

# TEACHING WRITING PROCEDURE TEXT THROUGH VIDEO AS TEACHING MEDIA AT THE THIRD GRADE OF SMAN 1 AMBARAWA

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**Abstrak:** Tujuan penelitian ini adalah untuk mengetahui apakah ada peningkatan yang signifikan dari kemampuan menulis teks prosedur siswa setelah diajar menggunakan video. Sasaran penelitian ini mencakup 33 siswa kelas XII-IPA 1 di SMAN 1 Ambarawa Tahun Akademik 2018/2019. Alat ukur yang digunakan untuk mengumpulkan data adalah tes menulis yang terdiri dari pretest dan posttest. Hasil dari penelitian ini menunjukkan bahwa nilai rata-rata siswa di pretest adalah 69.73 dan di posttest adalah 80.36 dengan peningkatan adalah 10.63. Hasil dari penelitian ini juga menunjukkan bahwa video dapat digunakan untuk meningkatkan lima aspek menulis yang terdiri dari konten, organisasi, kosa-kata, struktur kalimat, dan mekanik. Aspek yang paling meningkat adalah konten dari 20.23 menjadi 23.71. Lalu, diikuti oleh organisasi yang meningkat dari 16.79 menjadi 19.18, struktur meningkat dari 14.18 menjadi 16.30, kosa-kata meningkat dari 14.98 menjadi 19.18, dan mekanik meningkat dari 3.55 menjadi 4.30. Hal ini dibuktikan melalui hasil dari *Paired Sample T-test*, yang menyatakan bahwa hasil tes tersebut adalah signifikan, karena  $p < 0.05$ ,  $p = .000$ . Dengan demikian dapat disimpulkan bahwa video dapat digunakan untuk meningkatkan kemampuan menulis teks prosedur siswa.

**Kata Kunci:** Video, menulis, teks prosedur, peningkatan.

**Abstract:** The aim of this research was to find out whether there was any significant improvement of students' procedure text writing ability after the students were taught through video. The subjects of the research were 33 students of class XII Science 1 at SMAN 1 Ambarawa in 2018/2019 academic year. The instrument used to gather the data was writing test (pretest and posttest). The result of this research showed that the students' mean score in the pretest was 69.73 and in the posttest was 80.36, in which the improvement was 10.63. The result of this research also showed that video could be used to improve five aspects of writing namely content, organization, vocabulary, grammar and mechanic. The highest improvement was content from 20.23 up to 23.71. Then, it was followed by organization from 16.79 up to 19.18, grammar from 14.18 up to 16.30, vocabulary from 14.98 up to 16.86 and mechanic from 3.55 up to 4.30. It was proven by the result of Paired Sample T-test, which showed those results were significant because  $p < 0.05$ ,  $p = .000$ . Thus, it could be concluded that video could be used to improve students' writing procedure text ability.

**Keywords:** Video, writing, procedure text, improvement.

## INTRODUCTION

Based on the syllabus from English Curriculum 2013 for third grade of senior high school, students have to understand several types of the text such as report, anecdote and procedure text. The students are required to be able to understand and make a procedure text cohesively based on the social function and generic structure of the text. They must be able to write a procedure text in their daily life, procedure text is used to make some steps or get something done. That is why procedure text is very important to learn. Senior High School students are expected to have a good writing skill since this is one of the most important language skills. Writing will help students to master the other skills and English completely. Through writing, the students become involved with the new language, trying to express their ideas and use eyes, hand, brain constantly as a unique way to reinforce learning. In learning writing, there are some aspects: content, organization, vocabulary, language use (grammar), and mechanics (Lestyaningsih, 2017: 28). By mastering all of the aspects of writing, the students will have a good writing skill because the aspect is related to each other.

Moreover, according to a research done by Hayati (2017) during the *Praktek Profesi Keguruan Terpadu (PPKT)* especially on ninth grade students, she found several problems in writing procedure text. The problems were the students found difficulties in writing especially write procedure text. They were difficult to express their ideas and emotion creatively that they have in their brain. Sometimes, they were felt difficult to start writing because they could not organize their ideas in writing procedure text well. Another problem is they lack vocabularies because they rarely to practice in writing especially writing procedure text.

Based on Indrasari (2010), the students had a problem in writing a text because they learnt writing without using an interesting media. They were just asked to write a composition based on the topic that had been prepared in the text book. Sometimes, the students did not understand a certain instruction of a text for example the generic structure of the text, purposes and the language feature of the text. Organization of the text, generating ideas, language use, content of writing, and vocabulary still become the difficulties faced by the students.

In line with the problems above, the teacher has to make teaching learning process more interesting by using an interesting media. There are many various media that can be used by the teachers to help the students in organizing the ideas and lessen their boredom in writing. Media are very important in teaching learning process. One of the media the teacher can use in teaching English writing is video. The use of video in a classroom can guide the students' activities in an interesting way. Beer (2012) states that video is an important tool in teaching and learning process. Using video in teaching writing will motivate the students since they can predict the information and idea by watching the video that is brought into classroom. In teaching situation, video explains the information involved inside it. Video that is used in the classroom should be clear and to the point.

Pratiwi (2011) reports that the video helps the students enable to explore main ideas, organize ideas, choose of right words to create sentences and paragraph, produce grammatically correct sentences and use mechanic (punctuation and spelling) in writing. Practically, the use of videos helps the students to focus on a certain topic so they can be more easily to generate and organize paragraph. The symbolic codes, language images,

and literacy in the videos make the students easy in selecting the appropriate words with correct spelling. Besides, videos give them stimulus and create idea so that they more active and can write with detail information as presented in the video.

The researcher expects that a video can be useful in improving the students' writing skill too. This is mainly because this media can avoid students' boredom in learning. The students watch the video while they are paying attention to the scene and they know what contained in the video. They could see the acts and listen to the language from video so they could write down based on what they have seen and heard into the paper. Considering the problems above and the advantages of using video as media in improving students' writing skill, the research are interested to use video as teaching media to improve students procedure text writing skill.

## **METHODS**

The objective of this research was to find out whether there was any significant improvement in students' procedure text writing ability after being taught through video. This study applied one-group pretest-posttest design of pre-experimental design. In this study, the students were given the pre-test in order to know the students' initial ability. Moreover, they were given treatments using video to teach writing procedure text. After that, the teacher gave the posttest in order to get information about the students' improvement after the treatments.

The instrument, which was used in this research, was writing tests. The writing tests were administered in the beginning of meeting before the students get the treatments (pre-test), and the end of the meeting after students got the treatments (posttest). The treatments were conducted in three meetings. Each meeting took 2 hours lesson (2x45 minutes). In analyzing the data, the researcher used Paired Sample T-test of SPSS 16.00 to find out whether there was an improvement on the students' writing procedure text ability after they were taught trough video. This research was conducted in the second semester of third class of SMAN 1 Ambarawa. The class was XII-Science 1 which consists of 33 students as the sample.

In conducting the research, the writer applied some procedures as follows: 1) Selecting materials for treatment, 2) Determining the population and selecting the sample, 3) Administering the pre-test, 4) Conducting the treatments, 5) Administering posttest, 6) Scoring the students' writing, and 7) analyzing the data.

According to the Hatch and Farhady (1982: 281), there are two basic types of validity: content validity and construct validity. In order to measure whether the test has a good validity, those two types of validity would be analyzed. Firstly, content validity was concerned with whether the test was sufficiently representative and comprehensive for the test. In the content validity, the material given is suitable with the curriculum. Precisely, in this research, the material given was suitable with the Curriculum 2013 which was applied in SMAN 1 Ambarawa. Secondly, construct validity was concerned with weather the test was actually in line with the theory of what it meant to know the language that is being measured, it would be examined whether the test given actually reflect what is means to know a language. In this research, scoring criteria based on the Writing Scoring Rubric which consists five aspects of writing: content, organization, vocabulary, grammar and mechanics.

In this research, to estimate the reliability of the test, the researcher used the form of writing test. In scoring the writing test, it involved the subjectivity. Therefore, inter-rater reliability used to find out whether a test was reliable. Djiwandono (2011: 187-188) states that inter-rater reliability shows the level of reliability of two row scores obtained from two correctors or testers in which each corrector or tester performs the scoring to the same number of test participants. The reliability of this research was measured by comparing the scores giving by rater one and the scores giving by rater two by using *Spearman Rank Correlation*. The result of the calculation showed that the coefficient of rank correlation of the pretest in the class was 0.96 and the posttest was 0.95. It could be assumed that this instrument had a very high reliability and proper to be used to get the data.

## RESULT AND DISCUSSION

### Result

After conducting the research, the researcher analyzed the result of the pretest and the posttest which were listed as follows:

**Table 4.1 Frequency Distribution of the Students' Writing Score of the Pretest and the Posttest**

No	Score	Frequency of Pretest	Percentage	Frequency of Posttest	Percentage	Category
1	56-62	5	15.15%	0	0%	Very Low
2	63-69	11	33.33%	2	6.06%	Low
3	70-76	11	33.33%	6	18.18%	Average
4	77-83	6	18.19%	12	36.36%	Good
5	84-90	0	0%	12	36.36%	High
6	91-97	0	0%	1	3.04%	Very High
<b>Total</b>		<b>33</b>	<b>100%</b>	<b>33</b>	<b>100%</b>	
<b>Mean</b>		<b>69.73</b>		<b>80.36</b>		

Table 4.1 above shows that the students writing improved from low category to good and high category. That indicates video as teaching media facilitates students to improve their writing achievement. Also the mean score of pretest and posttest show that there was statistically difference on the students' writing achievement through video. The increase of the mean score was 10.63. Also, to prove whether the hypothesis proposed by the researcher was accepted or not, the researcher did hypothesis testing. The researcher used Paired Sample T-Test to test the hypothesis and this was the result of the test.

**Table 4.2 T-Test Result of Pretest and Posttest**

		Paired Differences					t	df	Sig.
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	posttest - pre-test	10.6364	3.09049	.53799	9.54052	11.73220	19.771	32	.000

Based on the criteria, the test has a significant improvement if the significance level is lower than 0.05. It can be seen from Table 4.2 that the significance level of the test is 0.00. It can be concluded that there is significant improvement of students' writing procedure text ability after being taught through Video.

The researcher also found that through video, each aspect of students' writing improved. The differences of students' achievements are presented as follows:

**Table 4.3 The Increase of Students' Achievement in Writing Aspect of Procedure Text**

Aspect of Writing	Percentages	Mean Score of Pretest	Mean Score of Posttest	Gain	The Increase (%)
Content	30%	20.23	23.71	3.48	32.73%
Organization	25%	16.79	19.18	2.39	22.48%
Vocabulary	20%	14.98	16.86	1.88	17.68%
Grammar	20%	14.18	16.30	2.12	19.94%
Mechanic	5%	3.55	4.30	0.75	7.17%
Total	100%	69.73	80.36	10.63	100.00%

Based on Table 4.3 above, we could see that there was an improvement in each aspect of writing after being taught through video in teaching writing procedure text for 3 times, where the highest improvement was on the content aspect.

### Discussions

From the result above, it showed that video as teaching media in teaching writing procedure text could be used to improve students' writing ability in this research. It showed that after being taught by using video, the students could improve their writing ability and improve aspects of writing regarding to the result of posttest. Based on the teaching learning process in the classroom, teaching writing procedure text using video made the students more interested in the learning process than using textbook. Teaching writing procedure text using video gave opportunities for students to increase their writing skill which activities make them active in teaching-learning process. The researcher played a video about procedure text and asked the students to watch and

observe the video. After the students understood about the content of the video, the researcher asked the students to arrange a procedure text based on the video by their own words on the paper.

By using video, the students would know which part they should write first. They can watch the action and hear the language from video so they can write down based on what they have seen and heard into the paper. The students can be more active in teaching-learning and feel something new and different from what they usually get in their class before. According to Harmer (2003: 290) video can enhance stimulations, not only because it can provide feedback when students watch themselves and evaluate their performance, but also the presence of a video helps students feel more realistic.

The major improvement can be seen statistically significant on content. It was because the video helped the students to think more realistic after analysis the content of video. Then the students also guided to make sentence from the words produced based on the video, and how develop sentences. In organization aspect, video helps the students to arrange which step in procedure text that used to write first after analyzed the video using their own words.

Concerning with the grammar, the students analyzed the grammar use in procedure text based on the video. Then, the students asked to make the other example using the grammar that used in procedure text and applied it in their procedure text writing. In this case, the students were taught about the use of simple present tense and structure. In aspect of vocabulary, the students were asked to find the difficult words based on the video then tried to find the synonym and antonym of the words. Through this process the students' vocabulary increased unconsciously, because they got new words from the other students.

Whilst, the minor improvement happened in aspect of mechanic, the students made a little improvement on it. This happened because video did not specifically discuss the mechanic in writing. As a result, the students' achievement in terms of content was the lowest. Therefore, video as teaching media facilitated the students to elaborate their idea. In fact, video does not only improve students' writing in procedure text, but also helps students to improve their writing of other texts and other skills.

From the explanation above, it shows that video as teaching media in procedure text can give positive improvement in this research. These improvements were supported by some journal of writing which would be explained as follows: Barrata and John (2008) believed that video can represent writing task in helping students to develop students' writing. Using video as teaching media can capture students' interest and help them to learn more effectively. Most students showed an increased level when they have a chance to watch the video which coupled with some interesting tasks. It helped them to arrange what they will write after watching the video, because they do not just listen to the language, but also recognized it through the gestures of the characters in video. It supported them to put the appropriate words into simple sentences, and then arranged them into a good paragraph related to the topic. In addition, Fill & Ottewill (2006) suggests that it can provide a compelling and immersive education experience. Students are easier to understand and memorize the information from the video.

From the explanation above, it proved that there were some positive effects of using video on the students writing achievement in five aspects of writing; content, organization, vocabulary, grammar, and mechanic. It could be conducted that the

application of video could help the students to generate and write a procedure text effectively and creatively.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusion**

The objective of this research is to find out there is an effect of using video on students' writing achievement. In relation to the result of the study, it was concluded that video as teaching media gave a positive effect on students' writing achievement in five aspect of writing: content, organization, vocabulary, grammar, and mechanic. Students need the process of writing a text where they were guided step by step that covered each aspect of writing. Video is a teaching media that can improve students' writing skill effectively. The media helped students to get their ideas down on a piece of paper.

Also, content is the writing aspect that improved the most among the other aspects. This happened because video helped the students to think more realistic about the ideas and helped them to develop the idea into good sentences.

### **Suggestion**

Based on the conclusion above, the researcher's suggestion can be listed as follows:

#### **A. Suggestions for English Teachers**

1. The English teacher may start to use video by focusing on certain aspect of writing. It is done in order to help students to improve their writing ability step by step.
2. The English teacher should use the video that has good quality, not too long, and has subtitle in order to make the video more effective to use in learning activities.
3. The teacher should ask the students to bring along their own dictionary in order that they will not depend on the teacher and their friends in getting the meaning of new vocabularies.
4. The English teacher should be able to maintain the students' activity, it is important because sometimes there are some students who cheat by accessing the internet.

#### **B. Suggestions for Further Research**

1. The other researchers should use more than one data collecting technique, such as giving pretest and posttest, giving questionnaire and doing interview in order make the data more significant.
2. It is better for the other researchers to use more than one class in the research to have enough samples. The other researchers can use control class beside the experimental class in the research.
3. In this research, the researcher used video as teaching media to help students to improve their procedure text writing ability. The result of this research shows that mechanic is writing aspect that has the lowest improvement in this research. So, the other researchers can try to develop students' mechanic aspect in order to improve the students' writing skill.
4. In this research, the researcher used video as teaching media in teaching writing. The video that the researcher used still has some weakness such as too long, the quality was not really good, and did not have subtitle. So, the further research have to use more good video as teaching media and try in

other skill such as listening and speaking also try to use video in teaching writing to another kind of text such as descriptive and recount text.

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