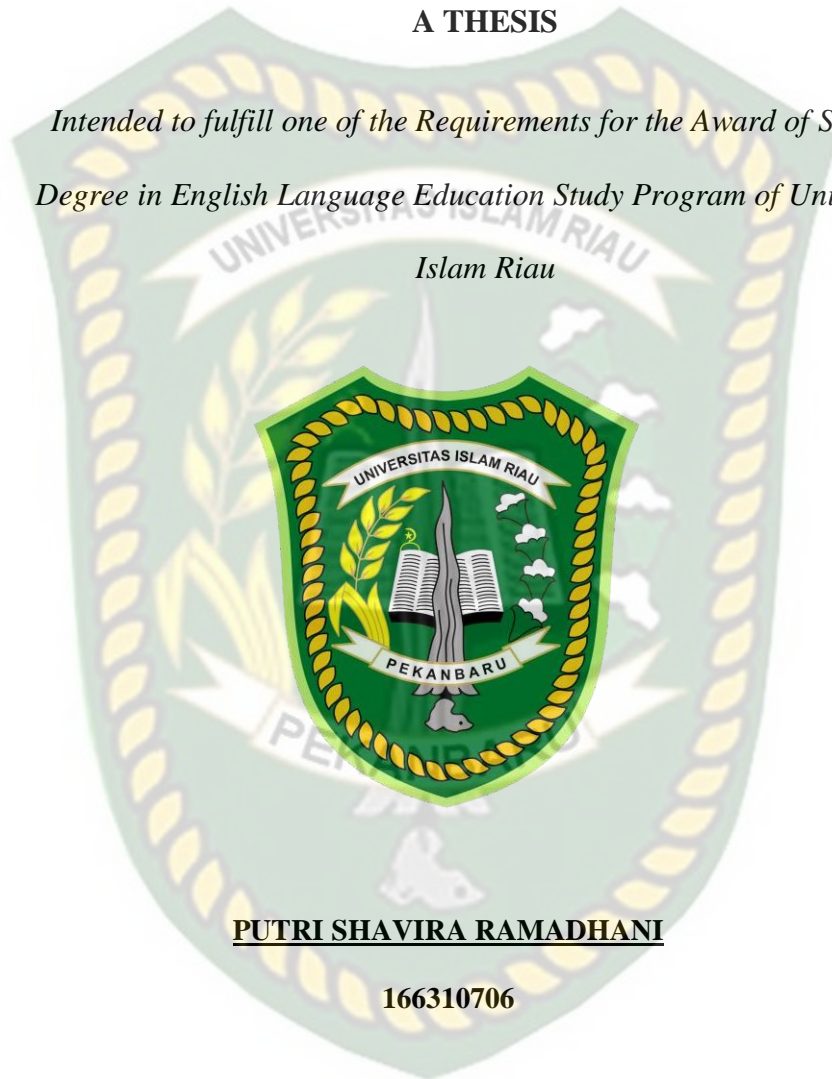# THE EFFECT OF USING VIDEO TOWARD STUDENTS' WRITING

OF PROCEDURAL TEXTS AT SMAS TRI BAKHTI PEKANBARU

A THESIS

Intended to fulfill one of the Requirements for the Award of Sarjana

Degree in English Language Education Study Program of Universitas

Islam Riau

<u>PUTRI SHAVIRA RAMADHANI</u>

166310706

ENGLISH LANGUAGE EDUCATION
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITAS ISLAM RIAU
PEKANBARU
2021

TABLE OF CONTENTS

iii

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

ABSTRACT

Putri Shavira Ramadhani. 2021. The Effect of Using Video Toward Students' Writing of Procedural Texts at SMAS Tri Bakhti Pekanbaru. Thesis, Pekanbaru: English Study Program, Faculty of Teacher Training and Education, University of Islam Riau.

Keywords: Video, Writing, Procedural Text

Writing is the important skill. Writing also can express who we are, feelings to entertain or share fun things to others even after our life time. It makes our knowledge, our personal, our work for the future visible to others. Writing is one challenging subject for the students, because it needs more time, special task, preparations, and some technique to improve this skill. This caused by lack of vocabularies, ideas, and tenses. Then, this research using a video as a media while teaching writing of procedural text. However, this research is design to know if there is any significant effect of using video toward students' writing of procedural texts.

This research used a quantitative approach. The data were collected through a SPSS V25. That consist of five indicators of Classification of Students' Score; content, organization, vocabulary, language use, and mechanics. 30 students were selected as a sample of this study. The instrument used in this research was a written test and the classification of students' score on pre-test and post-test.

The result revealed that XI IPS students at SMAS Tri Bakhti Pekanbaru have positive perspectives by taught using video toward students' writing of procedural texts. Based on the calculation the mean score of pre-test was 63,67 and mean score of post-test was 76,00. Based on the data of SPSS of the research, it can be seen that sig $T_{calculate}$ in Equality of Variances is 0,615. It can be summarized that Ho is accepted because 0,615 > 0,05. In brief, it means the variance population identic. On the other hand, from the data can be seen that $t_{calculate}$ obtained -3.763 will be compare to t_{table}, df= 58. It can be concluded that t_{table} is higher than $t_{calculate}$. In other word, it can be read -3.763 <58. Based on the score, the researcher concluded that Ho is rejected and Ha is accepted means that significant effect of using video through students writing of procedural text of XI grade at SMAS Tri Bakhti Pekanbaru.

CHAPTER I

INTRODUCTION

1.1 Background of The Problem

English is one of international languages used by many people in the world. Language is used as a communication in society. People use language to convey their message, feeling, opinion, thought,and information to each other. Language is used both in oral and written communication. By learning English people can communicative with others people around the world. Recently, English is the essential language for people and has a special position as the subject that offers a chance for advancement in students professional life and also uses to access the information between teacher, student, and book. Thats why English is one of the important study that student to be mastered both oral and written ability.

In studying English, there are four skills. They are; reading, speaking, listening, and writing. Writing is one of skills beside reading, listening, and speaking that should be taught to the students. There are two productive and receptive skills. The productive skills are; writing and speaking, while the receptive skills are; reading and listening. One of the productive skills is writing. Writing is one of basic skill. That is why writing is very important to teaching and learning in English in order to communicate their ideas and feeling with others in written form. In line with this statement, Raimes(1983) states that writing is a skill in which express the ideas, feelings, and thoughts arranged in words, sentences paragraphs using eyes, brain and hand.

1

However, writing is an effective way to express feeling to entertain or share fun things to others. For example: give someone idea's when someone do not have an idea to do something. Writing skills help the learners gain independence, comprehensibility, fluency and creativity in writing.

Writing is difficult subject for the students. It is often considered as a complicated learning because it need some techniques and preparations. The students also need time and special task to improve this ability. This is caused by lack of vocabularies , idea,and tenses. Beside that, they have some troubles to express their idea chronologically, make a mistake in grammatical, confused when start to write because they did not understand materials, difficulties in writing English text because they have lack of ideas , and the last is they feel bored when teaching and learning process, because, the teacher teaches without using media or just explain the material. This is supported by Rass (2010), explains that writing is a difficult skill for native speaker and nonnative speaker alike, because the researchers must balance multiple issues such as content, organization, audience, vocabulary, purpose, spelling, and mechanics such capitalization. In this case, teacher should mastering and be creative in teaching writing cause teachers has big influence for their students in order to make students interested in learning process. For example: the teacher make a creative media to get students attention.

In learning to write or compose, there are four kinds (genres) of the text should be learned during three years of learning English, they are ; Narrative, Descriptive, Recount, and Procedure texts. In this research were focused on the discussing procedure text while the generic structure procudure text consist; goal,

material, and step.

Procedure text is one of many short text that must be mastered by students in learning English. Students have to be able to write procedure text in their English classroom. Procedure text is designed to describe a step of procedure, action, doing something, or making something for the example cook something. In teaching procedure text, the researcher hope the students can be able to organize paragraph, using correct grammar or sentence structure, correct word choice or vocabulary, and use the appropiate punctuation and capitalization.

To achieve students' writing ability in procedure text, teacher must provide interesting media in teaching and learning process. Video is a media that can be helpfully in teaching procedure text. As stated by Harmer (2001:92) "One of the techniques to teach writing is by using video." So video can keep students consentration when learning the materials.

Video is one of media that can help in teaching learning process, especially writing procedure text. Video is media that can be used and related each other in accordance with the sequence of event. So the main function of this video is students will know the event based on time sequence. Students will be very interested in using video and they will be better to explore their idea when writing a procedure text after watching video of procedure text.

Video is needed to use in teaching process because video helps the teacher to deliver teaching materials in an attractive and interesting way, so the students will not feel bored easily during the lesson. By using video students can get more inspiration for writing procedural text. Moreover, the reason choosing video as

media for this research according to Lance (2007) in Junianti (2017) state that video can attest a compelling educational experience. Students are easier to understand and memorizing the information from the video. It is supported by Harmer (2003) in Junianti (2017) that video can help the students to think what they will put or write after watching the video. Because they are not only listen to the sound but they may recognize it through the gestures of each character in the videos.

Finally, based on the reason above the researcher would like to conduct a research about *The Effect of Using Video Toward Students' Writing of Procedural text.*

1.2 Setting of the Problems

Based on my experience in teaching training (PPL) in SMAS Tri Bakhti Pekanbaru, there are some problems that students have on writing procedure text: the students do not know how to use present tense in writing procedure text, the students have low interest in learning writing especially in English since they rarely write much, students have limited vocabulary, does not understand the material, students have difficulties in expressing and developing their idea into written text.

According to Karani (2008) , there are some general problems encountered by the students when they are ordered to write a procedure text, There are problems in content, organizing, words, and grammar. First is content. It means that the students cannot produce an effective text because they cannot construct the main idea and supporting detail into a paragraph. Second is organizing. In organizing,

the students cannot organize paragraph into a good text. Third is vocabulary. Sometimes, the students lack of vocabulary for constructing a good paragraph, so the students cannot convey their ideas and opinions smoothly. Fourth is grammar. A good text describes a sentence structure correctly, and the paragraph has a good order of the words in sentence sequence. In other word, the students face many problems in writing procedure text. Their problems focus on the writing procedures, and they are usually lack of vocabulary especially present tense to start writing procedure text.

Considering the students' problems, the teacher should resolve those problems. One of the ways to solve the problems is developing the ability of writing which are faced by students is using an interesting media to teach writing procedure text. Teaching English for Senior High School needs appropriate media in order that they do not feel bored and they become active in the classroom. To increase the students' interest and motivation in learning writing, the teachers are expected to create a teaching media. The media is by using video.

1.3 Limitation of the Problems

Based on setting of the problem above, the research limitation of the research was:

1. The students are afraid of making some sentences. It is because the students have limited English Vocabularies for make a good paragraph. Then they do not know what should they put in written text.

2. The students cannot produce an effective text because they cannot construct main idea and supporting detail into paragraph. So, they cannot organize paragraph into a good text.

1.4 Formulation of the Problem

Based on problems which have been identifed above, the research problem is formulated as follow:

Is there any significant effect of using video toward students writing of procedural text?

1.5 Objective of the Research

In relation to the research problems formulated above, the objective of the research are as follow:

To know any significant effect of of using video toward students writing of procedural text.

1.6 Significance of the Research

This research has some valuables contribution as follows:

1. For the Teacher

To help the teacher developing teaching and learning process with using video on writing procedural text.

2. For the Students

To helps the students easy to understand the material in wiring of procedural text

3. For the Researcher

To thelp the researcher complese her research

1.7 Definition of Key Terms

To avoid misunderstanding, the researcher make 3 terms considered in need for clarification:

1. Effect : Means Change Caused by something (Manser in Karmila 2013:6) in this research, the effect is defined as result of using video toward students writing of procedural text

2. Video : is type of magnetic tape used for recording moving pictures and sound (oxford dictionary). In this research, it means the researcher using video as media in using video toward students writing of proceddural text

3. Procedure Text : According to Derewinka (2004) procedure text is a text in giving instruction to make something, in games rules, in recipes, manual steps, directions of destination. Completely done through video.

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

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 The Definition of Writing

Writing is one of productive skills in which the students can express their feeling , thought or their ideas. According to Harmer (2004), writing is one of four skills that encourage students to focus on accurate language use, because by writing it may well provoke language development as they resolve problems which the writing puts into their minds. And he also added his opinion about writing that Harmer (2004 : 86) "writing is a process that what writers write is often heavily influenced by constraints of genres, then these elements have to present in learning activities.".

According to Brown (2001: 336) "Writing is two-step process. First , you figure out your meaning, then you put it into language." Another expert Richard and Willy (2002) in Fitriani (2014) say that writing is the most difficult skill to master by second language learners, because it concludes highly complex skills. Heaton J.B (1995) also stated that writing skills are complex and somethimes difficult to teach, requiring mastery not only of grammatical and rhetotical devices but also of conceptual and judgmental elements.

In summary, the writing is a process of conveying the idea, feeling in a form of written text, and writing is the important skill that must be mastered and pay carefully by the students and the teachers.

8

2.1.1.1 The Aspects of Writing

In writing we have to know about the aspects of writing to make easier in writing. Writing is not just written an idea in the brain but also have a technique how to do it. Someone who wants to write have do consider the aspects of writing like Jacobs L. Holly (1981) in Fitriani (2014) suggested that there are five aspects of writing that must be taken carefully, namely:

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

2. Organization : The writer have good in expressing the idea, clearly, or supported well relationship between logica;, sequenzing and paragraph.

3. Vocabulary : The writers have a lot of words and idioms to convoy intended information attitudes and feelings. While writing, writers have to observe the words choice and terms that use in each sentence. Each word also must be arranged as well as possible to avoid the ambiguity.

4. Language use : The writers can apply the basic agreement between sentence, numbers, article, pronouns and preposition, tenses, and functions.

5. Mechanincs : The writers are able to write in a good spelling, capitalization, punctuation and paragraph.

2.1.1.2 The Process of Writing

Writing process is a stage that writer goes thrpugh in order to produce something in its final form and suggested that the process has four main elements. According to Harmer (2004) the process of writing are:

1. Planning

Experienced writers plan what they are going to write, the writer should think about three main issues. Firstly, the writer have to consider the **purpose** of their writing, because th   is will influence not only the type of the text they wish to produce, but also the information they use and the language that they choose to include. Secondly, about the audience, the writer should think about the **audience** that will read their writing in how their writing laid out , the language use and how the paraghraph are structured . because its not only influence the shape of writing but also choose the text was informal or formal. Thirdly, the writers have to think the **content structure** of their writing. In order, to sequence the facts, preserved ideas, or how best arguments which they have decided to include. This stage called pre-writing.

2. Drafting

We can see to the first version of a piece of writing as a draft. While drafting, the writers develop their idea that the writer produce in planning into sentences as a guide.

3. Editing

While making a good writing, its hard to arrange the good paragraph and almost impossible to make it for the first try. The first try is called first draft. We can editing the information that not clear enough. The writer often helped by editors who comment and make suggestion. Then, the writer can revise and improve the draft based of the ideas, punctuation, words, grammar and the detail needed that makes appropiate revision.

4. Final version (Final draft)

After the writer finish discussed with editors and already edited the draft, the writer making changes they consider to necessary to produce the best version of the piece. This may look considerably different from both the original plan and the first draft. Because things have changed in the editing process. And now the writer is ready to send the written text to its intended audience.

2.1.2 The Definition of Procedure Text

Procedure Text is an instructional text that describes how to make something or how to do something in several steps or phrases. According to Oshima (2007:95) "In a procedure text, you explain how to make or do something, so process paragraphs are also called how-to paragraphs. To explain how to do something clearly, break the process down into a series of steps and explain each step".

According to Richard & Schmidt (2010) in Kemala (2018) said procedure text is a written or spoken language. Procedure text have some characteristics; has distinctive structure and has particular communicative purpose or function and usually can be understood in relation to the context , includes of several sentences. It means, procedure text is what we can hear, or say in spoken language, and the text in written language has structure and function. According to Anderson & Kathy (2003) in Lestiyaningsih (2017) procedure text is a text that gives us instruction, or doing something, or make something. The aim of procedure text itself to explain how something can be done with structural instruction e.g, receip instruction manual, direction, rules of game, achieve a goal solution. It is supported by Walter (2015), state that procedure text is a rules, instruction and procedures aim to make sure something that performed in order to achieve successful result. Usually a series of sequenced steps.

So it can be concluded that procesure text is a text that explains or instructs something in order to know how it can be done through a series of sequenced steps.

2.1.2.1 Generic Structure of Procedure Text

Every type of text needs a generic structure to organize and show the different from other text. The generic structure of procedure text according to Knapp and Watkins(2005) in Prihatna (2015), they stated that procedure text is concerned with telling someone how to do something. For this reason, procedure text generally organize with title (goal), materials/ equipment, and steps.

Moreover, according to Walter (2015) the generic of procedure text as follows:

a. Goal – a statement of what is to be achieved.

Example: How to make a sponge cake.

b. Materials. Equipment needed, listed in order.

Example: Eggs, flour.

c. Sequenced steps to achieve the goal.

Example: Cream the sugar and butter.

d. Often diagrams or illustration

2.1.2.2 The Purpose of Procedure Text

The purpose of procedure text is to describe how something is made through a sequence of steps.

2.1.2.3 Types of Procedure Text

There are different procedural text for different purposes by Walter (2015):

1. Texts that explain how something works or how to use instruction/ operation manuals, for example, how to use the video, the computer, the photocopier

2. Texts that instruct how to do a particular activity, for example, recipes, rules for games, science experiments, road safety rules.

3. Texts that deal with human behavior, for example, how to cook, how to live hapily, how to succeed.

2.1.2.4 Language Features of Procedure Text

The generic structure of procedure text also called as constructing a procedure text. The word of constructing is come from construct, which has a meaning "build something, to put or fit something together, to form together. These things have same meaning. According to Walter (2015) , mentions that language feature of procedure text are :

1. Written the imperative, i.e. sift the flour or 2nd person i.e. first you put..

2. In chronological order, i.e. First, next

3. Use of nubmers, alphabet or bullet points and colour to signal order

4. Use of adverbs and adjectives for precision – i.e measure carefully.

It is supported by Barwick.J (1999), he is explained some language feature of procedure text in his book as follows:

1. Noun

group or noun are used in the listed material or equipment.

Example: nuts, bolts,, screwdriver, or wood.

2. Action verbs starts most sentences.

Example: link, take, put.

3. Conjunction are used to show chronological order.

Example: then, after, when, before, while.

4. Short statements or commands are used.

Example: pick them up.

5. Adjectives add details relating to size, shape, color, and amount.\

Example: place the red cup there.

6. Words related to direction and specific location are found.

Example: left, Jamison street, north.

7. There is little use of personal pronouns, because the person who following the instruction may be referred to in a general way as one or you or may no be referred to.

8. Present tense are generally used.

9. Emphasis is often given to important information by underlining it or writing in bold.

10. Adverbs, preposition, and adverbial phrases add detailed information about how, where, and when.

11. Clear, simple. Precise but detailed language is used.

12. Vocabulary from technical to everyday language according to the target audience.

2.1.3 Definition of Video

Video is one of many media that can be used in teaching English. By using video, teacher will guide the students with a new way in teaching learning process. Video itself can be categorized as audio visual that can be found in many platfrom in internet beside Television, such as YouTube and video.com.

According to Bal-Gazegin (2014), video is a media that convey message in an audio-visual environment, using audio-visual materials in classroom has been emphasized by numerous researcher because styles of visual presentation are useful to the language learner, especially to develop understanding, but how video can be used as a tool depends on the creativity of the teacher who is expected to integrate it properly with the right objectives and goals at the right time.

Related to the learning activity, Aminah (2018) state, video can motivate and stimulate students to write. In addition the use of video can be a good alternative , can stimulate oral and written communication between the students. Dupuy (2001) in Aminah (2018) also state that, video can be used to motivate students to learn essential writing skill. Whereas Harmer(2003) in Lestiyaningsih(2017) states video can enhance simulations, not only because it can provide feedback when students can watch themselves and evaluate their performance, but also the presence of video help students feel more realistic.

It can be conclude, video can make students more easily to get information, feel enjoy at the same time because can watch the story, see pictures and listening audio. It make the students are able to develop their ideas and inspiration for writing. So, the teaching and learning process can be more enjoyful in interesting

way.

2.1.3.1 The Advantages of Using Video in Teaching Writing

In teaching and learning process a teacher must provide such as fun media for the students. Video is a media that easy to get and interesting because it can show some pictures, background, and has sound. Bal-gazegin (2014:455) said in his research "the use of video can enhance learning specific fixed expression and when students are presented with visual aids such as video clips, they enjoy it and find it motivating."

Harmer (2001) in his book explains there are 4 reasons why can be used in language learning as follows:

1. Seeing Language in Use

The students not only hear the language, but they can see the process itself, and thus interpret the text more deeply.

2. Cross Cultural Awareness

Uniqly the video let the students to see the situation of the people through the video. For example: what kinds of food in other countries, what they wear, how American's speak, or typical British body language.

3. The Power of Creation

The students that used video camera themselves are given potential to creat something memorable and enjoyable as long as the task given can provoke creativity and communicative uses of the language, with students finding them

doing new thing in English.

4. Motivational

Video can increase most of students interest when they have a chance to see language in use as well as hear it, and when this is added with interesting tasks. Furthermore, Cruse (2007) mentions six benefits of using video as follows:

1. Reinforce reading and lecture material

2. Aids in the development of a common base of knowledge among students.

3. Enhances student comprehension and discussion.

4. Provides greater accommodation of diverse learning styles.

5. Increases student motivation and enthusiasm

6. Promotes teacher effectiveness.

2.1.3.2 The Disadvantages of Using Video In Teaching Writing

When teacher want to use video in their classroom, they should be aware with some problem that mau occur. There are some disadvantages of using video according to Crane (2014) :

1. Needing a person with instructional design skills and knowledge of video software package.

2. Requiring more time for initial preparation.

3. Having less interaction with users, with no real-time activity tailored to

learning needs.

4. Potentially not forging a personal connection with patrons

5. Creating fewer opportunities to assess students' learning and respond their question.

In addition, Riddle (2003) in Mustikawati.A (2013) states that there are also the disadvantages of using video. The disadvantages of using audio-visual media are the concern of the using of equipment.

1. Students may not see it as a real learning. Students sometimes are frustrated with the 'stop-start' nature of lesson, and with a very big class not everyone may be able to see the screen.

2. The teacher may have to prepare their own materials and tasks. Riddle also suggested not overusing video type of lesson.

2.1.3.3 Teaching Procedure Text Writing by Using Video

Teacher usually use interesting media to support the process of teaching and learning. The teacher should think the appropiate and the effective media for the students' that will be applied in teaching and learning process. In this research, the researcher will choose video as the media to teach procedure text. According to Harmer (2006) in Hadijah (2016) states that video can provide essential additional benefits to students' learning experiences, enrich students' language used, increase their cross-cultural understanding, develop their creativity and their motivation to learn. Overall, teacher should enrich themselves with good understanding of

deploying technology in this era by using video in classroom. Then, Berk (2009) states that there are several procedures of using video clip in teac hing:

1. Pick a particular clip to represent the main content of the video

   When video is playing, the students do not always have to watch the entire video section, they also can select some important section. Then the teacher asks the students to discuss with the others in the classroom.

2. Prepare guidelines for students' activities and discussion questions on what they have to see, hear, look for.

   Generally, when the video is presented in class, there are no specific instruction that given by teacher on what students should do or learn after watching the video. This should be well organized by teachers to guide students in achieving learning process.

3. Introduce the video briefly

   Giving information to the students about what they have to watch is the important action to activate their prior knowledge and help them in the process of understanding the information

4. Play the video

   When the video is presented, teachers have to guide the students to focus on what they watch.

5. Stop the video at any part to highlight a point or replay it for practice.

   It will be effective to guide the students to understand what that they are learn.

6. Set a time for reflection what they have watched

This activity is very useful for gathering information related to students understanding of what they are watching. In addition, it can facilitate students to practice their communicative competence, especially in conveying information directly.

7. Design an active learning activity

This last point is the most influential, teaching and learning process will not run effectively if the teachers do not prepare what students and teacher what to do during the process. In this section, teacher's ability to carry out the right techniques are needed.

2.2 Relevance Studies

Dea Aulia (2015), conducted a study regarding with quantitative method with design Pre-Experimental research on the title *The Effect of Using Video Towards Students' Writing Narrative Text of First Year at SMA YLPI Pekanbaru.* This research is carried out to find out wheter there is positive effect of video towards students' writing narrative text is effecctive or not for first year students at SMA YLPI Pekanbaru. The sample of this research is one group which consist of 29 students. In this research consist of five meetings, include pre-test, treatment and post-test. The instrument is used in this research is writing test. The result of this research shows that Using Video Towards Students' Writing Narrative Text in post-test is bigger than pre-pretest. So, it can be conclude that the video is affective

to improve students' writing narrative text of first year students' of SMA YLPI Pekanbaru.

Meylia Azurah (2018) with entitled *The Effect of Tutorial Video on Students' Writing of Procedure Texts (A Quasi-experimental Study at the Eighth Grade Students of MTs Negeri 13 Jakarta in the Academic Year 2017/2018).* Based on the result of this research the post-test mean scores of the experimental class was 79.13 while that of the control class was 74.20. Furthermore, the Cohen's formulation was used in order to know the effect size of tutorial video and the result was 0.80. It proved that tutorial video gave moderate effect. It can be concluded that there was a significant effect of tutorial video on students' writing of procedure texts at the eighth grade of students *MTs Negeri 13* Jakarta in the academic year of 2017/2018.

Rina Lestiyaningsih (2017) with entitled *The Effectiveness of Using Video for Teaching Procedure Text Writing (An Experimental Research to the Eleventh Grade Students of SMA N 1 Banyudono in the Academic Year of 2015/2016).* The results of the research show that; the students who were taught using video has higher score in procedure text writing than the students who were taught by using textbooks. Furthermore, the mean of students post-test for experimental class is 77.01 and for control class is 73.50. 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 procedure text writing.

The three relevance studies above have some similarities and differences

with this research. **The first** relevance study, the similarities are about method used in this study was quantitative method with research design was pre-experimental research, and using video. The differences between her research with this research, her research focus on Narrative Text whereas this reserach focus on Procedure Text. **The second** relevance study, the similarities her research with this research are writing procedure text, and quantitative method. The difference between her research with this research the research design was a quasi-experimental while this research use pre-experimental research. **The third** relevance study have similarity with second relevance study, the similarities her research with this research are writing procedure text, and quantitative method. The difference between her research with this research the research design was a quasi-experimental while this research use pre-experimental research.

2.3 Conceptual Framework

The title of this research is The Effect Of Using Video Toward Students'
Writing Of Procedural Text. In this research, the researcher uses one group pre-test
and post-test in order to know the students' writing ability before and after
implemented the media. The researcher will use video as the treatment and post-
test of the research. This research focus on pre-experimental research to prove there
is any significant effect of using video toward students' writing of procedural text
of second grade at SMAS Tri Bakhti Pekanbaru. Here the table of conceptual frame
work:
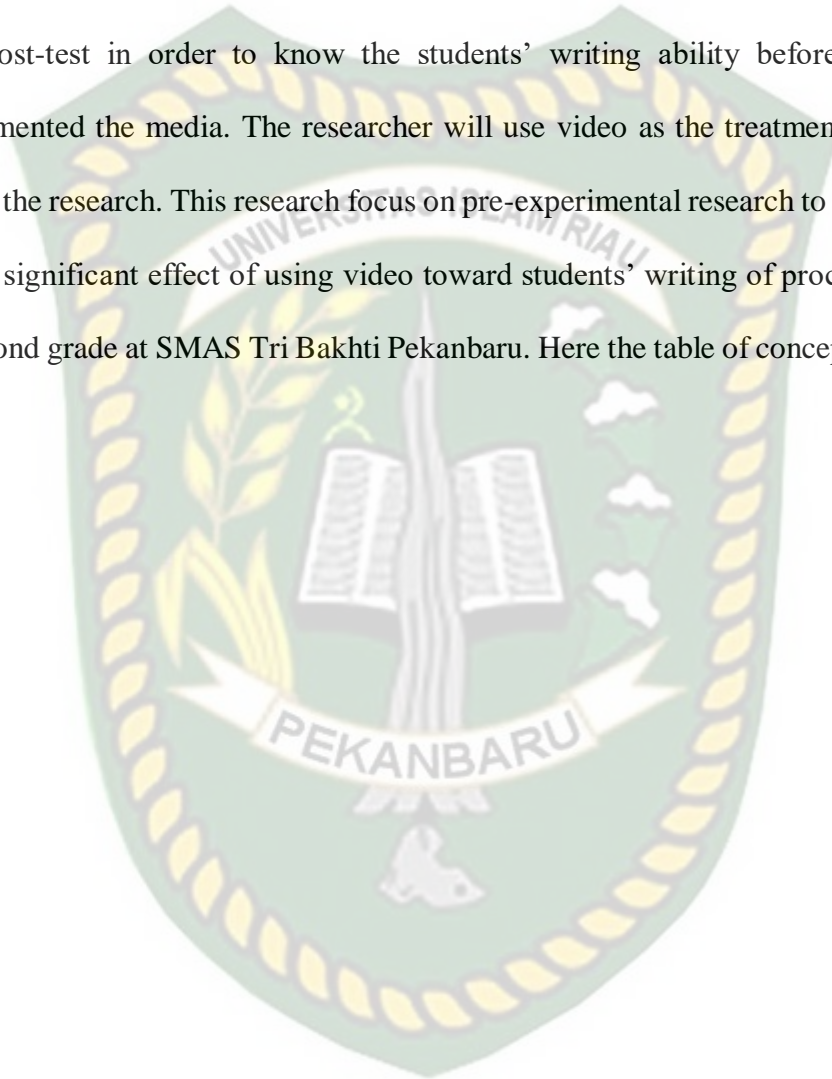
Figure 2.3 Conceptual Framework

THE EFFECT OF USING VIDEO TOWARD STUDENTS' WRITING OF PROCEDURAL TEXT

↓

Pre-Experimental

↓

One Group Pre-Test Post-Test

↓

Using Video in Learning Writing Procedure Text

↓

Is There a Significant Effect of Using Video on Students' Writing Procedure Text?
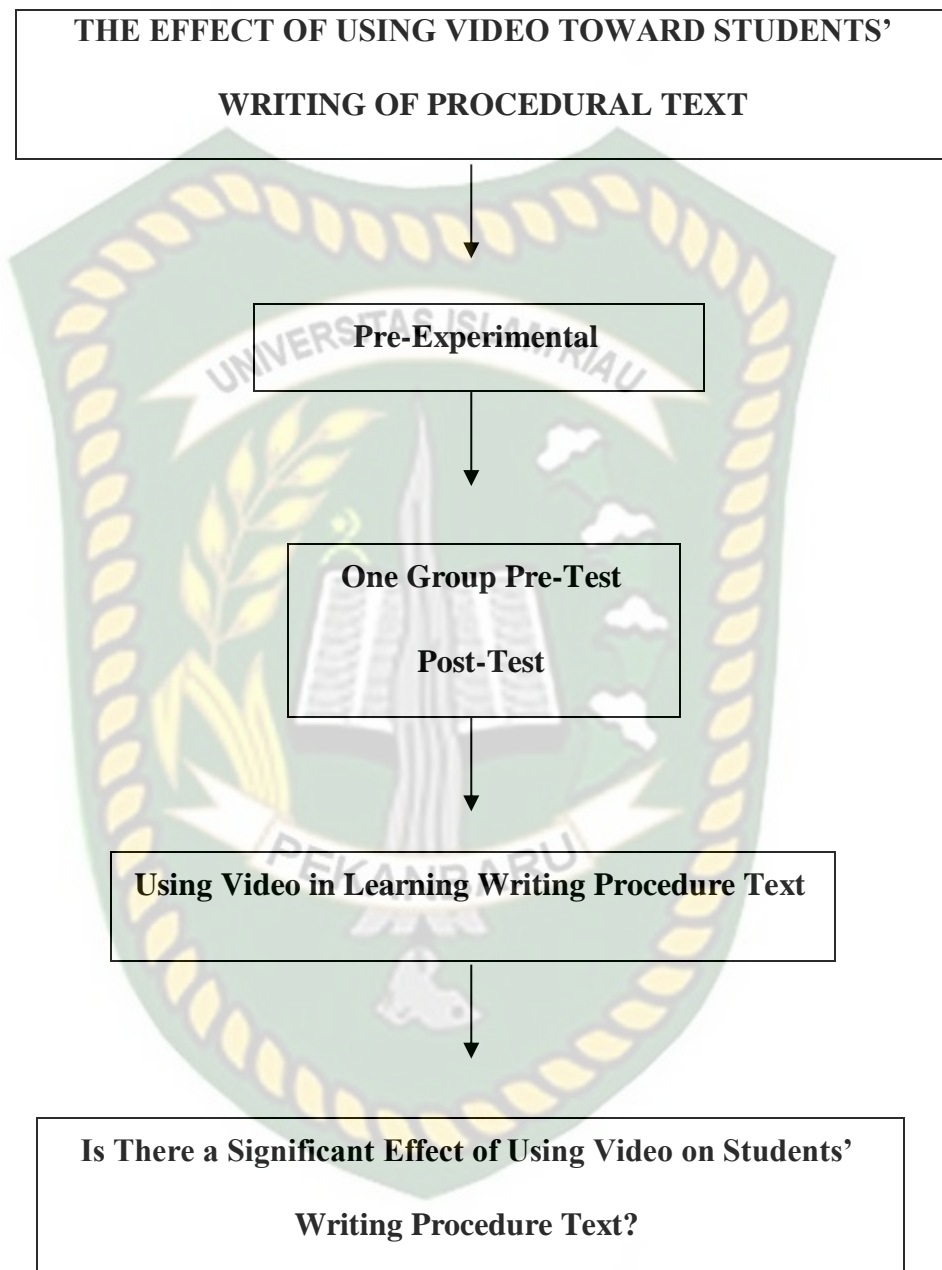
2.4 Hypothesis

Hypothesis of this research as follows:

2.4.1 The Null Hypothesis

H0: There is no significant effect of video towards students' writing procedure text.

2.4.2 The Alternative Hypothesis

Ha: There is significant effect of video towards students' writing procedure text.
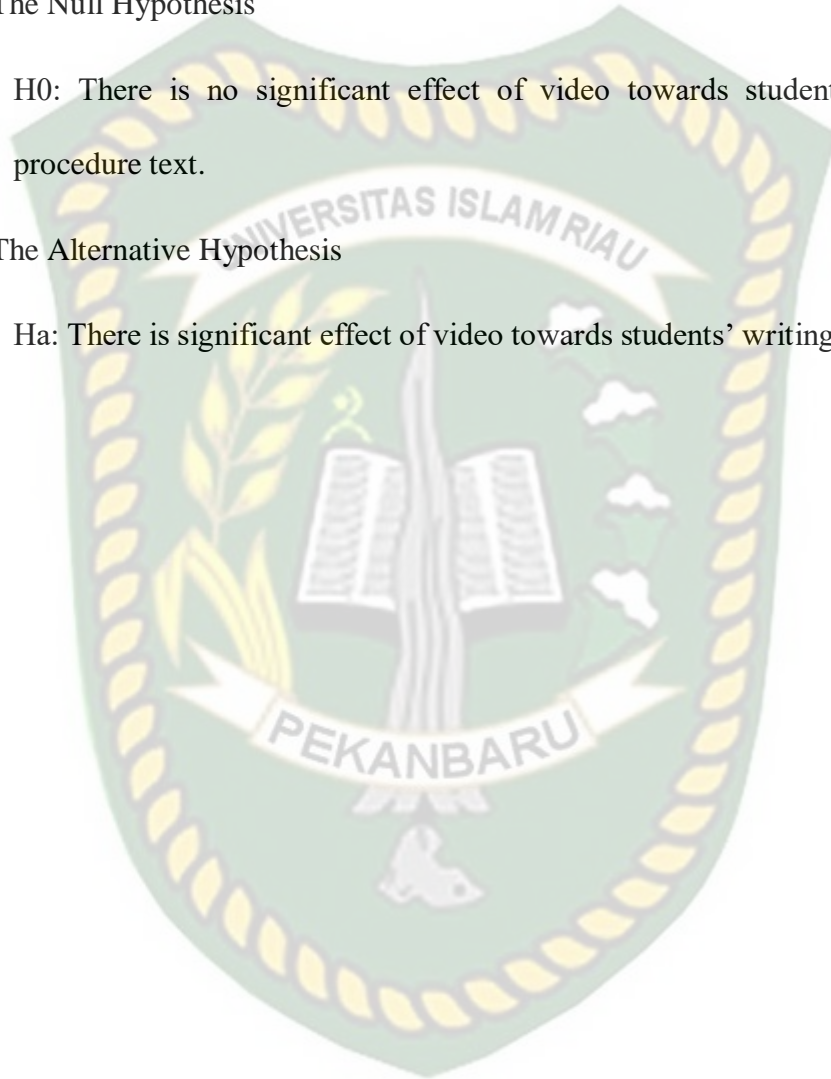
CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

According to Cresswell (2012:3) definition of "Research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue". Research design used in this research is pre-experimental design with quantitative approach. According to Ary (2010) classified that pre-experimental is provide little or no control group of extraneous variables, whereas Aliaga and Gunderson (2002) in Lestiyaningsih.R (2017) state that quantitative approach is explaining phenomena by collecting numerical data that are analyzed by using mathematically based methods that known as statistics. Its supported by Cresswell (2012) in quantitative research, the investigator relies on statistical analysis (mathematical analysis) of the data, which is typically in numeric form. So, what the researcher supposed to do in this research is collected numerical data that use mathematically based method and the data have to be in numerical.

In this research, the researcher uses one group pre-test and post-test in order to know the students' writing ability before and after implemented the media. The researcher will use video as the treatment of the research after conducting pre-test and before conducting post-test. Here the pre-test and post-test design in forms :

Table 3.1

Research Design

Pre-test O_1	→	Treatment X	→	Post-test O_2
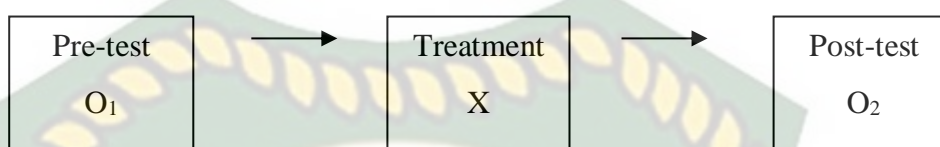
O_1 will be applied in order to know students' mean score before giving the treatment. Then, X represents as the treatment. O_2 will be applied in order to measure the student's achievement after the treatment given. A pre-experimental does not have control group. The influence of pre-experiment treatment can be seen by seeing the mean score between the pre-test and post-test. In this research, the researcher tries to investigate the effect of using video toward students' writing of procedural text for second grade students of SMAS Tri Bakhti Pekanbaru.

3.2 Location and Time of the research

This research was conducted on SMAS Tri Bakhti Pekanbaru in academic year 2020/2021. The location on Tuanku Tambusai street , Kec.Payung Sekaki. The time of the research was on February 2021.

3.3 Population and Sample of The Research

3.3.1 Population of The Research

As stated by Cresswell (2012:142) "a population is a group of individuals who have the same characteristic". In addition, the researcher also added according to Winarno (2013) The population is related to data, not humans. If every human

gives one data, then, the number or size of the population will be the same as the number of humans.

The population of this research referred to the second-grade students of SMAS Tri Bakhti Pekanbaru in academic year 2020/2021. Total numbers of population were 90 students. They are divided into three classes; IPA 1, IPS 1, IPS 2. All of them given the same material in teaching and learning process by their English teacher.

Table 3.3.1

Population of The Research

CLASS	TOTAL OF THE STUDENTS
XI IPA	30 Students
XI IPS 1	30 Students
XI IPS 2	30 Students
TOTAL	90 Students

3.3.2 Sample of The Research

Sample is the selected subjects in the population which are chosen using certain procedure. Cresswell (2012) state , sample is selected indivudual from the population who are representative of that population, and sample can make generalization to the population. Because this is a pre-experimental research, the researcher will take only one class and choose the group that have similar ability

among students. The sample of this research is XI IPS 1 at SMAS Tri Bakhti Pekanbaru. There are 30 students as the sample of this research.

Table 3.3.2 Sample of The Research

Class	Total of the students
XI IPS 1	30

3.4 Instrument of The Research

In this research, the researcher use writing test by using video. The test is apply for pre-test, treatment, and post-test. And the researcher use Procedure Text material. Creswell stated that "Instrument is a tool for measuring, observing, or documenting quantitative data".

Table 3.4 Instrument of The Research

No.	Meeting	Topic	Students' Activity
1.	Pre-Test 1st meeting	Free Recipe	Students write procedure text with free topic that they know by using their own words.
2.	Treatment 2nd – 3rd meeting	- How to Make a Sandwich	-The researcher give choosen topics on the

		- How to Make a Cup of Tea	left and show it infront of the class -The students watch the video that given by researcher -The researcher give keywords to the students' -The students write the keyword in their book - The students' write Procedure Text based the video and using their own words.
3.	Post-Test 4th meeting	How to Make a Fried Rice	-The researcher present the video infront of the students -The students' do Post-Test

3.4.1 Variable X (Using Video)

Variable X is independen variable. According to Cresswell(2012), an independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. Variable X of this research is using video

3.4.2 Variable Y (Writing Ability)

According to Cresswell (2012) state, a dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. Variable Y of this research is writing ability.

3.4.3 Validity of The Instrument

Muijs (2004) state that validity is probably the single most important aspect of the design of any measurement of the instrument educational research. The researcher use writing test as an instrument.

3.4.4 Reliability of The Instrument

According to Muijs (2004) a second element that determines the quality of our measurement instruments is reliability. The instrument must be acceptable to understand and clear. Reliability of this research is help by SPSS v 25 program in computer.

3.5 Data Collection Technique

In this research, the researcher use quantitative data and to collect the data itself use pre-test and post-test. Which include three steps, they are:

3.5.1 Pre-Test

Refer to Creswell (2012) a pre-test provides a measure on some attributes or characteristics that the writer wants to assess for participants in an experiment before the students receive a treatment. It is supported by Lodico et al (2006) a pretest is a test given before the experimental treatment. The purpose of pre-test in order to know the students writing procedure text. The researcher ask the students to write procedure text based on the recipe that they know by using their own words.

3.5.2 Post-Test

According to Lodico et al (2006: 178) "a post-test is a test given after the experimental treatment". The purpose of post-test is to know whether students' writing procedure text are increasing or not after giving treatment. The researcher show them a video which is the tittle is How to Make Fried Rice. Then ask them to write procedure text based on the video they have watched.

In this research only use one class only as the sample which is teach by using video.

3.6 Data Analysis Technique

Data analysis is process of separation selectively and recheck the data whether the data is good enough or not to prepare in next process. Refered to Cresswell (2008) state the data analysis procedures will reflect the types of research question and answering descriptive question.

After collecting the data from pre-test, treatment, and post-test, the researcher will analyze the data by comparing the average score (mean) of the students' pre-test,treatment, and post-test of writing procedure text. The researcher use SPSS v 25 to calculating or input the data because the researcher use quantitative method and easy to analyze data by using SPSS v23.

To find the mean score, the researcher have to sum all the students' individual score and divide it with the number of participants of the study. The mean score is used to find the difference score of students in pre-test and post-test.

3.6.1 Standard Deviation

Creswell (2012) states that standard deviation is the square root of the variance. Standard deviation is a measure of variability indicating the average amount that scores vary from the mean.

3.6.2 Normality Test

Normality test is used to determine whether the data is distributed normal or not. The researcher use statistical calculation of normality test by One-Sample Kolmogarov-Sminov test in SPSS v23. 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 25.

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

The criteria for the hypothesis: If the value of p<a (0,05) it means the data is not normally distributed. If value of p= a (0,05) it means the data is normally distributed.

3.6.3 T-test

After calculating mean score, standard deviation and the data was in normal distribution and homogeny, then the researcher will analyze the data using t-test analysis. According to Ary et al (2010) state that t-test means a statistical procedure for testing hypothesis concerning the difference between two means. The analysis of t-test is used to compare the mean score of two groups. In this research, the mean score from the pre-test result and the mean score of post-test result from the experimental group compared by using t-test analysis.

3.6.4 Hypothesis Testing

To test hypothesis, the researcher will look at the t-test result and compared it with t-table. However, the level of significance (α) is at 0.05 degree. In order to determine which hypothesis is rejected and another hypothesis is accepted, the researcher referred to Creswell.J (2012:190), the rules is as follow:

1. If t-test > t-table, the null hypothesis is rejected. It means that the mean score of post-test is higher than the mean of pe-test and the treatment by using video is effective to teach writing procedure text.

2. If t-test < t-table, the null hypothesis is accepted. It means the mean

score of post-test is lower than the mean of pre-test and the treatment by

uing video is not effective to teach writing procedure text.

3.6.5 The Effect Size

Creswell (2012) define that effect size is a means for identifying the

practical strength of the conclusions about group differences or about the

relationship among variables in a quantitative study.

Table 3.6.5 The Level of Effect Size

Value	Level
0 – 20	weak effect
21 – 50	modest effect
51 – 100	moderate Effect
>1.00	strong effect

Taken from Cohen et al (2007:521)

3.7 Classification of Students' Score

In determining the assessment or score, the researcher used writing rubric

or written rating scale which proposed by Weigle to assess the students' writing

performance on procedure texts. There are five criteria to sum students' writing

performance such as organization, developing ideas, vocabulary, grammar and

mechanic. The detail classification of students' score show in the table 3.7

Table 3.7 Classification of Students' Score

	CRITERIA	SCORE
CONTENT	Substantive, relevant to assigned topic, etc.	30-27(excellent to very good)
	Mostly relevant to topic, but lacks detail, etc.	26-22 (good to average)
	Little substance, inadequate development of topic, etc.	21-17 (fair to good)
	Non-substantive, not enough to evaluate, etc.	16-13 (very poor)
ORGANIZATION	Well-organized, logical sequencing, etc.	20-18 (excellent to very good)
	Loosely organized but main ideas stand out, logical but incomplete sequencing, etc.	17-14 (good to average)

	Lacks logical sequencing and development	13-10 (fair to good)
	No organization or not enough to evaluate, etc.	9-7 (very poor)
VOCABULARY	Effective word, word from mastery, etc.	20-18 (excellent to very good)
	Occasional errors of word, etc.	17-14 (good to average)
	Frequent errors of word, meaning confused, etc.	13-10 (fair to good)
	Little knowledge of English vocabulary, word form, or not enough to evaluate, etc.	9-7(very poor)
	Few errors of agreement, tense, number, etc.	25-22 (excellent to very good)
	Several errors of agreement, tense,	21-18 (good to average)

LANGUAGE USE	number, but meaning seldom obscured, etc.	
	Frequent errors of negation agreement, tense,number, meaning confused or obscured, etc.	17-11 (fair to good)
	Dominated errors, does not communicate, or not enough to evaluate, etc.	10-5 (very poor)
MECHANICS	Few errors of spelling punctuation, capitalization, etc.	5 (excellent to very good)
	Occasional errors of spelling punctuation, capitalization, etc.	4 (good to average)
	Frequent errors of spelling punctuation, capitalization, etc.	3 (fair to good)
	Dominated by errors of spelling	2 (very poor)

	punctuation, capitalization, etc.	

Taken From Hughes,A (2003)

CHAPTER IV

RESEARCH FINDING

4.1 Data Presentation

This research was conducted to know the effect of using video towards students writing ability for Grade XI at SMAS Tri Bakhti Pekanbaru in academic year 2020/2021. A set of assessments to figure out the result of the students writing ability.

4.1.1 Pre-Test

The pre-test carried out to analyze early background ability of the students who were chosen as the sample. Pre-test was conducted on February, 2nd 2020 and it held to determine whether the significant effect of using Video Toward Students' Writing of Procedural Text. Teacher's first offered an example of a recipe procedure text to the students, and asked them about the generic structure and about the language feature that used in the text. After that, the teacher asked them to write free recipe that they know. The objective of this first meeting was to measure the students writing ability.

a. Data Presentation

The sample of this research was XI IPS students which consist 30 students taught by Video. The researcher conducted the pre-test before students got the treatment by using video. The purpose of pre-test is used to measure students' writing ability in procedure text before treatment

given. Meanwhile, the post-test was conduct after the students got the

treatment. The data of pre-test showed as follows:

Table 4.1.1

Students Score of Writing at Pre-test from the Rater

No	Students Initial	Assessment of Writing					Score
		C	O	V	L	M	
1	Students 1	22	13	12	18	3	68
2	Students 2	15	7	8	7	3	40
3	Students 3	20	13	13	17	3	66
4	Students 4	23	15	16	17	3	74
5	Students 5	17	19	16	13	2	67
6	Students 6	22	15	13	4	3	67
7	Students 7	13	7	7	5	3	35
8	Students 8	21	13	13	17	2	67
9	Students 9	24	17	13	13	2	69
10	Students 10	13	7	7	5	2	34
11	Students 11	17	20	16	13	3	69
12	Students 12	21	16	13	11	2	63
13	Students 13	19	13	14	12	3	61
14	Students 14	22	16	15	17	3	73
15	Students 15	15	8	9	5	2	39
16	Students 16	25	15	15	12	3	70

17	Students 17	23	17	17	16	2	75
18	Students 18	21	14	13	12	2	67
19	Students 19	21	14	13	12	2	62
20	Students 20	21	14	13	15	2	65
21	Students 21	23	18	17	16	3	77
22	Students 22	13	7	7	5	2	34
23	Students 23	24	18	18	17	3	80
24	Students 24	21	14	16	16	3	70
25	Students 25	22	14	15	15	3	69
26	Students 26	25	14	15	13	3	70
27	Students 27	26	16	17	14	4	77
28	Students 28	17	10	10	10	7	54
29	Students 29	24	19	14	15	3	75
30	Students 30	22	14	16	18	3	73
					Highest		80
					Lowest		34
					Total		1910
					Average		63,6667

Based on the data above, the sum score of pre-test that achieved by the students was 1910 and the average score of pre-test was 63,6667 point. The lowest score of pre-test was 34 and the highest score was 80. It means that there are still many students who have a low understanding of how to write procedure text.

4.1.2 Treatment

The treatment of using video toward students' writing, the steps were;

1. Meeting 1

The first treatment was conducted on February, 9th 2021. The teacher and the students met in classroom. Media is used was video, power point. In early minutes the teacher was checking attendance list, giving motivation about the material in pre-test activity last week was done. The first step, the teacher giving stimulus to the students about the procedure text it was. Then the teacher gave explanation about the definition, generic structure, and the language use in procedure text. After the teacher gave simple explanation, the students were guided to see the example of Procedure Text that shown in front of class that given by teacher. The second step, the teacher played the video of procedure text with the title was How to Make a Sandwich. While the video was presented, the teacher not only let students to watch it, but also ask them about the vocabularies that they do not know in order to make students to be passive viewers. The third step, the teacher asking them to remember the point of steps how to make a sandwich that they have watched in written text, in order to know how well the students can learn from the video that they watch. After that the teacher gave the conclusion from the lesson and gave close greeting.

2. Meeting 2

The second treatment was conducted on February, 16th 2020. In third meeting the teaching also does the same thing from the first met, the teacher checking attendance list, giving motivation, and giving evaluation about the last lesson that they have learned. In pre activity, the teacher showed a picture of a cup, and asking the students to predict what lesson that teacher will gave to them. After the students answered the question, the teacher tells the truth answer. The title of the lesson of that day was How to Make a Cup of Tea. Then, the teacher played the video with a technique partial viewing & prediction, the teacher playing a video then stopped it and guiding the students to predict what was the next steps will happen, and ask them to focus on what they have watched. In Main-activity the teacher, played the whole video, after watched the video the teacher gave the test to the students in whiteboard, the test was filling the missing vocabularies. In post-test, the teacher gave the conclusion of the lesson and gave close greeting.

4.1.3 Post-test

After treatment, the tests administrated in order to know the students' achievements after following the learning-teaching process by using video. A written test as the post-test was conducted on February, 23th 2020. The teacher played the video and ask the students to focus on watched the video. After the students watched the whole video, the teacher gave instruction to write the procedure text with the Title How to Make Fried Rice, based on the video. The

teacher asks the students to write the procedure text with their own word. After

distributing the test to the students, it was analyzed the result of their writing on

post-test to find out whether or not significant improvements made by students after

series of teaching English writing of procedural text by using video.

a. Data presentation of Post-test

Table 4.1.3

Students' Score of Writing at Post-test from the rater.

No	Students Initial	Assessment of Writing					Score
		C	O	V	L	M	
1	Students 1	26	19	14	15	4	78
2	Students 2	18	14	15	11	2	60
3	Students 3	26	17	18	21	3	85
4	Students 4	24	14	17	16	3	74
5	Students 5	17	16	15	11	2	61
6	Students 6	27	18	18	22	4	89
7	Students 7	25	15	15	12	3	70
8	Students 8	25	17	18	22	3	85
9	Students 9	27	18	18	17	5	85
10	Students 10	22	15	18	19	3	77
11	Students 11	29	20	20	22	4	95
12	Students 12	27	17	15	17	3	79
13	Students 13	20	17	18	17	3	75
14	Students 14	20	16	17	17	3	73

15	Students 15	17	11	10	12	2	52
16	Students 16	28	20	19	21	4	92
17	Students 17	25	18	18	17	3	81
18	Students 18	25	16	16	18	2	77
19	Students 19	24	16	15	18	3	76
20	Students 20	19	13	15	16	3	66
21	Students 21	27	17	18	22	3	87
22	Students 22	22	14	15	15	3	69
23	Students 23	25	18	17	18	3	81
24	Students 24	26	18	18	20	3	85
25	Students 25	22	17	19	20	3	81
26	Students 26	27	14	18	18	3	80
27	Students 27	17	12	12	14	3	58
28	Students 28	20	19	19	17	3	78
29	Students 29	27	18	19	21	3	88
30	Students 30	15	13	10	13	2	53
					Highest		95
					Lowest		52
					Total		2290
					Average		76,00

Table 4.1.3 showed that there were 30 students who followed the written

test in post-test and pre-test, and it can be seen that the post-test score of students

XI IPS is higher than pre-test score. The data shows the highest score is 95 and the lowest score achieved by students is 52. The sum score is 2290 and the average that achieved by students is 76,333 points. It can be concluded that there were so many students was successful to do the test and there were 3 students got score under 60.

4.1.4 The increasing Students' Mean Score of Pre-test and Post-test

Based on the calculation above, the researcher got the mean score of pre-test and post-test. Furthermore, the increased of students can be seen in the diagram below:
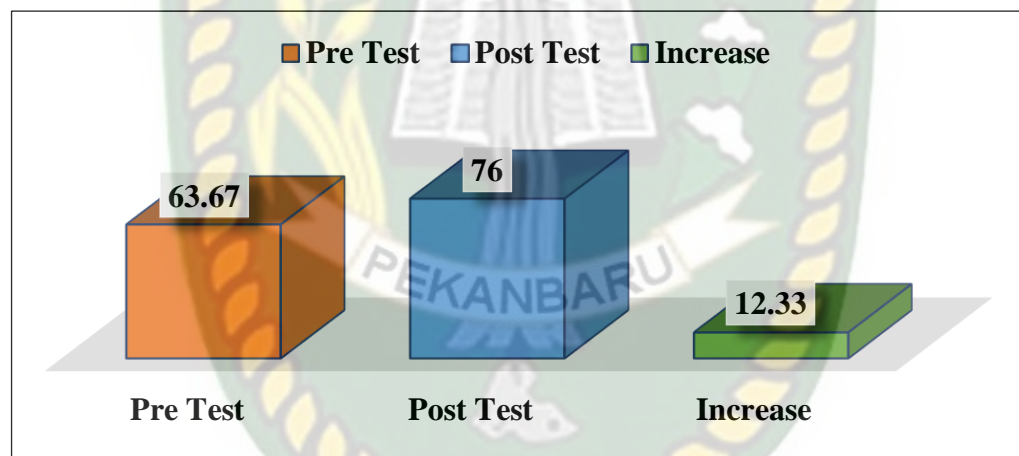

Figure 4.1.4 The Increasing Students Mean Score of Pre-test and Post-test

From figure 4.1.4, describe about the mean score of Pre-test was 63.67 and mean score of Post-test was 76 points after the students were given the treatment by using video. It can be summarized that there was a significant effect of using video through students writing of procedural text for grade XI at SMAS Tri Bhakti Pekanbaru
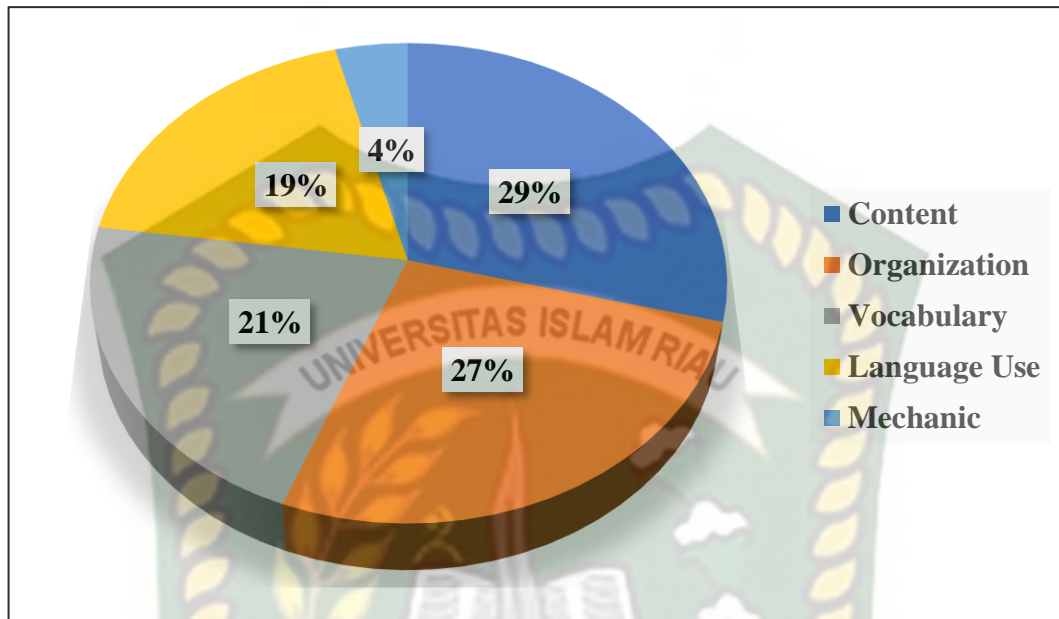
4.1.5 The Aspects of Writing Achieved by Students

Figure 4.1.5 The Aspects of Writing was Achieved by Students (Pre-test)

Based on the pie graphic of Pre-test, it shows that there was 29% mastered in Content, 27% mastered in Organization, 21% mastered in Vocabulary, 19% mastered in Language Use, the last one 4% mastered in Mechanic.
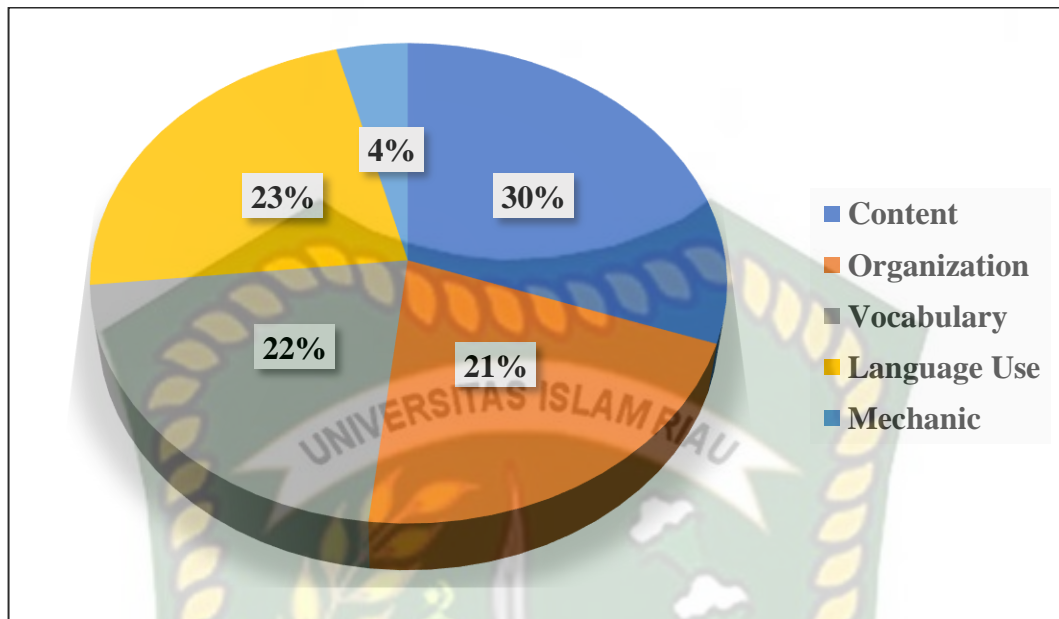
Figure 4.1.5.1 The Aspects of Writing was Achieved by Students (Post-test)

In figure of 4.1.5.1 shows that students achieved was. 30% mastered in Content, 21% mastered in Organization, 22% mastered in Vocabulary, 23% mastered in Language Use, and 4% mastered in Mechanic.

From the data above, it can be concluded that students at SMAS Tri Bakhti Pekanbaru were mastered in Writing in the end. It can be seen after treatment students able to apply the aspects of Writing. In brief, the content of Post-test was higher than Pre-test. The increase in Vocabulary was 1%, also at Language, students got increase about 4% after given treatment by the researcher. For the Mechanic, students got 4% in all tests.

4.1.6 Descriptive Statistic

Table 4.1.6 Descriptive Statistic of Pre-test and Post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Ekspriment	30	34	80	63.67	13.507
Post-Test Eksperiment	30	48	95	76.00	11.823
Valid N (listwise)	30				

Table of 4.1.6 describe about 30 students and minimum score of Pre-test was 34 and post-test was 48. The mean of Pre-test was 63.67 and Post-test was 76.00. The standard deviation of Pre-test was 13.507 and Post-test was 11.823. Based on the explanation above, it can be concluded that the Pre-test and Post-test scores have different scores. The Post-test score was better than Pre-test scores.

4.2 Data Interpretation

In this discussion was focused on the result of the research and the data analysis which was the effect of using video through students writing ability. It can be studied that by using video, the increase in the writing of the students was taught. The highest score if pre-test was 80 and in the post-test were 95. The lowest score in pre-test was 34 and in post-test was 52. The total score in pre-test was 1910 and in post-test was 2290. The mean score in pre-test was 63,67 and in post-test was 76,00. Moreover, by using video, it can make increases students score in writing.

4.3 Hypothesis Testing

After the researcher analyzed the students result, the researcher found out

the compare average between average score in pre-test and post-test by using

independent t-test. the compares average can be seen as follow:

Table 4.3 Output SPSS of Research

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil Belajar Siswa	Equal variances assumed	.255	.615	-3.763	58	.000	-12.333	3.277	-18.894	-5.773
	Equal variances not assumed			-3.763	57.002	.000	-12.333	3.277	-18.896	-5.771

Based on output SPSS 25 version of the research, independent sample

T-test shows Levene's test to know the same variance.
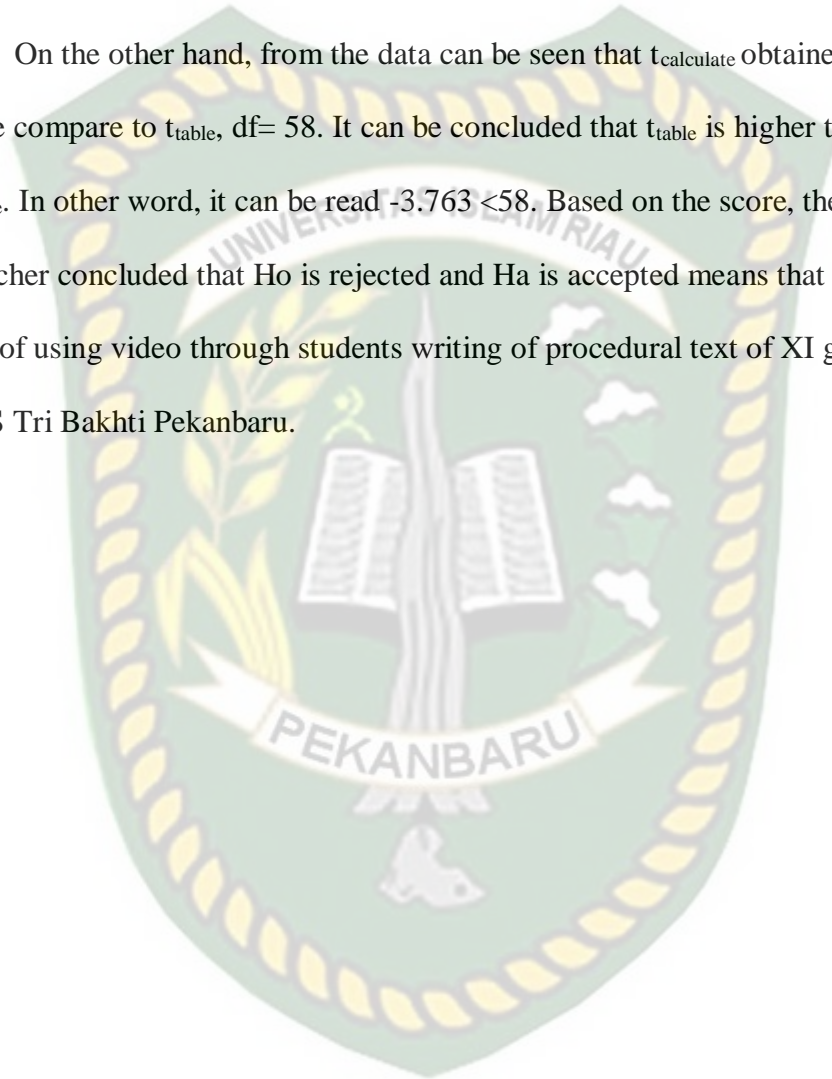
Ho= Variance Population Identic.

Ha= Variance Population not Identic.

If Sig $T_{calculate} > 0,05$, Ho is accepted.

If Sig $T_{calculate} < 0,05$, Ha is accepted.

Based on the data of SPSS of the research, it can be seen that sig $T_{calculate}$ in Equality of Variances is 0,615. It can be summarized that Ho is accepted because 0,615 > 0,05. In brief, it means the variance population identic.

On the other hand, from the data can be seen that $t_{calculate}$ obtained -3.763 will be compare to t_{table}, df= 58. It can be concluded that t_{table} is higher than $t_{calculate}$. In other word, it can be read -3.763 <58. Based on the score, the researcher concluded that Ho is rejected and Ha is accepted means that significant effect of using video through students writing of procedural text of XI grade at SMAS Tri Bakhti Pekanbaru.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

In this research there are two hypotheses presented, that is Ho (null hypothesis) and Ha (alternative hypothesis). Based on the research finding in chapter IV, the null hypothesis was rejected. Then, the researcher concluded the mean score of Pre-test was 63,67 and mean score of Post-test was 76,00. It can be summarized there is significant effect of using video on students writing of procedural text of XI grade at SMAS Tri Bakhti Pekanbaru.

5.2 Suggestion

Based on the findings of this research, the researcher would like to give some suggestions to futures action and more effectively in teaching and learning process.

5.2.1 For the Student

The researcher was interest to use video in teaching writing process. This approach can give opportunity for the students to be more active in learning English and can help the students to improve their writing ability.

5.2.2 For the Teachers

As the teacher, students need to be encouraged to improve their speaking ability. Teaching English by using video, the learning process become interesting that is given by the teacher. The teacher should be able to be creative and enjoyable situation in learning process to help students express their ideas and automatically can improve the students writing ability with interesting ways in teaching and learning process. Teaching English by using video help students to able express their ideas and write confidently.

5.2.3 For the Next Researcher

This thesis is hopefully providing meaningful reference for those who are interested in concluding research. This thesis can be use in carrying out the next researcher as references their writing, to add some theory and learn about teaching by using video. The researcher hopes that the next researcher should be creative and innovative. It will be good for the future researchers to conduct a thesis which discuss the similar study with this research.

REFERENCES

Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). *Introduction to Research in Education* (8th ed.). Wadsworth: Cengage Learning.

Aminah, Siti. (2018). *The Use of Video in Teaching Writing on Procedure Text.*

Aulia, Dea. (2015). *The Effect of Video Towards Students' Writing Narrative Text of First Year at SMA YLPI Pekanbaru*. Islamic University of Riau, Pekanbaru. Thesis.

Azurah, Meylia. (2018). *The Effect of Tutorial Video on Students' Writing Procedure Text* (a quasi-experimental study at the eighth grade students of MTs Negri 13 Jakarta in academic year 2017/2018). Syarif Hidayatullah State Islamic University of Jakarta. Jakarta. Thesis.

Barwick, J et al., (1999). *Targeting TextRecount, Procedure, Exposition, Upper Level*. Sydney: Green Guess Press.

Brown, D. (2001). *Teaching by Principles an Interactive Approach to Language Pedagogy*. Longman.

Betül Bal-Gezegin. (2014). *An Investigation of Using Video vs. Audio For Teaching Vocabulary*, Procedia -Social and Behavioral Sciences 143.

Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education* (6th ed.). New York: Routledge.

Cresswell, J. W. (2012). *Educational Research; Planning, conducting and evaluating quantitative and qualitative research.Boston*: Pearson Education, Inc.

Crane, B, E (2014*). How to Teach a Partical Guide for Librarians*? UK: Rowman & Littlefield

Cruse, E (2007). *Using Educational Video in the Classroom: Theory, Research and Practice*.

Dupuy. (2001). *Teaching Argumentative Through Film*. TESOL Journal, 10(4), 30-33.

Fitriani, Fauziatul. (2014). *THE ANALYSIS OF STUDENTS' WRITING ABILITY IN A NARRATIVE TEXT AT SENIOR HIGH SCHOOL 3 BUKITTINGGI*, *JELT Vol 3. No.1 Serie B*.

Harmer, J (2004). *How to Teach Writing*. Pearson longman.

Harmer, J (2001). *The Practice of English Language Teaching* (3rdEd). Harlow: Pearson Education Limited.

Harmer, J (2007). *The Practice of English Language Teaching* (4th ed). Harlow: Pearson Education Limited.

Hadijah, S (2006). *TEACHING BY USING VIDEO: WAYS TO MAKE IT MORE MEANING FUL IN EFL CLASSROOM*. Iselt-4

Heaton, J, B (1995). *Writing English Language*. Newyork: Longman.

Hughes,A (2003). *Testing for Language Teachers* (NY: Cambridge University Press), 2nd Ed.

Karani, E. (2008). *Area of Problems In Writing Recount Text*. Jurnal Pendidikan Inovatif, 10-13.

Lodico, M., Spaulding, D. and Voegtle, K., (2006). *Methods in Educational Research*. Jossey-Bass Publishers: San Francisco.

Lestiyaningsih, Rina. (2017). *The Effectiveness of Using Video for Teaching Procedure Text Writing* (an-experimental research to the Eleventh-Grade students of SMA N 1 Banyudono in the academic year of 2015/2016). State Islamic Institute of Surakarta. Surakarta. Thesis.

Muijs, Danie (2004). *Doing Quantitative Research in Education with SPSS*. London: Sage Publications Ltd.

Mustikawati, Arum. (2013). *THE EFFECTIVENESS OF USING VIDEO IN TEACHING SPEAKING FOR THE EIGHTH GRADE STUDENTS OF SMP N 1 MANISRENGGO*. Yogyakarta State University. Yogyakarta. Thesis.

Oshima, A., Hogue, A. (2007). *Introduction to Academic Writing* (3rd ed) Pearson:Longman.

Prihatna, R,Y. (2015). *AN ANALYSIS ON GENERIC STRUCTURE AND LANGUAGE FEATURES OF PROCEDURE TEXTS MADE BY SECOND YEAR STUDENTS OF SMA SEMEN GRESIK*.

Walter, C. (2015). *Procedural Writing Grade Three*. New York: The Medium.

Winarno. (2013). *Metodologi Penelitian Dalam Pendidikan Jasmani*. Malang: Penerbit Universitas Negri Malang (UM Press).