THE EFFECT OF APPLYING VLOG PROCEDURE TEXT TO IMPROVE STUDENTS' WRITING SKILL

SKRIPSI

Submitted Partial Fulfillment of the Requiretments
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By

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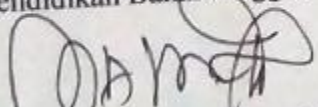
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Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
17 september 19	Abstrak		
	Acknowledge		
18 september 19	Chapter IV and V		
	Chapter 7		
28 september 19	Chapter II		
	Chapter III		
	Chapter IV		
	chapter V		
07 oktober 19	Apendix and reference		
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Medan, 8 Oktober 2019

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ABSTRACT

Cahyani Wulandari, NPM: 1502050155. "The Effect of Applying Vlog Procedure Text to Improve the Students' Writing Skill. Skripsi. English Department, Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara, Medan, 2019

The research was aimed to find out the effect of applying vlog procedure text to improve the students' writing kill**.** The subject of this research was two classes of eleven grade students on Al-Hikmah Senior High School. The first class was XI-MIA 1 as the experimental class which consisted of 40 students and XI-MIA 2 as the control class which consisted of 40 in academic years 2019/2020. By using purposive sampling technique, it was chosen 2 classes; XI-MIA-1(40) and XI-MIA-2(40), with 80 students. XI-MIA-1class was experimental class taught by using vlog and XI-MIA-2 class was control class taught by using conventional Method. Written Test were administrated to the students. The researcher gave a pre-test, treatment and post-test to both groups. Having collected the data by using T-test formula, the result showed that $t\text{-}_{observer}$ was 6165 $t\text{-}_{table}$ was 3790. The fact showed that t-observer was higher than t-table. (The null hypothesis or Ho was rejected and the alternative hypothesis or Ha was accepted). The result of this research concluded that there was a significant effect of Applying Vlog Procedure Text to Improve the Students' Writing Skill.

Key Word : applying vlog, *procedure text.*

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بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

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This study entitled "The effect of Applying Vlog Procedure Text To Improve Student' Writing Skill". It was not easy for the researcher in finishing this study. There were many difficulties and problems faced by her, physically and mentally. Without helping the following people, it might be impossible for her to finish it. The researcher also would like to express her gratitude and appreciation to:

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The researcher realizes that this study is still far from being perfect. So, the researcher hopes suggestions and comments from all the readers, especially from the students of English Department who want to do a research. May Allah SWT the most almighty always bless all of us.

Medan, 11 Oktober 2019

The Researcher

Cahyani Wulandari

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CHAPTER 1

INTRODUCTION

A. The Background of the Study

In English, there are four skills. Namely, listening, speaking, reading and writing. Writing is one of the important skill in teaching and learning process. In fact, writing is the difficult skill for students, but in writing students can express their idea, thoughts, feelings, and experiences to the readers. In writing skill, there are several genres that must learned by students. They are descriptive, recount, narrative, report, procedure and spoof. Hughes (2003: 100) there are several aspects in writing that must be understood by the writer. They are grammar, vocabulary, mechanic, content and organization.

Procedure text is a kind of text which aims to give guidance about step to do something. Basically, this is text consists of tips or sequence of steps in making or in doing such activity (Djuharie 2007: 38). Therefore, teaching students in high level the teacher must has an interesting media or strategy, because if the teacher teach only use a text book a students will be bored. Use the media or strategy make a learning process will be interesting. Arsyad (2006:15) says that media is one of important factors in teaching and learning process. It can attract the students' interest and direct students to concentrate and learning process. So, the teacher use an innovative learning to improve and make students interested in learning writing.

Video is one of media it can be used by teachers to teach their students in the classroom. Use the video, can help the teacher to give the material to the students. Use the video can give more detailed informations about the object content. Than give imagination about the content of the video that is related to the material. The students will be focus to watched video and their could see the act and hear language from video, so they write down in a paper or book.

Teaching writing is how students are required to pour their ideas in written. In curriculum 2013, students are required to be more creative and can communicating ideas and knowledge with their own words. According to researcher observation in SMA Al-Hikmah, the researcher find some factors the students might think the writing is difficult. First, the students difficult in gathering and organizing their ideas in a paragraph, because their have lake vocabulary. Second, the teacher doesn't use the media in teaching writing. Based on the problem, it can be solve if the teacher could be more creative in teaching, so the students are attracted and interesting to study. The teacher can be creative to improving the media in teaching learning in writing.

This study investigate in teaching learning writing procedure text to senior high school by using media vlog. The use vlog, can be interesting and innovative media to guiding the students to write procedure text.

B. The Identification of Problem

The problems of this research can be identified as follows;

1. The students have a lake vocabulary.

2. The teacher does not use the media in teaching writing skill.

C. The Scope and Limitation

The scope of this research will be focused on writing procedure text use vlog.

D. The Formulation of Problem.

The formulation of the problem of this research will be focused on is there any significant effect of applying vlog on students' achievement in writing of procedure text.

E. The Objective of the Study.

Based on formulation above, the objective will be focused to find out the effect of applying vlog on students' achievement in writing skill of procedure text.

F. The Significance of the Study

There are practical benefits and theoretically benefits from this research:

1. The theoretical benefit

A vlog is a video blog post. The term can also refer to a blog made up entirely of video blog (genelius,2016)

2. The practical benefit

a. The English teacher, it will enable to teach English especially writing more than easy and interesting,

b. The researchers, it can increase knowledge and experience in preparing as a teacher that use a media in teaching English.

c. Students, to helping the student to be able writing procedure text using vlog as a media. It can increase the students' motivation to learn English.

CHAPTER II.

REVIEW OF LITERATURE

A. Theoretical Framework

This chapter presents the theoretical review, the review of relevance studies and the conceptual framework. Then, it present some previous studies related to the research, thinking framework the research and hypothesis of the research.

1. Writing

1.1 Definition of Writing

There are many definition of writing that stated by experts. Sholilah (2010:5) explains that writing is a tool to communicate between writing and the reader. Writing is one of the skill that should be mastered by the students. Writing is mental work of the inventing ideas, thinking about how to express them, and organizing them into statement and paragraphs that will be clear to a reader (NunaninYulia, 2010:70).

In the term, Hermer proposes (2004:7) writing is the only skill that can produce a real product, which is touchable, readable, and keep able for along time. When the spoken from of language is an act of here and now world, the written one involves time and also space. In writing, people must get everything right. In writing, need a sequence of process to make I modify until a writing product is fixed. Then the teacher helps the students to be creative and to develop their

message. Hermer (2007:5) mention writing process has four elements: planning, drafting, editing (reflecting and revising) and final version (draf).

According to khoiriyah&Mahendra (2017:279) writing is a way of sharing information, thoughts, ideas and experiences to others in the written from. Through writing EFL learners can inform others, explore and tell what they fell. Pardiyono (2007:2) states that writing is not just giving some informations, message, or ideas in an appropriate arrangement of sentences grammatically. In fact, the information, message, or ideas need to be conveyed through a form of text which is conventionally agreed generally by the society of the language : sme criteria which are bounded are : (1) purpose of the text, (2) rhetorical structure or generic structure of the text, (3) linguistic or grammatical patterns of the text.

From the definition above, it can be concluded that from definitions proposed by many experts. Writing is the productive that students make which they put their ideas on paper. It involves the knowledge in vocabulary and grammar and others to arranges the sentences into good and clear written text.

1.2 The Process of Writing

While line et al (2005: 102) states that there are some steps in the process.

1. Planning

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

2. Writing

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

3. Revising

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

4. Editing

Learners are (with help of their teachers, care gives, or classmates) proof-read their work to make sure that there are not any content, grammatical or spelling errors.

5. Publishing

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

1.4 Writing Assesment Criteria

To know students ability in writing there was some scoring the test. Sugiyono (2013:142-143) there is five scoring components scales namely: (a) content, (b) organization, (c) vocabulary, (d) language use, and (e) mechanism. The specific criteria are described in detail by the following stages:

1. Content

27-30 Excellent to very good: For students with some knowledge of subject adequate or range-limited development, mostly relevant to topic sentences, but lacks the details

22-26 Good to average: For students with some knowledge of subject adequate or range-limited out but lacks the detail.

17-21 Fair to poor: When a student with limited of subject little substance in adequate development of subject.

13-16 Very poor: When a student does not show the knowledge of subject, on substantive, not pertinent or not enough to evaluate.

2. Organization

The organization refers to the student's ability to write idea and information in good logical order. Topic and supporting sentences are clearly stated. The criteria as follows:

18-20 Excellent to very good: where a is to provide fluent expression, ideas clearly stated, sentences were organized logical sequence cohesive.

14-17 Good to average: Some what choppy, loosely organized but the main ideas stand out.

10-13 Fair to poor: Non-fluent ideas confused or disconnected, lack logical sequencing and development.

3. Vocabulary

The criteria for scoring the vocabulary would be given below:

18-20 Excellent to very good: A student with sophisticated range of fictively word form, imitative appropriate register.

14-17 Good to average: Adequate range occasionally errors, meaning not obscure.

10-13 Fair to poor: Limited range, frequent errors of words idiom form, choice, usage, put meaning confused or obscured.

7-9 Very poor: Look of essential translation, little knowledge of English vocabulary, idioms, word, form or not enough to evaluate.

4. Language use

Language use refers to someone capability in write, simple, complex or compound sentences correctly and logically. It also refers to the ability to use arrangement in sentences and some other words, such as nouns, adjectives, and signals. The criteria as follows:

22-25 Excellent to very good: Effective complex construction, few errors of arrangement, tenses, numbers, word order, articles, pronouns, proposition.

18-21 Good to average: Some ineffective complex construction. Frequent errors the use of sentence elements.

11-17 Fair to poor: Major problem in simple complex construction, frequent errors of negations, number etc.

5-10 Very poor: Usually to mastery of sentence construction rules dominated by errors does not communicate, not enough to evaluate.

5. Mechanics

The criteria for scoring the mechanics would be given as follows:

5 Excellent to very good: Demonstrated mastery of punctuations, few errors in spelling.

4 Good to average: Occasional errors in spelling, punctuation, capitalization, write sentences but meaning not obscured.

3 Fair to poor: Frequent errors of spelling, punctuation and capitalization, write sentence.

2 Very poor: No mastery of conversation, dominated by errors of spelling, punctuation, capitalization, write sentence, hand write nor enough to evaluate.

Based on these indicators, then the students able writing recount text using chronological order is classified in quantitative and qualitative system. Scales are as follows:

Table 2.1

Qualitative and Quantitative form

Skill	Skill
Qualitative form	**Quantitative form**
Excellent to very good	90-100
Good to average	70-80
Fair to poor	30-60
Very poor	0-29

1.4 Purpose of Writing

The purpose of writing is the expression of ideas, the conveying of a message to the reader; so the ideas themselves should arguably be seen as the most important aspect of the writing. Leki in Fauziati (2010: 46) states that the main purpose of the learners' writing activity is to catch grammar, spelling, and punctuation errors. Mc.Mahon et al (1996: 8) states that are many purposes of writing and the following are those;

1.To express the writers feeling

The writer wants t produce and express what she/he feels or thinks through written forms, as in diary or love letter. It is what is so called expressive writing.

2.To entertain the readers

The writer intends to entertain the readers through written forms. The writer usually uses aesthetical materials to entertain the readers. It is called literary writing.

3.To inform the readers

The writer intends to give information or explain something to the readers. It is a kind of informative writing.

4.To persuade the readers

The writer tries to persuade or convince the readers about his opinion or concept or idea. It is called persuasive writing.

1.5 Teaching Writing

According to Reimes (2010:8) explains that teaching is a process that will make the students learn and something. It can be done not only in classroom but also out of classroom. In teaching and learning , the teacher tasks are planning, preparing and motivating the students to join with their lessons. Raimes (2010:23) mentions that the purpose of writing. They are writing for reinforcement: to reinforce something that students have just learned to understand or say, writing for training : similar to writing for reinforcement but differs in that it is not limited to reinforcement of grammatical structures previously presented in another mode, writing for imitation: uses models of content or form as a stimulus for writing and students become familiar with rhetorical and syntactic forms by following carefully chosen models, writing for communication, writing for learning.

6. Genre

2.1Definition of Genre

According to Hyland (2006: 46) genre is abstract, socially recognizes ways of using language. Genre is based on two central assumptions: that the features of

a similar group of texts depend on the social context of their creation and use. Those features can be described in a way that relates a text to others. Genre is used to refer to particular text-types, not to traditional varieties of literature. It is a type of text, defined in terms of its social purposes also the level of context dealing with social purpose.

Pardiyono (2007: 2) states that genre is a text type that functions as a frame reference that a text can construct effectively; effective purpose and construction of text element also diction. According to Martin in Hyland (2006: 48) genre shows how frequently recurring linguistic patterns, or elemental genres. It is seen as a staged, goal-oriented social process, emphasizing the purposeful, interactive, and sequential character of different genres and the ways that language is systematically liked to context.

Based on definition, it can be conclude genre is a type of text that have some functions and message or ideas that we can to written.

2.2 kinds of Genre

According to Anderson, Kathy (1997: 3) there are twelve kinds of genre.

a.Recount

It is kind of genre that its social function is to retell event for the purpose of informing or entertaining.

b.Report

It is a kind of genre that has function to describe that way things are with reference to range of natural, man-made and social phenomena in environment.

c.Discussion

It is a kind of genre that has function to present at least two points of view about an issue.

d.Explanation

The social function of explanation is to explain the process involved in the formation or working of natural or socio cultural phenomena.

e.Exposition (analytical)

It is a text that its social function is to persuade the reader or listener that something in the case.

f.Exposition (hortatory)

It is a text that its social function is to persuade the reader or listener that something should not be the case.

g.News item

It is a kind of genre that has a social function to inform reader, events of the day which are considered newsworthy or important.

h.Anecdote

It is a text that has social function to retell an event a humorous twist.

i.Narrative

It is a kind of text that has social function to amuse, entertain, and to deal with actual or vicarious experience in different way. It deals with problematic events which lead to crisis or turning point of some kinds, which in turn finds a resolution.

j.Procedure

It is a text that has social function to describe how something is accomplished through a sequence of actions or steps.

k.Description

It is a text that has social function to describe a particular person, place or thing.

l.Review

It is a kind of genre that it's social function is to critique an art work or event for a public audience.

3. Text

3.1 Definition of Text

Oxford Advanced Learner's Dictionary stated that "text is the main written or printed part of a book or page, contrasted with notes. Longman Dictionary of Applied Linguistics stated that "text /tekst/ is a piece ofspoken or written language. A text may be considered from the point of view of its structure and/or its functions.

4. Procedure Text

4.1 Definition of Procedure Text

in writing, there are some kinds of writing. One of them is procedure text. Procedure text is the text used to explain how to make something using steps or method. According to Bachtiar (2010:398) procedure text tells how to make

something through a sequence of actions or steps. Moreover, it is also a kind of text which we can find in daily life, such as manual and recipes(Emilia, 2011:98).

4.2 Generic Structure of procedure text

Furthermore, the generic structure of procedure text (Djuharie, 2007: Emilia, 2011):

a. Goal: telling about the aim of activity and predict the conclusion might happen.

b. Material: material that needed to make something or to do activity.

c. Step**:** consisting step in sequential order to complete the procedure of making or doing something.

4.3 Language Features

The language features of procedure text (Djuharie 2007, Emilia, 2011):
(a)using action verb inform of imperative and command, such as: pour same water into the glass, (b)using simple present,(c)using sequence connector, for example: first, second, then, while, next, etc, (d) using number, such as three eggs, four kgs of flour, etc, (e) using words, phrase or clause which indicate when certain step will be done. For example: when the spot is dry, record the time it has taken, (f) sometimes using adverb of manner, or words, phrase, and clause which indicate of how to do something. For example: with the measuring jug, fill the bottle…..carefully….quickly.

5. Video

5.1 Definition of Video

Video is a technology that was developed to help individuals with visual impairments enjoy films and television program (Hoffner et al, 2008:578). Video consists of audio and visual. Djamarah and ZaininSafitri (2010:18) say that audio-visual is the complete media because both audio and visual are used in the class, for example: television, film, video, etc. According to Hoffner (2008:577) states that there are many functions of video, one of them are for education:

(1)To show the real data. (2)Watching a video can be a passive experience for the viewers.(3)To create motivating, memorable and inclusive learning experience. (4)Video can be an effective communication to complex the information to students and, if used creatively, can become a powerful expressive tool. (5)Springboard for students action and interaction in teaching and learning.

5.2 Types of Video

According Harmer (2005:284) states that there are three basic types of video can readily be used in class, they are:

a.Off- air program video

Off –air program video is all channels in television that is recorded become video. This video is difficult video to understand by students because they are very length and difficult to comprehend.

b.Real-world video

Real-world video is not really different from off-air programs. Features films, manual exercise, wildlife documentary or comedy are example of real-world videos.

c.Language learning video

Language learning video is the video that is accompanied by course books. This video is comprehensible, best used for every subject in the class, and it is designed with interesting topic. Yet, this video has weakness: they have unauthentic situation and language, the content is not suitable with culture and real world situations.

5.2 The Benefit of Using Video

According to Berk (2009: 2) videos can have a strong effect on the mind and senses. While, according to Tomalin (1991: 48) there are some benefits of teaching English using video. They are as follows:

a. Children enjoy language learning with the video

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

b. Video is an effective way of studying body language

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

c. Children gain confidence through repetition

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

Raimes (1997: 8) states that video can draw the attention of the students (attention), come up the emotions to being more active in writing lessons (affection), support the students in sharing their feelings in written forms (cognitive), and help the students who have less achievements in lesson orally (compensatory). Video is related to writing action. The researcher chose video as an appropriate media to teach procedure text writing.

6. Media

6.1 Definition of Media

Oemar Hamalik (2011) purpose that the media are tools, methods, and techniques used in order to further streamline the communication and interst among teachers and students in the educational process and learning in schools. In addition, Daryanto (2016;6) also stated learning media is everything that can be used to deliver the message (materials, learning), so as to stimulate attention, interest, thoughts, and feeling of students in learning activities to achieve learning objective.

6.2 Criteria of Good Learning Media

According to Sudjana and Rivai (2009:4), there are many things that should be considered by the teachers in using media. First, the teachers should understand about learning media, such as kinds and advantages of learning media, characteristics of good media. Second, the teachers should be able to develop learning media. Third, the teachers should have knowledge and skills in seeing the effectiveness of media.

There are some characteristics of good media according to Sudjana and Rivai (2009:4). They are:

1. Match with the teaching objectives

Learning media are chosen based on instructional objectives. Those instructional objectives include understanding, application, and analysis.

2. Support the content of the materials

The materials that include facts, principles, and generalization need media in order that the students will understand the material easily.

3. Easy to obtain

Media that are needed by the teachers should be easy to get. At least the media are easy to be designed by the teachers.

4. Easy to use

There are many kinds of media, but the important things is that the teacher should know how to use the media in teaching learning process. If the teachers do not know how to use media, they are unless. Therefore, good media should be easy to be used and they are not too complicated.

5. Match with the students' intelligence

Media should be appropriate with the students' intelligence, so the materials can be understood easily by the students.

6.3 Classification of Learning Media

Mahajan (2012: 6-7) proposes that there are seven categories of learning media, namely: (a)graphic Media: this media includes any kinds of printed media. Such as books, pictures, photographs, maps, charts, posters, and diagrams. (b)display Media; it is a board used to show information in small group, for example, bulletin board, flannel board, and peg board. (c)three dimensional media; it is a medium that has 3D shape, such as models, objects, specimens, puppets, etc. (d)projected Media; it is kind of media that needs projector to show the message, such as slides, filmstrips, films, tapes, and records. (e)audio Media; it is a media that just can be heard, for example, radio, audio, cassettes, etc. (f)video Media; this media is combination between audio visual, such as television, video cassettes, etc. (g)activity Media; it is a media that can act some activity, such as dramatization, demonstration, and role-playing,

6.4 Function and Benefit of Learning Media

According to Singh (2005), there are so many advantages of using learning media, especially audio visual media, such as:

1. Best Motivators: They are the best motivators. Students work with more interastand zeal. They are more attentive.

2. Fundamental to verbal instructions: They help to reduce verbalism which is a major weakness of the schools. They convey the same meaning as words mean. They give clear concepts and thus help to bring accuary in learning.

3. Clear images: Clear images are formed when we see, hear, touch, taste and smellas our experiences are direct, concrete and more or less permanent. Learning through the sense becomes the most natural and consequently the easiest.

4. Vicarious Experience: everyone agress to the fact that the first hand experience is the best type of educative experience but such an experience cannot always be provided to the pupils. So in some situations certain substitutes have to be provided. For this we find a large number of in accessible objects and phenomenon. For example all the students in India cannot possibly be shown TajMahal etc. In all such cases audio-visual aids provide s the best substitutes.

5. Variety: Audio-Visual aids provide variety and provide different tools in the hands of the teacher.

6. Freedom: The use audio-visual aids provide various occasions for the pupil to move about, talk, laugh and comment upon. Under such an atmosphere the students work because they want to work and not because the teacher wants them to work.

7. Vlog

7.1 Definition of Vlog

A vlog is a video blog post. The term can also refer to a blog made up entirely of video blog posts (genelius, 2016). Vlog posts are created by creating a video of yourself or an event, uploading it to the internet and publishing it within a post on your blog. Vlog has a little different from blog. The differences is, vlog is a digital content that utilizes audio visual media that currently found on youtube while blog is a content writer or sharing via internet media through writing. Through vlogs, people can share topics in varies, for example tips, hacks, hobbies, experiences, speech and others. The person who plays or creates the vlog is call the *vlogger.*

7.2 How to Make a Vlog.

a. Preparation

Before you dive into making your first vlog you should have a general idea about what type of vlog you want to make. Having a plan for making vlogs is important if you want to become a successful vlogger. Look at popular vloggers, it can help you to make a vlog.

b.Recording your vlog

Once you have a good idea of what you want your vlog look like it's time to start recording. Before that you must write a script for what you want to say in your vlogs. If it feels like you are directly reading of your script in your vlogs they will become very monotonous and boring. And make your vlog interesting, because people watch vlogs for their own entertainment so it's very important that your vlogs are interesting and then be yourself.

c. Editing your vlog

When you have recorded enough footage to make a vlog you can start editing you raw footage into a finished video you can upload on youtube.

d. Uploading your vlog

Now that your vlogs is recorde, edited and expoted into a video file that you can upload to youtube it's time to get the vlog online. Choose your video title in your vlog you must write your title and write your video description.

e.Promoting your vlog

Now that your vlog is uploaded to youtube you are done right? Not yet! Over 300 hours of video are uploaded to youtube every minute so if you want to get views you'll need to promote your vlogs.

B. Relevant of study

The first study was done by FildzahArifah (2018). It was "video blog as the developing media of writing recount text for students in senior high school". The research show a vlog to the students. After that the students must be analysis this video.

C. Conceptual Framework

Writing is one of communication forms and skill in English. Writing is a make a good sentence and arrange the sentences. In writing, it takes the idea, opinion and experience 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 make something.

The main goal of use vlog in teaching writing skill on procedure text. It can make process teaching learning more than interesting. Using vlog can motivate, enjoy, and easy to students. It can make the students interest to study, they did not bore and stimulate language use.

Table 2.2

Activities	Teacher	Students
Pre-teaching	Greeting	Greeting answer.
Main Activity	1. The teacher explained to the students of the important things that must be included in writing such as vocabulary, structures of sentences, grammar and etc. 2. The teacher explained about writing procedure text and about vlog. Then teach the students how the way to apply this media in writing. 3. After that, the teacher showing the example vlog about procedure text. Then to explain about the procedure text (generic structure and language feathures)	1. The students pay attention and given responed and they make a note. 2. The students listen the teachers' explanation. 3. The students listen to teachers' explanation. And focus to the video and note it. 4. The students do what the teacher ask them 5. The students followed the teachers' direction 6. The teacher give their responsive. 7. The students followed the teachers' direction. The students may ask the teacher, if they

	4. The teacher give example about the lesson. Then ask to the students what the kind of material in this picture.	are confused
	5. The teacher invited the students to write down on white board	
	6. The teacher check answer the students and give correction if any wrong answer.	
	7. After the students understand about the lesson. The teacher ask the students to make a procedure text beside their experience.	
	8. After finished, the students collect this assignment to teacher.	
Closing	1. The teacher ask the students was be the reflections about what they have learned before and making conclusion.	1. The students recalled new information and knowledge from the method.

D. The Hyphothesis

1. If alternative hypothesis (Ha) would accept and hypothesis nol (Ho) would not accept, there is a significant effect of Applying Vlog.

2. If hypothesis nol (Ho) would accept and alternative hypothesis (Ha) would not accept, there is no a significant effect of Applying Vlog.

Ha: There is a significant effect of Applying Vlog on Students' Achievement in Writing Skill of Procedure Text.

Ho: There is no a significant effect of Applying Vlog on Students' Achievement in Writing Skill of Procedure Text.

CHAPTER III

METHODE OF RESEARCH

A. Location

This research was conducted at SMA AL HIKMAH, which located Jl.Marelan Raya Pasar 4 Barat No 10 Rengas Pulau, kecamatan Medan Marelan. The reason for choosing in this school because based on the research's observation, the researcher found that the students have some problem in writing procedure text, such as make a paragraph and determine about the generic structure

B. Population and Sample

1. Population

The population of this research will be taken in tenth grade students of SMA AL-HIKMAH. Which consists only two classes. There are XI-MIA1 and XI-MIA 2 and each class consisted of 40 students. Thus, the total of the population was 80 students.

2. Sample

Based on Arikunto's suggestion (2006 :130) is "if the subject of the population isless than one hundred , it is better that all population are taken as sample and if the subject of the population consists of large number , the sample can be taken between 10-15 % of population " so the sample of this research is all the population ,it is 60 students The total of the sample is 60 students that consists of 30 students in class XI-MIA1 and 30 students in class X IPS 2

Table 3.1

The Sample

No	Class	Sample
1	XI-MIA 1	40
2	XI-MIA 2	40
TOTAL		80

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C. Research Design

The experimental quantitative research design was applied in this research. The experimental quantitative will be studied with two different groups, experimental that consists of 40 students and control group consists of 40 students. In this research, experimental group taught by using vlog , and the control using text book. The design was applied in order to investigate the effect applying vlog teaching on the students' achievement in writing skill of procedure text.

Table 3.2

Research Design

Group	Pre test	Treatment	Post test
Experimenal		ü	√
Control	√	_	√

1. Pre-test

Pre-test was conducted to find out the students' ability in writing before having a treatment. Both group, the experimental and control group will be given pre-test. A pre-test is administrated to the experimental group and control group will be given a same test. The pre-test is useful to know the mean score of experimental and control group.

2. Treatment

The treatment refers to the procedure of teaching. The treatment was given for this two class, experimental group and control group. Both of groups will be taught the same material by using different way. The experimental group is taught by using vlog and control group by using Conventional Method.

3. Post-test

The post-test is conducted to know each students' writing ability after the treatment applied. It is administrated to experimental group and control group. The administrating of the post-test means to find the differences scores of both experimental and control groups.

D. Instrument of The Research

To collect research data was the test as the instrument of this research. The test was written test. In this case, the students wrote a recount text. To make sure the test was good, the researcher examined its validity, reability, and difficulty level.

1. Validity

The validity of each test was calculated by using person's product moment formula as follows:

$$rxy = \frac{N\, \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma x^2 - (\Sigma x)^2\}\{N\Sigma y^2 - (\Sigma y)^2\}}}$$

Where:

Rxy = the correlation of the scores on the two halves of the test,

N = the number of the students in each group,

X = the score of each text,

Y = the sum of all text' score,

XY = the multiplication of the X and Y scores,

ΣX = the sum of total X score in each group,

ΣY = the sum of total score from each students,

ΣXY = the sum of multiple of score from each student with the total score,

ΣX2 = the sum of the square score in each text, and

ΣY2 = the sum of all texts' square

2. Reliability

The reliability of each test was calculated by using person's product moment formula as follows:

$$r = \frac{N\,(\Sigma\, XY) - (\Sigma X)(\Sigma Y)}{\sqrt{[N(\Sigma x^2) - (\Sigma x)^2][N(\Sigma y^2) - (\Sigma y)^2]}}$$

Where:

r   = the reliability of the test

ΣX   = sum of the X scores

ΣY   = sum of the Y scores

Σx^2 = sum of the squared X scores

ΣY^2 = sum of the squared Y scores

ΣXY = sum of the products of paired X and Y scores

N   = number of paired scores

3. Difficulty Level

The difficulty level of a test was indicated by the percentage of the studentwho gets the item right. The more difficult an item was, the fewer was the students who selected the correct option. To know the difficulty level, the writer used the formula:

$$TK = \frac{B}{JS}$$

Where:

TK   = The difficulty of the index

B   = The number of the students who answer an item correctly

JS   = The total number of the students

4. Technique of Collecting Data

The data was collected by giving the test to the students. Several steps are used to collect the data: (1) give the pre-test (2) apply the treatment, which vlog to the

experimental group, while the control group is taught by using lecturing method (3)give post-test to both of the classes (4)collect the students' answer sheets.

5. Technique of Data Analysis

There were some steps in analysing the data as follows:

1. Correcting the students' answer.

2. Scoring the students' answer.

3. Listing the students' score into tables, first for the experimental group's score and the second for the control group's score.

4. Calculating the total of the score.

Coefficient of correlation :

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i{}^2 - (\sum x_i)^2\}\{n \sum y_i{}^2 - (\sum y_i)^2\}}} \text{(Sugiyono, 2015:255)}$$

a. Test of Significant :

$$t = \frac{r_{xy}\sqrt{n-2}}{\sqrt{1-r^2}} \qquad \text{(Sugiyono, 2015:259)}$$

b. Test of Linear

Y = a + Bx

$$a = \frac{(\sum Y_i)(\sum X_i^2) - (\sum X_i Y_i)}{n \sum X_i^2 - (\sum X_i)^2}$$

$$b = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{n \sum X_i^2 - (\sum X_i)^2} \qquad \text{(Sugiyono, 2015:262)}$$

c. Test of The Effect

D = (rxy)^{2}x 100 %

d. Test of Sample Related

$$t= t = \frac{x1-x2}{\sqrt{\frac{(n_1-1)S_1^2+(n_2-1)S_2^2}{n+n_2-2}\left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}$$ (Sugiyono, 2015:273)

Note :

t   = test

X_1 = Average of variable 1 (Experimental Group)

X_2 = Average of Variable 2 (Control Group)

$S_1{}^2$ = Standard deviation squire (variants) of sample 1 (Experimental

         Group) and sample 2 (Control Group)

n   = Total of Sample

n_1 = Number of cases for variable 1 (Experimental Group)

n_2 = Number of cases for variable 2 (Control Group)

1   = Number Consonant

r   = Correlation of product moment between X_1 and X_2

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

The finding of the research showed that there was a difference between both of classes. Based on the calculation, t-observed (6.165) was higher than t-table (37.90) with the degree of freedom (38) at the level of significance (0.05). It also found that the students who were taught by effect applying vlog procedure text to improve students' writing skill (experimental class) got higher scores than the students who were taught by conventional method (control class). So, the researcher concluded that the alternative hypothesis (Ha) was accepted and null hypothesis was rejected (See appendix 10). It meant that there was a significant effect of applying vlog procedure text to improve students' writing skill.

B. Discussion

In this research, the writer effect of applying vlog procedure text to improve students' writing skill. In the previous chapter, the researcher had explained that writing was not as easy as people thought. It was not easy to have a ability to write text from the printed page and interpret the informations appropriately. Therefore, the teacher should have a new method which could attract the students' attention in teaching writing as a solution of the problem. The effect of applying vlog procedure text to improve students' writing skill help the students write text. the teacher should help and support the students to understand the content of the

text until they could give their best answers to the questions given with their writing ability independently.

When the research was conducted, applying vlog procedure text to improve students' writing skill. in experimental class, while control class was taught by conventional method. The research was started on 29th August 2019 and ended on 3rd September 2019. The description of the result gotten was explained below:

1. The Score of Pre-test and Post-test Experimental Class

   a. Pre-Test

   From the result of pre-test, the total score of students was 2626 and the number of students who took the test was 40 students. The mean score of pre-test was 65.65. from 40 students, there were 38 students who got the score under 75. This showed that all of the students' in writing procedure text were low and their score had been to be standard (See appendix 6).

   b. Post- Test

   After the researcher gave the treatment of, applying vlog procedure text to improve students' writing skill, a post-test was given to the students in experimental class. Based on the result of post-test, the total score of students was 3431. The mean score of post-test was 85.77 from 40 students, all of the students got score higher than 75 (See appendix 6). This showed that there was an , applying vlog procedure text to improve students' writing skill.

From the pre-test and post-test result, it was concluded that most of students that were taught by effect applying vlog procedure text to improve students' writing skill. It could be said that there was a significant difference between students' scores. From the data, there were 40 students had their scores increased and no one of them had their scores decreased or constant. The increasing scores showed that effect applying vlog procedure text to improve students' writing skill.

2. The Score Pre-Test and Post-Test in Control Class

a. Pre-Test

Based on the result of pre-test, the total score of students in control class was 2347 and the number of students who took the test was 40 students. The mean score of pre-test in control class was 58.67. The lowest score of pre-test was 48 and the highest score was 68 (See appendix 7).

b. Post-Test

After researcher gave pre-test to the students in control class, the students were given the post-test. Based on the result of the post-test, the total score was 2733 and the number of students who took the test was 40 students. The mean score of post-test was 77. The students' writing procedure text was better than previously, but they still had difficulty on finding out the implicit informations in writing procedure text. From 40 students, there were 17 students who got the highest score, which were 75. While 16 students got score under 23 (See appendix 7).

Based on the test which was given to the students in control class, the students' mean score was 58.67. After the pre-test, the researcher conducted the post-test without treatment of applying vlog. Consequently, the students' mean score of the post-test in this group was 77. It could be seen that the difference between the mean score of the pre-test and post-test of this group was 9.5.

3. The Difference Score of Experimental Class and Control Class

The data showed that in experimental class that the highest score was 90 while the lowest score in experimental class was 77 with the total score was 3431 (See appendix 6). From the control class, the highest score was 68 and the lowest score in control class was 48 with the total score 2733 (See appendix 7).

It could be said that there was a significant difference between the students' score from both of classes. The students who were taught by giving treatment got a better result than those were taught without giving treatment. From the data, there were 40 students had increasing score, 0 student was constant, and o student was decreased. The increasing score showed that the students had writing procedure text.

4. Validity Test

The data of validity test was presented in the calculation of validity (See appendix 10). In gaining the validity test, the result of validity calculation was 48.90. It showed that the validity of the test was very high. It could be seen in the following range of validity based on Arikunto's statement. If validity result was

0.00-0.20, it meant the validity was low. The validity between 4.890-1.695was sufficient. If it was 0,41-0,70, it meant that the validity result was high, and the last value of validity 0,71-1,00 was very high.

5. Reliability Test

From the data that presented in calculation of reliability test(See appendix 10) Person' product moment was used to find out the reliability of the test. Based on the calculation, the result of reliability test was 5.965. Reliability test was good if the value was > 0,90. It was considered high if the value 0,70-0,90. If the value was 0,50-0,70, then it was sufficient. Lastly, < 0,50 was regarded low. If the result was low, then the possibility of one or some items was not reliable. It meant that the result of reliability test in this research was perfect.

6. Statistical Hypothesis Test

The last step in analyzing the data was using statistical hypothesis test. It was used to know whether there was any significant effect of using Task-Based Language Method on the students' achievement in writing recount text. With the criteria examination, Ha was accepted if $t_{oberver} > t_{table}$ where t-observer was gotten by distribution with dk = n – 2. dk = 40 – 2 = 38. □ = 5% = 0,05. To know the statistical hypothesis of this research, the researcher used t-test formula. The result of the statistical hypothesis showed that there was a difference of output between both of classes. Based on the calculation, t-observed (6.165) was higher than t-

table (3790) with the degree of freedom (24) at the level of significane (0,05). It also found that the students who were taught effect of applying vlog procedure text to improve students' writing skill. (experimental class) got higher scores than the students who were taught by conventional method (control class). So, it was concluded that the alternative hypothesis (Ha) was accepted null hypothesis was rejected .It meant that there was a significant effect of applying vlog procedure text to improve students' writing skill.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, it was found there was a significant effect of applying vlog procedure text to improve students' writing skill. vlogmethod was one of resolution to help students more active and improve the students' in writing procedure text. It proved from the total scores of pre-test and post-test, 26.26 and 34.31 respectively. It was found that was t-test higher than t-table or 6165 > 3790 with df = 38 in significance level 5% .

B. Suggestion

Referring to the conclusion above, some suggestion were stated as the following :

1. The English teachers are suggested to applying vlog proceduer text teaching writing skills. By applying vlog, the teachers easily teach writing interestingly because this method can help the teacher easily to manage students in the class, it also can make the students enjoy, active, and learn new vocabulary easier.

2. The students are suggested to do a lot of pratices to master writing. After they learn writing skills with applying vlog, they can add knowledge about writing skill and increase their knowledge about procedure text.

3. The readers, this finding is a basic information to increase the knowledge applying vlog in teaching learning process.

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Documentation

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A. Formal Education

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