



**THE USE OF VIDEO TO IMPROVE THE ELEVENTH-GRADE  
STUDENTS' ACHIEVEMENT IN WRITING A PROCEDURE  
TEXT AT SENIOR HIGH SCHOOL  
IN JEMBER**

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**ENGLISH EDUCATION PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
THE FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY  
2018**



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**THESIS**

Composed to fulfil one of the requirements to obtain S1 Degree at English  
Education Study Program, Language and Arts Department, Faculty of Teacher  
Training and Education, The University of Jember

**BY:**

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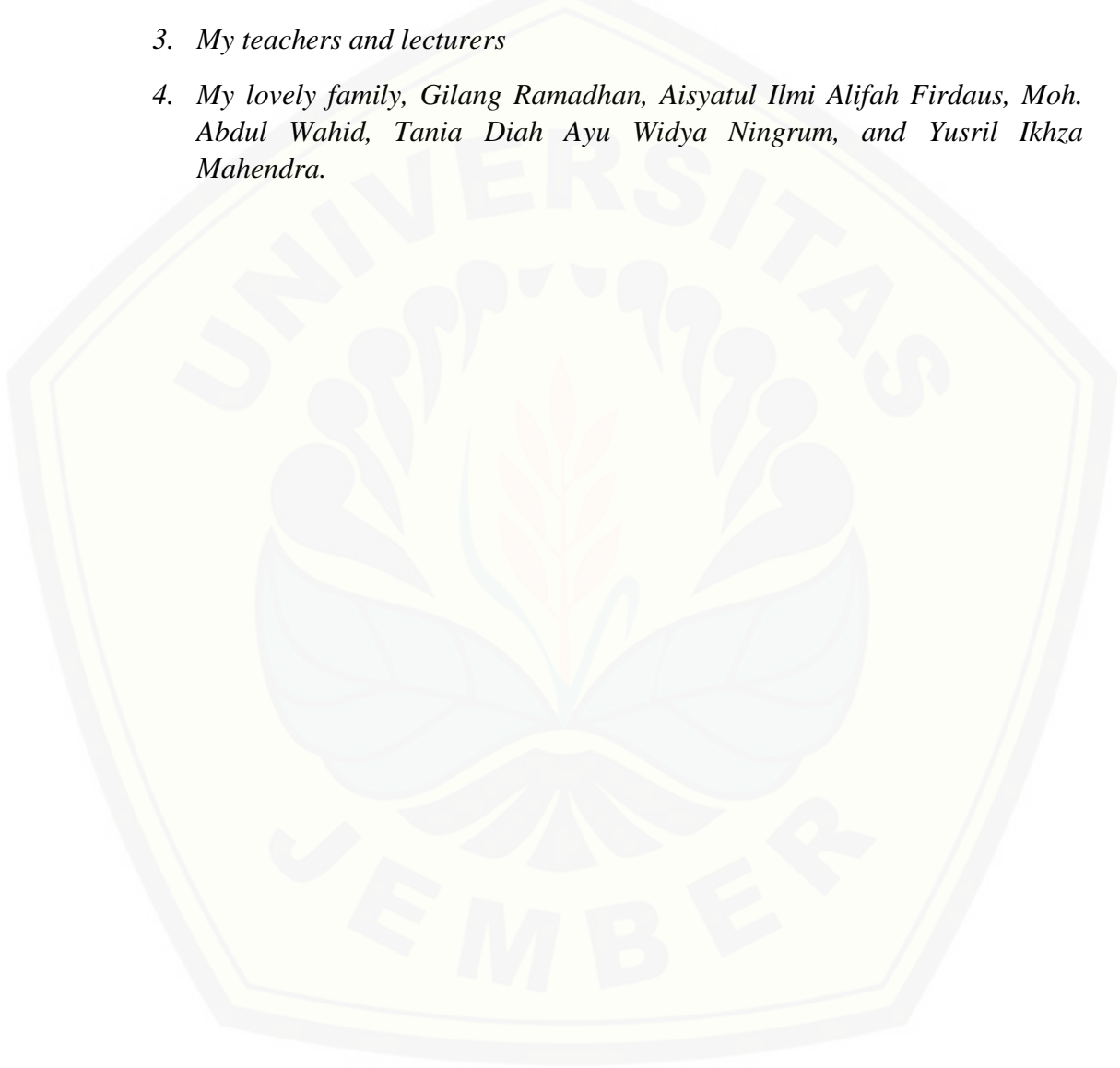
**ENGLISH EDUCATION PROGRAM  
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THE FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY**

**2018**

## DEDICATION

*This thesis is honourably dedicated to:*

1. *My beloved parents, Warsito and Umiyaroh*
2. *My beloved uncle and aunt, Dhofir and Khusnul Khotimah*
3. *My teachers and lecturers*
4. *My lovely family, Gilang Ramadhan, Aisyatul Ilmi Alifah Firdaus, Moh. Abdul Wahid, Tania Diah Ayu Widya Ningrum, and Yusril Ikhza Mahendra.*



**MOTTO**

*“Once you express your opinion in written form, it then becomes a monument”*

Dr. Aan Erlyana Fardhani, M. Pd.

*“The most important thing that schools can do is not use technology in the curriculum more, but to use it more effectively.”*

John G. Palfrey



Source: [www.bamradionetwork.com](http://www.bamradionetwork.com)

**STATEMENT OF AUTHENTICITY**

I certify that this thesis is an original and authentic piece of work made by the author myself. All materials incorporated from secondary source have been fully acknowledge and referenced.

I certify that the content of this thesis is the result of work which has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in a whole or in a part, to quality for any other academic award, ethic procedures, and guidelines of the thesis writing from the university and the faculty have been followed.

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Jember, 18<sup>th</sup> July 2018

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**THE USE OF VIDEO TO IMPROVE THE ELEVENTH-GRADE  
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Finally, I hope this thesis would be useful and beneficial for the readers. I admit that this thesis is far from the word perfect. Therefore, any constructive criticism and suggestions are highly appreciated.

Jember, 18<sup>th</sup> July 2018

**Jefri Nur Ardiyansyah**  
130210401045



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## SUMMARY

**The Use of Video to Improve the Eleventh-Grade Students' Achievement in Writing a Procedure Text at Senior High School in Jember;** Jefri Nur Ardiyansyah; 130210401045; 2013; English Education Program; Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

This research was classroom action research design aimed to improve the eleventh-grade students' writing achievement by using video. Based on the preliminary study done by the researcher at SMA Negeri Mumbulsari, it was found that the students had problems in writing, specifically in finding ideas, organizing ideas, finding appropriate vocabulary and writing grammatical correct sentence. The researcher proposed video to help the students in writing. As video has power to feature moving visual elements, along with sound became the contribution help students increase their comprehension. It happened because they do not only hear the language but also see and arrange the ideas through the moving pictures.

This research was conducted in SMA Negeri Mumbulsari. The participants were chosen purposively based on the problem in writing. That was class XI-IPA 1 that had 37 students. This class had the lowest mean score among the 3 science classes. The score was collected from the English teacher in the preliminary study before the implementation of this research.

This research proposed two research questions: 1). How can the video of procedure text help students find ideas, write an outline, and rewrite the procedure text in the video using their own words? 2). Is there any improvement on the score of procedure text rewritten by the XI-IPA 1 students of SMA Negeri Mumbulsari after receiving action on the use of video on procedure text? The first question was to describe the contribution of video in assisting students in find ideas, write an outline, and rewrite the procedure text using their own word. The second question was to describe a quantitative result of students' progress of students' achievement in writing a procedure text.

Writing test and observation were used to collect the data. The data were obtained from writing test that were analysed by using a formula to find a

percentage of the students who achieve the criteria of the success. This research is categorized successful if at least 70% of the total number of students get score of the passing grade that was 70 in writing test. The data of observation were obtained from fieldnote during teaching and learning process to collect the contribution of video in assisting students in finding ideas, write an outline and rewrite a procedure text by using their own word based on the video.

The result of this research showed that there was improvement of the students writing achievement. In Cycle 1, the percentages result of students who got score  $\geq 70$  in the writing test was 72.9 % or only 27 students of 37 students. Moreover, in cycle 2, the percentages result of students' writing achievement test was 86.4% or 32 students of 37 students. It means that the percentages result of the students' writing achievement test improved from 72.9 % in cycle 1 to 86.4 % in cycle 2. Therefore, the criteria of the success of this research, that was  $\geq 70\%$  had been achieved and it proved that the use of video in teaching writing helpful to improve the students' writing achievement of procedure text. The result of observation showed that video helped students find ideas, the video that they watched could helped the students find and list the important vocabularies related to material and the imperative word. Video helped students write an outline of procedure text, by using the video students were able to write an outline of procedure text which were: goal, material and step. The students could write the ingredient and equipment in material part as well as the step. Video helped the students rewrite a procedure text by using their own word based on the video viewed, students could rewrite a procedure text with the correct orders (i.e., goal, material, and steps). Concerning the language, the students were able to rewrite a procedure text using their own words. For example, they could order the steps in the procedure text by placing temporal conjunctions, such as *first, second, third, fourth, fifth, sixth, then, next, after that, finally* in the beginning of sentence of a procedure text. In addition, an outline prepared by the students also helped them to group words related to ingredients, equipment and steps. Based on the mentioned result, it can be concluded that video improved the eleventh-grade students' achievement in writing a procedure text.

## CHAPTER I. INTRODUCTION

This chapter discusses some issues dealing with the topic of the research, they are the background of the research, the problem of the research, and the research contribution. They will be explained in the following section.

### 1.1 Research Background

This study raises the issue of using video as media in teaching writing a procedure text for senior high school students in Indonesia. The use of video as media in teaching and learning proses is not a new phenomenon as its existence in the educational field has been reported since the early 1960s. As video has power to feature moving visual elements, along with sound became the contribution help students increase their comprehension, it happened because they do not only hear the language but also see and arrange the ideas through moving picture. (Harmer, 2001:282). The researcher considers the use of video as media in teaching writing a procedure text and how video help students find ideas, write an outline and rewrite a procedure text in the video using their own word in the process of writing a procedure text. Based on some previous research the use of video has significant effect in the teaching and learning process because video could help students to gain ideas and motivate them to learn English.

Some previous studies relevant to the issue of using video to enhance language learning have been conducted. Applying classroom action research, Kaur *et al.* (2014:32) examined the use of video as cognitive stimulator and instructional tool where the video functions as the tool to motivate and stimulate students' interest. The participants of his research were 15 first-year student volunteers studying English language proficiency course. Findings of this study demonstrated that ESL learners enjoy lessons using videos and produced a good sentence and paragraph in writing when video were employed for English instruction. Another study investigated students' views on learning environments enriched by video clip was conducted by Kosterelioglu (2016:359). The findings of this study reported video clip could arouse students' interest (11.9 % of students), help students concentrate during the class (8.9%), improve memory in

learning (27%) and provide intelligibility of the topic (7.9 %). In addition, Kabooha and Elyas (2015:325) conducted on experimental research to know The Impact of Using YouTube Videos on Learning Vocabulary in Saudi EFL Classrooms. Video clips selected in this manner were watched by students during the academic process, at the beginning, during and at the end of the class. The results showed that YouTube video gave significant effect on the students' vocabulary acquisition and increased students' motivation to learn the target language. Those studies indicated that the use of video could give valuable contributions toward language learning.

The findings of previous studies on the issue of video reported strong indications that video contributed to English language learning. The first study demonstrated that ESL learners enjoyed lessons using videos and produced better quality of writing task when video were employed for English instruction. The second study reported that video clip could arouse students' interest, help students concentrate during the class, improve memory in learning, and provide intelligibility of the topic. The last study found that video on YouTube gave significant effect on the students' vocabulary acquisition and increased students' motivation to learn the target language.

Although the previous studies provide the empirical data on the effectiveness of video in language teaching and learning, a study investigating video as a media in teaching writing is under explored. To fill the gap, the study was conducted a classroom action research to know how video contributes to the teaching writing of procedure text at SMA Negeri Mumbulsari and how it affects the XI-IPA 1 students' achievement in writing a procedure text. The study was also in line with the students' problems in writing in this school, specifically the difficulties in generating, organizing ideas, finding appropriate vocabulary, and writing grammatically correct sentences (the results of preliminary study with the English teacher). This supported by the percentages of students' previous score of writing who achieved  $\geq 70$  as the standard score. It was found that there were only 24 students of 37 students (64.8%) who got 70 or higher (see appendix C). the result still had not fulfilled the requirement of the standard score yet.



## 1.2 Research Questions

This study was focused to answer the following research questions:

1. How can the video of procedure text help students find ideas, write an outline, and rewrite the procedure text in the video using their own words?
2. Is there any improvement in the score of procedure text rewritten by the XI-IPA 1 students of SMA Negeri Mumbulsari after receiving action on the use of video on procedure text?

## 1.3 Research Objectives

This study had the following objectives:

1. To describe the extent to which the video of procedure text helps students find ideas, write an outline, and rewrite the procedure text in the video using their own words
2. To examine whether or not the score of procedure text rewritten by students get improved after the action using video has been implemented.

## 1.4 Research Contribution

The result of this research is expected to give useful information and positive contribution empirically and practically:

### a. Practical Contribution

The result of this research is expected to give the English teacher an inspiration to implement video as media in teaching and learning process to enhance students' interest and capability in learning writing.

### b. Empirical Contribution

This research is expected to be useful for those who want to conduct further research in the same topic but using different design or students' level may use this result as one of his references.

## CHAPTER II. RELATED LITERATURE REVIEW

This chapter reviews writing as a complex process, the procedure text, the roles of video as media in teaching writing of procedure text, and previous studies on the use of video.

### 2.1 Writing as a Complex Process

Writing is a complex and challenging activity for many students. The students have to master the vocabulary and grammar to be a good writer. Boardman and Jia (2002:12) argue that writing process consists of more than just picking up a pencil and writing paragraph or an essay from beginning to the end. Writing is a process because it goes through many stages. It starts with understanding the topic. Then, it involves thinking what the writer is going to write and planning how the writer is going to organize it. The final steps involve writing, checking the work and rewriting.

Teaching writing is a complex process. Meyers and Allan (2005:2) posits that writing is a process of discovering and organizing ideas, putting them on paper, reshaping and revising them. Doing writing, the students will be able to measure how good their English is, because it deals with their grammar and vocabulary mastery. Heaton (1991:135) confirms that writing skill is complex and difficult to teach because it requires mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements.

Basically, writing is expression of idea, opinion, experience, or information in the mind of the writer into the form of written language. Furthermore, Fairbairn and Winch (1996:32) claim that writing is about conveying meaning by selecting words and putting them together in written or printed form. The writer should be connected about whether the reader can understand what the writer means. In other words, writing is a process that requires ability in expressing ideas in grammatically and meaningfully correct sentences. Therefore, the students need to master the grammar, vocabulary, contents, and text organization. Further, Boardman and Jia (2002:180) state that writing has some aspects that the writer should consider in order to make a good and readable writing, i.e. content/ideas,

organization, grammar or structure, vocabulary, and mechanic. In summary, to be a good writer someone is required to have good mastery on the aspects of writing.

## 2.2 The Procedure Text

There are some genres of text that students should learn in senior high school, (Kemendikbud, 2014). They are descriptive text, procedure text, recount text, narrative text, analytical text, hortatory exposition text and report text. Procedure text was chosen in this research. (Mark,1998 cited in Suaeni, 2015:11) defined a procedure text as a piece of text that tells the readers or listeners how to do something. Its purpose is to provide instructions for making something, doing something or getting somewhere. In addition, procedures can instruct the readers to do particular activity, for example, a science, experiment, stage directions, road safety rules, following itinerary and recipes. Furthermore, Gatzke (2003) states that procedure text is a text that instructs how to do a particular activity or how to operate something. The information is presented in a logical sequence of events, which is broken up into small sequenced steps. Procedure text is text that tells about the way or the steps how to do, create, or to operate something. Moreover, the most common example of procedure text is recipe.

Generic structure is the arrangement of the text element. Further, Kemendikbud (2014) states that the Generic structure of procedure text consists of goal which is an introductory statement and contains the purpose of the text. Materials, contains a list of materials that will be needed to complete the procedure. This part tells the readers the material used in the process. Steps, are the form of a series of steps oriented to achieve the goal. The steps usually start with a command or in the form of action verbs, such as add, cut, stir, push, etc.

The language features of procedure text are the use of simple present tense. The sentence begins with action verbs like cut, bold, twist, and so on. Using temporal conjunction to connect the text and to indicate sequence, for example: first, when, then, after that.

The social purpose of procedure text is to show how something is done through sequence of steps which enable the reader to achieve the goal, or to help

us do a task or make something. They can be a set of instructions or directions. In short, the characteristic of procedure text is focused on the generalized people rather than individuals (first you take, rather than first I take). Its detailed information on how (carefully, with the scissors), where (from the top), when (after it has set). It detailed with factual description (shape, size, color amount). It should be presented in logical sequence of events. Although narrative text is presented in logical sequence of events as well, but they have differences in the purpose, the generic structure and language features of the text. The following is the example of procedure text:

### **How to Make Orange Juice**

#### **Ingredients:**

- 2 Oranges
- 2 Teaspoons of sugar
- A pinch of cinnamon

#### **Equipments:**

- Handheld juicer
- Glass
- Knife
- Cutting board

#### **Steps:**

- First, wash the oranges and put them on cutting board
- Then, cut the oranges into halves
- After that, prepare the handheld juicer and put the oranges on the juicer and squeeze them one by one
- Next, add 2 teaspoons of sugar and a pinch of cinnamon. Stir till the sugar and cinnamon has completely dissolved
- Finally, your orange juice is ready to be served.

Source: *Buku Paket Bahasa Inggris SMA/MA/SMK/MAK Kelas XI Semester 2*

## **2.3 The Roles of Video as Media in Teaching Writing of Procedure Text**

Writing is a complex process that requires writers to know how to select and develop a topic, organize ideas, select appropriate words to express meanings, and compose grammatically correct and meaningful sentences to form a well-organized text. To acquire writing ability, teacher plays an important role in facilitating their students to gain writing skill. Provision of the appropriate media

may help students find ideas to write, vocabulary and grammatical constructions adopted to compose a text.

Media is an instrument used to teach language so that the materials can be delivered well and can motivate students by presenting language in communicative way. Media includes all technological advances (e.g. software, hard wares, computers and projectors) and non-mechanical aids (e.g. charts or even props for daily life adapted for teaching purposes) (Brintton, 2001:459). Besides, Dale (1969) in his research shows that by using media students will be able to remember lesson deeper and longer than learning without media. Media not only can increase students' understanding, but it will not make students frustrated and get bored either. Some benefits in using media among them are: help students process the information efficiently, help teacher present materials efficiently, and help the teacher to economize the teaching material, (Brintton, 2001:475). Therefore, using ELT media in the teaching and learning process is recommended. There are many kinds of media that can be used in teaching and learning process. In this study the researcher used video in teaching writing a procedure text. Canning (2000:2) defines video as a selection and sequence of messages in an audio-visual context and states that in comparison to listening activities, scene were utterances backed up by an action or body language are easier to understand. Video is seen to have brought stories and meaning alive through sound, action, and visual (Kaur *et al.*:2014:33). Furthermore, Falupi *et al.* (2012:2) argued that video is one of technology's products which presents constant movement of sophisticated images, moving pictures, animated pictures, moving texts accompanied by audio or sound effects. Moreover, providing students with sound, image, and text, video becomes one of media providing "lively situation". (Maggi, 1988, cited in Cahyono, 1997:127). Based on those definitions, it can be concluded that video is an Audio-visual media which presents moving pictures accompanied by audio or sound effect that can be used as media in teaching and learning process. As Brintton, 2001:475 stated, video can enhance language teaching, as they can help teacher to bring real world into the classroom, make learning more meaningful and exciting. Tan *et al.* (2009)

added that the use of video provides visual stimulus to help students comprehend and internalize better so as to spearhead their writing progress. Katchen (2002:256) strengthens that students in many contexts like video activities especially when the activities challenge them and make them enjoy learning with video.

The use of video as media in teaching and learning process has strengths and weaknesses. Burt (1999:2) stated some advantages of using video in teaching and learning process are: video can be controlled (stopped, paused, and repeated). It can be presented to a group of students, to individual, or for self-study, and it allows learners to see facial expression, gestures and body language at the same time as they hear the stress, intonation, and rhythm of the language. Video used in the classroom must be watchable (interesting), complete, not too long or too short, age appropriate, and relevant to curriculum content (Gallacher, 2003).

Using video as a media also have some weaknesses. Arsyad (1996:50) states that there are some weaknesses that should be considered when teaching in the classroom using video: when the teacher plays the video, the scene or the picture are moving continually. It will make some students cannot catch the information in the video easily. Sometimes, the video that is presented by the teacher is not appropriate with the students' age and the final goal in the learning process. To overcome those weaknesses of using video as media in teaching and learning process, the researcher asked the students to focus while the video being played and the researcher press the pause and rewind few times. Besides, the researcher used the video that was suitable with students' age and the theme stated in syllabus, the video was taken from YouTube website.

In teaching English using video, Burt (1999:5) proposes the following steps: pre-viewing, while-viewing, post-viewing activities. Pre-viewing activities are used to engage students' interest. It may include discussing new vocabularies. By introducing the new vocabularies before the video viewed, it might avoid students misunderstanding and avoid students asking questions in middle of the video playback. While-viewing activities are used to make students focus on the content of the video. In this activity, the students may take notes about the

important information from the video. The teacher should remain in the classroom with the learners to observe their reaction and see what they do not understand. The teacher can press the pause and rewind few times. Post-viewing activities are used to check the students' understanding in catching the point or the content of the video. The teacher could clarify by asking question related with the video to the students. If the students still get confused with the content of the video the teacher could rewind the video few times.

#### **2.4 Previous Studies on the Use of Video**

Some previous studies relevant to the issue of using video to enhance language learning have been conducted. Kaur *et al.* (2014:32) examined the use of video as cognitive stimulator and instructional tool. Where the video functions as the tool to motivate and stimulate students' interest. The participants of his research were 15 first-year student volunteers studying English language proficiency course. Findings of this study demonstrated that ESL learners enjoy lessons using videos and produced a good sentence and paragraph in writing when video were employed for English instruction.

Other research was done by Kosterelioglu (2016:359) who conducted qualitative study on students' views on learning environments enriched by video clip. The study was implemented on students in the Classroom Teaching and Information Technologies Teaching programs. Descriptive analysis method was used to analyse the data. The findings of his study showed that students emphasized the positive effects such as arousing interest in the class (11.9%), concentrating during the class (8.9%), improving memory in learning (27%) and providing intelligibility of the topic (7.9 %).

Another research was done by Kabooha (2015) who conducted experimental research on the impact of using YouTube videos on learning vocabulary in Saudi EFL classrooms. Video clips selected in this manner were watched by students during the academic process, at the beginning, during and at the end of the class hour to arouse interest, maintain continuity and summarize the lesson. Students were asked to discuss the topic and present their ideas based on what they

watched. The results clearly show that YouTube video gave significant effect on the students' vocabulary acquisition, YouTube video also could increase students' motivation to learn the target language. Those studies indicated that the use of video could give an invaluable contribution toward language learning.

The findings of previous studies on the issue of video reported strong indications that video contributed to English language learning. The first study demonstrated that ESL learners enjoy lessons using videos and produced better quality of writing. The second study reported that video clip could arouse students' interest, help students concentrate during the class, improve memory in learning, and provide intelligibility of the topic. The last study found that video on YouTube provided gave significant effect on the students' vocabulary acquisition and increased students' motivation to learn the target language.

Although the previous studies provide the empirical data on the effectiveness of video in language teaching and learning, a study investigating video as a media in teaching writing is under explored in guiding students to write. To fill the gap, the study was conducted a classroom action research to know how video contributes to the teaching of procedure text at SMA Negeri Mumbulsari and how it affects the XI-IPA 1 students' achievement in writing a procedure text.



## CHAPTER III. RESEARCH METHODOLOGY

This chapter discusses the selection of research design, instructional procedures, research context, research participant, data collection method, and data analysis method.

### 3.1 The Research Design

This study was designed as classroom action research (CAR) intended to improve senior high school students' achievement in writing a procedure text through video. As proposed by Elliot (1991:70) this CAR was conducted in collaboration with senior high school English teacher beginning from the stages of problem identification, planning, implementing, observing, and reflecting the action. The design of this study used the action cycle model that is adopted from Lewin as quoted by Elliot (1991:70) and it is illustrated in diagram (see appendix D)

Based on diagram, this study lists a number of stages as follows:

#### 1. Problem Identification

In identifying the problem, the researcher did interview with the English teacher of SMA Negeri Mumbulsari to ask the teacher about the students' difficulties in writing and students' previous score in writing (see Appendix C). The next step is selecting and determining one class as the place to conduct action research (the participants) based on the results of problem identification. In this research the researcher decided to choose XI-IPA 1 due to the low mean score in writing that they have.

#### 2. Planning the action

In the second phase, it is decided to use video as a solution to overcome the students' problem in writing. Based on the theories on the effectiveness of video both as learning materials and media in teaching writing and the procedures in teaching writing using video, lesson plans, observation and evaluation instrument (writing test) are constructed.

### 3. Implementing the action

The lesson plans developed was implemented in the class determined. In the implementation, the researcher was the doer and observer of the action (i.e. teaching a procedure text by using video), (i.e. observing the teaching and learning process by taking notes). Having implemented the lesson plans, the researcher conducted the writing test.

### 4. Reflecting on the action

In this stage, reflections were done by identifying the strengths and weaknesses during the implementation stage. The reflections are based on the observational notes, students' problems and progress in doing the writing tasks, and the results of writing test. The results of reflection were used to determine whether or not the study will be continued to the next cycle.

## **3.2 Teaching Procedure Text Through Video: Instructional Procedures**

The researcher conducted the research into two cycles. Each of cycle was conducted twice (2 meetings). In the first meeting of Cycle 1, the researcher taught a procedure text about "How to Make Apple Banana Smoothie", while in the second meeting the researcher taught a procedure text about "How to Make Omelet". In the third meeting, the researcher taught a procedure text about "How to Make Envelope" while in the fourth meeting about "How to Make Simple Paper Kite". The videos were taken from YouTube website.

In teaching and learning activities the researcher used scientific approach which is the approach that applies steps in building new knowledge through scientific method (Shofwan: 2016:424). The learning model is needed to enable the students to think scientifically and creatively and to develop sense of inquiry. There are five stages in the teaching of writing through scientific approach, i.e. observing, questioning, exploring, associating, and communicating. The first step is observing. In this step, the students were given new vocabulary related to the video before playing video. Then, the students listened and watched the procedure text (tutorial) through video. Next, the students identified information

from the video and paid attention to the teacher's explanation about the procedure text.

The second step is questioning. The teacher asked the students related to the content of the video (e.g. the goal, the materials, the steps). Then, he asked more questions related to the language features, and the generic structure of the procedure text.

The third step is exploring. In this stage, the students did some tasks in the worksheets prepared by the teacher, such as the list of important vocabularies and list of relevant grammatical aspects characterizing a procedure text.

The fourth step is associating. In this step, the students were assigned to write an outline of procedure text by using students' worksheet prepared by the teacher. Then, they developed the outline by rewriting the procedure text based on the video using their own words.

The last step is communicating. In this step, the teacher asked the students to revise their drafts based on the teacher's feedback. Lastly, students checked the language before submitting the final draft. The final draft was assessed by using analytical scoring rubric.

Table 3.1 The teacher and students in class-activities

Phases		Teacher activities	Student activities
<b>Pre-Viewing</b>	Observing	<ul style="list-style-type: none"> <li>• Give new vocabularies related to the video</li> <li>• Showing the video</li> <li>• Asked the students to identify the information in the video</li> <li>• Explained the materials about procedure text</li> </ul>	<ul style="list-style-type: none"> <li>• Paying attention</li> <li>• Watching the video</li> <li>• Identifying the video.</li> </ul>
	Questioning	<ul style="list-style-type: none"> <li>• Asked some questions to the students related to the materials under the teacher's guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Responding to teacher's question</li> </ul>
<b>While-Viewing</b>	Exploring	<ul style="list-style-type: none"> <li>• Asked the students to do some tasks such as listing important vocabularies (task 1), listing relevant grammatical aspect characterizing a procedure text. (task 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Doing some tasks based on the teacher's instruction</li> </ul>

<b>Post-Viewing</b>	Associating	<ul style="list-style-type: none"> <li>• Assigned the students to write an outline by using students' worksheet prepared by the teacher (task 3)</li> <li>• Asked them to develop their outline by rewriting the procedure text based on the video using their own word. (task 4)</li> </ul>	<ul style="list-style-type: none"> <li>• Write an outline of procedure text</li> <li>• Develop their outline using their own word.</li> </ul>
	Communicating	<ul style="list-style-type: none"> <li>• Giving feedback to the students' draft</li> <li>• Revising the students' task result according to the feedback given</li> </ul>	<ul style="list-style-type: none"> <li>• Editing their draft based on the teacher's feedback</li> </ul>

### 3.3 Research Context

The area of the research was determined by purposive method. It is a method employed in choosing a research area based on certain purpose or reasons (Arikunto, 2006:16). This research was conducted at SMA Negeri Mumbulsari, because the students at this school had a problem in writing in English subject and teaching writing by using video had not been applied yet in this school. The facilities in this school also support the researcher to conduct the action research by providing viewer, sound system, etc. Based on the curriculum 2013, English subject is taught one time in a week about 90 minutes. There are 2 majors at SMA Negeri Mumbulsari, the natural science and the social science. Both majors have the same time allocation in teaching and learning English. There are 14 classes for the tenth up to the twelfth grade, each class consists of 25 – 40 students.

### 3.4 Research Participants

The participants of this study were the XI-IPA 1 students of SMA Negeri Mumbulsari in academic year of 2017/2018. The researcher chose class XI-IPA 1 (consisting 37 students) as the research participants because the students in this class had problems in writing specifically in finding ideas, organizing ideas, finding appropriate vocabulary, writing grammatically correct sentences (the results of preliminary study with the English teacher). Moreover, students'

problems in writing were also demonstrated by the low mean score of writing (see appendix C).

### **3.5 Data Collection Method**

#### **3.5.1 Writing Test**

To measure students' performance in writing, the researcher carried out the achievement writing test (Hughes: 2003) after they were taught procedure text by using video. To meet the content validity, the achievement writing test had been developed based on the basic competence of writing stated in curriculum K13. In the test, the researcher asked the students to rewrite procedure text based on the video provided. The length of the text is not restricted but it has to be related to the video viewed. The time allocation of the test is about 60 minutes.

Based on the types of scoring, there are two kinds of scoring, they are objective test and subjective test. In this research, the researcher used subjective test which is a test which needs judgment or impression from the score. The researcher was used subjective test in the form of text.

The scoring method used in this research was analytical scoring method. Hyland (2004:229) defines analytical scoring procedures requires reader to judge by using criteria which is seen essential to good writing. Analytic scoring is good for the teacher because it gives the teacher ability to justify a score on paper, without having to explain everything in later conversation. The writing scoring rubric is enclosed in (Appendix E)

To establish the reliability, the researcher applied inter-rater reliability. Weigle (2002:135) states that inter-rater reliability means using two or more different raters to give the same score to the same script. Therefore, the result was scored by two raters, the researcher and the English teacher. There were some procedures of inter-rater reliability to have a common perception before scoring. The procedures are:

- a. Determined the researcher and the English teacher as the raters. To make students' writing test reliable, the researcher discusses the result with the teacher. The discrepancy of the score is about  $\leq 10$ .

- b. The researcher asked the students to submit their writing sheet and copied the sheets. The researcher scored the original sheet and the English teacher scores the copied one.
- c. The final score was determined based on the mean score from the raters.

### **3.5.2 Observation**

Observation was conducted twice (meeting 1 and meeting 2) in each cycle. Observation aimed to collect data or evidence about what the students did while listening to the video and after listening to the video. The evidence was written in note books (fieldnotes) by the English teacher and the researcher, the observation guide is enclosed in (appendix F). As evidence, the fieldnotes served as the main source to explain 'how video about procedure text' inspires students to find ideas, to make some lists of important vocabularies, to select relevant grammatical aspects characterizing a procedure text, and to give ideas on how to organize the information gained from the video to write a well-organized procedure text.

### **3.5.3 Students' Work Artefacts**

In addition to fieldnotes, students' work artefacts (i.e. the learning tasks already done by students) were collected as other evidence intended to crosscheck/ triangulate the data collected from the fieldnotes. In qualitative study, triangulation (i.e. collecting data using different methods) is vital for the purpose of increasing data validity.

### **3.6 Data Analysis Method**

There are two kinds of data that were analysed in this study: quantitative and qualitative data. As the quantitative data, the scores of writing test was analysed by using descriptive statistics, i.e. the frequency distribution and percentage. The scores of writing test was classified into two groups, i.e. the percentage of students whose scores are above 70 and those whose scores are below 70. Criteria of success is set up to determine whether the action in the research successfully completed the target or not. In line with this study, the criteria of success were decided: The students' writing score could achieve the target of the Minimum

Mastery Criterion- *Kriteria Ketuntasan Minimal* (KKM) of English (70) or above. It was considered successful if 70% of the students with individual score in writing procedure text achieve at least the same as or above 70.

The qualitative data (observational data) was analysed by using thematic analysis. The fieldnotes were analysed to answer the second research question i.e. how video (the design of writing activities using video) helps students write procedure text. The first step to analyse the qualitative data is 'coding data' from both fieldnotes and students' work artefacts. The data was coded under four categories: (1) how video helps students find ideas to write; (2) how video helps students lists important vocabularies; (3) how video helps students select relevant grammatical aspects characterizing a procedure text; and (4) how video helps students write an outline; (5) how video helps students to organize the information gained from the video to write a procedure text coherently. The second step is to analyse the data to find the themes (recurring patterns in the data) in each category. The last step is to draw a conclusion and report the findings.

## CHAPTER V. CONCLUSION AND SUGGESTION

This chapter present the research conclusion and suggestion. The research conclusion and suggestion are going to be presented in the following section.

### 5.1 Conclusions

According to the result of the analysis data of writing test and observation. it can be concluded that:

1. The use of video can improve the eleventh-grade (IPA-1) students' achievement in writing a procedure text at SMA Negeri Mumbulsari. It can be seen from the result of students' achievement writing a procedure text before and after implementation of video. Before the implementation the total number of students was 64.8% of them achieved  $\geq 70$ . In cycle 1, the total number of the students who succeed in achieving the target score became 72.9%. In cycle 2, the total number of the students who succeed in achieving the target score became 86.4%. From this result there was an improvement after being taught by using video.
2. The result of the analysis data of observation proved that the use of video in teaching writing a procedure text could help the students to find ideas, list important vocabularies, list grammatical aspect characterizing procedure text, help students to write an outline and rewrite a procedure text in the video using their own word. It could be seen on the students succeed on making paragraph of procedure text.

### 5.2 Suggestions

Considering the result of this research, some suggestions are given to the English teacher, the students, and the future researcher:

1. The English Teacher

Based on the research result, it is suggested to the English teacher video as media in teaching and learning process to enhance students' interest and capability in learning writing. In addition, the result can be used as an alternative reference in teaching writing and it can enrich their knowledge and experience about teaching writing.

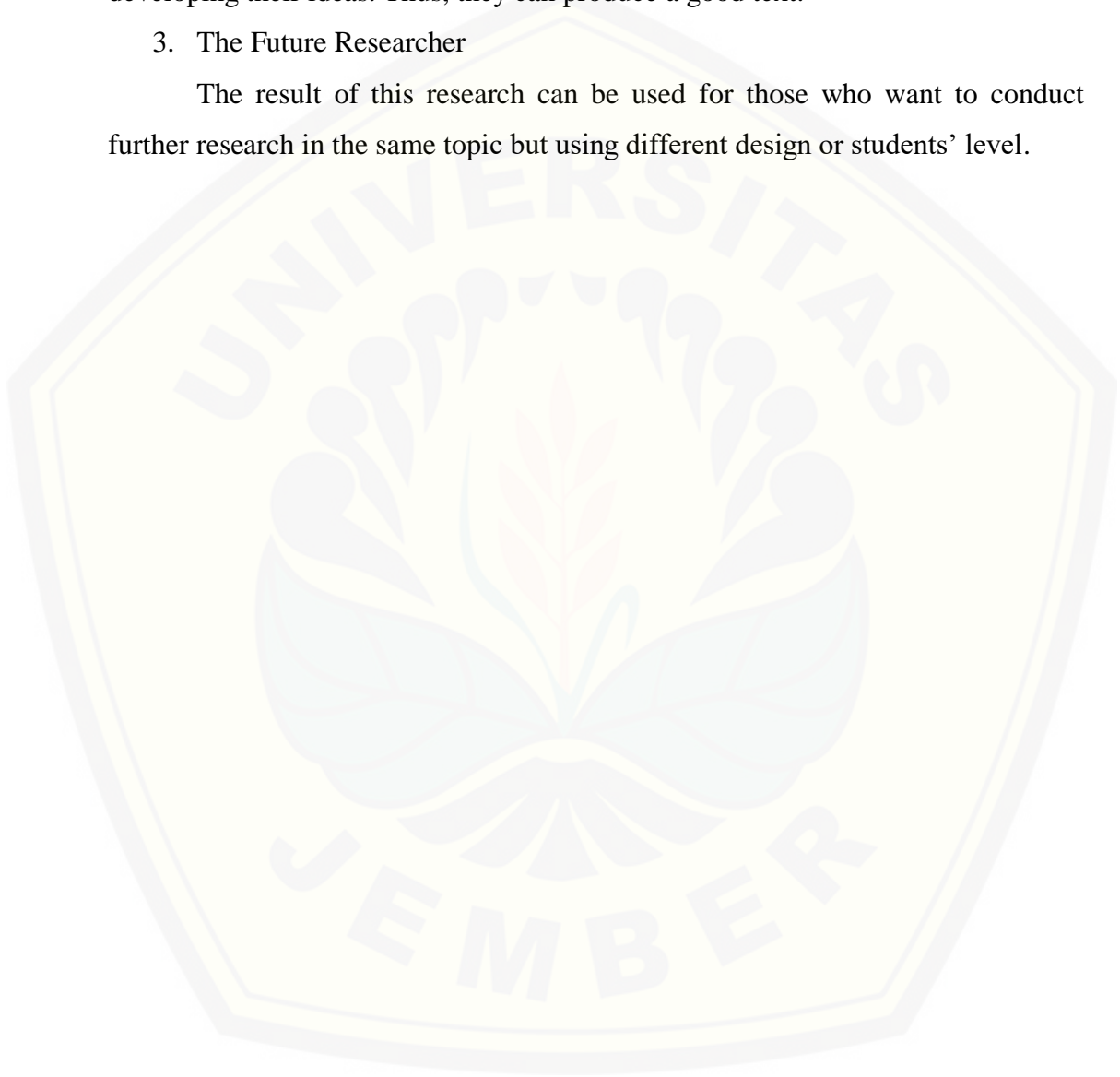


## 2. The XI-IPA 1 Students at SMA Negeri Mumbulsari

The students are suggested to practice writing by using video as learning media. The audio and visual in the video can attract students' interest to the topic. So, the students can collect the information from video. It can help them in developing their ideas. Thus, they can produce a good text.

## 3. The Future Researcher

The result of this research can be used for those who want to conduct further research in the same topic but using different design or students' level.



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## Appendix A

## RESEARCH MATRIX

TITTLE	PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHODS
The Use of Video to Improve the eleventh Grade Students' Achievement in Writing a Procedure Text at Senior High School in Jember	<ul style="list-style-type: none"> <li>How can the video of procedure text help students find ideas, write an outline, and rewrite the procedure text in the video using their own words?</li> <li>Is there any improvement in the scores of procedure text rewritten by the eleventh-grade students of SMA Negeri Mumbulsari after receiving action on the use of video on procedure text?</li> </ul>	<p><u>Independent variable:</u> Students ability in finding ideas, write an outline, and list of important vocabularies, list of grammatical aspect characterizing a procedure text</p> <p><u>Dependent variable:</u> Students ability in rewrite the procedure text in the video using their own word</p>	<ul style="list-style-type: none"> <li>The students find ideas from video provided</li> <li>The students list important vocabularies</li> <li>The students find and list relevant grammatical aspect characterizing a procedure text</li> </ul>	<p>1. <u>Subject:</u> The XI-IPA 1 grade students of SMA Negeri 1 Mumbulsari in the 2017/2018 academic year.</p> <p>2. <u>The informant and the collaborator:</u> The English teacher of SMA Negeri Mumbulsari</p> <p>3. <u>School document:</u> -The name of the research subject -The previous students' writing scores from the teacher.</p>	<p>1. <u>Research Design:</u> Classroom action research with cycle model The stages of the cycle are: a. Preliminary study b. Planning of the action c. Implementation of the action d. Reflection</p> <p>2. <u>Research Context</u> Purposive Method</p> <p>3. <u>Data collection method</u> - Writing Test - Observation</p> <p>4. <u>Data Analysis Method</u> The result of the of the research was analysed by descriptive method</p>

**Appendix B****An Interview Guide for Preliminary Study****A. The Interview Guide**

<b>No.</b>	<b>Question</b>	<b>Interviewees' Response</b>
1.	How long have you been teaching at SMA Negeri Mumbulsari?	For about 10 years
2.	What curriculum do you used in teaching English	Curriculum K13
3.	How many English teacher in this School?	2 English teachers
4.	What English book do you usually used to teach writing?	I used English book provided by the school
5.	How do you decided the material while teaching writing?	I always used syllabus to decide the material
6.	What skill are the most difficult for students?	I think the most difficult skill for student is writing
7.	What are your students' difficulties in learning writing?	The students difficult to start to write because they don't have idea in writing the text. Although, they have an idea but they still confuse to organize their ideas. My students also had problem dealing with vocabulary and grammar.
8.	How do you solve that problem?	I asked the students to practice at home by giving them a homework. Sometimes I asked them to discuss with the class together.
9.	Have ever used video as media to teach writing?	No, I have not used media in teach writing
10.	How was the students' writing score?	Most of the eleventh-grade students did not achieve the standard score
11.	What class that has the lowest score?	The grade XI-IPA 1

**B. The Documentations Guide**

<b>No.</b>	<b>The Supporting Data</b>	<b>The Data Source</b>
1.	The name of research participants	The school documentation
2.	The previous score of the students' English writing test	The school documentation

## Appendix C

## The List of All XI-IPA Students' Previous Score of Writing Test

No.	IPA-1 Students' Initial Names	Scores	IPA-2 Students' Initial Names	Scores	IPA-3 Students' Initial Names	Scores
1.	MDF	75	AK	74	AS	70
2.	AW	70	ASR	80	AW	80
3.	AC	75	AB	75	AF	70
4.	AD	65	AE	72	AA	65
5.	ABR	72	AS	75	AH	75
6.	BAS	70	A	73	CKT	70
7.	EAAS	60	AFR	75	CAM	73
8.	FA	53	AW	73	DA	60
9.	FR	70	BS	80	DYE	75
10.	INA	54	FS	70	DADP	73
11.	II	70	FD	70	FNI	70
12.	JM	57	FNH	75	FR	75
13	J	80	F	73	FJP	85
14.	KD	75	FR	87	F	75
15.	LA	60	GSI	60	FMGK	80
16.	LSM	72	IK	64	GRF	65
17.	LS	75	LAL	71	I	70
18.	MAH	85	LH	80	KE	85
19.	MRRH	70	MKA	73	KKW	67
20.	MR	54	MGPS	70	KK	65
21.	MHA	72	MFNA	70	KPW	70
22.	MAR	70	MN	70	LAS	65
23.	NECL	59	MS	72	MAR	70
24.	NQ	64	RA	86	MA	78
25.	OHP	70	RTR	80	MF	85
26.	PAA	70	RPW	75	MS	75
27.	RMI	49	RS	85	MAJ	75
28.	RM	70	RKW	80	MZ	83
29.	RA	76	SN	70	NMM	72
30.	SB	75	SSD	80	NAPS	70
31.	SAL	73	SA	72	NAA	60
32.	VSM	67	SKN	80	RDW	64
33.	YHW	70	SM	74	SDW	82
34.	Y	56	SF	73	S	76
35.	YA	76	SS	60	SRJ	78
36.	Y	85	UM	76	SFS	84
37.	ASF	69	AW	83	WMRH	80
TOTAL		<b>2533</b>		<b>2757</b>		<b>2716</b>
MEAN SCORE		<b>68.46</b>		<b>74,51</b>		<b>73,40</b>
The percentages of the students who achieved $\geq 70$ [E% = $n/N \times 100$ ]		A: 24 NA: 13 <b>64.8%</b>		A: 34 NA: 3 <b>91.8%</b>		A: 30 NA: 7 <b>78.3%</b>

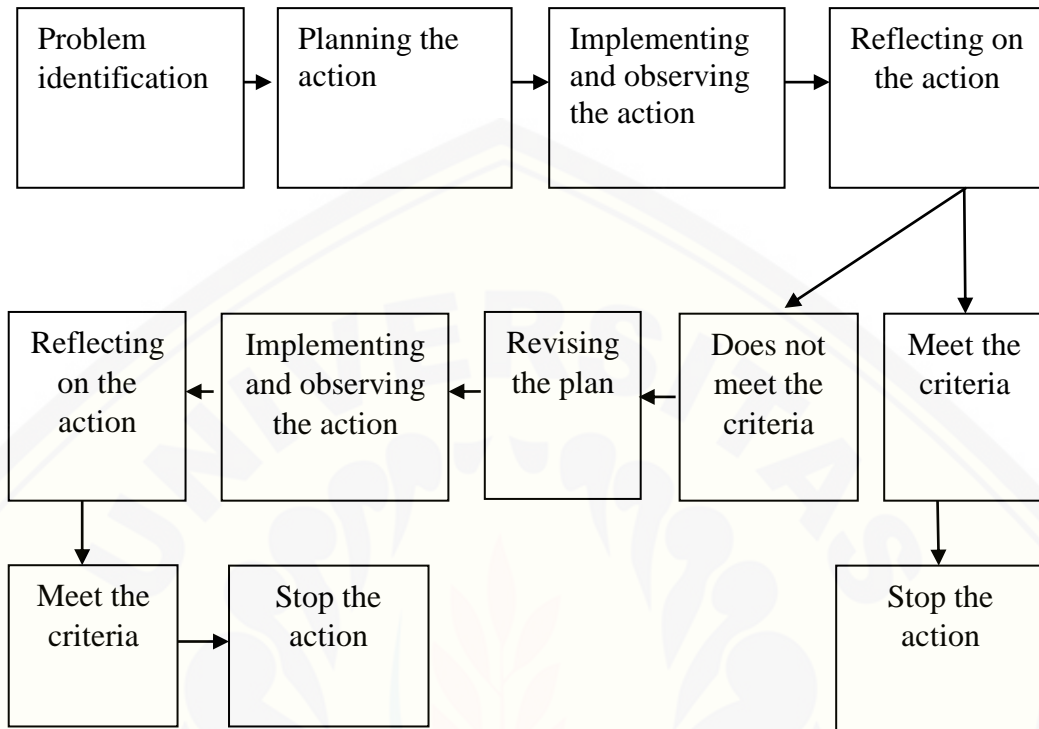
Notes:

E : The percentage of the students who achieve score  $\geq 70$ n : The number of the students who achieved score  $\geq 70$ 

N : The total number of the students

A : Achieved

NA : Not Achieved

*Appendix D***The Diagram of Design of Classroom Action Research**

*(Adapted from Lewin, in Elliot, 1991:70)*

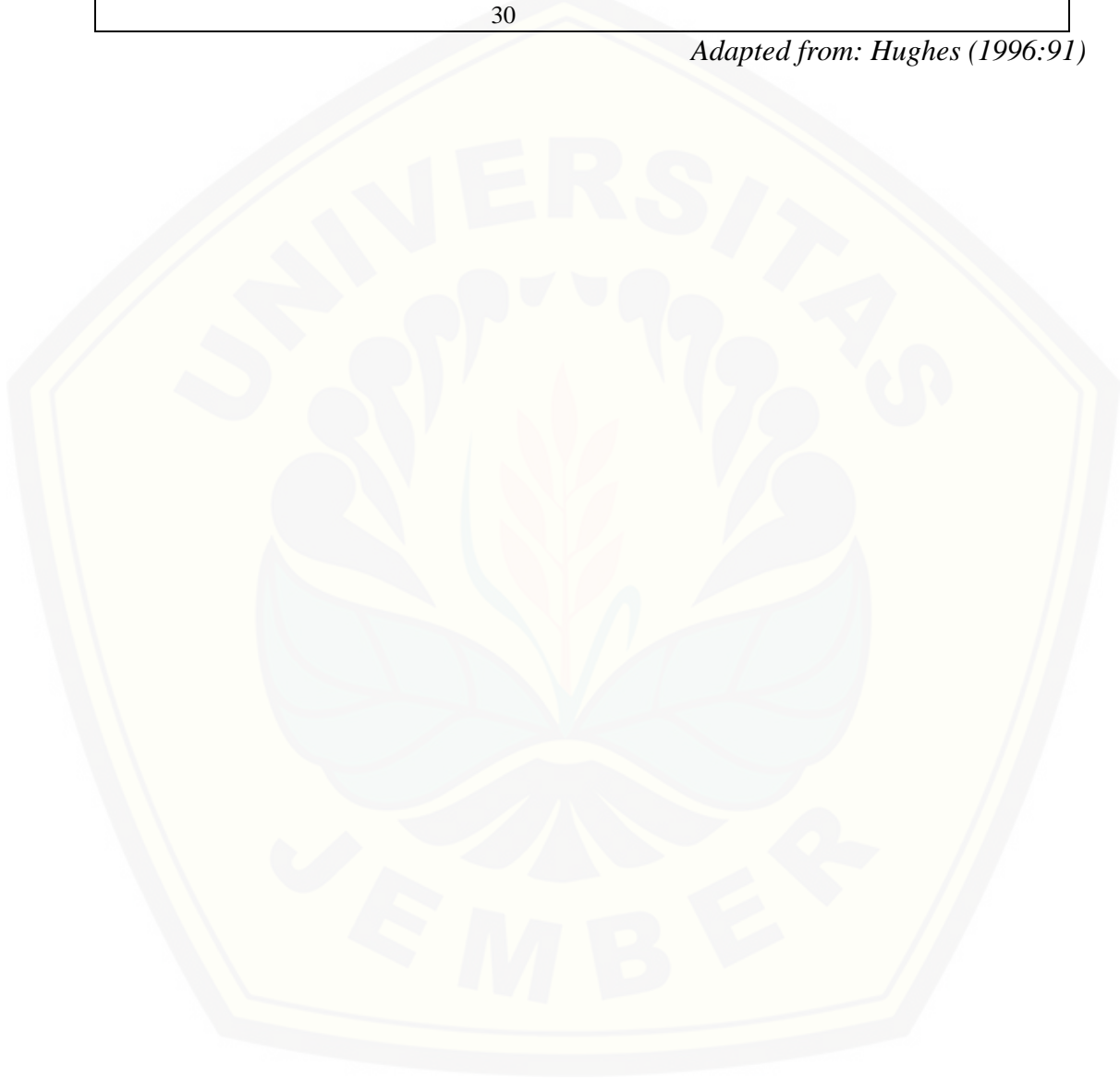
**Appendix E****The Scoring Rubric**

a.	Vocabulary	6	Use of vocabulary and idiom rarely (if it all) distinguishable from that of educated native writer
		5	Occasionally uses inappropriate terms or relies on circumlocution; expression of ideas hardly impaired
		4	Uses wrong or inappropriate words fairly frequent; expression of ideas may be limited because of inadequate vocabulary
		3	Limited vocabulary and frequent errors clearly hinder expression of ideas
		2	Vocabulary so limited and so frequently misused that reader must often rely on own interpretation
		1	Vocabulary limitations so extreme as to make comprehension virtually impossible
b.	Grammar	6	Few (if any) noticeable errors of grammar or word order
		5	Some errors of grammar or word order which do not, however interfere with comprehension
		4	Errors of grammar or word order fairly frequent, occasional re-reading necessary for full comprehension
		3	Errors of grammar or word order frequent; effort of interpretation sometimes required on reader's part
		2	Errors of grammar or word order very frequent; reader has to rely on own interpretation
		1	Errors of grammar or word so severe as to make comprehension virtually impossible
c.	Organization	6	Highly organized; clear progression of ideas well linked; like educated writer
		5	Material well organized; links could occasionally be clearer but communication not impaired
		4	Some lack of organization; re-reading required for clarification of ideas
		3	Little or no attempt at connectivity, though reader can deduce more organization
		2	Individual ideas may be clear. But very difficult to deduce connection between them
		1	Lack of organization so severe that communication is seriously impaired
d.	Mechanic	6	Few (if any) noticeable lapses in punctuation or spelling.
		5	Occasional lapses in punctuation or spelling which do not, however, interfere with comprehension.
		4	Errors in punctuation or spelling fairly frequent; occasional rereading necessary for full comprehension
		3	Frequent errors in spelling or punctuation; lead sometimes to obscurity.
		2	Errors in spelling or punctuation so frequent that reader must often rely on own interpretation
		1	Errors in spelling or punctuation so severe as to make comprehension virtually impossible
e.	Style	6	Choice of structures and vocabulary consistently appropriate; like that of educated native writer.
		5	Occasional lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication.



		4	'Patchy', with some structures or vocabulary items noticeably inappropriate to general style.
		3	Structures or vocabulary items sometimes not only inappropriate but also misused; little sense of ease of communication.
		2	Communication often impaired by completely inappropriate or misused structures or vocabulary items.
		1	A 'hotch-potch' of half learned misused structures and vocabulary items rendering communication almost impossible.
Total Score: $\frac{\text{vocabulary} + \text{grammar} + \text{organization} + \text{mechanic} + \text{Style}}{30} \times 100 =$			

*Adapted from: Hughes (1996:91)*



*Appendix F***Observation Guide****Date** :**Time** :**Setting** :**Participants** :**Observer** :

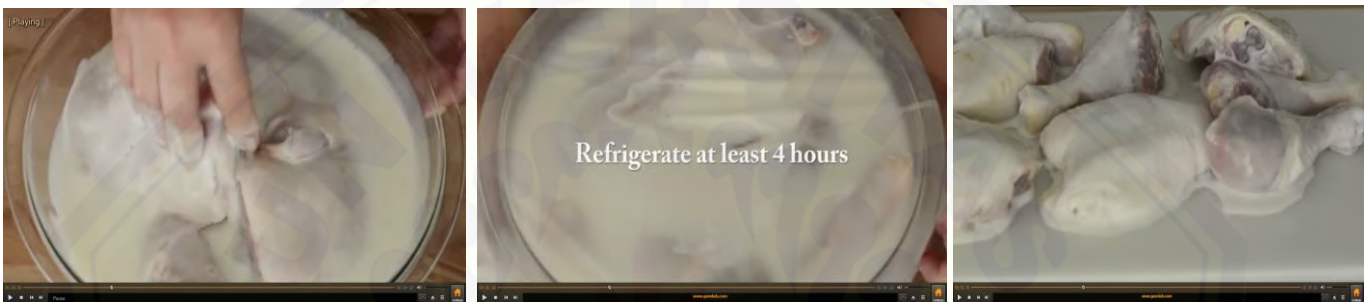
<b>Phase</b>	<b>Classroom Activity</b>	√	<b>Observation</b>	<b>Observer's Comment</b>
	1. T greets the Ss 2. T check Ss' attendance 3. T delivers leading questions 4. T states the learning objective			
<b>Pre-Viewing</b>	<b>Main Activity</b> 5. Teacher give new vocabulary related to the video 6. Teacher play the video 7. Students identify the information on the video 8. Teacher explains about procedure text 9. Teacher asking question related to the material			
<b>While-Viewing</b>	10. Students doing the task (find and list important vocabularies)			
<b>Post-Viewing</b>	11. Students make an outline of procedure text 12. Students develop their outline into draft to be rewritten by using their own word based on the video viewed 13. Teacher give feedback to the students' worksheet			
	<b>Closure</b> 14. Make conclusion 15. Parting			

## Appendix G

## The Screenshot of the Video of Writing Test in Cycle 1



**First**, place the 8 chickens in the big bowl, pour a cup of buttermilk over the chicken, seasoning with a pinch of salt, make sure that everything single piece of chicken well covered.



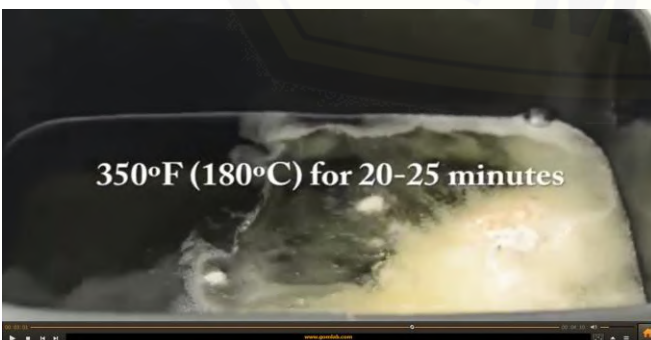
**Second**, covered with plastic wrap and refrigerate at least 4 hours.

**Third**, take the chicken out of the fridge and let it rest at room temperature about 30 minutes before frying.



**Fourth**, put flour on the baking dish and add some salt and white sugar, seasoning with black pepper, add onion powder, garlic powder, paprika powder, thyme, cayenne pepper, and cumin. Stir all the ingredients

**Next**, dip each of chicken in the buttermilk you reserved previously and then cover with the flour mixture, shake off the excess. And repeat this process in second.



**After that**, fry the chicken for about 20-25 minutes or until the crust is golden brown.

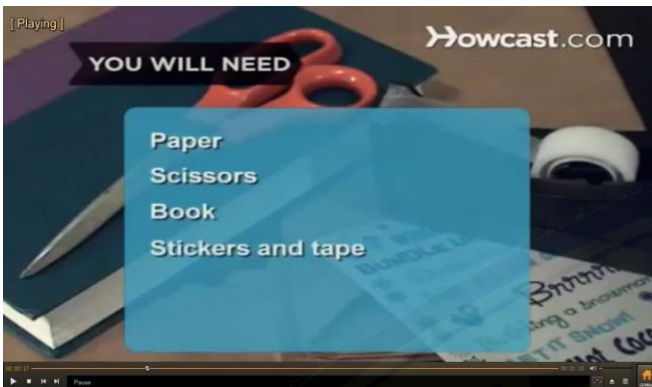


**Finally**, your buttermilk fried chicken is ready to be served

Source: <https://www.youtube.com/watch?v=PCYDi50-G0I>

Appendix H

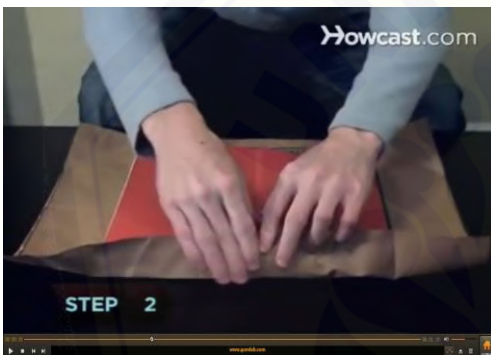
The Screenshot of the Video of Writing Test in Cycle 2



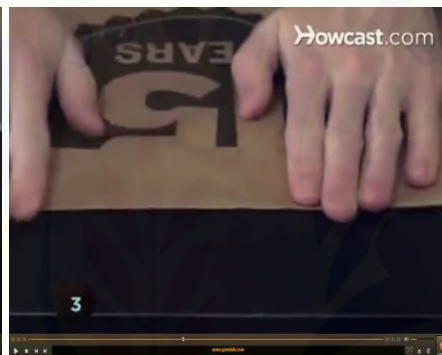
**Materials:** Paper, Scissors, Book, Stickers and tape



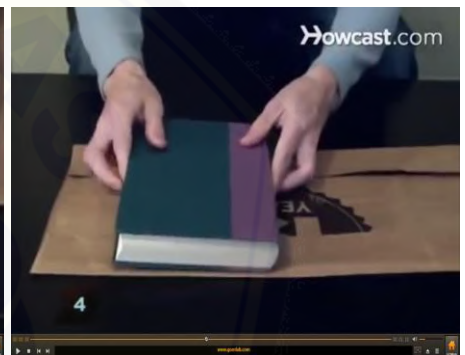
**First,** cut your paper large enough to cover your textbook, add two or more additional inches on all sides



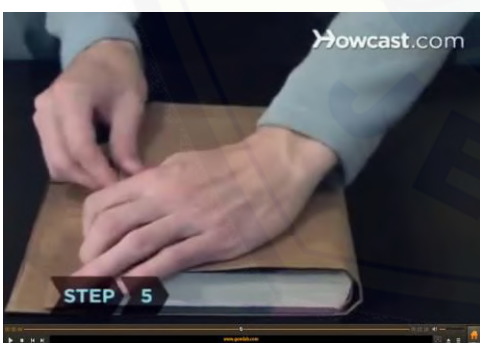
**Second,** put the textbook on the centre of the paper, make creases by folding the paper over the top and bottom edges of the book.



**Third,** put the book aside and fold the paper at the creases until smooth and even



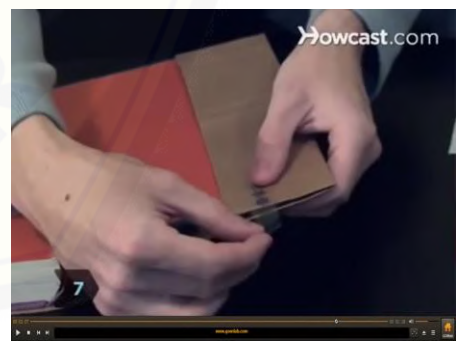
**Fourth,** close the textbook and place it onto the paper, leaving approximately 2 inches on the right side.



**Then,** wrap the remaining paper around the front cover of the textbook and crease the edge. Remove the paper and fold at the crease.



**Next,** Open the book and slide the front cover into the sleeve. Close the book and make crease with the paper against the back cover. Fold the crease, open the back cover, and slide it into the sleeve



**Last,** hold the cover in place with decorative stickers and different coloured tape, cut into different shapes.

Source: [https://www.youtube.com/watch?v=I\\_1YYSDak8s](https://www.youtube.com/watch?v=I_1YYSDak8s)

**Appendix I****CYCLE 1****LESSON PLAN I**

Subject	: English
Level/Semester	: SMA / II
Language Skill	: Writing
Theme	: Food and beverage
Topic	: Beverage
Time Location	: 90' minutes

---

**I. CORE COMPETENCE**

- KI. 3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- KI. 4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

**II. BASIC COMPETENCE AND INDICATORS**

<b>Basic Competence</b>	<b>Indicators</b>
4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (tips), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	1. Finding ideas based on the video viewed 2. Listing important vocabularies based on the video 3. Selecting relevant grammatical aspects characterizing a procedure text based on the video 4. Writing an outline of procedure text

### III. LEARNING OBJECTIVES

1. The students will be able to find ideas based on the video viewed
2. The students will be able to list the important of vocabulary based on the video
3. The students will be able to select relevant grammatical aspects characterizing a procedure text based on the video
4. The students will be able to write an outline of procedure text

### IV. TEACHING, LEARNING STRATEGY

Approach : Scientific Approach

Method : Observing, questioning, experimenting, associating, communicating

### V. LEARNING MATERIAL (ENCLOSED)

### VI. TEACHING AND LEARNING ACTIVITIES

Phase	Activities	Time
	<b>Pre-instructional Activities</b>	<b>10'</b>
	<b>Set induction</b>	
	- Greeting	1'
	- Checking the students	2'
	- Showing a picture and asking some leading questions related to the topic	5'
	- Stating the learning objective	2'
	<b>Main Activities</b>	<b>65'</b>
	<b>Observing</b>	
	- Discussing new vocabularies related to the video before video play	5'
	- Students watch the video of "How to Make Apple Banana Smoothie"	10'
	- Students identify the information in the video	10
	- Students pay attention to the explanation explained by the teacher about procedure text	5'
	<b>Questioning</b>	
	- Asking Some questions related to the materials under the teacher's guidance	
<b>While-viewing</b>	<b>Experimenting</b>	
	- Students find and list important vocabularies	15'

	(ingredients/materials and equipment used). <b>Task 1</b> - Students find and list grammatical aspect characterizing the procedure text (imperative and temporal conjunction word). <b>Task 2</b>	
<b>Post-Viewing</b>	<b>Associating</b> - Students make an outline of procedure text by using students' worksheet prepared by the teacher. <b>Task 3</b> - Students develop their outline into draft to be rewritten by using their own word based on the video viewed. <b>Task 4</b>	15'
	<b>Communicating</b> - Every student accept feedback from the teacher - Students revise their draft according to the feedback given	10'
	<b>Closure</b>	<b>5'</b>
	- Make conclusions	2'
	- Parting	3'

## VII. SOURCE AND MEDIA

**Source** : - *Bahasa Inggris SMA/MA/SMK/MAK Kelas XI Semester 2, Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2014.*

- Juice. 2014, August 16. *Apple Banana Smoothie*. Video posted to [https://www.youtube.com/watch?v=LVw\\_rmhf-2g](https://www.youtube.com/watch?v=LVw_rmhf-2g)

**Media** : viewer, video, sound system, students' worksheet

## VIII. ASSESSMENT

- a. Process assessment: conducted during teaching and learning process of procedure text by using video

Instrument: observation using fieldnotes

- b. Product assessment:

Asking the students to write a good procedure text based on the video viewed, the scoring rubric of the assessment (see appendix E)

## MATERIALS

### A. Leading Questions



- a. Do you know what is it?
- b. Have you ever made a juice by yourself?
- c. Do you know how to make it?

### B. Material

#### a. *The Definition of Procedure Text*

Procedure text is a sequence of steps in particular order, it is also known as instruction or directions. The most common example of procedure text is recipe. The procedure text tells the readers how to do or make something. The information is presented in logical sequence of events that are broken into steps.

#### b. *The Generic Structure of Procedure Text*

There are three generic structure of procedure text, they are:

1. Goal, this is an introductory statement and may in the form of title or text.
2. Material, it contains a list of materials that will be needed to complete procedure.
3. Steps, these are in form of series of steps oriented to achieve the goal.

#### c. *The Language Features of Procedure Text*

1. Using temporal conjunction. Example: after, then, next, before etc.
2. Using simple present tense
3. Using imperative sentence. Example: add a pinch of salt, chop onion into small pieces, pour a glass of milk into blender, etc.
4. Using actions verb. Example: cut, add, put, pour, chop, etc.



d. The screenshot of the video



**First,** prepare the material needed



**Second,** peel the apple and chop it into small pieces

**Then,** peel two slices of bananas and cut it into small pieces

**After that,** put apple, bananas, a cup of milk, ice cube and add 2 teaspoons of honey



**Next,** turn on the blender, blend until it is smooth about 3 minutes.

**Then,** pour the banana apple smoothie into glass

**Finally,** your apple banana smoothie is ready to served

**Meeting 1****LEARNING TASKS**

**Task 1. Find and list the ingredients and equipments needed based on the video.**

<b>Ingredients</b>	<b>Equipments</b>

**Task 2. Find and list the imperative and temporal conjunctions words based on the video**

<b>Imperative word</b>	<b>Temporal conjunction</b>

**Task 3. Make an outline of procedure text based on the video viewed**

<b>Title</b>	
<b>Materials</b>	
<b>Steps</b>	

**Task 4. Based on an outline in task 3, rewrite the procedure of “How to Make Apple Banana Smoothie” using your own word by following the generic structure of procedure text.**

**ANSWER KEY**

**Task 1. Find and list the ingredients and equipments needed based on the video.**

Ingredients	Equipments
An Apple	Glass
2 slices of bananas	Blender
A glass of milk	Knife
2 teaspoons honey	Bowl
An ice cube	

**Task 2. Find and list the imperative and temporal conjunction words based on the video**

Imperative word	Temporal conjunction
Peel	First, second, third
Chop	Next
Put	Then
Blend	After that
Cut	Finally,
Pour	
Add	

**Task 3. Make an outline of procedure text based on the video viewed!**

Title	How to Make Apple Banana Smoothie
<b>Materials</b>	An apple - Glass Two slices of banana - Blender A glass of milk - Knife 2 teaspoons of honey - Bowl an ice cube
<b>Steps</b>	<ol style="list-style-type: none"> <li>1. First, Peel the apple</li> <li>2. Second, Peel two slices of banana</li> <li>3. Third, Pour a glass of milk</li> <li>4. Next, Put apple, banana, and ice cube into blender</li> <li>5. Then, blended</li> </ol>

**Task 4. Based on an outline in task 3, rewrite the procedure of “How to Make Apple Banana Smoothie” using your own word by following the generic structure of procedure text.**

### **How to Make Apple Banana Smoothie**

#### **Ingredients:**

- An apple
- Slices of bananas
- A glass of milk
- 2 Teaspoon of honey
- An ice cubes

#### **Equipments:**

- Blender
- Knife
- Glass

#### **Steps:**

- First, prepare the materials needed
- Second, peel the apple and chop it into small pieces, don't forget to remove the seeds
- Third, peel two slices of bananas and cut it into small pieces
- Then, pour a glass of milk into blender
- After that, put apple, bananas, and ice cube into a blender. Don't turn on the blender yet
- Next, add 2 teaspoons of honey
- The next step, turn on the blender, blend until it is smooth about a minute.
- Then, pour the banana apple smoothie into glass
- Finally, your apple banana smoothie is ready to served.

**LESSON PLAN II**

Subject	: English
Level/Semester	: SMA. / II
Language Skill	: Writing
Theme	: Food and Beverage
Topic	: Desert
Time Location	: 90' minutes

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**I. CORE COMPETENCE**

- KI. 3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- KI. 4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

**II. BASIC COMPETENCE AND INDICATORS**

<b>Basic Competence</b>	<b>Indicators</b>
4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (tips), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	<ol style="list-style-type: none"> <li>1. Finding ideas based on the video viewed</li> <li>2. Listing important vocabularies based on the video</li> <li>3. Selecting relevant grammatical aspects characterizing a procedure text based on the video</li> <li>4. Writing an outline of procedure text</li> </ol>

### III. LEARNING OBJECTIVES

1. The students will be able to find ideas based on the video viewed
2. The students will be able to list the important of vocabulary based on the video
3. The students will be able to select relevant grammatical aspects characterizing a procedure text based on the video
4. The students will be able to write an outline of procedure text

### IV. TEACHING, LEARNING STRATEGY

Approach : Student-centred Learning (SCL)

Method : Observing, questioning, experimenting, associating, communicating.

### V. LEARNING MATERIAL (ENCLOSED)

### VI. TEACHING AND LEARNING ACTIVITIES

Phase	Activities	Time
	<b>Pre-instructional Activities</b>	<b>10'</b>
	<b>Set induction</b>	
	- Greeting	1'
	- Checking the students	2'
	- Showing a picture and asking some leading questions related to the topic	5'
	- Stating the learning objective	2'
	<b>Main Activities</b>	<b>65'</b>
	<b>Observing</b>	
	- Discussing new vocabularies related to the video before video play	5'
	- Students watch the video of "How to Make Easy Western Omelette"	10'
	- Students identify the information in the video	10
	- Students pay attention to the explanation explained by the teacher about procedure text	5'
	<b>Questioning</b>	
	- Asking Some questions related to the materials under the teacher's guidance	
<b>While-viewing</b>	<b>Experimenting</b>	
	- Students find and list important vocabularies	15'

	(ingredients/materials and equipment used). <b>Task 1</b> - Students find and list grammatical aspect characterizing the procedure text (imperative and temporal conjunction word). <b>Task 2</b>	
<b>Post-Viewing</b>	<b>Associating</b> - Students make an outline of procedure text by using students' worksheet prepared by the teacher. <b>Task 3</b> - Students develop their outline into draft to be rewritten by using their own word based on the video viewed. <b>Task 4</b>	15'
	<b>Communicating</b> - Students accept feedback from the teacher - Students revise their draft according to the feedback given	10'
	<b>Closure</b>	<b>5'</b>
	- Make conclusions	2'
	- Parting	3'

## VII. SOURCE AND MEDIA

**Source** :- *Bahasa Inggris SMA/MA/SMK/MAK Kelas XI Semester 2, Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2014.*

- Imadethisdish. 2015, Mei 02. *Easy Western Omelette*. Video posted on <https://www.youtube.com/watch?v=V0ZdqdXjmWw>

**Media** : viewer, video, sound system, students' worksheet

## VIII. ASSESSMENT

- a. Process assessment: conducted during teaching and learning process of procedure text by using video  
Instrument: observation using fieldnotes
- b. Product assessment: Asking the students to write a good procedure text based on the video viewed, the scoring rubric of the assessment (see appendix E)

## MATERIAL

### A. Leading Questions



- a. What activity is shown in the picture?
- b. Have you ever made omelette by yourself?
- c. do you know how to make omelette?

### B. Material

#### a. *The definition of procedure text*

Procedure text is a sequence of steps in particular order, it is also known as instruction or directions. The most common example of procedure text is recipe. The procedure text tells the readers how to do or make something. The information is presented in logical sequence of events that are broken into steps.

#### b. *The Generic Structure of Procedure Text*

There are three generic structure of procedure text, they are:

1. Goal, this is an introductory statement and may in the form of tittle or text.
2. Material, it contains a list of materials that will be needed to complete procedure.
3. Steps, these are in form of series of steps oriented to achieve the goal.

#### c. *The Language Features of Procedure Text*

1. Using temporal conjunction. Example: after, then, next, before, while, esc.
2. Using simple present tense
3. Using imperative sentence. Example: put the dough in a plate, add a pinch of sugar, pour a cup of water on the bowl, stir them well, etc
4. Using actions verb  
For example: serve, add, put, etc.



## d. The screenshot of the video



**First**, start by adding two eggs into the large bowl



**Second**, add a teaspoon of salt, and add a pinch of black pepper powder



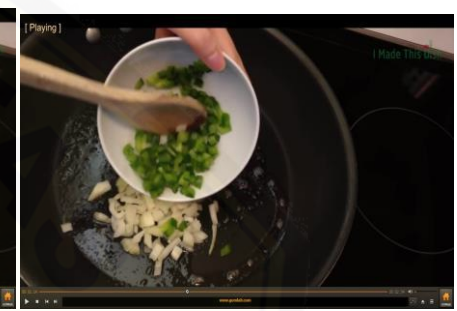
**Third**, add two teaspoons of milk, milk would give omelette fluffy texture and the end



**Then**, stir everything together with the fork, until the egg mixture become foamy



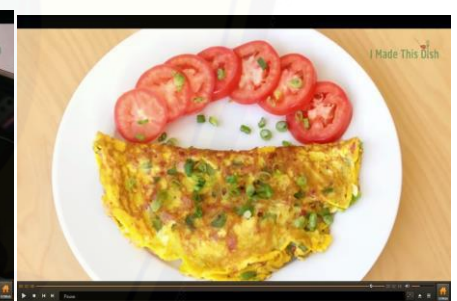
**Next**, melting some butter in a frying pan, on medium hit. Add an onion, green pepper, and ham. Cook everything for 3 minutes until the vegetable are melt result.



**Sixth**, pour the egg mixture into the pan, make sure it covers the whole service of the pan, cook for 2-3 minutes



**Seventh**, gently fold your omelette in a half



Finally, your omelette is ready to served

Source: <https://www.youtube.com/watch?v=VOZdqdXjmWw>

**Meeting 2****LEARNING TASKS**

**Task 1. Find and list the ingredients and equipments needed based on the video.**

<b>Ingredients</b>	<b>Equipments</b>

**Task 2. Find and list the imperative and temporal conjunctions words based on the video**

<b>Imperative word</b>	<b>Temporal conjunction</b>

**Task 3. Make an outline of procedure text, using the following table!**

<b>Title</b>	
<b>Materials</b>	
<b>Steps</b>	

**Task 4. Based on an outline in task 3, rewrite the procedure of “How to Make Omelette” using your own word by following the generic structure of procedure text.**

**ANSWER KEY**

**Task 1. Find and list the ingredients and equipments needed based on the video.**

Ingredients	Equipments
2 eggs	Frying pan
a Teaspoon of salt	Stove
Black pepper powder	Spatula
Onion	Fork
Two teaspoons of milk	Large bowl
Butter	Knife
Vegetable oil	
Ham	

**Task 2. Find and list the imperative and temporal conjunctions words based on the video**

Imperative word	Temporal conjunction
Melt	First
Break	Second
Add	Third
Mix	Then
Pour	Next
Fold	After that
Stir	Finally,

**Task 3. Make an outline of procedure text, using the following table!**

Title	How to make omelette
<b>Materials</b>	Two eggs - Frying pan Onion - Stove Ham - Fork Butter - Plate Green Pepper Two teaspoons of milk A teaspoon of salt Vegetable oil Black pepper
<b>Steps</b>	1. First, adding two eggs 2. Second, add a teaspoon of salt, black pepper 3. Third, add two teaspoons of milk 4. Then, stir everything tighter with fork 5. Next, add green onion, green pepper, ham into the pan 6. After that, cook for about 2-3 minutes 7. Last, pour the eggs into the pan

**Task 4. Based on an outline in task 3, rewrite the procedure of “How to Make Omelette” using your own word by following the generic structure of procedure text.**

### **How to make Omelette**

#### **Ingredients:**

- Two eggs
- Onion
- Ham
- Butter
- Green pepper
- Two teaspoons of milk
- A teaspoon of salt
- Vegetable oil
- Black pepper

#### **Equipments:**

- Frying pan
- Stove
- Fork
- Large bowl
- Plate

#### **Steps:**

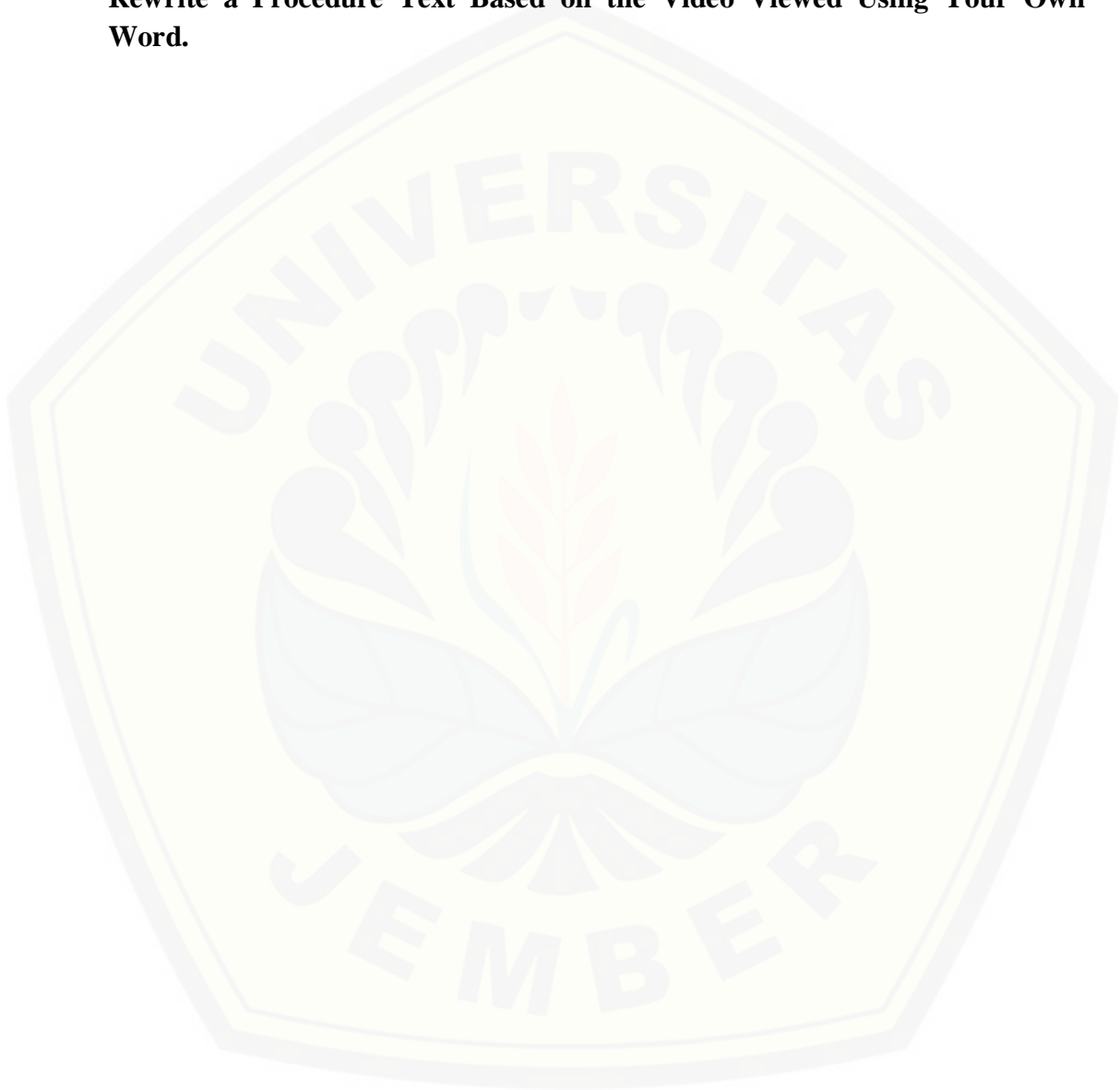
- First, start by adding two eggs into the large bowl
- Second, add a teaspoon of salt, add a pinch of black pepper powder
- Third, add two teaspoons of milk, milk would give omelette fluffy texture at the end.
- Then, stir everything together with the fork, until the egg mixture becomes foamy.
- Next, melting some butter in a frying pan, on medium hit. Add an onion, green pepper, and ham. Cook everything for three minutes until the vegetable are melt result.
- Sixth, pour the egg mixture into the pan, make sure it covers the whole service of the pan, cook for 2-3 minutes
- Seventh, gently fold your omelette in a half
- Finally, your omelette is ready to served.

**Writing Test (Cycle I)**

Name :

Class :

**Rewrite a Procedure Text Based on the Video Viewed Using Your Own Word.**



**ANSWER KEY****How to Make Buttermilk Fried Chicken?****Ingredients:**

- 8 chicken pieces
- A cup of buttermilk
- tablespoons of salt
- Flour
- White sugar
- Black pepper
- Onion powder
- Garlic powder
- Paprika powder
- Thyme powder
- Cayenne pepper
- Cumin
- Vegetable oil

**Equipments:**

- Frying pan
- A bowl
- A plate
- Knife
- Spatula
- Stove

**Steps:**

- First, place the 8 eight chickens in the big bowl, pour a cup of buttermilk over the chicken, seasoning with a pinch of salt, make sure that everything single piece of chicken well covered.
- Second, covered with plastic wrap and refrigerate at least 4 hours.
- Third, take the chicken out of the fridge and let it rest at room temperature about 30 minutes before frying.
- Fourth, put flour on the baking dish and add some salt and white sugar, seasoning with black pepper, add onion powder, garlic powder, paprika powder, thyme, cayenne pepper, and cumin. Stir all the ingredients
- Next, dip each of chicken in the buttermilk you reserved previously and then cover with the flour mixture, shake off the excess. And repeat this process in second.
- After that, fry the chicken for about 20-25 minutes or until the crust is golden brown.
- Finally, your buttermilk fried chicken is ready to be served.

*Appendix J***CYCLE 2****LESSON PLAN 3**

Subject	: English
Level/Semester	: SMA / II
Language Skill	: Writing
Theme	: How to fold
Time Location	: 90' minutes

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**I. CORE COMPETENCE**

- KI. 3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- KI. 4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

**II. BASIC COMPETENCE AND INDICATORS**

<b>Basic Competence</b>	<b>Indicators</b>
4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (tips), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	<ol style="list-style-type: none"> <li>1. Finding ideas based on the video viewed</li> <li>2. Listing important vocabularies based on the video</li> <li>3. Selecting relevant grammatical aspects characterizing a procedure text based on the video</li> <li>4. Writing an outline of procedure text</li> </ol>

### III. LEARNING OBJECTIVES

1. The students will be able to find ideas based on the video viewed
2. The students will be able to list the important of vocabulary based on the video
3. The students will be able to select relevant grammatical aspects characterizing a procedure text based on the video
4. The students will be able to write an outline of procedure text

### IV. TEACHING, LEARNING STRATEGY

Approach : Scientific Approach

Method : Observing, questioning, experimenting, associating, communicating

### V. LEARNING MATERIAL (ENCLOSED)

### VI. TEACHING AND LEARNING ACTIVITIES

Phase	Activities	Time
	<b>Pre-instructional Activities</b>	<b>10'</b>
	<b>Set induction</b>	
	- Greeting	1'
	- Checking the students	2'
	- Showing a picture and asking some leading questions related to the topic	5'
	- Stating the learning objective	2'
	<b>Main Activities</b>	<b>65'</b>
	<b>Observing</b>	
	- Discussing new vocabularies related to the video before video play	5'
	- Students watch the video of "How to Make envelope"	10'
	- Students identify the information in the video	10
	- Students pay attention to the explanation explained by the teacher about procedure text	5'
	<b>Questioning</b>	
	- Asking Some questions related to the materials under the teacher's guidance	
<b>While-viewing</b>	<b>Experimenting</b>	
	- Students find and list important vocabularies	15'



	(ingredients/materials and equipment used). <b>Task 1</b> - Students find and list grammatical aspect characterizing the procedure text (imperative and temporal conjunction word). <b>Task 2</b>	
<b>Post-Viewing</b>	<b>Associating</b> - Students make an outline of procedure text by using students' worksheet prepared by the teacher. <b>Task 3</b> - Students develop their outline into draft to be rewritten by using their own word based on the video viewed. <b>Task 4</b>	15'
	<b>Communicating</b> - Students submit their work and discussing together with the class	10'
	<b>Closure</b>	<b>5'</b>
	- Make conclusions	2'
	- Parting	3'

## VII. SOURCE AND MEDIA

**Source** : *Bahasa Inggris SMA/MA/SMK/MAK Kelas XI Semester 2, Kementrian Pendidikan dan Kebudayaan Republik Indonesia, 2014.*

Favecraft. 2011, Mei 02. *How to Make Your Own Envelopes.*

Video Posted on [https://www.youtube.com/watch?v=FPH\\_t9wrYEG](https://www.youtube.com/watch?v=FPH_t9wrYEG)

**Media** : viewer, video, sound system, students' worksheet

## VIII. ASSESSMENT

- b. Process assessment: conducted during teaching and learning process of procedure text by using video

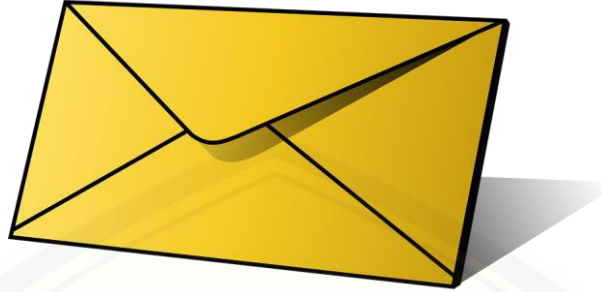
Instrument: observation using fieldnotes

- c. Product assessment:

Asking the students to write a good procedure text based on the video viewed, the scoring rubric of the assessment (see appendix E)

## MATERIALS

### A. Leading Questions



- a. Do you know what is it?
- b. Have you ever made an envelope by yourself?
- c. Do you know how to make it?

### B. Material

#### a. The Definition of Procedure Text

Procedure text is a sequence of steps in particular order, it is also known as instruction or directions. The most common example of procedure text is recipe. The procedure text tells the readers how to do or make something. The information is presented in logical sequence of events that are broken into steps.

#### b. The Generic Structure of Procedure Text

There are three generic structure of procedure text, they are:

1. Goal, this is an introductory statement and may in the form of tittle or text.
2. Material, it contains a list of materials that will be needed to complete procedure.
3. Steps, these are in form of series of steps oriented to achieve the goal.

#### c. The Language Features of Procedure Text

1. Using temporal conjunction, Example: after, then, next, before, while, esc.
2. Using simple present tense
3. Using imperative sentence, Example: add a pinch of salt, chop onion into small pieces, pour a glass of milk into blender, etc.
4. Using actions verb. Example: cut, add, put, pour, chop, etc.

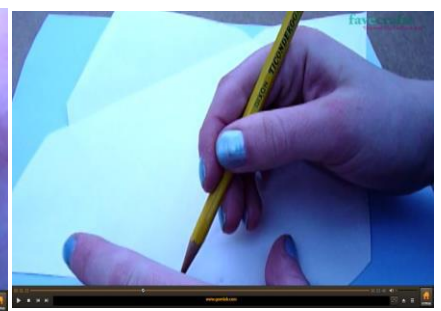
5. The screenshot of the video



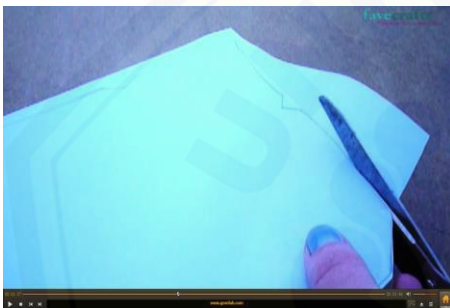
**Materials:** a pencil, a paper, a glue stick, scissor, small card-size envelope



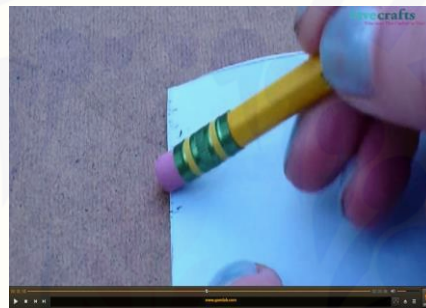
**First,** open the seam of your envelope



**Second,** lay your envelope template on your sheet of paper and trace around it, you don't need to be perfect just good enough



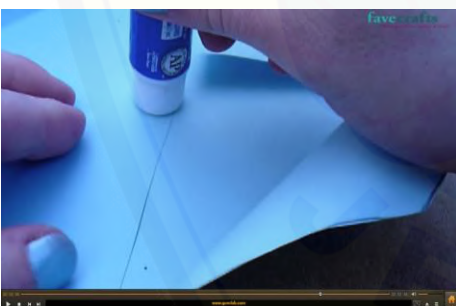
**Third,** cut out your envelope following the line you just created



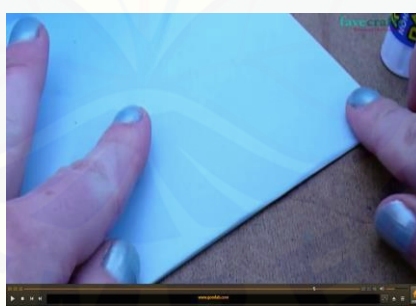
**Next,** erase any pencil marks left behind



**After that,** fold your envelope the way the original envelope just folded



**Fifth,** glue along the edges of the side triangles.



**Sixth,** fold your envelope, press it down to make sure it sticks



**Finally,** your envelope is ready to be used.

Source: [https://www.youtube.com/watch?v=FPH\\_t9wrYEG](https://www.youtube.com/watch?v=FPH_t9wrYEG)

**Meeting 3****LEARNING TASKS**

**Task 1. Find and list the ingredients and equipments needed based on the video.**

<b>Ingredients</b>	<b>Equipments</b>

**Task 2. Find and list the imperative and temporal conjunctions words based on the video**

<b>Imperative word</b>	<b>Temporal conjunction</b>

**Task 3. Make an outline of procedure text, using the following table!**

<b>Title</b>	
<b>Materials</b>	
<b>Steps</b>	

**Task 4. Based on an outline in task 3, rewrite the procedure of “How to Make Envelope” using your own word by following the generic structure of procedure text.**

**ANSWER KEY**

**Task 1. Find and list the ingredients and equipments needed based on the video.**

<b>Ingredients</b>	<b>Equipments</b>
A paper	A pencil
A glue stick	Scissor
	Small card-size envelope

**Task 2. Find and list the imperative and temporal conjunctions words based on the video**

<b>Imperative word</b>	<b>Temporal conjunction</b>
Open	First
Lay	Second
Cut	Third
Erase	Next
Fold	After That
Glue	Finally,

**Task 3. Make an outline of procedure text, using the following table!**

<b>Title</b>	How to Make Your Own Envelope
<b>Materials</b>	<ul style="list-style-type: none"> <li>- A Pencil</li> <li>- A Paper</li> <li>- A Glue Stick</li> <li>- Scissor</li> <li>- Small card-size envelope</li> </ul>
<b>Steps</b>	<ol style="list-style-type: none"> <li>1. First, Open the seam of your envelope</li> <li>2. Second, Lay your envelope</li> <li>3. Next, Cut your envelope</li> <li>4. Then, Erase any pencil mark</li> <li>5. After that Fold your envelope</li> </ol>

**Task 4. Based on an outline in task 3, rewrite the procedure of “How to Make Envelope” using your own word by following the generic structure of procedure text.**

### **How to Make Your Own Envelope**

#### **Materials:**

- A Pencil
- A Paper
- A Glue Stick
- Scissor
- Small card-size envelope

#### **Steps:**

- First, open the seam of your envelope
- Lay your envelope template on your sheet of paper and trace around it, you don't have to be perfect, just good enough
- Third, cut out your envelope following the line you just created
- Next, erase any pencil marks left behind
- After that, fold your envelope the way the original envelope just folded
- Fifth, glue along the edge of the side triangles
- Sixth, fold your envelope, press it down to make sure it sticks
- Finally, your envelope is ready to used

**LESSON PLAN 4**

Subject	: English
Level/Semester	: SMA / II
Language Skill	: Writing
Theme	: How to fold
Time Location	: 90' minutes

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**I. CORE COMPETENCE**

- KI. 3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- KI. 4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

**II. BASIC COMPETENCE AND INDICATORS**

<b>Basic Competence</b>	<b>Indicators</b>
4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (tips), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	<ol style="list-style-type: none"> <li>1. Finding ideas based on the video viewed</li> <li>2. Listing important vocabularies based on the video</li> <li>3. Selecting relevant grammatical aspects characterizing a procedure text based on the video</li> <li>4. Writing an outline of procedure text</li> </ol>

### III. LEARNING OBJECTIVES

5. The students will be able to find ideas based on the video viewed
6. The students will be able to list the important of vocabulary based on the video
7. The students will be able to select relevant grammatical aspects characterizing a procedure text based on the video
8. The students will be able to write an outline of procedure text

### IV. TEACHING, LEARNING STRATEGY

Approach : Scientific Approach

Method : Observing, questioning, experimenting, associating, communicating

### V. LEARNING MATERIAL (ENCLOSED)

### VI. TEACHING AND LEARNING ACTIVITIES

Phase	Activities	Time
	<b>Pre-instructional Activities</b>	<b>10'</b>
	<b>Set induction</b>	
	- Greeting	1'
	- Checking the students	2'
	- Showing a picture and asking some leading questions related to the topic	5'
	- Stating the learning objective	2'
	<b>Main Activities</b>	<b>65'</b>
	<b>Observing</b>	
	- Discussing new vocabularies related to the video before video play	5'
	- Students watch the video of "How to Make Simple Kite"	10'
	- Students identify the information in the video	10
	- Students pay attention to the explanation explained by the teacher about procedure text	5'
	<b>Questioning</b>	
	- Asking Some questions related to the materials under the teacher's guidance	
	<b>Experimenting</b>	
<b>While-viewing</b>	- Students find and list important vocabularies (ingredients/materials and equipment used). <b>Task 1</b>	15'



	- Students find and list grammatical aspect characterizing the procedure text (imperative and temporal conjunction word). <b>Task 2</b>	
<b>Post-Viewing</b>	<b>Associating</b> - Students make an outline of procedure text by using students' worksheet prepared by the teacher. <b>Task 3</b> - Students develop their outline into draft to be rewritten by using their own word based on the video viewed. <b>Task 4</b>	15'
	<b>Communicating</b> - Students submit their work and discussing together with the class	10'
	<b>Closure</b>	<b>5'</b>
	- Make conclusions	2'
	- Parting	3'

## VII. SOURCE AND MEDIA

**Source** : *Bahasa Inggris SMA/MA/SMK/MAK Kelas XI Semester 2, Kementrian Pendidikan dan Kebudayaan Republik Indonesia, 2014.*

Howcast. 2010, August 17. *How to Make a Simple Paper Kite. Video Posted on <https://www.youtube.com/watch?v=Bf-J9l1C5jM&t=2s>*

**Media** : viewer, video, sound system, students' worksheet

## VIII. ASSESSMENT

6. Process assessment: conducted during teaching and learning process of procedure text by using video

Instrument: observation using fieldnotes

- d. Product assessment:

Asking the students to write a good procedure text based on the video viewed, the scoring rubric of the assessment (see appendix E)

## MATERIALS

### A. Leading Questions



- a. Do you know what is it?
- b. Have you ever made a kite by yourself?
- c. Do you know how to make it?

### B. Material

#### a. *The Definition of Procedure Text*

Procedure text is a sequence of steps in particular order, it is also known as instruction or directions. The most common example of procedure text is recipe. The procedure text tells the readers how to do or make something. The information is presented in logical sequence of events that are broken into steps.

#### b. *The Generic Structure of Procedure Text*

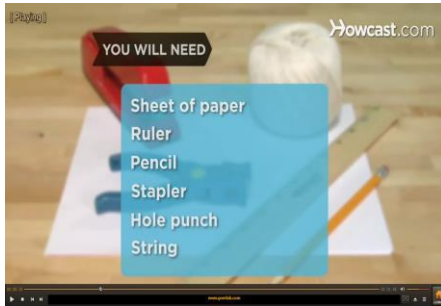
There are three generic structure of procedure text, they are:

1. Goal, this is an introductory statement and may in the form of tittle or text.
2. Material, it contains a list of materials that will be needed to complete procedure.
3. Steps, these are in form of series of steps oriented to achieve the goal.

#### c. *The Language Features of Procedure Text*

1. Using temporal conjunction. Example: after, then, next, before, while, esc.
2. Using simple present tense
3. Using imperative sentence. Example: add a pinch of salt, chop onion into small pieces, pour a glass of milk into blender, etc.
4. Using actions verb. Example: cut, add, put, pour, chop, etc.

d. The screenshot of the video



**Materials:** sheet of paper, ruler, pencil, stapler, hole punch, string



**First,** fold your paper in a half



**Second,** along the folded side of your paper, use your ruler to measure 2<sup>1/2</sup> inches and put a pencil mark there



**Third,** measure another 2<sup>1/2</sup> inches from the first mark and put another pencil mark there



**Next,** take the two corners of your paper and staple them together at the first mark



**Then,** punch a hole where you made a second mark



**After that,** tie your kite string through the hole you have punched



**Finally,** your paper kite is ready to take off

Source: <https://www.youtube.com/watch?v=Bf-J9l1C5jM&t=2s>

**Meeting 2****LEARNING TASKS**

**Task 1. Find and list the ingredients and equipments needed based on the video.**

<b>Ingredients</b>	<b>Equipments</b>

**Task 2. Find and list the imperative and temporal conjunction words based on the video**

<b>Imperative word</b>	<b>Temporal conjunction</b>

**Task 3. Make an outline of procedure text, using the following table!**

<b>Title</b>	
<b>Materials</b>	
<b>Steps</b>	

**Task 4. Based on an outline in task 3, rewrite the procedure of “How to Make Simple Paper Kite” using your own word by following the generic structure of procedure text.**

**ANSWER KEY**

**Task 1. Find and list the ingredients and equipments needed based on the video.**

<b>Ingredients</b>	<b>Equipments</b>
A sheet of paper	Pencil
String	Ruler
	Stapler
	Hole punch

**Task 2. Find and list the imperative and temporal conjunction words based on the video**

<b>Imperative word</b>	<b>Temporal conjunction</b>
Fold	First
Measure	Second
Use	Third
Mark	Next
Take	Then
Punch	After that
Tie	Finally,

**Task 3. Make an outline of procedure text, using the following table!**

<b>Title</b>	How to Make Simple Paper Kite
<b>Materials</b>	Sheet of paper Pencil Ruler Stapler Hole punch String
<b>Steps</b>	<ol style="list-style-type: none"> <li>1. First, fold your paper</li> <li>2. Second, measure 2 ½ inches and put pencil mark there</li> <li>3. Next, take two corner of your paper and staple them together</li> <li>4. Then, Punch a hole in second mark</li> <li>5. After that, tie your kite string</li> </ol>

**Task 4. Based on an outline in task 3, rewrite the procedure of “How to Make a Simple Paper Kite” using your own word by following the generic structure of procedure text.**

#### **How to make a simple paper kite**

##### **Materials:**

- Sheet of paper
- Pencil
- Ruler
- Stapler
- Hole punch
- String

##### **Steps:**

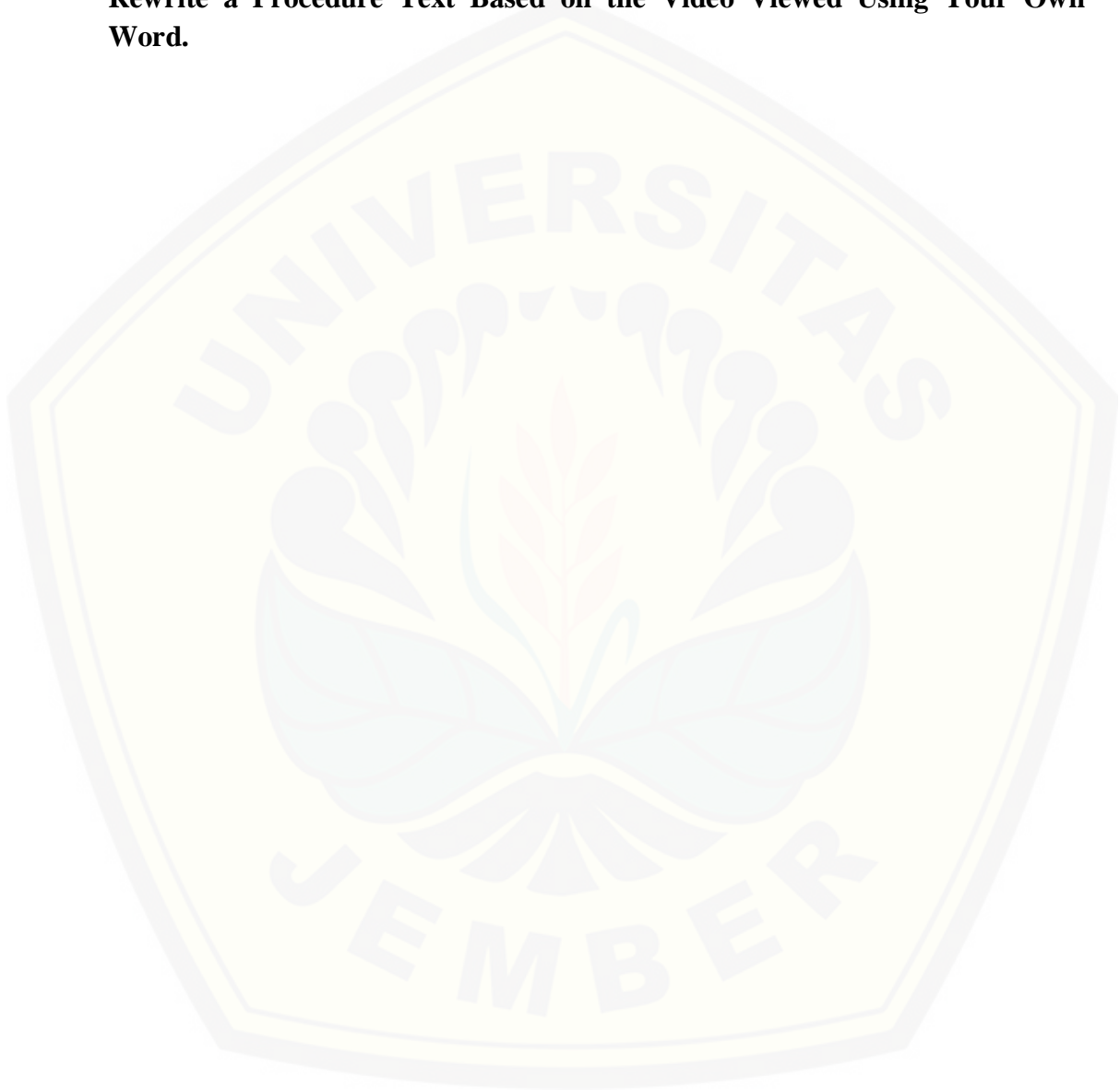
- First, fold your paper in a half
- Second, along the folded side of your paper, use your ruler to measure 2 ½ inches and put a pencil mark there
- Third, measure another 2 ½ inches from the first mark and put another pencil mark there.
- Next, take two corners of your paper and staple them together at the first mark.
- Then, punch a hole where you made the second mark.
- After that, tie your kite string through the hole you have punched
- Finally, your paper kite is ready to take off

**Writing Test (Cycle 2)**

Name :

Class :

**Rewrite a Procedure Text Based on the Video Viewed Using Your Own Word.**



**ANSWER KEY****How to Cover a Textbook****Materials:**

- Paper
- Scissor
- A book
- Stickers and tape

**Steps:**

- First, cut your paper large enough to cover your textbook, add two or more additional inches on all sides
- Second, put the textbook on the centre of the paper, make creases by folding the paper over the top and bottom edges of the book.
- Third, put the book aside and fold the paper at the creases until smooth and even
- Fourth, close the textbook and place it onto the paper, leaving approximately 2 inches on the right side.
- Then, wrap the remaining paper around the front cover of the textbook and crease the edge. Remove the paper and fold at the crease.
- Next, Open the book and slide the front cover into the sleeve. Close the book and make crease with the paper against the back cover. Fold the crease, open the back cover, and slide it into the sleeve
- Last, hold the cover in place with decorative stickers and different coloured tape, cut into different shapes.



*Appendix K***Observation Guide (Cycle 1)****First Meeting****Date** : 15<sup>th</sup> March 2018**Time** : 07.00 – 08.30**Setting** : XI-IPA 1**Participants** : The students of XI-IPA 1**Observer** : Jefri Nur Ardiyansyah

Phase	Classroom Activity	√	Observation	Observer's Comment
	1. T greets the Ss 2. T check Ss' attendance 3. T delivers leading questions 4. T states the learning objective	√ √ √ √	In the first meeting, the researcher came to the class and introduced himself, after that the researcher greeted the students. Then, checked the students' attendance. Then he began the class by showing picture and deliver some leading questions to the students, some students were responding the researcher's question, and the rest of students was confused what the researcher say. He tried to ask the students in Bahasa, most of them could respond well. Then, he was stating the learning objective	Most of the students were confused about what the researcher's questions. It was either they didn't know the meaning or the answers. But when the researcher speaks in Bahasa, they could catch it and answered well.
<b>Pre-Viewing</b>	<b>Main Activity</b> 16. Students identify the information on the video.	√	Before the researcher play the video, he introduced new vocabulary to avoid students misunderstanding and asking question in the middle video playback. Then, he was played the video, the video was about tutorial of "how to make apple banana smoothie". After that, they were asked to identify some information based on the video. He asked some question to the students like "what video is about", "have you ever made this kind of drink by looking at tutorial video",	Some of the students try to answer the meaning of those vocabularies when the researcher wrote some vocabulary in the whiteboard. When the researcher played the video all the students paid fully attention to the video. they seemed interested and enjoy lesson using video. Then, most of the students could answer the question from the

			some students could answer his questions. After getting students' respond, he continued explaining the definition of procedure text, the generic structure of procedure and language feature of procedure text	researcher
<b>While-Viewing</b>	17. Students doing the task (find and list important vocabularies)	√	Students watch the video again and the researcher asked the students to take some notes dealing with the materials of procedure text based on the video. Then, he was distributed students' worksheet, and asked the students to do the task which was about find and list important vocabularies (materials and equipment) <b>task 1</b> . Find and list the grammatical aspect characterizing the procedure text (temporal conjunction and imperative word) <b>Task 2</b> , based on the video viewed. The video was played 2 times	the students focus on their worksheet and paid fully attention to the video. the students were able to find and list the important vocabularies. However, they wrote limited vocabulary and writing misspelling word. They felt difficult in catching the information on the video.
<b>Post-Viewing</b>	18. Students make an outline 19. Students develop their outline into draft to be rewritten by using their own word based on the video viewed 20. Students accept feedback from the teacher 21. Students revise their draft based on the feedback given	√ √ - -	The next task was, he asked the students to make an outline based on the video. Then, he was asked the students to develop their outline into draft to be rewritten by using their own word based on the video viewed. He was played the video 3 times.  The researcher skipped this step due to time limitation	Some students were actively involved the teaching and learning process of writing
	22. Make conclusion 23. Parting	√ √	He reviewed the material today and guided the students to make conclusion He closed the lesson by praying	

**Observation Guide (Cycle 1)  
Second Meeting**

**Date** : 22<sup>th</sup> March 2018  
**Time** : 07.00 – 08.30  
**Setting** : XI-IPA 1  
**Participants** : The students of XI-IPA 1  
**Observer** : Jefri Nur Ardiyansyah

Phase	Classroom Activity	√	Observation	Observer's Comment
	1. T greets the Ss 2. T check Ss' attendance 3. T delivers leading questions 4. T states the learning objective	√ √ √ √	In the second meeting, the researcher came to the class, greeted the students. Then, checked the students' attendance. He distributed students' worksheet done by the students in previous meeting and he was asked the students to revise their work based on the feedback given. And he explained the most common mistakes did by the students in their worksheet. all the student paid fully attention to the explanation from the researcher. The writing was analyzed by using 3 aspect of writing which was vocabulary, grammar, organization, mechanic, and style ( <i>Here the example of students' task, the researcher takes randomly as example</i> ) <b>Pradita Ayu Agustin</b> <b>Ingredients</b> -one apple -two <u>banana</u> -one cup milk -two <u>teaspoon</u> honey <b>Steps:</b> -prepare ingredients -peel one apple and two <u>banana</u> -second, cut one apple and two banana and put in the	Most of the students revised their task based on the feedback given. And paid fully attention when the researcher gave them explanation about their mistakes.  Some students were able to write the text with the correct order of part (goal, material, and steps) based on the video. However, they made some mistake dealing with the vocabulary and grammar

			<p>bowl                  -next, <u>prepare a blender</u>                  -now, add apple,banana, <u>cut milk</u>, and a teaspoons honey                  -after that, blender all the ingeredient                  -<u>pur the dough in the glass and garnish honey</u>                  -finally, your apple banana <u>smothie</u> ready to <u>serv</u></p> <p>Then he began the class by showing picture and deliver some leading questions to the students, most students were responding the researcher’s question, most of them could respond well. Then, he was stating the learning objective</p>	
<b>Pre-Viewing</b>	<p><b>5. Main Activity</b>                  6. Students identify the information on the video.</p>	√	<p>Before the researcher play the video, he was introduced new vocabulary that related to the video. Then, he was played the video, the video was about tutorial of “how to make omelette”. After that, they were asked to identify some information based on the video. He asked some question to the students like “what kind of food that is?”, “have you ever made this kind of food by looking at the tutorial video”, “what materials are needed to make this kind of food?” some students answer with Bahasa “telor dadar sir”. Most of the students could respond whether they speak in Bahasa After getting students’ respond, he continued to reviewed about procedure text, its generic structure, and its language feature</p>	<p>Some of the students knew the meaning of those new vocabulary when the researcher wrote some vocabulary in the whiteboard. When the researcher played the video all the paid fully attention to the video. Just like they interested and enjoy lesson using video. Then, most of the students could answer the question from the researcher</p>
<b>While-Viewing</b>	<p>7. Students doing the task (find and list important vocabularies)</p>	√	<p>Students watch the video again and he was asked the students to take some notes dealing with the materials of procedure text based on the video. Then, he was distributed students’ worksheet, and asked the students to do the task which was about find and list important</p>	<p>The class was under control, all the students focus on their worksheet and paid fully attention to the video.</p>

			vocabularies (materials and equipment) <b>task 1.</b> Find and list the grammatical aspect characterizing the procedure text (temporal conjunction and imperative word) <b>Task 2,</b> based on the video viewed. The video was played 2 times	
<b>Post-Viewing</b>	<p>8. Students make an outline</p> <p>9. Students develop their outline into draft to be rewritten by using their own word based on the video viewed</p> <p>10. Students accept feedback from the teacher</p> <p>11. Students revise their draft based on the feedback given</p>	<p>√</p> <p>√</p> <p>-</p> <p>-</p>	<p>The next task was, he asked the students to make an outline based on the video. Then, he was asked the students to develop their outline into draft to be rewritten by using their own word based on the video viewed. He was played the video 3 times.</p> <p>The researcher give feedback to students but not all the students receive feedback from the researcher because due to time limitation</p>	<p>Some students were able to write the text with the correct order of part (goal, material, and steps) based on the video. However, they made some mistake dealing with the vocabulary and grammar</p>
	<p><b>12. Closure</b></p> <p>13. Make conclusion</p> <p>14. Parting</p>	<p>√</p> <p>√</p>	<p>He reviewed the material today and guided the students to make conclusion</p> <p>He closed the lesson by praying</p>	

*Appendix L*

**Observation Guide (Cycle 2)**  
**Third Meeting**

**Date** : 12<sup>th</sup> April 2018  
**Time** : 07.00 – 08.30  
**Setting** : XI-IPA 1  
**Participants** : The students of XI-IPA 1  
**Observer** : Jefri Nur Ardiyansyah

Phase	Classroom Activity	√	Observation	Observer's Comment
	1. T greets the Ss 2. T check Ss' attendance 3. T delivers leading questions 4. T states the learning objective	√ √ √ √	In the fourth meeting, the researcher entering the class, greeted the students. Then, checked the students' attendance. Then he began the class by showing picture and deliver some leading questions to the students. The students perform better, they could response well rather than in cycle 1. They were very excited in listening to the video and doing the task	Most of the students could respond well.
<b>Pre-Viewing</b>	5. <b>Main Activity</b> 6. Students identify the information on the video.	√	Before the researcher play the video, he was introduced vocabulary related to the video. Then, he was played the video, the video was about tutorial of "how to make an envelope". After that, they were asked to identify some information based on the video. He asked some question to the students relating to the video. The students perform better, they seemed enthusiastic to continue the lesson. All the students more relax and know what they have to do. After getting students' respond, he reviewed the material, he gave explanation about language feature of procedure text especially about imperative sentence and imperative word in more detail	Most of the students knew the meaning of those new vocabulary when the researcher wrote some vocabulary in the whiteboard. When the researcher played the video, all students paid fully attention to the video. They interested and enjoy lesson using video. Then, most of the students could answer the question from the researcher

<p><b>While-Viewing</b></p>	<p>7. Students doing the task (find and list important vocabularies)</p>	<p>√</p>	<p>Students watch the video again and he was asked the students to take some notes dealing with the materials of procedure text based on the video. Then, he was distributed students' worksheet, and asked the students to do the task which was about find and list important vocabularies (materials and equipment) <b>task 1</b>. Find and list the grammatical aspect characterizing the procedure text (temporal conjunction and imperative word) <b>Task 2</b>, based on their noted and video viewed. The video was played 3 times</p>	<p>All the students were able to find and list the important vocabulary. Some students made few mistakes dealing with the imperative word</p>
<p><b>Post-Viewing</b></p>	<p>8. Students make an outline 9. Students develop their outline into draft to be rewritten by using their own word based on the video viewed 10. Students submit their work</p>	<p>√ √ √</p>	<p>The next task was, he asked the students to make an outline based on the video. Then, he was asked the students to develop their outline into draft to be rewritten by using their own word based on the video viewed. He was played the video 4 times.  Discussing students' worksheet together with the class and asked the students to submit their worksheet</p>	<p>Most of the students were able to write the text in a good organization. However, they made a few mistake in vocabulary aspect.</p>
	<p>11. Make conclusion 12. Parting</p>	<p>√ √</p>	<p>He reviewed the material today and guided the students to make conclusion He closed the lesson by praying</p>	

**Observation Guide (Cycle 2)  
Fourth Meeting**

**Date** : 19<sup>th</sup> April 2018  
**Time** : 07.00 – 08.30  
**Setting** : XI-IPA 1  
**Participants** : The students of XI-IPA 1  
**Observer** : Jefri Nur Ardiyansyah

Phase	Classroom Activity	√	Observation	Observer's Comment
	24. T greets the Ss 25. T check Ss' attendance 26. T delivers leading questions 27. T states the learning objective	√ √ √ √	In the third meeting, the researcher entered the class, greeted the students. Then, he checked the students' attendance. Then he began the class by showing picture and delivered some leading questions to the students. The students perform better, they could response well rather than in cycle 1. They were very excited in listening to the video and doing the task	Most of the students could responds well
<b>Pre-Viewing</b>	<b>Main Activity</b> 28. Students identify the information on the video.	√	Before the researcher play the video, he introduced new vocabulary that related to the video. Then, he played the video was about tutorial of "how to make simple kite". After that, they were asked to identify some information based on the video. He asked some questions to the students like, "have you ever made a paper kite by yourself by looking at tutorial video", After getting students' response, he reviewed the material, he gave explanation about language feature of procedure text especially about imperative sentence and imperative word in more detail	All of the students were actively involved the teaching and learning process. They were enthusiastic to do each activity in every meeting. most of the students could answer the question from the researcher
<b>While-Viewing</b>	29. Students doing the task (find and list important vocabularies)	√	Students watch the video again and he asked the students to take some notes dealing with the materials of procedure text based on the video. Then, he distributed students' worksheet, and asked the students	The class was under control, most the students focus on their worksheet and paid fully attention to the video. Most of the students were able to find and list the



			to do the task which was about find and list important vocabularies (materials and equipment) <b>task 1</b> . Find and list the grammatical aspect characterizing the procedure text (temporal conjunction and imperative word) <b>Task 2</b> , based on the video viewed. The video was played 3 times	important vocabularies based on the video. Most of them could catch all the materials and equipments viewed on the video
<b>Post-Viewing</b>	30. Students make an outline	√	The next task was, he asked the students to make an outline based on the video. Then, he asked the students to develop their outline into draft to be rewritten by using their own word based on the video viewed. He was played the video 4 times.	Most of the students were able to write the text in a good organization. However, they made a few mistake in vocabulary aspect.
	31. Students develop their outline into draft to be rewritten by using their own word based on the video viewed	√		
	32. Students submit their work	√	Discussing students' worksheet together with the class and asked the students to submit their worksheet	
	33. Make conclusion 34. Parting	√ √	He reviewed the material today and guided the students to make conclusion He closed the lesson by praying	

*Appendix M***The Result of the Students' Writing Test in Cycle 1**

No.	Name	Scorer 1	Scorer 2	Average	A/NA
1.	MDF	76	73	74.5	A
2.	AW	83	83	83	A
3.	AC	83	83	83	A
4.	AD	86	86	86	A
5.	ABR	86	83	84.5	A
6.	BAS	86	86	86	A
7.	EAAS	86	83	84.5	A
8.	FA	53	60	56.5	NA
9.	FR	73	76	74.5	A
10.	INA	86	90	88	A
11.	II	80	83	81.5	A
12.	JM	90	86	88	A
13.	J	50	50	50	NA
14.	KD	73	73	73	A
15.	LA	50	50	50	NA
16.	LSM	73	73	73	A
17.	LS	90	86	88	A
18.	MAH	73	73	73	A
19.	MRRH	73	73	73	A
20.	MR	60	63	61.5	NA
21.	MHA	83	83	83	A
22.	MAR	83	83	83	A
23.	NECL	73	73	73	A
24.	NQ	90	90	90	A
25.	OHP	73	73	73	A
26.	PAA	86	83	84.5	A
27.	RMI	60	60	60	NA
28.	RM	76	76	76	A
29.	RA	50	50	50	NA
30.	SB	76	76	76	A
31.	SAL	73	73	73	A
32.	VSM	50	53	51.5	NA
33.	YHW	50	50	50	NA
34.	Y	86	86	86	A
35.	YA	66	60	63	NA
36.	Y	73	73	73	A
37.	ASF	50	50	50	NA
<b>Total</b>				<b>2706</b>	<b>A = 27</b>
<b>Mean Score</b>				<b>73.1</b>	<b>NA = 10</b>
<b>The percentages of the students who got score <math>\geq 70</math></b>				<b>E% = <math>n/N \times 100</math></b>	<b>72.9 %</b>

Notes:

E : The percentage of the students who achieve score  $\geq 70$ n : The number of the students who achieved score  $\geq 70$ 

N : The total number of the students

A : Achieved

NA : Not Achieved

The Scores of Each Indicators of Writing Test in Cycle 1

No.	Name	Vocabulary			Grammar			Organization			Mechanic			Style		
		S.1	S.2	A	S.1	S.2	A	S.1	S.2	A	S.1	S.2	A	S.1	S.2	A
1.	MDF	5	4	4.5	4	4	4	5	5	5	5	5	5	4	4	4
2.	AW	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
3.	AC	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4.	AD	5	5	5	5	5	5	6	6	6	5	5	5	5	5	5
5.	ABR	5	5	5	5	5	5	6	5	5.5	5	5	5	5	5	5
6.	BAS	5	6	5.5	5	5	5	6	5	5.5	5	5	5	5	5	5
7.	EAAS	5	5	5	5	5	5	6	5	5.5	5	5	5	5	5	5
8.	FA	3	3	3	4	4	4	3	4	3.5	3	4	3.5	3	3	3
9.	FR	4	5	4.5	5	4	4.5	4	5	4.5	5	4	4.5	4	5	4.5
10.	INA	5	5	5	5	6	5.5	6	6	6	5	5	5	5	5	5
11.	II	5	5	5	4	5	4.5	5	5	5	5	5	5	5	5	5
12.	JM	5	5	5	5	5	5	6	6	6	5	5	5	6	5	5.5
13.	J	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
14.	KD	5	5	5	4	4	4	4	4	4	5	4	4.5	4	5	4.5
15.	LA	3	4	3.5	2	2	2	4	3	3.5	3	3	3	3	3	3
16.	LSM	4	4	4	4	4	4	5	5	5	5	4	4.5	4	5	4.5
17.	LS	5	5	5	5	5	5	6	5	5.5	5	5	5	6	6	6
18.	MAH	4	4	4	4	4	4	5	5	5	5	5	5	4	4	4
19.	MRRH	4	4	4	5	5	5	5	5	5	4	4	4	4	4	4
20.	MR	3	4	3.5	4	3	3.5	5	4	4.5	3	4	3.5	3	4	3.5
21.	MHA	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
22.	MAR	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
23.	NECL	4	4	4	5	4	4.5	4	5	4.5	5	5	5	4	4	4
24.	NQ	5	5	5	5	5	5	6	6	6	6	6	6	5	5	5
25.	OHP	4	4	4	4	4	4	5	5	5	5	5	5	4	4	4
26.	PAA	5	5	5	5	5	5	6	5	5.5	5	5	5	5	5	5
27.	RMI	4	4	4	3	3	3	3	3	3	4	4	4	4	4	4
28.	RM	5	4	4.5	4	4	4	5	5	5	5	5	5	4	5	4.5
29.	RA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
30.	SB	5	5	5	4	4	4	4	4	4	5	5	5	5	5	5
31.	SAL	4	4	4	4	4	5	5	5	5	5	5	5	4	4	4
32.	VSM	3	3	3	2	2	2	3	3	3	4	4	4	3	4	3.5
33.	YHW	4	4	4	3	3	3	2	2	2	3	3	3	3	3	3
34.	Y	5	5	5	5	5	5	6	6	6	5	5	5	5	5	5
35.	YA	3	3	3	4	3	3.5	5	4	4.5	5	4	4.5	3	4	3.5
36.	Y	4	4	4	4	4	4	5	5	5	5	5	5	4	4	4
37.	ASF	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

Note:

S.1 : Scorer 1

S.2 : Scorer 2

A : Average

## Appendix N

## The Result of the Students' Writing Test in Cycle 2

No.	Name	Scorer 1	Scorer 2	Average	A/NA
1.	MDF	86	83	84.5	A
2.	AW	86	93	89.5	A
3.	AC	83	83	83	A
4.	AD	86	90	88	A
5.	ABR	90	90	90	A
6.	BAS	83	83	83	A
7.	EAAS	86	83	84.5	A
8.	FA	70	66	68	NA
9.	FR	76	76	76	A
10.	INA	86	86	86	A
11.	II	86	86	86	A
12.	JM	76	73	74.5	A
13.	J	86	83	84.5	A
14.	KD	66	63	64.5	NA
15.	LA	70	70	70	A
16.	LSM	86	83	84.5	A
17.	LS	70	70	70	A
18.	MAH	70	70	70	A
19.	MRRH	83	83	83	A
20.	MR	73	73	73	A
21.	MHA	90	93	91.5	A
22.	MAR	73	76	74.5	A
23.	NECL	86	86	86	A
24.	NQ	86	90	88	A
25.	OHP	66	66	66	NA
26.	PAA	83	86	84.5	A
27.	RMI	53	50	51.5	NA
28.	RM	83	83	83	A
29.	RA	56	56	56	NA
30.	SB	73	76	74.5	A
31.	SAL	83	83	83	A
32.	VSM	83	83	83	A
33.	YHW	73	73	73	A
34.	Y	86	86	86	A
35.	YA	73	73	73	A
36.	Y	86	83	84.5	A
37.	ASF	83	83	83	A
<b>Total</b>				<b>2910</b>	<b>A = 32</b>
<b>Mean Score</b>				<b>78.64</b>	<b>NA = 5</b>
<b>The percentages of the students who got score <math>\geq 70</math></b>				<b>E%=n/N x 100</b>	<b>86.4 %</b>

Notes:

E : The percentage of the students who achieve score  $\geq 70$ n : The number of the students who achieved score  $\geq 70$ 

N : The total number of the students

A : Achieved

NA : Not Achieved

## The Score of Each Indicators in Cycle 2

No.	Name	Vocabulary			Grammar			Organization			Mechanic			Style		
		S.1	S.2	A	S.1	S.2	A	S.1	S.2	A	S.1	S.2	A	S.1	S.2	A
1.	MDF	5	5	5	5	5	5.5	6	5	5.5	5	5	5	5	5	5
2.	AW	5	5	5	5	5	5	6	6	6	5	6	5.5	5	6	5.5
3.	AC	5	5	5	4	4	4	6	5	5.5	5	6	5.5	5	5	5
4.	AD	5	5	5	5	6	5.5	6	6	6	5	5	5	5	5	5
5.	ABR	5	5	5	5	5	5	6	6	6	6	6	6	5	5	5
6.	BAS	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
7.	EAAS	5	5	5	5	5	5	6	5	5.5	5	5	5	5	5	5
8.	FA	4	4	4	3	4	3.5	5	4	4.5	5	4	4.5	4	4	4
9.	FR	4	5	4.5	5	5	5	5	4	4.5	5	5	5	4	4	4
10.	INA	5	5	5	5	5	5	6	6	6	5	5	5	5	5	5
11.	II	5	5	5	5	5	5	6	6	6	5	5	5	5	5	5
12.	JM	5	4	4.5	4	4	4	5	5	5	5	5	5	4	4	4
13.	J	5	5	5	5	5	5	6	5	5.5	5	5	5	5	5	5
14.	KD	4	4	4	4	3	3.5	4	5	4.5	4	4	4	4	4	4
15.	LA	4	5	4.5	4	4	4	5	4	4.5	4	4	4	4	4	4
16.	LSM	5	5	5	5	5	5	6	5	5.5	5	5	5	5	5	5
17.	LS	4	5	4.5	4	4	4	5	4	4.5	4	4	4	4	4	4
18.	MAH	4	4	4	4	4	4	5	5	5	4	4	4	4	4	4
19.	MRRH	5	5	5	4	5	4.5	6	5	5.5	5	5	5	5	5	5
20.	MR	4	4	4	4	4	4	5	5	5	5	5	5	4	4	4
21.	MHA	5	5	5	5	5	5	6	6	6	5	6	5.5	6	6	6
22.	MAR	4	5	4.5	4	4	4	5	5	5	5	5	5	4	4	4
23.	NECL	5	5	5	6	5	5.5	5	6	5.5	5	5	5	5	5	5
24.	NQ	5	6	5.5	5	5	5	6	6	6	5	5	5	5	5	5
25.	OHP	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
26.	PAA	5	5	5	5	5	5	5	6	5.5	5	5	5	5	5	5
27.	RMI	3	3	3	3	3	3	4	3	3.5	3	3	3	3	3	3
28.	RM	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
29.	RA	3	3	3	3	3	3	4	4	4	4	4	4	3	3	3
30.	SB	4	5	4.5	4	4	4	5	5	5	5	5	5	4	4	4
31.	SAL	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
32.	VSM	5	5	5	4	5	4.5	6	5	5.5	5	5	5	5	5	5
33.	YHW	4	4	4	4	4	4	5	5	5	5	4	4.5	4	5	4.5
34.	Y	5	4	4.5	5	5	5	6	6	6	5	6	5.5	5	5	5
35.	YA	4	4	4	4	4	4	5	5	5	5	5	5	4	4	4
36.	Y	5	5	5	5	5	5	6	5	5.5	5	5	5	5	5	5
37.	ASF	5	5	5	4	5	4.5	6	5	5.5	5	5	5	5	5	5

Note:

S.1 : Scorer 1

S.2 : Scorer 2

A : Average

## Appendix O

## Example of Students' Writing a Procedure Text of Cycle 1

Rater 1 (Researcher)

Writing Test (Cycle 2)

Name : MILANI QORITA

Class : XI IPA 1

Rewrite a Procedure Text Based on the Video Viewed Using Your Own Word.

## HOW TO MAKE FRIED CHICKEN.

## Ingredients:

- 8 chicken pieces.
- Black pepper
- Milk
- Salt to taste
- flour
- 1 teaspoon red pepper powder
- Curry
- Cayane pepper
- Vegetable oil
- Garlic powder
- Onion powder.

## Equipments:

- large bowl
- frying pan
- Spoon
- plate
- plastic wrap.

$$V: 5$$

$$G: 5$$

$$O: 6$$

$$M: 6$$

$$S: 5$$

$$\frac{27}{30} \times 100 = 90\%$$

## Steps:

- First, put the chicken pieces into the large bowl
- Second, add buttermilk and salt to taste.
- Stir the dough together with hand
- Refrigerate at least 4 hours.
- Next, move chicken to the plate.
- Pour the flour into the bowl, and add black pepper, salt to taste, Garlic powder, Cayam pepper, Curry then mix all the ingredients.
- After that, Dip each piece of chicken in a buttermilk, cover with the flour mixture.
- Repeat the process in the second time
- Fry the chicken for about 20-25 minutes
- Finally, your fried chicken ready to serve.

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Rater 2 (Teacher)

## Writing Test (Cycle 2)

Name : MILLARI QORITA

Class : XI IPA 1

Rewrite a Procedure Text Based on the Video Viewed Using Your Own Word.

## HOW TO MAKE FRIED CHICKEN.

## Ingredients:

- 8 chicken pieces.
- Black pepper
- Milk
- Salt to taste
- flour
- 1 teaspoon red pepper powder
- Cumin
- Cayane pepper
- Vegetable oil
- Garlic powder
- Onion powder.

## Equipments:

- large bowl
- frying pan
- Spoon
- plate
- plastic wrap.

√ : .5  
 G : 5  
 O : 6  
 M : 6  
 S : 5

$$\frac{27}{30} \times 100 = 90$$

## Steps:

- First, put the chicken pieces into the large bowl
- Second, add buttermilk and salt to taste.
- Stir the dough together with hand
- Refrigerate at least 4 hours.
- Next, move chicken to the plate.
- Pour the flour into the bowl, and add black pepper, salt to taste, Garlic powder, cayam pepper, cumin, then mix all the ingredients.
- After that, Dip each piece of chicken in a buttermilk, cover with the flour mixture.
- Repeat the process in the second time
- Fry the chicken for about 20-25 minutes
- Finally, your fried chicken ready to serve.

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Rater 1 (Researcher)

## Writing Test (Cycle I)

Name : Viridani Sidni Mubarak

Class : XI lpa 1

Rewrite a Procedure Text Based on the Video Viewed Using Your Own Word.

How to make Butter Milk Fried Chicken.

Ingredients:

- large bowl
  - Plastic wrap
  - Cayenne pepper
  - Cumin
  - red pepper powder
  - 8 chicken placers
  - milk
  - onion powder
  - garlic powder
  - Black paper
  - Flavoring
  - red paper salt
- |      |   |
|------|---|
| V: 3 | $\frac{15}{30} \times 100 = \underline{\underline{50}}$ |
| G: 2 |   |
| O: 4 |   |
| M: 3 |   |
| S: 3 |   |

Steps:

- First, prepare the bowl and 8 chicken placers
- Second, both pour the milk into the bowl of chicken until it is well blended and give it a salt
- third, pack with plastic and wait a few minutes
- then, remove the chicken and drain it to dry
- Next, prepare the flour to taste and enough milk and put the chicken that has been drain into the flour and milk alternately evenly
- to six, heat enough fry oil the fry the meat that has been mixed into the pan that contains cooking oil
- then drain to dry
- Finally, how to make Butter milk fried chicken



Rater 2 (Teacher)

## Writing Test (Cycle I)

Name : Viridani Sidni Mubarak

Class : XI Ipa 1

Rewrite a Procedure Text Based on the Video Viewed Using Your Own Word.

How to make Butter Milk Fried Chicken.

## Ingredients:

- large bowl
- Plastic wrap
- Cayenne pepper
- Cumin
- red pepper powder
- 8 chicken ~~pieces~~
- milk
- onion powder
- garlic powder

- Black ~~paper~~
- Flavoring
- red paper salt

$$\begin{array}{l} 2V = 3 \\ 6 : 2 \\ 0 : 3 \\ M = 4 \\ S : 4 \end{array} \quad \frac{16}{30} \times 100 = 53 \underline{\underline{=}}$$

## Steps:

- ~~First~~, prepare the bowl and 8 chicken ~~pieces~~
- Second, both pour the milk into the bowl of ~~chicken~~
- until it is well blended and give it a salt
- third, pack with plastic and ~~wait~~ a few minutes
- then, remove the chicken and drain it to dry
- Next, prepare the flour to taste and enough milk and put the chicken that has been ~~drain~~ into the flour and milk antenately ~~evenly~~
- ~~to six~~, heat enough fry oil the fry the meat that has been mixed into the pan that contains cooking oil
- then drain to dry
- Finally, how to ~~make~~ Butter milk fried chicken

## Example of Students' Writing a Procedure Text of Cycle 2

Rater 1 (Researcher)

Nama: M. M. M. M.  
 No. Absen: 22  
 Kelas: XI IPA-1

## HOW to cover a textbook

Materials :

- Paper
- Scissors
- Book
- Stickers and tape

Steps:

- First, cut your paper enough large to cover the text book. Add 2 or more additional inches on all sides.
- Second, put the ~~book~~ textbook on the center of the paper make creases by folding the paper over the top & bottom edges of the book.
- Next, put the book aside and fold the paper at the creases until smooth & even.
- Then, close the textbook & place it into the paper leaving approximately 2 inches on the right side.
- After that, wrap the remaining paper around the front cover of the textbook & create the crease and remove the paper & fold at the crease.
- Next, open the book & slide the front cover into the sleeve. close the book & make a crease with the paper against the back cover. fold the crease open the back cover & slide it into the sleeve.
- Finally, hold the cover in place with decorative stickers & different colored tape, cut into different shapes.

$$V = 5$$

$$G = 5$$

$$O = 6$$

$$M =$$

$$S = 6$$

$$\frac{27}{30} \times 100 = 90$$

Rater 1 (Teacher)

Nama: M. Ailmy Abdullah  
 No. Absen: 22  
 Kelas: XI IPA-1

### How to cover a textbook

Materials :

- Paper
- Scissors
- Book
- Stickers and tape

Steps

- First, cut your paper enough large to cover the text book. Add 2 or more additional inches on all sides
- Second, put the ~~book~~ textbook on the center of the paper make creases by folding the paper over the top & bottom edges of the book
- Next, put the book aside and fold the paper at the creases until smooth & even.
- Then, close the textbook & place it into the paper leaving approximately 2 inches on the right side.
- After that, wrap the remaining paper around the front cover of the textbook & crease the ~~edge~~ remove the paper & fold at the crease.
- Next, open the book & slide the front cover into the sleeve. close the book & make a crease with the paper ~~against~~ against the back cover. fold the crease open the back cover & slide it into the sleeve
- Finally, hold the cover in place with decorative stickers & different colored tape, cut into different shapes.

V = 5  
 G = 5  
 O = 6  
 M = 6  
 S = 6

$$\frac{28}{30} \times 100 = 93$$

Rater 1 (Researcher)

NAMA = REZA MAULANA IBRAHIM  
 KELAS = XI IPA 1  
 No. Absen = 28

How to make cover a text book

- materials = paper  
 = scissors  
 = book  
 = stickers and tape

- steps =
- first, cut your paper e (moyh) to cover the text book
  - second, put your text book to center of paper, make a creases to fold the paper over the top and bottom of paper
  - next, put the book a side a fold a paper edge until smooth out even
  - then, close the book and the out the paper over the more and remove the paper and fold the corners
  - next, place the book and slide the cover in the sleeve the book and make creases again aback cover fold the creases the back edge and slide in to the sleeve

V: 3  
 G: 3  
 O: 4  
 M: 3  
 S: 3

$\frac{16}{30} \times 100 = 53 \frac{1}{3}$

Rater 2 (Teacher)

NAMA = REZA MAULANA IBRAHIM  
 KELAS = XI IPA 2  
 No. Absen = 28

How to make cover a text book

materials = paper  
 = scissors  
 = book  
 = stickers and tape

- Steps =
- first, cut your paper enough to cover the text book
  - second, put your text book to center of paper, make a crease to fold the paper over the top and bottom of it
  - next, put the book a side a fold a paper glue until smooth
  - then, close the text book and cut the paper evenly on the top and remove the paper and fold the corners
  - next, open the book and slide the cover in the spine of the book and make crease again at back cover fold the corners and glue the back cover and slide in to the spine
  - finally

V : 3  
 G : 3  
 O : 3  
 M : 3  
 S : 3

$\frac{15}{30} \times 100 = 50$

## Appendix P

## Surat Izin Penelitian



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS JEMBER

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121

Telepon: 0331- 334 988, Faks: 0331-332 475

Laman: www.fkip.unej.ac.id

22 FEB 2018

Nomor **1695/UN25.1.5/LT/2018**  
Lampiran : -  
Perihal : Permohonan Izin Penelitian

Yth. Kepala SMA Negeri Mumbulsari  
Jember

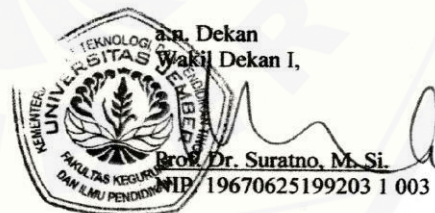
Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Jefri Nur Ardiyansyah  
NIM : 130210401045  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris

Berkeinginan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: **"The Use of Video to Improve the Eleventh-Grade Students' Achievement in Writing a Procedure Text at Senior High School in Jember"**

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.



*Appendix Q*

## Statement Letter from SMA Negeri Mumbulsari



PEMERINTAH PROPINSI JAWA TIMUR  
DINAS PENDIDIKAN  
**SMA NEGERI MUMBULSARI**  
Jl. Dr. Soebandi No. 62 ☎ (0331) 793232 Mumbulsari Jember  
email : smanegerimumbulsari@yahoo.com

**SURAT KETERANGAN**

NOMOR : 422/076/101.6.6.14/2018

Yang bertanda tangan dibawah ini, Kepala SMA Negeri Mumbulsari Jember menerangkan dengan sebenarnya bahwa :

N a m a : **JEFRI NUR ARDIYANSYAH**  
NIM : 130210401045  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris

Yang bersangkutan telah melakukan penelitian pendidikan di SMA Negeri Mumbulsari Jember, mulai tanggal 15 Maret 2018 s/d 26 April 2018, dengan Judul :

" The Use of Video to Improve the Eleventh-Grade Students' Achievement in Writing a Procedure Text at Senior High School in Jember"

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Jember, 26 April 2018  
Kepala SMA Negeri Mumbulsari



**Drs. MOCHAMMAD IRFAN, M.Pd**  
NIP. 19630407 199003 1 014