TEACHING WRITING OF PROCEDURAL TEXT AT SECOND GRADE STUDENTS OF SMA

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Abstract

Penelitian ini bertujuan untuk mengetahui apakah ada peningkatan kemampuan menulis siswa setelah diajarkan dengan menggunakan video dan untuk mengetahui aspek apakah yang paling meningkat dengan menggunakan video dalam pengajaran prosedur teks writing. Hasil penelitian menunjukkan bahwa nilai rata-rata siswa dari pretest adalah 69,50 dan nilai rata-rata siswa dari posttest setelah pelaksanaan dengan menggunakan video adalah 83,64, di mana terjadi peningkatan 14,24. Peningkatan tertinggi dicapai dalam *vocabulary* (28,72%) dari 14,86 hingga 18,92. Masing-masing, aspek *organization* 14.84 hingga 17.59, aspek *content* dari 20.20 hingga 23,85, aspek *grammar* dari 16,10 hingga 18,88 dan *mechanic* dari 3,5 hingga 4,4. Hal ini dibuktikan oleh hasil Paired Sample T-Test, yang menunjukkan bahwa nilai dari dua nilai akhir signifikan kurang dari α (0,00 <0,05). Berdasarkan hasil di atas, dapat disimpulkan bahwa video dapat meningkatkan prestasi penulisan procedural text siswa.

This research was aimed to find out whether there is an increase of students' writing achievement after being taught by using video and to find out what aspect of writing increase the most. The result showed that the students' mean score of the pretest was 69.50 and their mean score of the posttest after the implementation by using video was 83.64, in which the improvement was 14.24. The highest improvement was achieved in vocabulary (28.72%) from 14.86 up to 18.92. Respectively, organization aspect 14.84 up to 17.59, content aspect from 20.20 up to 23.85, grammar aspect from 16.10 up to 18.88 and mechanic from 3.5 up to 4.4. It was proven by the result of Paired Sample T-Test, which showed that the value of two tail significant was less than α (0.00 < 0.05). Based on the result above, it can be concluded that video can increase students' procedural writing achievement.

Keywords: *audio visual, procedural text, teaching writing, writing, and video.*

INTRODUCTION

Writing is commonly defined as the act of communicating ideas into written form by using knowledge of the language. Writing also involves composing, which implies the ability either to tell pieces of information in the form at narrative or description, or to transform information into new text, as in expository or argumentative writing. However, the ability to write well is not naturally acquired skill. It is usually learned or culturally transmitted as a set of practice in formal instructional setting or other environment.

Writing in a foreign language is a complex process involving the ability to communicate in foreign language and the ability to construct a text in order to express one's ideas effectively in written form. The importance of applying process approach in classroom writing, academic writing also requires students to be able to write various types of writing. In the recent curriculum of Senior High School student, it is stated that students are able to write varying genres of writing such as reports, procedure, discussion, narrative and recount.

One of the texts that should be learnt by students of senior high school is procedural text. The students are required to be able to understand and make a procedural text cohesively based on the social function and generic structure of the text. Based on the researcher's experience when conducting teaching practice program, it was found out that the students were confused when they are asked to write procedural text but the students only know about the generic structure and

language features of those kind of text. They were not trained well to write procedural text because they only relied on the existing materials that were given by the teacher, for example *Student Work Book and Book*.

The use of existing material (the material that the teacher usually uses in teaching learning activity) in teaching learning activity is too conventional. Crawford (2002) mentions that the use of existing material has been considered to have some weaknesses. The students feel bored when the teacher teaches them by using existing material. Martinez (2002) states that the existing materials have burdened students and teachers due to the difficult vocabularies covered and the preparation could be time consuming.

Based on the facts stated above, teacher needs to vary in teaching writing. The teacher has to find the media to make students' interested to build their self confidence in writing. According Homolova (2004) the students' interest is one of main factors to achieve the goal of teaching learning English. Therefore, video is a medium that can be used to increase students' motivation in learning writing. There are three kinds of media in teaching learning process. i.e audio, visual, and audio-visual. Video is categorized audio visual media. Audio-visual media can be used to teach writing especially in procedural text writing.

Video is expected to be effective media for teaching procedural text and then it will be more interested and motivated to be used in the class. Lavery (2008) argues that film and video are effective ways in motivating and helping students

to understand language. So, with using it, students will get interest and more motivation in the teaching learning activity.

Therefore, this research tried to find out whether the video can be used to teach procedural text writing.

METHOD

In this research, the researcher conducted the research by using one class and applied pre-experimental design that was one group pretest posttest design. According to Hatch and Farhady (1982: 20), the research design represented as follows:

$$T_1 \ X \ T_2$$

T1:   Pretest

X: Treatment/ Experiment (Three Times)

T2:   Post test

The population of this research was the second year students of SMAN 1 Bandar Lampung in academic year of 2014/2015. The researcher used one class as the sample of this research. The class is XI Science I that consist of 28 students. The researcher used lottery technique to choose the treatment class. So that, those all classes got same chance to be sample.

RESULT

When conducting this research, the researcher divided into three steps. The first was pretest, after that the researcher gave the treatment in three times (three meetings). In the last meeting the researcher gave the posttest to find out the increase of the students' procedural writing achievement.

Result of Pretest

The researcher conducted this pretest on Tuesday, 10th March 2015. The objective of pretest in this research is to find out students' writing achievement before treatment. The researcher administered the pretest in 90 minutes. Students were asked to write a procedural text at least one piece of paper. In the pretest, the researcher evaluated students' procedure writing achievement based on five aspects of writing i.e. content, organization, vocabulary, language use and mechanic.

After the researcher had conducted pretest, the researcher found that there were 4 students who got score 54-57 (14.3%), who got score 60-65 are 14 students (35.6%), who got score 71-79 are 8 students (28.6%) and 81-88 are 6 students (21.5%). From the data above, it was found that there are 14 students who passed the minimum score of English class (KKM), since the minimum score is 70. The total score of the Pretest is 1946, so the mean score is 69.50. The highest score is 88, and the lowest score is 54.

Result of Posttest

After the researcher conducted treatment, the researcher did posttest. The researcher conducted the posttest on Tuesday, April 7th 2015. This posttest is used to measure students' procedure writing achievement after the implementation by using video. In the posttest, the researcher evaluated students' performance by using five aspects of writing including content, organization, vocabulary language use and mechanic.

After the researcher had conducted the posttest, the researcher found that there are 7 students who got score 72-78 (25%), 80-89 are 10 students (50%), and who got score 90-97 are 7 students (50%). Students' total score of the Posttest is 2342 so the mean is 83.64. The highest score is 97, and the lowest score is 72.

From the pretest and posttest we get the result that there is an increase in all aspects of writing.

a. Content

The mean score of this aspect in pretest is 20.20 and the mean score of content in posttest is 23.85. The increase is 3.65 (25.82%). It means that there is an increase in students' writing procedural text in content aspect. This increase means video can be used as a media in teaching writing.

b. Organization

The mean score of this aspect in pretest is 14.84 and the mean score of content in posttest is 17.59. The increase is 2.75 (19.45%). It means that there is an increase in students' writing procedural text in organization aspect. This increase means video can be used as a media in teaching writing.

c. Vocabulary

The mean score of this aspect in pretest is 14.86 and the mean score of vocabulary in posttest is 18.92. The increase is 4.06 (28.72%). It means that there is an increase in students' writing procedural text in vocabulary aspect. This increase means video can be used as a media in teaching writing.

d. Grammar

The mean score of this aspect in pretest is 16.10 and the mean score of language use in posttest was 18.88. The increase is 2.78 (19.67%). It means that there is an increase in students' writing procedural text in language use aspect. This increase means video can be used as a media in teaching writing.

e. Mechanic

The mean score of this aspect in pretest is 3.5 and the mean score of mechanic in posttest is 4.4. The increase is 0.9 (7.69%). It means that there is an increase in students' writing procedural text in mechanic aspect. This increase means video can be used as a media in teaching writing.

From the explanation above, it could be concluded that Video can improve students' procedural text writing achievement in five aspects of writing namely; content, organization, vocabulary, language use and mechanic. The highest increase is on the aspect of vocabulary aspect. The increase can be seen from the total score of pretest to the posttest, from 1946 up to 2342. The mean score is 69.50 up to 83.64

DISSCUSSION

After conducting the research, some finding were found related to the increasing of the use video in increase students' procedural text writing ability. From the hypothesis testing, it was known that there was an increase or significant different of students' procedural text writing after the treatment ($p < 0.05$, $p = 0.000$). It meant that the hypothesis proposed was accepted. In other words, the use of video can be used in increasing students procedural text writing ability.

The increase can be seen from the mean of pre test and post test score. In the mean of pre test score was 69.50 and the mean of post test score was 83.64. It shows that the gain of pre test and post test score was 14.14. Subsequently, the researcher analyzed the result and it was found that there was an increase in each aspect of writing. It could be seen from the mean score in each aspect.

In this research, the researcher tried to give comprehensible explanation of why or how video can make students writing procedural text increase in all aspect of writing.

a. Content

In aspect of content, the score was 20.20 in pre test up to 23.85 in post test. Aspect content refers to substance of writing, the experience of the main idea (unity). Unity can be identified by seeing the goal from this text (see the title of the text, what they want to make or to make), material needed and the steps (how to make or to do).

In this research the increase of content aspect is 25.82%. Before the treatment, almost all of the students cannot develop the topic. They also used little substance

and limited knowledge of the subject. After the treatment, we could see the increase. Students could develop the topic well and they used word substantively. Almost all students gave positive responses through the use of the videos. Dealing with motivation, the students did not feel learning English as a frightened and boring subject since the learning atmosphere in classroom is more joyful, so the students can easily make or develop the procedure text especially with the content of the procedure text that they want to make.

b. Organization

For organization, the score was 14.84 in pre test up to 17.59 in post test. Organization refers to the logical organization of the content (coherence). The term coherence contains sentences are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas. The ways to order the sentences depend on the purpose. While smooth flow referred to how well one idea or sentence leads into another. Smooth flow can be achieved through sentence combining and through the use of certain expression, called transitions, which provide the links between ideas.

The increase of organization aspect is 19.45%. Before treatment almost of the students cannot communicated well in their writing task, there is no organization, and still confused with the idea. After the treatment, students did not confuse with the idea, and their writing task was well-organized. It happened because students felt difficulty in generating ideas with the students' inability to initiate the writing process namely finding new ideas. To overcome the problem, the students look at the pictures in the real example given so that they can get new ideas and

expand their imagination about what to write (Byrne, 1984). That's why video can improve students' achievement in organization aspect.

c. Vocabulary

The next aspect is vocabulary. Vocabulary refers to the selection of words those are suitable with the content or the word choice or diction in order to convey the ideas to the readers. In term of vocabulary, the score was 14.86 in pre test up to 18.92 in post test.

The increse is 28.72%. It shows us that the students' increse in choice of dictions, some factors in teaching learning process was also involved. In particular, the students are introduced to the samples of procedural text in real context which contain new vocabularies (Jacobson et.al, 2003). Other aspect is collaboration of visual media and demonstration performed which are equipped by picture and realia. Those factors can help the students to be familiar with new vocabulary and make them easy to remember the new vocabulary (Siti, 2001).

d. Grammar

Grammar use refers to the use of correct grammatical and syntactic pattern on separating, combining and grouping ideas in words, phrases clauses, and sentences to bring out logical relationship in the text. For grammar aspect, there was 16.10 in pre test up to 18.88 in post test.

The increase is 19.64%. Before the treatment, students did not use correct grammatical and syntactic pattern in their task. They also had major problem in simple constriction, and they could arrange the sentence into a good sentence (meaning confused). After the treatment, students were effective to complete

construction. They also used correct grammatical and there were some transitions. It concerned the progress in identifying the structures of a procedural text, the increase was due to fact that the videos have contained the text structure and the language feature of procedural text. Jacobson (2003) states that video can facilitate the teacher to introduce the students various types of texts, structures of texts, and language styles. In addition, teachers' roles as facilitator in teaching learning process as demonstrator and resource of writing types, language use, and purpose take important part to the students' increase (Brown, 2001).

e. Mechanic

The last aspect is mechanic. Mechanic refers to the use graphic conventional of the language, examples; the steps of arranging letters, words, paragraphs by using knowledge of structure, some others related to one other, using good punctuation, spelling and capitalization. In mechanic aspect, there was 3,5 in pre test up to 4.4 in post test.

The increase is 6.34%. Before the treatment, students are often confused with the punctuation, spelling and capitalization. After treatment, they could use good punctuation, spelling and capitalization. It happened because the use of video can increase students' mechanic aspect. Video help the students to integrate their sensory perception (Canning-Wilson, 2001). Besides they read or hear the example of procedural text in the materials presented, they also could see the demonstration.

From the result, it can be seen that vocabulary has the highest increase. In aspect of vocabulary, the score was 14.86 in pre test up to 18.92 in post test. If we see the data and the explanation above, we could know that video was useful for students

in teaching procedural text writing. We know that video can be found easily in our daily life, such as; food and drink packages, recipes, newspapers, or television programs (Ogus and Bahar, 2008). When selected an implemented appropriately as teaching materials and real example provider, video serve many advantages.

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CONCLUSION

Referring to the discussion of the research findings on the previous chapter, the researcher comes to the following conclusions:

1. The first purpose of this research is to find out whether there is increase of students' writing achievement after being taught by using video. It can be seen based on the data that the researcher have got. In the data, we knew that there was increase from the mean score of the pretest and posttest. It could be seen that the mean of score pretest was 69.50 and the mean score of posttest was 83.64. It meant that the gain score from pretest and posttest was 14.14. Where the significance was determined by $P>0.05$. T- test proved that the result was significant ($P=0.00$). Therefore, the hypothesis was accepted.

2. The second purpose of this research is to find out what aspect of writing increase the most being taught by using video in teaching procedure text writing. It can be proved from the data that the mean score of content in pretest was 20.20 and the mean of posttest was 23.85, it meant that the gain was 3.65. From data of grammar aspect, we knew that the mean score of pretest was 16.10 and the mean of posttest was 18.88, it meant that the gain was 2.78. And the the data of vocabulary aspect, we knew that the mean score in pretest was 14.86 and the mean score in posttest was 18.92, it meant that the gain was 4.06. And the data of organization aspect, we knew that the mean score in pretest was 14.84 and the mean score in posttest was 17.59, it meant that the gain was 2.75. And the data of mechanic aspect, we knew that the mean score was 3.5 and the mean score

in posttest was 4.4, it meant that the gain was 0.9. From the data above, we got the highest increase score was vocabulary aspect (14.86 to 18.92).

SUGGESTION

Based on the conclusion above, the researcher's suggestion can be listed like the followings:

1. **Suggestions for English Teachers**

   a. English teachers are suggested to use video as alternative media in teaching procedural text. The teacher can explain the generic structure of procedural text and explore the students' ideas.

   b. The english teacher can be used video as media to explain the vocabulary aspect to make sure students to understand especially about procedural text.

2. **Suggestion for further researcher**

   a. In this research, the researcher used video as teaching media to help students improve their procedural wriiting ability. Further researchers can use this media on different level of students.

   b. Further research can try to investigate whether video can be used to improve with another kind of text.

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