

**THE EFFECTIVENESS OF VIDEO IN TEACHING WRITING OF  
PROCEDURAL TEXT: A QUASI-EXPERIMENTAL STUDY AT THE  
ELEVENTH GRADE STUDENTS OF SMKN 1 PRAYA TENGAH IN  
ACADEMIC YEAR OF 2018/2019**



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# **THE EFFECTIVENESS OF VIDEO IN TEACHING WRITING OF PROCEDURE TEXT**

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**Abstract:** The purpose of this study was to get the empirical evidence of the effectiveness of video in teaching writing of procedure text. This study was started at 20 July 2018 at SMKN 1 Praya Tengah. The method used in this study was a quasi-experimental study with pretest and posttest control group design. The sampling technique used in this research was random sampling technique. Two classes were taken as the subject of this study which were assigned as experimental group and control group. The data from both groups were analyzed by using t-test formula. The result of calculation showed that, in the significant degree of 5%, the value of t-test ( $t_0$ ) > t-table distribution : (2.743 > 1.701). The result showed that the value of t-test is higher than t-table distribution which means the video is effective in teaching writing of procedure text at the eleventh grade students of SMKN 1 Praya Tengah.

**Keyword:** *procedure text, writing skill, video*



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### JOURNAL APPROVAL

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The Effectiveness of Video in Teaching Writing of Procedural Text: a Quasi-Experimental Study at the Eleventh Grade Students of SMKN 1 Praya Tengah in Academic Year of 2018/2019

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## **INTRODUCTION**

Writing is one of language skills that people have to master in learning English. Harmer (2004:5) claimed that writing is a form of communication to deliver a thought or to express feeling through written form. In this case, writing should be learnt by students especially high school students. Writing involves communicating message which means someone needs to have a clear intention to be delivered to someone else in written form. As what Aguilera (2012:165) says that writing and speaking are productive skills which means they involve producing language rather than receiving it. In learning process, the teacher has to be able to train the students to sharpen their thinking ability. That is what makes writing the most difficult skill of all other English skills to learn, it requires students to develop their ideas into the writing.

There are many kinds of writing that are taught in high school that will be useful to apply in their real life or just to accomplish their task. One of them is procedural text. Procedural text is a text that shows systematic steps of doing an activity. Writing a procedural text can be challenging for students. From the researcher's experience of doing teaching practice in high school, students found it difficult to arrange their sentences into the proper ones. Whereas, students have to be able to arrange the text as what the current curriculum or Curriculum 2013 requires.

From those problems, the teacher needs to find out some ways to make students write procedural text better than before, especially in organizing their ideas. In order to improve students' writing skill, especially in procedural text, students need an interesting media to support them. Students can learn more enjoyable and learning atmosphere can be created more comfortable by using the teaching media (Hardiansyah. 2015:3). There are also many kinds of teaching media used by teacher in the classroom such as picture, audio, video, even social media can be used in the classroom. One of the media that the researcher wants to investigate is video, because Hofstetter claimed that by using video media, information process is more

sophisticated and rapidly delivered to learner (in Hardiansyah 2015). Then, using video as a visual media in the classroom can attract students' attention to learn as they find it enjoyable. According to Musfiqon, visual media can accelerate students' comprehension skill and strengthen their memory (in Firma, 2014).

Using video in teaching procedural text gives a clear image for students about the topic being discussed in the class. It shows how things are being done systematically. By having a real example of procedural text from the video, students will be able to organize their idea into a good paragraph. Moreover, video can be used as a demonstration method in a classroom since video can demonstrate the tangible evidence of steps in procedural text. As what Barton, et al. (1976:117) suggested that the demonstration method, when properly selected and used, may be effective. It is not a universal method; however, demonstration method is likely to be successful (1) in teaching operative skills, (2) in developing understandings, (3) in showing how to carry out new practice and (4) in securing the acceptance of new and improve ways of doing things.

## **LITERATURE**

### **Writing Skill**

According to Byrne (1997:1) writing is producing a sequence of sentences arranged in particular order and linked together in certain ways. The sequence may be very short - perhaps only two or three sentences - but, because of the way the sentences have been put in order and linked together, they form a coherent whole that is called a 'text'. Writing is a process of putting feeling, ideas and thoughts onto paper that will be understood by the readers.

There are four stages in writing:

1. Planning
2. Drafting

3. Editing
4. Final Version

There are also some aspects of writing, they are:

1. Content
2. Grammar
3. Organization
4. Word Choice
5. Mechanics

### **Procedure Text**

Procedure text is a text that shows us how to get something done or how things are accomplished.

The generic structure of procedure text are as follows:

1. Goals
2. Materials
3. Steps

### **Video**

Video is a combination of moving pictures and sound which contains information. Cooper (1991) defines video as a supercharged medium of communication and powerful vehicle of information that is packed with messages, images, and ambiguity, and so represents a rich terrain to be worked and reworked in the language learning classroom

### **RESEARCH METHOD**

The research method used in this research is quasi-experimental design with pretest posttest control group design. According to Fraenkel and Wallen (1990:264), experimental research is the most conclusive of scientific methods. Because the

researcher actually establishes different treatments and then studies their effects, the results from this type of research are likely to lead to the most clear-cut interpretations. This research investigates whether the video could help teachers to improve students' writing in procedural text. There are two classes taken as the subject groups in this research. The first group is experimental group which is given the video as treatment of this research, while the other group or control group is given the general method of teaching. Fraenkel and Wallen (1990:266) stated that the control or the comparison group is crucially important in all experimental research, for it enables the researcher to determine whether the treatment has had an effect or whether one treatment is more effective than another. The formula of the research design will be shown in the table below.

### **The Experimental Design**

<i>Groups</i>	<i>Pretest</i>	<i>Treatment</i>	<i>Posttest</i>
<i>Experimental</i>	T <sub>1</sub> E	X	T <sub>2</sub> E
<i>Control</i>	T <sub>1</sub> C	-	T <sub>2</sub> C

Where:

T<sub>1</sub>E = Pretest for experimental group

T<sub>1</sub>C = Pretest for control group

X = Treatment

T<sub>2</sub>E = Posttest for experimental group

T<sub>2</sub>C = Posttest for control group

Population of this research is all the eleventh grade students of SMKN 1 Praya Tengah in Central Lombok. The eleventh grade of this school consists of 414 students that are spread into 12 classes.

Because the number of the population is too large, the researcher decides to take two classes as the sample using random sampling. Sample is the group in the research on which the information is obtained, preferably selected in such a way that the sample represents the larger group (population) from which it is selected (Fraenkel & Wallen, 1990:91). The first class consists of students of XI Multimedia 3 which is chosen as experimental group. During the execution of the research, this class is given the treatment of video. The second class consists of students of XI Akuntansi 2 which will be the control group in this study.

For this research, written test is the instrument used. Written test consists of pretest and posttest that are given to the both groups, experimental and control group, in written form.

## **DATA ANALYSIS AND INTERPRETATION**

### **a. Experimental Group Score**

**Table 4.1**

#### **Experimental Group Score**

No	Name	Pretest Score	Posttest Score	Gained Score
1	Ahmad Azrowi	43	75	32
2	Ahmad Ilham W	29	65	36
3	Alfian Kurniawan	26	58	32

4	Alisa Budiarti	28	73	45
5	Aulin Agustina	36	71	35
6	Baiq Regina V. R.	26	80	54
7	Baiq Salwa N.	38	73	35
8	Baiq Titin M.	36	46	10
9	Dewi Sekarmaji	40	66	26
10	Erni Erdita	25	55	30
11	Fitrina Sandhita E.	22	82	60
12	Hafizah	39	60	21
13	Intan Sarafina	33	69	36
14	Kamran Haifz	24	75	51
15	Khaerul Hadi	16	48	32
<b>Mean Score</b>		<b>30.73</b>	<b>66.4</b>	<b>35.67</b>

**b. Control Group Score**

**Table 4.2**

**Control Group Score**

No	Name	Pretest Score	Posttest Score	Gained Score
1	Ade Wahyudi	37	42	5
2	Arya Dewi M.	35	49	14
3	Baiq Delta Alfia	30	52	22
4	Baiq Melati H.	34	64	30
5	Doni Damara	38	68	30
6	Eliza Maulina	29	44	15
7	Gifari Zakawaly	29	30	1
8	Helnita Febriana	28	52	24
9	Lalu Darwilis	24	45	21
10	Lalu Eryindra P. R.	38	50	12
11	Lalu M. Fathul A.	31	47	16
12	Lilik Sulistia	27	42	15
13	Mariam Ilmi Lestari	29	53	24
14	Moh. Ansori	26	55	29
15	Moh. Farriz Bima	26	45	19
<b>Mean Score</b>		<b>30.73</b>	<b>49.2</b>	<b>18.47</b>

## **Data Analysis**

After writing the comparison between the scores of experimental group and control group, the researcher calculated them by using t-test formula. From the result of statistic calculation, it indicated that the value of the  $t_o$  is 2.743 with the degree of freedom (df) is 28.

## **Interpretation**

Based on the researcher's observation, the value of t-test is higher than the t-table distribution at the degree of significant level 0.05 (95%). It means that video is more effective in teaching writing of procedural text at eleventh grade students of SMKN 1 Praya Tengah.

It can be seen on the table that the score of both groups increase from pretest to the posttest. But, the students of experimental group who were taught by using video is likely to get higher score than the students of control group who were not taught by using video.

In addition, students of both groups still have the lack of mechanism in writing. They need to be explained and to practice writing more about spell and punctuation. However, the researcher interprets that the use of video is more effective and more appealing in teaching writing of procedural text at eleventh grade students of SMKN 1 Praya Tengah.

## CONCLUSION AND SUGGESTION

According to the analysis on the previous chapter, it can be concluded that the t-test value is 2.743 while the t-table distribution value is 1.701 at the degree of significant level 0.05 (95%). So, the t-test value is higher than the t-table distribution:  $2.743 > 1.701$ . Then, it can be concluded that the null hypothesis ( $H_0$ ) is rejected while the alternate hypothesis ( $H_1$ ) is accepted. It means that teaching writing of procedural text using video at eleventh grade students is more effective than teaching without video.

The researcher also compares both groups pretest and posttest to know what makes video more effective than non-video. The students of experimental group write better and complete materials, they also enhance more vocabulary to write phrases and sentences since video says it all. On the other hand, students in control group were stuck on the same word choice and sentences. They tend to use those words that is already written on the previous sentences.

In addition, students of both groups still have the lack of mechanism in writing. They need to be explained and to practice writing more about spell and punctuation. However, the researcher concludes that the use of video is more effective and more appealing in teaching writing of procedural text at eleventh grade students of SMKN 1 Praya Tengah.

There are some suggestions from the researchers to teacher who want to apply video in teaching descriptive text writing, as follows:

1. The teacher should master the material that will be given to the students. Because the more expert the teacher is in the class, the more likely students will be understood on the material given.
2. By using video in teaching, the teacher should consider the class condition and atmosphere. The teacher should do double check on the equipment tools to display the video.
3. The teacher should also consider the time allocation when using video. Be effective in playing the video in the class.
4. It is suggested that the teacher allows students to be involved in the learning process. Let the students think of the new vocabulary that is heard in the video.
5. As a teaching media in the classroom, the teacher should provide the appropriate video based on students' need and level.

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