenth grade at SMAN 2 Siak Hulu.

The T-obtained value was consulted with the value of T- table at the degree freedom (df).

Statically Hypothesis:

Ho= to < t table

Ha= to > t table

Criteria for hypothesis:

1. Ho is accepted if to < t table. It's mean there is no significant effect of using video as a learning material towards students' writing ability of narrative text at the tenth grade at SMAN 2 Siak Hulu.
2. Ha is accepted if to > t table. It's mean there is significant effect of using video as a learning material towards students' writing ability of narrative text at the tenth grade at SMAN 2 Siak Hulu

The test of hypothesis is applied to find out whether the hypothesis is accepted or rejected. In order to test the hypothesis with paired sample t-test. The hypothesis accepted if the level of significance is lower than 0.05. in doing

the analysis of t-test and the hypothesis testing, the researcher uses the IBM

SPSS Statistics 24 computer program.

CHAPTER IV

RESEARCH FINDINGS

4.1 The Description of Research Procedures

The writer did some steps in doing the research in order to know whether there was an effect of using video media in teaching writing at the first year students of SMAN 2 Siak Hulu or not. The writer used one instrument to gain the data of the research that was written test, so before applying the treatment to the students, the writer gave pre- test. Then, the writer gave the treatment around six times – here, the treatment was teaching the students by using video , and then the writer gave post-test to the students. For being clearer, here are the steps of the research:

1. The students were given pre- test . Firstly, the writer distributed the instruction to the students and explained it to them. Then the writer asked the students to write about narrative text in a piece of paper.

2. After the students finished the test, the writer collected the students' work.

3. The writer gave the treatment in the second meeting to the six meeting. The treatment was about teaching writing the students by using video.

4. The writer then gave post- test to gain the data of the research.

5. The writer analyzed the data that were gained through pre and post-written test by using descriptive statistic, and t-test formula was used to find out the effect of using video toward students' ability in writing narrative paragraph.

48

4.1.1 The Result of Pre Test in Control Class

The test was done to know the ability of students in writing. The students' score on pre-test is presented in the following information:

Figure 4.1 The Result of Pre-Test Control Class
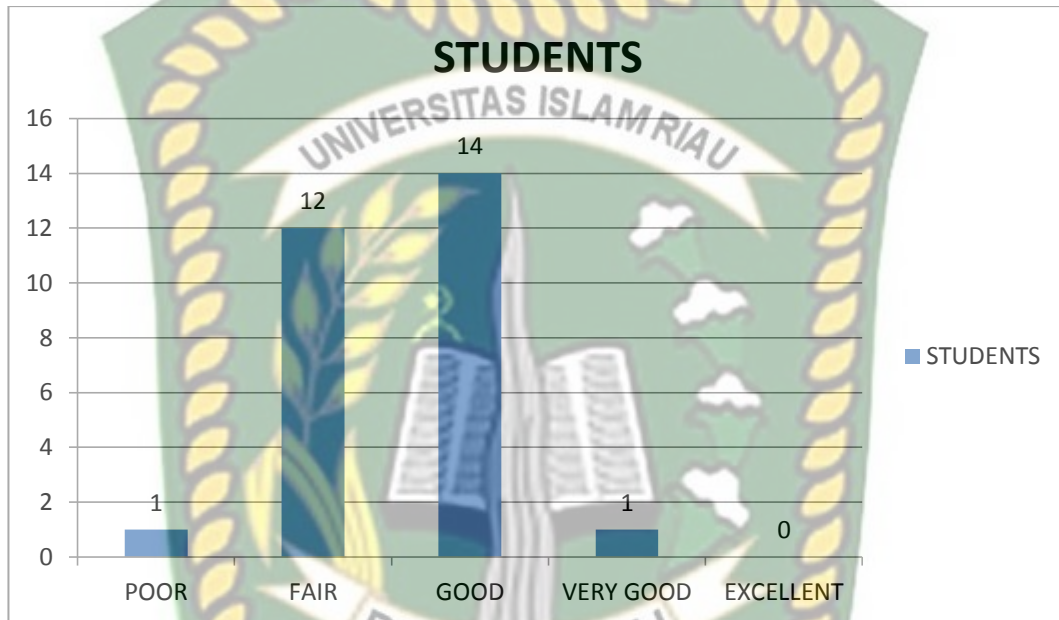
The graph shows that there are more students who get problem in writing test because there were 12 students stayed in fair level that indicate the students' problem in writing. However, there were 11 students who can reach good level and there were 5 students who can reach very good level.. The data presents that the students' writing.

4.1.2 The Result of Pre Test in Experimental Class

Before giving treatment, the researcher had given pre-test to the students in control and experimental groups. It was done to know the ability of students in writing ability after treatment was done.

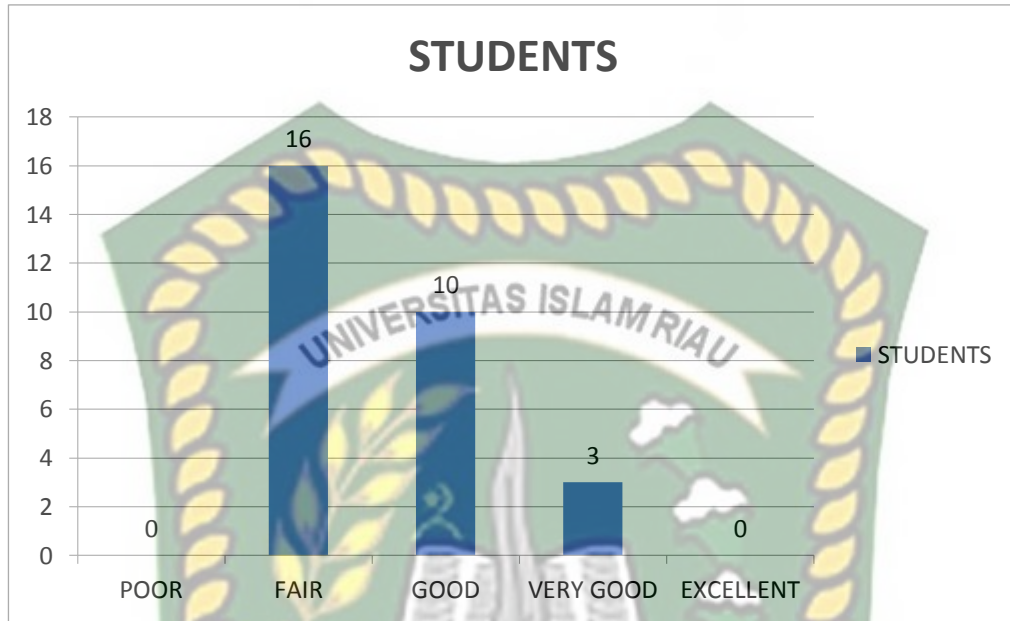**Figure 4.2 The Result of Pre-Test in Experimental Class**

Figure shows the result of the students' writing ability in control class, it can be seen that 11 students stayed in fair level, and 15 students can reach good and 3 students can reach very good level, there are more students who get problem in writing ability.

4.2 Treatment

The treatments were given after the students getting pre-test. The function of the treatment is to get the significant effect of using video towards students' writing ability. For the treatments the researcher gave topic:Timun Emas, Lake Toba, Batu Menangis, Bawang Merah Bawang Putih, there were four meetings done by the researcher, the detail information about the meeting can be seen in the following:

4.2.1 The First Meeting

The first meeting, was conducted on January 07th 2019. The topic is about Timun Emas. In pre teaching the researcher as a teacher greeted the students and checked attendance list, the researcher asked question about condition and warming up to make atmosphere enjoyable. Before learning, the researcher asked the students some question about narrative text.

During teaching, the researcher show a video legend about Timun Emas.

The students watch this video until the end. After the students watch this video legend about timun emas, the researcher ask to students about "what the moral value in this story?". And then, the students give a respon. After that, the researcher explain about narrative text and the researcher gave example about generic structure narrative text, the researcher continue gave assignment to make the students have already understood about the topic.

In assignment practice, the students should answer the question based on video. After that, the students show the answer in front of class. In closing part the researcher discussed with the students about their assignment and checked that students have already understood about the information and explained for the next meeting.

4.2.2 The Second meeting

The second meeting, was conducted on January 14th 2019. The topic is Lake Toba. In pre teaching the researcher as a teacher greeted the students and

checked attendance list. Before start to learning the researcher asked about last topic that learns before.

During the learning process, the researcher explain about language features. After that the researcher show a video legend about Lake Toba. The students watch a video, and the students also write a language features based on video. After the students watch this video, the researcher give a students assignment based on video. In assignment practice, the students should answer the question based on video. After that, the students show the answer in front of class. In closing part the researcher discussed with the students about their assignment and checked that students have already understood about the information and explained for the next meeting.

4.2.2 The Third meeting

The third meeting, was conducted on January 21th 2019. In pre teaching the researcher as a teacher greeted the students and checked attendance list. Before start to learning the researcher asked about last topic that learn before.

The researcher gave a video about legend. And then, the researcher explain about simple past tense, the researcher gave example about simple present tense. After that, the researcher gave a assignment about simple present tense. In closing part the researcher discussed with the students about their assignment and checked that students have already understood about the information and explained for the next meeting.

4.2.3 The fourth meeting

The fourth meeting was conducted on January 28th 2019. In pre teaching the researcher as a teacher greeted the students and checked attendance list. Before starting the learning process the researcher asked about last topic that learn before. After that the researcher repeated the material about narrative text.

During the learning process, the researcher gave the students video about legend. After that, the student should write the story based on this video. In closing part the researcher discussed with the students about their assignment and checked that students have already understood about the information and explained for the next meeting.

4.3 Data Presentation in Post-Test

To find out the significant effect of using video on students' writing ability, the writer showed the independent samples test from the post-test score of control class and post-test score of experimental class. The data were analyzed by using SPSS Statistics 24.0 that can be seen from the table below:

Figure 4.3 Post-Test of Control Class and Experimental Class

	POOR	FAIR	GOOD	VERY GOOD	EXCELLENT
CONTROL	0	11	11	6	0
EXPERIMENT	0	7	9	13	0
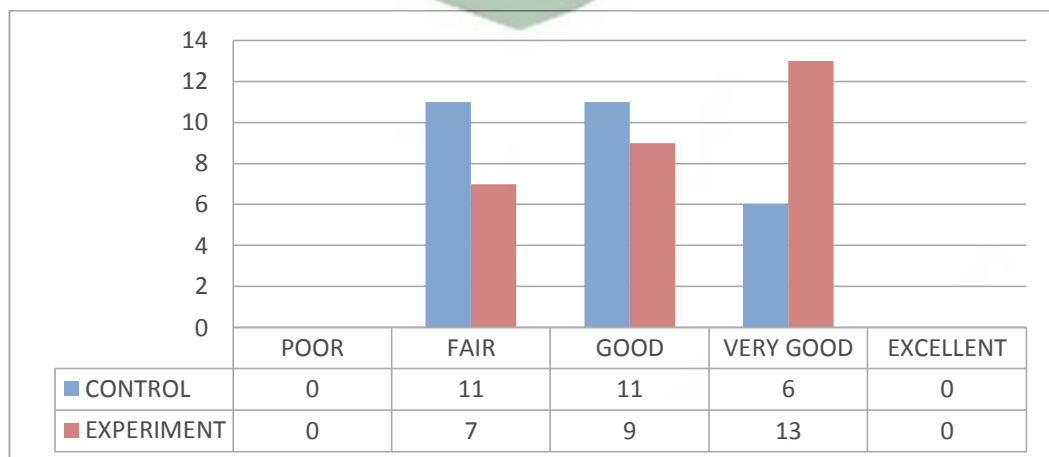
From the table above shows the result of the students' writing ability in control group and experimental group. In control class there were 11 students stayed in fair level, there were 11 students in good level and there were 6 students in very good level. However in experimental group, there were 7 student stayed in fair level, and there were 9 students who can reach good and there were 13 students in very good levels. It can be seen that the score of experimental group were higher than control class. To see the score of post-test in each indicator can be seen as follow:

4.4 Data Interpretation

In interpretation of data focused on the result of the research and the analysis which related to the effect of using video as a learning material on students' writing ability as could be seen by this following table:

Table 4.1 Paired Sample Statistics of Pre-Test and Post-Test Scores on the Students' Writing Ability

| Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Score of Pretest Control Group	70,94	28	6,737	1,27329
	Score of Posttest Control Group	73,25	28	6,903	1,30463
Pair 2	Score of Pretest Experimental Group	70,72	29	5,382	,99956
	Score of Posttest	76,00	29	6,545	1,21541

Experimental Group				

Table 4.1 showed that the difference achievement of mean score in pretest and post-test both group. In experiment class the mean score in pre-test was 70,72 and the mean score in post-test that was 76.00. While in control class the mean score in pre-test was 70,94 and the mean score in post-test that was 73,25. It shows that experimental class score higher than control class.

Table 4.2 Paired Sample statistics of Pre-Test and Post-Test Scores on the Students' Writing Ability

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRETEST2 - POSTTEST2	-2,30357	5,63609	1,06512	-4,48902	-,11812	-2,163	27	,040
Pair 2	PRETEST - POSTTEST	-5,27586	7,84286	1,45638	-8,25913	-2,29260	-3,623	28	,001

From table 4.2 above, in experimental class, the value of sig (2-tailed) was 0,001 and it was lower than significant probabilities 5%(p<0.05). Hence, the result of paired sample test in experimental class shows that Ha is accepted and Ho is rejected. It means that using video on students' writing ability which can be seen from the result of the students' post- test after getting treatment. In other words, that alternative hypothesis (Ha) is accepted or there is significant Effect of Using Video as a Learning Material on Students' Writing Ability of Narrative Text at The Tenth Grade of SMAN 2 Siak Hulu.
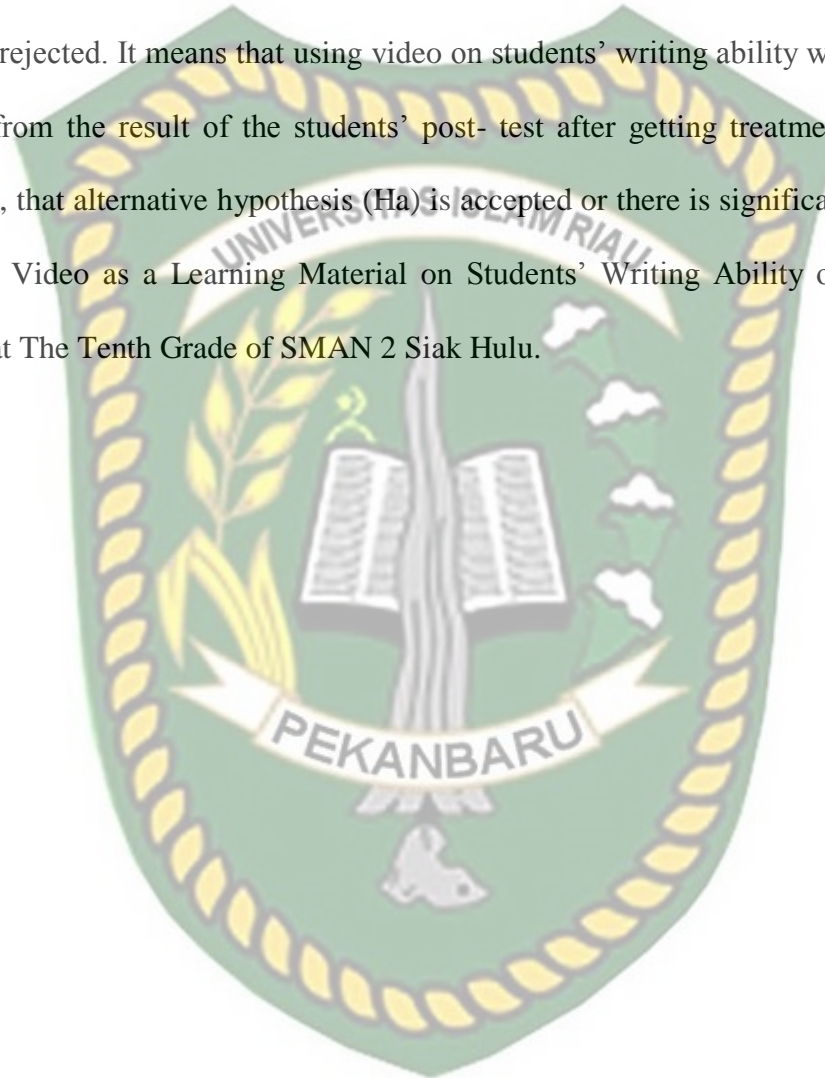
CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The advantages of using video in writing narrative text the students can apply the use of simple past tense in context, and they can organize their ideas by using correct grammar, in this case simple past tense, good mechanics, and rich vocabulary. using video had a lot of fun, and can be adapted to a variety of writing experiences.

The researcher found out the means score of student in experimental group in pre-test was 70,72 and 76,00 in post test. This evidence indicated that teaching writing to the students by using video was successful. It gave positive effect to the students in writing. Students were better in writing especially in aspect of writing. Then, the highest score in pre test was 86 and 85 in post test. The lowest score was 63 in pre test and post test. Standard deviations were 5,38 in pre test and 6,54 in post test.

It means that the null hypothesis was rejected and alternative hypothesis was accepted. In other words, there was a positive or significant effect of using video toward students writing ability of the tenth grade at SMAN 2 Siak Hulu.

5.2 Suggestion

In this chapter, the researcher would like to give some suggestions, some for the teacher of SMAN 2 Siak Hulu, students and for the next researcher.

5.2.1 For the Teacher

Teaching English is difficult, so to make the students interested in this subject, the teacher should use various media in teaching writing. Teacher can use appropriate media and method based on the situation. The suitable choice of teaching media and method can make teaching learning process run well.

5.2.2 For the students

The students should be active in teaching learning process and do more practices in writing. The students have to improve their competence in writing and be confidence to making sentences and paragraps in writing, because writing very important in english study. The students should be brave whenever they meet difficulties, asks the teacher to help them solving the problem

c. For the researcher

The result of this research can be use as an additional reference for a similar research with different variables. Other researchers can develop with their other material which is suitable for the teaching learning process of English lesson.

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