CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is our primary source ofcommunicationto share our ideas and thoughts with others. It is the key aspect of human intelligence and people useit to convey the message each other, also they believe that language is the way to introduce their social identity to the other. There are thousands of languages in the world. One of them is English language.

English is one of international language used by many people in the world Nowadays, in modern society, English becomes more important as a means of communication. Thus, students have been introduced to English language in the earlier stages because it is considered that English is an important language in society as a part of knowledge and skills which can help in attaining of satisfactory professional life later on.Realizing the important of English, Indonesia as one of developing country puts English as the compulsory subject matter in its education curriculum.

Based on real situation, learning English is not easy for Indonesian students, because we know that Indonesian students are expected to be able to master four language skills, they are listening, speaking, reading and writing. In order to get the communicative competence, the students need to learnfour language skills namely listening, reading, speaking and writing. From all the language skills, writing seems to be less considered by students as it is a very complicated language skill which requires high ability to express ideas, thoughts, feeling and the like to produce good written text. It has many rules in every single word that would be written.

In learning English, there are many genres when we study about writing. Some of them are description, recount, narration, procedure, explanation, discussion, exposition, news item, report, anecdote, review.In this research, the writer studies about genre especially about procedure text. Procedure is a text that is important to learn because it tells how something is done based on the steps. Here, the procedure text is not only a text learned at school but also the one found in the daily life. Students can find procedure texts in game rules, cooking recipes, and usingatm machines. Those are some examples of the authentic texts of procedure texts that students can find in the daily life. It is helpful for the students in learning procedure writing.

There are many various techniques that can be used by the teachers to help the students in organizing the ideas and lessen their boredom in writing. The teaching learning process can be facilitated by some teaching media. Media is very important in teaching learning process. They help the teacher as a means of communication to convey the message more concretely and also motivate the students in learning English.One of the media that can be used in teaching English writing is video.

Video is one of media that can be used by teachers to teach their students in the classroom. It helps the teachers to transfer the materials that are related to the lesson. It can give more detailed informations about the object in the content and give imagination about the content of the video that is related to the materials. Students can see the act and hear the language from video so they canwrite down based on what they have seen and heard into the paper. The use of video in a classroom can guide the students' activities in an interesting way.

Based on the writer's experience while doing teaching practice program(PPL), the writer found some problems in student's writing procedure text. First, most of the students were still confused how to begin and what they would write. Second, most of them had difficulties in

writing because they were lack of vocabularies and difficult to create sentences. Then, the next cause also they made some mistakes in grammar. They assumedthat writing was a boring activity that was why students' ability in writing procedure text was still low.

To solve the problems in writing procedure text, English teacher should be able to choose the suitable media to present the lesson to the students. The writer chooses video of language learning about procedure text as a media to present the lesson to the students. The writer chooses video of procedure text as a media to improve the students' ability in writing procedure text because: 1) The writer assumed that video is the perfect medium for students because video could be seen and heard 2) video was easy to prepare, 3) watching video in class would be very enjoyable for students and 5)video could motivate the students to study seriously because students would be interested to study by watching video.

Starting from the experience of the researcher in doing doing teaching practice program(PPL)that found many of students got difficulties in writing procedure text, the researcher interests to choose a research entitled "Improving Students' Ability in Writing Procedure Text by Using Video Media".

1.2 The Problem of the Study

Based on the description of the background above, the problem of the study is formulated as: "Does the use of video media improve the students' ability in writing procedure text?"

1.3 The Objective of the Study

This research is aimed to find out whether using video media can improve the students' ability in writing procedure text or not.

1.4 The Scope of the Study

The writer makes the limitation of this research, because the writer wants to give clarification of the problem which is discussed. There are four skills in English, they are listening, speaking, reading, writing and the writer only focuses on the writing. There are many kinds of genre in Englishsuch as description, recount, narration, procedure, explanation, discussion, exposition, news item, report, anecdote, review. In this research, the writer only focuses on procedure text. There are many kinds of media in teaching writing. They arepictures, flipcharts, coursebook, video, and many more and the writer only focuses on video. The video is about food recipe or making something like foods and drinks. So, the scope of this research is limited only on writing procedure text and themedia used is video.

1.5 The Significances of the Study

The result of this study is expected to be able to be useful and relevant theoritically and practically.

1. Theoretically, the result of this study can be used as new perspective and alternative in writing procedure text.

2. Practically,the result of this study is expected to be useful and relevant practically for students, English teachers and researchers. For the students,this study is expected to make the students aware about the importance of writing, both in the study at school and in the real life and also can improve their writing ability, especially for procedure text.For English teachers,it will be important for teachers to use video in their teaching to improve students' ability in writing.For researchers, the result of this study is expected to be reference to enlarge and enrich their knowledge.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoritical Framework

In order to avoid misunderstanding between the writer and the reader, it was considered necessary to clarify the terms used in this study.

2.2 Writing

Writing is one of important skills that language learners need to learn as an essential component not only for their academic practice but also later in their professional life. Writing can be defined in various ways. There are some definitions of writing proposed by experts.

Ken Hyland(2009 : 26) stated that writing is a social act that can occur within particular situations. It is therefore influenced both by the personal attitudes and prior experiences that the writer brings to writing and the impact of the specific political and institutional contexts in which it takes place. By using detailed observations of acts of writing, participant interviews, analyses of surrounding practices and other techniques, researchers have developed interesting accounts of local writing contexts. These descriptions give significant attention to the experiences of writers and to their under-standings of the demands of the immediate context as they write.

Harmer (2004 : 31-33) states that writing has always formed part of syllabus in the teaching of English. The importance given to writing differs from teaching situation to teaching situation. Writing is frequently useful as preparation for some other activity in particular when students write sentences as a preamble to discussion activities.

Graham (2010: 4) states that writing has the theoritical potential for enhancing reading in three ways. First, reading and writing are both functional activities that can be combined to accomplish specific goals, such as lerning new ideas presented in a text. For instance, writing about information in a science text should fasilitate comprehension and learning, as it provides the reader with a means for recording, connecting, analyzing, personalizing and manipulating key ideas from the text. Second, reading and writing are connected, as they draw upon common knowledge and cognitive processes.

Based on the definition above, it can be concluded that writing is a process or activity to write something, develop the ideas in mind into sentences, paragraphs well based on the patterns. Writing skill helps the learners gain independence,comprehensibility, fluency and creativity in writing.

2.2.1   Functional Writing

According to Andrew (2008 : 204-206) The writing prompts below can be used to create more authentic writing experiences. Keep in mind that a writing prompt is only a temporary device. Ultimately, you want students to be able to choose their own writing topics. And Functional writing the type of writing done for everyday sorts of tasks can be used to design authentic writing activities. Six functional writing tasks are described below :

1. Letters to parents, grandparents, or other relatives : Have students write simple, short letters telling about something at school, a tutoring session, or something else going on in students' lives. Relatives love getting cards.

2. Cards for holidays or special occasions : Students can make simple holiday cards or greeting cards. The easiest way is to cut a 6x11 paper in half and then fold it. You could also make up holidays or special occasions such as "Happy Haircut" or "Happy New Shoes." Have students illustrate or decorate their cards as well. The students can write what they want to say about their holiday and their special occasion in cards.

3. Rules : Students create and write a set of rules for reading class (three to five) to be posted. Rules may include such things as: try your best, find books that you like, always bring your notebook, and so on.

4. Lists or things to remember: Students create lists of things or important events they need to remember. This could be used to remember things scheduled for that day. A planner or calendar could also be used to remember things more long term.

5. Reading lists: In a portfolio, journal, or on a poster, students keep a list of books (and other things) they have read.

6. Journals :Using journals or literature logs can be used to record students' reactions to what they are reading or for any of the aesthetic response questions and activities described.

Based on the explain aboveit can be concluded that functional writing is the practice of expressing specific information such as how to make or do something, giving advice, inviting someone to something or telling what happened in a specific situation. Functional writing often turns a complex subject into something that is more understandable to the reader. Teachers can help students master this type of writing by assigning various functional writing activities.

2.2.2 Teaching Writing

Writing is considered as the language skill which isleast to beacquired. However, the teaching learning of writing skill in classroom has alittle portion and even tends to be slighted. In fact, writing has some importantroles in human life; either in academic purposes or in other aspect of life.

Harmer (2004:11) stated that a consideration of the writing process, and how speaking and writing are related to each other especially in a world of changing communication media is not only of academic interest. It also hasimplications for the way we teach writing.It means that writing is considered as the language skill which is very important to learn by students and the

teachers should find the best way to teach writing, so that the students can understand how to write easily.

Andrew (2008: 180-181) states that the greatest extent possible, the teacher should provide opportunities for students to select writing topics that they care about, topics that invite them to say what it is they want to say. This will create greater motivation to write, which, in turn, will improve students' writing and communicating skills and result in a more interesting and engaged classroom or tutoring session. However, if students aren't used to selecting their writing topics they may need a little help.It can be conclude that topic is one of important element in writing. It effects result of writing that made by the students. Students should choose a topic for themselves to write, so that they can write their ideas freely based on their topic they like.

According to Heaton (1988:135) "The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. The following analysis attempts to group the many and varied skills necessary for writing good prose into five general components or main areas.

1. Language use : the ability to write correct and appropriate sentences

2. Mechanical skills : the ability to use correctly those conventions peculiar to the written language e.g. punctuation, spelling

3. Treatment of content : the ability to think creatively and develop though, excluding all irrelevant information

4. Stylistic skills : the ability to manipulate sentences and paragraphs, and use language effectively

5. Judgment skills : the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.The actual writing conventions which it is necessary for the students to master relate chiefly to punctuation and spelling.

Based on the explanation from some experts above, it can be conclude that teaching writing is a skill that used by the teacher to learn how to communicative well with each other and the students can write their ideas on paper. The students have to know how to step's writing and role of writing such as to understand grammar and structure, to memorize a lot of vocabulary and spelling.

2.2.3 The Process of Writing

In producing a good written text, a writer has to exceed several stages. Thosestages can be referred to the process of writing. Harmer (2004:4) states that the writingprocess involves four stages:First, the writer plans what they are going to write.Second, the writer organizes and develops a sustained piece of writing. Third, thewriter reads and reflects what he wrote, seeing problem with initial thoughts andrefining them into more complete thoughts. Fourth, the writer produces a finishedversion of his work.

According to Juli and Outey (2006:4-8), there are five of the writing process, they are :

1. Prewriting : This involves providing experiences and comprehensible input that help students to build background. Encouraging kids to draw on their prior knowledge and schema by making connections between what they already know and what they are learning helps them develop as proficient writers. Through brainstorming and the use of graphic organizers, English Language Learners learn to organize their writing by discussing and visualizing before they start.

2. Drafting : This offers students the oppourtunity to get their ideas down. It may be in writer's notebook, on separate sheets of paper or on the computer. Students who struggle with handwriting often prefer to use a computer for the first paragraph. This eliminates the frustration they fell as writers and make it easier for reader to make sense of their work. When they are writing a draft, we ask writers to say the word they want to spell aloud slowly and listen to the sound they hear. Then we ask them to write down what they hear and move on with their writing. During editing, special attention will be paid to correct spelling.

3. Revising : We use small group lessons as an oppourtunity to teach writers about revision and how to use the Revision Checklist we created. To help ourwriters, we require that the first step of Revision be rereading. We encourage them to reread their writing aloud to a revision partner or a small group and listen to the words they wrote as they read. Then we ask that the partner reread the piece to the writer so that they can listen again. We encourage writers to choose their own partners for revision tasks and to pick someone with whom they are comfortable working. This creates a low-anxiety, risk-free environment and motivates writers to revise.

4. Editing :We use small groups to teach our writers how to use the Editing Checklist and incorporate what they are learning about grammar and conventions into their editing. It begins by giving student a copy of the list to staple into their writing folders for easy reference. We go through the entire list, one item at a time, thinking aloud as we work. In this way, every student understands how to use the checklist and is accountable for editing their writing as well as that of their peers. They are expected to have worked through this checklist with a partner before asking the teacher for help.

5. Publishing : Publishing offers writers oppourtunities to take their writing out into the world. Taking advantages of class and school wide anthologies and literary magazines to collect student writing make it available to readers in class and school libraries. When kids take their writing, such as picture books, to younger student's classes to share, they get a response from others. Not all pieces of writing get published. Writing folders give kids a place to collect the pieces that they choose not to publish. Periodically, they can go back through the writing there to see if there are pieces they want to revise or rework.

Based on the steps explained by some experts above, it can be reaffirmed that the process of writing includes; 1) prepare to write and to collect the thoughts and ideas, 2) developing ideas, 3) writing the rough draft, 4) editing and revising, 5) publishing the final result.

2.3 Genre

According to Peter and Megan (2005:17-21)"The aim of genre, text and grammar approach, then , is to provide students with the ability to use the codes of writing effectively and efficiently. Without these codes the process of writing can be a frustrating and unproductive process. There are four definition of genre First, genre is an organizing concept for our cultural practice; second, any field of genres constitutes a network of contrast according to a variety of prameters; third, genre is a place occasion, function, behaviour and interactional structures it is very rarely useful to think of it as a kind of text; fourth, cultural competence involves knowing the appropriateness principle for any genre, knowing the kind of margin you have with it, being able to vary it, knowing how to shift from one to another and how many factors would be involved in any such shift".

Ken Hyland (2009:15)stated that Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations. Every genre has a number

of features which make it different to other genres: each has a specific purpose, an overall structure, specific linguistic features, and is shared by members of the culture. For many people it is an intuitively attractive concept which helps to organize the common-sense labels we use to categorize texts and the situations in which they occur. The concept of genre is based on the idea that members of a community usually have little difficulty in recognising similarities in the texts they use frequently and are able to draw on their repeated experiences with such texts to read, understand and perhaps write them relatively easily.

According to Pardiyono (2007: 2), *genre dapat didefinisikan sebagai jenis text yang berfungsi sebagai pola rujukan sehingga suatu text dapat dibuat dengan efektif, efektif dari sisi ketepatan tujuan, pemilihan dan penyusunan text, serta ketepatan dalam penggunaan tata bahasa* (Genre can be defined as text type that has a funtion as frame of references, so that a text can make effectively, effective from the purpose, text elements and the grammar).

Based on the explanation of some experts above, it can be concluded that genre is a unity of some texts in a term, where every genre has special characteristic which is different from others. It has a function or reference as a frame or concept so that a text can be built effectively. It helps people to recognize, understand and organize texts.

2.3.1 Kinds of Genre

Writing is a process of transforming thought and ideas into written form. Pardiyono(2007:2) described that there are eleven types of writing, namely descriptive, recount, narrative, procedure, explanation, discussion, exposition, news item, report, anecdote, review.

1. Descriptive

*Descriptive adalah teks yang menjelaskan atau menggambarkan suatu benda, orang, tempat (*Descriptive is a text to describe a particular person, place or thing)

2. Recount

Recount adalah suatu teks yang menceritakan kembali pengalaman dimasa lampau(Recount is a text to retell an experiencethat is happened in the past)

3. Narrative

Narrative adalah teks yang menceritakan suatu peristiwa seehingga pembaca seolah-olah mengalami kejadian tersebut(Narration is a text to tell anevent where the readers are pretending in the story)

4. Procedure

Procedure adalah suatu teks yang menjelaskan bagaimana sesuatu dilakukan atau dicapai melalui urutan atau langkah-langkah(Procedure is a text that is designed to tell how something is achieved through a sequence of actions or steps)

5. Explanation

Explanation adalah sebuah teks yang berisi tentang proses-proses yang berhubungan dengan fenomena alam, sosial, ilmu pengetahuan dan lainnya(Explanation is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena)

6. Discussion

Discussion adalah tulisan yang memaparkan sebuah masalah yang didiskusikan dari sudut pandang yang berbeda (Discussion is a text which present a problematic discourse and this problem will be discussed from different viewpoints).

7. Exposition

Exposition adalah teks yang menyampaikan sebuah pendapat (Exposition is a text to argue for a againts a social issue)

8. News Item

News Item adalah suatu teks yang menginformasikan pembaca tentang peristiwa yang layak diberitakan atau penting (News Item is a text that informs the readers about newsworthy or important events of the day).

9. Report

Report teks adalah teks yang mengumumkan hasil penyelidikan atau mengumumkan sesuatu informasi (Report is a text that announce the result of an investigation or announce something)

10. Anecdote

Anecdote adalah sebuah teks yang menceritakan kejadian yang tidak lazim untuk menghibur pembaca atau pendengar (Anecdote is a text to share with others an account of an unsual or amusing incident)

11. Review

Review adalah teks yang melakukan kritik terhadap kelebihan dan kekurangan yang dimiliki karya untuk pembaca atau pendengar (Review is a text to critique an art work or event for a public audiences).

2.4 Procedure Text

Pardiyono (2007 : 125) described that *Procedure adalah suatu teks yang menjelaskan bagaimana sesuatu dilakukan atau dicapai melalui urutan atau langkah-langkah*(procedure text is a text that is designed to tell how something is achieved through a sequence of actions or

steps). Key words for this text are "What needs to be done?" or "What should I do?".The structure of procedure textis as follow:

1. Communicative purpose. To show us the series or steps how something is accomplished

2. Generic structure:

    1. Goal: Describe or purpose how something is accomplished(title)

    2. Materials or ingredients : Things needed in the case being discussed to achieve the goal

    3. Steps: The process or series of action in order to do or make something is accomplished to achieve the goal

    4. Re- Orientation: Optional

3. Grammatical pattern.

    - Use of simple present tense, usually in imperative of command sentencesto describe about procedure which is expained in steps to accomplish. For examples: mix it with..., cut this, etc

    - Use of connectives. The text is followed by some words like as then, after that, next, finally, etc.

    - Use of numbering. It will be needed if the writer wants to show some variant of sequence, for examples: first, second, third, fourth and etc.

    - Use of adverbial phrase to express the detail of time and place. Examples: 2 inch from it, mix it for ten minutes, etc.

Table 2.1 The example of procedure text

Banana Milkshake	
Statement of purpose	Here is how to make banana milkshake you will evertaste.

Ingredients/ Materials	All you need for it are: • a banana • some milk • some honey • some ice
Steps to accomplish	First, cut up the banana into small slices in put them in the blender. Next, add some milk and honey. Don't miss to put in some ice. Then, mix them all together for a few seconds. After everything is well blended, pour the mixture into a glass and have it soon! It is always every nice to have it with some friends after class.

2.5 MediainLanguage Teaching

Mediaisimportant in facilitating English learning. Using the media has many functions incommunicating. We can use it to convey ideas, opinions about various things withother people. In education field, media is various components in learners'environment which support the learners to learn.Byusing appropriate media,teachers and students are helped to achieve the goal of the teaching. Moreover, theuse of media can create a good atmosphere in the teaching and learning process.

Through the use of media, teaching and learning process is not alwaysmonotonous, but there are variations and activities that may cause the motivation
of students to think actively.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. Media can integrate the experience from the concrete things to the abstract ones.

According to Arsyad (2013 : 3) "*kata media berasal dari bahasa latin medius yang secara harfiah berarti tengah, perantara atau pengantar*" (The word media comes from the Latin medius meaning middle, intermediate or 'introduction). Meanwhile, Rudy Susiliana &

Riyana (2016: 2) stated that *media merupakan perantara atau pengantar* (media isa mediator or deliver).

Based on the definitionabove, it can be conclude that media in teaching and learning process is defined as all the tools that is used in processing, arranging and delivering visual or verbal information to the students in order to achive the goal of purpose of teaching and learning process. Media will make students feel easier to remember the lessons when they learn a lesson. If media can be designed and developed by teacher, the media will serve as an interactive tool for students.

2.5.1 Kinds of Media

Media can integrate the experience from the concrete things to the abstract ones. Itis very important to help teachers to present materials and learners to understand the materials. Besides, media can increase the students' motivation because media can connect the interaction between learners and their environment in the classroom.

Seels and Glasgow in Arsyad (2013: 35) types of media based on technological developments are devided into 2 forms, they are traditional media and modern media technology.

1. Traditional media

    1. Operated visual quietly, examples:projection opaqueoverheads, slides, filmstrips.

    2. Unprojected visual, examples: image, posters, photo, charts, graphs, etc.

    3. Audio, examples: tape, disk recording, etc.

    4. Print, examples: textbooks, modules, handouts, etc.

    5. Games, examples: puzzles, simulation, board games.

6. Realia, examples maps, dolls, and the specimen.

2. Modern Media Technology

1. Media based telecommunications, examples: teleconferencing and distance learning.

2. Media based Microprocessor, examples: computer-assisted instruction, computer games, intelligent, tutoring systems, hypermedia, interactive, video, video compact disc.

Harmer (2007: 176-187) states that there are several types ofinstructional media that can be used by teachers:

1. The Students Themselves

The students are the most useful resources in the classroom. By using the students themselves, teacher can do many things in the classroom.

2. Realia

Realia is unmodified real things inside or outside the classroom which is used by the teacher for teaching learning process. Realia can be used as starting point to introduce the lesson and/or understanding concept of the material.

3. Pictures

Pictures or graphic materials refer to non-photographic and two dimensional materials which is utilized by the teachers to convey messages to the students. This kind of material includes drawings, charts, graphs, posters, cartoon, etc. Pictures are utilized for several purposes. Explained that pictures can be used for multiple ways comprising: (1) drilling, (2) communication, (3) understanding, (4) ornamentation, (5) predicting, and (6) discussing.

4. Coursebook

Coursebook is a form of print media. It contains material or verbal information through print. It can also be used as basic instructional guide by the teacher.

5. Boards

Boards refer to chalkboard/ blackboard, whiteboard and interactive whiteboard (IWB). Like pictures, boards also are used for several purposes.

6. Overhead Projector (OHP)

By using overhead projectors, the students can see in front of the class the material which is writer or drawn in a transparent. The transparent will be projected by using projectors.

7. Flipcharts

Another instructional media that may be used by the teacher is flipchart. Flipchart is an instructional media which contains big sheets of paper. It is mostly used to write down some important points in group discussion. Several benefits of flipchart are portable, accessible, and easy to use.

8. Computer-based Presentation Technology

Harmer (2007) said that this instructional media has two vital components. They are hardware and software. The hardware needed for this instructional media are computer and LCD projector. This instructional media combine both audio and visual material.

Wati (2016: 5-8) states that there are six kinds of media. They are visual, audio visual media, computer, microsoft power point, internet and multimedia.

1. Visual Media

Media visual merupakan sebuah media yang memiliki beberapa unsur berupa garis, bentuk, warna,dan tekstur dalam penyajiannya. Media visual dapat ditampilkan dalam dua bentuk, yaitu visual yang menampilkan gambar diam dan visual yang menampilkan gambar atau simbol bergerak. Ada beberapa media visual yang digunakan dalam pembelajaran, diantaranya adalah buku, jurnal, peta, gambar dan lain sebagainya(Visual media is a media which has some elements such as line, form, color and composition in the presentation. Visual media can be showed in two form, they are visual which shows silent picture and visual which shows movement of a picture or symbol. There are some visual media which is used in learning, such as book, journal, map, picture, etc).

2. Audio Visual

Media audio visual merupakan media yang dapat menampilkan unsur gambar dan suara secara bersamaan pada saat mengomunikasikan pesan atau informasi(Audio visual media is a media which produce visual and audio elements together in a process of conveying the message).

3. Computer

Komputer merupakan sebuah perangkat yang memiliki aplikasi-aplikasi menarik yang dapat dimanfaatkan oleh guru atau siswa dalam proses pembelajaran. Penggunaan media pembelajaran berbasis komputer merupakan sebuah kegiatan yang menggunakan software atau perangkat lunak sebagai media untuk berintetraksi dalam proses pembelajaran, baik di kelas maupun di rumah (Computer is a device which has interesting aplications that can be used by teacher or student in learning process. The use of computer based media is an activity which uses software as media interact in learning proses, whether in the classroom or at home).

4. Microsoft Power Point

Microsoft power point merupakan salah satu aplikasi atau perangkat lunak yang diciptakan khusus untuk menangani perancangan presentasi grafis dengan mudah dan cepat (Microsoft power point is one of applications or software which is created specially to handle designing of graphical presentation easily and fast).

5. Internet

Internet merupakan salah satu media komunikasi yang banyak digunakan untuk beberapa kepentingan. Dalam proses belajar mengajar, media internet ini sangat membantu untuk menarik minat siswa terhadap materi pembelajaran yang disampaikan oleh guru (Internet is one of communication media which is usually used for some interests. In teaching learning, this media is helpful to take students' interest in learning material which is given by the teacher).

6. Multimedia

Multimedia merupakan perpaduan berbagai bentuk elemen informasi yang digunakan sebagai sarana menyampaikan tujuan tertentu. Elemen informasi yang dimaksud tersebut diantaranya teks, grafik, gambar, foto, animasi, audio, dan video (Multimedia is a combination of some information element forms whis is used as a tool to send special purpose. The element information such as text, graph, picture, photograph, animation, audio and video).

Based on the explanation above, it may be concluded that media consists of 5 kinds: first, visual media, The examples would be : photos, pictures, posters, cartoons, graphs etc. Second, audio media, the examples would be: audio tapes, mp3, radio. Third, Audio visual media, the examples would be : silent films, videos, tv, sound slides. Fourth, multimedia, the examples would be: animation. multimedia is usually synonymous with computers, internet and computer-based learning. The last, media reality the examples would be : animals, specimens, herbarium

etc.In this study, the researcher focuses in the use of video media, for improving the students' skill of writing procedure texts.

2.5.1.1 Video

There are three kinds of video for procedure text, they are manual, procedures for cooking and tutorial. Partin (2004: 209-212) states that video media can be tremendous instructinal assets. The challenge facing teachers using video presentation in class is that their students have been overposed to the medium at home. Audio material provides a rich medium for teaching and learning. Video can effectively communicate complex information to a student and, if used creatively, can become a powerful expression tool. Videos are becoming a central part of the learning and teaching environment and if used appropriately, can enhance the learning and teaching process.

According to Wati (2016: 48) *video merupakan salah satu media audio visual yang menampilkan gerak* (video is one of audio visual which shows movement).According to Oxford advanced learners' Dictionary, video is the process of recording, reproducing or broadcasting film on magnetic tape, using special camera and television.

Based on theexplanation above,video can be an effective way to be applied in teaching and learning of writing. Video is a good media that can tell a message in an audio-visual media. It helps students to imagine, generate their ideas and write optimally. Besides, video also can attract students' attention and increase their enthusiasm in writing.

2.5.1.2 The Advantages of Video

According to Wati (2016:62-63) there are some advantages and disadvantages in using video as a media. The anvantages of video in language learning are as follow:

1. *Video bisa menarik perhatian untuk periode yang singkat* (Video can attract attention briefly)

2. *Dengan alat perekam pita video, sebagian besar penonton dapat memperoleh informasi dari ahli atau specialis* (By the tape recorder, many audiences can get information from expert or specialist)

3. *Demonstrasi yang sulit bisa dipersiapkan dan direkam sebelumnya* (Difficult demonstration can be prepared and recorded before teaching)

4. *Video bisa menghemat waktu dan rekaman dapat diputar berulang-ulang* (Video does not waste time and can be used repeatedly)

5. *Keras dan lemah suara dapat diatur* (The volume can be adjusted)

6. *Guru dapat mengatur penghentian gerakan gambar.* (The speed can be adjusted by the techer)

7. *Saat penyajian, ruangan tidak perlu digelapkan* (Doesn't need dark place while doing presentation)

2.5.1.3 The Disadvantages of Video

The disadvantages of video in language learning are as follow:

1) *Perhatian audience sulit dikuasai, partisipaasi mereka jarang dipraktikan* (Difficult to control attention of the audiences, their participation is seldom to be practiced)

2) *Komunikasi yang bersifat satu arah harus diimbangi dengan pencarian bentuk umpan balik yang lain* (One way communication needs other feed-back)

3) *Tidak cukup mampu menampilkan detail dari objek yang disajikan secara sempurna* (Cannot display detailed object)

4) *Peralatan yang mahal dan kompleks* (Relatively expensive)

2.5.1.4 The Application of Video in Teaching Procedure Text

Video is an interesting media that can be used in language teaching. The useof video can motivate and give experience to students since the students are interested to watch video and they can see how the language is used. It helps the teachers transfer the materials that are related to the lesson and it can also give more detailed informations about the object in the content. Video can be a very valuable tool for language learning.

Habibulloh (2017:5) states that 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.

1. 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. The teacher asked students to identify (topic, generic structure, language feature) that included in video. After that, the teacher asked students questions related to information in video. Teacher also asked the students about which part that they didn't understand from the video.

2. 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 and asked the students to work on their worksheet.

3. 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. 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.

Based on the explanation above, it can be concluded the short steps how the video was applied in teaching process: 1) the teachers give brainstorming and explanation about procedure text, 2) the students were asked to watch the video about procedure text, 3) then the teacher and students discussed about the generic structure and language features of video given before, 4) the teacher asksed the students to write their own simple rocedure text and report it to the teacher, 5) teacher gives reward for sttudents and also give conclusion and reflection about what students have learnt.

2.6 Previous Research

In this study, the writer takes some relevance studies to support this study which is focused on the applying of video. One of this relevance study is fromIta Miftahussaidah Rivaia, Early Amalia Arnizb and Sibghatullah Mujadidic(2017).The title of the reseach is   "The Effectiveness of Using Video on Students' Writing Ability in Teaching Descriptive Text(A Case Study At Tenth Grade Of Smk Pasundan 1 Kota Serang)". The purpose of the study was to know the empirical evidence about the effect of using video on students' writing ability in descriptive text. In this research, the writer conducts a quasi-experimental research with nonequivalent control group pretest-posttest design. In the research used two instruments which are used for gathered the data that the researcher needs; they are; pre-test and post-test as the research

instruments to collect the data. The method in this study was a quantitative method. The result of the research showed that the effect of video on students' writing ability in descriptive text. Thus, it means that the learning writing descriptive using video was successful in improving students' ability.

The similarity between the first previous research and this research is same in using video as the media. The differencesare the previous research chose descriptive text as the genre, meanwhile the researcher in this research chooses procedure text. Besides, the previous research conducts a quasi-experimental research with nonequivalent control group pretest-posttest design but this research conducted classroom action research. The last, the previous research carried out at At Tenth Grade Of Smk Pasundan 1 Kota Serang, meanwhilethis research did classroom action research at the eleventh grade students of SMA Swasta Advent 1 Medan.

The other relevance study to support this research is from Moh. Saleng AS, Konder Manurung and Darmawan(2014).The title of the reseach is "The Implementation of Video Learning to Improve Speaking Ability". The objective of this research was to prove whether or not the implementation of video learning can improve the students' speaking ability. This research was carried out on January 21st2014 up to February 22nd2014 at SMP Negeri Satu Atap Lik Layana Indah. This research applied a pre-experimental research design. The instrument of data collection was test which was distributed to the students twice as pre-test and post-test. The researcher used a statistical analysis to analyze the data. The result of the data analysis showed that the hypothesis was accepted by regarding to the analysis that t-test value was higher than the t-table value. It means that the implementation of video learning is effective to improve the students' speaking ability at SMP Negeri Satu Atap Lik Layana IndahPalu.

The similarity between the second previous research and this research is same in using video as the media. The differences are the second previous research has the objective to prove whether or not the implementation of video learning can improve the students' speaking ability, meanwhile this research isaimed to find out whether using video media can improve the students' ability in writing procedure text or not. Besides, the second previous researchapplied a pre-experimental research designbut this research applied classroom action research. The last, the previous research carried out at 2014 at SMP Negeri Satu Atap Lik Layana Indah, meanwhile this research applied classroom action research at the eleventh grade students of SMA Swasta Advent 1 Medan.

2.7. Conceptual Framework

Writing is one of the important skill in English because it takes a part as an important communication tools. People need to learn English writing because it is a process of transforming thoughts. Writing should be efectively organized and include the aspects in writing such as content, organization, vocabulary use, grammatical use, and mechanical consideration such as spelling and punctuation.

In teaching English, there are some genres in writing. One of them is procedure text. Procedure text is a kind of text that describes how to do something or how something is done. Procedure text contains four elements namely goal, materials, steps and re-orientation.

Based on the researcher's experience in teaching practice and doing observation, students got difficulties in writing procedure text. In this case, the researcher hopes to be able to choose appropriate media to teach about pprocedure text. One of the media that can be used is video. Teaching writing procedure text by using video is needed to help the students understanding and

increase the effectiveness in writing procedure text. It is also used to stimulate the students' motivation and students' interest in writing procedure text.

Video which provides not only sounds but also pictures, getures, face expression gives deeper understanding about what happen in that video. Uses sight and sound, in the same time video can help the students to understand what exactly the speakers mean in the video.

In teaching writing procedure text by using video, students were asked to watch the video about the procedure text and the students saw how the procedure text were used. After watching video, the teacher and students discussed about procedure text in the video. Then the teacher asked the students towrite their own procedure text. In conclusion, video helps the the students in writing a text, especially procedure text.

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┌─────────────────────────────────────────────────┐
│  Students Problem in Writing Procedure Text      │
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                       ⇩
┌─────────────────────────────────────────────────┐
│                Teaching Writing                  │
└─────────────────────────────────────────────────┘
                       ⇩
┌─────────────────────────────────────────────────┐
│                  Video Media                     │
└─────────────────────────────────────────────────┘
                       ⇩
┌─────────────────────────────────────────────────┐
│           CAR(Classroom Action Research)         │
│                                                  │
│    In one class of the Eleventh Grade Students of│
│             SMK Negeri 11 Medan                  │
└─────────────────────────────────────────────────┘
                       ↓
          ┌──────────────────────────┐
          │         Cycle I          │
          └──────────────────────────┘
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┌─────────────────────┐
│  1.  Planning       │
│  2.  Action         │
│  3.  Observation    │
│  4.  Reflection     │
└─────────────────────┘
          │
          ▼
┌─────────────────────┐
│      Cycle II       │
└─────────────────────┘
          │
          ▼
┌─────────────────────┐
│  1.  Planning       │
│  2.  Action         │
│  3.  Observation    │
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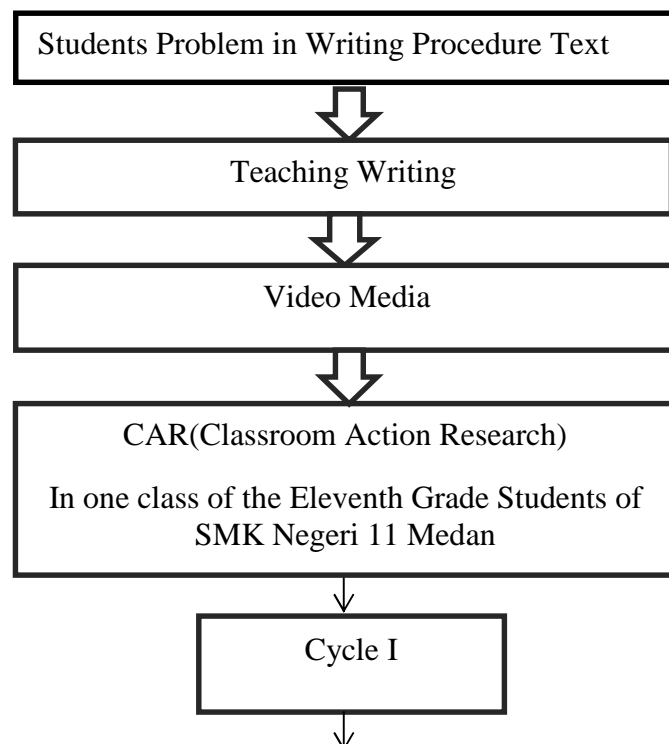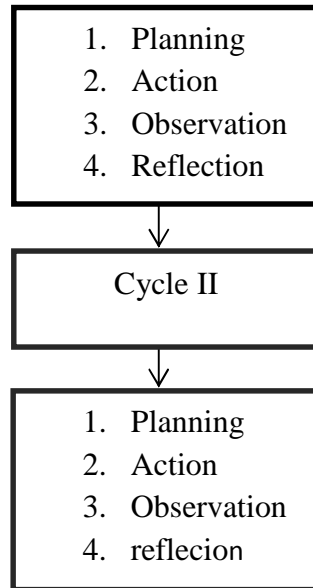
Figure 2.1 The Conceptual Framework of Students' Ability in Writing Procedure Text by Using Video Media (Hotnida Gulo : 2018)

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research was conducted by applying Classroom Action Research. Action research is type of research investigation by researchers in their own area as a focus for their studies. It is aimed to improve students' ability in writing procedure text by using video media for the eleventh grade students of SMASwasta Advent 1 Medan. This is categorized as action research since it attempts to improve the real condition of the writing teaching and learning process by

involving participants in the setting where the research was done.The approach to action research in two cycle namely cycle I and cycle II. Each cycle consists of four steps namely: planning, action, observation and reflection.

Kemmis and Mc Taggart (1998) in Burns(1999:32) explain that action research occurs through a dynamic and complementary process, which consist of four essential moments: planning, action, observation, and reflection. These moments are the fundamental steps in a spiraling process through which participants in action research group undertake to:

1. Develop a plan or critically informed action to improve what is already happening.

2. Act to implement the plan.

3. Observe the effects of the critically informed action in the context in which it occurs.

4. Reflect on this effect as the basis for further planning, subsequence critically informed action and so on through a succession of stages.

Visually, the steps in action research by Kemmis and Mc Taggart in Burns (1999;33) can be illustrated as follows:
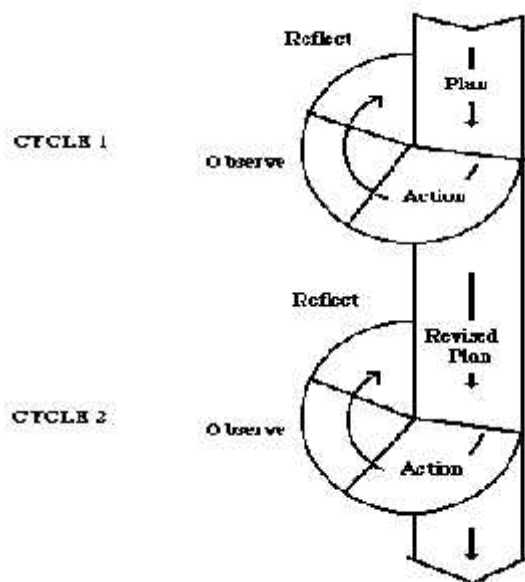

Figure 3.1: Scheme of action research by Kemmis and McTaggart.

3.2 Population and Sample

In this research, the writer found the population and sample before taking the data.

3.2.1 Population

Arikunto(2014 : 173) says that "*Populasi adalah keseluruhan subjek, apabila seseorang ingin meneliti semua elemen yang ada dalam wilayah penelitian, maka penelitiannya merupakan penelitian populasi*"(Population is the whole of research object, if someone want to observe all the elements in the research area, so the researcher calls population research). From the explanation above, thepopulation of this research are two parallel classes students at the eleventh grade of SMA Swasta Advent 1 Medan.

3.2.2 Sample

Arikunto (2014 :174) explain that *sampel adalah sebagian atau wakil populasi yang diteliti*(sample is a part of population which is observed).The sample of this research used random sampling. According to Arikunto (2014 : 177)*Teknik sampling dilakukan karena dilakukan dengan cara mencampur subjek-sebjeknya didalam suatu populasi sehingga semua subjek dianggap sama*(Random sampling will do by mixing all the subjects research in one population and then the writer chooses the sample). The sample of this research is one class students, namely XI IPA of SMA Swasta Advent 1 Medanwhich consists27 students.

3.3 The Instrument for Collecting Data

The instrument for collecting data were collectedby administering writing testand diary note in order to measurestudents' ability in writing procedure text. The students were asked to watchvideo of procedure text. Then, they were asked to write procedure text by themselves.

3.4 The Procedure of Collecting Data

In getting the data in this research, the procedure of this research was conducted within two cycles. Each cycle involved into four steps namely planning, action, observation and reflection. On the first meeting was used to give the writing in the first evaluation to the students to know the basic knowledge of the students in procedure text. The first cycle consists of three meetings and the second cycle consists of two meetings. So, the totally there were five meetings in this research.

Cycle I

1. Planning

Planning was arranged for doing something and considered in advance. In planning, the researcher preparedeverything which was related to the action.

1. Preparing lesson plan about procedure text

2. Preparing teaching material of procedure text

3. Preparing videosabout procedure text

4. Preparing equipments that are necessary to know about procedure text such as laptop, infocus, and LCD

2. Action

Action was the process of doing something. It was the implementation of planning. In this phase, the researcher practiced what she had planned in the lesson plan. The researcher prepared the media, explained about procedure text, played videosof procedure text. After that, the researcherasked the students to watch the videos. After waching the videos, the researcher and students discussed about the videos, after that, the researcher asked the students to write their own procedure texts. The researcher evaluated the whole activities and explained the strength and weakness points of students in writing procedure text.

3. Observation

Observation was purposed to find out information of action, such as the students' attitude while the teaching and learning process ran. In this phase, observation was done through diary notes. Diary notes focused on the actvity of students. Every activity of the students related to the scenario of teaching and learning process was put ondiary note.

4. Reflection

Reflection was a feedback process from the action, which had done before. Reflection was used to help the teacher to make decision.In this phase, the researcher reflected everything that was done.The reflecting process based on diary note.

Cycle II

Based on the result of the first cycle, the writer decided to do the second cycle to improve the students' writing skill by revising the procedure of the treatment and motivate the students who get a low score in the cycle I. The writer created plan based on difficulties of students in writing procedure text.

1. Planning

Based on the reflection in the first cycle, the writer arranged the following planning:

1. Preparing the lessons plan

2. Preparing Preparing teaching material of procedure text

3. Preparing videos about procedure text

4. Preparing equipments that are necessary to know about procedure text such as laptop, infocus, and LCD

2. Action

There were many activities take place while doing the research in second cycle. The researcher explained about procedure text, playedvideos ofprocedure text. After that, the students were asked to watch the videos. After waching the videos, the teacher and students discussed about the videosand the researcher asked the students to write their own procedure texts.

3. Observation

In this phase, the researcher observedthe students' attitude while teaching and learning process. Observation was done through diary notes.

4. Reflection

Reflectionwas a feedback process forms of the action. It was used to help the writer to make a decision. In this phase, the writer found out whether or not the students' score show improvement.

3.5 Scoring of the Test

To score the students' writing test in procedure text, some criteria were used. According to Weigle (2002:116) scoring depending on the purpose of the assesment, script may rate on such as features of content (30), organization (20), vocabulary (20), language use (25) and mechanics (5). The total score is 100.

Based on the explanations above about scoring the test, it can be specified that the criteria of scoring writing a procedure text was used the following components/criteria. The criteria of scoring writing a procedure text was as follows:

Table 3.1 Scoring The Test (Weigle, 2002:116)

No	Component		Criteria	Score
1.	**Content**: Social Function	To describe how something is accomplished through a sequence of actions or	**Excelent to very good:** knowledgeable, substantive through	30-27

		steps	development of topic sentences relevant to assigned topic.	
			Good to average: some knowledge of subject- adequate range – limited development of topic sentences- mostly relevant to topic, but lacks detail.	26-22
			Fair to poor: limited knowledge of subject- little substance- inadequate development of topic.	21-17
			Very poor: does not show knowledge of subject-non-substantive- not pertinent- or not enough to evaluate.	16-13
2	**Organization**: Generic Structure	Text Elements: Goal Material, Steps.	**Exelent to very good:** fluent expression- ideas stated/ supported- succinct- well organized- logical sequencing-cohesive.	20-18
			Good to average:somewhat choppy-loosely organized but main ides stand up- limited support- logical but incomplete sequencing.	17-14
			Fair to poor: non fluent- ideas confused or disconnected- lacks logical sequencing and development.	13-10

			Very poor: does notcommunicate- no organization- or not enoughto evaluate.	9-7
3	**Vocabulary**	Sophisticated range- effective word/ idiom choice and usage.	**Exelent to very good:** sophisticated range- effective word/ idiom choice and usage/ word from mastery- appropriate register.	20-18
			Good to average: adequate range occasional errors of word/ idiom form, choice, usage but meaning not obscured.	17-14
			Fair to poor: limited range- frequent error of word/ idiom forms, choice, usage- meaning confused or obscured.	13-10
			Very poor: does not communicate- no organization- or not enough to evaluate	9-7
4	**Language Use**: Gramatical Features	Information procedure: Use of simple present tense, imperatives,connectives, adverbial phrases.	**Exelent to very good:** effective complex construction- few errors of agreement, tense, number, word order/ function, articles, pronoun, preposition.	25-22
			Good to average: effective but simple constructions- several errors of agreement, tense, number, word order/ function, articles, pronouns, preposition, but	21-18

			meaning seldom obscured	
			Fair to poor: major problems in simple/ complex constructions- frequent errors of negations agreement, tense, number, word order/ function, articles, pronouns, preposition, and/ or fragments, deletion- meaning confused or obscured	17-11
			Very poor: virtually no mastery of sentence construction rules- dominated by errors- does not communicate- or not enough to evaluate.	10-5
5	**Mechanics**	Demonstrate mastery of conventions-few errors of spelling, punctuation, capitalization, paragraphing.	**Exelent to very good:** demonstrate mastery of conventions-few errors of spelling, punctuation, capitalization, paragraphing.	5
			Good to average: occasional errors of spelling, punctuation, paragraphing, but meaning not obscured.	4
			Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting- meaning confused or obscured.	3
			Very poor: no mastery of	

		conventions-dominated by errors of spelling, punctuation, capitalization, paragraphing-handwriting illegible-or not enough to evaluate.	2
	Total Score		**100**

3.6 Technique of Analyzing Data

The qualitative data described the situation during the teaching process and the quantitative data were used to know the score of the students. The term of quantitative data were used to describe a type of information that can be counted or expressed numerically.

The data of this research were collected by using quantitative and qualitative data. The qualitative data were founded by analyzing the score of students, in analyzing the data, the writer did the following steps:

1. Scoring the Pre-Test on the table score

2. Tabulating the students' score

3. Counting the mean of the students' score

4. Comparing the students score between Cycle I and Cycle II

5. Calculating the percentage of the students score

To know the mean of the students score for each cycle, the writerapplied the following formula:

$$\overline{x} = \frac{\sum x}{N} \times 100\%$$

Where:

$\overline{x}$: The mean of the students

x : The total score

N: The number of the sudents

Next to categorize the number of the students who are competence in writing achievement, the following formula applied:

$$P = \frac{R}{P} \times 100\%$$

Where:

    P: Percentage of students getting 75

    R: Number of students getting score 75

    T: The total number ofstudents taking the test

3.7 Procedures of Analyzing the Data

    There are some procedures that will be done in analysis the data of the research:

1. Analyzing and counting the score

2. Tabulating the students' score,

3. Finding the students' score

4. Concluding the findings