

Writing Procedure Texts Through “How to Make...” Video

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ABSTRACT: The aim of this research is to describe whether there is effect in teaching writing procedure text for 7th grade students of SMP Al-Fattah Buduran Sidoarjo. The instrument to collect the data was test. After collected the data, the researcher analyzed it. The analysis of data were from pre test and post test score of experimental and control class. The result of the research showed that the mean score of experimental class higher than the mean of control class ($83 > 69.07$) and the t-test result showed the value of t-test is higher than the value of t-table. The value of t-test was 6.163 while the value of t-table on $\alpha = 5\%$ was 1.699. It indicated that the hypothesis of this research was accepted. For the next researcher, hope this research can be alternative method for teaching writing procedure text through video.

Keywords: Video, Teaching Writing, Procedure Text.

Introduction

Language is important part in human life. People communicate each other using language, which always need company in their life. Language is communicative; it allows us to communicate with other who shares the same language. It can be used in interpersonal communication made by human being. English is one of the international languages that used in the world, including Indonesia. Based on Fernandes & Alsaedd (2014), English has emerged as an essential language to learn and been a common tool to communicate in the world. English has four basic skills such as listening, speaking, reading and writing. Every skill is related to each other. Four of the skills should be mastered by the students to increase their ability in learning English.

Mastering writing as one of the language skills in English as a foreign language is an important thing to balance literate era. Writing is a complex skill. It means that the students should have adequate information and good skill before starting to write for they are expected to be able deliver a message. Nowadays, teaching writing has been started from kindergarten to senior high school. According to Chastain, 1988, states that speaking and writing are complex or difficult skills to acquire because the students should have more complete control of the elements of language, such as vocabulary, grammar, or sentence. It means that the students have to combine the elements of writing including content, vocabulary, grammar, organization, punctuation, spelling and mechanic when they want to write.

Based on pre-observation at SMP Al-Fattah, the researcher found that most of the students of SMP Al-Fattah especially seventh graders had problems in mastering writing. There is low achievement in writing especially in procedure text are caused by

general problem such as: (1) the students have minimal vocabulary and (2) the teacher was not used interested media to teach procedure text.

There are many types of texts that can be used by students as their writing materials. One of them is procedure text. Procedure text is a text that is designed to describe how to make something with several steps. Students can find procedure text in book, magazine, newspaper, or on the internet. This text using simple present tense, often imperative sentence and also use some conjunctions such as: first, second, third, then, next, finally, etc. It is a simple text, but it can be difficult or complicated for the students if they don't have good knowledge how to write procedure text.

In teaching learning activity, writing procedure text should be more interesting for students but in the real situation the students just feel bored with the lesson. This situation happened because the teacher only explains the material orally without using appropriate media. In this case, the researcher concludes that the students needed something new from English learning process. The researcher chooses one media to teach English about procedure text. The researcher wants to know whether the media give effect for the students or not. The media is video. Video is one of media that can be used by teachers to teach their students in the classroom. It helps the teachers transfer the materials that are related to the lesson. It can give more detailed information about the object in the content. It could give imagination about the content of the video that is related to the materials. The students watched the video while they paid attention to the scene and they know what contains in the video. The researcher adapted video from YouTube.

The reason of using video in the classroom is when the students watch video in learning process, the students can identify the body language of the text directly and listen the speakers how to spell correctly. Furthermore, video will give powerful way to the student ideas in learning writing.

In this research, the researcher has tried to find the effect of using video as media to teach writing procedure text to seventh graders at SMP Al-Fattah Sidoarjo. The researcher will give two videos in process of treatment. The videos are about tutorial making something. The first video is about how to make homemade ice cream in 5 minutes by Jerry James Stone. The second video will explain how to make spaghetti bolognese sauce by Dinda Saki. The two videos were given in treatment session.

Method

This study was intended to know the effect of video as media to teach writing skill. The design of this study used true experimental by determining two group of sample, experimental and control class in which the experimental class was taught a procedure text by using video as teaching media, meanwhile the control class was only taught based on text book.

In experimental class, the students initially did a pre test by writing procedure about iced tea. In second and third meeting, the students were given a treatment by using video as media. Each meeting after treatment, the students were asked to rewrite the generic structure based on the video. The last meeting, the students did post-test to gain the data after undergoing a treatment.

Meanwhile, control class also did pre-test in the first meeting. For the second and third meeting, the students were taught based on text book without any media. The post-test was conducted in the last meeting. The post-test material for experimental class is about how to make oranges juice.

To evaluate the content of procedure text in pre-test and post-test gained from both group, the researcher used scoring rubric from ESL Composition Profile Jacob (1981) (see the table1).

Table 1

Adapted from ESL Composition Profile (Jacob 1981)

Content		
Criteria	Score	Level
Knowledge, substantive and assigned topic	30-27	Excellent – very good
Knowledge of the object, topic relevantly, but less details	26-22	Good – average
Limited knowledge of the subject, topic development inadequately	21-17	Fair – poor
Doesn't show knowledge of the subject, and not evaluate	16-13	Very poor
Vocabulary		
Criteria	Score	Level
Using word and idiom effectively	20-18	Excellent – very good
Occasional errors of use word and idiom but meaning not obscured	17-14	Good – average
Frequents errors of word and idiom that used and the meaning is very confused	13-10	Fair – poor
Little knowledge of English vocabularies, words, idioms and form. Then, not evaluate	9-7	Very poor
Organization		
Criteria	Score	Level
Expression fluently, clearly ideas, good organized, logical and cohesive	20-18	Excellent – very good
Choppy, loosely organized, main idea stand out, logical, limited support, and not complete sequencing	17-14	Good – average
Not fluent, the main idea is very confused and not complicated, less logical sequencing and developing	13-10	Fair – poor
No organization, no evaluate, no communicate	9-7	Very poor
Language Use		
Criteria	Score	Level
Effective, few errors of agreement, tenses, word, pronoun, preparation and function	20-18	Excellent – very good
Effective but simple construction, several error about tenses, agreement, word, etc. but the	17-14	Good – average

meaning obscured		
Many problems in simple construction. The errors of word, tenses and agreement. Then the meaning is very confused	13-10	Fair – poor
Dominated errors, no mastery writing based on construction rules, doesn't communicate	9-7	Very poor
Mechanics		
Criteria	Score	Level
Limited errors of spelling, punctuation, capitalization and paragraphing	5	Excellent – very good
Little error of spelling, punctuation, capitalization and paragraphing	4	Good – average
Some errors of spelling, punctuation, capitalization and paragraphing	3	Fair – poor
Dominated errors of spelling, punctuation, capitalization, paragraphing, illegible and not evaluate	2	Very poor

Findings and Discussion

This study was conducted in four meetings for each group. The control group was taught based on the text book and experimental class by using video as media. The experimental class had treatment in the second meeting by using video as media. The first video is about How to make Spaghetti Bolognese Sauce by Dinda Saki and the second video is How to Make Homemade Ice Cream by Jerry James Stone. The result showed that the students in experimental class got higher score of post-test than the control. The following table is the mean score of each group.

Table 2

Mean Score Experimental and control Class

No	CLASS	PRE-TEST	POST-TEST
1	Experiment class	69.07	83
2	Control class	67.51	74.66

From the table above, can be seen that the initially ability of the students were similar. It showed from the mean score of both group in pre-test. After being treated with video about procedure text, the mean of post test of experimental group becoming 83 while control class which had no treatment was only 74.66.

Furthermore, the researcher also did computation by using t-test to know the significant different of experimental class and control class. T-test showed that t_{value} higher than t_{table} ($6.163 > 1.699$) which mean that there was significant different among experimental and control class.

The video used as media could give special experiment to the students. According to Harmer, 2001 said that the use of video is able to give extraordinary experience in learning process. In this research, the researcher decides 4 meetings since

there are three kinds of activities. They are pre-test, treatment and post-test. The material of this research is about Procedure text and the test was essay form. The researcher describes that the result of the test was done by two groups, experimental class and control class. The pre-test was done in the first meeting. It is used to know students' ability before being taught by using video as media. Then, the second and third meetings were used to give treatment or using video as media to teach writing procedure text in experimental class only while the control class taught by using text book. The researcher gives 2 videos in treatment session. Those videos are How to make Spaghetti Bolognese Sauce by Dinda Saki and How to Make Homemade Ice Cream by Jerry James Stone. And the last meeting, the researcher gave post-test in order to measure the students' writing achievement after given the treatment and the English teacher taught by using text book.

This study has same result with Erowati (2012) who investigated about the effectiveness of using video as media to improve the students' skill in writing procedure text. The study used the video as media for the students and the result there was significant effect in students writing skill. The second previous study was by Yatimah (2014) who investigated about the effectiveness of using animation films as the medium in writing narrative text. She uses animation film as media and the result there was significant influence to improve students writing skill. Based on the finding, it could be concluded that the use of video as media give effect to the students' writing skill in procedure text.

Conclusion

The use of video as media in teaching writing procedure text gives extremely significant different toward the students. Video help them to give a concrete image about procedure text. The video attract the students' attention and it makes them to be more active since the curiosity toward the video.

Since this study only discussed about the use of video in teaching procedure text, the researcher did expect that there was other researcher to continue conducting another research by using video to improve either skill of English such as speaking, listening, or another integrated skills.

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