

**THE EFFECT OF VLOGGERS' VIDEO TO THE STUDENTS'
ACHIEVEMENT IN WRITING PROCEDURE TEXT**

SKRIPSI

*Submitted in a Partial Fulfillment as the Requirement
For the Degree of Sarjana Pendidikan
English Education Program*

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**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
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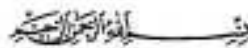


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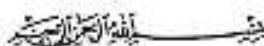
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10-9-2019	Abstract, Acknowledgement Introduction, Review of literature Research Design, Data-Data Analysis, Conceptual framework References, proving data	<i>[Signature]</i>	
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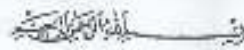
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ABSTRACT

Pratiwi, Dita Cinthya. 1502050055. “The Effect of Vloggers’ Video to the Students’ Achievement in Writing Procedure Text”. Skripsi. English Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara (UMSU). Medan, 2019

This study deals with “*The Effect of Vloggers’ Video to Students’ Achievement in Writing Procedure Text*”. The purpose of this study was to determine the significant effect of the use of video vloggers on student achievement in writing procedure texts. This research is an experimental research. This research was conducted at SMP Muhammadiyah 01 Medan. The population was the seventh grade class of the academic year 2019/2020 consisting of 7 classes, researcher took 2 classes that used media in teaching procedure text and used conventional method. VII Terpadu 5 was an experimental class consisting of 35 students and class VII Terpadu 4 was a control class consisting of 35 students. This study used purposive sampling. Each class is given a pretest, treatment and post test. Control classes are taught by using the lecture method and experimental classes are taught by using vloggers' videos as media. The instrument of this research was written. Data were analyzed using t-test formula. Then the results shown t_{observe} (12.05) are higher than t_{table} (2.01) with degree of freedom ($df = 56$) for the two-tailed test ($12.05 > 2.01$). That means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) was accepted. In conclusion, there was a significant effect on students' ability to write procedure text using vloggers' videos as media. Instead of using conventional methods

Keyword: Effect, Vloggers’ Video, Writing Procedure Text.

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CHAPTER I

INTRODUCTION

A. The Background of Study

Procedure text is one of the many texts in English learning. Usually the text is related to writing skills. Writing is one of the most difficult skills for students to do. This is because writing in English is meant to fill the gap that exists between the ability to express ideas, feelings, opinions, and others in Indonesian and the ability to express the same things in written form in English (Dumais, 1988:v). That's why it can made students be afraid to write English sentences, from these fears it will make students be weak in the four skills that are in English one of which is writing skills. The proper use of media in English learning is the right way to help students in these skills. One of the media that can be used is vloggers' video.

The problem that was still present in SMP Muhammadiyah 01 Medan the problem was writing procedure text. Especially in students seventh grade class of the academic year 2018/2019 got many obstacles in the skill. Students felt hesitant to write for the first time. For example, when teacher asked students to write anything that was in their mind, students still felt hesitant to pour out what was in their mind. Usually what was considered by students in writing a text was vocabulary, grammatical and generic structure of the text. The used of conventional methods carried out by teachers was also one of the obstacles in helping children to develop their knowledge.

Based on the observation at SMP Muhammadiyah 01 Medan during teaching practice. There were many problems in the skill of writing at the school. Researcher found out the teacher still used conventional techniques in teaching English. Media was used in teaching process by using whiteboard and text books only.

In addition, the lack of understanding of students about generic structure of the text make students still have difficulties in comprehension of writing. By using conventional method at the school, researcher also found out of 30 students only 10% understood the procedure text correctly and 90% still had difficulty in building procedure text.

By looking at the experience of researcher done teaching practice at the school, researcher seen that students like learning using video and listening videos, such as videos. By using of vloggers video as learning media, it could help teachers in learning so that they could make students have a keen interest in the material and made students easier to develop their knowledge. In other words, vlog can also be interpreted as a short video containing information about vloggers that contain important information or entertainment for the audience. Video vlogging can not only be used as entertainment for the audience, but vloggers' videos also have other benefits, one of which is learning.

Vloggers 'videos was used as writing learning media, which was used to develop students' writing skills. As mentioned by Azurah (2018:3) by watching video students can get more inspiration for writing. The information brought by vloggers in the video can develop students' memories in learning. The interesting

content in the video made students more curious about the contents of the video and made students' memories last longer in remembering the material contained in the video blog. The number of interesting learning media that can be used in learning English for writing skills, Vloggers' videos was used as a medium for writing skills. Through the media, students were observed what was in the video to build a text.

B. Identification of Problem

The problems of this research can be identified as follows:

1. The teacher did not use media in teaching procedure text.
2. The students got difficulties in writing procedure text.
3. Students did not understand the generic structure of the text.

C. Scope and Limitation

The Scope of the study is formulated the effect of vloggers' video, especially in writing procedure text. And this study is limited about students' of SMP Muhammadiyah 01 Medan, at Jln. Demak No. 3 Medan, of Grade VII 2019-2020 academic years.

D. The Formulation of Problem

The problems of this study is formulated as the following: Is there any effect of using vloggers' video to students' achievement in teaching writing procedure text?

E. The Objective of the Study

The objective of this research is to find out the effect of vloggers' video to the students' achievement in writing procedure text.

F. The Significances of the Study

This study is expected to be useful by theoretically and practically.

1. Theoretically. The significance of this study is to increase the students' writing procedure text through vloggers' video.
2. Practically, The teacher can use the media to attract students' attention in learning writing.
4. For all readers that can find out and develop knowledge about vloggers' videos as learning media for skill wiring in procedure text.
5. For students', by applying vloggers' video, it can make students feel more fun enjoying when attending english learning.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Definition of Effect

Effect is the success that arises from an object through a process. Without carrying out a process we cannot see the effect that will be caused by the object. Usually in learning, effect can arise from a variety of ways namely the media, methods and strategies. Such as according Costley (2014:2) explained that explained that “the media can have a positive impact on students learning”. One of the media is the influence that can be caused in vloggers' video by going through several treatments while learning.

2. Vloggers' Video

The era of globalization is an era that has developed significantly. Uno and Latamenggo (2011:1) explained that globalization of information that is happening today is made possible by the use of electronic media in sending and receiving information via radio, television and also through internet networks. That is why the current development also makes technology more developed. The old video can only be transferred via Bluetooth, while videos can already be accessed via the internet, or usually called youtube. On youtube everyone can access any video they want, from video clips, movies or even video vloggers. Seeing the enthusiasm of youtube users so that many vloggers now use youtube as

a means to publish the results of their videos. On the other hand vloggers' video have the same meaning as video blog. Yulianti and et all (2018:3) said that video blogs can help students to understand the lesson being taught easier. Besides that vloggers chose youtube as a means for their videos because youtube also has interesting features to support the video that will be published. Vloggers' videos can also be used as a skill writing based learning media. Vloggers' video is also one of the new media that had been implemented at the SMP Muhammadiyah 01 Medan, where the video can be an interesting media in learning to direct students in writing procedure text.

3. The Procedure of Using Vloggers Video

Vloggers' video is the media used in the teaching writing procedure Text. In the video there is a video tutorial brought by someone. To use vloggers' videos in learning procedure text, first the students sit in pairs. The teacher plays the vloggers' videos in the classroom, the teacher gives direction so that students observe each stage displayed by the video. after that students who are paired up are aimed at one student watching the video and their partners writing from what their friends are watching. Every video played by students who observe and write will be made in turn so that each student understands how the stages are done by vloggers' videos.

4. The Advantages of Vloggers' Video

videos have their own advantages over using images in learning activities. Media view and hear also have their own interests for students when delivering material, such as vloggers' video. Some of the advantages video in learning Arsyad (2013:48):

- a. videos can develop one process appropriately which can be witnessed repeatedly if necessary. For example, the correct steps and methods for ablution.
- b. Videos that contain positive values can invite thoughts and discussions.
- c. Videos can provide real examples for students so students can clearly know what the generic structure is needed by a text.

5. The Disadvantages of Vloggers' Video

Behind the advantages offered by vloggers' video, there are also some weaknesses that arise when using this media in learning. those are:

1. Cause laziness in students if the teacher does not use the media.
2. Making teachers use more quota to download vloggers' videos so that they can be used as learning media.
3. The enthusiasm generated by students when using vloggers' videos made the classroom atmosphere excited when they first played.

6. Implementation of Vloggers' Video in Teaching Procedure Text and Learning Methods

Media is a tool that is very needed in learning. The media can help teachers to present interesting information so that they can attract students' interest in learning and capturing information contained in the media. The media used by the researchers in this study is vloggers' video. In the video, there is material about procedure text so that students become more interesting in learning.

Besides that the method is also needed in learning as a supporter in the use of media in teaching and learning activities in the classroom. Sani (2019) said that Learning methods are operational steps of learning strategies to achieve a learning goal. The method can also be interpreted as the stages that are carried out in learning to get optimal results during learning.

7. Description of Genre in Writing

Skill writing is very related to what is called text. Pardiyono (2007) describe text is the context of the use of language (Language in use) in the form of the use of language oral forms (spoken) and written (written). Means text is a writing in which there is a meaning. As in the generic structure of all types of text.

The use of writing or writing a text is not just about pouring ideas, but writing also requires language style. Writing a text has steps that must be done first. In English it has many types of text, namely: descriptive text, report text, narrative text, procedure text etc. Genre is a kind of text. Text has its own function in learning and possessing different goals. Pardiyono (2006:162) explains

the purpose of determining the type of text (genre) that will be written. Like building procedure text that has the purpose of knowing how to do and how to make. Teaching genres in text can be done by following the learning material that is being done at that time so the teachers do not provide material about the genre in an unstructured manner.

8. Description and Example of Procedure Text

Usually a lot of people talk about how to do things and how to make things both written and oral. Which method has its own benefits for someone. In the text genre this is called procedure text. Procedure text is a text in which there are stages or ways to do things, how things work and how to make things. "What does it need to be done?" Or "how is something done?" Or "how does something work?" Or "what to do next?" (Pardiyono, 2007); (Oshima, 2005).

Table 2.1
The Generic Structure and Textual Elements of
How to Make Something

Text Element	Function
Topic + Statement of Purpose	<ul style="list-style-type: none"> a It consist of a topic to be discussed and explained or to be accomplished b It consists of a statement of purpose of the writing. c It should be clear, interesting and provocative so that the reader will be interested in reading.
Materials	<ul style="list-style-type: none"> a They are ingredients which are needed to make something. b To some extents, the tools needed are also provided.
Sequence of steps to	<ul style="list-style-type: none"> a It consists of detail about the job or process to be done. b It is a matter of instruction or guide how

accomplish the job or activity or event stated in topic	something is done or how something works. c The instructions or steps must be chronologically order set up by using sequence markers such as first, second, third, atc. Or first, next, after that, then, finally.
Closing	Optionaly

Example:

How to Operate a Fax Machine

When using or operating fax machine, there are two domains namely: how to send and how to receive. This section will show you how to send a fax and how to receive a fax. These two activities are of course different from one another, Dirgeyasa (p 79:2014).

Table 2.2

The Generic Structure and Textual Elements of How to Use Something

Test Elements	Function
Topic+Statement of purpose	To send a fax is actually simple and easy to do. Here are the following steps how to send a fax.
Sequence of steps to accomplish the job or activity or event stated in topic	<ol style="list-style-type: none"> 1. Make sure the fax machine is plugged into a power source and also plugged into a working phone jack. 2. Turn the fax machine on. 3. Obtaun the fax number of the destination fax machine. 4. Gather the documents you want to send and put them in the order you want them to be received. 5. Fill out a separate piece of paper called a coversheet with the recipient's name, fax number/phone number, your name, your phone number, a short message and number of pages (including coversheet). 6. Lay the documents face-up in the fax machine feeder try with the coversheet on top. 7. Disl the recipients's fax number)dialing instructions for international calls). 8. Press the "fax" or "send" button, depending on the particular fax machine model.

Closing	-
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Remember

Now the fax machine will scan each of the document pages into its memory. After all of the pages have been scanned, you'll hear a series of fax tones. These tones signal the "handshake" between the sending and receiving fax machines, establishing a communications link. Wait for a few minutes as the fax is sent. If the fax machine has a small display screen, look for a confirmation that the fax went through. Some fax machines will also print out a short confirmation report, Dirgeyasa (p 80:2014).

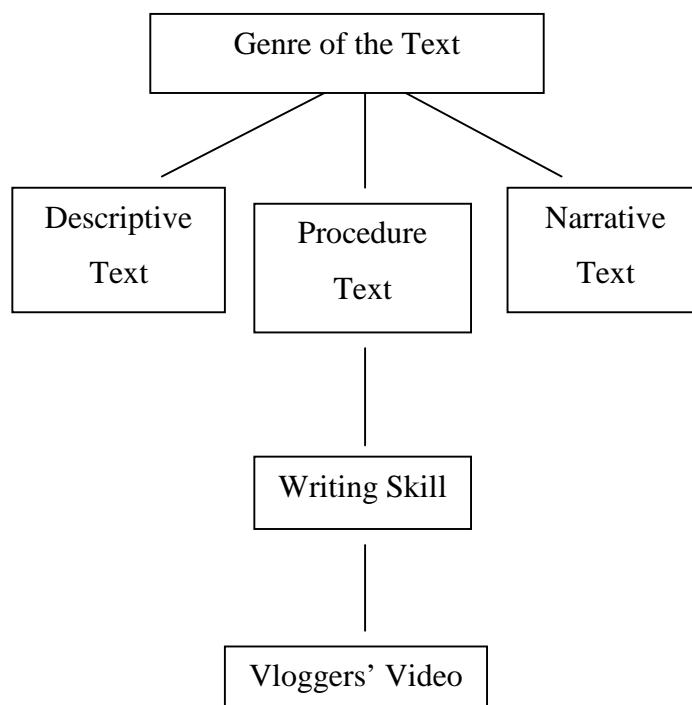
B. Relevant of the Studies

The first research on video blogs was done by Yulianti: that was "*The Use of Blog to Teach Video Speaking of Recount Texts*". This study describes the use of video blogs in Recount Text learning. She used video blogs to teach Recount Text to improve students' speaking, because using video media blogs would be more effective than just using conventional methods. The results of the data indicates that the results of the assessment of the students' test have an increase over the use of conventional methods. The sum of the students' score of post-test (O2) is 2837 with the mean score 78.80 which meant that they have passed the minimum standard criteria achievement (78.80 70). It meant that the students' achievement after treatment was better than before the treatment was given.

The second research on video blogs was done by Arifah: that was "*Video Blog as the Developing Media of Writing Recount Text for Students in Senior*

High School". This study also explains the used of video blogs in Recount Text learning. She used a video blog to teach Recount Text to improve students' writing, because using video blogs as media development in recount text learning would make students more interesting in recount text learning. The results of the data show that the results of the assessment of students have an increase compared to the use of text books, work sheets and simple media to teach students wrote a recount text. The result of validation consisted to five aspect, they are linguistic, process, product, and content, layout. There are two average of the media, first is from media expert 86.08% and from material expert is 92.17%. In general, the average shown that the developed media is very good. There are also some suggestions and critics from the expert to revised the media, like in the beginning of the video the letter should be made into the animation, the layout of some image has not been maximally created and the ending of video should add the name or identity of vlogger. This result of this study also suggest the teachers should use the interesting media based on the students' needs and interest. In addition to the use of vloggers' videos, researchers hope that the learning media that will be examined also have an influence to improve student learning outcomes, as was done by previous researchers.

C. Conceptual Framework



Procedure text is one of kinds of text in learning English. By procedure text, the students will be able to written step to do something. In teaching writing there are some medias that can be used to increase that students' achievement in procedure text. Vloggers' video is one of media that can be used to increase the students' achievement. This study is intended to find out the effect of using vloggers' video to students' writing procedure text.

In teaching writing to students, the teacher must be able to present the lesson in such as way to make learning be more interesting and relevant to the needs of learning. So many teachers who teach their students by using media conventional in teaching. They usually only use books and blackboards as media. After that students only see and hear from what the teacher conveyed without giving an example that says to make it.

In using vloggers' video, The teacher will give instructions to students to pay attention to the contents of the video to be played. Students are made into pairs. After the video is played the teacher gives instructions to students to discuss the contents of the video, then students write the contents of the video and each pair helps their friends to pour the contents in the video. After discussing the contents of the video they will present the results of their discussion and the teacher will examine the errors. In this media, students will find it easier to remember how they are from procedure text. So the hope that the use of vloggers' video in learning procedure text writing can influence students' achievement.

D. Hypothesis

The hypothesis of this research are dawn as follow:

Ha: There is a significant effect of using vloggers' video to students' achievement in writing procedure text.

Ho: There is no a significant effect of using vloggers' video to students' achievement in writing procedure text.

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

This research was conducted at SMP MUHAMMDIYAH 01 on Jln. Demak No. 3 Medan and especially in VII-T5 and VII T4 class. The reason for choosing the school was because when researcher had held teaching practice at the school. The researchers saw that teachers in this school was still using conventional method in learning English so that they caused problems within students for writing skills and the facilities contained in the school support to carry out the research that would be conducted.

B. Population and Sample

The population of this research was which consisted of seven classes with 255 students of SMP MUHAMMADIYAH 01 Medan.

This study was used purposive sampling and the sample of this research had been taken 60 students. 30 students in class A were for experimental group and 30 students in class B were for control group.

C. Research Design

The experimental research was used in this study. This research was carried out with quantitative design. This study has two variables, namely direct variables and indirect variables. In this case, vloggers' video was as independent variable and students' achievement in writing procedure text was as dependent variable.

In this study, experimental group taught by vloggers' video as media, and the control group had been taught by applying conventional method. This research was designed to apply vloggers' video to students' achievement in writing procedure text.

Table 3.1: Research Design

	Pre-test	Treatment	Post-test
Experimental	✓	Vloggers' video as media	✓
Control	✓	Lecturing method	✓

D. Instrument of the Research

For this research, essay test which consisted of 1 items was used as the instrument for collecting data.

The test was administrated for the following reasons

1. Pre-Test

Pre-test was done at the first meeting. Usually at the time of the pretest there was questions that given by the teacher to students. The question aims to find out the initial results obtained by students before carrying out any treatment.

2. Treatment

After knowing the results obtained by students in the pre-test. So treatment was very necessary right to be able to improve students' learning outcomes. In this research, vloggers' videos were made as media for treatment. Treatments were done at two meetings, each treatments were done three times playing vloggers' video.

3. Post-Test

Post-test was done after the treatments were given by the student. Test given by students at the time of the post-test was the same as those given at the pre-test. Post-test was done to find out the final results obtained by students after being given treatment by the teacher.

E. Scoring Rubric and Level of Students' Skill In Procedure Text

Table 3.2

Scoring Rubric of Writing

	CRITERIA	SCORE
CONTENT	Substantive, relevant to assigned topic, etc.	30-27 (excellent to very good)
	Mostly relevant to topic, but lacks detail, etc	26-22 (good to average)
	Little substance, inadequate development of topic, etc.	21-17 (fair to good)
	Non-substantive, not enough to evaluate, etc.	16-13 (very poor)
	Well organized, logical sequencing, etc.	20-18 (excellent to very good)

		good)
ORGANIZATION	Loosely organized but main ideas stand out, logical but incomplete sequencing, etc.	17-14 (good to average)
	Lacks logical sequencing and development.	13-10 (fair to good)
	No organization or not enough to evaluate, etc.	9-7 (very poor)
VOCABULARY	Effective word, word from mastery, etc.	20-18 (excellent to very good)
	Occasional errors of word, etc.	17-14 (good to average)
	Frequent errors of word, meaning confused, etc.	13-10 (fair to good)
	Little knowledge of English vocabulary, word form, or not enough to evaluate, etc.	9-7 (very poor)
LANGUAGE USE	Few errors of agreement, tense, number, etc.	25-22 (excellent to very good)
	Several errors of agreement, tense, number, but meaning seldom obscured, etc.	21-18 (good to average)
	Frequent errors of negation agreement, tense, number, meaning confused or obscured, etc.	17-11 (fair to good)
	Dominated errors, does not communicate, or not enough to evaluate, etc.	10-5 (very poor)
MECHANICS	Few errors of spelling punctuation, capitalization, etc.	5 (excellent to very good)
	Occasional errors of spelling punctuation, capitalization, etc.	4 (good to average)
	Frequent errors of spelling punctuation, capitalization,	3 (fair to good)

	etc.	
	Dominated by errors of spelling punctuation, capitalization, etc.	2 (very poor)

Table 3.3

Level of Students' Skill In Procedure Text

Level of Mastery	Letter Case	Value	Criterion
85-100	A	4	Excellent
70-84	B	3	Good
55-69	C	2	Fair
50-54	D	1	Poor
0-49	E	0	Very Poor

F. Technique of Analyzing Data

In this research, descriptive quantitative technique would be apply to analyze the data, and the steps are

1. Calculating of Mean

- a Find the mean for variable X (Variable 1 = experiment class), the formula as follow:

⋮

(Sudijono,2014:82)

- b Find the mean for variable X (class experiment)

(Sudijono,2014:82)

the mean that we are looking for in variable 1 (control class)

the mean that we are looking for in variable 2 (experiment class)

Σ = the sum of the multiplication results between each score and its frequency.

N = Number of Cases

2. Calculating of Standard Deviation

a Standard deviation for variabel X_1 (= experiment class)

(Sudijono,2014:157)

b Standard deviation for variabel X_2 (= control class)

(Sudijono,2014:157)

SI = Standard Deviation

Σ = Sum of All Deviaries, After experiencing the squaring process first

N = Number of Cases

3. Calculating the Correlation Index Numbers between Variable X and Y Variables

(i.e. using a formula:

Correlation Index Figures between variables X and Y Variables

(Sudijono,2014:197)

Σ = the sum of the results of the multiplication between the deviations of the scores of the variable X (ie: x) of the deviations from the scores of the variables Y (ie: y)

Standard deviation of Variabel X (experiment class)

Standard deviation of Variabel Y (control class)

n = Number of Cases

4. Calculating the standard error of the mean:

a Standard error of the mean variabel 1 = experiment class

(Sudijono,2014:282)

b Standard error of the mean variabel 2 =control class

(Sudijono,2014:282)

Magnitude of Misdirection of Sample Mean.

SD = Standard deviation of the sample studied.

N = Number of Cases.

1 = Constant number

5. Calculate the Standard Error Difference in Mean Two Samples

(Sudijono,2014:283)

6. Calculate the hypothesis using t-test

(Sudijono,2014:314)

G. Statistical Hypothesis

Statistical hypothesis was used in this study to determine the hypothesis that would be accepted or rejected. The statistical hypothesis formula:

Ho: $T\text{-observe} < T\text{-table}$

Ha: $T\text{-observe} > T\text{-table}$

Where:

Ho : There is no significance effect of using vloggers' video as media (the hypothesis was rejected).

Ha : There is a significance effect of using vloggers' video as media (the hypothesis was accepted).

CHAPTER IV
DATA AND DATA ANALYSIS

A. Data Collection

Data from this study were taken from essay test scores. This study was divided into two classes, namely the experimental class and control class. Both of these classes use the same test, only the experimental class used media in learning. This study uses 5 assessments for questions given to students.

1. The Total Scores of Experimental Class

Table 4.1
Scoring of Experimental Class

No	Students' Initial Name	Pre-test ()	Post-test ()
1	AGR	34	90
2	APS	47	90
3	MD	40	90
4	BN	39	78
5	AR	40	90
6	DK	34	93
7	FAA	30	80
8	SA	50	92
9	FG	20	75
10	FH	30	83
11	RA	36	88
12	IZ	20	93
13	ZS	50	94
14	KNS	47	88
15	KAP	47	90
16	KPA	50	88
17	LN	50	92
18	ZR	45	90
19	MWA	34	95
20	ZND	55	90
21	MRR	37	83
22	SR	38	85
23	MRP	38	91

24	MS	53	85
25	NK	50	87
26	NK	41	90
27	PR	47	88
28	RAP	46	92
29	RJA	36	89
30	RA	36	88

The data in table 4.1 told that the total value of the experimental class pretest is 1220 with the highest value of 55 and the lowest value is 20. Likewise the total value of the experimental class post test is 2647 with the highest value of 95 and the lowest value is 75

2. The Total Scores of Control Class

Table 4.2
Scoring of Control Class

No	Students' Initial Name	Pre-test ()	Post-test ()
1	AAN	40	65
2	AR	34	58
3	AMP	20	46
4	ALG	59	81
5	ABV	38	65
6	ASH	44	68
7	RML	47	70
8	AR	37	68
9	DMY	20	37
10	DCR	46	68
11	FDP	36	48
12	FD	35	60
13	WH	45	62
14	MAI	44	68
15	SM	49	70
16	MRN	38	55
17	SSI	34	50
18	MFHI	44	68

19	MRPS	39	60
20	RS	38	55
21	MT	34	50
22	NA	40	62
23	NAZ	40	55
24	NS	44	80
25	NDS	30	48
26	NJZ	25	55
27	NH	34	53
28	PA	40	60
29	PS	37	57
30	RAS	35	80

The data in table 4.2 shows that the total value of the control class pretest is 1146 with the highest value of 59 and the lowest value is 20. Likewise the total value of the experimental class post-test is 1822 with the highest value of 81 and the lowest value is 37.

B. Data Analysis

According to the data from the two tables above the value is used as a tool to find out the effect of Vloggers 'Video to students' achievement in writing procedure text using the formula below.

1. Mean of variable x (Variable 1)

Table 4.3

The Differences Scores of Pre-test and Post-test in Experimental Group

No	Students' Initial Name	Pre-test ()	Post-test ()	X(-)
1	AGR	34	90	56
2	APS	47	90	43
3	MD	40	90	50
4	BN	39	78	39

5	AR	40	90	50
6	DK	34	93	59
7	FAA	30	80	50
8	SA	50	92	42
9	FG	20	75	55
10	FH	30	83	53
11	RA	36	88	52
12	IZ	20	93	73
13	ZS	50	94	44
14	KNS	47	88	41
15	KAP	47	90	43
16	KPA	50	88	38
17	LN	50	92	42
18	ZR	45	90	45
19	MWA	34	95	61
20	ZND	55	90	35
21	MRR	37	83	46
22	SR	38	85	47
23	MRP	38	91	53
24	MS	53	85	32
25	NK	50	87	37
26	NK	41	90	49
27	PR	47	88	41
28	RAP	46	92	46
29	RJA	36	89	53
30	RA	36	88	52

According to the table above, the mean score of the experimental class is to

use calculation as below

=

= 47.5

2. Mean of Variable Y (Control Class)

Table 4.4

The Differences Scores of Pre-test and Post-test in Control Class

No	Students' Initial Name	Pre-test ()	Post-test ()	X(-)
1	AAN	40	65	25
2	AR	34	58	24
3	AMP	20	46	26
4	ALG	59	81	37
5	ABV	38	65	27
6	ASH	44	68	24
7	RML	47	70	23
8	AR	37	68	31
9	DMY	20	37	17
10	DCR	46	68	22
11	FDP	36	48	12
12	FD	35	60	25
13	WH	45	62	17
14	MAI	44	68	24
15	SM	49	70	21
16	MRN	38	55	17
17	SSI	34	50	16
18	MFHI	44	68	24
19	MRPS	39	60	21
20	RS	38	55	17
21	MT	34	50	16
22	NA	40	62	22
23	NAZ	40	55	15
24	NS	44	80	36
25	NDS	30	48	18
26	NJZ	25	55	30
27	NH	34	53	19
28	PA	40	60	20
29	PS	37	57	20
30	RAS	35	80	45

According to the table above, the mean score of the control class is to use the calculation as below

=

= 23.03

3. Standard Deviation of variable X (Variable of Experimental Class)

Table 4.5

The Calculation of Standard Deviation in Experimental Class

No	Students' Initial Name	X(-)	X= (X-MX)	(-)
1	AGR	56	8.5	72.25
2	APS	43	-4.5	20.25
3	MD	50	2.5	6.25
4	BN	39	-8.5	72.25
5	AR	50	2.5	6.25
6	DK	59	11.5	132.25
7	FAA	50	2.5	6.25
8	SA	42	-5.5	30.25
9	FG	55	7.5	56.25
10	FH	53	5.5	30.25
11	RA	52	4.5	20.25
12	IZ	73	25.5	650.25
13	ZS	44	-3.5	12.25
14	KNS	41	-6.5	42.25
15	KAP	43	-4.5	20.25
16	KPA	38	-9.5	90.25
17	LN	42	-5.5	30.25
18	ZR	45	-2.5	6.25
19	MWA	61	13.5	182.25
20	ZND	35	-12.5	156.25
21	MRR	46	-1.5	2.25
22	SR	47	-0.5	0.25
23	MRP	53	5.5	30.25
24	MS	32	-15.5	240.25
25	NK	37	10.5	110.25
26	NK	49	1.5	2.25

27	PR	41	-6.5	42.25
28	RAP	46	-1.5	2.25
29	RJA	53	5.5	30.25
30	RA	52	4.5	20.25

Data from table 4.5 shows that the calculation of standard deviation as experin s :

$$=$$

$$= \sqrt{70.78}$$

$$= 8.41$$

4. Standard Deviation of variable Y (Variable Control Class)

Table 4.6

The Calculation of Standard Deviation in Control Class

No	Students' Initial Name	$X(\bar{-})$	$X = (X - MX)$	$(\bar{-})$
1	AAN	25	1.97	3.88
2	AR	24	0.97	0.94
3	AMP	26	2.97	5.94
4	ALG	37	13.97	195.16
5	ABV	27	3.97	15.76
6	ASH	24	0.97	0.94
7	RML	23	-0.03	0.01
8	AR	31	7.97	63.52
9	DMY	17	-6.03	36.36
10	DCR	22	-1.03	1.06
11	FDP	12	-11.03	121.66
12	FD	25	1.97	3.88
13	WH	17	-6.03	36.36
14	MAI	24	0.97	0.94
15	SM	21	-2.03	4.12

16	MRN	17	-6.03	36.36
17	SSI	16	-7.03	49.42
18	MFHI	24	0.97	0.94
19	MRPS	21	-2.03	4.12
20	RS	17	-6.03	36.36
21	MT	16	-7.03	49.42
22	NA	22	-1.03	1.06
23	NAZ	15	-8.03	64.48
24	NS	36	12.97	168.22
25	NDS	18	-5.03	25.30
26	NJZ	30	6.97	48.58
27	NH	19	-4.03	16.24
28	PA	20	-3.03	9.18
29	PS	20	-3.03	9.18
30	RAS	45	21.97	482.68
		691		1492.07

Data from table 4.6 shows that the calculation of standard deviation as control

$$=$$

$$= \sqrt{49.73}$$

$$= 7.05$$

After knowing the results of the above calculations, there were also formulas that are used like:

5. Correlation Index Figures between Variables X and Variables Y

using the formula:

$$=$$

$$=$$

$$= 553.58$$

6. Standard Deviation of the mean variabel X (Variabel 1 = experiment class)

$$=$$

$$=$$

$$=$$

$$= 1.56$$

7. Standard Deviation of the mean variabel Y (Variabel 1 = control class)

$$=$$

$$=$$

$$=$$

$$= 1.31$$

8. Calculate the Standard Error of the Mean Two Sample difference

$$\begin{aligned}
 &= \sqrt{1.56 + 1.31} \\
 &= \sqrt{2.43 + 1.71} \\
 &= \sqrt{4.14} \\
 &= 2.03
 \end{aligned}$$

9. Testing Hypothesis

The calculation results above are then applied to find the hypothesis test.

The results of the t-test can be seen through calculations:

$$\begin{aligned}
 &= \\
 &= \\
 &= 12.05
 \end{aligned}$$

Testing hypotheses is useful to know that hypotheses were accepted or rejected.

Ha: The value of t_{observe} is higher than the value of t_{table} ($t_{\text{observe}} > t_{\text{table}}$). Which t_{table} value for the degree of freedom was calculated using the formula:

$$\begin{aligned}
 DF &= (N1 + N2 - 2) \\
 &= (30 + (30-2)) \\
 &= (30 + 28) \\
 &= 58
 \end{aligned}$$

After searching the distribution table, the value of t_{table} with the free level (df) 58 is at a significant level of 5% at 2.01, when the critical value ($t_{observe}$) is 12.05. Based on the calculation of the test hypothesis above, it was found that the value of $t_{observe}$ Higher than t_{table} ($12.05 > 2.01$). The alternative hypothesis (H_a) was accepted.

C. Reasearch Finding

The findings of this study were that $t_{observe}$ is higher than t_{table} ($12.05 > 2.01$). It also found that students who learned to use Vloggers' Video (experimental Class) received higher marks than students were taught through Conventional Method (control class). So the researchers concluded that the alternative hypothesis was accepted or that there was a significant effect from applying Vloggers' video to the ability of students in writing procedure text.

D. Discussion

At the first meeting in the experimental class and the control class was given one pretest question, which was a question about procedure text. The post-test an questions given were also the same as the pretest.

For experimental class on pretest scores, the results obtained by students were very low with the lowest score of 20 and the highest score of 55 because students have never learned about procedure text so that made the problem unfamiliar to them. Then in the post test test in the experimental class, the results shown by the students were very significant, with the highest value of 95 and the lowest score of 75. This could occur because the treatment using vlogger's video

media made students become more enthusiastic in paying attention to the material delivered via vloggers' video. The contents of an interesting video and by using the sound that appears in the video makes it is easier for students to remember each stage that must be done in making procedure text like the one in Vloggers' Video.

For the control class the score obtained by students in the pretest is below average, with the lowest score being 20 and the highest score is 59. In taking the pretest score, the results obtained by students are low because of their ignorance of the material tested on them. Whereas in taking the post-test value in the control class that is with the lowest value 37 and the highest value 81. From the comparison of the results of the post test in the experimental class and the control class is the result of the post test in the control class is still not high with the experimental score. That is caused by giving treatment in the control class not using interesting media but only by using whiteboard media and by lecturing method in learning activities. Whiteboard media and methods applied in the control class make students become receptive to the material conveyed by the teacher.

While based on the results of hypothesis testing in this study, it is used to find out the comparison of the final results of the two classes (experimental class and control class). From these results the researchers concluded that the final results obtained in the control class were lower than the experimental class because there was no use of interesting media during the learning process. It turns out that interesting media is very influential in improving students' learning outcomes.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on research and data processing can be concluded can be drawn as follows:

The ability of students of SMP Muhammadiyah 01 Medan after using vloggers' videos inside while working on the procedure text questions are in the increased category. It means that there is a significant difference between classes that use media vloggers' video and classes that do not use media. With the lowest score obtained in the experimental class is 75 and the highest score is 95. While the lowest score obtained in the control class is 37 and the highest score is 81 in seventh grade of the academic year 2019/2020 in SMP Muhammdiyah 01 Medan.

B. Suggestion

1. for researchers who will conduct research in order to observe in advance about suitable media to be used with the material to be conveyed.
2. For teachers it is recommended to be able to see the shortcomings of children in receiving the material delivered.
3. for the school it is recommended to guide teachers to use the media during teaching and learning activities in schools so as to improve student learning outcomes.

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