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THE USE OF VIDEO IN TEACHING WRITING PROCEDURE TEXT TO THE SEVENTH GRADE STUDENTS OF SMPN 1 MOJO KEDIRI IN ACADEMIC YEAR 2016/2017



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ABSTRACT

Writing is a productive skill which assumed as the most difficult because there are a lot of aspects that should be mastered. Through writing, students are able to delivering idea, criticism, or suggestion in writing. But, most of students get some difficulties in writing. There are some problems often faced by students. Then, to make students easier to learn, video is applied in teaching writing especially on Procedure Text. The purpose of the research are: to know the students' ability before and after being taught video and to know whether or not there is significant effect of teaching writing procedure text using video to the students' writing ability at SMPN 1 Mojo Kediri. This research approach was quantitative research and the research method was pre experimental design, namely the one-group pre-test post-test design. The sample of the research was the seventh grade students of SMPN 1 Mojo Kediri in academic year 2016/2017 consisting of 39 students. This research was held in four meetings involved pre-test, treatment, and post-test. The researcher used essay test as the instrument to collect the data. The research was carried out from February 2017 up to July 2017. After collecting the data, the next step was analyzing them by using SPSS vs 21 to know is there any significant effect of video to the student's writing ability. The result showed that the students' writing ability increased after being taught using video. It was proven by the mean after being taught using video (72.69) was higher than the mean score before being taught using video (57.05). The result reports that the t-test was higher than t-table ($18.956 > 2.022$) it means that H_0 was rejected and H_a was accepted. Based on the finding above, it can be concluded that video was effective on students' writing ability in procedure text.

KEYWORDS : Teaching Writing, Video

I. INTRODUCTION

Writing is a process of communication where the students express ideas on paper. Writing is a thinking process where ideas are generated and focused on more relevant ideas, so it is not only a simple matter of transcribing language into writing symbols. As stated

in Khoiriyah & Mahendra (2017:279) writing is a way of sharing information, thoughts, ideas and experiences to others in the written form. Through writing, EFL learners can inform others, explore the ideas, carry out transactions and tell what they fell.

Moreover, at school, students learn how to make good writing and learn to convey their ideas and opinions. They are trained about how to make a good writing, having a good step write. Writing is a skill that assumed as the most difficult skill that to be mastered. It means that students have to study hard to master writing because writing doesn't come naturally. Students have to know that writing or learning to write especially in a second language is not simply a matter of "writing things down". It is supported by Zinsser (2001:x), "writing isn't a skill that some people are born with and others aren't, like a gift for art or music". It is one of the four basic skills that are very complex and difficult to learn.

In writing, needs a sequence of process to make and modify it until a writing product is fixed. By encouraging learners to use the writing process in the classroom, the teacher helps the students to be creative and to develop their message. In this term, Harmer (2007:5) mentions that writing process has four main elements: planning, drafting, editing (reflecting and revising), and final version (draft).

The purpose of writing is to express the idea or feeling in certain way and that make an impression for the reader. Same with statement from Nunan (2003:88), the purpose of writing is "Express and

Impress". Moreover, usually writing is used to make a note of something, for example lesson's note, lesson's schedule, diaries, shopping list, and etc. Also, it is used to keep records of things to be remembered.

In addition, according Grenville (2001:1) there are some purposes of writing, such as:

- a). Writing to entertain; Writing to entertain generally takes the form of so-called 'imaginative writing' or 'creative writing' (of course, all writing requires some imagination and creativity).
- b). Writing to inform; These kinds of writing can also be 'entertaining' in the sense that they're a good read.
- c). Writing to persuade; This includes advertisements, some newspaper and magazine articles, and some types of essay.

However, learning to write especially in a second language is not simply a matter of "writing things down". Because writing skill is very complex and difficult to learn. In line with Khoiriyah (2014:177) who states writing is important skill to be taught to the students in the English as a foreign language context. There are some texts that will give by teacher for student's material in writing skill. Such as procedure text, procedure text is one of the genres in writing that must be well-mastered by the students. Procedure text

is a text that tells about how to do, make or use something. It will give students a step-by-step guide so that students can achieve a specific goal. Procedures can be either written or oral (spoken). Students must be able to write a procedure text in their daily life. Procedure text is used to make some steps or get something done. So, procedure text is very important to be learnt.

But, most of students get some difficulties in writing. There are some problems often faced by students. First, students' difficulty in pre-writing or drawing on the background knowledge to determine a topic. Second, after get the topic, students get difficulty to decide the main idea. Third, in drafting students get difficulties of putting their ideas into sentences and paragraphs. Fourth, sometimes students get wrong in writing the punctuation. Fifth, students get difficulties to receive the material from the teacher. Dealing of the situation above, teacher have a big influence for their students. Teacher has to look about how their performance in teaching writing. Many English teachers got some problems in teaching writing in the classroom. In teaching writing, the teacher must choose a strategy which is suitable with the student's condition.

There are many strategies that can be used in teaching writing.

A teacher has an important role in learning process. All of the teacher's activity is looking by students. How the way a teacher deliver the materials and etc. Teacher has to be creative to make the students interested in learning process. But, a teacher has to realize about the difficulties of writing often faced by students. Actually, there are many solutions to overcome the problems faced by the students. For solving the problem above, the teacher must find a different way to teach the students in the class. Therefore, the teaching learning process will run well, and the students can be more comfortable in the class as well as they can catch the material easily. Hopefully, their ability in writing procedure text will be better. There are many ways that can be done to teach procedure text. The teacher can use various media.

In this research, media is one of the tools that can be applied. Various media can be used in a teaching-learning process such as pictures, diagram, chart, and video. Video is a kind of multimedia that defined as technology's products which presents constant movement of sophisticated images, moving pictures, animated pictures, or moving texts accompanied by audio or sound effects. In statement of Najjar (1996:1) multimedia is

the use of text, graphics, animation, pictures, video, and sound to present information. In SMPN 1 Mojo Kediri the researcher tries to help the problem of the students' writing skill by using video. The use of video in a classroom could be guide the students' activities in an interesting way. According to Gordon (2007:189) there are three steps in teaching using video; pre-viewing, viewing, post-viewing. Videos also make a particularly powerful contribution to both the content and the process of teaching learning, especially contribute to interest and motivation. According to Harmer (2001:282) most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this coupled with interesting task. The teacher is required to introduce the video sequence and to follow up with subsequent question or activities. It means video is used to attract the students at the times of learning process.

This research was conducted to know the effect of teaching writing before and after being taught using video and to know whether any significant effect of video on students' writing ability.

II. RESEARCH METHOD

The research approach applied in this research was quantitative research. Then, the researcher used pre-experimental

research design to analyzing how is the students' writing ability before and after being taught using video and to know is there any significant effect of video on students' writing ability.

The instrument used to collect the data in this research is test which consists of pre-test, treatment, and post-test. The pre-test and post-test were in the same form of essay test about how to make something. The researcher hopes the same kind of test can draw the difference of students' writing ability before and after being taught using video. The score of students' writing ability before and after being taught using video analyzed using Paired sample t-test in SPSS version 21 to see the effect of video on students' writing ability with a significant level = 5%.

III. FINDING AND DISCUSSION

The finding of the questions study were asking about how the students' writing ability before being taught using video, how the students' writing ability after being taught using video and whether there is significant effect or not of video on students' writing ability.

First, pre-test was held at the first meeting of the research. It was done on May 17th 2017. The total scores of students' writing ability before being taught using video of 7G were 2225. The total sample was 39 students. The students'

minimum score of English subject in SMPN 1 Mojo was 65. From the data, the lowest score of the pre-test was 50 and the highest score was 70. Only 7 students could pass the standard score.

The After giving the pre-test, the researcher gave treatment to the students. The researcher conducted the treatment in two meetings. In treatment process, the researcher taught writing procedure text using video. Generally video activities are divided into 3 main types or stages; *Previewing*, *Viewing*, *Postviewing*. The first step when the researcher entering the class, he greeted the students and opened the lesson.

Pre-viewing :

The researcher as the teacher asked the students about the material that would be taught the procedure text. The researcher introduced topics related to procedure text by introducing the generic structure and language features text procedures.

Then, the teacher displayed a video procedure text about How to make Guava Juice. The teacher asked students to identify (topic, generic structure, language feature) that included in video about how to make Guava Juice. After that, the teacher asked students questions related to information in video how to make Guava Juice. Teacher also asked the students about which part that they didn't

understand from the video how to make Guava Juice.

Viewing :

The researcher gave worksheets to the students, the worksheets included the materials that related to the video that would be play by the researcher. The teacher explained to the students to work on the worksheet based on the video to be displayed. The researcher played a video that related to students' worksheet about how to make Indomie Fried Noodle and asked the students to work on their worksheet.

Post-viewing :

The researcher invited students to discuss together about the worksheet that has been finished. Then, the researcher asks things that students do not understand from the video about how to make Indomie fried noodle. Then, the teacher gives response of the students' questions and students listen the teacher.

Last, the researcher along with students make conclusion about the material that has been taught. Furthermore, the researcher prayed with students and then closed the lesson.

At last, post-test was held after treatments given to students. It was done on May 20th 2017. The total scores of post-test was 2835. From the data, the lowest score of the pre-test was 65 and the highest score was 85. It was explained that all

students could passed the standard score. From the total score of pre-test and post-test showed that post-test score better than pre-test score.

To analyze the data result, there are data outputs from calculated using SPSS: Paired Sample Statistic, Paired Samples Correlations, Paired Samples Test.

Table 4.3

The mean score of Pre-test and Post-test Paired Samples Statistic

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	57.05	39	5.929	,949
	POSTTEST	72.69	39	5.601	,896

From the Paired Samples Statistics table above, it showed the mean score of pre-test was 57.05 with standard deviation 5.929 and the mean score of post-test was 72.69 with standard deviation was 5.601. The number of participants in each test (N) were 39.

Table 4.4

The correlation score of Pre-test and Post-test Paired Samples Correlation

	N	Correlation	Sig.
Pair 1 PRETEST & POSTTEST	39	,602	,000

From Paired Samples Correlations table above, the output showed that the data before and after being taught using video was 0.602 with significance value (sig.) 0.000. It means there was correlation between students' writing ability before and after being taught using video.

Table 4.5

The T-score of Pre-test and Post-test Paired Samples Test

	Paired Differences					t	d f	Sig . (2- tail ed)	
	Me an	Std . De via tio n	Std . Err or Me an	95% Confidence Interval of the Difference					
				Low er	Upper				
			P a ir 1	PRET EST - POST TEST	15. 64 1				5.1 52

From Paired Samples Test table above, it showed t-test is 18,956 and the t-table with degree of freedom 38 was 2,022 at the level of significance of 5%. It means t-test was higher than t-table (18,956 > 2,022) and Sig. (2-tailed) is 0,000 was lower than 0.05. Then, the means differences between pre-test and post-test score was 15, 641. It can be concluded that the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. Moreover, the result of this

research is there was significant effect of using video to the students' writing ability in seventh grade students of SMPN 1 Mojo Kediri.

The first finding, showed the result of students' writing ability increased after being taught using video. It is proven by the mean of post-test (72,69) is higher than the mean of pre-test (57,05). From the data analysis above it can be concluded that there was significant effect between video and students' writing ability. The use of video in a classroom could be guide the students' activities in an interesting way. Videos also make a particularly powerful contribution to both the content and the process of teaching learning, especially contribute to interest and motivation. Then, it make the students' easier in pre-writing or drawing on the background knowledge to determine a topic. Also, after get the topic, students can to decide the main idea. Next, in drafting students get better of putting their ideas into sentences and paragraphs. Students can write with using the right punctuation. Last, students get easier to receive the material from the teacher. According Khoiriyah (2014:179) those who advocate a process approach to writing, however pay attention to the various stages that any piece of writing goes through. By spending time with learners on pre-writing phases, editing, redrafting, and finally 'publishing' their

work, a process approach aims to get to the heart of the various skills that should be employed when writing.

This result also supported by previous research conducted by Septiana Nur A (2012) that entitled "A Thesis Optimizing The Use of Youtube Video to Improve Students' Competence in Writing Procedure Text (A Classroom Action Research at the Tenth Grade Students of SMAN Kebakkramat in Academic Year of 2011/2012)". This study indicated that Video is attractive and effective for teaching English especially for teaching writing procedure text. It also can arouse the students' interest and help them to understand more about the materials from the teachers. The result shown video was a helpful and also an effective way to use in helping subjects' writing skill especially in writing procedure text.

The second finding, shown there was very significant effect of using video on students' writing ability to be used in teaching writing. It is proven by the result of t-score (18,956) is higher than t-table in the level of significance 5% (2,024) and P value t-test is lower than level of significance of 5% ($0,000 < 0,05$). In Additional, it was also supported by Harmer (2001: 282) states that "most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this

coupled with interesting task.” It can be concluded that teaching writing procedure text using video that combine with an interesting task, will make a good atmosphere in learning class.

According to the researcher's research finding and the data supported above, it can be concluded students' writing ability before being taught using video was low, and students' writing ability after being taught using video was increased and also there was significant effect of video on students' writing ability.

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