

**THE USE OF VIDEO TO THE STUDENTS' WRITING PROCEDURE TEXT AT EIGHT GRADE OF SMP NEGERI 2 MUARA IN ACADEMIC YEAR 2021/2022****Megawati Sitompul<sup>1</sup>, Bonari Tambunan<sup>2</sup>, Novita Hutabarat<sup>3</sup>**[megawatisitompul12345@gmail.com](mailto:megawatisitompul12345@gmail.com)[bonaritambunan@gmail.com](mailto:bonaritambunan@gmail.com)[novitahutabarat03@gmail.com](mailto:novitahutabarat03@gmail.com)**English Study Program Faculty of English Teacher's Training and Education University of Sisingamangaraja XII Tapanuli****Abstract**

*This study aims to determine how the use of video to the students' writing procedure text at eight grade of SMP Negeri 2 Muara. Because this research was conducted using qualitative research methods, the writer describes and analyze the phenomena that existed during study. Furthermore, there are three kinds of instruments used in this study. They were observation, interview, and documentation. Based on the findings, the writer see that the use of video mostly has the same teaching learning proces, materials, and media used. In addition, the use of videos helps students create procedural texts based on their generic structure and language features. While the results of students responses indicate that most students interested in watching the video and agreed that the video helped them in getting ideas for writing.*

**Keywords:** *Video, Writing, Procedure text***INTRODUCTION**

Writing is one of the four language skills that should be mastered by the second or foreign language learners. Celce and Murcia (2001:207) state that through writing, people can communicate a variety of messages to a closed or distant, known or unknown readers.

Procedure is a text that is important to learn because it tells how something is done based on the steps. Here, the procedure text is not only a text learned at school but also the one found in the daily life. Students can find procedure text in game rules, cooking recipes, and using machines. Those are some examples of the authentic texts of procedure texts that students can find in the daily life. It is helpful for the students in learning procedure text.

Media is very important in teaching learning process, they help the teacher as a means of communication to convey the message more concretely and also motivate

the students in learning English. One of the media that can be used in teaching English writing is video. Video is one of media that can be used by teachers to teach their students in the calssroom. It helps the teachers to transfer materials that are related to the lesson. It can give more detailed iformation about the object in the content and give imagination about the cotent of the video that is related to the materials. Students can see, act, and hear the language from the video so they can write down based on what they have seen and heard into the paper. The use of video in a classroom can guide the students activities in an interesting way. Based on the writer's experience while doing teaching practice program (PPL), the writer found some problems in student's writing procedure text. First, most of the student were still confused how to begin and what they would write. Second, most of them had difficulties in writing because of

lack of vocabulary words and had difficulty in creating sentences.

To solve the problems in writing procedure text, English teacher should be able to choose the suitable media to present the lesson to the students. The writer choose video of language learning about procedure text as a media to present the lesson to the students. The writer choose video of procedure text as a media to improve the students ability in writing procedure text because: 1) The writer assumed that video is the perfect medium for student because video could be seen and heard, 2) Video was easy to prepare, 3) Watching video in class would be very enjoyable for students, and 4) Video could motivate the students to study seriously because students would be interested to study by watching video.

## REVIEW OF LITERATURE

### Writing

There are many theories about the definition of writing exposed by some experts. According to Celce (2001:207), writing as an act of communication suggest an interactive process which takes place between the writer and the readers via texts. The writer is obligated to write a clear, relevant, truthful, informative, interesting, and memorable text.

In addition, Hedge (2005:10) states that writing is more than producing accurate and complete sentences and phrases. Cushing Weige (2002:14) looks at the writing ability from several perspective. For instance, she views it as a social and cultural phenomenon and as a cognitive activity. Moreover, Graham (2003) writes that process writing generally requires quite a lot of classroom time. Furthermore, he writes about the importance of feedback regarding process writing since "it takes a lot of time effort. . . , and so it is only fair that the student's writing is responded to suitably."

Writing is a method of representing language in visual or tactile form (Ager : 1998). Basically, it represent human thought. Christy (2005) stated that students maximize their ability for saying some information, stating and sending their

thoughts, ideas and feeling during the writing process. Writing is also one of the basic communicative skills in teaching learning language. It is one of the important skills that should be mastered by the student because it can help them to have a good socialization express their ideas, feelings, and opinions (Byrne 1980: 24, cited in Aisah : 2010). In a similar vein with this statement, James (2010) also said that writing can help students to communicate with others across time and places.

Hedge (2005:55) states that researcher presuppose that "writing skills learned in first language will transfer succesfully to a second language. She discusses that EFL students are in need of linguistic assistance such as syntax and grammar but they also need to learn how to organize their texts and ideas, "since conventions for this can differ from one language to another". So, writing activity consists of many aspects. Those are (1) writer, (2) idea or feeling, (3) language, (4) targeted reader, (5) aims of writing, and (6) interaction between writer and reader through the text.

From those defenitions, writing is a skill which can be learned. This activity is expected to make someone become a good writer. Since writing is a means of thinking, writers are able to record and process their own thought into writing product so that they can convey their thinking through their product to the readers.

### The Process of Writing

According to Harmer (2004:4), there are four elements in writing process namely planning, drafting, editing, and final version. Planning is about how writing should be made. It includes a detailed not or even just a few jotted words. When planning, three main issues should be considered. The first thing is to determine the purpose of the writing since it will affect the type of the text to produce the language use and the information to deliver. Secondly, it is also crucial to plan to whom the writing is addressed for since it will influence the shape of the writing, the structure of the

paragraph, and the choice of the language whether for example, formal or informal tone. Third, the best way to sequence the fact, ideas, or arguments should be decided in the passage.

- a. Drafting is the first version of writing. Making a draft is always on the assumption that the writing will be amended later. A number of drafts may be produced as the writing process into editing.
- b. Editing will be done after in order to see which parts of the writing works and which doesn't. Editing comes along with reflecting and revising. The revision need to be done when there are unclear, ambiguous or confusing information. Revising can be done by moving paragraphs around, writing a new introduction or using different form of words for a particular sentence. Self-reflecting and self-revising can be done to the writing. It is also an alternative to involve a reader to comment and make suggestion. Reader's reaction to a piece of writing will help the author revise appropriately.
- c. Final version is produced after the process of editing and making changes that is considered to be necessary. It may look considerably different from both of the original plan and the first draft, because things have changed in the editing process but the written text has been ready to be sent to its intended audience.

### **Procedure Text**

Procedure text is one of the text types that should be taught to the secondary school students as recommended in the newest curriculum (K.13).

### **The Defenition of Procedure Text**

A Procedural text is a text that gives information about how something is accomplished through a sequence of actions or steps. Anderson and Anderson (1997:50), defines a procedure as a piece of text that

gives the readers instructions for doing something. The purpose of writing the procedural text is to explain how something can be done.

Similarly, Sutrisnohadi (2011:220) states that a procedure text explains how something is done through a sequence of actions or steps. In line with the defenition of a procedure text, Pardiyono (2007:125)proposes that a procedure text is a kind of text that guide people on how a work or an activity is sequent steps. The key words for this kind of text is "What needs to be done?" or "What should I do?". He adds that a procedure text is written to show the sequence of how an action is accomplished.

### **The Language of Procedure Text**

Based on book targetting text by Jhon Barwick characterise the characteristics of procedural text into thre parts; that are the use of simple present tense, usually in imperative sentences, like put, mix, don't mix. Then, it also uses temporal conjunction, such as first, second, then, next, finally. Then, the last feature of procedural text is the use of action verb, like turn on, stir, and cook.

Based on the explanation above, the writer concludes that the language features can be seen as the characteristics. The characteristic of procedure text consist of:

- a. Using simple present tense or imperative sentences  
Example: Stir, mix, pour, prepare, etc.
- b. Using conjunction of temporary. It is as the sign of sequent even  
Example : First, second, then, after that, finally, etc.
- c. Using action verb  
Example : Cook, prepare, add, turn of, etc.

### **Video**

There are 3 kinds of video for procedure text.They are manual, procedures for cooking, and tutorial. Partin (2004 : 209-212) staes that video media can be tremendous instructinal assets.

**Types of Video****1. Welcome video**

Welcome video can be used to introduce students to the teacher and the course. They may be published online to be viewed prior to class or shown in the classroom.

**2. Video modeling**

Video modeling is an instructional technique that helps students acquire new skills by viewing, from video tape, behavior that was performed by another individual, and then imitating that behavior. It can be used to teach specific skills, play sequences, social interactions, and perspective taking.

**3. Lecturette**

Lecturette is a condensed version of in-class lectures, or mini lectures. They can consist of any of the following elements: short video clips, screen captures, slides and voice recordings.

**4. Tutorial**

Tutorial are step-by-step “how to” instructional videos that can teach a specific skill or technique. They give detailed demonstrations offering specialized knowledge on a certain topic, often recorded in a series of sessions.

**RESEARCH OF METHODOLOGY****The Research Design**

This study used qualitative research method. Bongdan and Taylor (in Moleong, 2006) defines qualitative method as a research procedure that produces descriptive data in the form of written spoken words from people and observable behaviour.

As for Resselwell (1940) stated, qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem

**The Subject of the Research**

In qualitative research the researcher enters certain social situations which can be in the form of certain educational institutions conducting

observations and interviews with people who are considered to know about the social situation. According to Sugiyono (2015 : 300) in qualitative research, the sampling technique that is often used is purposive sampling and snowball sampling. In this study, the researcher uses purposive sampling.

**Data and Source of Data**

Data sources in research is the subject from which the data can be obtained. In this study the researcher used two sources of data, namely:

- a. Primary data sources, namely data that is collected directly by researcher from the first source. The primary data sources in this study were eighth grade english teachers and eight grade students.
- b. Secondary data sources, namely data that is collected directly by researcher as a supporter of the first source. It can also be said that structured data is in the form of documents.

**Technique of Collecting Data**

In qualitative research there are four kinds of data collection techniques namely, observation, interviews, documentation, and combination (triangulasi) (Sugiyono, 2020 : 121)

- a. Observation, direct observation notes learning procedure text using video in class at eight grade of SMP Negeri 2 Muara, Kec. Muara, Kab. Tapanuli Utara.
- b. Interview, which is a record of questions in the form of a list of questions not accompanied by a number of answer choices, regarding The Use Of Video To The Students' Writing Procedure Text At Eight Grade Of SMP Negeri 2 Muara In Academic Year 2021/2022.
- c. Documentation, a record of information or objective conditions of the research location and the sample being studied by recording all data directly from references that discuss the object of research.

## **DATA AND ANALYSIS DATA**

### **The Use of Video to the Students' Writing in Procedure Text**

After the researcher conducted research using qualitative research methods, namely observation, interviews and documentation related to the research title, "The Use of Video to The Students' Writing Procedure Text at Eight Grade of SMP Negeri2 Muara", the researcher briefly presented the research findings that had been carried out by the researcher. In formal education institutions, namely SMP Negeri 2 Muara, especially in class eight English Education subjects have used videos to help teaching and learning activities, namely video media by displaying videos obtained from YouTube or made by the teacher directly, in order to attract interest and provide information greater understanding for students.

Based on the results of observations about the use of video in learning to write procedural texts, there are several things that can be further elaborated. These points relate to teacher activities, student activities, teaching and learning processes, materials used and media used.

#### **Use of Video in Student Writing**

Regarding students' writing, after the students did learning using video as a media, the results showed that the use of videos helped students to understand and develop their ideas in writing procedural texts based on its generic structure and linguistic features. In this case, students' writing ability in terms of generic structure can be seen from the progress of students' writing skills in terms of organization and content, while their ability in terms of language features can be seen from student learning outcomes. Progress in writing skills can be seen in terms of grammar, style and quality of expression.

Based on the results of the study, many students were able to achieve satisfactory results because most of the students could write with correct arrangement of sentences, because in the video footage

the teacher made sentences that students could understand (Notes Students)

#### **Student Response/Feedback Using Video**

From the interview, the researcher found that most of the students liked English and the use of video as a medium in the teaching and learning process of English. They stated that the media was interesting and understandable. Although some others said that they didn't really understand what the narrator was saying. The researcher saw that it happened because the material is new to them and because of a lack of vocabulary. Fact shows that they often ask friends or teachers to find the meaning of these difficult words.

Considering that writing is the most difficult thing to do, almost all students said that the use of videos in teaching writing in procedure text helped them in getting ideas for writing. This is also supported by the teacher's explanation and approach to the students'.

## **CONCLUSION AND SUGGESTION**

### **Conclusions**

After analyzing the data, it can be concluded that the use of video in teaching procedure text to students' is very helpful, especially for eight grade students' at SMP Negeri 2 Muara. It really build students' interest in learning because it is not too monotonous like in books but accompanied by playing learning videos. The following conclusions can be drawn :

1. The use of video in student learning is very helpful, because students' can learn to listen, read, write and add vocabulary at the same time, and also the use of video can improve students' procedural text skills, this conclusion is drawn because of an increase in students' writing obtained after watching the video.

### **Suggestions**

Based on the conclusions that have been drawn, several suggestions can be put forward related to teaching writing procedure text by using video as a contribution for teachers and students'

1. For the teachers, video should be considered as an alternative medium to be used by English teachers in writing in the classroom because it is effective in improving students' writing skills. Indeed, this research is focused on teaching procedure texts, but it does not mean that videos can only be used in teaching text procedure materials, but can also be used in teaching other materials. Therefore, English teacher are advised to use videos in teaching other English skills from various topics. English teachers who applied this technique must use well-designed lesson plans and follow appropriate steps or procedures so as to maximize students' participation and motivation to avoid wasting time. The topics used must also be relevant to the curriculum.
2. For the students, the students need to realize that learning is two way process, not only teacher-centered. It means, students must have good feedback. Because teachers and students both play an important role in achieving success in learning.

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