

**TEACHING WRITING PROCEDURE TEXT USING ENGLISH VIDEO
ON YOUTUBE AT THE THIRD SEMESTER ENGLISH EDUCATION
DEPARTMENT OF BOSOWA UNIVERSITY**

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SKRIPSI

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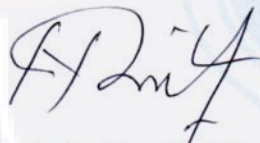
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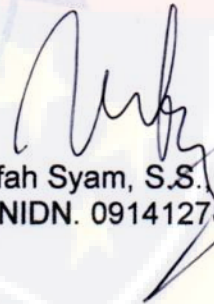
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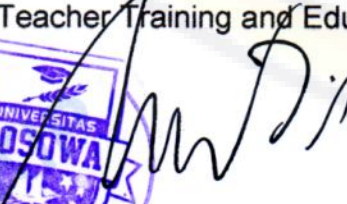


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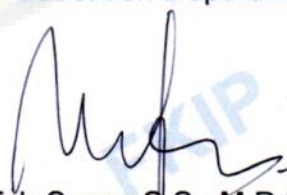
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SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul **“TEACHING WRITING PROCEDURE TEXT USING ENGLISH VIDEO ON YOUTUBE AT THE THIRD SEMESTER ENGLISH EDUCATION DEPARTMENT OF BOSOWA UNIVERSITY”** beserta seluruh isinya adalah benar – benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung resiko/ sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, 20 Desember 2018

Yang membuat pernyataan,



Kristian Victoria Ika
Kristian Victoria Ika

ABSTRACT

Kristian Victoria Ika, 2019. *“Teaching Writing Procedure Text Using English Video on YouTube at the Third Semester English Education Department of Bosowa University”*(supervised byHj. Nurfaizah Sahib and Ulfah Syam).

The purpose of this research to find out the students' increase in writing using English video on YouTube. The research sample students third semester English Education Department of Bosowa University the academic year 2018/2019.

This research used Pre-experimental method with one class Pre-Test and Post-Test. This research used total sampling. The instrument of the research is writing test. The total of this research was 20students.

The result of this research showed that the Post-Test greater than Pre-Test. Well, we can make a conclusion that the students' writing using English video on YouTube increased. The mean score of students' Pre-Test was 69.75 and the mean score of Post-Test was 89.4. The standard deviation of Pre-Test was 5.2 while the standard deviation of Post-Test was 4.9.

Keywords: Procedure Text, Video and YouTube.

ABSTRAK

Kristian Victoria Ika, 2018. *“Teaching Writing Procedure Text Using English Video on YouTube at the Third Semester English Education Department of Bosowa University”*. (Dibimbing oleh Hj. Nurfaizah Sahib dan Ulfah Syam)

Tujuan penelitian ini untuk mengetahui peningkatan siswa dalam menulis menggunakan video bahasa Inggris dari YouTube. Sampel penelitian ini adalah mahasiswa semester tiga jurusan bahasa Inggris Universitas Bosowa tahun angkatan 2018/2019.

Penelitian ini menggunakan metode Pre-Experimental dengan 1 kelas Pre-Test dan Post-Test. Penelitian ini menggunakan total sampling. Instrument penelitian ini adalah tes tertulis. Total sampel penelitian ini adalah 20 siswa.

Hasil dari penelitian ini menunjukkan bahwa Post-Test lebih besar dari Pre-Test. Jadi, dapat disimpulkan bahwa kemampuan menulis siswa menggunakan video bahasa Inggris dari YouTube mengalami peningkatan. Nilai rata-rata siswa di Pre-Test adalah 69.75 dan di Post-Test adalah 89.4. Standar deviasi dari Pre-Test adalah 5.2 sedangkan standar deviasi dari Post-Test adalah 4.9

Kata kunci : Prosedur teks, Video dan YouTube.

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This skripsi is presented to Department of English Education at Faculty of Teaching Training and Education of Bosowa University as partial fulfillment of the requirements for the degree of S.Pd in English Education.

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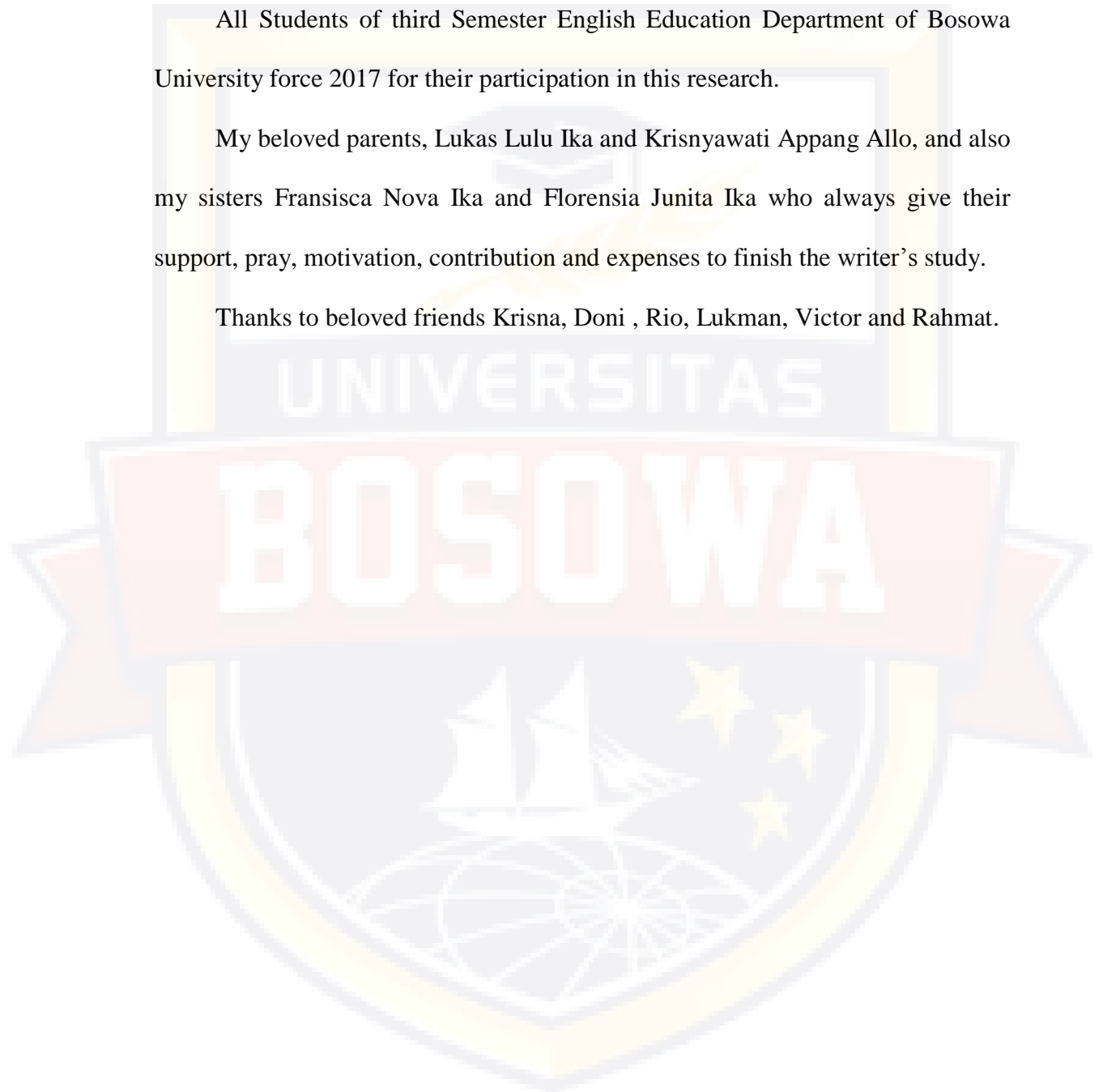


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CHAPTER I

INTRODUCTION

This chapter focused on background, research question, objective of the research, significances of the research and scope of the research.

A. Background

Writing is one of the skills that should be mastered by the students. Writing is a productive skill. It is very useful for students' because it can convey their ideas through their minds into the written form. According to Edward A.Lukman (2015:1) writing, as a process of expressing ideas or thought in words So, writing is very important to learn for students. Based on the fact, writing skills has crucial role. It has many rules in very single word that would be written. Writing is not only developing the ideas but also attending the rules of the writing process.

According to Brown (2001: 335) writing products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills that are not every speaker develops naturally. The upshot of the compositional nature of writing is writing pedagogy that focuses on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar and how to produce a final product that includes content, organization, vocabulary use, grammatical use and mechanical considerations such as spelling and punctuation.

According to Webster video is visual multimedia source that combines a sequence of images to form a moving picture. The video transmits a signal to a screen and processes the order in which the screen captures should be shown. Videos usually have audio components that correspond with the pictures being shown on the screen. So, videos from YouTube is one of the media use in this research because in the present day with increasingly sophisticated technology YouTube can be access easily by any circle, with only smartphone. as well as in today's era almost all students' already have handphone so that by using this media students' can better understand in making procedure text and surely will make lessons more interesting for studentfor researchers in this modern era students' tend to use mobile phones for purposes that are not educational like seeing Instagram, Facebook and videos from YouTube that just wasting time alone so that researchers want students' more wisely in the use of social media, so the researchers took titles using video media from YouTube.

Brown (2010:34) states that using a variety of media will increase the probability that the students will learn more and retain better what they learn in improving the performance of skill they are expected to develop. Writing is words that have been written or printed, and activity or making words on a page with a pen or pencil. One of media that can be used to teach writing is video. The use of videos for teaching writing procedure text can make students' interested in the teaching and learning process. Picture is flexible media to teach English, because it can't be separated from other media.

By using video, students can see the object and they will be able to describe more accurate and they can express imagination, feeling and mind in written form. Procedure text is one of genres which are taught in written class. In writing procedure text, the students should be able to deliver their knowledge. To make learning writing procedure text easier to learn for the students', teacher can use video to help students create their knowledge in written procedure text form based on the video. Procedure is one of text that is to help the readers how to do, use, or make something completely. Sometimes, the students create the procedure text without care about the generic structure specifically. They also get problem in using imperative verb and temporal conjunction.

So, the result of leaning procedure text is not optimal. Finally, based on the writer experiment and observation, the writer chooses the Third Semester English Education Department at Bosowa University to conduct the research. I would like to take this campus because most of learners at Third Semester English Education Department of Bosowa University are less intend to learn English especially writing. To solve the problem, the writer chooses the title "Teaching Writing Procedure Text Using Video on YouTube".

B. Research Question

Based on the problem states above, there was problem that investigated through of this research. The problem was: "Can Video Improve the Students' Ability in Writing Procedure Text Using Video on YouTube?"

C. Objective of the Research

In relation to the research question above, the objective of the research was to find out: Whether or not Teaching Writing Procedure Text Using Video on YouTube can Improve the Students' Ability.

D. Significances of the Research

The result of the research was expecting to give the following benefits, they were:

1. Students

Students were expected to be able to develop their ideas in writing a procedure text through video on YouTube.

2. Teachers

Teachers were expecting to increase their knowledge to motivate students' to be interested in learning writing through video on YouTube.

3. Readers

For the readers, the research's result expected to give information and knowledge about the using video on YouTube in teaching writing of procedure text.

E. Scope of the Research

The boundary of this research specified on the teaching of writing focusing on grammar, vocabulary, organization and mechanic.

CHAPTER II

REVIEW OF LITERATURE

This chapter consisted of previous of related research, some pertinent ideas, conceptual framework, instrument of the research and rationale.

A. Previous of Related Research

The researcher presented the previous research dealing with first study by the title “The Effect of Applying Subtitled Video to Increase the Eighth Grade Students’ Reading Narrative Text Achievement of MTsN Jatinom in Academic Year of 2013/2014” written by Septiana Nur A. This study used experimental research design. The result of this research implied that applying subtitled video is effective in increasing the achievement of students’ reading narrative text in MTs Negeri Jatinom.

The second title was Optimizing the Use of YouTube Video to Improve Students’ Competence in Writing Procedure Text (A Classroom Action Research at the Tenth Grade Students of SMAN Kebak Kramat in the Academic Year of 2011/2012)”. It was written by Ani Sartika Sari. This study used classroom action research. The result of this research implied that using YouTube video can improve students’ competence in writing procedure text of the tenth grade students of SMAN Kebak Kramat in the Academic year of 2011/2012.

The third, the title was “Improving Students’ Ability in Writing Procedure Text Using Realia SMA 1 Kudus in the Academic Years 2010/ 2011””. It was written by Fransisco Jaya, this study use class action research and has result

namely can prove this technique can improve writing ability, in this case the students got > 75 % indicator of successfulness.

McKinnon (2011:85) write “Teaching Technologies: Teaching English Using Video”. He says that video is a valuable and possibly underused classroom tool. There is always the temptation to simply put a video on at the end of term and let our students watch a film without even challenging them to be actively involved. Video as a listening tool can enhance the listening experience for our students. We very rarely hear a disembodied voice in real life but as teachers we constantly ask our students to work with recorded conversations of people they never see. This is often necessary in the limited confines of the language school and sometimes justifiable, for example, when we give students telephone practice.

However, we can add a whole new dimension to aural practice in the classroom by using video. The setting, action, emotions, gestures, etc, that our students can observe in a video clip provide an important visual stimulus for language production and practice.

Based on the definition above the researcher concluded the procedure text on video YouTube was one of the media for students to improve their writing was better.

B. Some Pertinent Ideas

1. Review on Writing

a. The Nature of Writing

Writing is one of the four language skills, the three others are reading, speaking, and listening. There are many theories about writing suggested by

some experts. According to Pardiyono (2017:1) writing is producing a sequence of sentences arranged in particular order and linked together in certain ways. The sequence may be very short, but it is put in order and linked together until they form a coherent whole that is call as a text. Clouse (2003:9) says that writing and speaking are the encoding processes whereby we communicate our ideas, thought, or feelings through one or the other form of languages.

Writing encourages students to focus on accurate language use and because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds (Harmer, 2007:31).

Writing is central to our personal experience and social identities, and we are often to evaluate by our control of it. The various purposes of writing, then the increase complexity of its context of use and the diverse backgrounds and needs of those wishing to learn it, all push the study of writing into wider frameworks of analysis and understanding.

Written language is simply the graphic representation of speak language is simply the graphic representation of speak language, and that written performance is much like oral performance, the only different lies is graphic for writing instead of auditory signals for speaking.

Writing as an activity is not simply transcribing language into written symbols but it is developing a discussion and arranging different points in such a way as to inform, to impress, to direct action, and to persuade that the writer

has something worthwhile to say. Writing is a form of problem solving that involves such a process as generating ideas, discovering a voice to write, planning, goal setting, monitoring and evaluating what is going to be written as well as what has been written, and searching for a language to express exact meaning.

Based on the definitions above, it can be concluded that writing is a process or activity to write something, develop the ideas in mind into sentences, paragraphs well based on the patterns.

b. The Purpose of Writing

The purpose of writing is the expression of ideas, the conveying of a message to the reader; so the ideas themselves should arguably be seen as the most important aspect of the writing. Sam (2013:46) states that the main purpose of the learners' writing activity is to catch grammar, spelling, and punctuation errors. Bram (2002:8) stated that there were many purposes of writing and the following:

1. To express the writers' feeling

The writer wanted to express his feeling and thought through the written form, as in a diary or a love letter. It was called as expressive of writing.

2. To entertain the readers

The writer intended to entertain the reader through written form, and he usually uses authentic materials. It was called as literary writing.

3. To inform the readers

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

4. To persuade the readers

The writer wanted to persuade or convince the readers about his opinion or concept or idea. It was called as persuasive writing.

Based on the explanation above it can be concluded that the purpose of writing were to express the feeling, to entertain the reader, to give information about something to the readers and to persuade the readers.

c. Criteria for Good Writing

Harmer. (2013 :9-11) The criteria for good writing as follows:

1. Meaningful

Good writing must be able to convey something in which it is meaningful to someone and can give the evidences about what it is said.

2. Clear

It can be said as a clear writing if the intended reader can read in constant speed and catch the meaning. Clear writing shouldn't have been simple, but must not be more difficult than the situation as it ought to be.

3. Coherent

Other characteristics of good writing are coherent, it means that the information is clearly connected and arranged. It has been organized systematically so the reader can follow the composition easily.

4. Economic

If the main purpose of the writer is giving information, she/he should avoid pleonasm. In a good writing, the words use are appropriate, and the sentences are clear, concise, emphatic, and correct. So, it does not waste the reader's time by veering away from focus without reason.

5. Cohesive

It means that the writing does not contain tons of grammar or spelling errors. It uses appropriate grammatical patterns, substitution, elliptical construction, preposition, conjunctions to relate among the clauses within paragraphs.

Based on the explanation above it can be concluded that the criteria for good writing should cover the five criteria above as having meaning, clear, coherent, economic, and cohesive.

d. The Process of Writing

Writing must go through a process. So, students can write well and correctly. There are several steps in writing. Mary et al (2011: 102) states that there are some steps in the writing process, they are:

1. Pre-writing

In this important first step, children are given an opportunity to prepare to write and to collect their thoughts and ideas. If done properly; it can be easy children into writing without any hesitation and worry.

2. Writing

Children write down all of their ideas. They do not worry about form or correctness or even the order. The objective is to get the ideas on paper as quickly as possible.

3. Revising

The initial piece of writing is examined and reworked so that the ideas are logical and flowing together.

4. Editing

Learners are (with the help of their teachers, and classmates) proofread their work to make sure that there are not any content, grammatical or spelling errors.

5. Publishing

The writing piece is rewritten in a published or presentable form, in a student made book, on special paper, and/ or on a computer so it can be displayed or shared.

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.

e. Components of Writing Skills

Tim says (2010: 68-69) There are five components which can be use to evaluate writing ability:

1. Content

In writing, one has to keep the channel of communication open through his or her own efforts to ensure both through his or her choices of sentence structure. One has to master the written form of the language and to learn certain structures, which are use in speech, or perhaps not use at all, but which are important for effective communication in writing.

2. Grammar

As a matter of fact, writing using strict, standard grammar encourages one to become careful, discipline, and responsible writers. These three qualities will lead one to make further progress. Grammar controls what one writes; it judges whether one follows or breaks the language rules. Consequently, writers who keep on breaking the basic grammar rules might be regarded as careless (Bram, 2008:54). To understand the fundamentals grammar, one must first understand the basic components of a sentence.

3. Vocabulary

Another aspect which can show the writers' skill is the words choice. The writer must use words that his reader can understand easily. The uses of words which have obscure meaning, jargons, or abbreviations have to be avoided or use with great consideration.

4. Organizations

Writing is a thinking process. It needs organizing thought, argument, and logic.If one's writing is clear, concise and accurate, but the other cannot

follow his or her train of thought because of the text rambles, he or she still has not communicated effectively.

5. Mechanics

Mechanics including spelling and punctuation also play important role in writing. This section assesses the value of these features as a part of the resources of the written form of the language and their relative importance in writing programs.

Based on the explanation above it can be concluded that in writing it taken some components like: Content, Grammar, Vocabulary, Organization and Mechanics. So when students write they need to pay attention to these components.

f. The Problems of Writing

For most people, writing was considered as a difficult activity, both in the mother tongue and in a foreign language. There were three heading problems which were caused by writing according to Tim (2010:70-71):

1. Psychological Problems

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

2. Linguistics Problems

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

3. Cognitive Problems

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

Based of explanation above it can be concluded that in writing there are problems like Psychological Problems, Linguistics problem, and Cognitive problem.

2. Text

a. Definition of Text

According to Pardiyo (2012: 2) text is a form of communication expression in the form of writing, greeting, images, or symbols, created with the aim of conveying certain messages to others.

Oxford Advanced Learner's Dictionary states that "Text is the main written or printed part of a book page, contrasted with notes". Creating a text requires us to make choices about the words the use and how they put them together. I make them the right choice then we can communicate with others.

Our choice of words will depend on our purpose and our surrounding (context). In other references also state at the same point that “Text is a discourse or composition on which a note or commentary is written; the original words of an author, in distinction from a paraphrase, annotation, or commentary.” And Longman Dictionary of Applied Linguistics stated that “Text/teks/is a piece of spoken or written language. A text may be considered from the point of view of its structure and/or its functions”.

According to the explanation above, the researcher concluded that text was a passage that has composition on which a note is written, also it had structure and function.

b. Types of Text

The types or the characteristics of a text are very important for any work of summarization on it. It is easier to select the main ideas from certain types of text.

Anderson (2003 :14-15) said there were two types of the text, they were:

1. Literary Texts

Literary texts include Aboriginal Dreaming Stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes, and soap operas. They are constructed to appeal to our emotions and imagination. Literary texts can make us laugh or cry, think about our life and consider our beliefs. There are three main text types in this category: narrative, poetic and dramatic. Media text such as film, videos, television shows and CDs can also fall in this category.

2. Factual Texts

Factual texts include advertisement, announcements, Internet web sites, current affairs shows, debates, recipes, reports and instructions. They present information or ideas and aim to show, tell or persuade the audience. The main of text types in this categorize are; recount, response, explanation, discussion, information report, exposition and procedure.

3. Procedure Text

a. Definition of Procedure Text

Procedures showed how to do something. This might include instructions for how to carry out a task or play a game, directions for the whole text, but also follow the instruction based on the right steps that were given in the text.

According to Anderson (2003:4) states that procedures help us do a task or make something they can be a set of instructions or directions e.g. step by step method to germinated seeds. "Quite often people must learn procedures from written instruction, procedural text, which describes procedures explicitly.

From the definition above, the writer concluded that procedure text was a text that used to describe how something was achieved through a

sequence of actions or steps. It explained how people perform different processes in a sequence of steps.

b. Social Function of Procedure Text

Especially, the social function of procedure text was to tell someone how to do something or make something and how to operate something.

c. Generic Structure of Procedure Text

The generic structures of procedure text, as follows:

1. Goal: title of the text.
2. Materials: optional, not for all procedure text.
3. Steps: a series of steps oriented to achieving the goal.

d. Language Features of Procedure Text

Common grammatical patterns of a procedure text as followed:

1. The use of commands (the imperative form of the verb), for example: 'put', 'don't mix'.
2. The use of action verbs, for example: 'turn', 'pick up', 'don't term'.
3. The use of connectives to sequence the actions in time, for example: 'then', 'while'.
4. The use of adverbials to express details of time and place, manner, and so on, for example: 'for five minutes', '2 centimeters from the top', 'carefully'.

e. Example of Procedure Text

This was the example of procedure text:

Goal	How to make a glass of coffee
Materials	Water, sugar and coffee
Utensils	Glass and spoon

The Steps:

1. Boil the water first.
2. Second, take two spoons of coffee and two spoons of sugar.
3. Put into a glass.
4. Next, pour the hot water into a glass.
5. Then, stir it gently.
6. Finally, your coffee is ready to drink.

4. Video

a. Definition of Video

Many of you will have experienced the compelling power of video in the classroom, a power that is even enhanced by concentration on short sequence. They are caught, and this excites interest in the meaning of the words. Authenticity itself is an inducement – there is a special thrill in being able to understand and enjoy the real thing. In addition, video is today's medium. Print may still be powerful but many people spend more time with audio-visual media; video techniques, discourses and clichés are more familiar to them than the world of books and papers.

From Webster video is defined as the technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still images representing scenes in motion.

b. Benefits of Using video

According to Berk (2009: 2) there are three benefits of using video explained below:

1. Students enjoy language learning with the video

One of the aims of teaching English to learners is to instill in them. The idea that language learning is happy experience and video creates an attractive enjoyable learning environment. Teaching using video make the teaching learning process more various. The various media that are applied by the teachers can motivate the students to learn and give comfortable feeling during teaching-learning process in the classroom.

2. Video is an effective way of studying body language

Language learners are learning about the world around them. Because the video consists of action, so the students can learn about body language based on the action of the video.

3. Student gain confidence through repetition

Student love to hear stories again and again and the same goes for video. By watching a video several times student can learn by absorption and imitation.

c. The Disadvantages of Using Video

The disadvantages of using video explained below:

1. Relatively expensive

Reduplication film or video in general way cost money and take time.

2. There is video that not appropriate with purpose and requirement of learning or material.

d. Teaching Writing by Using Videos

1. Techniques in Teaching Writing by Using YouTube Videos

As stated above that YouTube is a very popular web video sharing site that lets anyone store short videos for private or public viewing. It provides a venue for sharing videos among friends and family as well as a showcase for new and experience videographers. It means that teaching using YouTube is similar to teaching using video.

Sherman (2003:26-30) also suggests techniques in using video. They include:

- a) Freeze Frame

The teacher presses the pause so that the picture will be frozen on screen.

Teacher then asks the students to guest what the character will say or do. Then, compare the students' answer with what happens.

- b) To Use Silence Viewing

It is excellent for stimulating writing. Students want to communicate their interpretations of people and actions they have seen on the screen.

- c) Vision Off

Students listen to the sound and conversation and make prediction about what happens, who and where the people are in and what they are doing.

d) Jigsaw Viewing

Half of the students go out of the room for few minutes. The remaining half of them watched the video with sound off. The students then switch places and the second group listens with the pictures off. Then they come back to share their information.

In teaching learning process of writing, teachers are free to choose the suitable techniques of using video. And the teacher choose a Freeze Frame technique. In freeze frame the teacher presses the pause so that the video will be frozen on screen.

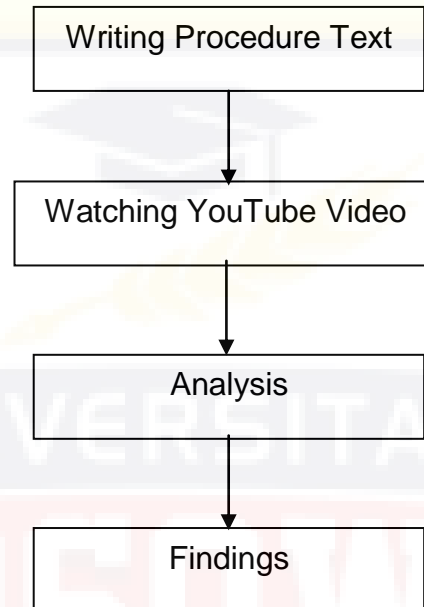
2. The Importance of YouTube Video in Teaching Writing

In the writing activity, YouTube video can be used in building the creativity of the students in composing or summarizing the sequence. YouTube Video is use in teaching learning as a means to convey the instructional materials to reach the objectives more easily. YouTube video helps students call up existing schemata and therefore maximize their use of prior background knowledge in the language learning process. YouTube video in teaching writing skill makes students easy to understand the content and most contain a wealth of cultural material which can be exploited with little preparation.

YouTube videos make particularly powerful contribution to both the content and the process of language learning, especially to interest and motivation. They also make the class livelier.

C. Conceptual Framework

The conceptual framework of this research was illustrated as follows:



The conceptual framework above showed us that the researcher in the first meeting told students to write one of procedure text, then researcher showed an example the text in the form of video, then the researcher analyzed the result of students. In the last meeting researcher looked the result from students result.

D. Hypothesis

The hypothesis of the research are as follow:

1. H0: There is an effectiveness of using video on YouTube in teaching procedure text writing at the third semester English Education Department of Bosowa University.

2. H1: there is no effectiveness of using video on YouTube in teaching procedure text writing at the Third semester English Education Department of Bosowa University.

Based on the result of the research, the hypothesis can be formulated as follow: There is an effectiveness of using video on YouTube in teaching procedure text writing at the third semester English Education Department of Bosowa University.

E. Rationale

The causes of the problems came from the students and the classroom situation. In the classroom, the teacher used textbook as a media in teaching writing. So, the students feel bored with the activities in the classroom. The classroom climate were: (1) students did not an academic activities in the classroom; (2) some of the students did not finish the writing assignment during the lesson; (3) students did not active and creative to ask about the lesson what they did not understand; (4) some of the students did not active when the teacher asked them to do the task in front of the classroom; (5) it is difficult for the teacher to make students pleasant with the situation.

YouTube videos of the audiovisual media produce sound, color, and concrete picture. YouTube videos describe the process with the result that could help the students' comprehension. YouTube video distributes language comprehension activities through viewing the visual element orderly, listened the

correct stress or intonation, spelling, and pronunciation as well, composing oral activities by paraphrasing or retelling story, and concerning language pattern.

YouTube video also helped the students to developed their writing skill by stimulating the students through visual elements orderly, such as: (1) the use of right words (word choice) in any circumstances in the different purposes and functions; (2) the story is well organized and clear in order to organize the thought, argument, and logical well; (3) the speakers spoke fluently with the appropriate language structures; (4) the implementation of correct grammatical sentences in chronological events; (5) the speakers produced correct spelling of the word and punctuation.

By using these media, the students would know which part they should write first. It gave more detailed information about the object in the content. It also can help organized their thought or plan before writing. It gave imagination about the contents of the video that were related to the materials. The students are watching the video while they are paying attention to the scene and they know what were contained in the video. The video consisted of action. Therefore, they can watch it and heard the language from video so they can learn and then write down based on what they have seen and heard from the video into the paper

CHAPTER III

METHOD OF THE RESEARCH

This chapter explained, research design of the place of the research, the time of the research, population and sample, data collection technique and technique of analyzing data.

A. Design of the Research

In this research, the researcher used an experiment research design. According to Arikunto (2006:109) experiment studies, on the other hand, control the conditions under which the behavior under investigation was observe.

The design illustrated as follows:

Pre-test	Treatment	Post-test
O_1	X	O_2

Where:

O_1 : The students' pre-test

X : The treatment by using video

O_2 : The students' post-test

(Arikunto, 2006:28)

B. Location of The Research

1. The place of The Research

The writer conducted the research at English Education Department, Faculty of Teacher Training and Education in Bosowa University. It was located on Jl. Urip Sumoharjo km 4 Makassar.

2. The Time of The Research

This research was conducted the third semester English Education Department of Bosowa University year 2018/2019. This research carried out on September 2018.

C. Population and Sample

1. Population

The population of the research was students of the third semester English Education Department of Bosowa University in the academic year 2018/ 2019. Only had one class of 20 students.

2. Sample

The researcher taken sample from third semester English Education Department of Bosowa University force 2017.

D. Research Variable and Operational Definition

This research consisted of two kinds of variable (1) Independent variable was the videos writing. (2) Dependent variable was the Students' writing procedure text.

1. Using video was one of the instructional media in the teaching and learning process to attract the students' attention and deliver information.
2. Writing skill is a productive skill speaking, to write simple sentence, message, and announcement and to write text in the forms of narrative, procedure, and descriptive, and to write simple message and personal letters.
3. Procedure text was that tells the students' own experiences. It can also tell students how to do something or make something and how to operate something.

E. Instrument of the Research

The instrument of the research used the picture to describe the procedure text of how to make a sandwich to measure the students' basic ability in writing, and the researcher gave the video on post-test.

F. Data Collection Technique

The researcher collected data as following the procedures:

1. Pre-test

In the pre-test, the writer distributed the picture for students. The picture was about how to make a sandwich, and the students must to write down the steps to make a sandwich.

2. Treatment

After giving pre-test, the writer checked the students' exercise to know their prior knowledge. The next meeting, the writer taught some material about vocabulary and structure before the students will learn about the next material

related to the method. After that, the writer gave some questions about the material that are taught by writer. Then, the writer asked the students to write down their own ideas based on the material.

3. Post-test

The writer showed the video about How to Make Cheese Sandwich to students and they have to watch carefully to prepare themselves before the teacher will ask them to write down the steps to make a Sandwich.

G. Technique of Analyzing Data

Data analysis was an effort which done by teacher and a researcher to data organizes into researcher first from and categorizes to get hypothesis and make its planning.

In this research related to the title, the will focused on the improvement of students' writing ability. And the researcher wanted to know more about students perform whether there was improvement after the students taught by using video or it does not.

In knowing whether the students' writing ability of procedure text in improving or does not the writer use the steps which were done by the writer in analyzing in the result of students' writing ability.

The researcher used criteria of assessment since the content of students' writing will cover the generic structures. The elements of writing were content, organization, grammar, vocabulary and mechanic. After classifying the test items, the researcher gave score for each item.

According to Hughes (2003:88-89), there were four important segments that valued in writing, they were:

1. Grammar

Grammar segment was the segment in measuring the students' ability in writing essay that concerned with the students' ability in employment of grammatical form.

2. Vocabulary

Vocabulary is one of segment to measure to students' ability in using or choosing the appropriate words to make a good paragraph.

3. Mechanic.

This segment is to analyze students' ability on using graphic convention of the language in piece of writing, for instance in using punctuation, capital letters and hand writing.

4. Organization.

The form segment is to measure the students' ability in organization of a piece of writing, for example in procedure text, there are goal, materials, and steps.

Writing Ability	Percentage
Grammar	25%
Vocabulary	25%
Organization	25%

Mechanic	25%
100%	

And in this research, the researcher used four segments in assessing the students' writing ability; they were Grammar, Vocabulary, Organization and Mechanic.

It was important to determine the technique of scoring. And to assess the students' work in writing procedure text, the research used the scale system to measure the writing test. In writing procedure text test will be assess their grammar and vocabulary. And in giving score, the researcher made scoring scale as below:

Here the description of assessment criteria in giving score toward students' according Arthur Hughes (2003:91) was:

Table 3.1 Students' Score Classifications

GRAMMAR	25-21	Excellent to very good: Few (if any) noticeable errors of grammar or word order.
	20-16	Good to average: some errors of grammar or word order which do not, however indicate with comprehension
		Fair to poor: Errors of grammar or word order fairly frequent

	15-11 10-5	Very poor: Error of grammar or The word order frequent; efforts of interpretation sometimes required on readers part.
VOCABULARY	25-21	Excellent to very good: Use of vocabulary and idiom rarely (if at all)
	20-16	Good to average:Occasionallyuseinappropriate terms of relies on circumlocution; expression of ideas hardly impaired.
	15-11	Fair to poor: Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary
	10-5	Very poor: Limited vocabulary and frequent errors clearly hinder expression of ideas.

MECHANICS	25-21	Excellent to very good: Few (if any) noticeable lapses in punctuation or spelling.
	20-16	Good to average: Occasional lapses in punctuation or spelling which do not, however, interfere with comprehension.
	15-11	Fair to poor: Errors in punctuation or spelling frequent; occasional re-reading necessary for full comprehension. Very poor: frequent errors in spelling or punctuation; lead sometimes to obscurity
ORGANIZATION	25-21	Excellent to very good: Highly organized; clear progression of ideas well linked; like educated native speaker.
	20-16	Good to average : Material well organized; link could occasionally be clearer but communication not impaired.
	15-11	Fair to poor: some lack of organization; re-reading required for clarification of ideas. Very poor: Little or no attempt at connectivity, though reader can deduce some organization.

	10-5	
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When the data has been collected, then it analyzed by these following steps:

- a. Collecting and submitting the data (Students' test sheet)
- b. Scoring and analyzing
- c. The students' test sheet
- d. Classifying the students' test sheet
- e. Computing the percentage of students

Here was the description of scoring:

Table 3.2 Description of scoring

Letter	Score	Description
A	81-100	Very good
B	65-80	Good
C	51-64	Fair
D	41-50	Poor
E	0-40	Very poor

Arthur Hughes (2003:77)

To find the mean score, the researcher used the formula as follows:

$$M = \frac{\sum x}{N}$$

Note:

M = Mean Score

$\sum x$ = The Sum of the Score

N = The Number of the Student

To get the percentage which pass the target score of minimum mastery level criterion (KKM) using formula:

$$P = \frac{F}{N} \times 100$$

Note:

P = The Class Percentage

F = Total Percentage Score

N = Number of Student

Anas Sudijono (2008:80)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter particularly present the findings and discussion of the research. The findings of the research cover the description of the result of data collected through the test. In the discussion part, the writer analyzed the data obtained from the students with only one group of pre-test and post-test. The data consist of the result of the pre-test and post-test.

A. Findings

The findings of the research deal with the students score of the pre-test and post-test, the frequently and rate percentage of the students' scores, the means scores t-test value than hypothesis testing. These findings are describe as follow:

Table 4.1. Students' Score and Classification in Pre-test.

No	Students	G	V	M	O	Score	Classification
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	AA	22	19	18	15	74	Good
2	AAS	15	16	14	12	59	Fair
3	AJT	19	16	16	15	66	Good
4	AW	20	20	17	17	74	Good
5	DAPU	21	16	20	18	75	Good
6	DH	20	22	15	11	68	Good
7	DMNA	22	16	20	19	77	Good
8	DRP	22	20	16	15	73	Good
9	H	19	21	16	17	73	Good

10	IK	21	19	17	16	72	Good
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To be Continued

Continuation

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
11	MB	20	17	15	15	67	Good
12	MYP	15	18	13	15	61	Fair
13	NA	16	20	18	15	69	Good
14	PRT	17	18	16	16	67	Good
15	PSS	22	18	18	17	75	Good
16	RP	17	16	15	14	62	Fair
17	RS	23	18	19	16	68	Good
18	SA	23	18	19	16	76	Good
19	SA	22	15	16	15	68	Good
20	TR	23	18	13	15	61	Fair
	Total					1.395	
	Mean					69,75	

Source: (Bosowa University)

The table show that, the total score of all the students based on the pre-test was 1.395. Based on the above in pre-test there are 4 students' classified as Fair and there are 16 students with Good classified.

Table 4.2. Students' Score and Classification in Post-test

No	Students	G	V	M	O	Score	Classification
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(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	AA	23	25	22	23	93	Very Good
2	AAS	23	23	22	18	86	Very Good
3	AJT	24	24	21	19	88	Very Good
4	AW	22	21	19	19	81	Very Good
5	DAPU	25	23	22	20	90	Very Good
6	DH	25	22	20	21	88	Very Good
7	DMNA	22	25	21	20	89	Very Good
8	DRP	22	21	20	19	82	Very Good
9	H	24	23	21	21	89	Very Good
10	IK	25	25	24	24	98	Very Good

To be Continued

Continuation

11	MB	22	21	22	22	87	Very Good
12	MYP	24	23	18	20	85	Very Good
13	NA	25	24	25	23	97	Very Good
14	PRT	25	25	24	20	94	Very Good
15	PSS	25	25	25	23	98	Very Good
16	RP	24	23	23	20	90	Very Good
17	RS	24	23	21	21	89	Very Good
18	SA	22	21	20	20	83	Very Good
19	SA	23	22	23	23	91	Very Good
20	TR	23	24	23	20	90	Very Good
	Total					1.788	
	Mean					89,4	

Source: (Bosowa University)

Based on the table 2 above in the post-test all of the students were classified as Very Good. The table above shows that the classification of the students based on the post-test experimental class is 1.788. It's shows that Teaching Writing Procedure Text using video on YouTube is effective to improve the students writing skill at the Third Semester English Education Department of Bosowa University.

Table 4.3: Frequency and Percentage Score of Students' Writing Skill in Pre-test.

No	Classification	Score	Frequency	Percentage
1.	Very Good	Score 81–100	-	-
2.	Good	Score 65 – 80	16	75 %
3.	Fair	Score 51 – 64	4	25 %
4.	Inadequate	Score 41 – 50	-	-
5.	Unacceptable	Score 0 – 40	-	-
Total			20	100 %

Based on the table 3 above, there were 4 students (25%) Fair classified and 16 students (75%) got good classification. While none students got very good classification. In this result, it can be concluded that the students writing skill in pre-test was good.

Table 4.4 Frequency and Percentage Score of Students' Writing Skill in Post-Test.

No	Classification	Score	Frequency	Percentage
(1)	(2)	(3)	(4)	(5)
1.	Very Good	Score 81 - 100	20	100 %

2.	Good	Score 65 - 80	-	-
3.	Fair	Score 51 – 64	-	-
4.	Inadequate	Score 41- 50	-	-
5.	Unacceptable	Score 0 –40	-	-
Total			20	100 %

Based on the table 4 above, shows that all of the students got very good classification. Thus, it can be concluded that the students' writing skill at the Third Semester English Education Department of Bosowa University achievement improved.

To know the mean score of writing skill test, the writer calculated all score by use formula as follow :

a. Pre-Test

$$\sum x = 1.395$$

$$M = \frac{1.395}{20}$$

$$M = 69,75$$

b. Post – Test

$$\sum x = 1.788$$

$$M = \frac{1.788}{20}$$

$$M = 89,4$$

After calculating the score of the students' post-test as the final result into the formula for independent sample, the writer found that the Pre-test value was 69,75 and the value of the post-test was 89,4.

In the other word, the data indicated that the students' achievement in Teaching Writing Procedure Text using English Video on YouTube was able to give significantly greater contributions to students writing achievement. So the application of English video on YouTube in writing materials could improve the students' ability.

Findings out the T-test value and T-test table

Table 4.5. T-test value and T-test table.

t-test	t-table	Comprehension	Different
(1)	(2)	(3)	(4)
12.28	2.086	t-test>t-table	Significant

Source (Bosowa University)

The result of calculating data showed that, the value of t-test was higher than t-table. It means that the result of the data analysis is significant.

B. Discussions

In this part, the discussion deals with the interpretation of the findings delivered from the data analysis. Before the writer elaborating this result of the

research, the writer wished to give background of the research place. English Education Department (Faculty of Teacher Training and Education), is a Faculty with “B” Accreditation, and the Bosowa is a University with “B” Accreditation. The University with discipline rule that very good. All of employee had quality of the above average.

The students’ achievement thought by using video on YouTube in writing technique in pre-test was good, because the students has a good grammar and vocabulary but they are doesn’t good in organization and mechanic. In post-test they are succeed to improve their writing ability with freeze frame technique by the researcher especially in organization and mechanics.

In this research, the researcher obtained many benefits in using English video on YouTube, including :

1. Students enjoy language learning with video
2. Video is an effective way of studying body language.
3. Potential is that YouTube is the most popular site in this era, that is able to provide value editing for education
4. Economical is that YouTube free for all people
5. Practically, YouTube is easy to use and can be followed by all groups including students and teachers
6. Can be repeated if necessary to add clarity
7. Develop imagination

And also in this research, the researcher also found several obstacles in using English video on YouTube, they are :

1. As well other audio-visual media, videos emphasize the importance of matter rather than process development of the material
2. The screening is also related to other equipment such as video players, screen for large classes along with their LCD, and other materials
3. Video availability, task of the teacher is to monitor the availability of videos because some videos are only available for a certain period of time and the teacher must pay attention to the date of the video to find out that the information in the video is not outdated
4. Students easily use other sites to find their own answers
5. Students can also use Google to find the right answer

After calculating the score of the students' post-test as the final result, the writer found that the pre-test value was 69.75 and the value of post-test was 89.4. The standard deviation of pre-test was 5.2 while the standard deviation of post-test was 4.9.

After calculating the score of the students' post test as the final result into the t-test formula for independent sample, the writer found that the t-test value was 12.8 and the value of the t-table was 2.086.

In the other word, the data indicated that the students' achievement in Teaching Writing Procedure Text by Using English Video on YouTube technique was able to give significantly greater contribution to students writing

achievement. So that the application of video on YouTube materials could improved the students' skill.



CHAPTER V

CONCLUSION AND SUGGESTION

From the previous solution the writer can concluded from overall of solution to be studied in this chapter, there are consist of suggestion and conclusion.

A. Conclusion

Beside on the research finding and discussion in the previous chapter, the findings of the results show the positive improvements in the students' writing skill. The first is about the answer: Can Video Improve the Students' Ability in Writing Procedure Text Using Video on YouTube?

The result of the research showed that the use of YouTube video is able to improve the students' writing ability that covers writing to organize their ideas, to use the proper word in writing, to write paragraph by using the correct grammar, and to use mechanics in writing sentences. The enhancement of the students' writing skill is also supported by the result of the test scores. The mean scores of pre-test was 69,75 and it improved into 89,4 in the post-test. It proves that the use of YouTube video in teaching writing can improve the students' ability.

YouTube videos of the audiovisual media produced sound, color, and concrete picture. The implementation YouTube video in teaching writing could organize their ideas, use the proper word in writing, to produce grammatically correct sentences, and to use mechanic.

B. Suggestion

The researcher would like to give some suggestions related to this research for the lecturer, students, and other researchers. The suggestions are as follows :

a. For the Lecturer

1. The lecturer should make the students interest of the materials of English writing.
2. The lecturer should improve their creativity in teaching writing. For example by using media to attract the students' motivation, using aids to explain the material, various techniques in every meeting in order to make the students enjoy teaching learning process happens.
3. The lecturer can use YouTube video for teaching writing and to create variety of teaching learning English process

b. For the Students

1. The students should be more active and not afraid of making mistakes during teaching learning process, especially in the writing class.
2. They should practice writing English text, discussing with their friend if they have difficulty in writing the text, and enjoy in the writing class.

c. For Other Researchers

1. This thesis can be a reference for other researcher to conduct the next research.
2. Other researchers are expected to use the findings of this research as a foothold to conduct the next research on similar problem.

3. The researcher expects that the teacher and teacher candidate are able to conduct classroom action research by their own, so that there will be many techniques and strategies applied in teaching.



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Appendix 1.**Rencana Pelaksanaan Pembelajaran (RPP)**

Nama Universitas : Universitas Bosowa

Mata Pelajaran : Intermediate Writing

Kelas/semester : A/III

Keterampilan : Menulis

Materi : Procedure Text

Standar Kompetensi:

Mengungkapkan makna dalam teks tulis fungsional dan essay pendek sederhana berbentuk dan procedure text untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar:

Mengungkapkan makna dan langkah retorik dalam essay pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk procedure text.

A. Indikator

1. Menulis teks dalam bentuk procedure teks secara mandiri

B. Tujuan Pembelajaran

Siswa dapat:

1. Membuat esei pendek sederhana berbentuk procedure text.

C. Metode Pembelajaran

1. Ice breaking, ceramah, diskusi dan Tanya jawab
2. Tempat penyelenggaraan :ruangan 305 lantai 3 kampus II UNIBOS

D. Langkah-Langkah Kegiatan Pembelajaran:

1. Pertemuan Pertama

a. Kegiatan Awal

1. Menyampaikan salam kepada mahasiswa
2. Mengecek kehadiran mahasiswa
3. Menjelaskan tujuan pembelajaran atau KD yang akan dicapai

b. Kegiatan Inti

1. Elaborasi

- a) Menjelaskan kepada mahasiswa tentang procedure text
- b) Memberikan sebuah contoh tentang procedure text
- c) Menunjukkan gambar untuk memancing pemikiran siswa

2. Eksplorasi

- a) Memberikan tugas berupa gambar tentang bagaimana cara membuat sandwich?

3. Konfirmasi

- a) Memberikan kesempatan kepada mahasiswa untuk menanyakan hal yang belum dipahami terkait dengan procedure text.

c. Kegiatan Akhir

1. Menginformasi topic pertemuan selanjutnya.
2. Memotivasi siswa untuk meningkatkan motivasi belajarnya.

3. Menutup pelajaran dengan mengucapkan salam.

2. Pertemuan Kedua

a. Kegiatan Awal

1. Mengucapkan salam dan mengecek kehadiran mahasiswa
2. Menjelaskan kembali tentang procedure text.

b. Kegiatan Inti

1. Elaborasi
 - a) Menjelaskan cara mengerjakan soal.
2. Eksplorasi
 - a) Memberikan tayangan video dari YouTube tentang bagaimana cara membuat sandwich dengan benar.
 - b) Memberikan tugas kepada mahasiswa untuk menulis procedure text tentang cara membuat sandwich.
 - c) Mengobservasi kegiatan mahasiswa dengan berkeliling kesetiap mahasiswa.
3. Konfirmasi
 - a) Mahasiswa diminta untuk mengumpulkan hasil kerjanya.
 - b) Memberikan sedikit catatan

c. Kegiatan Akhir

1. Summarizing (membuat kesimpulan): menyimpulkan materi tentang procedure text.
2. Reflection (menanyakan kesulitan siswa, manfaat)
3. Menutup pelajaran dengan menyampaikan salam.

E. Sumber Belajar

Sumber : Buku, internet, dan YouTube

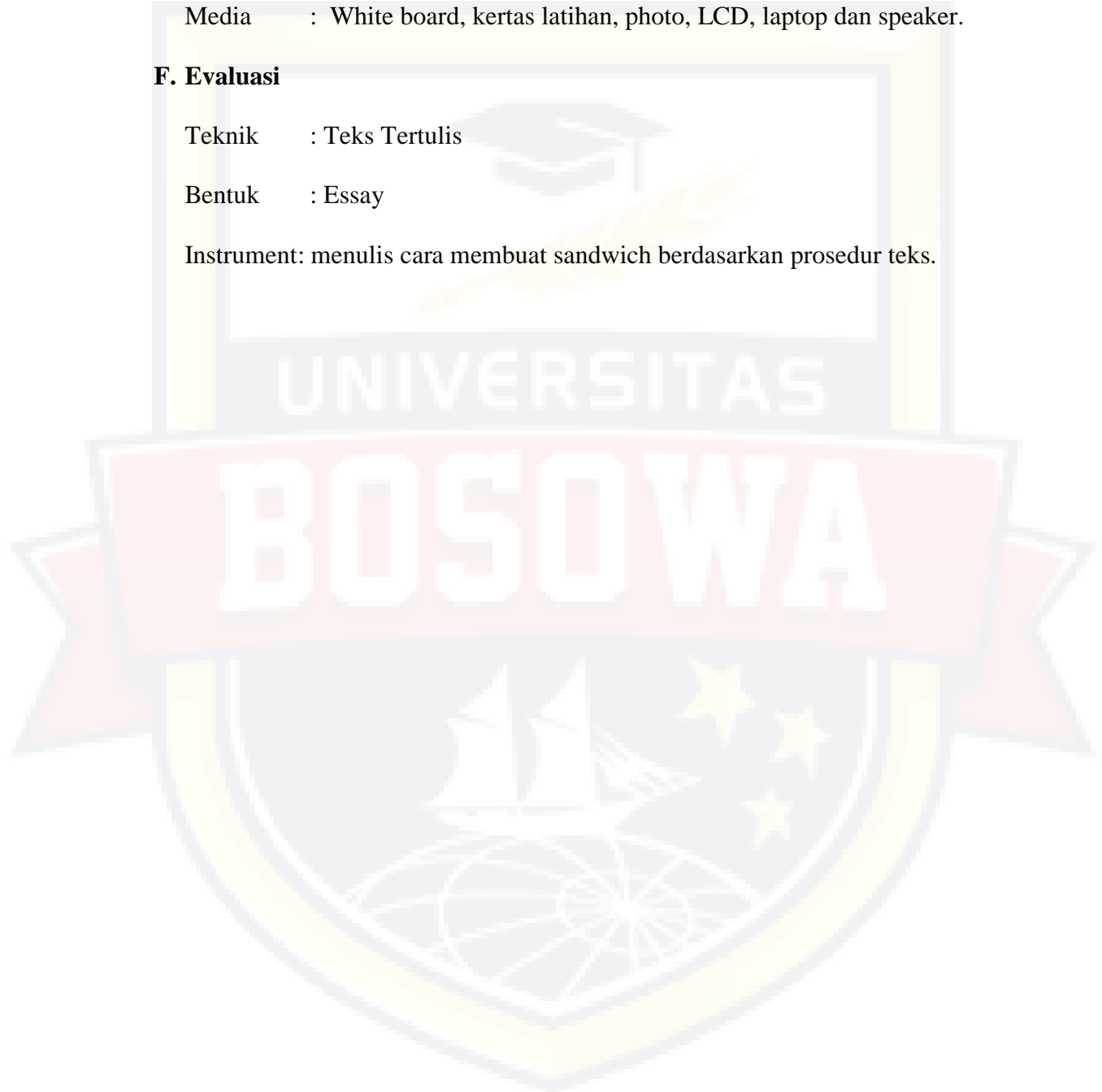
Media : White board, kertas latihan, photo, LCD, laptop dan speaker.

F. Evaluasi

Teknik : Teks Tertulis

Bentuk : Essay

Instrument: menulis cara membuat sandwich berdasarkan prosedur teks.



Appendix 2.

The Result of Students' Mean Difference

No.	Name	Pre-test (X1)	Post-test (X2)	D (X1-X2)	D ²
1.	A. Adinda	74	93	19	361
2.	Auliyah A.S	59	86	27	729
3.	Alfani Jean Tandi	66	88	22	484
4.	Anita Wulandari	74	81	7	49
5.	Dewi Astari P. Utami	75	90	15	225
6.	Dahlia Hasan	68	88	20	400
7.	Desi M.N.Allo	77	89	12	144
8.	Dewi R. Pakiding	73	82	9	81
9.	Haerunnisa	73	89	16	256
10.	Ilham Kurnianto	72	98	26	676
11.	Murniati Bangsa	67	87	20	400
12.	Mariana Y. Pakiding	61	85	24	576
13.	Nindy Aidya	69	97	28	784
14.	Patricia R. Tarbun	67	94	27	729
15.	Putri S. Sahrani	75	98	23	529
16.	Reza Pahlepi	62	90	28	784
17.	Risma Sanda	67	89	22	484
18.	Siska Annisa	76	83	7	49

19.	SiskaAzurah	68	91	23	529
20.	Titin Rochaeti	61	90	29	841
Total		1379	1788	404	9173

Appendix 3.

The Students' means Score in Pre-test and Post-test

1. The mean score of Pre-test

$$X = \frac{\sum x}{N}$$

$$= \frac{1.395}{20}$$

$$= 69.75$$

2. The means score of Post-test

$$X = \frac{\sum x}{N}$$

$$= \frac{1.788}{20}$$

$$= 89.4$$

3. The students' standard deviation in pre-test and post-test

a. Standard Deviation of Students' Pre-test

$$SD = \sqrt{\frac{\sum(X_1)^2 - \frac{(\sum X_1)^2}{N}}{N-1}}$$

$$= \sqrt{\frac{97.811 - \frac{(1395)^2}{20}}{20-1}}$$

$$= \sqrt{\frac{97.811 - \frac{(1.946.025)}{20}}{19}}$$

$$= \sqrt{\frac{97.811 - (97.301)}{19}}$$

$$= \sqrt{\frac{510}{19}}$$

$$= \sqrt{26,85}$$

$$= 5,2$$

b. Standard Deviation of Students' Post-Test

$$SD = \frac{\sqrt{\sum(X_1)^2 - \frac{(\sum X_1)^2}{N}}}{N-1}$$

$$= \sqrt{\frac{160.298 - \frac{(1788)^2}{20}}{20-1}}$$

$$= \sqrt{\frac{160.298 - \frac{(3.196944)}{20}}{19}}$$

$$= \sqrt{\frac{160.298 - (159.847)}{19}}$$

$$= \sqrt{\frac{451}{19}}$$

$$= \sqrt{23,8}$$

$$= 4,9$$



Appendix 4

Writing testfor pre-test and post-test

Name :.....

How to make a Sandwich ?

Appendix 5

The Treatment

A Sample of Procedure Text made by Researcher



How to make a Sandwich ?

Ingredients :

- 2 slices of bread
- 2 slices of cheddar cheese
- Chili sauce
- Beef sausage that has been cut
- Fried egg
- Celery that has been cut
- Tomato that has been cut
- Cucumber that has been cut

Materials :

- Plate
- Knife

How to make :

First, place a slice of bread on the plate and second put the chili sauce. Third add tomato, cheddar cheese, beef sausage, and fried egg. After that, put a slice of bread on the top and cut into triangle shape, and the last garnish with cucumber and celery.

Finally, serve it !

Df	Level of Significance					
	0.20	0.10	0.05	0.02	0.01	0.001
1.	3.078	6.314	12.706	31.821	63.657	636.619
2.	1.886	2.920	4.303	6.965	9.925	31.598
3.	1.638	2.353	3.182	4.541	5.841	1.2924
4.	1.533	2.132	2.776	3.747	4.604	8.610
5.	1.476	2.015	2.571	3.365	4.032	6.869
6.	1.440	1.945	2.447	3.143	3.703	5.959
7.	1.415	1.895	2.375	2.908	3.499	5.408
8.	1.397	1.860	2.306	2.896	3.355	5.041
9.	1.383	1.833	2.262	2.821	3.250	4.781
10.	1.372	1.812	2.228	2.764	3.169	4.587
11.	1.363	1.796	2.201	2.718	3.106	4.437
12.	1.356	1.782	2.179	2.681	3.055	4.318
13.	1.350	1.771	2.160	2.650	3.012	4.221
14.	1.345	1.761	2.145	2.624	2.977	4.140
15.	1.341	1.753	2.131	2.604	2.947	4.073
16.	1.337	1.746	2.120	2.583	2.921	4.015
17.	1.333	1.740	2.110	2.567	2.898	3.965
18.	1.330	1.734	2.101	2.552	2.878	3.922
19.	1.328	1.729	2.093	2.539	2.861	3.883
20.	1.325	1.725	2.086	2.528	2.845	3.850
30.	1.310	1.697	2.042	2.457	2.750	3.646
60.	1.296	1.671	2.000	2.390	2.660	3.460
120.	1.289	1.658	1.980	2.355	2.617	3.373

Appendix 7

T-test value of students' English achievement test of significance

$$\begin{aligned}
 t\text{-test} &= \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\
 &= \frac{20.02}{\sqrt{\frac{9173 - \frac{(404)^2}{20}}{20(20-1)}}} \\
 &= \frac{20.02}{\sqrt{\frac{9173 - \frac{163.216}{20}}{20(19)}}} \\
 &= \frac{20,02}{\sqrt{\frac{9173-8160}{380}}} \\
 &= \frac{20.02}{\sqrt{\frac{1013}{380}}} \\
 &= \frac{20.02}{\sqrt{2.66}} \\
 &= \frac{20.02}{1.63} \\
 &= 12.28
 \end{aligned}$$

Appendix 8

Documentation

Pre-test



Picture 1 : The researcher was distributing the pre-test



Picture 2 : The students were doing their pre-test

Post-test



Picture 3 : The students were watching videos




Picture 4 : The students were doing their post-test

Appendix 9

The Result of Students' Task of pre-test

Pre - Test

Name : Auliyah Aslana Syam



How to make a Sandwich ?

⇒ Ingredients :

1. Bread	G = 15
2. Tomato	V = 16
3. <u>Cheddar</u> cheese	O = 14
4. <u>Calary</u>	M = 12
5. Cucumber	<hr style="width: 50px; margin-left: 0;"/>
6. beef Sausage	59
7. <u>Mayonaise</u>	

⇒ Tolls :

1. knife
2. plate

⇒ steps :

take a 2 bread, baked a bread, while fry the eggs and then cots the vegetable and tomato and arrange cheese, lectuce, meat and cucumber. Then, pat a slice of bread on the top, and cut into triangle shape. and then Garnis with cucumber and calary. Finally, serve it.

Pre - Test

Name : Desi Nurhazra H. Aho



How to make a Sandwich ?

Ingredients :

1. bread
2. tomato
3. ~~cheese~~ cheddar cheese
4. beef sausage
5. celery
6. cucumber

Tools :

1. knife
2. plate

Steps :

1. First, place a slice bread on the plate
2. Second, put the chili sauce
3. Third, add tomato, cheddar cheese, beef sausage, and egg fried egg.
4. After that, ~~add the slice of chili sauce~~
5. Then after that, put a slice bread on the plate and add the
6. cucumber, ~~celery~~ and celery.
7. Finally, serve it.

G : 22
 V : 16
 O : 18
 M : 20

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The Result of Students' Task of post-test

Ms. _____
Date: _____

Name : Auliyah Aslawa Syam
Nim : 451701017

How to make a sandwich

⇒ Ingredients :

- 2 slices of bread
- 2 slices of cheddar cheese
- chili sauce
- Beef sausage that has been cut G = 23
- fried egg V = 23
- Celery that has been cut O = 22
- Tomato that has been cut M = 18
- cucumber that has been cut 86

⇒ Materials :

- plate
- knife

First, place a slice of bread on the plate and then put the chili sauce, third add tomato, cheddar cheese, beef sausage, fried egg. after that, put a slice of bread on the top and cut into triangle shape and garnish with cucumber and celery. finally, serve it.

Name : Desi Nutriam Natalini Allo

NIM : 4817101020

No. Thursday
Date Oct - 24, 2018

How to make sandwich

Ingredients :

- 1) 2 slice cheese
2. Cucumber
3. Tomato that has been cut
4. 2 slice b of bread
5. fried ~~pot~~ egg
6. Chilli sauce

Materials :

1. plate
2. knife

G : 22
V : 25
M : 21
D : 20

Steps :

- First, place a slice of bread on the plate.
- Second, put the chilli sauce
- Third, add tomato, cucumber, fried egg, and ~~a slice~~ a slice cheese.
- Fourth, put the slice of bread on the top, and cut into triangle shape
- Finally, serve it.

BIOGRAPHY



Kristian Victoria Ika was born on December 14th 1995, in Ujung Pandang of South Sulawesi. From the marriage of his parents Lukas Lulu Ika and Krisnyawati Appang Allo. I am the second child of 3 siblings. The first name is Fransisca Nova Ika and the third is my young sister is Florensia Junita Ika.

He entered to elementary school at SD Katolik Renya Rosari Paku Makale in 2001 and finished in 2007. Then he continued his study at SMPN 1 Makale and graduated in 2010. After that, he studied at SMA Katolik Makale and graduated in 2013. Then he entered to Bosowa University in 2013, he joined in English Education in Faculty of Teacher Training and Education Department.