THE EFFECTIVENES OF USING VIDEO IN TEACHING WRITING OF PROCEDURE TEXT

(A Quasi – Experimental Study at the Ninth Grade Students of SMP Islam Plus Daarus Salaam Tangerang Selatan)

A Skripsi

Presented to the Faculty of Educational Sciences in Partial Fulfillment of the Requirements for the Degree of Strata 1 (S – 1) in the Department of English Education

Written by:
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DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATIONAL SCIENCES
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
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ENDORSEMENT SHEET

The Examination Committee of the Faculty of Educational Sciences certifies that the ‘skripsi’ (Scientific paper) entitled “The Effectiveness Of Using Video In Teaching Writing Of Procedure Text” (A Quasi – Experimental Study at the Ninth Grade Students of SMP Islam Plus Daarus Salaam Pondok Aren), written by Tuhfah Hayati, 1110014000011, was examined by the Committee on July 31st 2017. The “Skripsi” has been accepted and declared to have fulfilled one of the requirements for the degree of “S.Pd.” (Bachelor of Arts) in English Education.

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dengan ini menyatakan bahwa skripsi yang saya buat benar-benar hasil karya sendiri dan saya bertanggung jawab secara akademis atas apa yang saya tulis.

Pernyataan ini dibuat sebagai salah satu syarat menempuh Ujian Munaqasah.

Jakarta, 31 Juli 2017
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ABSTRACT


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Keywords: Writing, Procedure Text, Video

The Objective of this study was to get the empirical evidence of the effectiveness of using video for students’ writing procedure text. This study was held on September 2016 at SMPIP Daarus Salaam. The method used in this study was Quantitative method in the design of Quasi experimental study. The sampling technique used in this study was total population sampling. Two classes were taken as the subjects of this study namely experimental class and controlled class. The data got from both experimental class and controlled class were analyzed by using T-test formula. The result of calculation showed that in the significance degree of 5% the value of \( t_0 \) > \( t_{table} \) (3.84 > 1.701). The result showed that there is a significant difference between student’s achievement in writing of procedure text by using video than without using video in writing of procedure text. Based on t-test score, It can be concluded that video is effective used at the ninth grade students SMP Islam Plus Daarussalam Tangerang Selatan.
ABSTRAK


Pembimbing I : Dr. Ratna Sari Dewi, M.Pd.
Pembimbing II : Desi Nahartini, M.Ed.

Kata Kunci : Menulis, Video, Prosedur Text

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“Bismillah Ar Rahman Ar Rahim”

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The Writer
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A. Background of The Study

English as a language in international communication is clearly needed by many learners to deliver thought and interact in a variety of situation. It also becomes a second language that is used in many countries, but English is a foreign language for Indonesia people. It is taught and learnt in school, from primary school until college. It is important to be able to master it well. Based on the curriculum in English for Junior High School, the purpose of teaching English for students are expected to be able to communicate in speaking and writing.

English is divided become four language skills, there are listening, speaking, reading, and writing. One of skill in communication not only speaking, but also writing. Writing is one of the important communication tools, people use writing to express ideas, feelings, opinions in form written.

In writing at junior high school, writing is divided into several kinds, such as narrative, descriptive, procedure, and recount text. They are supposed to be able to write short passages of different kinds of text. One of them is writing procedure text. Procedure text is part of human daily live. It tells how something is done through steps or actions. The goal of procedure text is to explain how something can be done such as recipes, materials, and steps. According to Mark and Cathy Anderson procedure text is a piece of text that gives us instructions for doing something.\(^1\)

Based on writer’s experience during the Praktek Profesi Keguruan Terpadu (PPKT) especially on ninth grade students, she found several problems in writing procedure text. The problem is students were difficult in writing especially procedure text. They difficult to express their ideas and emotion creatively that they have in their brain. Sometimes, they difficult to start writing because they could not organize their ideas in writing procedure text well. According to Jack C.

\(^1\) Mark Anderson and Cathy Anderson, Text types in English 2, (South Yarra: Mc Millan Education Ltd,2003), P.50
Richards writing is the most difficult skills for second language learner to master of putting together strings of grammatically correct sentence.\(^2\)

Another problem is they lack of vocabularies because they rarely to practice in writing especially writing procedure text. As Tricia Hedge point out, there are some requirements in achieving writing, including the understanding grammar, and the attention to use appropriate vocabulary choice.\(^3\)

In addition, those writing problems affected by teacher often used traditional method to teach writing. The process of teaching and learning was teacher-centered approach. The teacher led the students to many exercises related vocabularies in their English textbooks instead of teaching idea, meaning, and coherence in writing. It could make the students boring and monotonous. According to Jeremy Harmer the over-use a textbook and thus repeatedly follow the sequence in each unit may become boring, and the routine textbook will become increasingly monotonous.\(^4\)

To solve the problem in learning procedure text writing, the teacher can use methods or techniques that are suitable and interesting to the students. One of method that can be used in teaching and learning procedure text writing is using videos as an alternative to make process of teaching procedure text writing effective. Teaching procedure text writing by using video can throw boring and time consuming. Using video to teach procedure text is effective in teaching learning process, so the students become easy in understanding and studying English.

Based on the statement above, the writer is going to search about “The Effectiveness of Using Video In Teaching Writing of Procedure Text” (A Quasi – Experimental Study at the Ninth Grade Students of SMP Islam Plus Daarus Salaam Pondok Aren, Tangerang Selatan 2016/2017 Academic Year)

\(^3\) Tricia Hedge, Writing, (Oxford: Oxford University Press, 1990), p. 5
B. Identification of Problem

Based on the background above, the identified problems were:
1. students face difficulty in beginning to write.
2. students’ lack of vocabularies. It is difficult for them to express their ideas that they have in their brain. Sometimes they difficult to start writing because they could not organize their ideas in writing of procedure text well.
3. They did not use method or technique interesting that makes students become boring and monotonous.

C. Limitation of the problem

The study focused on the effectiveness of using video in teaching writing of procedure text at the ninth grade students of SMP Islam Plus Daarus Salaam.

D. Formulation of the problem

Based on the background mentioned above, the writer conducts a study concerning the video in teaching writing at Ninth grade students of SMP Islam Plus Daarus Salaam Tangerang Selatan. The main problem of this research can be formulated into specific problems as stated below:
“is using video more effective than without using video in teaching writing of procedure text ?”

E. The Objective of The Study

The objective of the study is to find out the effectiveness of video in teaching writing procedure text at ninth grade of SMP Islam Plus Daarus Salaam Tangerang Selatan.
F. The Significance of The Study

The result of this research is expected to give information for:

1. The teachers
   For the teachers, the result of this research is expected to give them information about the effect of using video in teaching writing procedure text, so the teachers can use this method in teaching writing of procedure text.

2. The students
   For the students, the research is expected to motivate them in learning writing of procedure text because by using video, the class will be interesting. Hence, the students can improve their writing skill.

3. The reader
   For the reader, the research result is expected to give information and knowledge about the effect of using video in teaching writing of procedure text.
CHAPTER II
THEORETICAL FRAMEWORK

A. Writing

1) Definition of Writing

Definition of writing is so various. The various definitions writing may be caused by different viewpoints in seeing the nature of writing. The word writing comes from a verb.\(^5\) That means it is an activity or a process from generating ideas, drafting, and editing until it can be a final product of writing. According to Zamel, writing is a process through which meaning is created. This suggests composition instruction that recognizes the importance of generating, formulating, and refining one’s ideas.\(^6\) When people communicate in writing, they will express their ideas through the words that “speak” to others without get any questions or confirmation that make their information clear.

Moreover, writing also stated by James C. Raymond that said writing is a way of remembering and a way of thinking as well.\(^7\) It means that writing is not only communication tool, but also to develop knowledge more clear, specific and detail.

Writing also defined as a form of problem solving in which the writer is faced with two main tasks: a) generating ideas, and b) composing these ideas into a written text that meets the needs of a reader and efficiently communicates the authors’ message.\(^8\)

From definition above can be conclude that writing should be seen as the way to express ideas from the writer’s knowledge and resources without forgetting the linguistic rule, the writing will be full of meaning.

\(^8\) Ben Heasley, dkk., Study Writing, (Cambridge: Cambridge University Press, 2006), P.11
2) The Writing Process

Writing process is the stage a writer goes through in order to produce something in its final written form. This process may, of course, be affected by the content (subject matter) of the writing, the type of writing (personal writing, public writing, social writing, study writing, or institutional writing), and the medium it is written in (pen, paper, computer, word files, etc).

John Langan stated that writing is a process that involves the following steps:

a. Discovering a point—often through prewriting.

b. Developing solid support for the point—often through more prewriting.

c. Organizing the supporting material and writing it out in a first draft.

d. Revising and editing carefully to ensure an effective, error-free paper.

Learning this sequence will help you to be confidence when the time comes to write.

You will know that you can use prewriting as a way to think on paper and discover gradually just what ideas you want to developed. You will understand that there are four clear-cut goals to aim in your writing—unity, support, organization, and error-free sentences. You will realize that you can use revising to rework a paper until it is strong and effective. And you will be able to edit a paper so that your sentences are clear and error-free.  

There are stages in writing process: Prewriting, drafting, revising, and editing.

a. Prewriting

Prewriting is the term given to all of the activities that prepare us to write a first draft. These generally include defining the writing task, gathering material, and planning the first draft. Prewriting can help you find a topic and test it by seeing how well it holds up under development. It also helps you generate ideas and allows you to see the connections among those ideas. Your choice of prewriting options should be guided by two factors they are your rhetorical context (purpose and audience) and to your learning style. 

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b. Drafting

First draft are made to put in additional thoughts and details that did not emerge during prewriting. It means that, If we did not know about one of vocabulary or grammar in writing paragraph, we did not stop to write, we continue in other paragraph. We just put ideas in this step.

c. Revising

Revise is complete again the sentences from bad writing into good writing. John Langan stated “ revising means that you rewrite a paper, building upon what has already been done, in order to make it stronger."

d. Editing

After revise overall about organize writing, next editing. Editing is check again the mistakes in written like error in grammar, about spelling in writing, and punctuation and then eliminate the mistakes from that writing.

In other hands, according to Tricia Hedge, there are five stages of the writing process:

1. Composing

This section discusses the pre-writing and drafting stages when writers get their ideas together, make rough plans or formulate mental outlines, and develop a sense of direction as they begin to draft their writing. This stage is one of method or technique to write from bad writing until good writing based on steps in writing, from pre-writing until editing.

2. Communicating

The focus is on one aspect of composing, the need to develop a strong sense of audience. Communication unreal if consist of one student, teacher, or reader. In writing that must need many of people to become genuine pieces such as students, visitors, organizations, etc.

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12 Langan, op. cit., p. 29
3. Crafting

The tasks suggest ways in which teachers can help learners to develop paragraph coherently. This stage is how develop ideas, opinions or feelings based on overall structures.

4. Improving

Discussion centers on the ways in which teachers and learners can work together to improve the clarity and quality of writing. There are three process in improving, the first is marking. Marking is if students did not understand about writing, teachers must responsibility to make understand and to improve students’ writing. The second is redrafting. Redrafting is process to evaluate again and think again from their text. The last is editing. Editing is check again error writing to make good writing.

5. Evaluating

This section considers criteria which teachers might apply in selecting or designing appropriate writing tasks and materials for their own learners.

3) The objective of writing

In writing, there are a lot of purpose to be achieved. Usually between one author and others have different purposes. In the writing process, students need to decide the purpose of their writing. According to Martha Heasley Cox, writing has four purposes. They are to inform, to amuse, to satirize, and to persuade.15

a. To inform, wish primarily to convey information and attempt to inform the knowledge that you have accumulated to the readers.

b. To amuse, the writer tries to entertain and be funny to the readers.

c. To satirize, it is often a form of humor, but it is always humor with a serious purpose- to effect reform. Such satire is also called irony because of the contradiction between the literal and intended meaning, between what is said and what is implied.

d. To persuade, it is desired to influence your reader’s thoughts or actions.

Therefore, persuasion incorporates argument as it is used in logic.

B. Procedure Text

1. Definition of Procedure Text

We use many kinds of text in daily life. Usually we read a text how to operate new things, how to operate new things, how to prepare or make something, how to act in some circumstances like school, company, and a community, and how to get to some places. Those kinds of text are called procedure text. Mark and Cathy also explain the examples of procedure text are recipes, itineraries, instruction manuals, and direction.\(^\text{16}\)

Moreover, procedure text based on Carlene Walter is the process which is needs to be undertaken to achieve a successful outcome.\(^\text{17}\)

Whereas another say that procedure text tells the reader how to do a particular job. It tells the reader what tools and materials are necessary and takes the reader or user step by step through the sequence of actions necessary to complete the job successfully.\(^\text{18}\)

Based on those definitions, it is clear that procedure text tells and guides the reader how something can be done by doing some instructions or sequence of steps.

2. Characteristic of Procedure Text

Different genres have different features of a particular genre gives the readers clear point of view from overall meaning of the text so they know what kinds of the text tells about. Here steps in constructing a procedure text, as follows\(^\text{19}\):

a) An introductory statement that gives the aim or goal. this can be the title of the text or an introductory paragraph.

b) A list of material that will be needed for completing the procedure. This may be a list or paragraph.

c) A sequence of steps in the order they need to be done.

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\(^{16}\) Mark Anderson and Cathy Anderson, Text types in English 3, (South Yarra: Mc Millan Education Ltd,2003), P.28

\(^{17}\) Carlene Walter, Procedural Witing Grade Three, (New York: The Medium,2015), p.2


\(^{19}\) Ibid., p.52
1) The numbers can be showed by using first, second, third, and so on.
2) The sequence can be showed by using signal words such as now, next, after this, and soon.
3) The steps usually begin with a command such as add, mix, or push.

3. Purpose of Procedure Text
The purpose of procedure text based on Walter is to ensure that something is done correctly, and achieve a good outcome in the end. It means that purpose of procedure text provides information which is it about how to make something, how to cook something, how to use something, or how to operate something that is important to readers achieve successful outcome.

4. Types of Procedure Text
According to Walter, there are different procedural texts for different purpose, as follows:

a. Texts that explain how something works or how to use instruction/operation manuals.
   For example: how to use the video, how to use the cell phone or how to operate blander
b. Texts that instruct how to do a particular activity.
   For example: how to write daily activities
c. Texts that deal with human behavior
   For example: how to live happily, how to succeed

5. The Elements of Procedure Text
There are several elements of procedure text, according to Linda Gerot are follows:

a. Social function
   A procedure text describes how something is done step by step.

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20 Walter, loc. cit
21 Walter, loc. cit
22 Gerot Op Cit ,P.206.
b. Generic structure
   1) Goal. It is the title of the text which shows what the writer would like to
tell to the audience.
   2) Material. It is the things which are needed for completing the procedure
   (not required for all procedural text)
   3) Step. It shows the ways they need to be done in completing the procedure (i.e. goal followed by a series of steps oriented to achieve the goal)

c. Significant lexical grammatical features:
   1) Use of simple present tense, often imperative such as glue the paper, cut the
   paper, pour the flour, and add salt.
   2) Use of temporal conjunction that show the sequence such as then, while,
   next, now, etc.
   3) Use general human agents
   4) Use mainly of materials process.

6. Language Features of Procedure Text

Procedure text has some characteristics on it. Mark and Cathy propose those
c characteristics. They state that procedure texts can be recognized based on some
language features below.\textsuperscript{23}

   a. The use of technical language
   b. Sentences that begin with verbs and are stated as commands, for example
   the usage of word “open” in the sentence; \textit{open the projector compartment}
   \textit{using the screwdriver}!
   c. The use of time words or numbers that tell the order for doing the
   procedure. Time words Is also called sequencers for example first, second,
   then, after that, the next step is, next, and finally.
   d. The use of adverbs to tell how the action should be done. Adverbs of
   manner are frequently used. For instance; \textit{Next, gently press the stop
   button to shop the washing machine!}

\textsuperscript{23} Mark Anderson and Cathy Anderson, Text types in English 2, (South Yarra: Mc Millan Education Ltd,2003), P.52
C. Video

1. Definition of Video

Video is widely believed to have a great impact on teaching at a distance. Video is too often seen as a means of imitating traditional techniques rather than making use of its distinctive features as a medium which requires the development of particular skills on the part of the teacher before it can be used effectively.\(^\text{24}\)

In the other hand, video offers the possibility of showing still or moving pictures in black and white, or, at higher cost, in color with or without accompanying second.\(^\text{25}\) Based on Oxford dictionary, video is a type of magnetic tape used for recording television pictures and sound.\(^\text{26}\)

Based on some definition above, it is clear that Video is the audio-visual media featuring motion, it is good for teaching and learning process which is purpose to develop student’s skills.

2. The Advantages of Using Video

There are several opinions from the advantages of using video from many researcher. According to Ortrun Zuber Skerritt, the advantage of capture and bring reality into the classroom, an excellent substitute for classroom activity and a well make product of high quality and coherence.\(^\text{27}\)

Based on John McGovern the advantages are It can be used in a normal classroom setting with the room fully lighted, It is quieter in operation than a film projector. There is virtually no extraneous noise, It is simple to stop, start and rewind with a fair degree of accuracy, It has a counter which enables teachers to locate a particular clip.


\(^{25}\) John McGovern, Video Applications in English Language Teaching, (British Council : Pergamon Press, 1983), p.17


\(^{27}\) Skerritt, Op. Cit p.196
Moreover, Susan Stempleski states “It presents real language, It provides an authentic look at the culture, It gives students practice in dealing with the medium, and It motivates learners.”

3. The Disadvantages of Using Video

There are disadvantages of using video, based on John McGovern the disadvantages are the picture smaller and less well defined, the quality of copies and home-produced material may not be ideal, this could be a serious disadvantage with students who are used to watch recipes and steps in procedure text. particularly if care is not taken to carry an adequate supply of spare parts and spare equipment, a video capacity is costly to set up and maintain.


There are several way to teach procedure text by using video, according to Susan Stempleski and Barry Tomalin as follows.

a. Sound off / vision on (silent viewing), this techniques can be used either to stimulate language activity about what is seen on the screen (rather than what is being said) or to focus on what is being said, by a variety of guessing/prediction tasks. The most common ways of using this techniques are:

1) Choose scenes with short exchanges of dialogue, where the action, emotions, setting, situation, etc.

2) Use longer exchanges for students to guess the gist or situation rather than exact words.

3) Play whole sequences for students to try and write suitable screenplays, which can then be compared with the actual soundtrack.

---


29 Ibid p.18

4) Use the pause/freeze-frame control at the initial point of each exchange, for students to predict language on a line-by-line basis. These are then compared with the actual speeches.

5) Students give or write a descriptive commentary of what they see.

b. Sound on/vision off: students guess the setting, action, characters, etc., from the soundtrack. This can be done in a variety of ways as in item 1 above, i.e. on a line-by-line or scene-by-scene basis.

c. Pause/freeze-frame control: (to utilize with sound on/off and vision on/off controls as above).

1) With sound on, pausing at the initial point of each exchange, teacher asks students to predict the words. Immediate comparison with the actual words can then be made by playing each exchange.

2) With sound on, pausing at strategic points in the plot/action, teacher asks students questions about the situation (what has happened/what is going to happen)

3) Pause at suitable moments of characters’ facial expressions for students to suggest thoughts, feelings, etc.

d. Sound and vision on (listening and viewing comprehension)

1) Students are given list of items before viewing a sequence and have to look for them as they view

2) Students are given a list of items after viewing a sequence and have to decide which were in the sequence and which weren’t

3) Students are given comprehension questions before viewing a sequence and answer the questions after viewing.

4) Students are told was a sequence will be about and have to list the things they expect to hear, see, etc. After viewing, they can then compare and discuss.

5) Students are given paraphrases of dialogues before viewing and then have to match/spot the direct speech as they view.

6) Students are given a cloze passage of the dialogue or of a description of the scene and have to complete gaps while/after viewing.
e. *Jumbling sequences*: students view each section of a sequence, presented to them *out of sequence*. They have to determine what has happened/what will happen in each case and the fit the sections into a correct or plausible sequence.

f. *Split viewing*: some students see a sequence but do not hear it; others hear but do not see. A variety of activities can then follow based on usual information-gap procedures.

**D. Previous Study**

The writer took two previous study from researchers that have conducted the research about in teaching writing of procedure text by using video. The first is the research from college student of UIN Syarif Hidayatullah Jakarta named Fajriyah Amali in her skripsi entitled “Improving Student’s Reading Ability of Procedure Text through Group Work”. In her research the result showed that the English teacher using picture series in their teaching learning activities, the students were more active and interested in learning reading activity in the classroom. Indeed, they could analyze the schematic structures of the story into group work using paraphrase. Further, the research from college student of UIN Syarif Hidayatullah Jakarta named M. Abdul Karim Arrasyid in his Skripsi entitled “The Effectiveness of Using Conversation Video in Learning Listening Comprehension of MTS Hidayatul Anam” he taught listening in experimental class by using video but in the control class without using video. The result was there is significance influence in teaching listening comprehension by video.

From the two related previous study, it can be concluded that using video is effective in teaching writing of procedure text. For the purpose of this research, the writer prefers to continue the study of interactive learning but with a different variable. The variable that will be examined in this study is writing of procedure text.
E. Conceptual framework

Writing is one of the main important skills in learning English. In writing, ideas arranged in series of sentences that are related to each other so the information can be comprehend. It takes ideas, feelings, opinions, emotions about what has ever been read, seen, or experienced and transfer into paper using their knowledge and writing process to create meaningful text. Procedure text is kind of text to explain about how to operate or to make something. And the social function is to describe how something is completely done through a sequence of series.

In the relation of this study, one of the alternative to make process of teaching writing of procedure text effective is using video. Video is the audio-visual media featuring motion, it is popular in the community. The messages can be presented facts. The using video can motivate, enjoy, and easy to students. Video motivate the students to interest to study, they did not bore, and stimulate language use. They can be mastered by the way in which the teachers introduce the video and the activities which students carry out. In teaching writing of procedure text by using video, students watch video about procedure text and they see how procedure text is used in our daily life.

F. Research Hypothesis

Based on the above explanation, the writer makes a hypothesis that video is effective or not effective in teaching writing of procedure text in the ninth grade students of SMP Islam Plus Daarus Salaam Tangerang Selatan.
CHAPTER III
RESEARCH METHODOLOGY

A. Place and Time of the Research

This research was held at the ninth grade of SMP Islam Plus Daarus Salaam which is located on Jl. H. Biru no. 2A Pondok Aren Tangerang Selatan. This study was conducted from September 1st, 2016 up to December 16th, 2016.

B. Method and Design of the Study

The research conducted in a quantitative research method with quasi experimental design for the research. The researcher used quasi-experimental study because the researchers used the classes that have been formed in SMP Islam Plus Daarus Salaam Pondok Aren Tangerang Selatan. Quasi- experimental design uses pre-test and post-test to both experimental group and controlled group. The research involves two different classes; in the experimental group, researcher used video as the media of teaching writing of procedure text, and in the controlled group, researcher did not use video as the media in teaching writing of procedure text.

<table>
<thead>
<tr>
<th>Sample</th>
<th>Pre-test</th>
<th>Treatment</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental Group (EG)</td>
<td>O₁</td>
<td>Xₑ</td>
<td>O₂</td>
</tr>
<tr>
<td>Controlled Group (CG)</td>
<td>O₁</td>
<td>Xₖ</td>
<td>O₂</td>
</tr>
</tbody>
</table>

The description:
O₁ : Pre-test for EG
O₂ : Post-test for CG
Xₑ : The treatment of experimental group by using video for procedure writing
Xₖ : The treatment of controlled group without using video for procedure writing
C. Population and Sample

The population of the study were the ninth grade students of SMP Islam Plus Daarus Salaam. There were only two classes and each of class consisted of fifteen students. Thus, the total of the population was thirty students. The sampling technique used is total population sampling technique. This sampling technique was chosen when the research was conducted in a small population area\(^\text{31}\). She used this sampling technique because the population were too small. She decided to use class 9A and 9B for the sample.

She gave pre-test to both of classes. She found that class 9B is smaller than 9A in pre-test scoring. Therefore, she decided to use 9B as the experimental class and 9A as the controlled group because 9B need more improvement in teaching writing of procedure text than the controlled class.

D. Techniques of Data Collection

1. Pre-test

The pre-test was conducted to both of the groups, experimental, and controlled group, in order to know students’ ability students on writing of procedure text.

2. Treatment

The writer taught writing of procedure text to both of experimental and controlled group. In experimental group, the writer delivered the material by using video but not using it in controlled group.

3. Post-test

The post-test was given after the writer had gave treatment. It was used to know whether or not the students understood the writing of procedure text.

E. Validity and Reliability of the Data

Validity and reliability are required as the measurement of the test. To know the validity and reliability of the test, the researcher match the instrument with the objective of the subject which can be seen from the syllabus of junior high school.

\(^{31}\) Sugiono, Metode Penelitian Pendidikan, (Bandung: Alfabeta, 2012), P.124
To support the validity of the test, the researcher also adjusted the test with the Standard Competence - Base Competence (Standard Kompetensi - Kompetensi Dasar) that should be achieved by the students based on the curriculum.

In order to attain the reliability of the test, the researcher used writing rubric in scoring students’ writing, namely analytic scoring rubric, which was developed by Jacobs et al’s (1981) as cited in Hughes’ book. In other word, the students’ writing from pre-test and post-test were scored or assessed by using that scoring rubric from each aspect of writing; content, organization, language use, vocabulary, and mechanics such as below:

Table 3.2
Analytic Scoring Rubric

<table>
<thead>
<tr>
<th>ASPECT</th>
<th>EXCELLENT TO VERY GOOD</th>
<th>GOOD TO AVERAGE</th>
<th>FAIR TO POOR</th>
<th>VERY POOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT</td>
<td>substantive, thorough development of topic, effective and appropriate details of topic or story</td>
<td>adequate range, adequate development of topic, sufficient details of topic or story</td>
<td>little substance, inadequate development of topic and detail</td>
<td>non-substantive, not pertinent, or not enough to evaluate</td>
</tr>
<tr>
<td>ORGANIZATION</td>
<td>fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive</td>
<td>somewhat choppy, loosely organized but main ideas stand out, logical but</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 – 20</td>
<td>Incomplete sequencing. FAIR TO POOR: non-fluent, ideas confused or disconnected, lacks logical sequencing.</td>
</tr>
<tr>
<td>9 – 7</td>
<td>VERY POOR: does not communicate, no organization, or not enough to evaluate.</td>
</tr>
<tr>
<td>20 – 25</td>
<td>EXCELLENT TO VERY GOOD: effective word/idiom choice and usage, word form mastery.</td>
</tr>
<tr>
<td>17 – 14</td>
<td>GOOD TO AVERAGE: occasional errors of word/idiom form, choice, usage but meaning not obscured.</td>
</tr>
<tr>
<td>13 – 10</td>
<td>FAIR TO POOR: frequent errors of word/idiom form, choice, usage, meaning confused or obscured.</td>
</tr>
<tr>
<td>9 – 7</td>
<td>VERY POOR: little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.</td>
</tr>
<tr>
<td>25 – 22</td>
<td>EXCELLENT TO VERY GOOD: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.</td>
</tr>
</tbody>
</table>
| 21 – 18     | GOOD TO AVERAGE: effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word.
<table>
<thead>
<tr>
<th>MECHANICS</th>
<th>Order/function, articles, pronouns, prepositions but meaning seldom obscured</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 – 11</td>
<td>FAIR TO POOR: major problems in simple/complex constructions, frequent errors of negation, agreement, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletion, meaning confused or obscured</td>
</tr>
<tr>
<td>10 – 5</td>
<td>VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate</td>
</tr>
<tr>
<td>5</td>
<td>EXCELLENT TO VERY GOOD: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing</td>
</tr>
<tr>
<td>4</td>
<td>GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured</td>
</tr>
<tr>
<td>3</td>
<td>FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured</td>
</tr>
<tr>
<td>2</td>
<td>VERY POOR: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate</td>
</tr>
</tbody>
</table>
F. Technique of Data Analysis

The writer will use t-test to analyze the data. The writer compares the scores between the experimental class and controlled class. This technique is useful to know whether there is significant difference or not between two variables x and y.

This formula of t-test which will be used in this research is:

\[ t_0 = \frac{M_x - M_y}{\frac{SE_{Mx} - SE_{My}}{N_1}} \]

- \( M_x \) : Mean of the Difference of Experiment Class
- \( M_y \) : Mean of the Difference of Controlled Class
- \( SE_{Mx} \) : Standard Error of Experiment Class
- \( SE_{My} \) : Standard Error of Controlled Class
- \( X \) : Teaching procedure text writing With using videos in Experimental Class
- \( Y \) : Teaching procedure text writing Without using videos in Controlled Class

The procedures of calculation are as follows:

a. Determining Mean of Variable X, the formula is:

\[ M_x = \frac{\sum x}{N_1} \]

b. Determining Mean of Variable Y, the formula is:

\[ M_y = \frac{\sum y}{N_2} \]

c. Determining Standard of Deviation score of Variable X, the formula is:

\[ SD = \sqrt{\frac{\sum x^2}{N_1}} \]

d. Determining Standard of Deviation Score of Variable Y, the formula is:

\[ SD = \sqrt{\frac{\sum y^2}{N_2}} \]

e. Determining Standard Error of Mean of Variable X, the formula is:

\[ SE_{Mx} = \sqrt{\frac{SD_x}{N_1}} \]

f. Determining Standard Error of Mean of Variable Y, the formula is:
g. Determining Standard Error of Difference Mean of Variable X and Variable Y, the formula is:

\[
SE_{Mx-my} = \sqrt{SE_{Mx}^2 + SE_{My}^2}
\]

h. Determining \( t_0 \) with Formula:

\[
t_0 = \frac{Mx-My}{SE_{Mx-My}}
\]

i. Determining t-table in significance level 5% with degree of freedom (df):

\[
df = (N1+N2)-2
\]

G. Effect Size Formulation

This was an additional calculation by the writer. Cohen’s formulation can be used to know the effect size of the technique. In other words, this formulation can be used to know whether the technique effects were strong or not. The formula is as follows:\(^{33}\)

\[
d = \frac{\text{Mean for group A} - \text{Mean for group B}}{\text{Pooled standard deviation}}
\]

Pooled standard deviation =

\[
\frac{(\text{Standard deviation of group 1} - \text{Standard deviation of group 2})}{2}
\]

After getting the results of this formulation, the result might be interpreted as the criteria follow:\(^{34}\)

0.2 = small effect size
0.5 = medium effect size
0.8 = large effect size

---


H. The Testing of Hypothesis

This research is to find out the empirical evidence for the students in learning writing whether videos is effective or not in building student’s procedure text writing.

To get the answer of the hypothesis above, the writer purposes alternative hypothesis (Hₐ) and Null hypothesis (H₀) as follows:

Hₐ: There is significant difference of students’ achievement between those who are taught by using videos in teaching writing of procedure text in experimental class (IX.B) and those who are taught without using videos in controlled class (IX.A).

H₀: There is no significant difference of students’ achievement between those who are taught by using videos in teaching writing of procedure text in experimental class (IX.B) and those who are taught without using videos in controlled class (IX.A).

To prove the hypothesis, the data that was obtained from the experimental and control class are calculated by using t-test formula with the assumption as follows;

a. If \( t_0 > t_{table} \): the alternative hypothesis (Hₐ) is accepted and the null hypothesis (H₀) is rejected. It means that there is significant difference between the results after teaching writing of procedure text by using videos at the ninth grade students of SMP Islam Plus Daarus Salaam.

b. If \( t_0 < t_{table} \): The alternative hypothesis (Hₐ) is rejected and the null Hypothesis (H₀) is Accepted. It means that there is no significant difference between the results after teaching writing of procedure text at the ninth grade students of SMP Islam Plus Daarus Salaam.
CHAPTER IV
FINDING OF RESEARCH

This chapter presents the data description which consists of the score of pre-test and post-test of the experimental class and the control class. Moreover, the discussion of the research finding is also explained in this chapter.

A. Data Description

In the following description, the research finding is presented below. This the table presents the data from experimental class’ pre-test and post-test.

<table>
<thead>
<tr>
<th>Students Identification Number</th>
<th>Pre test</th>
<th>Post test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>49</td>
<td>55</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>52</td>
<td>55</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>53</td>
<td>60</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>59</td>
<td>62</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>66</td>
<td>78</td>
<td>12</td>
</tr>
<tr>
<td>6</td>
<td>58</td>
<td>70</td>
<td>12</td>
</tr>
<tr>
<td>7</td>
<td>50</td>
<td>76</td>
<td>26</td>
</tr>
<tr>
<td>8</td>
<td>32</td>
<td>60</td>
<td>28</td>
</tr>
<tr>
<td>9</td>
<td>45</td>
<td>64</td>
<td>19</td>
</tr>
<tr>
<td>10</td>
<td>34</td>
<td>54</td>
<td>20</td>
</tr>
<tr>
<td>11</td>
<td>53</td>
<td>64</td>
<td>11</td>
</tr>
<tr>
<td>12</td>
<td>47</td>
<td>74</td>
<td>27</td>
</tr>
<tr>
<td>13</td>
<td>40</td>
<td>65</td>
<td>25</td>
</tr>
<tr>
<td>14</td>
<td>36</td>
<td>58</td>
<td>22</td>
</tr>
</tbody>
</table>
From the above table, it can be seen that the average score of students’ pre test in the experimental class is 47.93 and the average score of their post test is 63. From the pre-test and post-test scores, the writer then got the average of students’ gained score is 15.06.

For further detailed description, the writer added the following analysis to show the interval both of pre-test and post-test in the experimental class and also the number of students which got a certain score in the same interval. This analysis will show the interval score which the most students got.

The following are the calculation of pre-test interval score in the experimental class and its frequency.

a. Pre test Statistic Data of Experimental Class

The Number of Class (N), Ratio (R), and Interval (I) as follow:

\[ C = 1 + 3.333 \log N \]
\[ = 1 + 3.333 \log 15 \]
\[ = 1 + 3.916 \]
\[ = 4.9 \sim 5 \]

Ratio (R) is the highest mark (H) minus the lowest mark (L) plus 1

\[ R = H - L + 1 \]
\[ = 66 - 32 + 1 \]
\[ = 34 + 1 \]
\[ = 35 \]

Interval (I) is derived from ratio (R) divided number of class (N)

\[ I = \frac{R}{N} = \frac{35}{5} = 7 \]
Table 4.2

Table Frequency of Pretest

<table>
<thead>
<tr>
<th>Score</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>32-38</td>
<td>3</td>
</tr>
<tr>
<td>39-45</td>
<td>3</td>
</tr>
<tr>
<td>46-52</td>
<td>4</td>
</tr>
<tr>
<td>53-59</td>
<td>4</td>
</tr>
<tr>
<td>60-66</td>
<td>1</td>
</tr>
</tbody>
</table>

The above table shows that 8 students got scores which fell in the interval “46-59”.

Further are the calculation of pre-test interval score in the experimental class and its calculation.

b. Post test Statistic Data of Experimental Class

The Number of Class(N), Ratio (R), and Interval (I) are follows:

\[ C = 1 + 3.333 \log N \]
\[ = 1 + 3.333 \log 15 \]
\[ = 1 + 3.916 = 4.9 \sim 5 \]

Ratio (R) is the highest mark (H) minus the lowest mark (L) plus 1

\[ R = H - L + 1 \]
\[ = 78 - 50 + 1 \]
\[ = 29 \]

Interval (I) is derived from ratio (R) divided number of class (N)

\[ I = \frac{R}{N} = \frac{29}{5} = 5.8 \sim 6 \]
Table 4.3

Table Frequency of Post-Test

<table>
<thead>
<tr>
<th>Score</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>50-55</td>
<td>4</td>
</tr>
<tr>
<td>56-61</td>
<td>3</td>
</tr>
<tr>
<td>62-67</td>
<td>4</td>
</tr>
<tr>
<td>68-73</td>
<td>1</td>
</tr>
<tr>
<td>74-79</td>
<td>3</td>
</tr>
</tbody>
</table>

As stated above shows that 8 got scores which fell in the interval “50-55” and “62-67”.

Furthermore, the writer also summarized the score of students’ pre test and post-test in the control class as well as their gained score in the following table:

Table 4.4

The Score of Students’ test in Control class

<table>
<thead>
<tr>
<th>Students Identification Number</th>
<th>Pre test</th>
<th>Post test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60</td>
<td>62</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>55</td>
<td>60</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>50</td>
<td>54</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>65</td>
<td>66</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>37</td>
<td>40</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>63</td>
<td>64</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>54</td>
<td>59</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>55</td>
<td>60</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>50</td>
<td>55</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>40</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>60</td>
<td>10</td>
</tr>
<tr>
<td>---</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>12</td>
<td>60</td>
<td>65</td>
<td>5</td>
</tr>
<tr>
<td>13</td>
<td>40</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td>14</td>
<td>54</td>
<td>60</td>
<td>6</td>
</tr>
<tr>
<td>15</td>
<td>40</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td>Σ 15</td>
<td>Σ 51.53</td>
<td>Σ 57</td>
<td>Σ 5.46</td>
</tr>
</tbody>
</table>

The above table shows that the average scores of students’ pre-test and post-test in control class are 51.53 and 57. Then, the average of students’ gained scores between pre-test and post-test is 5.46.

For further detail description, the writer added the following analysis to shows both pre-test and post-test interval data in the control class as well as the frequent number of students which got a certain score in the same interval.

The following are the calculation of pre-test interval data in the control class and its frequency.

a. Pre-test Statistic Data of Control Class

The Number of Class (N), Ratio (R), and Interval (I) as follow:

\[ C = 1 + 3.333 \log N \]
\[ = 1 + 3.333 \log 15 \]
\[ = 1 + 3.916 = 4.9 \approx 5 \]

\[ R = H - L + 1 \]
\[ = 65 - 37 + 1 \]
\[ = 28 + 1 = 29 \]

Interval (I) is derived from ratio (R) divided number of class (N):

\[ I = \frac{R}{N} = \frac{29}{5} = 5.8 = 6 \]
Table 4.5
Table Frequency of Pre-test

<table>
<thead>
<tr>
<th>Score</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>37-42</td>
<td>4</td>
</tr>
<tr>
<td>43-48</td>
<td>0</td>
</tr>
<tr>
<td>49-54</td>
<td>5</td>
</tr>
<tr>
<td>55-60</td>
<td>4</td>
</tr>
<tr>
<td>61-66</td>
<td>2</td>
</tr>
</tbody>
</table>

As stated above shows that 8 got scores which fell in the interval “37-42” and “55-60”

b. Post Test Statistic Data Control Class

The Number of Class (N), Ratio (R), and Interval (I) as follow:

\[ C = 1 + 3.333 \log N \]
\[ = 1 + 3.333 \log 15 \]
\[ = 1 + 3.916 = 4.9 \sim 5 \]

Ratio (R) is the highest mark (H) minus the lowest mark (L) plus 1

\[ R = H - L + 1 \]
\[ = 66 - 40 + 1 \]
\[ = 27 \]

Interval (I) is derived from ratio (R) divided number of class (N)

\[ I = \frac{R}{N} = \frac{27}{5} = 5.4 \sim 5 \]
Table 4.6
Table Frequency of Post-Test

<table>
<thead>
<tr>
<th>Score</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>40-44</td>
<td>1</td>
</tr>
<tr>
<td>45-49</td>
<td>0</td>
</tr>
<tr>
<td>50-54</td>
<td>4</td>
</tr>
<tr>
<td>55-59</td>
<td>2</td>
</tr>
<tr>
<td>60-64</td>
<td>6</td>
</tr>
<tr>
<td>65-69</td>
<td>2</td>
</tr>
</tbody>
</table>

As stated in the above table, most students got scores around 60-64 and the number of the students which got this score is 13 students.

After that, the writer presenting the description analysis in the experimental and control group by making the following table:

Table 4.7
The Result of Calculation of The Test Both Experimental Class and Control Class

<table>
<thead>
<tr>
<th>Students identification Number (N)</th>
<th>X</th>
<th>Y</th>
<th>x</th>
<th>y</th>
<th>$x^2$</th>
<th>$y^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
<td>2</td>
<td>-9.06</td>
<td>-3.46</td>
<td>82.08</td>
<td>11.97</td>
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<tr>
<td>2</td>
<td>3</td>
<td>5</td>
<td>-12.06</td>
<td>-0.46</td>
<td>145.44</td>
<td>0.211</td>
</tr>
<tr>
<td>3</td>
<td>7</td>
<td>4</td>
<td>-8.06</td>
<td>1.46</td>
<td>64.96</td>
<td>2.13</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>-12.06</td>
<td>-4.46</td>
<td>145.44</td>
<td>19.8</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>12</td>
<td>3</td>
<td>-3.06</td>
<td>-2.46</td>
<td>9.36</td>
<td>6.05</td>
</tr>
<tr>
<td>6</td>
<td>12</td>
<td>1</td>
<td>-3.06</td>
<td>-0.46</td>
<td>9.36</td>
<td>19.8</td>
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<tr>
<td>7</td>
<td>26</td>
<td>5</td>
<td>10.94</td>
<td>-0.46</td>
<td>119.68</td>
<td>0.21</td>
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<tr>
<td>8</td>
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<td>5</td>
<td>12.94</td>
<td>-0.46</td>
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<td>10</td>
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<td>4.54</td>
<td>24.40</td>
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<tr>
<td>Σ</td>
<td></td>
<td></td>
<td>15.06</td>
<td>5.46</td>
<td>1190.6</td>
<td>143.49</td>
</tr>
</tbody>
</table>

Note:
X = the students’ gained score in experimental class
Y = the students’ gained score in control class
x = X-MX
y = Y-MY

From the above table, it can be seen that the average of students’ gained score in the experimental class is higher than those students in the control class. The students in the experimental class got average gained score 15.06 while those in the control class got 5.46 as their average gained score.

B. The Analysis of the Data

After describing the data that the writer got from students’ pre-test and post-test, the writer then analyzed the data by using statistical calculation of t-test formula with degree of significance 5%. The following analysis.

a. Determining Mean 1 (M1)

\[
M_x = \frac{\sum x}{N_x} = \frac{226}{15} = 15.06
\]

b. Determining Mean 2 (M2)

\[
M_y = \frac{\sum y}{N_y}
\]
c. Determining Standard of Deviation Score of Variable X (SD1)

\[SD_x = \sqrt{\frac{\sum x^2}{N_1}}\]

\[= \frac{\sqrt{1190.6}}{15} = 8.90\]

d. Determining Standard of Deviation Score of Variable Y (SD2)

\[SD_y = \sqrt{\frac{\sum y^2}{N_2}}\]

\[= \frac{\sqrt{143.49}}{15} = 3.09\]

e. Determining Standard Error of Mean Variable X (SEM1)

\[SE_{Mx} = \frac{SD_x}{\sqrt{N_1 - 1}}\]

\[= \frac{8.9}{\sqrt{14}} = 2.37\]

f. Determining Standard Error of Mean Variable Y (SEM2)

\[SE_{My} = \frac{SD_y}{\sqrt{N_2 - 1}}\]

\[= \frac{3.09}{\sqrt{14}} = 0.82\]

g. Determining Standard Error of Mean Variable X and Variable Y, the formula is:

\[SE_{Mx-My} = \sqrt{SE_{Mx}^2 + SE_{My}^2}\]

\[= \sqrt{2.37^2 + 0.82^2}\]

\[= \sqrt{5.61 + 0.67}\]

\[= \sqrt{6.28}\]

\[= 2.50\]

h. Determining t0 with formula

\[t_0 = \frac{Mx-My}{SE_{Mx-My}}\]

\[= \frac{15.06 - 5.46}{2.50}\]
Determining t-table in significance 5% with degree of freedom, with formula
\[ df = (N_1 + N_2 - 2) = (15 + 15 - 2) = 30 - 2 = 28 \]
the writer gained t-table
\[ = S.L. 5\% = 1.701 \]

J. The comparison between t-score with t-table:
\[ t \text{-score} = t_0 > t_t = 3.84 > 1.701 \]

From the statistical analysis above, the writer got 3.84 as a value of t-observation and 1.701 as a value of t-table with significance degree of 5%.

C. Effect Size Formulation

In order to know what level the effect size of this research is, the formulation below is used:
Mean for group A = 15.06
Mean for group B = 5.46
Mean for group A - Mean for group B = 9.6
Standard deviation of group 1 = 8.90
Standard deviation of group 2 = 3.29
Pooled standard deviation = 5.995

d = 1.601

The criteria:
0.2 = small effect size
0.5 = medium effect size
0.8 = large effect size

Based on the criteria of Cohen calculation above, the result of this calculation had large effect.
D. The Test of Hypothesis

Further, as resulted on the above analysis, the value of t-observation score i.e. 3.84 is higher than t-table score i.e. 1.701. It means that the Null hypothesis (H0) is rejected and the Alternative hypothesis (Ha) is accepted. The followings are the Null and Alternative hypothesis of this study.

1. Alternative hypothesis (Ha) teaching writing of procedure text by using video is effective to the ninth grade students of SMP Islam Plus Daarus Salaam Pondok Aren Tangerang Selatan.

2. Null hypothesis (H0): teaching writing of procedure text by using video is not effective to the ninth grade students of SMP Islam Plus Daarus Salaam Tangerang Selatan.

In other word, this study accepts hypothesis which states the teaching of writing of procedure text by using video is effective to the ninth grade students of SMP Islam Plus Daarus Salaam Pondok Aren Tangerang Selatan.

E. The Interpretation and Discussion of the Data

According to the test hypothesis above, it shows that the value of t-table on degree of significance of 5% is smaller than the value of t-test. So, it can be inferred that the teaching writing of procedure text by using video is more effective and more appealing to the ninth grade students of SMP Islam Plus Daarus Salaam Pondok Aren Tangerang Selatan.

It can be seen on the table of the students’ score that the students who were taught by using video in teaching procedure text writing generally got higher score that the students who were taught without using video.

Therefore, the writer interprets that the use of video in teaching writing of procedure text is effective to ninth grade students of SMP Islam Plus Daarus Salaam Pondok Aren Tangerang Selatan.

My research result is in line with the college student in UIN Syarif Hidayatullah in his research. He conducted by his skripsi about “The Effectiveness of Using Conversation Video in Learning Listening Comprehension of MTS Hidayatul Anam” he saids that there are significance influence in
teaching listening comprehension by video. It looks from score post-test in experimental class is higher than score pre-test in control class. Meanwhile, he also used same technique, such as total population sampling.

My research result is not in line with the advantages of video by Ortrun Zuber Skerritt, he stated “video are to capture and bring reality into the classroom, an excellent substitute for classroom activity and a well make product of high quality and coherence. It doesn’t support for my research, because the advantage is only improve writing skill students in procedure text and it makes study more fun.
CHAPTER V
CONCLUSION AND SUGGESTION

This chapter talks about the conclusion of the research. The chapter also gives some suggestion gotten from the research result.

A. Conclusion

According to the result of the analysis of the research in the previous chapter, it can be seen that t-test score is 3.84 while the value of t-table in the significant degree of 5% is 1.701. So, the score of t-test is higher than t-table or 3.84 > 1.701. Then, it can be concluded that the alternative hypothesis (H_a) is accepted while the null hypothesis (H_o) is rejected. It means, teaching writing of procedure text by using video is effective towards students’ skills in writing than teaching writing of procedure text without using video. Based Cohen’s statistic calculation, it was found 1.601 score in effect size, it concluded that teaching writing of procedure text using video is very significance.

B. Suggestions

Based on the conclusion above, the writer proposes some suggestion as such follows:

1. The English teacher should master the material that will be taught to the class to they can choose the best media to teach the material.
2. The English teacher should provide a fun class circumstances to reduce students’ stress.
3. The English teacher should give more chance to their students in order to make them more creative and active in the class activity.
4. The English teacher is highly expected to use video as media in teaching writing of procedure text.
5. The English teacher should provide the appropriate video based on students’ need and levels as teaching media in the language class.
Based on the writer’s experience in conducting this study. Those all things above are regarded as aspects that can be influence the effectiveness of using video in teaching writing of procedure text.
BIBLIOGRAPHY


APPENDIX 1

INSTRUMENT

PRETEST

1. Write your name and class on the answer sheet!
2. Write about procedure text with the topic that has been given using your own words.
   a. How to make fried rice.
   b. How to make orange juice
   c. How to operate blender
3. Minimal One paragraph

Name: 
Class: 

Ingredients: 
- tofu
- ginger
- soy sauce
- egg
- rice
- pepper

Equipment: 
- pan
- spoon
- mist

Step: 
Turn the fire, then add tofu, then add garlic in the pan, then add egg and mix them,

After that, turn off the stove, then add rice on the fire, then add egg, then put the rice to the plate.
Experimental Class

Ingredients
- Egg
- Butter
- Rice
- Chicken
- Garlic
- Cabbage
- Bean
- Salt
- Pepper
- Oil
- Sambel
- Soy Sauce
- Carrot
- Tofu
- Paprika

Equipment
- Stove
- Pan
- Bowl
- Spoon
- Plate
- Spatula

Step
1. First, prepare the ingredients then turn on the stove.
2. After that, put garlic and fry. Add chicken then mix, add egg. After that, add the rice, cook out. Then add salt, pepper and three spoonfuls of soy sauce, and then mix it.
3. After that, put a cabbage, bean, carrot, paprika, and tofu. Then, add Sambel sauce and mix until ripe.

Unclear

Ingredients Note

Not enough to evaluate
Experimental class

Indonesian fried rice.

Ingredients:
- Butter
- Onion
- Egg
- Meat slice
- Rice
- Pepper
- Cabbage
- Carrot
- Tofu
- Fried egg

Sambal sauce
- Soy sauce
- Paprika
- Bean
- Egg
- Oil
- Salt
- Chili powder

Material:
- Plate
- Wok
- Spoon
- Spatula

Steps:
First, add butter in wok and turn on the stove. Add onion slice just cook. Second, add meat and egg mix, then add rice, salt, pepper, and three spoonful soy sauce. Cook all. Then add cabbage slice, bean slice, tofu slice, and paprika slice. Finally, add two spoonful sambal sauce. Mix and cook until ripe. And put Fried rice into plate. Serve it.

Fried egg:
First, add oil into wok. Heat egg and add into wok. Finally add salt, and chili powder. Cook until ripe. And put Fried egg with Fried rice. Enjoy it.
APPENDIX 2

INSTRUMENT

POST-TEST

1. Write your name and class on the answer sheet!
2. Write about procedure text with the topic that have given using your own words.
   a. How to make fried rice.
   b. How to make orange juice
   c. How to operate blender
3. Minimal One paragraph

Name: 
Class: 

How to make fried rice

Ingredients:
egg, soy sauce, sambal sauce, salt, rice, black pepper, oil, leaf, and chili powder

Equipment:
Frying pan, plate, and spatula

Steps:
First heat oil and add butter into frying pan. Second add onion, chicken meat after chop and put egg. Just cook all. Third put rice into frying pan. Mix all.

Next add salt, black pepper, and three spoonful soy sauce. Mix all. Then add cabbage slice, carrot slice, tofu slice, and leaf onions slice. Stir all. Finally add sambal sauce until enough. Cook until ripe. Put Fried rice into plate.

How to make fried egg


C = 18
O = 28
V = 19
L = 17
W = 19

Name: Nicrinn L.S
Class: 3B
Experimental class

POST TEST
HOW TO MAKE FRIED RICE

Ingredients:
- 2 tbsp oil
- 2 tbsp butter
- garlic (chop)
- chicken meat
- 2 eggs
- 1 cup of rice
- salt
- black pepper
- 3 tbsp soy sauce
- cabbage
- beans
- carrot
- tofu
- leek
- onion
- sambal
- chili powder

Equipment:
- stove
- pan
- spatula
- plate
- bowl
- spoon

Steps:
1. Heat 2 tbsp of oil, next put 2 tbsp of butter then put garlic in a pan and cook, put the chicken meat to a pan and cook until done, then add rice and cook again. Next put 1 cup of rice and mix them with salt and black pepper and mix all, next add 3 tbsp of soy sauce and put 1 cup of cabbage, beans, carrot, leek, onion, and tofu, then mix all, add enough of sambal, and mix again. Blas the fried rice in a bowl and put to the plate, then the oil and break the egg next to add salt and chili powder and put on the fried rice. Finally serve it!!

Note: Make sure the rice is cooked before adding it to the pan.
How to Make Fried Rice

Ingredients
- oil
- rice
- chicken
- egg
- cabbage
- carrots
- bamboo
- tofu
- soy sauce

Equipment
- stock
- pan
- spatula
- plate
- spoon
- bowl

Steps
First, heat the oil in the pan. Second, cook the garlic and put the chicken cook until ripe. Then, add the egg, stir until to spread. Next, put the rice mix soy sauce. After that, put the cabbage, carrots, bamboo, leek onion and tofu. Then put salt, black pepper, and Sambal Sauce stir until to spread. Cook until ripe and take the pan.

Next, heat the oil in the pan. Then, put the egg. Add salt and chili powder. Cook until ripe, turn off the stove. Next, take a rice into the bowl. Then, put into the plate, and put the egg over the fried rice. Finally, serve it up.
# APPENDIX 3

The Analytical Scoring Rubric of Writing Procedure adapted from Jacob in Arthur Hughes

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30 – 27</td>
<td>EXCELLENT TO VERY GOOD: substantive, thorough development of topic, effective and appropriate details of topic or story</td>
</tr>
<tr>
<td></td>
<td>26 – 22</td>
<td>GOOD TO AVERAGE: adequate range, adequate development of topic, sufficient details of topic or story</td>
</tr>
<tr>
<td></td>
<td>21 – 17</td>
<td>FAIR TO POOR: little substance, inadequate development of topic and detail</td>
</tr>
<tr>
<td></td>
<td>16 – 13</td>
<td>VERY POOR: non-substantive, not pertinent, or not enough to evaluate</td>
</tr>
</tbody>
</table>

<table>
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<td>EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive</td>
</tr>
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<td></td>
<td>17 – 14</td>
<td>GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, logical but incomplete sequencing</td>
</tr>
<tr>
<td></td>
<td>13 – 10</td>
<td>FAIR TO POOR: non – fluent, ideas confused or disconnected, lacks logical sequencing</td>
</tr>
<tr>
<td></td>
<td>9 – 7</td>
<td>VERY POOR: does not communicate, no organization, or not enough to evaluate</td>
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</table>

<table>
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<td>EXCELLENT TO VERY GOOD: effective word/idiom choice and usage, word form mastery</td>
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<td>LANGUAGE USE</td>
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<td>-----------------</td>
<td>-----------------------------------------------------------------------------------------</td>
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<tr>
<td>MEC HANI</td>
<td>VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate</td>
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<td>17 – 11</td>
<td>FAIR TO POOR: major problems in simple/complex constructions, frequent errors of negation, agreement, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletion, meaning confused or obscured</td>
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<tr>
<td>25 – 22</td>
<td>EXCELLENT TO VERY GOOD: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured</td>
<td></td>
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<td>21 – 18</td>
<td>GOOD TO AVERAGE: effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured</td>
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<td>9 – 7</td>
<td>VERY POOR: little knowledge of English vocabulary, idioms, word form, or not enough to evaluate</td>
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*punctuation, capitalization, paragraphing*
### UJI REFERENSI

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<td>Ben Heasley, dkk.</td>
<td>Study Writing</td>
<td>Cambridge: Cambridge University Press, 2006, p.11</td>
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| 13  | John Langan | College Writing Skills with Readings Fifth Edition | New York: McGraw-
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<td>Metode Penelitian Pendidikan, (Bandung: Alfabeta, 2012), P. 114</td>
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Jakarta, 27 Juli 2017

Menyatakan,

Pembimbing 1

Dr. Ratna Sari Dewi, M.Pd.

Pembimbing 2

Desi Nahartini M.Ed.
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

(EXPERIMENTAL CLASS)

Sekolah : SMP Islam Plus Daarus Salaam
Mata Pelajaran : Bahasa Inggris
Kelas : IX (Sembilan)
Semester : Ganjil
Tema : How to Make Fried Rice
Aspek/ Skill : Writing
Alokasi Waktu : 2 X 40 Menit
Tahun Pelajaran : 2016/2017

A. Standar Kompetensi

12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

12.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancer dan berterima untuk berinteraksi dengan lingkungan terdekat.

C. Indikator

12.1.1 Siswa mampu mengenal teks sederhana dalam bentuk procedure.
12.1.2 Siswa mampu menulis teks pendek dan sederhana dalam bentuk procedure dengan langkah retorika yang benar.

D. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Siswa dapat mengetahui teks sederhana dalam bentuk procedure.
2. Siswa mampu menulis teks pendek dan sederhana dalam bentuk procedure dengan langkah dan retorika yang benar.

E. Materi Pembelajaran

Procedure text is designed to describe how something is achieved through a sequence of actions or steps. Purpose is to help us do a task or make something. They can be a set of instructions or directions.

Generic structure of Procedure Text
1. Goal (the final purpose of doing the instructions)
2. Materials (ingredients, utensils, equipment to do the instructions)
3. Steps (a set instructions to achieve the final purpose)

Language features
1. Using simple present tense
2. Use time connection
3. Use imperative sentences/command

For example: how to make fried rice

<table>
<thead>
<tr>
<th>How to Make Fried Rice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ingredients:</strong></td>
</tr>
<tr>
<td>- 2 plate of rice</td>
</tr>
<tr>
<td>- 1 Clove of garlic</td>
</tr>
<tr>
<td>- 1 TableSpoon of tomato sauce</td>
</tr>
<tr>
<td>- 1 egg, beaten</td>
</tr>
<tr>
<td>- 100 grams of chicken meat</td>
</tr>
<tr>
<td>- 1 tablespoon cooking oil</td>
</tr>
<tr>
<td>- Salt</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Steps:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. First Heat oil and sauce garlic until the smell of the garlic comes out.</td>
</tr>
<tr>
<td>2. After that Add chicken, stir briefly until slightly cooked.</td>
</tr>
<tr>
<td>3. Next Add the eggs, stir until cooked egg cracked.</td>
</tr>
<tr>
<td>4. And Then Enter the white rice, tomato sauce, and salt, stirring until blended with herbs.</td>
</tr>
</tbody>
</table>
5. Finally, Served with decorated accordingly.

F. Model dan Metode Pembelajaran

- Model Pembelajaran: Pendekatan Kontekstual
- Metode pembelajaran: Direct Method (menggunakan media video, individu)

G. Proses Belajar dan Mengajar

<table>
<thead>
<tr>
<th>Pendahuluan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kegiatan</td>
<td>±15 menit</td>
</tr>
<tr>
<td>1. Mengkondisikan kelas (mempersiapkan siswa untuk mengikuti pembelajaran yang akan dilakukan dengan meminta siswa untuk duduk dengan rapi (teratur), berdoa bersama dan melakukan pengecekan daftar hadir siswa.</td>
<td></td>
</tr>
<tr>
<td>2. Apersepsi.</td>
<td></td>
</tr>
<tr>
<td>3. Siswa menyimak tujuan pembelajaran yang disampaikan guru.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kegiatan inti</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kegiatan</td>
<td>±55 menit</td>
</tr>
<tr>
<td>4. Guru menayangkan video tentang how to make fried rice</td>
<td></td>
</tr>
<tr>
<td>5. Siswa memperhatikan video tersebut dengan seksama</td>
<td></td>
</tr>
<tr>
<td>6. Siswa melihat video tersebut tetapi tidak terdengar suara videonya (Sound off/Vision on)</td>
<td></td>
</tr>
<tr>
<td>7. Siswa menulis apa aja yang terdapat di dalam video tersebut mulai dari bahan-bahan, alat, dan langkah-langkahnya.</td>
<td></td>
</tr>
<tr>
<td>8. Guru menjelaskan tentang procedure text, ingredients, and steps.</td>
<td></td>
</tr>
<tr>
<td>9. Siswa mengecek kembali lembar</td>
<td></td>
</tr>
<tr>
<td>Kegiatan akhir/ penutup</td>
<td>Alokasi Waktu</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>11. Siswa diberi kesempatan untuk menanyakan bagian yang belum di pahami selama KBM</td>
<td>± 10 menit</td>
</tr>
<tr>
<td>12. Siswa di minta untuk menyimpulkan materi pembelajaran</td>
<td></td>
</tr>
<tr>
<td>13. Mengakhiri pertemuan dengan salam</td>
<td></td>
</tr>
</tbody>
</table>

**H. Alat/Sumber Belajar:**

**Bahan/Alat**

- White Board
- Marker
- Alat tulis
- Video procedure text
- Infokus
- Laptop

**Sumber:**

- Buku paket siswa (Real Time)
- Buku panduan kisi-kisi Bahasa Inggris KTSP

**I. Rubrik Penilaian**

<table>
<thead>
<tr>
<th></th>
<th>Content</th>
<th>Organization</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-13</td>
<td>Excellent to good</td>
<td>Good to Adequate</td>
<td>Adequate to fair</td>
</tr>
<tr>
<td>20-7</td>
<td>Adequate</td>
<td>Unacceptable</td>
<td>College level work</td>
</tr>
<tr>
<td>15-9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 5-2        |          |              |             |
Mengetahui,

Guru Pamong

Affarudin S.Pd

Guru Praktikan

Tuhfah Hayati

Pondok Aren, 3 November 2016
Appendix 5

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

((EXPERIMENTAL CLASS))

<table>
<thead>
<tr>
<th>Sekolah</th>
<th>SMP Islam Plus Daarus Salaam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mata Pelajaran</td>
<td>Bahasa Inggris</td>
</tr>
<tr>
<td>Kelas</td>
<td>XI (Sembilan)</td>
</tr>
<tr>
<td>Semester</td>
<td>Ganjil</td>
</tr>
<tr>
<td>Tema</td>
<td>How to operate blender</td>
</tr>
<tr>
<td>Aspek/ Skill</td>
<td>Writing</td>
</tr>
<tr>
<td>Alokasi Waktu</td>
<td>2 X 40 Menit</td>
</tr>
<tr>
<td>Tahun Pelajaran</td>
<td>2016/2017</td>
</tr>
</tbody>
</table>

A. Standar Kompetensi
12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar
12.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancer dan berterima untuk berinteraksi dengan lingkungan terdekat.

C. Indikator
12.1.1 Siswa mampu menuliskan kembali teks prosedur yang mereka dengar dan lihat
12.1.2 Siswa mampu menciptakan teks prosedur tulis sendiri

D. Tujuan pembelajaran
Pada akhir pembelajaran siswa dapat:
3. Siswa dapat menulis teks prosedur dengan baik dan benar
4. Siswa dapat menciptakan teks prosedur dengan menggunakan kata-kata sendiri dengan langkah-langkah (retorika) yang benar.

E. Materi Pembelajaran

**Procedure text** is designed to describe how something is achieved through a sequence of actions or steps.

**Purpose** is to help us do a task or make something. They can be a set of instructions or directions.

**Generic structure of Procedure Text**

4. **Goal** (the final purpose of doing the instructions)
5. **Materials** (ingredients, utensils, equipment to do the instructions)
6. **Steps** (a set instructions to achieve the final purpose)

**Language features**

4. Using simple present tense
5. Use connectives/sequence (example: first, finally, then, etc.)
6. Use imperative sentences/command (don’t boil, stir, etc.)
7. Adverb (fairly, well, etc.)

For example: teks monolog prosedur teks

<table>
<thead>
<tr>
<th><strong>How to Operate Blender</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Place container on base, twist until it feels firm or locked. Plug in base.</td>
</tr>
<tr>
<td>1. Liquids are usually added first.</td>
</tr>
<tr>
<td>2. Cut fresh fruits and vegetables into 1-inch pieces before placing in the blender.</td>
</tr>
<tr>
<td>3. Never fill more than 2/3 full.</td>
</tr>
<tr>
<td>4. Always put on the cover before turning on the power. To blend, place one hand on the lid of the blender and one hand on the base controls.</td>
</tr>
<tr>
<td>5. Do large quantities of foods in smaller batches.</td>
</tr>
<tr>
<td>6. To keep from blending “too much,” use a quick on-and-off technique.</td>
</tr>
<tr>
<td>7. Use a rubber spatula with a blender. Don’t use it when blender is running.</td>
</tr>
<tr>
<td>8. Use both hands to twist container free and remove lid and pour contents into cups or bowls.</td>
</tr>
</tbody>
</table>
9. To clean, fill 2/3 full with warm water and add a drop or two of liquid detergent. Turn on/off several times. Rinse well.
10. Do not put base in water to clean! Unplug and wipe with a damp cloth.
11. Printed with permission from the curriculum, Kids in the Kitchen, Family Nutrition Education Program, Outreach and Extension, University of Missouri, Lincoln University.

F. Model dan Metode Pembelajaran

- **Model Pembelajaran:** Pendekatan Kontekstual
- **Metode pembelajaran:** Direct Method (menggunakan media video), individu

G. Langkah-langkah Kegiatan

<table>
<thead>
<tr>
<th>Pendahuluan</th>
<th>Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Memotivasi siswa</td>
<td>± 15 menit</td>
</tr>
<tr>
<td></td>
<td>2. Guru membahas ulang materi sebelumnya</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kegiatan inti</th>
<th>Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>14. Guru menayangkan video tentang how to operate blender</td>
<td>±55 menit</td>
</tr>
<tr>
<td></td>
<td>15. Siswa mendengarkan video tersebut tanpa melihat videonya (sound on/vision off)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>17. Guru menjelaskan tentang unsur</td>
<td></td>
</tr>
</tbody>
</table>
kebahasaan yang ada di dalam procedure text, mulai dari grammar, punctuation, spelling, capitalization, dan adverb.

18. Guru membagi siswa menjadi berpasangan.
20. Guru menunjuk beberapa siswa untuk membacakan hasil tulisan temannya

<table>
<thead>
<tr>
<th>Kegiatan akhir/ penutup</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. Peserta didik bersama guru menyimpulkan hasil pembelajaran pada pertemuan ini.</td>
<td>±10 menit</td>
</tr>
<tr>
<td>23. Guru menutup dengan salam dan mengucapkan ungkapan berpisah dalam bahasa inggris</td>
<td></td>
</tr>
</tbody>
</table>

H. Alat/Sumber Belajar:

Bahan/Alat
- White Board
- Marker
- Alat tulis
- Video procedure text
- Laptop dan infocus

Sumber:
Buku teks Real Time KTSP
Buku panduan kisi-kisi Bahasa Inggris KTSP
# I. Rubrik Penilaian

<table>
<thead>
<tr>
<th></th>
<th>30-13 Excellent to good</th>
<th>20-7 Good to Adequate</th>
<th>20-7 Adequate to fair</th>
<th>25-5 Unacceptable</th>
<th>5-2 College level work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language use</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mechanics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pondok Aren, 13 September 2016

Mengetahui,

Guru Pamong
Affarudin S.Pd

Guru Praktikan
Tufrah Hayati
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

(EXPERIMENTAL CLASS)

Sekolah : SMP Islam Plus Daarus Salaam
Mata Pelajaran : Bahasa Inggris
Kelas : XI (Sembilan)
Semester : Ganjil
Tema : How to make an orange juice
Aspek/ Skill : Writing
Alokasi Waktu : 2 X 40 Menit
Tahun Pelajaran : 2016/2017

A. Standar Kompetensi

12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

12.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancer dan berterima untuk berinteraksi dengan lingkungan terdekat.

C. Indikator

12.1.1 Siswa mampu menuliskan kembali teks prosedur yang mereka dengar dan lihat
12.1.2 Siswa mampu menciptakan teks prosedur tulis sendiri

D. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat :

5. Siswa dapat menulis teks prosedur dengan baik dan benar
6. Siswa dapat menciptakan teks prosedur dengan menggunakan kata-kata sendiri dengan langkah-langkah (retorika) yang benar.

E. Materi Pembelajaran

Procedure text is designed to describe how something is achieved through a sequence of actions or steps.

Purpose is to help us do a task or make something. They can be a set of instructions or directions.

Generic structure of Procedure Text

7. Goal (the final purpose of doing the instructions)
8. Materials (ingredients, utensils, equipment to do the instructions)
9. Steps (a set instructions to achieve the final purpose)

Language features

8. Using simple present tense
9. Use connectives/sequence (example: first, finally, then, etc.)
10. Use imperative sentences/command (don’t boil, stir, etc.)
11. Adverb (fairly, well, etc.)

For example: how to make orange juice

How to make orange juice

Ingredients:
- 2 oranges peeled off
- Ice cubes
- Sugar

Steps:
- First, put oranges and ice cubes into a blender.
- Second, turn on the blender. Wait until the oranges and ice cubes dissolved.
- Third, put 2 spoonful of sugar into the blender and turn on the blender 15 seconds.
- Fourth, pour into a glass.
F. Model dan Metode Pembelajaran

- Model Pembelajaran: Pendekatan Kontekstual
- Metode pembelajaran: Direct Method (menggunakan media video), individu

G. Langkah-langkah Kegiatan

<table>
<thead>
<tr>
<th>Pendahuluan</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kegiatan</td>
<td>Alokasi Waktu</td>
</tr>
<tr>
<td>4. Memotivasi siswa</td>
<td>± 15 menit</td>
</tr>
<tr>
<td>5. Guru membahas ulang materi sebelumnya</td>
<td></td>
</tr>
<tr>
<td>6. Guru memberitahu tujuan pembelajaran dimana siswa mampu membuat tulisan prosedur text dengan lebih baik</td>
<td></td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Kegiatan inti</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kegiatan</td>
<td>Alokasi Waktu</td>
</tr>
<tr>
<td>1. Guru menayangkan video tentang how to make orange juice</td>
<td>±55 menit</td>
</tr>
<tr>
<td>2. Guru memutar video beserta suaranya, ketika berada di satu kalimat, guru memberentikan video tersebut (pause/freeze-frame control)</td>
<td></td>
</tr>
<tr>
<td>3. Guru meminta siswa untuk menyebutkan kalimat yang ada di video tersebut.</td>
<td></td>
</tr>
</tbody>
</table>
4. Guru beserta siswa membandingkan kalimat tersebut dengan video aslinya. Sampai dengan step terakhir
5. Guru memberentikan video tersebut. Guru meminta siswa untuk mengungkapkan ide dan perasaan mereka.
7. Siswa menulis how to make orange juice dengan kata-kata sendiri sesuai dengan urutan yang benar.

<table>
<thead>
<tr>
<th>Kegiatan akhir/ Penutup</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Peserta didik bersama guru menyimpulkan hasil pembelajaran pada pertemuan ini.</td>
<td>±10 menit</td>
</tr>
<tr>
<td>2. Guru menyampaikan informasi materi pada pertemuan berikutnya.</td>
<td></td>
</tr>
<tr>
<td>3. Guru menutup dengan salam dan mengucapkan ungkapan berpisah dalam bahasa inggris</td>
<td></td>
</tr>
</tbody>
</table>

**H. Alat/Sumber Belajar:**

**Bahan/Alat**

- White Board
- Marker
- Alat tulis
- Video procedure text
- Laptop dan infocus
I. Rubrik Penilaian

<table>
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<td></td>
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<td>Mechanics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mengetahui,

Guru Pamong

Guru Praktikan

Affarudin S.Pd

Tuhfah Hayati

Pondok Aren, 18 November 2016
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

(EXPERIMENTAL CLASS)

Sekolah : SMP Islam Plus Daarus Salaam
Mata Pelajaran : Bahasa Inggris
Kelas : XI (Sembilan)
Semester : Ganjil
Tema : How to operate computer
Aspek/ Skill : Writing
Alokasi Waktu : 2 X 40 Menit
Tahun Pelajaran : 2016/2017

A. Standar Kompetensi
12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan sekitar

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C. Indikator
12.1.1 Siswa mampu menuliskan kembali teks prosedur yang mereka dengar dan lihat
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D. Tujuan Pembelajaran
Pada akhir pembelajaran siswa dapat :
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E. Materi Pembelajaran

Procedure text is designed to describe how something is achieved through a sequence of actions or steps. Purpose is to help us do a task or make something. They can be a set of instructions or directions.

Generic structure of Procedure Text
10. Goal (the final purpose of doing the instructions)
11. Materials (ingredients, utensils, equipment to do the instructions)
12. Steps (a set instructions to achieve the final purpose)

Language features
12. Using simple present tense
13. Use connectives/sequence (example: first, finally, then, etc.)
14. Use imperative sentences/command (don’t boil, stir, etc.)
15. Adverb (fairly, well, etc.)

For example:

How to operate computer
- First, plug the cable into the socket.
- Press button power on the CPU.
- Press button power on the monitor.
- After that, choose the programs you need, for example you want to make a document, the program you must choose is Microsoft Word.
- Save your work if you have done.
- Before you turn off the computer, you must quit all programs.
- Turn off the computer.

F. Model dan Metode Pembelajaran
- Model Pembelajaran: Pendekatan Kontekstual
- Metode pembelajaran: Direct Method (menggunakan media video), individual

### G. Langkah-langkah Kegiatan

<table>
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</thead>
<tbody>
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<td></td>
</tr>
<tr>
<td>7. Memotivasi siswa</td>
<td>± 15 menit</td>
</tr>
<tr>
<td>8. Guru membahas ulang materi sebelumnya</td>
<td></td>
</tr>
<tr>
<td>9. Guru memberitahu tujuan pembelajaran dimana siswa mampu membuat tulisan prosedur text dengan lebih baik</td>
<td></td>
</tr>
</tbody>
</table>

<table>
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<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kegiatan inti</strong></td>
<td>±55 menit</td>
</tr>
<tr>
<td>8. Guru membagi siswa secara berpasangan</td>
<td></td>
</tr>
<tr>
<td>11. Siswa melihat dan mendengar urutan tersebut. Yaitu how to operate computer.</td>
<td></td>
</tr>
<tr>
<td>14. Siswa secara bersama-sama menjawab urutan tersebut dan kemudian mereka</td>
<td></td>
</tr>
</tbody>
</table>
secara berpasangan berdiskusi tentang jawaban mereka.

<table>
<thead>
<tr>
<th>Kegiatan akhir/ Penutup</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Peserta didik bersama guru menyimpulkan hasil pembelajaran pada pertemuan ini.</td>
<td>±10 menit</td>
</tr>
<tr>
<td>5. Guru menyampaikan informasi materi pada pertemuan berikutnya.</td>
<td></td>
</tr>
<tr>
<td>6. Guru menutup dengan salam dan mengucapkan ungkapan berpisah dalam bahasa inggris</td>
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H. Alat/Sumber Belajar:

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Pondok Aren, 16 November 2016

Mengetahui,

Guru Pamong
Affarudin S.Pd

Guru Praktikan
Tuhfah Hayati
APPENDIX 6

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

( Controlled Class)

Sekolah : SMP Islam Plus Daarussalam
Mata Pelajaran : Bahasa Inggris
Kelas : XI (Sembilan)
Semester : Ganjil
Tema : How to Operate Blender
Aspek/ Skill : Writing
Alokasi Waktu : 2 X 40 Menit
Tahun Pelajaran : 2016/2017

A. Standar Kompetensi

12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

12.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancer dan berterima untuk berinteraksi dengan lingkungan terdekat.

C. Indikator

12.1.1 Siswa mampu mengenal teks sederhana dalam bentuk procedure
12.1.2 Siswa mampu menulis teks pendek dan sederhana dalam bentuk procedure dengan langkah retorika yang benar

D. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Siswa dapat mengetahui teks sederhana dalam bentuk procedure.
2. Siswa mampu menulis teks pendek dan sederhana dalam bentuk procedure dengan langkah dan retorika yang benar.
How to operate Blender

Place container on base, twist until it feels firm or
locked. Plug in base.

1. Liquids are usually added first.
2. Cut fresh fruits and vegetables into 1-inch pieces before placing in the blender.
3. Never fill more than 2/3 full.
4. Always put on the cover before turning on the power. To blend, place one hand on the lid of the blender and one hand on the base controls.
5. Do large quantities of foods in smaller batches.
6. To keep from blending "too much," use a quick on-and-off technique.
7. Use a rubber spatula with a blender. Don’t use it when blender is running.
8. Use both hands to twist container free and remove lid and pour contents into cups or bowls.
9. To clean, fill 2/3 full with warm water and add a drop or two of liquid detergent. Turn on/off several times. Rinse well.
10. Do not put base in water to clean! Unplug and wipe with a damp cloth.
11. Printed with permission from the curriculum, Kids in the Kitchen, Family Nutrition Education Program, Outreach and Extension, University of Missouri, Lincoln University.

E. Materi Pembelajaran

Procedure text is designed to describe how something is achieved through a sequence of actions or steps.

Purpose is to help us do a task or make something. They can be a set of instructions or directions.

Generic structure of Procedure Text

1. Goal (the final purpose of doing the instructions)
2. Materials (ingredients, utensils, equipment to do the instructions)
3. Steps (a set instructions to achieve the final purpose)

Language features

1. Using simple present tense
2. Use connectives/sequence (example: first, finally, then, etc.)
3. Use imperative sentences/command (don’t boil, stir, etc.)
4. Adverb (fairly, well, etc.)

For example: teks monolog berbentuk prosedur
F. Model dan Metode Pembelajaran

- Model Pembelajaran : Pendekatan Kontekstual
- Metode pembelajaran : individual

G. Langkah-langkah Kegiatan

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
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<tbody>
<tr>
<td>Pendahuluan</td>
<td>• Guru menyapa peserta didik dengan menggunakan ungkapan bahasa inggris&lt;br&gt;• Guru mengabsen siswa&lt;br&gt;• Reviewing the previous lesson&lt;br&gt;• Guru memberikan ice breaking/game sebelum di mulainya pelajaran (Brainstorming)&lt;br&gt;• Guru memberi tahu tujuan pembelajaran</td>
<td>± 15 menit</td>
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<tr>
<td>Inti</td>
<td>• Siswa memperhatikan penjelasan guru tentang definisi, kegunaan dan ciri dari sebuah teks prosedur&lt;br&gt;• Guru memberikan pertanyaan pada siswa tentang pendapat ataupun pengalaman yang berkaitan dengan teks prosedur.&lt;br&gt;• Guru memberikan kesempatan kepada peserta didik mengkomunikasikan secara lisan.&lt;br&gt;• Mengamati sebuah contoh teks prosedur yang di berikan oleh guru kepada siswa</td>
<td>± 55 menit</td>
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</tbody>
</table>
Guru memberikan tema tentang how to operate blender
- Siswa membuat ingredients, material dan steps
- Siswa mempersentasikan di depan kelas

Penutup
- Siswa dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan
- Siswa di minta untuk menyimpulkan materi pembelajaran
- Mengakhiri pertemuan dengan salam

± 10 menit

H. Alat/Sumber Belajar:

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Pondok Aren, 13 September 2016

Mengetahui,
Guru Pamong
Affarudin S.Pd

Guru Praktikan
Tuhfah Hayati

Universitas Islam Negeri
SYARIF HIDAYATULLAH JAKARTA
Kepada Yth,

Kepala Sekolah SMP Islam Plus Daarus Salaam

di Tempat

Assalamu'alaikum wr.wb.

Dengan hormat kami sampaikan bahwa,

Nama : Tuhaft Hayati
NIM : 1110014000011
Jurusan : Pendidikan Bahasa Inggris
Semester : 13
Judul Skripsi : "The Efectiveness of Using Video in Teaching writing of procedure Text"

adalah benar mahasiswa/i Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang sedang menyusun Skripsi, dan akan mengadakan penelitian (riset) di instansi/sekolah/madrasah yang Saudara pimpin.

Untuk itu kami mohon Saudara dapat mengizinkan mahasiswa tersebut melaksanakan penelitian dimaksud.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu'alaikum wr.wb.

a.n. Dekan

Pendidikan Bahasa Inggris

Dr. Alek, M.Pd
NIP.396909122009011008

Tembusan:
1. Dekan FITK
2. Pembantu Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan
SURAT KETERANGAN PENELITIAN
Nomor: 078/smpip.13/skt/IV/2017

Yang bertanda tangan dibawah ini kepala sekolah SMP ISLAM PLUS DAARUS SALAAM PONDOK AREN Tangerang Selatan menerangkan bahwa:

Nama: Tuhfah Hayati
NIS: 111001400011
Agama: Islam
Judul Penelitian: "The Effectiveness of Using Video in Teaching Writing of procedure Text"

Jabatan mahasiswa tersebut melakukan penelitian di SMP IP DAARUS SALAAM terhitung tanggal 1 November s.d 16 Desember 2016

Diikian surat keterangan ini kami sampaikan. Atas perhatiannya kami ucapkan terimakasih

Pondok Aren, 18 April 2017
Kepala Sekolah

[Signature]

kusniati, S.Pd
Kepada Yth.
1. Dr. Ratna Sari Dewi, M.Pd.
2. Desi Nahartini, M.Ed.
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu’alai'kul w.b.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing I/II (materi/teknis) penulisan skripsi mahasiswa:

Nama : Tuahfah Hayati
NIM : 1110014000011
Jurusan : Pendidikan Bahasa Inggris
Semester : X (Sepuluh)
Judul Skripsi : The Effectiveness of Using Video for Students’ Writing Procedure Text


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

[Signature]
Ket. Kaprodi Pendidikan Bahasa Inggris

Dr. Alek, M.Pd
NIP. 19690912 200901 1 008

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.