IMPROVING THE STUDENTS' ABILITY IN WRITING PROCEDURE TEXT THROUGH TUTORIAL VIDEO AT EIGHT GRADE OF SMP ISLAM TERPADU ALMANAR HAMPARAN PERAK IN ACADEMIC YEAR 2018/2019

A *SKRIPSI*

Submitted to the English Education Department, Faculty of Tarbiya and Teachers Training State Islamic University of North Sumatera as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan

By :

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DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYA AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN

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2019

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Kepada Yth :

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Sumatera Utara Medan

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Setelah membaca, meneliti dan memberikan saran-saran perbaikan seperlunya terhadap Skripsi:

Nama   : Nadya Elchaira

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Jurusan   : Pendidikan Bahasa Inggris

Judul   : "Improving Students' Ability in Writing Procedure Text Through Tutorial Video at Eight Grade of SMP Islam Terpadu Almanar Hamparan Perak in Academic Year 2018/2019 "

Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang Munaqasyah Skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara. Demikianlah kami sampaikan atas perhatian saudara kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.

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ABSTRACT

IMPROVING THE STUDENTS' ABILITY IN WRITING PROCEDURE TEXT THROUGH TUTORIAL VIDEO AT EIGHT GRADE OF SMP ISLAM TERPADU ALMANAR HAMPARAN PERAH IN ACADEMIC YEAR 2018/2018

NADYA ELCHAIRA

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Keywords: writing, procedure text, writing procedure text, tutorial video, classroom action research

This research was aimed to improve the students' ability in writing procedure text. The subjects of this study were 27 students at Eight Grade and the collaborator in SMP Islam Terpadu Almanar Hamparan Perak in academic year 2018/2019. This research was conducted by using Classroom Action Research by Kemmis and Mc Taggart that consisted of 2 cycles. The technique of analyzing data for quantitative data was the students' score of test. While for qualitative data, the researcher used the technique by Miles and Huberman.

The result of this research showed that the mean score of students' score was 63,55 in which there were only 3 or 11% of 27 students passed the Minimum Passing Grade or MPG. In post-test I, there were 18 students or 66% of the students who passed the standard minimum score. The mean score in post-test I was 74,62. Meanwhile, in post-test II, the mean score of the students' score was 81,14. There were 24 or 88% passed the standard minimum score. It indicated that tutorial video can improve students' ability in writing procedure text. This result is strengthened by the observation and the interview result that students were more active in the class and enjoy the learning process. They were also active in answering the questions and discussing with their friends.

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CHAPTER I

INTRODUCTION

A.   Background of the Problem

The objective of teaching writing in Junior High School according to Curriculum of 2013 revision that students were expected to develop their skills in expressing meaning and rhetorical structures through simple texts using written language varieties accurately, fluently, and appropriately in daily life context to interact with others in the form of descriptive, recount, narrative, report, and procedure. According to Anderson, procedure text is a text which tells the reader some instructions of making something, doing something, and getting somewhere.[1] The objective of teaching writing procedure text is the students' ability to write the generic structure of procedure text accurately. The generic structure is goal, material, and steps.

In the goal, the students are expected to write the purpose of the text in the form of title. Next, in the material, the students are expected to write the ingredients which are needed for the steps. After that, in the steps, the students write the procedure to reach the goal.

Eventhough Kemendikbud, Kementerian Pendidikan dan Kebudayaan Republik Indonesia (Ministry of Education and Culture of the Republic of Indonesia) has standardized the curriculum, in fact, there still many Indonesia students who cannot communicate through writing well especially procedure text. As stated by the English teacher at SMP IT Almanar Hamparan Perak. The

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[1] Mark Anderson and Kathy Anderson, (1998), *Text Types in English 3*, South Yarra: Mc Millan Education Ltd, p. 28.

students are still not able to write procedure text well because they are confuse of the generic structure of the procedure text, and they do not know how to write the sentence well. This can be proven by the score of their writing. In which only 7 of 40 students passed the Minimum Passing Grade (MPG) (75) from their score transcript. Moreover, the researcher also found from her teaching practice that many students cannot write procedure text, They sometimes make wrong arrangement of the steps in procedure text. They also did not look interest in writing because the learning process is not interesting and enjoyable. Based on the reason above, the students writing skill should be improved to reach the goal of English subject based on the standard of Curriculum 2013.

Based on the reality above, English teachers have a big influence to students' writing ability. To make the learning process more enjoyable and interesting, sometimes teachers use several learning strategies. Some of the strategies might show good result, but sometimes, the strategy cannot solve the students' problem. The teachers need something else to gain better result. That is a learning media. According to Usman and Asnawir in Lestiyaningsih, in learning process, media is anything that used by sender to receiver in order to grab students' thought, feeling, and interest in learning.[2]

Alike learning strategy, the learning media must be suitable with the condition and the learning material. It can be interpreted that using media to teach writing of procedure texts is really important and truly recommended since it can help students improving their procedure texts writing in which it is demonstrated the way how something is done. There are many media can be used to teach

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[2] Rina Lestiyaningsih. (2017). *The Effectiveness of Using Video for Teaching Procedure Text Writing*. p.24

procedure text such as picture, illustration, realia, and video. In this case, the researcher used video especially tutorial video to improve the students' ability in writing procedure text. The researcher chose tutorial video as a teaching media because it has some advantages. By watching tutorial video, the students not only hear the language but also see the process, by seeing the process, the students will be easy to memorize the process of the story so that they can write the procedure well. Besides that, the tutorial video also helps to grab the students' interest and enjoy the learning process since most of students nowadays love watching.[3]

Tutorial video is a new teaching media, this media can be really interesting for students since most of Indonesia students nowadays do love watching television, film, etc. Consequently, the students' writing will be better. Because of the reasons above, it can be concluded that tutorial video is a suitable media to improve students' writing ability, especially procedure text. Moreover, they have been so familiar with youtube that provide so many tutorial videos.

Because of some problems that faced by the students above, therefore, in this research, the researcher would like to solve the students' writing ability of procedure text and develop their ability by using tutorial video as the teaching media. Last but not least, based on the reason above, the researcher would like to conduct a research under the title *IMPROVING THE STUDENTS' WRITING ABILITY OF PROCEDURE TEXT THROUGH TUTORIAL VIDEO AT EIGHT GRADE OF SMP ISLAM TERPADU ALMANAR HAMPARAN PERAK IN ACADEMIC YEAR 2018/2019*.

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[3] Harmer, J, (2001), *The Practice of English Language Teaching (3rd Ed),* Cambridge: Longman, p. 282.

B.   Identification of the Study

Based on the background of study, there are many factors that can cause the low level of the students' writing ability, they are motivation, students' interest, students' learning style, teachers' quality, learning strategy used by the teacher, and learning media used by the teacher.

From the explanation above, many problems can influence the students' writing ability. Therefore, it needs to do the limitation of problem in order to do the research well.

C.   Limitation of the Study

Based on the identification of study above, many factors can influence the students' ability in writing. Besides that, there are many kinds of genres in writing such as narrative text, recount text, descriptive text, spoof text, explanation text, and procedure text, but the researcher found the problem in procedure text. There are many media can be used to teach procedure text such as picture, relia, tutorial video, etc. in this study, the researcher focuses on tutorial video. Therefore, the researcher limits the study on the students' ability in writing procedure text by using tutorial video media.

D.   Research Problem

Based on the limitation of the problem above, the research problem of this study is "How can the tutorial video improve the students' ability in writing procedure text as teaching media at SMP IT Al Manar Hamparan Perak?"

E. **Objective of the Study**

The objective of this study is to know whether the tutorial video can improve the students' ability in writing procedure text as teaching media at SMP IT Al Manar Hamparan Perak or not.

F. **Significances of the Study**

The researcher expects this study can motivate teachers in their attempt to develop their students' skills in writing especially in procedure texts. This study is expected to give some benefits as follows:

1. Theoretical Significance

This research can be useful to enrich knowledge in learning writing especially in writing procedure text.

2. Practical Significances

a. For teacher, the result of this research can be useful for teachers to improve the quality of teaching writing procedure text.

b. For students, the result of this research can help the students to improve their writing ability of procedure text and make the students be active in the learning process.

c. For other researcher, the result of this research can be used to conduct the same research with the various variables.

d. For the principal, the result of this research as a contribution to improve teachers' competence in teaching English.

CHAPTER II

LITERATURE REVIEW

A.   Theoretical Framework
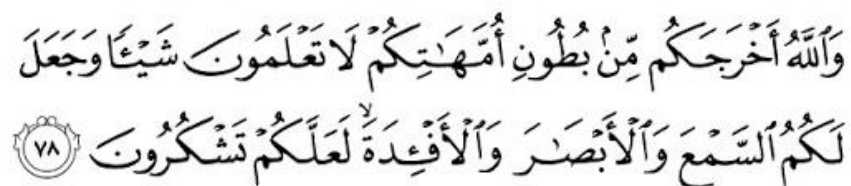
This chapter provides literature review which covers the general concepts of writing, the general concept of procedure text, tutorial video as a learning media, related study and actional hypothesis.

1.   Ability in Writing Procedure Text

Ability means competence of someone in doing something. According to Martin, "ability is skill or power".[4] When we do something we must have a power so that the result will be good. According to Allyn and Bacon, ability was (potential) capacity or power (to do something physical or metal) or special natural power to do something well, talent.[5]

From the definition above, it can be concluded that ability is power of skills that are needed to do something.

Allah SWT (The Almighty) also says in Holly Quran[6]:

وَٱللَّهُ أَخْرَجَكُم مِّنۢ بُطُونِ أُمَّهَٰتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ ٱلسَّمْعَ وَٱلْأَبْصَٰرَ وَٱلْأَفْـِٔدَةَ لَعَلَّكُمْ تَشْكُرُونَ ﴿٧٨﴾

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[4]Martin H. Manser,(1991, *Oxford Learner's Pocket Dictionary*, England: oxford University Press ,p. 1.

[5]Allyn and Bacon,(1964), *Psychology the Science of Behavior*, London: Longman, p. 2.

[6] Latief Awaluddin, (2010), *Al-Qur'an dan Terjemahan untuk Wanita*, Jakarta: WALI, p. 275.

The meaning : *It is God who brought you out of your mothers' wombs knowing nothing, and gave you hearing and sight and minds, so that you might be thankful.[7]*

In learning English, there are four important aspects that need to be learned, they are speaking, listening, writing, and reading. Writing is one of the difficult aspects since people sometimes cannot transfer and develop their ideas. Moreover according to Harmer writing is as one of four skills that encourage students to focus on accurate language use, because by writing it may well provoke language development as they resolve problems which the writing puts into their minds.[8]

According to Nunan, writing was the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly.[9] A good writing is writing that readable and understandable by readers because the statements are coherent.

According to Way, writing was a communication skill. Therefore, writing should contain relatively complete information and details.[10] Since we can communicate through our writing, the information should be detail and understandable by the readers. Writing is the last language skill and it is considered by many as a difficult skill to be studied. In writing, there is a process

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[7] M.A.S. Abdel Haleem, (2004), *The Quran*, United States: Oxford University Press, p. 171

[8] Jeremy Harmer, (2004), *How to Teach Writing*, Harlow: Person Education Limited. p. 31.

[9] David Nunan, (2003), *Practical English Language Teaching*, Mc. GrawHill: New York, p.88.

[10] R.V. Way, (2000), *A Paragraph Writing*, Oxford: Heineman Education Books., p. 18

of arranging letters, words, sentences, and writing by using the knowledge of grammar, spelling, punctuation and other element which related to another.

Dewi added that writing was the process of transferring the language through letters, symbols, or words. There are various kinds of writing such as expository, narrative, persuasive, descriptive, etc.[11] In writing, we arrange understandable words to the readers.

According to Al- Qur'an[12], writing also an important skill that should be learned and there is verse that states the existence of writing that be stated in Al-Qur'an that is surah Al-Alaq:4-5 :

$$ ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ﴿٤﴾ عَلَّمَ ٱلْإِنسَٰنَ مَا لَمْ يَعْلَمْ ﴿٥﴾ $$

The meaning : *who taught by the pen (writing). Who taught man what he did not know.[13]*

From the verse above, it can be concluded that should study to get knowledge. Pen in not a creature. But by pen, people can write many things that get add people knowledge and information.

From the definition above, it can be concluded that writing is transferring a spoken language. It is one of the ways to communicate by using written letter, symbol or words that should be understandable in order to share the message effectively. And the primary purpose of writing is communicating ideas, information and making a writing matter needs some processes.

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[11]Utami Dewi, (2013), *How to Write*, Medan : La-Tansa Press. p. 2

[12] Latief Awaluddin, (2010), *Al-Qur'an dan Terjemahan untuk Wanita*, Jakarta: WALI, p. 597

[13] M.A.S. Abdel Haleem, (2004), *The Quran*, United States: Oxford University Press, p. 428

According to Graham and Perin in Pardiyono, writing had two benefits: (1) it is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of evidence; and (2) writing as a means extending and deepening students knowledge; it acts as a tool for learning subject matter.[14]

Writing process can help the students in composing their thought into paper. Writing process as a classroom activity incorporates the four basic writing stage: (1) Planning (pre-writing), (2) drafting, (3) revising, and (4) editing.

At planning, writers must consider about three main issues, those are the purpose of the writing, the audience (the reader) , and the content structure. The purpose of writing will influence not only the type of text which writers wants to produce, the language which writers use, but also the information which writers choose to include. Secondly, the writer should consider the audience that will influence not only the shape of the writing (how it is laid out or how the paragraph is structured) but also the word choice of the writing. Thirdly, writers have to consider the content structure of the piece. It means that the writers have to consider how best to sequence the fact, ideas, or argument in their writing.[15]

This stage is often called by pre-writing process which can be defined as a way of warming up the brain before write. There are two ways of warming up the brain; brainstorming and clustering. After having a topic, the writer needs to do brainstorming. Write to write sown all information, questions, and opinions about

[14]Pardiyono, (2007), *Pasti Bisa: Teaching Genre-Based Writing*, Yogyakarta: CV Andi Offset. p. 72

[15]Martin H. Manser, (2006), *The Facts on File Guide To Good Writing*, USA: Acid Free Paper. p.36

the topic that will be written. Brainstorming will help the writer to see what he already known and what should be found next about the topic. Writing things down also ensures that the writer will not forget your great ideas later.[16]

If you are searching for a topic, look at the items on your list that seem most promising and try to develop one or two further, either by additional list making or by using one of the techniques; (1) Writers must begin with a broad topic, (2) Writers must write down as many ideas about the topic as writer can do in five minutes, (3) Writers can add more items to their list by answering the question what, when, where, why, and how, (4) Writers group similar items on the list together, (5) Writers can cross out items that do not belong.[17]

At drafting, a writer transforms ideas into sentences in a semi-organized manner. Here the purpose is to let a writer's ideas develop, expand, and form connections. Drafting is primarily a stage of discovery and exploration. In this stage, the writer writes the sentences without worrying too much about spelling, grammar, or pronunciation.

At editing and revising, the writer strengthens the content. The writer does not need to revise the writing until the draft finished. The writer can do revision for each paragraph first.[18] After this type of feedback session, each student works alone again to recognize, revise, and rewrite his or her draft.

There are several stages to the revising process: revising content, revising sentence and editing. You can make decisions about revising your writing: (1)

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[16]Whitaker, (2009), *Academic Writing Guide*, Seattle : City University of Seattle Press. p. 8

[17]Utami Dewi, *Op. Cit.,* p.17-18.

[18]Whitaker, (2009), *Academic Writing Guide*, Seattle : City University of Seattle Press. p. 8

Revising your sentences; revising overall structure, (2) Revising your paragraph; evaluating coherence, (3) Revising your words choice.[19]

After editing and revising the writing, the writer checks again the different between the draft and the final result of the writing. Then, the writing is ready to published.[20]

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.

In writing, there are some kinds of texts. Dirgeyasa[21] states kinds of text that are learned by students. They are narrative text, descriptive text, procedure text, recount text, spoof text, hortatory text, report text, news item, etc. Narrative text is a text that retell a story that happened in the previous time and show a problematic experience and the solution that conduct moral lesson for readers. Recount text is text which retells events or experience in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and differentiates from narrative. Descriptive text is text that describes something or someone. Spoof text is text that tells a factual story with unpredictable funny ending. The function is to inform and to entertain the readers. Hortatory text is a text that functions to persuade the readers to do or not to do

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[19]Beverly Ann Chin, (2004), *How to Write a Great Research Paper*, Canada : Jhon Wiley & Sons, Inc, p. 23

[20]Nita Widasari Nst, (2017), *The Influence of Summarizing Technique to the Students' Writing Ability at 8th Grade Perguruan Islam Al-Ulum Terpadu Medan.*

[21]I Wy, Dirgeyasa, (2014), *Collage Academic Writing: A Genre-Based Perspective*, Medan: Unimed Press, p. 3

something.[22] Procedure text is text that gives some understandable steps of making something. The function is to help the readers to make something such as cooking recipe. It is a kind of genre that has function to describe that way things are with reference to range of natural, man-made and social phenomena in environment. News item is a text that informs the readers about an important information or news.[23]

In this case, the researcher only focuses on procedure text. Procedure text is a text which shows the readers how something is done. This text provides the steps that can be followed by the readers. This is really important to do and make something new.[24] According to Anderson, procedure text is a text which tells the reader some instructions of making something, doing something, and getting somewhere.[25]

Anderson stated that a procedure text usually consist of three sections. The first part is an introductory statement or title that gives the aim or goal of the procedure. The second part is a list of materials/ingredients that will be needed to complete the procedure. The final section is a sequence of steps or instruction, in the order, they need to be completed, to achieve this goal.[26]

While according to Eli in Lestiyaningsih, the generic structure of procedure text is:[27] (1) Goal, (2) Materials, and (3) Steps.

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[22]Rina Lestiyaningsih, (2017), *The Effectiveness of Using Video for Teaching Procedure Text Writing*, p.21

[23]Ibid

[24]M.Amiq Habibullah, (2017), *The Use of Video in Teaching Writing Procedure Text to Seventh Grade Students of SMPN 1 Mojo Kediri Journal.*

[25]Mark Anderson and Kathy Anderson, (1998), *Text Types in English 3*, South Yarra: Mc Millan Education Ltd, p. 28.

[26]Mark Anderson and Kathy Anderson, (1997), *Text Types in English 2*, South Yarra: Mc Millan Education Ltd, p. 55.

[27]Rina Lestiyaningsih, *Op.cit*.,. p.23

Goal is the title of the text, Materials consist of ingredients that are used in making something. But not all parts of procedure text includes materials, sometimes a procedure text does not have materials section. And the last is steps as the orientation to achieve the goal.

Walter states that procedure text is a rule, an instruction that given or performed to readers in order to achieve a successful outcome-usually a series of sequenced steps.[28]

From the definition above, it can be concluded that procedure text is a text that show the readers instructions or steps to make or to do something successfully.

Besides the generic structure, procedure text has language features that used to write procedure text: (1) Using imperative sentence patterns (command), (2) Using active verbs, (3) Using connectives (conjunction) to sort of activities, (4) Using adverbs to express detail time, place, manner, and (5) Using simple present tense.[29]

In conclusion, ability in writing procedure text is writing a procedure of how something is done that consists of goal, materials, and steps and uses the right language features.

2. Tutorial Video as Learning Media

This section will provide the definition, the principle, the design, the procedure, the advantages and the disadvantages of tutorial video as the learning media,

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

[29]Muhammad Rifa'I, (2015), *Procedure Text*. http://sangpemimpikehidupan.blogspot.com/2015/03/procedure-text-definition-generic.html (28-12-2018)

a.   Definition

According to Usman and Asnawir in Lestiyaningsih, in learning process, media was anything that used by sender to receiver in order to grab students' thought, feeling, and interest in learning.[30] The sender is the English teacher that give the information or knowledge to the students.

According to Humalik in Sukiman the advantages of media were: to attract attention in learning process, to increase motivation, and to stimulate learning process to be more interesting. If the students have interest and motivation in learning, they will be easily to understand what taught by the teachers.

According to Sudjana and Rifai in Sukiman there were some advantages of using media in the teaching-learning process. Those are:[31] (1) To increase the learners' motivation because the learning process is more interesting, (2) To make the learners easy to understand the instructional materials, (3) To make the teaching-learning process more systematic and various, (4) The students will do more activities in the learning process so it can avoid the learners boredom.

There are many media that can be used by English teacher in teaching writing such as pictures, mind map, tables, relia, video, etc. The writer argues that video especially tutorial video can help students in writing procedure text. In this modern era video is not a new thing and strange thing for people especially students. Video can be found in many platforms in internet beside in Television, such as YouTube and video.com. Video is a moving picture that telling an event. The pictures move fast because they are in the form of movie.

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[30]Rina Lestiyaningsih, *op.cit*,. p.24
[31]Sukiman,(2012), *Pengembangan Media Pembelajaran*, Yogyakarta: Pedagogia, p.41-43

Bal-Gezegin stated that video is media that convey messages in an audio-visual environment.[32] Audio is language that used b the speakers in the video so that the learners get new words and how to use the words. Visual is the thing which is the learners can see directly what the speakers do in the video and the learners can get the procedure.

According to Gordon, Video is a kind of multimedia that defined as technology's products which presents constant movement of sophisticated images, moving pictures, animated pictures, or moving texts accompanied by audio or sound effects. As a technology product, video can be found digitally such as from internet especially YouTube. The moving pictures are the action of the speakers in the video and the sound of the video include the language used by the speaker that can increase learners' vocabulary.

While tutorial is instruction in learning that give help, steps, direction and motivation in doing something.[33] Rivers in Hidayati stated that students learn more by seeing, hearing, teaching, and manipulating items. It indicates that by seeing the process, students' mind will be stimulated and they will remember and learn something from it.

This is supported by Harmer that notified short video (two-three minutes) can be used to introduce a lesson devoted to a particular topic to illustrate what we are working on.[34]

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[32]Betül Bal-Gezegin, (2014), *An Investigation of Using Video vs. Audio For Teaching Vocabulary*. Procedia - Social and Behavioral Sciences 143. p. 450.
[33]Rusman, (2013), *Seri Manajerial Sekolah Bermutu "Model-model Pembelajaran" Mengembangkan Profesionalisme Guru (ed. 2)*, Jakarta : PT RajaGrafindo Persada, p. 37.
[34]Jeremy Harmer, (2001), *The Practice of English Language Teaching* (3rd Ed), Cambridge: Longman, p. 281.

According to Azurah, tutorial is a method of transferring knowledge through a sequence of instructions to complete a task.[35] Then, Sumarni stated that tutorial video is a video to transfer information of how doing something with a set of instruction. This instruction will be followed by the viewers to reach the goal.

From the definition above it can be concluded that tutorial video is a video that has the function to give instruction to the watcher of how to make or do something.

b.   The Principle

In using tutorial video for teaching in the class, the teacher needs to pay attention to the principle of video as a media for teaching: (1) Support device such as electricity, laptop, loud speaker and LCD projector, (2) Teacher's creativity such as finding interesting video, (3) The content, duration, and the resolution should be relate to the lesson, (4) The class arrangement so that the students easy to watch and hear the content of the video.[36]

c.   The Design

The objectives of using video in teaching are Cognitive load, Student engagement and Active learning. Cognitive load is in which the students can get the information and knowledge related to the lesson in the class from the video. On the other hand, the video of course can engage students' activeness and participation in the class because they are interested in watching the video.

Just as in many English teaching situations, the teacher plays a key role in using the video as an aid for creating a successful language learning environment.

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[35]Meylia Azurah, (2018), *The Effect of Tutorial Video on Students' Writing Procedure Text.*
[36]Hamdan Husein B and Dessy Noor A. *Pemanfaatan Video sebagai Media Pembelajaran.* www. Researchgate.net. (27-01-2019)

The teacher should get use of the power of video films. The teacher is a controller because he or she is the only person who controls not only what the learners do but when they speak as well while they are watching the video. The teacher is also an assessor because he or she assesses the learner's work in order to see how well they are performing. The teacher should wait until the end of the activity and then he must evaluate the learner's outputs. Furthermore, the teacher is an organizer because he needs to be so. He should be a good organizer in teaching the foreign language through video, and should know exactly what to lead to success. He should not give useless information or confusing instructions to the learners in order not to waste a lot of time. He should clearly explain what they are going to watch and what their task is. While the role of learners are; learners plan their goal in learning in the classroom, learners monitor and evaluate their own progress, learners are members of a group and learn by interacting with others and the learners learn from the teacher, from other students, and from other teaching sources.

d.   The Procedure of Learning through Tutorial Video Media

Duffy states that video learning should not be passive. There are some guidelines relating to the specific use of video to promote active viewing and maximize learning;[37] (1) the teacher allows the students to watch the video in short segments, (2) Students take notes on the first viewing, then rewind, replay and check them. This can be done individually or collectively as a class discussion/brainstorming session, the teacher can use the ―pause‖ feature to

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[37]Duffy, (2008), *Engaging the Youtube google-eyed generation: Strategies for using web in teaching and learning,* The electronic journal of e-learning. Vol. 6 No. 2, p.124-125.

temporarily stop the tape and allow your students to try to predict/recall what will happen next., (3) the teacher preview video carefully to determine its suitability for the lesson's objectives and student's learning outcomes, (4) The teacher gives the students a specific responsibility while viewing. Introduce the video with a question, things to look for, unfamiliar vocabulary, etc, (5) When students have viewed the video consider, what interested them? What didn't they understand? How can you relate the program to their experiences and feelings?

e.   The Advantages and Disadvantages

Tutorial video included in motion pictures. This media can be used to show parts of a process and procedures and can make the students easily follow the procedures.[38]

Harmer describes the benefits of using video as medium in the classroom; (1) Seeing language in use, where students not only hear the language, but also can see the process, (2) Cross cultural awareness, Video uniquely allows students a look at situations far beyond their classroom. Video is also of great value in giving students a chance to see such things as what kinds of food people eat in other countries, and what they wear, (3) The power of creation, video gives the students potential to create something memorable and enjoyable since the task of given can provoke creativity and communicative uses of language, (4) Motivation, For all of the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks. [39]

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[38]Rusman. Et al, (2001), *Pembelajaran Berbasis Teknologi Informasi dan Komunikasi*, Jakarta: Raja Grafindo Persada. p. 274.
[39]Harmer, J, *op.cit.,*p. 282.

While according to Tomalin in Kozma, the benefits of learning through tutorial video are; (1) The learning process can be enjoyable. As we can see that most people especially children do love watching, (2) It is effective to learn body language. Because the video consists of action, (3) Students become more confident. Students love to hear stories again and again and the same goes for video. By watching a video several times the students can learn by absorption and imitation.[40]

On the other hand, American Hospital Association in Lestiyaningsih, explains the disadvantages of the tutorial video are: (1) Reduplication film or video in general way cost money and take time. Moreover, the teacher needs to provide infocus to show the video, (2) There is video that not appropriate with purpose and requirement of learning or material.[41]

B.   Related Study

There are some studies that relate to this study, they are:

1.   Azurah[42] conducted a research entitled "The Effect of Tutorial Video on Students' Writing of Procedure Text". In conducted the research, she used quantitative method with quasi-experimental design. The research was conducted in eight grade of MTs Negeri 13 Jakarta. There are two class; experimental class that taught procedure text by using tutorial video and control class that taught procedure text without any media. Each of the class consists of 3o students. The instruments that used by the researcher

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[40]Kozma, Robert, (1991), *Learning with Media: Review of Educational Research*, America: University of Michigan, p. 48.

[41]Rina Lestiyaningsih, *op.cit.,* p.30.

[42]Meylia Azurah, (2018), *The Effect of Tutorial Video on Students' Writing of Procedure Text*.

was only a pre-test and post test in both of the class. The result shows that there is significant effect of tutorial video on students' writing of procedure text. The mean of post-test in experimental class was 79,13 while the mean in the control class was 74,20. In fact, the result showed that learning procedure text through tutorial video better than through no media. Then, the result of statistical hypothesis testing by using independent sample t-test found that on degree of significance 5% (α = 0.05), $t_{observe}$ was 3.108 while t_{table} was 2.001 or $t_{observe} > t_{table}$. Therefore, H_0 was rejected and H_a was accepted.

2. Lestiyaningsih[43] conducted a research entitled "The Effectiveness of Using Video for Teaching Procedure Text Writing" in SMA Negeri 1 Banyudono in the academic year 2015/2016. The researcher conducted the research by using quantitative approach with experimental design. The population is all of students of eleventh grade of SMA Negeri 1 Banyudono. The sample is 54 students from 192 students that are gotten from cluster random sampling. Tutorial video as a media for learning procedure text was conducted in experimental class, while the researcher used textbook as the media for teaching procedure text in the control class. The instrument used in this research was test for each class. The result shows that the students got higher score when they were taught by using tutorial video than using textbook. The mean score in experimental class was 77,01 and the mean in the control class was 73,50. The result of t-test showed that t score is higher (2.173) than t table (2.007). Based on the explanation above, the

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[43]Rina Lestiyaningsih, (2017), *The Effectiveness of Using Video for Teaching Procedure Text Writing.*

researcher concludes that using video is effective to teach procedure text writing.

3. Ratri Ikadestanti and Nanik Supriani[44] conducted a research entitled " The Implementation of Tutorial Video to Improve Students' Skill in Writing Procedure Text". The researcher used experimental research in SMK Negeri 5 Yogyakarta. The sample of this research were students of second grade in SMK Negeri 5 Yogyakarta by using purposive sampling. There are two classes in this research, experimental class that taught procedure text by using tutorial video and control class that taught procedure text by using conventional method. The result got from the test is teaching procedure text through tutorial video is better than teaching procedure text through conventional method. The of test in experimental class was 80,11 and 63,64 in control class. The significant between these two methods are so much different.

C.   **Conceptual Framework**

Tutorial video is an effective media to improve the students' ability in writing procedure text because it has some advantages. Tutorial video is really useful to gain students' interest and motivation in learning that is also able to make them more active in the class because human brain is prefer to see pictures and colors. From the pictures, the students can easily understand what the story of the video about and the colors can make the lesson more enjoyable. That is why

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[44]Ratri Ikadestanti & Nanik Supriani, (2017), *The Implementation of Tutorial Video to Improve Students' Skill in Writing Procedure Text.*

the students in this era prefer watching video to reading. They prefer seeing the action of how something happens to listening or reading it.

Moreover, by watching tutorial video, students not only hear the language but also see the process, by seeing the process, the students will be easy to memorize the process of the story so that they can write the procedure accurately. because Roger W Sperry found that human brain consist of right and left brain. The main function of left brain is to save verbal languages, mathematic, and analysis. While the main function of right brain is to save nonverbal that includes creativity, imagination, colors, pictures, notes, etc. That is why tutorial video gives the students potential to create something memorable and enjoyable since the task of given can provoke creativity and communicative uses of language. Besides that, by watching the tutorial video several times the students can learn by absorption and imitation. Based on the theories and the previous relevant studies above, it can be seen that tutorial video can be useful and helpful media for students to make procedure texts.

D.   Actional Hypothesis

Based on the theoretical and conceptual framework above, the hypothesis of this research is tutorial video can improve students' ability in writing procedure text.

CHAPTER III

RESEARCH METHODOLOGY

A.   Research Setting

This research was conducted at SMP IT Almanar Jl. Perintis Kb. Hamparan Perak Sumatera Utara. This school was chosen because of some reasons. They were: 1) The school was not too far from the house of the researcher, 2) Tutorial video was never used by the English teacher as a media in teaching text. The research was conducted on 9th April until 18th April 2019.

B.   Data and Data Source

In this research, the data that used by the researcher were quantitative data and qualitative data. The data that were in form of information were gotten by researcher from interview transcript (result of interview in English teacher) and some observation. These data were the important aspects in conducting the qualitative research. On the other side, the quantitative data used pre-test and post-test.

The data sources of the study were taken from students and the teacher.

C.   Research Method

Research methods are plans that guide decision of when and how often to collect data, what data to gather, from whom to collect data and how to collect them, how to analyze the data. This research was conducted by applying classroom action research.

In this Classroom Action Research (CAR), the researcher collected the data by conducting two cycles. Each cycle contained four steps: they were planning, action, observation, and reflection based on Kemmis and McTaggart scheme. The scheme of this research is:
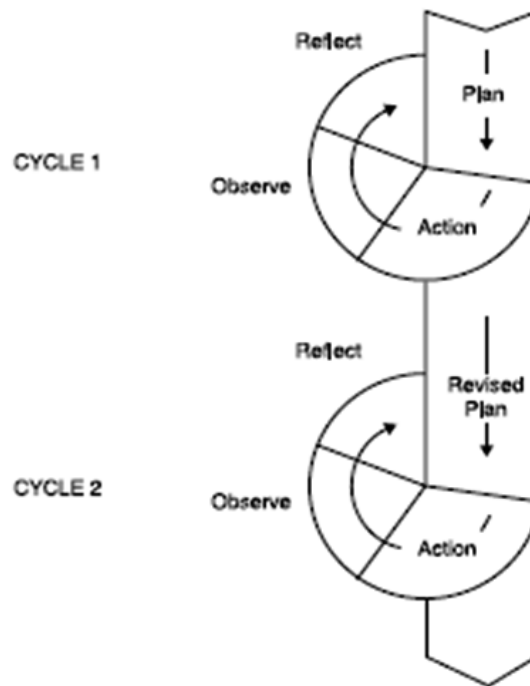
The procedure of the study as follows:

a.   Planning

In this phase, the researcher and the English teacher made some planning based on the finding before doing cycle 1. The following activities in this action planning were designing lesson plan, preparing materials and media (suitable tutorial video, and determining criteria of success. Designing lesson plan aims to provide the teacher with the guideline of teaching and learning activities. The lesson plan is included the following items: specific instructional objectives, the instructional materials and media, procedure of presentation, the writing test and

procedure of assessment, the instrument for collecting data such as dairy notes, interview sheet, observation sheet.

b.   Action

Action is the step of implementing all of the things which is made in the planning phase. In this phase, the teacher was applied the lesson plan in teaching process. In teaching process the teacher was applied the tutorial video as the teaching media. In implementing the action, the researcher acted as the English teacher who taught procedure text by using tutorial video. Meanwhile the collaborator acted as the observer who observes all the activities that happen in the teaching learning process. The implementation of the action involved two meetings in each cycle.

c.   Observing

Observation was used to see and capture some influences caused by a classroom action research. The important aspects in observation were sources of data, the instrument used in collecting the data, and the technique for data collection. In observation, the collaborator observed every action, comment, felling and certain behavior that appeared during writing procedure text.

d.   Reflecting

After collecting the data, the researcher analyzed the data of teaching-learning process. Then, the researcher reflected herself by seeing the result of the observation, whether the teaching learning process of writing procedure text using tutorial video was good to imply in teaching learning process at the eight year of students of SMP IT Almanar or not. The reflection's result was having

revision of the planning which had been done, and it could be used for repairing the teacher's performance in the future.

D.   The Technique of Collecting Data

In this research, the researcher collected the data by using quantitative and qualitative data. In collecting the quantitative data, the researcher gave written test to the students. They were asked to write a procedure of something.

The qualitative data was used to the situation in the teaching process. The qualitative data got by using interview, observation, and documentation. The researcher interviewed the teacher to know the improvement of students' ability in the learning process and the researcher interviewed the student to know their problem in writing procedure text and how they feel when they were given the treatment. Observation is used to see the situation, the development in the teaching process and to know students' reaction when they were taught by using tutorial video. While documentation was used to show the condition during the learning process.

1.   Test

Test is a set of questions, exercises or other instruments which are used to measure skill, knowledge, intelligence, and aptitude of an individual or groups. Writing test was used to know the students' writing skill. In this case, written test was used especially essay test to know and measure the students' mastery in writing procedure text. The tests that were used by writer are pre-test and post-test. The tests were in appendix II and III.

The researcher gave pre-test to the students before implementing the treatment to know students' ability in writing procedure text. After implementing the treatment, the researcher gave treatment and the post-test to know the improvement of the students' ability in writing procedure text.

Table.1

Scoring Guidance and The explanation of Criterion by Jacob et. al

a. Content

Score	Criteria
27-30	Very good to excellent: knowledge, substantive, through development of topic sentence, relevant to assigned topic
22-26	Average to good : some knowledge of subject, adequate range, limited, development of topic sentence, mostly relevant to topic, but luck detail.
17-21	Fair to poor: limited knowledge of subject, little substance, inadequate of topic.
13-16	Very poor: does not show the knowledge of subject , not substantive, not pertinent, or not enough to evaluate.

b. Organization

Score	Criteria
18-20	Very good to excellent : ideas clearly stated/supported, cohesive, time, sequence, spatial, particular to general to particular.
14-17	Average to good : somewhat copy, loosely organized but main ideas stand out, limited support, logical sequencing and development.
10-13	Fair to good : non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
7-9	Very poor, does not communicative, no organization, or not enough to evaluate.

c. Vocabulary

Score	Criteria
18-20	Very good to excellent, exact words, effective words idioms choices and usage, words form mastery appropriate register
14-17	Average to poor, adequate range, occasional errors of words/idioms for, choices, usages, but meaning not obscured.
10-13	Fair to poor limited range, frequent errors to words/idiom form, choice, usage and meaning obscured.
7-9	Very poor, essentially translation, little knowledge of English vocabulary, idioms and forms, not enough to evaluate.

d. Language Use

Score	Criteria
22-25	Very good to excellent, effective complex, construction few errors of agreement tense, number, word order/function, articles, pronouns, preposition.
18-21	Average to good : simple construction minor problems in complex instruction several errors of agreement, tense, number of words order/function, articles, pronoun preposition and meeting seldom obscured.
11-17	Fair to poor : major problem in simple complex construction frequent errors of negotiation, tense, number of words order/function, articles, pronoun preposition and or fragments meaning confused or obscured.
5-10	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicated, and not enough to evaluate.

e. Mechanics Skill

Score	Criteria
5	Very good to excellent: demonstrated mastery of convention, few errors of spelling punctuation, capitalization, writing sentences.
4	Average to good, occasional errors of spelling punctuation,

	capitalization, writing sentences, but meaning not obscured.
3	Fair to poor : frequent errors of spelling punctuation, capitalization, poor hand writing, meaning obscured or confused.
2	Very poor, no mastery convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, or not enough to evaluate.

Table II

Criteria of Students' Achievement

No	Quantitative	Qualitative
1	85-100	Excellent
2	70-84	Good
3	60-69	Fair
4	50-59	Poor
5	0-49	Fail

2. Observation

Observation was used to observe directly what happened in the learning process. The researcher employed observation sheet to find out the data about "tutorial video" as the media of teaching procedure text. The teacher and the researcher observed by watching the teaching and learning activities in the classroom during the class. How teachers taught and how student's responses were the objects of the observation.

3. Interview

Interview is instrument of collecting data that provide direct communication between researcher and respondent. In interview, there were

question and answer section.[45] In this research, the teacher and the students were interviewed by the researcher to get information about students' ability in writing procedure text. The researcher interviewed the teacher before doing the cycle and in the last cycle.

4.   Documentation

A documents study is anything written that contains information serving as proof. Document study includes some media, such as photo, video which related to research focusing. In this study, the researcher only used photo as the documentation.

E.   Technique of Analyzing Data

The data of this research were analyzed by using t-test for quantitative data and Miles and Huberman technique for qualitative data.

1.   Technique of Analyzing Quantitative Data

T-test is used to compare the two means from primarily study from cycle one to cycle two. The formula of the t-test is as follow:

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$\overline{D}$ = Mean of difference of posttest 1 and posttest 2
D = Difference
N = Subject of the students

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[45]Rusydi Ananda et.al. (2015). *Penelitian Tindakan Kelas*. Bandung: Citra Pustaka Media. p. 88

2.   Technique of Analyzing Qualitative Data

Miles and Huberman technique was used to analyze the qualitative data, the process of the analysis was starting from: data reduction, data display, and conclusion drawing/verification.

Data reduction, is the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions Miles and Huberman. It means that the researcher had been reducing the data before, during and after collecting the data as well as analyzing the data. The data reduced in this study were found in the interview transcript. After that, it is continued with data display, it is an organized, compressed assembly of information that permits conclusion drawing and action. By displaying the data, the researcher was easy to understand and analyze what was happening with the data presented. The last step was conclusion drawing and verification. From the start of the data collection, the qualitative analysis was begun to decide what are the regulations, patterns, explanation, possible configurations, causal flows and preposition. The conclusion in qualitative research was the discovery that can be an answer of the research problem. The conclusion was in the form of description of the object of this study. Finally, in this step the researcher got the result and the conclusion of the research.

F.   Trustworthiness of the Study

It is important to establish that the findings of the study are valid. There are various ways to establish a sense of trustworthiness and validity. According to

Lincoln and Guba, the trustworthiness consists of the following components: credibility, transferability, dependability and confirmability.[46]

Credibility in qualitative research means the research of qualitative study is believable and trustworthy from the perspective of a participant or subject in the research itself. Credibility contributes to a belief in the trustworthiness of data through the following attributes: (1) Triangulation. Triangulation is accomplished by asking the same research question of different study participants and by collecting questions. (2) Member checks. Member checks occur when the researcher asks participants to review both the data collected by the interviewer and the researchers' interpretation of that interview data. Participants are generally appreciative of the member check process, and knowing that they will have a chance to verify their statements tends to cause the study participants to willingly fill in any gaps from earlier interviewers. Trust is an important aspect of the member check process.

Transferability refers to the degree to which the result of qualitative research can be generalized or transferred to other contexts or setting. From a qualitative perspective transferability is primarily the responsibility of the one doing the generalizing.

Dependability, on the other hand, emphasizing the need for the researcher to account for the ever-changing context within which research occurs.

Confirmability refers to the degree to which the result could be confirmed or collaborated by others. The researcher got document procedures for checking and rechecking the data throughout the study. Confirmability entails full

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[46] Y. S, & Guba, E. G, (1985), *Naturalistic inquiry*. Newbury Park: CA Sage, p. 289

revelation of the data upon which all interpretations are based, or at least the availability of the data for inspection. In other words, the researcher should be able to examine the data to confirm the result or interpretations.

The researcher only limited of the technique of establishing the trustworthiness on credibility.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The findings of this research existed in preliminary data and two cycles.

1. Preliminary Study

Before conducting the first cycle, the researcher did the preliminary study to find out the students' writing ability of procedure text.

In this preliminary data, the researcher gave written test and interview. The written test is used to know the students' ability in writing procedure text. The Minimum Passing Grade (MPG) for English subject in the school was 75.

The number of students who took the test was 27 students. After the test conducted, it was found that there were only 3 students who passed the minimum passing grade or got the score 75 or up to 75. The total of the students' score from the pre-test was 1716. So, the mean score was 63,55.

Based on the result, it can be seen that the students' score and the students' ability in writing procedure text was still low. It can be seen from the mean score of the students that was 63,75. The percentage of the students who passed the test was 11% from 3 students. on the other hand, there were 24 students who did not passed 75 or the standard minimum score of English subject.

The quantitative data was strengthen by the qualitative data that gotten from the result of interview with the teacher. The result of the interview before

conducting the first cycle were the teacher's problem in making the learning process become interesting and enjoyable. Moreover, the students still did not understand about procedure text and they were lack of vocabulary that made them confuse of what they should write. It was shown from the result of interview with the English teacher:

" Procedure text had been taught since they were on seventh grade, but as I see that their score always below the minimum passing grade (75). The structure, the sentence and the words that they used in writing were always wrong. In the learning process, the students never paid attention to the teacher. They preferred talking with their friends to listening and doing the task"

From the result of the interview above, it can be seen that the students' ability in writing procedure text was still low. This was also strengthened by the result of the interview with the students before the first cycle was conducted:

" Saya suka menulis. Tapi saat saya menulis dalam bahasa Inggris, saya bingung mau nulis apa bu" (I love writing, but I always confuse how to write in English Miss).

" Saya tidak suka menulis, saya tidak tahu caranya mengembangkan ide-ide itu bu" (I don't like writing because I don't know how to develop the ideas)

" Saya selalu bingung struktur teks itu bagaimana, terus kadang saya juga tidak tahu bahasa inggrisnya apa" (I don't know the structure of the text and I sometimes cannot translate the Indonesia into English)

From the result of the interview, it can be seen that the students got some problems in writing. Therefore, the researcher continued the preliminary data to the first cycle.

2. Cycle I

Based on the researchers' observation, the students' response in learning teaching process was enough. It could be seen on list of the observation sheet that have done by English teacher as a collaborator in the class. The collaborator got the result that they still difficult in mastering procedure text, the atmosphere of the class was not enjoy and quite, many students kept silent and confuse to the English instruction but they kept paying attention to the teacher while learning.

Based on the researchers' observation, the students got bored in learning English, because they always studied about English but they still hard to understand the procedure text well. It was caused by they seldom get the exercise, especially in writing itself.

This cycle consists of four steps; Planning, acting, observing, and reflecting. The cycle conducted in two meetings and the written test was given in the end of the learning process. The steps of this cycle were:

a. Planning

The plan was arranged before the researcher conducted the research. In this step, the researcher arranged the lesson plan for two meetings that suitable to the material that would be taught. In arranging the lesson plan, the researcher discussed with the English teacher about the activities that would be done in the

class. Besides arranging the lesson plan, the researcher made two observation sheet for two meetings. The observation sheets would be filled by the English teacher. Moreover, the researcher made the interview sheets for the English teacher and the students to find out the result of the students' ability in writing procedute text through tutorial video.

The researcher had no obstacle in doing the activities above because the English teacher helped the researcher in arranging them.

b. Acting

In this step, the researcher gave treatment to the students by teaching them procedure text by using tutorial video. Before showing the tutorial video to the students, the researcher reminded the students about the definition and the purpose of writing procedure text. Then, the researcher showed the students the tutorial video about "How to Make Easy Cheesy Omelet" to make them more familiar with the content of procedure text. In showing the tutorial video, the researcher could not turn on the laptop and she had to wait the infocus because the English teacher was late. Finally , the researcher could continue the learning process after being waited for 15 minutes.

After watching the tutorial video, the researcher and the students reviewed what the video was about together and arranged the process of the video into procedure text. The researcher explained again what they should write in the sturucture of procedure text.

Before closing the learning process, the researcher asked some students to reread the procedure text that they had written based on the tutorial video in front

of the class. Some of the students were still lack of confidence when they were asked to come to the front of the class. After being closed the learning process, the researcher interviewed the teacher and the students in their free time to find out their response about learning writing procedure text through tutorial video.

c. Observing

Observation was used to find out the information of the action that done by the researcher. The observation included the behavior of the students, the response, the attitude of the students and other activities in the action process. Thus, the result of observation was collected as the data, which is used as a basic reflection.

In this phase, there were two kinds of observation results, they are collected quantitatively and qualitatively. Qualitatively, The researcher gave expanation about procedure text and the content of the tutorial video clearly eventhough the researcher was a little nervous because the collaborator or the English teacher paid attention to the learning process. – some of the students looked confuse because they did not understand about the explanation and the tutorial video. But they did not have confidence to ask the researcher.

 The researcher could improve the students' ability in writing procedure text but there were still some students who were not active in the learning process. Some of them did not pay attention to the tutorial video showed by the researcher and they were not interested in writing. Otherwise, they paid attention when the researcher gave them explanation and instruction. In this cycle, there were 18

students who had reached the minimum passing grade, and 70 students got the score below 75.

Quantitatively, after being given the post-test I, the number of the students who passed the Minimum Passing Grade (MPG) was 18 from 27 students. The total of the students score was 2015. So, the mean of the students' score was 74,62. From the result, it can be seen that students' score in post-test I was increased higher than the students' score in the pre-test. The percentage of the students' score of the test who passed the minimum passing grade (75) was 66%. So, the post-test of the first cycle was categorized successful.

From the students' response and the students' score above, the researcher stated to continue in cycle two in hoping to be the best. Second cycle was held to achieve the improvement score of the students.

d. Reflecting

In this phase, the researcher reflected the result of the test, the observation, the interview, the field note, and the documentation. In the end of the learning process, the researcher asked the students about their feeling after being taught by using tutorial video. The researcher also asked the difficulties and the problems that faced by the students.

Moreover, in this phase, the researcher analyzed the result of observation, test, and interview that can be seen in appendices. After did the reflection, the researcher decided to continue in cycle two in hoping the best one. Second cycle was held to achieve the improvement score of the students' ability in writing procedure text.

3. Cycle II

The researcher chose to continue the researcher in cycle two. The aim was to improve the students' score in writing procedure text post-test in the first cycle. The students' response in learning procedure text was improved. It could be seen on the observation that have done by the researcher. The students were active and enthusiastic in learning procedure text by using tutorial video. The phenomenon in the class also changed. The students were more active than before and paid attention to the teacher. The researcher also looked at the improvement of the students in every meeting.

The second cycle also consists of planning, acting, observing, and reflecting.

a. Planning

In this phase, the researcher prepared the new material that relate to the topic. The researcher arranged the lesson plan for two meetings as well as the observation and the interview sheets. The researcher added the activities in hoping to get better response from the students. To arranged the lesson plan, the English teacher helped the researcher.

b. Acting

In this phase, the researcher taught procedure text through tutorial video again. After opening the learning process, the researcher asked the students about the procedure text and the generic structure of procedure text. To develop the students' understanding about procedure text, the researcher showed them again a

tutorial video about "How to make a pencil case". After watching the video, the researcher devided the students into small groups so that they can discuss the content of the tutorial video.

In arranging the groups, the researcher had no obstacles, the students could arrange the groups without wasting time. In the discussion section, the students discussed condusively, they finished the task in only 10 minutes and read the result in front of the class.

In the second meeting of cycle II, the researcher showed the students a tutorial video about " How to make a chocholate bubble"and write the procedure text in the small groups. Then, before closing the learning process, the researcher gave the students the post test II to find out the improvement of students' ability in writing procedure text.

c. Observing

In the observing step, the researcher found that the students looked enjoying the learning process. They were excited in watching the tutorial video and discussing the material with their groups. In cycle I, no one dared to ask the researcher if they were confuse. While in the second cycle, they were more active in asking and answering the questions.

Observation was used to find out the students response, behavior, attitude, and other activities that happened in the action step. In the cycle II, there were two result found by the researcher. They were quantitative and qualitative result. From the qualitative result that had been explained above, it can be seen that tutorial video could help the learning process become more enjoyable and interesting.

Quantitatively, the score of students' score in the post-test II was increased. There were 24 students passed the minimum passing grade and 5 students that failed the test. The total of the score of the students' score was 2191. So, the mean score was 81,14. By the total and the mean score, it can be concluded that the score of the students' increased higher that the pre-test and the post-test I. the percentage of the students who passed the minimum passing grade was 88% (24 students). So, the post-test of the second cycle was categorized successful.

From the data above, the results show the improvement of students score in writing procedure text. In the pre-test, the number of students who passed the standard minimum score was 3 from 27 students (11%). In the post-test I, there were 17 students of 27 students who passed the minimum passing grade (66%). While in the post-test II, there were 24 of 27 students who passed the test (88%). The improvement of the students' score from pre-test and post-test II was about 55%. While the improvement of the students' score from post-test I and post-test II was about 22%.

In this also used to test the hypothesis in the research, from the compilation, it could be seen that the coefficient of t_{count} (8.24) > t_{table} (1.706). Thus, the alternative hypothesis (Ha) saying that tutorial video could improve students' ability in writing procedure text.

d. Reflecting

In this phase, the feedback of teaching learning process was taken from the result of observation, test, documentation, and interview. The researcher could conclude as follows: (1) having checked the students' test, the researcher found

that the students' score showed the improvement. Based on the observation sheet, the teacher' ability in teaching reading showed the improvement too. The teacher could motivate the students' score showed the improvement. It can be seen from the mean of the students' scores that was getting increased. Most of students' score increased from the first test to the third test. It made the researcher felt that the cycle could be stopped because the students' ability in writing procedure text was improved by using tutorial video.

B. Discussion

This research was conducting to improve the students' ability in writing ability. The researcher used tutorial video in teaching procedure text. Tutorial video was one of the effective media for to improve students' ability in writing procedure text, and it could make the learning process become more interesting so the students were motivated to study.

The effectiveness of tutorial video as a media in teaching procedure text was proven by the results of some tests given by the researcher in every cycle. It can be seen on the table of students' score that written in appendix. The score got improvement from the pre-test until post-test II. The improvement happened because the teacher controlled the class well. The implementation of the steps of tutorial video also helped the students understand the material easily and helped them to improve their ability in writing procedure text.

Based on the quantitative data, the result showed that the students' ability in writing procedure text was improved. The students' score was getting higher from the first test until the third meeting. In the pre-test, the mean score of the students

was 63,55. It was low because there were only 3 students who passed the minimum passing grade or got the score 75 or up to 75. In the post-test I, there were 18 students from 27 students who got score 75 or up to 75. The mean score of the post-test I was 74,62. While in the last test (post-test II), the mean score was 81, 14. There were 24 students who passed the minimum passing grade.

Then, the percentage of the students who got score 75 and more in the pre-test was only 11%. It was gotten from 3 of 27 students. the percentage of the students who passed the minimum passing grade in post-test I was 66%. The students were 18 from 27 students. Meanwhile, in post-test II, there were 24 students from 27 students who got 75 and more. The percentage was 88% it can be seen that the students' ability in writing procedure text had gotten improvement after being taught by tutorial video. the students' score from the first until the third test had significant improvement.

From the qualitative data, the results showed that the implementation of tutorial video as media in teaching procedure text could improve the teacher (the researcher) and the students' activities in the learning process. The students were more active in the class and motivated to be better in writing procedure text. They always paid attention to the teacher and they were spirit and enjoy the learning process. It indicated that the implementation of tutorial video as media in teaching could motivate the students became more enthusiastic in learning procedure text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. Preliminary Study

From the findings, it can be concluded that the students' ability in writing procedure text was still low. It can be seen that there were only 3 students or 11% from 27 students who passed the minimum passing grade (MPG). The total of the students' score was 1716 and the mean score was 63,55. Moreover, the students' response in the learning class was bad. They were looked bored and not interested in writing.

2. Cycle I

In cycle I, the students' ability in writing procedure text was improved. It can be seen from the result of the students' score of the test that there were 18 of 27 students who passed the MPG. The total of the students' score was 2015 and the mean score was 74,62. The precentage of the students who passed the MPG was 66%.

3. Cycle II

In cycle II, the students got improvement in writing procedure text more than cycle I. It was proven from the students' score that 24 students of 27 students who passed the MPG. The precentage of the students who passed the MPG was 88% in which the total score was 2191 and the mean score was 81, 14.

Tutorial video is an effective media to teach procedure text. It can be seen from the t_{count} (8.24) was bigger that t_{table} (1.706).

B. Suggestion

1. For all of English teacher to use tutorial video especially in teaching procedure text. This media is suitable to teach English subject. Also, as a teacher, we teach the students in different era, different culture and different situation, so we have to learn in every single time to upgrade our knowledge and our teaching skill. Never stop to learn.

2. For the students. the result of this research can help the students to improve their writing ability of procedure text and make the students be active in the learning process.

3. For the principal, the result of this research as a contribution to improve teachers' competence in teaching English.

4. For other researchers, the result of this research can be used to conduct the same research with the various variables.

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LESSON PLAN

(CYCLE 1)

School : SMP Al-Manar Hamparan Perak

Subject : English Lesson

Material : Procedure Text

Class : VIII

Aspect/Skill : Writing

Time : 4 x 45 minutes (2 meetings)

A. Core Competence

- **KI-1 and KI-2: Live and practise** the teachings of the religion adhered. **Live and practice** honest behavior, discipline, courtesy, caring (mutual, cooperative, tolerant, peaceful), accountable, responsive, and pro-actively interact effectively in accordance with the child's development in the environment, families, schools, communities and the natural environment around the nation, State, regional, and international area ".

- **KI 3:** Understand, implement, and analyze factual knowledge, conceptual, procedural, and Meta cognition based on curiosity about science, technology, art, culture, and Humanities with insight into humanity, nationality, State of the Union, and the associated cause civilization phenomena and events, as well as implementing the procedural knowledge in a specific field of study in accordance with their aptitude and interest in solving problems

- **KI4:** Cultivate, think and provide in the realm of concrete and abstract domains associated with the development of which he had learned in school independently, act effectively and creatively, as well as being able to use appropriate methods to academic rules.

B. The Basic Competencies and Indicators of Achievement of the Competencies

1. Basic Competences

   1.1. Being grateful of having a chance to study English as an International language by showing the learning motivation

   2.3. Showing responsibility, care, cooperation, and live with peace in functional communication.

   3.7. Applying the text structure and language feature to do social function of procedure text by mentioning and asking about receipt and manual shortly and simply, based on the context of use.

   4.7 Understanding the meaning of procedure text in oral and written, in the form of receipt and manual shortly and simply.

2. Indicators of Achievement of the Competences

   3.7.1. Mentioning the social function of procedure text.

   3.7.2. Writing procedure text about a receipt shortly and simply based on the text structure well.

   3.7.3. Using the language features to mention and ask the receipt correctly.

D. Learning Objective

1. The students knows the social function of procedure text.

2. The students are able to write procedure text simply with the right structure of procedure text.

3. The students are able to use the language features to explain and ask about receipt.

E. Learning Material

Social functions

Provide information to achieve the best results in an efficient, avoiding accidents, damage, waste, etc.

The structure of the text

- The goal or the title of procedure text

- Material/material

- Steps (*steps*)

Linguistic features

- Grammar: the sentence of *imperative, negative* and *positive*

- Expressions and vocabulary commonly used in manual and tip

- Singular noun and plural with or without *a, the, this, those, my, their*, etc.

- Speech, pressure, intonation, spelling, punctuation, and handwriting.

F. Learning Method

Collaborative writing strategy and Discussion

G. Learning Activities

The First Meeting

Activities	Description	Time Allocation
Opening	1. Teacher great the students and check attendance list. 2. Teacher asks the students whether they know about procedure text or not. 3. Teacher motivates the students to learn. 4. Teacher explains the objective of learning procedure text.	10 minutes
Core Activity	Exploration 1. The students explore the tutorial video about "How to Make Easy Cheesy Omelet". 2. The teacher asks the students to conclude what the tutorial video about and take note the words that they do not know. 3. The teacher explains about procedure text and the relation with the video. Elaboration 1. The students are asked to mention the structure of procedure text from the tutorial video and textbook. 2. The students are asked to take note and mention the verbs that they got from the tutorial video. 3. The students identify the materials that mentioned in the tutorial video by writing them in their books. Collecting Information and Trying 1. In individual, the students arrange the steps of "How to Make Easy Cheesy Omelet". 2. The students write the procedure text of "How to Make Easy Cheesy Omelet" with the generic structure of procedure text. 3. The students present their writing in front of the class.	70 minutes
Closing	1. The students and teachers	10 minutes

Activities	Description	Time Allocation
	provide feedback on the process and learning outcomes. 2. The teacher tells the students the next material that will be learned 3. The students and teachers say the closing greetings..	

The Second Meeting

Activities	Description	Time Allocation
Opening	1. Teacher great the students and check attendance list. 2. Teacher asks the students whether they know about procedure text or not. 3. Teacher motivates the students to learn. 4. Teacher explains the objective of learning procedure text.	10 minutes
Core Activity	Exploration 1. The students explore the tutorial video about "How to make a sandwich". 2. The teacher asks the students to conclude what the tutorial video about and take note the words that they do not know. Elaboration 1. The students are asked to take note and mention the verbs that they got from the tutorial video. 2. The students identify the materials that mentioned in the tutorial video by writing them in their books. 3. The students identify the steps that mentioned in the tutorial video. Collecting Information and Trying 1. In individual, the students arrange the steps of how to make a sandwich. 2. The students write the procedure text of how to make a sandwich with the generic structure of procedure text. 3. The groups present their writing	70 minutes

	in front of the class.		
Closing	1. The students get an assignment to write a procedure text about their favorite food. 2. The students and teachers provide feedback on the process and learning outcomes. 3. The teacher tells the students the next material that will be learned 4. The students and teachers say the closing greetings..	10 minutes	

H. Learning Source, Media, and Tools

1. Learning source   : Textbook, Youtube.

2. Media   : Tutorial video.

3. Tools   : Infocus, speaker, laptop, markers and worksheet.
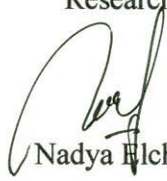
I. Assessment

1. Assessment Technique   : Written test

2. Instrument   : Writing a procedure text

3. Rubric of Assessment

Medan, 20 Mei 2019

Principal of SMP Al-Manar   English Teacher   Researcher

Drs. Ibnu Helman   Eka Susanti, S.Pd   Nadya Elchaira

                                                              NIM. 34154185

LESSON PLAN

(CYCLE 2)

School : SMP Al-Manar Hamparan Perak

Subject : English Lesson

Material : Procedure Text

Class : VIII

Aspect/Skill : Writing

Time : 4 x 45 minutes (2 meetings)

A. Core Competence

- **KI-1 and KI-2: Live and practise** the teachings of the religion adhered. **Live and practice** honest behavior, discipline, courtesy, caring (mutual, cooperative, tolerant, peaceful), accountable, responsive, and pro-actively interact effectively in accordance with the child's development in the environment, families, schools, communities and the natural environment around the nation, State, regional, and international area ".

- **KI 3:** Understand, implement, and analyze factual knowledge, conceptual, procedural, and Meta cognition based on curiosity about science, technology, art, culture, and Humanities with insight into humanity, nationality, State of the Union, and the associated cause civilization phenomena and events, as well as implementing the procedural knowledge in a specific field of study in accordance with their aptitude and interest in solving problems

- **KI4:** Cultivate, think and provide in the realm of concrete and abstract domains associated with the development of which he had learned in school independently, act effectively and creatively, as well as being able to use appropriate methods to academic rules.

B. The Basic Competencies and Indicators of Achievement of the Competencies

1. Basic Competences

   1.1. Being grateful of having a chance to study English as an International language by showing the learning motivation

   2.3. Showing responsibility, care, cooperation, and live with peace in functional communication.

   3.7. Applying the text structure and language feature to do social function of procedure text by mentioning and asking about receipt and manual shortly and simply, based on the context of use.

   4.7 Understanding the meaning of procedure text in oral and written, in the form of receipt and manual shortly and simply.

2. Indicators of Achievement of the Competences

   3.7.1. Mentioning the social function of procedure text.

   3.7.2. Writing procedure text about a receipt shortly and simply based on the text structure well.

   3.7.3. Using the language features to mention and ask the receipt correctly.

D. Learning Objective

1. The students know the social function of procedure text.

2. The students are able to write procedure text simply with the right structure of procedure text.

3. The students are able to use the language features to explain and ask about receipt.

E. Learning Material

Social functions

Provide information to achieve the best results in an efficient, avoiding accidents, damage, waste, etc.

The structure of the text

- The goal or the title of procedure text

- Material/material

- Steps (*steps*)

Linguistic features

- Grammar: the sentence of *imperative, negative* and *positive*

- Expressions and vocabulary commonly used in manual and tip

- Singular noun and plural with or without *a, the, this, those, my, their*, etc.

- Speech, pressure, intonation, spelling, punctuation, and handwriting.

F. Learning Method

Collaborative writing strategy and Discussion

G. Learning Activities

The Third Meeting

Activities	Description	Time Allocation
Opening	1. Teacher great the students and check attendance list. 2. Teacher asks the students whether they know about procedure text or not. 3. Teacher motivates the students to learn. 4. Teacher explains the objective of learning procedure text.	10 minutes
Core Activity	Exploration 1. The students explore the tutorial video about "How to make a pencil case ". 2. The teacher asks the students to conclude what the tutorial video about and take note the words that they do not know. Elaboration 1. The students are asked to take note and mention the verbs that they got from the tutorial video. 2. The students identify the materials that mentioned in the tutorial video by writing them in their books. 3. The students identify the steps that mentioned in the tutorial video. Collecting Information and Trying 1. In a small group, the students arrange the steps of "How to make a fried rise". 2. The students write the procedure text of "How to make a fried rise"with the generic structure of procedure text. 3. The groups present their writing in front of the class.	70 minutes
Closing	1. The students and teachers provide feedback on the process and learning outcomes. 2. The teacher tells the students the next material that will be learned	10 minutes

Activities	Description	Time Allocation
	3. The students and teachers say the closing greetings..	

The Fourth Meeting

Activities	Description	Time Allocation
Opening	1. Teacher great the students and check attendance list. 2. Teacher asks the students whether they know about procedure text or not. 3. Teacher motivates the students to learn. 4. Teacher explains the objective of learning procedure text.	10 minutes
Core Activity	Exploration 1. The students explore the example of procedure text given by the teacher. 2. The teacher asks the students to give the explanation of what the text about. Elaboration 1. The students are asked to take note and mention the verbs that they got from the procedure text. 2. The students identify the materials that mentioned in the procedure text. 3. The students identify the steps that mentioned in the procedure text.	70 minutes
Closing	1. The students get an assignment to write a procedure text with their favorite theme 2. The students and teachers provide feedback on the process and learning outcomes. 3. The teacher tells the students the next material that will be learned 4. The students and teachers say the closing greetings..	10 minutes

H. Learning Source, Media, and Tools

1. Learning source   : Textbook, Youtube.

2. Media   : Tutorial video.

3. Tools   : Infocus, speaker, laptop, markers and worksheet.
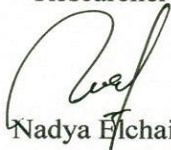
I. Assessment

1. Assessment Technique : Written test

2. Instrument   : Writing a procedure text

3. Rubric of Assessment

Medan, 20 Mei 2019

Principal of SMP Al-Manar   English Teacher   Researcher

Drs. Ibnu Helman   Eka Susanti, S.Pd   Nadya Elchaira

NIM. 34154185

APPENDIX III

PRE-TEST

(Time allotment: 30 minutes)

Name   :

Class   :

Day/Date   :

Write down a procedure text about how to make pop ice!

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APPENDIX IV

POST-TEST I

(Time allotment: 30 minutes)

Name   :

Class   :

Day/Date   :

Write down a procedure text about your favorite food!

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APPENDIX V

POST-TEST II

(Time allotment: 30 minutes)

Name   :

Class   :

Day/Date   :

Write down a procedure text about your favorite drink!

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APPENDIX VI

OBSERVATION SHEET

(CYCLE I)

Date : 11th April 2019

Class : VII

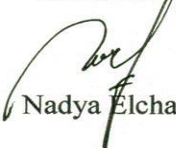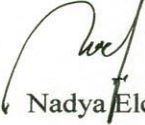School : SMP Islam Terpadu Almanar Hamparan Perak

Subject: English

FOCUS	TOPIC	YES	NO
The Researcher as the Teacher	1. The teacher motivates the students.	✓	
	2. The teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom.	✓	
	3. The teacher tells the students the goal of the study.	✓	
	4. The teacher prepares the topic and shows the students the tutorial video.	✓	
	5. The teacher gives explanation about the topic of study.	✓	
	6. The teacher explains the material clearly.	✓	
	7. The teacher uses media of teaching.	✓	
	8. The teacher gives the students chance to ask the teacher related to the topic of study.	✓	
	9. The teacher gives test to the students.		✓
The Students	1. The students are interested and enthusiastic in studying.		✓
	2. The students participate in the learning process.	✓	

	3. The students ask the teacher about material that they do not understand.		✓
	4. The students answer the question which is given by the teacher.		✓
	5. The relationship between the students and the teacher is good.	✓	
	6. The students do the test seriously.		✓

English Teacher

Eka Susanti, S.Pd

Researcher

Nadya Elchaira

OBSERVATION SHEET

(CYCLE I)

Date : 12th April 2019

Class : VII

School : SMP Islam Terpadu Almanar Hamparan Perak

Subject: English

FOCUS	TOPIC	YES	NO
The Researcher as the Teacher	1. The teacher motivates the students.	✓	
	2. The teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom.	✓	
	3. The teacher tells the students the goal of the study.		✓
	4. The teacher prepares the topic and shows the students the tutorial video.	✓	
	5. The teacher gives explanation about the topic of study.	✓	
	6. The teacher explains the material clearly.	✓	
	7. The teacher uses media of teaching.	✓	
	8. The teacher gives the students chance to ask the teacher related to the topic of study.	✓	
	9. The teacher gives test to the students.		
The Students	1. The students are interested and enthusiastic in studying.		✓
	2. The students participate in the learning process.	✓	

	3. The students ask the teacher about material that they do not understand.		✓
	4. The students answer the question which is given by the teacher.	✓	
	5. The relationship between the students and the teacher is good.	✓	
	6. The students do the test seriously.	✓	

English Teacher

Eka Susanti, S.Pd

Researcher

Nadya Elchaira

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APPENDIX VII

OBSERVATION SHEET

(CYCLE II)

Date   : 13th April 2019

Class   : VII

School : SMP Islam Terpadu Almanar Hamparan Perak

Subject: English

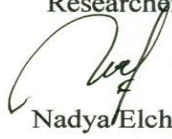| FOCUS	TOPIC	YES	NO
The Researcher as the Teacher	1. The teacher motivates the students.	✓	
	2. The teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom.	✓	
	3. The teacher asks the students what they have learned before	✓	
	4. The teacher prepares the topic and shows the students the tutorial video.	✓	
	5. The teacher gives explanation about the topic of study.		✓
	6. The teacher explains the material clearly.		✓
	7. The teacher uses media of teaching.	✓	
	8. The teacher gives the students chance to ask the teacher related to the topic of study.	✓	
	9. The teacher gives test to the students.		✓
The Students	1. The students are interested and enthusiastic in studying.	✓	
	2. The students participate in the learning process.	✓	

	3. The students ask the teacher about material that they do not understand.	✓	
	4. The students answer the question which is given by the teacher.	✓	
	5. The relationship between the students and the teacher is good.	✓	
	6. The students do the test seriously.		✓

English Teacher

Eka Susanti, S.Pd

Researcher

Nadya Elchaira

OBSERVATION SHEET

(CYCLE II)

Date : 15th April 2019

Class : VII

School : SMP Islam Terpadu Almanar Hamparan Perak

Subject: English

FOCUS	TOPIC	YES	NO
The Researcher as the Teacher	1. The teacher motivates the students.	✓	
	2. The teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom.	✓	
	3. The teacher prepares the topic and shows the students the tutorial video.	✓	
	4. The teacher gives explanation about the topic of study.	✓	
	5. The teacher uses media of teaching.	✓	
	6. The teacher gives the students chance to ask the teacher related to the topic of study.	✓	
	7. The teacher gives test to the students.	✓	
The Students	1. The students are interested and enthusiastic in studying.	✓	
	2. The students participate in the learning process.	✓	
	3. The students ask the teacher about material that they do not understand.	✓	
	4. The students answer the question which is given by the teacher.	✓	

	is given by the teacher.		
	5. The relationship between the students and the teacher is good.	✓	
	6. The students do the test seriously.	✓	

English Teacher

Eka Susanti, S.Pd

Researcher

Nadya Elchaira

APPENDIX VIII

INTERVIEW GUIDELINE WITH THE ENGLISH TEACHER BEFORE

IMPLEMENTING CLASSROOM ACTION RESEARCH

1. How does students' ability at eight grade in writing English text?

    I think that their ability in writing is still need to be improved. Most of students are still lack of vocabularies and of course only a few of students that have mastered the basic tenses which are usually used in the teaching writing for VIII grade students.

2. What kind of texts that they ever wrote?

    I have taught them many kinds of texts; those are narrative text, descriptive text and procedure text. So, those kinds of texts were have been written by them.

3. What have you taught them related to procedure text?

    Yes, I have taught them about the procedure text such as the definition of the text , the general structure, language features and of course the function of the text.

4. Then, How does their ability in writing procedure text?

    Their ability in writing procedural text is still low, they sometimes forget how to use the language feature that should be put in writing procedural text. As we know that procedural text is kind of text that guide the reader to make something or how to do something, so that the guidance must be explained chronologically. However, their writing of procedural text are still disordered so that it would make the reader become confused.

5. What are the challenges that you face in teaching?

Teaching writing is not that easy. There so many obstacles that must be faced. Such as the students that are so crowded and very talk active. It is difficult to make them quiet and calm. There are a few of students that hard to be handled so they become a provocateur in the class and mess up the teaching and learning process.

6. Since the students got some problems in learning, what do you think the cause of those problems miss?

Especially in the grade of eight students, they have low motivation to learn about writing. They usually think that writing is hardest part in English, because of that thinking, they are not interested in learning about writing English texts. But there are still a few of students has a big desire to learn writing English, however, their lack of vocabularies becomes a challenge for them.

7. How do you teach writing in your class miss?

The way I teach writing English texts in the classroom , I usually start with apperception by doing questions and answers about the material to be learned, then I instruct them to open the book that will be the topic of discussion on that day, then the process of learning as usual. I usually explain the writing of the text definition first, then explain the structure and characteristics of the text to be taught. After that I asked the students whether they already understand or not, then the students are asked to create examples of similar texts.

8. Do you think media is important in teaching? why?

The media is very important because media could help the students become more understand about the material.

APPENDIX IX

INTERVIEW GUIDELINE WITH THE ENGLISH TEACHER AFTER

IMPLEMENTING CLASSROOM ACTION RESEARCH

1. Do you think tutorial video is suitable media in teaching procedure text?

Yes, so far I have realized that Tutorial video can improve the students' motivation and interest in writing procedural text.

2. According to you, how does students' ability in writing after being taught by using tutorial video?

Their motivation is going higher and their curiosity about how to write a good procedural text leads their ability in writing to be better. So that, I think this technique is suggested to English teacher especially in teaching procedure text.

3. How does the responses of the students when there were teaching by using tutorial video?

They showed a good response in learning writing English text. It could be seen from their curiosity and their interest of procedural text.

INTERVIEW GUIDELINE WITH THE STUDENTS BEFORE

IMPLEMENTING CLASSROOM ACTION RESEARCH

1. Apakah kamu suka menulis?

    Student 1 : Saya kurang suka menulis

    Student 2 : Suka, saya suka menulis cerpen

    Student 3 : Tidak terlalu suka.

2. Teks bahasa Inggris apa yang pernah kamu tulis?

    Student 1 : Sebuah cerita tentang liburan

    Student 2 : narrative text, descriptive text, procedure text

    Student 3 : Deskriptif, recount dan prosedur teks

3. Bagaimana pendapat kamu tentang menulis teks bahasa inggris?

    Student 1 : Cukup sulit mencari kata-kata vocabularynya

    Student 2 : Lumayan susah bu, karena saya masih kekurangan vocabulary

    Student 3 : Menurut saya sulit la miss. Gak tau bahasa inggrisnya
    kayakmana

4. Apakah kamu tahu tentang procedure text?

    Student 1 : Tahu, pernah belajar dengan guru saya

    Student 2: Tahu, yaitu text untuk melakukan sesuatu atau langkah-
    langkahnya.

    Student 3 : Tau miss. Tapi lupa caranya

5. Bagaimana pendapat kamu tentang cara guru mengajar?

    Student 1 : Sedikit monoton, karen kebanyakan kami hanya mendengar saja

Student 2 : Cara mengajar guru kadang membuat saya mengerti dan bingung juga jika ada kosakata yang tidak saya ketahui

Student 3 : Kurang menarik, kurang atraktif

6. Biasanya metode dan strategi atau media apa yang digunakan beliau dalam mengajar bahasa inggris?

Student 1 : Metode ceramah, karena kami hanya mendengar saja

Student 2 : Gak pernah ada bu

Student 3 : Ceramah dan tanya jawab

7. Apa yang kamu inginkan dari guru bahasa inggrismu sehingga pembelajaran didalam kelas menjadi lebih menyenangkan?

Student 1 : Saya ingin kami lebih dilibatkan lagi dalam proses belajar agar lebih menyenangkan. Jangan gurunya aja yang ngomong

Student 2 : Perbanyak menghafal vocabulary, bernyanyi dalam bahasa inggris jika suasana belajar mulai tegang

Student 3 : Penggunaan media yg menarik siswa, tekniknya juga

INTERVIEW GUIDELINE WITH THE STUDENTS AFTER

IMPLEMENTING CLASSROOM ACTION RESEARCH

1. Bagaimana pendapat kamu tentang belajar menulis procedure text dengan tutorial video?

    Student 1 : Menyenangkan, karena sebelum ini belum pernah digunakan guru saya

    Student 2 : Menarik bu, jadi lebih menyenangkan belajar dengan menonton video

    Student 3 : Menurut saya, belajar prosedur teks dengan tutorial video sangat menyenangkan

2. Apakah setelah diajarkan dengan tutorial video, kamu jadi tertarik untuk menulis?

    Student 1 : Cukup tertarik karen ternyata menyenangkan menonton smbil menulis

    Student 2 : Sedikit bu, tergantung text yang ditulis

    Student 3 : Saya kira iya.

3. Apakah dengan belajar melalui tutorial video, kamu merasa kemampuan menulismu berkembang?

    Student 1 : Ya apalagi sebelum ini saya kurang suka menulis, setelah ini mungkin saya akan mencoba beberapa tulisan dengn menggunakan tutorial video

    Student 2 : Iya bu, karena banyak kosakata yang saya dapat juga dari videonya

Student 3 : Menurut saya iya, karena ternyata gampang

4. Adakah kesulitan yang kamu dapatkan selama menulis procedure text dengan menonton tutorial video?

Student 1 : Sedikit, karena ketika saya belum mengerti saya suka terbalik-balik nulisnya

Student 2 : Saya sedikit bingung menulis kalimat bahasa inggrisnya bu

Student 3 : Tentang.vocabulary

APPENDIX XII

DIARY NOTES

Monday, 8th April 2019 (meeting I)

The first meeting was used for pre-test. In this meeting, all students (27 students) were present. When the researcher and the teacher entered the class, the students were to noisy. But after the teacher calmed them down, they paid attention to the researcher instruction. The students looked confuse when they were given pre-test. They seemed forget the way how to write procedure text. Therefore, most of them difficult to write and got bad result.

Thursday, 9th April 2019 (meeting II)

In this meeting, the researcher taught the students about procedure text by using tutorial video. Before the researcher showed the video, she explained to them about procedure text to remind them of what they have learned before. After the students watched the tutorial video given by the researcher, they were asked to tell what the video about and take notes of some words that they did not know. After discussing the video, the researcher asked the students to retell what they have watched.

Tuesday, 11th April 2019 (meeting III)

In this meeting, the researcher gave the students post-test I. but before that, the researcher reviewed the material that had been learn by using tutorial video. All of the students paid attention to the explanation and did the test well. Even though they were still shy answering the questions by the researcher. The score was increase a lot than pre-test.

Saturday, 13th April 2019 (meeting IV)

In this meeting, the researcher reviewed again about procedure text by using tutorial video. In this meeting, the students were asked to discuss about the video that they have watched in a small group. The students looked enjoying the learning process and also looked motivated to get better result in the next test.

They were more active in asking what they did not understand and reminded new vocabularies that they got from the tutorial video. Same like the meetings before, the students were always paid attention when the researcher gave explanation or instruction. Even though they made noise before the researcher tried to calm them down.

Monday, 15th April 2019 (meeting V)

In the last meeting, the researcher gave the post-test II to the students to get the last score for them. The researcher reviewed and gave treatment to the students to give them reinforcement. The reviewed were not taking a long time because the researcher found that they have enough knowledge for the last test. And finally they were really showed excited result. Most of them got score up to 85 to 94 higher than the passing grade.

APPENDIX XIII

STUDENTS' SCORE

NO	STUDENTS' INITIAL NAME	PRE-TEST	NOTE	POST-TEST I	NOTE	POST-TEST II	NOTE
1	AD	60	**FAILED**	75	**PASSED**	81	**PASSED**
2	AAM	48	**FAILED**	75	**PASSED**	78	**PASSED**
3	AM	81	**PASSED**	82	**PASSED**	86	**PASSED**
4	ANP	79	**PASSED**	80	**PASSED**	85	**PASSED**
5	BH	45	**FAILED**	52	**FAILED**	71	**FAILED**
6	DL	68	**FAILED**	81	**PASSED**	86	**PASSED**
7	FR	66	**FAILED**	75	**PASSED**	78	**PASSED**
8	HB	70	**FAILED**	78	**PASSED**	84	**PASSED**
9	HAS	55	**FAILED**	73	**FAILED**	70	**FAILED**
10	IS	49	**FAILED**	69	**FAILED**	77	**PASSED**
11	ISF	71	**FAILED**	76	**PASSED**	88	**PASSED**
12	IRS	67	**FAILED**	78	**PASSED**	82	**PASSED**
13	JS	62	**FAILED**	70	**FAILED**	72	**FAILED**
14	MI	64	**FAILED**	76	**PASSED**	80	**PASSED**
15	MIF	65	**FAILED**	71	**FAILED**	84	**PASSED**
16	MR	49	**FAILED**	81	**PASSED**	90	**PASSED**
17	MFI	55	**FAILED**	69	**FAILED**	80	**PASSED**
18	MJS	69	**FAILED**	75	**PASSED**	80	**PASSED**
19	MF	64	**FAILED**	69	**FAILED**	76	**PASSED**
20	NS	52	**FAILED**	75	**PASSED**	79	**PASSED**
21	NA	74	**FAILED**	76	**PASSED**	81	**PASSED**
22	RJ	71	**FAILED**	70	**FAILED**	75	**PASSED**
23	RA	77	**PASSED**	78	**PASSED**	86	**PASSED**
24	RRS	67	**FAILED**	75	**PASSED**	81	**PASSED**
25	SM	55	**FAILED**	76	**PASSED**	86	**PASSED**
26	SH	72	**FAILED**	87	**PASSED**	94	**PASSED**
27	SP	61	**FAILED**	73	**FAILED**	81	**PASSED**
	Total $\sum$x	1716		2015		2191	
	The Mean Score	63.55556		74.62962963		81.14814815	

APPENDIX XIV

DOCUMENTATION

PRE-TEST

(Time allotment: 30 minutes)

Name : Intan Syahfitri

Class : VIII

Day/Date : 16 April 2019

Write down a procedure text about how to make pop ice!

How to Make a pop Ice

water

Ice

powder

cup

belender

sugar

to make :

* Ready pop Ice, pass ready water
* Pour out In the belender bersama with Ice
* enter sugar , pass belender
* Ready belender enter In cup

(Time allotment: 30 minutes)

Name   : Fauzan Ramadhani
Class   : VIII
Day/Date   : 5 April 2019

Write down a procedure text about how to make pop ice!

Pop Ice
- water   - sugar
- Pop Ice   - blender
- Ice   - cup
To make!
1 enter Pop Ice, water, Ice, and sugar to blender
2. blender
3 Put to cup

C = 17
O = 15
V = 17
LU = 13
M = 4
——— +
66

(Time allotment: 30 minutes)

Name   : Siti Mahfuja

Class   : VIII

Day/Date   : 9 April 2019

Write down a procedure text about how to make pop ice!

how to Make a pop ice

materials - water

- ice

- insect

- cup

- blender

- straw

to make -

one, put water, ice, sugar, blender

two, put in cup and put straw

C = 15
O = 8
V = 13
LU = 16
M = 3   +
    ──
    55

89

POST-TEST I

(Time allotment: 30 minutes)

Name   : arya agung maulana

Class   : VIII

Day/Date :

Write down a procedure text about your favorite food!

How to make Fried chicken.

ingredients: 1. chicken   5. stove

2. Flour

3. pan

4. oil

steps: 1. put chicken in the Flour

2. put oil in pan

3. heat the oil and enter the chicken.

C : 17
O : 15
V : 16
Lu : 18
M : 4
_____ +
70

(Time allotment: 30 minutes)

Name   : m.ilham

Class   : VIII

Day/Date   :

Write down a procedure text about your favorite food!

How to make burger

ingredients:

1. bread   ⑨ Friting pan
2. Lettuce
3. tomato
4. cucumber
5. sausage

to make:

1. fly egg
2. next, fly meat
3. slice tomato, cucumber
4. put tomato, cucumber, egg, meat and lettuce to bread
5. sell sausage
6. egg
7. meat/nugget
8. oil

C : 20
O : 15
V : 15
Lu : 16
M : 4
_____ +
70

91

POST-TEST I

(Time allotment: 30 minutes)

Name : delima

Class : VIII

Day/Date :

Write down a procedure text about your favorite food!

.... How to make fried rice ....

....

ingredient : rice

.... 2. chili

.... 3. onion

.... 4. garlic

.... 5. oil

.... 6. pan

.... 7. egg

.... 8. can sauce

steps :

1. First cut chili, onion, and garlic

2. second, cook chili, onion and garlic in boil oil in the pan

3. third, put rice in the pan and mix

4. fourth, add can sauce in the rice and mix

5. fri egg in other pan

6. the last, put the fried rice and egg in plate

$$C = 24$$
$$O = 18$$
$$V = 17$$
$$Lu = 18$$
$$M = 4 \quad +$$
$$\overline{ 81}$$

POST-TEST II

(Time allotment: 30 minutes)

Name : Intan Syahfitri

Class : VIII

Day/Date : 16 April 2019

Write down a procedure text about your favorite drink!

How to Make Strawberry Smoothies

Ingredients: Material:

1. Strawberry   1. glass

2. Yogurt

4. Ice

5. Sugar

Steps:

1. First, blend the strawberry

2. And then pour into the glass

3. Mix the yogurt into strawberry

4. Mix the strawberry with caramel sugar

5. The Strawberry smoothies ready to serve

C : 28
O : 17
V : 17
LU : 23
M : 3
—————
88

POST-TEST II

(Time allotment: 30 minutes)

Name   : Nama amanda squrputri

Class   : VIII

Day/Date   : 16 April 2019

Write down a procedure text about your favorite drink!

how to make fanta majk

fanta
milk enisin tiog
ice

1 tlst, powr fanta into the glass
2 then, max milk into the glass
3 put the ice and the fanta milk

C : 18
O : 15
V : 14
LU : 17
M : 3 +
     57

(Time allotment: 30 minutes)

Name : Siti Hanum

Class : VIII

Day/Date : 16 April

Write down a procedure text about your favorite drink!

How to make a cup of milk coffee

Meterial = Coffe, hot water, sugar, cup, spoon and white mik

Steps :

1. Firstly, put one spoon of coffe into the cup
2. Secondly, put three spoons of sugar into the cup to
3. Thirdly, add white milk into the cup sufficiently
4. Next, pour hot water into the cup
5. After that, stir the milk coffe smoothly
6. Finally, a cup of milk coffe is ready to be served.

C : 27
O : 20
V : 18
W : 24
M : 5 +
―――
94

Nomor   : B-4325/ITK/ITK.V.3/PP.00.9/04/2019   Medan, 09 April 2019
Lampiran : -
Hal   : **Izin Riset**

Yth.Ka. SMP ISLAM TERPADU ALMANAR HAMPARAN PERAK

Assalamu'alaikum Wr Wb

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah Dan Keguruan UIN Sumatera Utara Medan, adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

NAMA   : NADYA ELCHAIRA
T.T/Lahir   : Marelan, 17 Maret 1997
NIM   : 34154185
Sem/Jurusan : VIII / Pendidikan Bahasa Inggris

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksana Riset di SMP ISLAM TERPADU ALMANAR HAMPARAN PERAK guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul :

"IMPROVING THE STUDENTS' ABLITY IN WRITING PROCEDURE TEXT THROUGH TUTORIAL VIDEO AT EIGHT GRADE OF SMP ISLAM TERPADU ALMANAR HAMPARAN PERAK IN ACADEMIC YEAR 2018/2019"

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

Wassalam

An.Dekan
Ketua Jurusan PBI

Dr. Sholihatul Hamidah Dly, M.Hum
197506622 200312 2 002

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

SURAT KETERANGAN
NOMOR : SMP.01 /AM/DK-HP/IV2019

Saya yang bertanda tangan di bawah ini :

Nama   : Drs. IBNU HELMAN

Jabatan   : Kepala Sekolah

Nama Sekolah : SMP ISLAM TERPADU AL MANAR

Menerangkan dengan sebenarnya Bahwa :

Nama   : NADYA ELCHAIRA

NIM   : 34154185

Semester   : 8 (Delapan)

Tahun   : 2019

Program Studi : Pendidikan Bahasa Inggris

Yang bersangkutan telah melaksanakan Penelitian di SMP Islam Terpadu Al Manar, pada tanggal 13 April 2019 s/d 16 April 2019 dalam rangka melengkapi penyusunan skripsi yang berjudul :

" IMPROVING THE STUDENTS' ABILITY IN WRITING PROCEDURE TEXT THROUGH TUTORIAL VIDEO AT EIGHT GRADE OF SMP ISLAM TERPADU AL MANAR HAMPARAN PERAK IN ACADEMIC YEAR 2018/2019 "

Demikian surat keterangan ini dibuat, untuk diketahui dan dipergunakan sebagaimana mestinya.

Desa Klambir,21 April 2019
Kepala Sekolah

Drs. IBNU HELMAN