

**THE INFLUENCE OF USING VIDEO TOWARDS STUDENTS' WRITING
ABILITY AT THE FIRST SEMESTER OF THE EIGHT GRADE OF SMP
BINA MULYA BANDAR LAMPUNG
IN THE ACADEMIC YEAR OF 2020/2021**



A Thesis

Submitted as a Partial Fulfillment of the Requirement for S1-Degree

By

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ABSTRACT

This thesis intended to determine the extent to which significant influence of using video towards students writing ability at the first semester of the eight grade of SMP Bina Mulya Bandar Lampung in the academic year of 2019/2020. According to the preliminary of the research, the students' writing is still low. Some of students do not have good fluency in Writing English, and also the students feel shy and afraid to Writing English. To find a solution, the researcher applied video. Video is one of media to teach writing by using interesting video.

The research design was pre experimental design with the treatment held in three meetings. The samples of this research were one classes, VIII A as experimental class. The researcher used video in experimental class. The experimental class consisted of 35 students. In collecting the data, the researcher used test instrument pre-test and post-test. The researcher used Independent T-Test to analysis the data.

From the data analysis, it was found that the result of the test was Asymp. Sig. (2-tailed) = 0.532 > $\alpha = 0.05$. So, H_0 was accepted and H_a was rejected. Based on the computation, it can be concluded that there is no a significant influence of using Media video towards writing ability at the first semester of the eight grade of SMP Bina Mulya Bandar Lampung in the academic year of 2019/2020.

Keywords: Video, Writing ability, Pre-Experimental

DECLARATION

I hereby state that this thesis entitled: The Influence of Using Video Towards Students Writing Ability at the First Semester of the Eight Grade of SMP BINA MULYA BANDAR LAMPUNG in the Academic Year of 2020/2021 is completely my own work. I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledged in the text.





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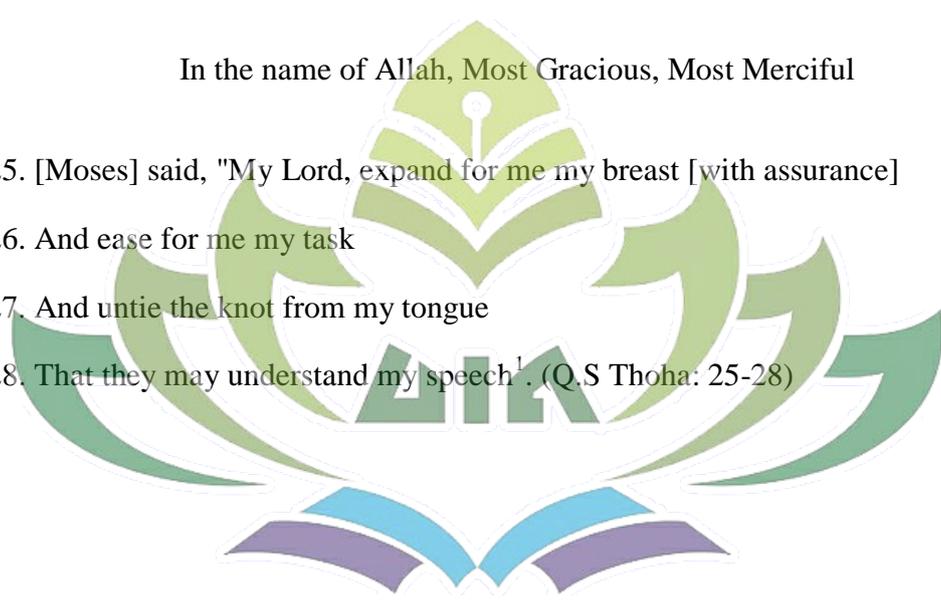
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MOTTO

قَالَ رَبِّ اشْرَحْ لِي صَدْرِي^۱ (٢٥)
وَ يَسِّرْ لِي أَمْرِي^۱ (٢٦)
وَ اَحْلِلْ عُقْدَةً مِّنْ لِّسَانِي^۱ (٢٧)
يَفْقَهُوا قَوْلِي (٢٨)

In the name of Allah, Most Gracious, Most Merciful

- 
25. [Moses] said, "My Lord, expand for me my breast [with assurance]
 26. And ease for me my task
 27. And untie the knot from my tongue
 28. That they may understand my speech¹. (Q.S Thoha: 25-28)

¹Khadim al HaramainasySyarifain& Fahd ibn' Abd al' Aziz Al Saud, *The Noble Qur'an*, (Jakarta: YayasanPenyelenggaraPenterjemah/Pentafsir Al-Qur'an, 1971), p. 478.

DEDICATION

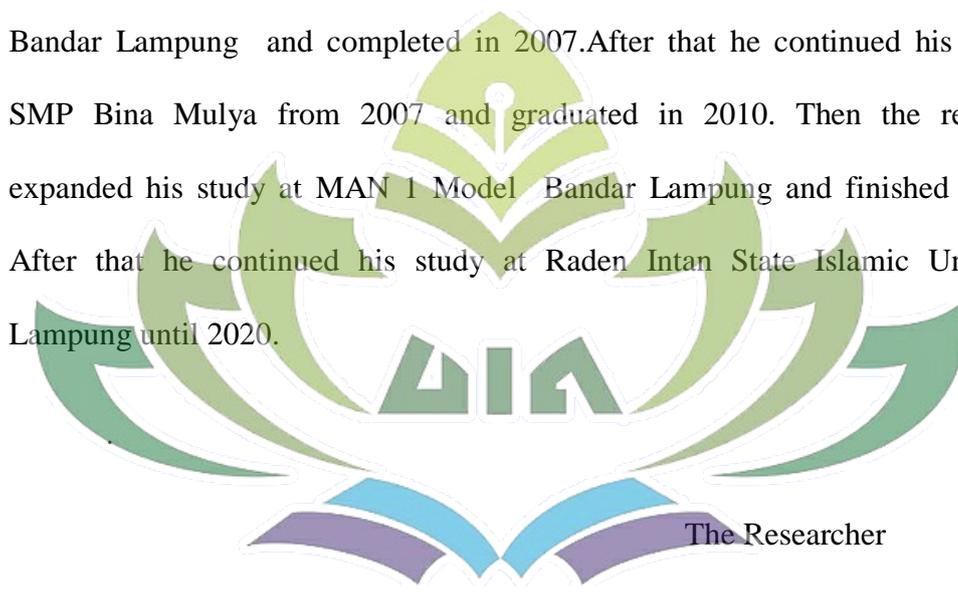
I fully appreciate these people, who always care of me and never leave me in every condition. May Allah SWT bless them in their lifetime. I dedicate this thesis to:

1. My beloved parents 'Bapak' and 'Mamak'. I do love Bapak and Mamak as much as possible that I can not give them any precious things. I just want to say that they keep healthy and always be happy. God bless your life Bapak and Mamak.
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CURRICULLUM VITAE

Syaiful Hakim, he was born on June 23th 1996 in Bandar Lampung, Lampung. he is the last child from four children of Mr. Abdul Mutholib BA and Mrs. Heryani, and he has one brother Akhmad Firdus,S.Th.I and two Sisters Liya Fatmawati,S.Pd, Irma Mukarromah,S.Pd.

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Finally, the researcher is fully aware that there are many weaknesses in this thesis. Therefore, the researcher will accept criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, 03 Maret 2021

The Researcher,

Syaiful Hakim

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TABLE OF CONTENTS

COVER	i
ABSTRACT	ii
APPROVAL	iii
DECLARATION	iv
MOTTO	v
DEDICATION	vi
CURRICULUM VITAE	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENTS	x
LIST OF TABLES	xiv
LIST OF APPENDICES	xv
CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem	5
C. Limitation of the Problem	5
D. Formulation of the Problem	6
E. Objective of the Research	6
F. Significance of the Research	6
G. Scope of the Research	7
CHAPTER II REVIEW OF LITERATURE	
A. Teaching English as a Foreign Language.....	8
B. Writing.....	10
1. Writing skill.....	10
2. The Stage in Writing	11
a. Pre- writing	12
b. Writing	12
c. Rewriting.....	12
3. The Purpose of Writing	13

a.	The express the researcher 's feeling.....	13
b.	The entertain the readers	13
c.	To inform the readers	13
d.	To persuade the readers	13
4.	The aspect and mikro skill of writing.....	14
a.	Handwrtng	14
b.	Spelling	14
c.	Panctuation.....	14
d.	Sentence construction	14
e.	Organizing a text and paragraphing.....	15
f.	Text cohesion.....	15
g.	Register /style.....	15
5.	The problem of writing.....	16
a.	Psychological Problems.....	16
b.	Linguistics Problems.....	16
c.	Cognitive Problems.....	17
6.	Teaching Writing.....	17
a.	Reason for Teaching Writing.....	17
b.	Approaehes in Teaching Writing.....	18
C.	Procedure Text.....	20
1.	Definition of Procedure Text.....	20
2.	Characteristic of Procedure Text.....	21
3.	Purpose of Procedure Text	21
4.	Language Features of Procedure Text.....	21
5.	Example Procedure Text	22
6.	Construct of Writing Skill	23
7.	Convention	24
D.	Student's Writing Ability in Procedure Text.....	26
E.	Review Student on Video.....	26
1.	The Nature of Media	26
a.	The Definition of Media.....	26
b.	Kinds of Media.....	27
2.	Videos as Teaching Media	29
a.	The Definition of Video	29
b.	Characteristics of Video	30

c. Procedure of Teaching Writing by using Video.....	30
d. The Advantage of Video	33
e. The Disadvantage of Video	33
3. Teaching Writing by Using Videos.....	36
The Importance of Improving Writing Skill by Using Video	36
F. Frame of Thinking.....	36
G. Hypothesis	37

CHAPTER III RESEARCH METHODOLOGY

A. Research Design.....	38
B. Variable of the Research.....	39
C. Operational definition of Variable	39
D. Population, Sample and Sampling Technique	40
1. Population	40
2. Sample of the Research.....	41
3. Sampling Technique	41
E. Data Collecting Technique.....	41
F. Research Instrument.....	42
G. Scoring Procedure	44
H. Research Procedure.....	44
I. Validity and Reliability.....	45
1. Validity	45
2. Reliability	46
J. Data Analysis	48
1. Normality Test	48
2. Homogeneity Test	48
3. Hypothetical Test	50

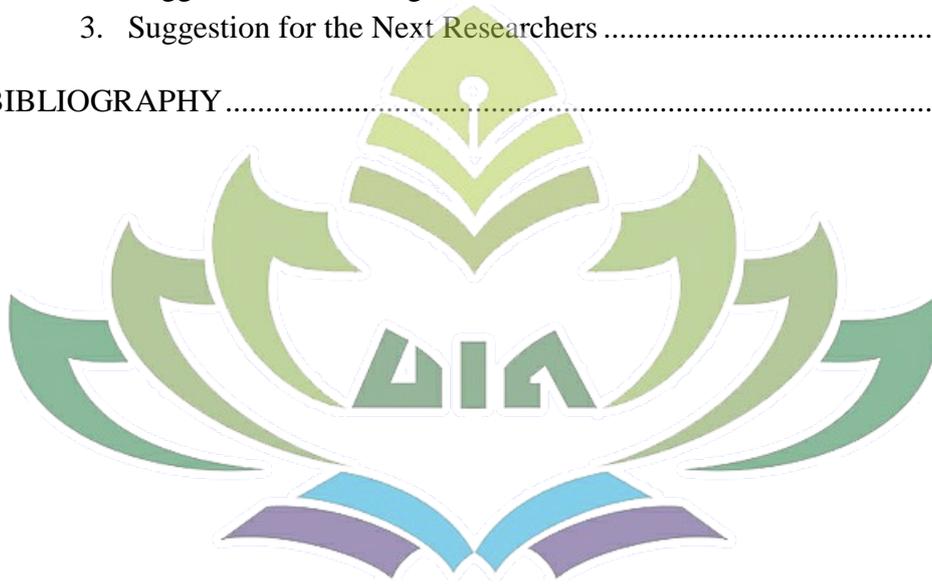
CHAPTER IV RESULT AND DISCUSSION

A. Research Procedures	53
B. Data Description	54
1. Experimental Class	54
a. Process of Treatment.....	54
b. Data Analysis	54

a). Result of Pre-test.....	55
b). Result of Post-test.....	55
c). Result of Normality Test.....	55
d). Result of Homogeneity Test.....	56
e). Result of Hypothetical Test.....	56
c. Discussion.....	59

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion.....	61
B. Suggestion.....	61
1. Suggestion for the students.....	61
2. Suggestion for the English Teacher.....	62
3. Suggestion for the Next Researchers.....	62
BIBLIOGRAPHY.....	63



LIST OF TABLES

Table 1 Students Score of Writing	2
Table 2.1 Scoring Rubric	24
Table 3.1 Research Design of Pre- Test and Post- Test Group Design SMP Bina Mulya Bandar Lampung 2020/2021	38
Table 3.2 Population of Eight Grade of SMP Bina Mulya Bandar Lampung 2020/2021	40
Table 3.3 The table of specification of pre-test.....	43
Table 3.4 The table of specification of the test for post-test.....	43
Table 3.5 T-distribution.....	51
Table 4.1 Descriptive Statistic	57
Table 4.2 Test of Normality	58
Table 4.3 Test of Homogeneity of Variances	58
Table 4.4 Paired Sample Test.....	59

LIST OF APPENDICES

Appendix 1 Students Score	66
Appendix 2 Teachers Interview	69
Appendix 3 Student Interview	70
Appendix 4 Silabus Pembelajaran	71
Appendix 5 RPP Experimental Class.....	93
Appendix 6 Instrument of Pre-Test	131
Appendix 7 Instrument of Post-Test	132
Appendix 8 Validation Form for writing.....	133
Appendix 9 Surat Keterangan Validasi.....	134
Appendix 10 Photos and taking data.....	135
Appendix 11 Students' Score of Pre-Test and Post-Test.....	137
Appendix 12 Pre-Test Score of Experimental Class.....	138
Appendix 13 Post-Test Score of Experimental Class.....	139
Appendix 14 The Result of Reliability Test	140

CHAPTER I

INTRODUCTION

A. Background of the Problem.

Language is a system of communication, for instance, humans communicate not just through language but through such as gesture, art, dress, and music.¹ It means that language is the most important system for communication in human life. Thus, it is very important for every people learn language in making a good relationship with other people.

Language is rule-governed, creative, universal, innate, and learned, all at the same time.² Based on this definition, language is a tool of communication used by people which has characteristics in it. Each countries has the first language based on the agreement of them. It should be noted that people have to master international language although they have first language used in daily activities. In this global era, it is very important to interact with people around the world.

There are four skills that should be mastered in learning English, and writing is one of them that should be mastered, writing is a thinking process. The process

¹Meyer. F. Charles, *Introducing English Linguistics* (New York: Cambridge University Press, 2009), p.3.

²Laurel J. Brinton, *The Structure of Modern Language* (Amsterdam: John Benjamins Publishing, 2000), p. 3.

consists of some stages to reach the goal. Writing is a step a two-processes. The first, you figure out your meaning, and then you put into language.³

Besides, there are many kinds of writing's genre such as recount, narrative, report, descriptive, exposition, and procedure. Every genre has a number of features which make it different to other genres, each has a specific purpose, an overall structure, specific linguistic feature, and is shared by members of the culture.⁴ It means that there are many kinds of writing text, every text has differences each other's.

By interviewing the English teacher of SMP Bina mulya Bandar Lampung, Miss Zulami, S.Pd. , she said, she used guided writing as technique in teaching writing, she teaches 2 classes there are VIII A, and VIII B. She said, the students had some weaknesses on writing. They still can not develop and express their idea to write and the students do mistakes due to lack of vocabularies.⁵

Based on the interview in preliminary research, the researcher got the data of student's writing test from the English teacher.

The Score of Writing Skill Students at the First Semester of the Eighth Grade of SMP Bina Mulya Bandar Lampung.

Table 1

No	Class	The Number of Students	Total

³H Douglas Brown, *Teaching by Principle an Interaction Approach to Language Pedagogy*, Fourth Edition (New York: Longman, 2001), p.361.

⁴Ken Hyland, *Teaching and Researching Writing*, Second Edition (London: Longman, 2009), p.15.

⁵ Zulami , an English teacher at the eighth grade of SMP Bina Mulya Bandar Lampung, *an interview* at Mei 30th, 2018.

		<75	≥75	
1	VIII A	25	10	35
2	VIII B	20	15	35
Total		45	25	70
Percentage		60%	40%	100%

Source: *The data from English Teacher of SMP Bina Mulya Bandar Lampung.*

Based the table above, it can be seen that from 70 students of VIII A and VIII B, there are 45 students (62%) get writing score under 75. Besides, the criteria of Minimum Mastery (KKM) of writing at Bina Mulya Bandar Lampung is 75. It indicates that most of students face some troubles in writing. It happens because the teacher does not use appropriate way and the students face difficulties to develop their idea. To improve the students' ability in writing needs an appropriate strategy, technique, and method helping them as solution for their problems.

Based on the explanation above, the researcher used video, teaching with use video is an effective strategy to help students learn quickly and can master English material while being able to improve writing skills, teaching with video also inspires students to create a communicative atmosphere in providing ideas, thoughts and responses while giving criticism in correcting conversations.

To support this research, the researcher has taken of related literature from the other graduating paper. First is the research arranged by Nunun Indrasari. The title of his research is "Improving Student Writing of Narrative Texts by using Short Videos" In this study, a study was conducted to find out the students' ability to write. The research is a classroom action research at the English grade students of

SMP Negeri 2 Temanggung in the Academic Year of 2009/2010. This research aims to find out whether short video can improve students' writing skill and how far the short videos can improve students' writing skill at the eighth grade students of SMP Negeri2 Temanggung. Researcher used classroom action research as a method in this study. The result of the research shows that there are positive improvements in either students' writing skill or the class situation during the teaching learning process. It can be seen from the result of the test which is improved, from the comparison between the pre-test conducted before the action and the post-test conducted after the action.. By watching the videos, the students get the stimulus about certain topics so that they can easily construct and generate the ideas into a narrative story based on the video given. They can also arrange better paragraphs based on the generic structure of narrative text. From the t-test computation in the students' test score, it is showed that the improvement of the students writing skill by using videos is significant. Meanwhile, the *t* table (t_t) for 34 students is 2.04. Since $(t_o)_2$ is higher than t_t , it means that there is a significant difference between the score in the pre- test and post-test 2.⁶

The second research is the effectiveness of using video in teaching writing of procedure text This study was held on September 2016 at SMP/IP Darus Salam and the researcher is Tuhfah Hayati⁷, based on testing criteria, these results indicate that there is a significant difference between student achievement by being given a video treatment and without being given a video treatment in a

⁶Nunun indrasari,' *Improving Student Writing of Narrative Texts by using Short Videos.*

⁷Taufah hayati' *the effectiveness of using video in teaching writing of procedure text*

student's ability to write procedure texts. Based on the results of the t-test, it can be concluded that the video is effectively used in class IX SMP/IP Daarus Salaam.

The different between previous research and this research is on the material to be taught, and if the previous research is improving, this research is wanted to know the influence. So, in this case the researcher conducted a research entitled "The Influence of Using Video Towards Student Writing Ability at the eight grade of Junior High School Bina Mulya Bandar Lampung in the Academic Year of 2020/2021.

B. Identification of the problem

Referring to the background of the research above the researcher identify the problems, as follows:

1. Lack of students' writing ability .
2. The students got the difficulties in developing and expressing their ideas due to lack of vocabularies.
3. The students did not like English, especially writing .
4. The students got the difficulties in using grammar correctly.
5. The teacher's technique in teaching writing did not interesting.

C. Limitation of the Problem

Based on the background and the identification of those problems, the researcher limited the problem on Procedure text in the material how to make something in writing ability at the second semester of the eight grade of SMP Bina Mulya Bandar Lampung in the academic year of 2020/2021.

D. Formulation of the Problem

Based on the identification and limitation of the problem above, the researcher formulates the problems as follows: Is there a significant influence of using video towards students' writing ability?

E. Objective of the Research

The objective of the research is to know whether there is significant influence of using video toward students' writing ability.

F. Significance of the Research.

It is expected that the research can have the following uses:

1. Theoretically

The results of this are expected to support, and can give information to provide the previous study and to use as a reference for further research.

2. Practically

a. For the students

The students get easy to writing with Video.

b. For the teacher

To give information for the English teacher that Video is more effective to be used in teaching writing ability.

c. For the researcher

The researcher knew about the students' writing ability Especially in by using Video and the researcher can carry out the media to the next teaching and learning in the classroom.

G. Scope of the Research

1. Subject of the Research

Subject of the research will be the students of SMP Bina Mulya Bandar Lampung.

2. Object of the Research

Object of the research will be students' writing ability and the use of Video.

3. Place of the Research

The research will be conducted at SMP Bina Mulya Bandar Lampung.

4. Time of the Research

The research will be conducted at the first semester in the academic year of 2020/2021.



CHAPTER II

REVIEW OF LITERATURE

A. Teaching English as Foreign language

Language is systematic.⁸ Language is at the centre of human life. It is important in our life. It becomes a connector tool with each other. Setiyadi stated that language is a system for the expression meaning.⁹ As stated in Brown that English is increasingly being used as a tool for interaction among non-active speakers.¹⁰ It means that human communication life is a system of giving and receiving information based on speech sound that needs language as the main one. There are many languages in the world, one of them English. So, language is very important because it is always used by people to communicate with other and as a media communication to share information with other people by messages.

A foreign language is one not widely used in the learners' immediate social context which might be used for future travel or other cross cultural communication situations, or studied as a curricular requirement or elective in school, but with no immediate or necessary practical application.¹¹ In Indonesia, English is learned at schools and people do not speak the language in the society. Learning English as a foreign language is not so difficult if the learners do a lot of practice and are exposed to situation that contents English elements in it. The

⁸ H. Douglas Brown, *Principles of language Learning and Teaching*. (San Fransisco: Pearson Education, 2000), p.6

⁹ Ag, Bambang Setiyadi, *Teaching English as A Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.10

¹⁰ H. Douglas Brown, *Principles of language Learning and Teaching*. (San Fransisco: Pearson Education, 2000), p.118

¹¹ Muriel Saville-Troike. *Introducing Second language Acquisition*. (New York: Cambridge University Press. 2006). p.4

students should practice their English regularly both inside the classroom and outside the classroom. It means that, in Indonesia, English become a foreign language. Therefore, English is very important to be learned by students in elementary school up to university.

English is viewed as a language which gives you access to the world.¹² That is, it is taught in schools, often widely, but it does not play an essential role in national or social life. People which has characteristics in it. Each countries has the first language based on the agreement of them. It should be noted that people have to master international language although they have first language used in daily activities. In teaching English as foreign language, the teachers should be able to manage the classroom well. As Richard states underpinning them all is the ability of a teacher to manage students and the environment to make the most of the opportunities for learning and practicing language.¹³ Based on the several explanation, English is one of important language that is taught in Indonesia. In teaching English, the teacher should be able to manage the classroom well and the environment to make the most of the opportunities in learning English.

Based on the explanation above, the researcher concludes that English has become a language that is often used and becomes a second language even some countries use English to interact or communicate with people, language is a communication system to receive information. However, students in Indonesia still find or feel difficulty in learning English because the rules are different from

¹²Michelle Maxom, *Teaching English as a Foreign Language for Dummies* (West Sussex: John Wiley & Sons, Ltd, 2009), p. 9.

¹³Jack C. Richards, Willy A. Renandya, *Methodology in Language Teaching an Anthology of Current Practice* (New York: Cambridge University Press, 2002), p. 47.

Indonesian. because of that the role of the teacher is very much needed to provide material for learning English to students well and easily understood.

B. Writing

1. Writing Skill

Writing is one of four skills should be mastered by students, as Raimes states that writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences and paragraphs using eyes, brain, and hand.¹⁴ According to Hyland, writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her views on a topic.¹⁵ It means that writing can express the ideas, feelings will show many things about the researcher , such as the way of thinking, knowledge, problem solution and others. In writing, the students can represent about their minds or opinions in form of written language, so indirectly the students can do communication with the reader. According Angelo writing is a form of thinking, but it actually thinks for certain reading and for a certain time. One of the most important tasks of the research is mastering the principles of writing and thinking, which will help him achieve his goals and objectives. The most important of the principles meant is discovery, structure, and style. Briefly learning to write is learning to think in a certain way.¹⁶

¹⁴ Ann Raimes, *Techniques in Teaching Writing* (New York: Oxford University Press, 1983), p. 95.

¹⁵ Ken Hyland, *Second Language Writing* (New York: Cambridge University Press, 2003), p.9. D.angelo, frank J proces and thought in composition (massa-chusetts:winthrop publisher. inc, 1980

¹⁶ John Langan, *English Skills*, (New York: McGraw-Hill Companies, Inc, 2001) seventh edition, p. 17

The written language has more practice. Someone who never practice writing a lot, felt difficult to master writing because writing is not natural process, it needs process to be mastered. Harmer also adds that when writing, students frequently have more time to think than they do in oral activity. They can go through what they know in their mind and even consult dictionaries, grammar book, or order reference mastery to help them.¹⁷ It means that the students must have more references because it can help them to support their ideas or feelings in written form, so make the reader interested to read their written text.

Based on some of the definitions above, it can be concluded that writing is an activity to express ideas, thoughts arranged in sentences or in words that aim to present a thought or view on a topic. Writing can also be used to express ideas, our thoughts indirectly to others as readers.

2. The Stages in Writing

Hamp-Lyons states that there are three stages in the process of writing, those are pre-writing, writing, and rewriting.

a. Pre-writing

Pre-writing stage generally involves the researcher in choosing a topic, or, if the topic has been assigned, in thinking about the topic and deciding on a way to respond to it, and selecting the appropriate ideas and information to use in a response. The pre-writing stage should be very active, with discussion of the topic area to make sure everyone has something to write about.

¹⁷Jeremy Harmer, *How to Teach Writing* (New York: Longman, 2004), p.31.

In planning, students involve the activities, such as reading, viewing the video, mind mapping, discussing, fast writing, questioning, encourage them before they write their sentences in the first draft. In this stage the teacher can use some media to brainstorm the learners about a topic in order to integrate the ideas which will be drafted to their writing. By this way, students would get motivation to write because they feel that they have something matter to say.

a. Writing

Writing is the stage where actually the researcher makes a draft of their writing based on the pre-writing stage that they have done before. S/he finds the right words and concentrates more on what they want to say through paper. S/he also needs to arrange the draft in such way that the reader can follow his/her thought easily. The content might be written without considering the grammatical aspect first.

b. Rewriting

Rewriting is the final stage and essential to successful writing. Rewrite draft includes editing and proofreading. The editing process is really an extension of the writing stage, involving the students in taking a critical look at their writing in order to be sure that the written product, the outcomes of the writing process, is as they intended it to be.¹⁸

In this stage, the students review a draft to check content and organization based on the feedback from him or herself and teacher or peers. The teacher helps the students through the revision to shape and reshape the text into

¹⁸ Hamp-Lyons, Liz and Ben Heasley, *Study Writing*, (London: Cambridge University Press, 1987) p.56

final form, and it's focused more on organization, content of writing, sentence structures. Proofreading simply means re-reading the text and correcting minor errors such as miss-spelling, verb tense consistently and punctuations. The students check their final text for some mistakes they have made.

3. The Purpose of Writing

Writing have some purposes, According Mc Mahan, mentions the purposes of writing as follows:

- a. To express the researcher 's feeling

The researcher wants to express his feeling and thought through the written form, as in a diary or a love letter. It is what is so called as expressive writing.

- b. To entertain the readers

The researcher intends to entertain the reader through written form, and he usually uses authentic materials. It is called as literary writing.

- c. To inform the readers

It is used to give information or explain something to the readers. It is a kind of informative writing.

- d. To persuade the readers

The researcher wants to persuade or convince the readers about his opinion or concept or idea. It is called as persuasive writing.

Based on explanation above, On a personal level, people use writing to make a note of something, for example shopping list, diaries, etc., and used to keep records of things to be remembered. Writing is also used to send messages in the

forms of letters, memos, and many kinds of writing to deliver the messages from one to others.¹⁹

4. The Aspects and Micro Skills of Writing

Writing involves many different aspects. According to Gower, the aspects of writing are as follows:

a. Handwriting

The writing should be easily read by the readers. The neatness and legibility is important in writing.

b. Spelling

Spelling means the writing of a word accepted in standard order. In second language learning, errors spelling are often found.

c. Punctuation

A certain mark to clarify meaning by grouping grammatical units the written material.

b. Sentence construction

The construction of sentences that is grammatically correct, using the correct word order.

c. Organizing a text and paragraphing

It involves dividing the information into paragraphs, starting a new paragraph, and ordering the paragraphs to present a logical order.

d. Text cohesion

¹⁹ McMahan, Elizabeth., Susan X Day, Robert Funk. 1996. *Literature and the Writing Process 4th Edition*. New Jersey: Prentice Hall Inc.

The appropriate use of linking words and phrases so that the organization of the text is clear to the reader.

e. Register / style

Using language (structures and vocabulary) appropriate to the formality and style of the text.²⁰

In addition, there are some micro skills involved in writing. The researcher needs to:

- a. Follow conventions of spelling, punctuation and capitalization.
- b. Use an acceptable core vocabulary and appropriate word order.
- c. Use acceptable grammatical systems (i.e. tense, agreement), patterns and rules.
- d. Express a particular meaning in different grammatical forms, with a variety of sentence structures.
- e. Use cohesive devices in written discourse.
- f. Use the rhetorical forms and conventions of written discourse.
- g. Appropriately accomplish the communicative functions of written texts according to form and purpose.
- h. Convey links and connections between events. Communicate such relations as main ideas, supporting ideas, new information, given information, generalization and exemplification.
- i. Correctly convey culturally specific references in the context of the

²⁰ Gower, Rodger., Diane Phillips, Steve Walters. *Teaching Practice Handbook*. (Great Britain: The Bath Press, 1995), P. 34.

written text.

- j. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using pre-writing devices, using paraphrases and synonyms, soliciting peer and instructor feedback and using feedback, for revising and editing.²¹

5. The Problems of Writing

For most people, writing is considered as a difficult activity, both in the mother tongue and in a foreign language. There are three heading problems which are caused by writing according to Byrne:

a. Psychological Problems

Writing is essentially a solitary activity and the fact that people are required to write on their own draft, without the possibility of interaction or the benefit of feedback, in itself makes the act of writing difficult. Researchers have no immediate feedback to let them know how they are doing and whether they should change their approach. There is no immediate interaction between the producer and the receiver.

b. Linguistics Problems

Different from oral communication, the language used in written language is either simplified (list, telegram, note, etc.) or more elaborate, more formal. In a foreign language this process is all the more difficult as there may be interference on a cultural level, not just the linguistics, between mother tongue and the foreign language.

²¹ *Ibid.*

c. Cognitive Problems

Writing is learned through process of instruction. The written form of the language and certain structures, which are less used in speech, should be mastered and learned. The way to organize the ideas is also important for effective communication which has to be learned in writing.

6. Teaching Writing

Writing is considered as the language skill which is least to be acquired. However, the teaching learning of writing skill in classroom has a little portion and even tends to be slighted. In fact, writing has some important roles in human life; either in academic purposes or in other aspect of life.²²

a. Reason for Teaching Writing

The most important reason for teaching writing is that it is a basic language skill. Byrne said gave the reasons of teaching writing in the early stages. Writing serves a variety of pedagogical purposes as follows:

1. The introduction and practice of some forms of writing enables the learners to provide for different learning styles and needs. Some learners, especially those who do not learn easily through oral practice alone, feel more secure if they are allowed to read and write in the language. For such students, writing is likely to be an aid to retention, if only because they feel more at ease and relaxed.
2. Written work serves to provide the learners with some tangible evidences that they are making progress in the language. It is not likely

²² Byrne, Donn, *Teaching Writing Skills*. (New York: Longman, 1997), p. 4-5.

to be a true index of their attainment, but it satisfied a psychological need.

3. Exposure to the foreign language through more than one medium appears to be more effective than relying on a single medium alone.
4. Writing provides variety in classroom activities. It increases the amount of language contact through work that can be set out of class.
5. Writing is often needed for formal and informal testing.

b. Approaches in Teaching Writing

There are some varieties of approaches in teaching writing which can be conducted by the teacher in classroom.

1. The Controlled-to-Free Approach

This approach stresses three features of grammar, syntax, and mechanics. It emphasizes accuracy rather than fluency or originality. The controlled-to-free approach in writing is sequential: students are first given sentence exercises, then paragraphs to copy or manipulate grammatically by, for instant, changing questions to statements, present to past, or plural to singular. They might also change words or clauses or combine sentences. They work on given material and perform strictly prescribed operations on it.

2. The Free-Writing Approach

The emphasis in this approach is that intermediate-level students should put content and fluency first and no worry about form. Teachers begin by asking students to write freely on any topics without worrying about grammar and spelling. There is only minimal correction of error. Teachers just simply read the

pieces of free writing and perhaps comment on the ideas the researcher expressed, or ask students to read aloud to the class. Concern for “audience” and “content” are seen as important in this approach, especially since the free writings often revolve around subjects that the students are interested in, and those subjects then become the basis for other more focused writing task.

3. The Paragraph-Pattern Approach

The paragraph-pattern approach stresses feature of organization. This approach is based on the principle that in different cultures people construct and organize their communication with each other in different ways. So even if students organize their ideas well in their first language, they still need to see, analyze, and practice the particularly “English” features of a piece of writing.

4. The Grammar-Syntax-Organization Approach

This approach links the purpose of a piece of writing to the forms that are needed to convey the message. Writing task is devised in order to lead the students to pay attention to organization while they also work on the necessary grammar and syntax.

5. The Communicative Approach

The communicative approach stresses the purpose of a piece of writing and the audience for it. Student researcher s are encouraged to behave like researcher s in real life and to ask themselves the crucial questions about purpose and audience: “Why I am writing this?” and “Who will read it?”

Based on explanation above, the teaching writing approach which is conducted in this research is based on teaching free writing approach. The students' writing was emphasized in content of the story, and only little correction in grammar. The students were expected to be able to express their ideas, generate the ideas fluently and organize them into good composition.²³

C. Procedure Text

1. Definition of Procedure Text

We use many kinds of text in daily life. Usually we read a text how to operate new things, how to operate new things, how to prepare or make something, how to act in some circumstances like school, company, and a community, and how to get to some places. Those kinds of text are called procedure text. Mark and Cathy also explained the examples of procedure text are recipes, itineraries, instruction manuals, and direction.²⁴

Moreover, procedure text based on Carlene Walter is the process which is needs to be undertaken to achieve a successful outcome.²⁵

Whereas another say that procedure text tells the reader how to do a particular job. It tells the reader what tools and materials are necessary and takes the reader or user step by step through the sequence of actions necessary to complete the job successfully.²⁶ The generic structure of procedure text are goal, material, steps.

²³ *Ibid*, p, 6-7

²⁴ Mark Anderson and Cathy Anderson, *Text types in English 3*, (South Yarra: Mc Millan Education Ltd,2003), p.28

²⁵ Carlene Walter, *Procedural Witing Grade Three*, (New York: The Medium,2015), p.2

²⁶ Linda Gerot and Peter Wignell, *Making sense of Functional Grammar* (Sydney: Gerd Stabler Antipodean Educational Enterprises, 1994),p.238

2. Characteristic of Procedure Text

Different genres have different features of a particular genre gives the readers clear point of view from overall meaning of the text so they know what kinds of the text tells about. Here steps in constructing a procedure text, as follows :²⁷

- a. An introductory statement that gives the aim or goal. this can be the title of the text or an introductory paragraph.
- b. A list of material that will be needed for completing the procedure. This may be a list or paragraph.
- c. A sequence of steps in the order they need to be done :
 - a. The numbers can be showed by using first, second, third, and so on.
 - b. The sequence can be showed by using signal words such as now, next, after this, and soon.
 - c. The steps usually begin with a command such as add, mix, or push.

3. Purpose of Procedure Text

The purpose of procedure text based on Walter is to ensure that something is done correctly, and achieve a good outcome in the end²⁸. It means that purpose of procedure text provides information which is it about how to make something, how to cook something, how to use something, or how to operate something that is important to readers achieve successful outcome.

4. Language Features of Procedure Text

Procedure text has some characteristics on it. Mark and Cathy propose those characteristics. They state that procedure texts can be recognized based on

²⁷ *Ibid.*

²⁸ Carlene Walter, *Procedural Writing Grade Three*, (New York: The Medium, 2015), p.2

some language features below.²⁹

a. The use of technical language

a. Sentences that begin with verbs and are stated as commands, for example the usage of word “ open” in the sentence; *open the projector compartment using the screw driver!*

b. The use of time words or numbers that tell the order for doing the procedure. Time words Is also called sequencers for example first, second, then, after that, the next step is, next, and finally.

c. The use of adverbs to tell how the action should be done. Adverbs of manner are frequently used. For instance; *Next, gently press the stop button to stop the washing machine!*

5. Exmple Prosedure Text

How to Make a Glass of Coffee

i. Materials :

- a. Water
- b. Sugar
- c. Coffee
- d. Glass,
- e. Spoon
- f. Kettle

²⁹ Mark Anderson and Cathy Anderson, Text types in English 2, (South Yarra: Mc Millan Education Ltd,2003), P.52

ii. Steps :

- a. Boil the water first
- b. Second, take two spoons of coffee and two spoons of sugar. put into a glass
- c. Next, pour the hot water into a glass
- d. Then, stir it gently
- e. Finally, your coffee is ready to drink

6. Construct of Writing Skill

Based on the explanation above, it can be concluded that writing is an act of putting the thoughts and feeling into a set of signs or symbols and putting them onto paper which can be understood by the reader. Writing skill is the ability to put the thoughts and feeling into a set of signs or symbols and put them onto paper which can be understood by the reader. Writing has some micro skills that should be comprehended by the students in learning writing. These are some of them:

a. Reasoning

In their writing, the students should communicate such relations as main ideas, supporting ideas, new information, given information, generalization and exemplification.

b. Communication

The students should appropriately accomplish the communicative functions of written texts according to form and purpose. They should also use an acceptable core vocabulary and appropriate word order.

c. Organization

The students should convey links and connections between events. They should write a composition in logical order (beginning, middle, and ending) according to a certain function of text.

7. Convention

In writing a composition, the students should follow conventions of spelling, punctuation and capitalization and use acceptable grammatical systems (i.e. tense, agreement), patterns and rules.³⁰

Table 2.1 Scoring Rubric

Scoring Rubric		
Components of Writing Score		
Content	4	the topic is clear and complete and the details are relating to the topic
	3	the topic is clear and complete but the details are almost relating to the topic
	2	the topic is clear and complete but the details are not relating to the topict
	1	he topic is not clear and the details are not relating to the topic
Organization	4	materials are complete and steps are clearly stated with proper connectives
	3	materials are almost complete and steps are stated with almost proper connectives

³⁰ Indra Kurniawan, “improving students’ ability in writing procedure text through demonstration”, english education study program teacher training and education faculty of tanjung pura university, p.6.

	2	materials are not complete and steps are not clearly stated with few misuses of connectives
	1	materials are not complete and steps are not stated clearly
Vocabulary	4	effective choice of words and word forms
	3	few misuses of vocabularies, word forms, but not change the meaning
	2	limited range confusing words and word forms
	1	very poor knowledge of words, word forms, and not understandable
Language Use	4	effective complex construction
	3	effective but simple construction
	2	Major problems in simple/complex construction
	1	virtually no mastery of sentence construction rules
Mechanic	4	it uses correct spelling, punctuation, and capitalization
	3	it has occasional errors of spelling, punctuation, and capitalization
	2	it has frequent errors of spelling, punctuation, and capitalization
	1	it is dominated by errors of spelling, punctuation, and capitalization

Students' individual score will be counted as:

Students

' score x

100
2

To get the mean of students' writing score uses the formula:

M _x =	N	X	: individual score
		N	: number of students

D. Student's Writing Ability in Procedure Text

Definition of Writing ability based on Raimes is a quality rather than the quantity and fluency of writing.³¹ It means that a quality of writing is more important than a lot of writing produces. Then, the students' writing ability is ability in make a good writing structural. So, the students' writing ability in procedure text is students' ability in making a good writing in procedure text material

E. Review Student on Video

1. The Nature of Media

a. The Definition of Media

Teaching Media or Learning is a source of material used by teachers as material to deliver teaching materials in the teaching and learning process so as to make it easier to achieve the intended objectives. So, media is used in teaching learning as a means to convey the instructional materials to reach the objectives more easily.³²

Furthermore, *Sadiman* says his opinion about media: "Media berarti perantara

³¹ Ann Raimes *Techniques in Teaching Writing*, p. 6-7.

³² Sumantri, Mulyani, *Strategi Belajar Mengajar*. (Bandung: CV. Maulana.2001), p. 153.

atau pengantar pesan dari pengirim pesan kepada penerima pesan.” Media can be regarded as a mean to deliver the message from the giver to the receiver.

From the definition above, media can be defined as a means of communication used to convey the information from the giver to the receiver. Related to teaching and learning, media is meant by a means of communication used in the teaching learning process to convey the information such as teaching materials from the teacher to the students so that the students will be more interested in taking part in the lesson.

b. Kinds of Media

So many kinds of media have been invented in this modern life. They can be used for helping the teacher convey the materials easier to the students in teaching learning process.³³

Arsyad says that media is instructional component including message, person, and tool. In its development, teaching media have been influenced by the development of technology. Arsyad differs the teaching media based on technology development into some kinds.

According to Arsyad, it can be concluded that teaching media can be classified into four kinds; those are printed media, audio-visual media, computer media, and printed-computer media.³⁴

In addition, Seels and Glasgow in Arsyad classified media into two categories:

1) Traditional Media

³³ Sadiman, Arief S. *Media Pendidikan, Pengertian, Pengembangan, dan Pemanfaatan*. (Jakarta: PT Raja Grafindo Persada, 2002), p. 6.

³⁴ Arsyad, Azhar. *Media Pembelajaran*. (Jakarta: PT Raja Grafindo Persada, 2004), p. 29.

- a) Projected Visual (OHP, slides, filmstrips)
 - b) Un projected Visual (picture, poster, photograph, chart, graphic, diagram)
 - c) Audio
 - d) Multimedia presentation (slide with audio, multi-image)
 - e) Dynamic Projected Visual (film, television, video)
 - f) Printed media (text book, module, workbook, magazine, hand- out)
 - g) Games (crossword, board)
 - h) Real thing (model, specimen, manipulative-mannequin)
- 2) Technology Media
- a) Telecommunication-Based Media
 - b) Microprocessor-Based Media
 - c) The Advantages of Media³⁵

Media is very helpful in teaching language learning. It helps the teachers motivate the students by bringing a slice of real life into the classroom and by presenting language in its more complete communicative context. Media also provides information such as cultural input which is impossible to be brought its real things in classroom. Celce- Murcia states about the advantages of using media in language learning:

- a. Media serves as an important motivator in the language teaching process.
- b. Audiovisual materials provide students with content, meaning, and guidance. They thus create contextualized situation within which language

³⁵ *Ibid*, p 33-34.

items are presented and practiced.

- c. Media materials can lend authenticity to the classroom situation, reinforcing for students the direct relation between the language classroom and the outside world.
- d. Media provides a way of addressing the needs of both visual and auditory learners.
- e. By bringing media into the classroom, teachers can expose their students to multiple input sources.
- f. Media helps students call up existing schemata and therefore maximize their use of prior background knowledge in the language learning process.
- g. Media provides a means of presenting material in a time-efficient and compact manner, and of stimulating students' senses, thereby helping them to process information more readily.³⁶

2. Videos as Teaching Media

a. The Definition of Video

Furthermore, Cooper 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. In other words, video is the combination of electronic pictures and audio. Those electronic combinations cannot be seen as it is in a CD cassette, but must be played with equipment called video cassette recorder or video player. This video player is connected with TV

³⁶Celce-Murcia, Marianne *Teaching English as a Second or Foreign Language*. (United States of America: Thomson Learning Inc.2001), p 461.

monitor, so that the content of CD can be heard and seen

In the case of video as a teaching media in language classroom, it can be concluded that video is a medium of communication containing messages, images, and sounds used in teaching learning process.

b. Characteristics of Video

The characteristics of video in language learning are as follow:

- 1) Video displays the pictures and sounds (verbal symbols)
- 2) The sequence of pictures is constant, cannot be changed.
- 3) The program of video shows the three dimensions color and movement.³⁷

c. Procedures of Teaching Writing by using Video

There are several way to teach writing by using video, according to Susan Stempleski and Barry Tomalin as follows.

- a. Sound *off* / *vision* on (silent viewing), this techniques can be used either to stimulate language activity about what is seen on the screen (rather than what is being said) or to focus on what is being said, by a variety of guessing/prediction tasks. The most common ways of using this techniques are:
 1. Choose scenes with short exchanges of dialogue, where the action, emptions, setting, situation, etc.
 2. Use longer exchanges for students to guess the gist or situation rather than exact words.

³⁷ *Ibid*, p 35

3. Play whole sequences for students to try and write suitable screenplays, which can then be compared with the actual soundtrack.
 4. Use the pause/freeze-frame control at the initial point of each exchange, for students to predict language on a line-by-line basis. These are then compared with the actual speeches.
 5. Students give or write a descriptive commentary of what they see.
- b. Sound on/vision on: the researcher play video in the front of the class and students keep attention on video about procedure text.
- c. *Pause/freeze-frame control*: (to utilize with sound on/ off and vision on/ off controls as above).
1. With sound on, pausing at the initial point of each exchange, teacher asks students to understand the initial point of the video that has been paused.
 2. With sound on, pausing at strategic points in the points of the video, teacher asks students questions about the point on video.
- d. Sound and vision on (listening and viewing comprehension)
1. Students are given list of items before viewing the video and have to look for them as they view
 2. Students are given a list of items after viewing the video and have to decide which were in the material of video and which weren't.
 3. Students are given comprehension questions before viewing a sequence of video and answer the questions after viewing.

4. Students are told what a sequence will be about and have to list the things they expect to hear, see, etc. After viewing, they can then compare and discuss.³⁸

Based on the procedures above, the researcher constructed that the procedures are :

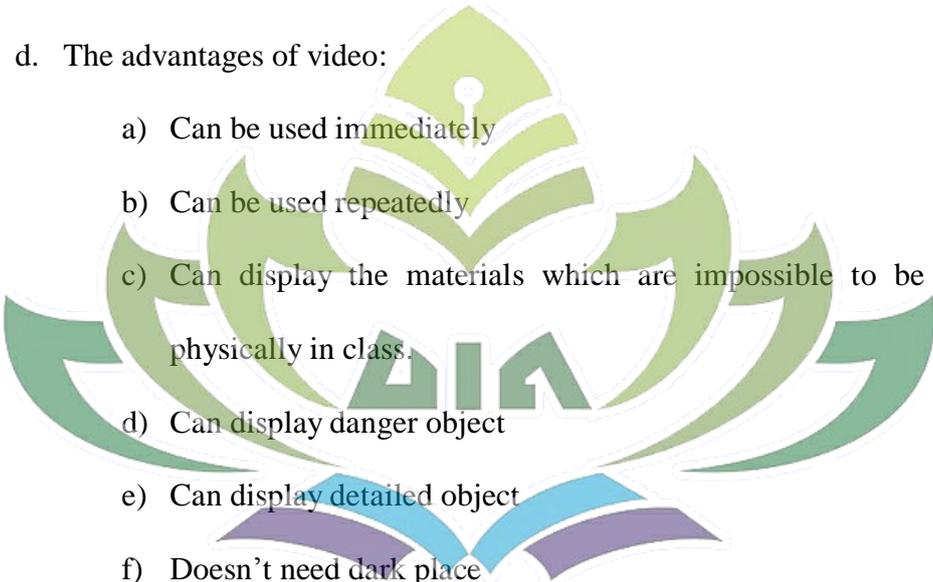
- a. Sound on/vision on: the researcher play video in the front of the class and students keep attention on video about procedure text.
- b. *Pause/freeze-frame control*: (to utilize with sound on/ off and vision on/ off controls as above).
 1. With sound on, pausing at the initial point of each exchange, teacher asks students to understand the initial point of the video that has been paused.
 2. With sound on, pausing at strategic points in the points of the video, teacher asks students questions about the point on video.
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 1. Students are given list of items before viewing the video and have to look for them as they view
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 3. Students are given comprehension questions before viewing a sequence of video and answer the questions after viewing.

³⁸ Susan Stempleski and Barry Tomalin, *Video in Action (Recipes for Using Video in Language Teaching)*, (Cambridge : Prentice Hall International Group, 1990), p. 15-16

- d. Students are told what a sequence will be about and have to list the things they expect to hear, see, etc. After viewing, they can then compare and discuss

The procedures that will be used in this research are pause/freeze frame control and viewing comprehension. The students are expected to get the point and understand the whole video by active viewing and listening to the video because the pause/freeze is suitable by researcher

- d. The advantages of video:

- 
- a) Can be used immediately
 - b) Can be used repeatedly
 - c) Can display the materials which are impossible to be brought physically in class.
 - d) Can display danger object
 - e) Can display detailed object
 - f) Doesn't need dark place
 - g) The speed can be adjusted (fast or slow)
 - h) Can be used in classical and individual
 - i) Display the colored pictures and sound
 - j) Can display the animation with sound which shows an event or process.

- e. The disadvantages of video:

- a. Difficult to be revised
- b. Relatively expensive

c. Need a specific skill

d. The Importance of Video in Language Learning³⁹

Video can be used at every level, both as supplementary materials for language reinforcement and skill practice and as the main component of an intensive course or course module provided that suitable material is available.⁴⁰

The use of video in teaching learning process has some advantages as follow:

- 1) increasing the students' motivation in learning
- 2) reviewing the past lesson
- 3) providing learning stimulus
- 4) activating students' respond
- 5) giving feedback
- 6) accomplishing good practice

In addition, Stemplesky states about the importance of a moving picture component as a language teaching aid. First of all, video can increase motivation of the students. Children and adults feel their interest quicken when language is experienced in a lively way through television and video. Video can present language more comprehensively than any other teaching medium. Second, video can be used as a mean of communication. A video sequence used in class makes students more ready to communicate in the target language. Third, non-verbal aspect of communication can be presented by video. Video allows the viewer to see the non-verbal communication, such as gestures, expression, posture, etc. Finally, by using video, *cross-cultural comparison*

³⁹ Nunun Indrasari, "improving students' writing skill of narrative texts by using short video". (Skripsi Program S1 Pendidikan Bahasa Inggris Universitas Surakarta, 2010),

⁴⁰ Cooper, Richard. *Video*. (Oxford: Oxford University Press.2001), p 1-11.

can be done in language teaching. Video is a reach resource for communication in the language classroom including the cultural behavior.⁴¹

e. Categories of Video in Language Learning

Stemplesky says suggests the categories of video which is usually used in language learning classroom:

- 1) *Drama*: this broad category embraces most video, TV, and film material with scripted dialogue and/or dramatic elements, such as TV soap operas, drama series, plays, situation comedies, etc. it also includes feature films as a subcategory.
- 2) *Documentaries*: any material which is non-fictional and/or unscripted (e.g. a TV current affairs investigation of an issue as opposed to a scripted drama about the same issue). Subcategories include TV news programs, interviews and sport programs, and also the kind of TV talk shows.
- 3) *TV Commercials*: all kinds of TV or cinema advertising material or short promotional video.
- 4) *Music Video*: generally used to refer to pop music videos of all kinds, but could include song and musical numbers from TV light entertainment shows or cinema musicals.

The category of video used in this research is drama. researchers use animations to make students interested in learning the material that will be

⁴¹ Stempleski, S and B. Tomalin. *Video in Action*. (New York: Prentice Hall, 1990), P 3-4

conveyed in the video in the form of conversation and writing so students can easily learn the material and improve writing skills.⁴²

3. Teaching Writing by Using Videos

The Importance of Improving Writing Skill by Using Video

In the writing activity, video can be used in building the creativity of the students in composing or summarizing the sequence. It can be formed as cartoon, short films, TV commercials, et cetera. Advantages of using video in language learning are that they are relatively short to be understood easily by the students, and most contain a wealth of cultural material which can be exploited with little preparation. They also make the class livelier.

F. Frame of Thinking

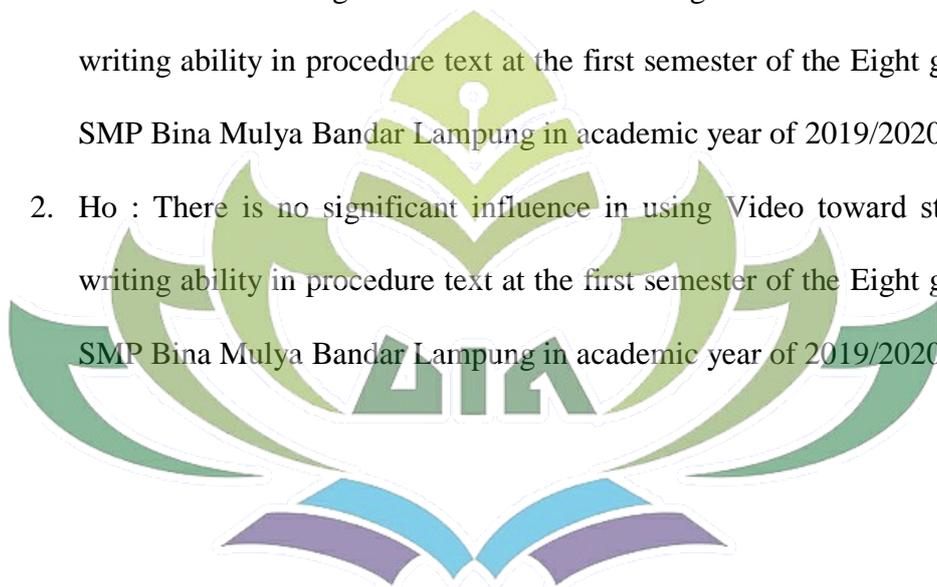
Writing is one of the language skills that must be mastered by students. English is viewed as a language which gives you access to the world, it is very important to interact with people around the world. In fact, it is taught in schools, often widely, but it does not play an essential role in national or social life. Writing is a tool that used by people to communicate each other through written form. Writing as one of important skill in English as the others skill such as listening, speaking and reading. From those skills, writing is the most difficult one, because the students feel that writing is difficult to study. So that, the students do not interest in learning English especially writing. When the students learning writing, they may be confused what to write although they know the topic which has been given by the teacher.

⁴² Stempleski, S and B. Tomalin. 1990. *Video in Action*. New York: 2007 , p 7.

In this research, the researcher assumes that used of video as media in teaching writing class which is effective to improve students' writing skill, Video can improve writing skill also the vacabulary of the students and decrease their shy and afraid in making mistakes. In addition, Video is one of interisting teaching media that can be apply for teaching learning english.

G. Hypothesis

1. Ha : There is a significant influence in using Video toward students' writing ability in procedure text at the first semester of the Eight grade of SMP Bina Mulya Bandar Lampung in academic year of 2019/2020.
2. Ho : There is no significant influence in using Video toward students' writing ability in procedure text at the first semester of the Eight grade of SMP Bina Mulya Bandar Lampung in academic year of 2019/2020.



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