

**THE EFFECT OF APPLYING PROJECT BASED LEARNING METHOD
BY USING VIDEO TUTORIAL ON THE STUDENTS' ABILITY IN
WRITING PROCEDURE TEXT**

SKRIPSI

*Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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MEDAN

2018

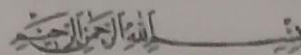


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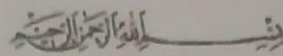
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ABSTRACT

Syafni Khoiriza. “The Effect of Applying Project Based Method by Using Video Tutorial on the Students’ Ability in Writing Procedure Text”. Skripsi: English Department of FKIP UMSU Medan, 2018.

The objective of this research was to find out The Effect of Applying Project Based Learning Method by Using Video Tutorial on the Students’ Ability in Writing Procedure Text. The study applied the experimental method. The population of this study was tenth year students of 2017/2018 senior high school (X IPS 1 and X IPS 2, and X IPA) at SMA AL HIDAYAH which consisted 90 students. The sample were divided into two groups, the first group was the experimental that consisted of 27 students treated by using project based learning method by using video tutorial and the second group was the control consisted 27 students treated by using conventional method. The data were acquired by administrating a writing test of a procedure text. After analyzing, the result of the students’ ability in writing procedure text using project based learning method by using video tutorial was higher than those taught by using conventional method. The result of the data was $t_{observed} > t_{table}$ or $7,767 > 1,708$. It means that the alternative hypothesis is accepted and the null hypothesis is rejected.

Keywords: Project Based Learning Method, Video Tutorial, Procedure Text, Students’ Ability

ACKNOWLEDGEMENTS



Assalamu'alaikum Wr.Wb

In the name of Allah SWT, the most beneficent and the most Merciful. Firstly, the writer would like to thank Allah SWT, the most Almighty and Most Gracious for the blessing who has given me the opportunity in finishing and completing this skripsi. Secondly, blessing and peace be upon to our prophet Muhammad SAW, who had brought us from the darkness into brightness one in the world.

This skripsi is entitled **The Effect of Applying Project Based Learning Method by Using Video Tutorial on the Students' Ability in Writing Procedure Text**. In writing this skripsi, there were many difficulties and problems faced by the writer and without much help from the following people, it may be impossible to finish this skripsi.

Especially for the dearest parents, Mulyadi and Nurmaningsih, who always give her love, support, advice, material help and prayer during, before and after her academic year in completing her study in UMSU.

Therefore, the writer would like to express her thanks to the people who have given guidance, support and spirit during the completion of this research, they are:

1. Dr. H. Agussani, M.AP, the Rector of University of Muhammadiyah Sumatera Utara

2. Dr. Elfrianto Nst, S.Pd., M.Pd the Dean of FKIP UMSU who has given facilities, recommendation and permission to conduct this research.
3. Mandra Saragih, S.Pd., M.Hum and Pirman Ginting, S.Pd., M.Hum as Head and Secretary of English Department Program of FKIP UMSU for their administrative service and encouragement in finishing this research.
4. The Best Supervisor Drs. H. Taslim Tanjung, M.Ed. for his valuable advice, ideas, and suggestion during the process of finishing this research.
5. Her deep thanks to all lectures of FKIP UMSU who had given valuable thoughts in lecturing during the academic year in UMSU.
6. Abdul Muhammad Haidir Saragih, M.A, the Headmaster of SMA AL HIDAYAH all of his students in the ten grade of SMA AL HIDAYAH who have participated in this study.
7. Her beloved teachers in PPL, Lona Marlina, S.Pd who has been giving idea and sharing.
8. Her beloved sister, Ervita Yunistia, Amd.Kom, and Putri Andriyani. Thanks a lot for the pray.
9. Her Dearest classmate in A Afternoon of English Education Program for their support and information.
10. Her dearest all of PPL friends for support and helpful in completing the task PPL.
11. My best friend, Syahrul Rahmadani, Anggi Pratiwi, Raka Sari Kusherliatna, Mita herdyanti who always gave cared supported to finishing her study at FKIP UMSU.

Finally, the writer realizes that this study is still far from being perfect, but she hopes that this study will be useful for the readers especially students of English Education Program. May Allah SWT bless all of us. Amin.

Wassalamu'alaikum Wr.Wb.

Medan, March 2018

The Researcher,

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CHAPTER 1

INTRODUCTION

A. The Background of the Study

The project based learning method in writing procedure text is useful for the students' age of senior high school at SMA AL HIDAYAH of on Jl. Letda Sudjono, Gg. Perguruan, No.4 Medan, Sumatera Utara, Indonesia. Method is what actually happens in classroom. A systematic teaching method that engages students in learning essential knowledge and life-enhancing skills through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully designed products and tasks. According to Barel, Baron, and Grant, project based learning as using authentic, real world project, based on a highly motivating and engaging question, tasks, or problem to teach students academic content in the context of working cooperatively to solve the problem. Project based learning by actively engaging students and encouraging their creatively. It revitalizes the classroom culture, enabling educators to rediscover the joy of learning alongside their students. It means that project based learning is a kind of teaching method used by teacher to help the students participate actively by expressing one's ideas after another continuously based on the topic given. The result of project based leaning shows that the students are motivated to write. So, by using project based learning, the students more enjoyable in learning English. Therefore, there were some reasons based on writer's experience, such as: the students are not interested in writing procedure text, the teacher dominantly apply

conventional method while teaching and learning process, Some of the students were are less interested in following the teaching of English, especially in writing procedure text, the students were bored and not interested in writing procedure text, is the students are not motivated because teacher did not use an interesting method.

The first reason, the writer found that students' problems which the students was still difficult to write a procedure text. Some of the students were are less interested in following the teaching of English, especially in writing procedure text. Students argued English it very difficult to understand, and some of the students also think that English is not important because English is a foreign language. Therefore, students are very difficult to write a procedure text. Students in writing procedure text of luck of confidence. And students lack of understanding in the form of writing procedure text. For many students, it's because they still do not understand the rules in writing simple sentence.

The second reason, the students were bored and not interested in writing procedure text. Because there are still many students were struggle to make procedure text, and the students feel that they have an interest in writing a procedure text. Most students do not enjoy writing. They find teachers' way of teaching is boring and uninteresting. Many students find it difficult to write a procedure text because they don't know the generic structure.

The third reason is the students are not motivated because teacher did not use an interesting method. It make student's idea cannot be developing good and feel bored for a review following the learning activities. The

problems faced by learners in English language must be solved by using appropriate and interesting media in the process of teaching and learning English at class, it is expected learners will be in receiving writing materials from teachers .

Finally, the writer conclude that project based learning method as the method in teaching procedure text. Project based learning is one of this method effectively the students achievement in teaching procedure text was a good method to comprehend the students' learning ability and make the students' to not get bored. This method could be help the teacher in teaching learning process. The other word, this method one of a good method for writing. Project based learning would be more effectively if there are media which can help students to write a procedure text. The applied to support the success of the implement of project based learning by using video tutorial. Using video tutorial can combine in learning process to be interaction and communication. So, the combination of project based learning method and using video tutorial is the effective way to teach writing procedure text.

Based on the reasons above, the writer chose on the study on title **“The Effect of Applying Project Based Learning Method by Using Video Tutorial on the Students Ability in Writing Procedure Text”**.

B. The Identification of the Problem

The problem of this research are identified as follows:

1. The teachers' way of teaching english is boring and uninteresting for students.
2. The students' difficulties in writing a Procedure text is mainly focused on the generic structure.
3. Teacher's teaching method is predominantly used conventional method.

C. The Scope and Limitation

This study aim focused in writing. The limitation of the study is on the students' writing procedure text at the ten grades of SMA AL-HIDAYAH at academic year 2017/2018 by using project based learning method.

D. The Formulation of the Study

Based on the background of the study, the formulation of this study were formulated as follow:

1. Is there any significant effect of applying project based learning method by using video tutorial on the students' ability in writing procedure text?"
2. What are students' difficulties of applying project based learning method by using video tutorial on the students' ability in writing procedure text?

E. The Objectives of the Study

The objectives of this study were expected as follows:

1. To find out the effect of applying project based learning method by using video tutorial on the students' ability in writing procedure text.
2. To investigate the students difficulties of applying project based learning method by using video tutorial on the students' ability in writing procedure text.

F. The Significance of the Study

The findings of this study is expected to be useful theoretically and practically.

a. Theoretically

Theoretically this study will give valuable information to those who concern in developing the writing procedure text by applying project based learning method.

b. Practically

The findings of the study are expected to be significant for:

1. For the English teacher, were suggested to applying project based learning method by using video tutorial on the students' ability in writing procedure text. To reach the better result, it was better if the English teachers give the topic based on the students' knowledge and to make useful variation in teaching writing especially in procedure text.

2. For the students, it was suggested that they should practice project based learning method by themselves to increase their ability in writing and make able to develop their ideas, and then, to adding their knowledge skill about procedure text.
3. For the writer, useful knowledge about teaching project based learning method and will help improving herself at the school.
4. For the reader's at University of Muhammadiyah North Sumatera Library, to enrich reader's knowledge about teaching method and writing procedure text.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

As a result of an action or other cause. The effect is a change that happens and produces a result in conducting a research, theories need to explain some concept or terms apply in research concern. The terms must be clarified to avoid confusion. So the researcher and the reader may have the same perception of them.

1. Writing

Writing is one of the most important skills in learning language beside reading, speaking and listening. Writing is derived from the verb “to write”. Writing is to convey exact meaning accurately and clearly organize ideas in idea in a logical structure the register appropriate for a task/situation. The ideas of the message cab be conveyed in sentences, single paragraph or extended text.

Pradiyono (2006:49) said that a text many consist of one until three paragraph event it can be consisted of one sentence only. In writing the students are encourage to focus on accurate language use and language development. The objective of teaching writing is it help students learn how to write in various genres. The will focus on writing text in form of paragraph. Writing is one of the language skills that students should know when learning a language. Pradiyono (2006:249) says writing is the ability to use the structure,

the lexical item and the conventional representation, in ordinary matter focus in writing.

From the quotation above, the researcher concludes that writing ability is someone capacity in using grammar on organizing the lexical item to express her/his ideas in form of written representation. Writing should be organizing effectively and includes some aspect such as idea, word choice, grammar, content, and coherent. In this simple form a process approach ask students to consider a procedure of putting together a good piece of work. We might for example to discuss the concept of first and final with our students and then ask them to say whether the following activities take place a first and final stages and to put them in the best order:(1) Check language use. (2) Check your spelling. (3) Check your writing for unnecessary repetition or word or information. (4) Decide on the information for each paragraph and the order the paragraph should go on. (5) Note down the various idea. (6) Select the best idea for the conclusion. (7) Write a clean copy of correct version. (8) Write ought to rough version.

1.1. Genres of Writing

Genres must deal with kinds of text. It has communicative purpose or social function, generic structure, or text organization and language feature Genre organizing concept for cultural practices. Genre is based on accession, function, behavior, and interaction structures. Each of text uses different language feature.

According to Sanggamand Kisso (2008), based on generic structure and language feature dominantly used text are divided into several type namely (1) Narrative: has function to amuse, entertain and deals with actual or various experience in different ways. (2) Recount: has function to retell events for purpose of informing/entertaining. (3) Descriptive: has function to describe a particular person, place or thing. (4) Report: has function to describe the way are thing are with reference to arrange of natural man made and phenomenon in environment. (5) Procedure: has function to describe how something is accomplished thorough a sequence of action or steps. (6) Explanation: has function to explain the purpose involved in the formation of working of natural on socio-cultural phenomenon. (7) Discussion: has function present information and opinion about issue. (8) Anecdote: has function to share with others and account of an unusual amusing incident. (9) Spoof: has function to tell event with a humorous twist and entertain the readers. (10) News: has function give an information and the events.

1.2. Process of Writing

According to Carrol et al (2001:15) in producing a writing piece, there is process involved. Process is the stage where the researcher goes through in order to produce a writing matter. Carrol et al (2001:15) elaborate a stage of writing process as follow: (1) Prewriting: preely exploring topic and beginning to gather an organize details before your write. (2) Drafting: getting your ideas down on paper in roughly the format you intend. (3) Revising: correcting any

errors and improving the writing's form the content. (4) Editing and proofreading: polishing the writing: fixing error in grammar, spelling, and mechanize. (5) Publishing and presenting: sharing your idea.

1.3. Indicators of Writing

The cumulative score is ranging from 0-100 scoring written text in order to know the students achievement in writing. According Jacob in Hughes (2003) there are five indicators in scoring written test. They are:

1. Content

The score of content depend on the students' ability in writing ideas, and information in form of logical sentences. The criteria of scoring are as follow:

| | |
|-------|---|
| 30-27 | Excellent to very good: knowledge able substantive through development of topic sentence-relevant to assigned topic. |
| 26-22 | Good to average: some knowledge able of subject adequate range limited development of topic sentence mostly relevant to topic, but lack detail. |
| 21-17 | Fair to poor: Limited knowledge of subject detail little substance inadequate development topic. |
| 16-12 | Very poor: does not show of subject not substantive not part time or not enough to evaluate. |

2. Organization

The organization refers to students ability write the ideas, information in logical order. The topic and supporting sentences are clearly stated. The criteria of giving the score use the follow:

| | |
|-------|---|
| 20-18 | Very good: exact word, effective word choice and usage word from mastery appropriate register. |
| 17-14 | Good to average: adequate, occasional errors of word. Choice but meaning not obscured. |
| 13-10 | Fair to poor: Limited range, frequent errors, choice usage meaning confused or obscured. |
| 9-7 | Very poor: essentially a translation, knowledge of English vocabulary, word form or not enough to evaluate. |

3. Vocabulary

Vocabulary refers to the students ability in using word or idiom to express idea logically, it also refers to the ability to use synonym, prefix, suffix, exactly. The criteria of scoring vocabulary used are:

| | |
|-------|---|
| 20-18 | Very good: exact word, effective word choice and usage word form mastery appropriate register. |
| 17-14 | Good to average: adequate, occasional errors of word. Choice but meaning not obscured. |
| 13-10 | Fair to poor: Limited range, frequent errors, choice usage meaning confused or obscured. |
| 9-7 | Very poor: essentially a translation, knowledge of English vocabulary, word form or not enough to evaluate. |

4. Language use

Language use refers in the students achievement in using soe article or conjunction. The score of language use will be taken from five criteria had the highest score or is 25 point. They use consist of tense, article, pronoun preposition and structure. The criteria the language use as follow:

| | |
|-------|---|
| 25-22 | Excellent to very good: effective complex construction few errors argument test, number, or order/fiction, article, pronouns, preposition. |
| 21-18 | Good to average: effective but simple construction minor problems is complex construction-several errors of agreement, tense, number word order/fiction, article, pronouns, preposition, but the meaning seldom obscured. |
| 17-11 | Fair to poor: mayor problems in simple complex construction-frequent of errors of negation, agreement, devitions meaning. |
| 9-7 | Very poor: usually no mastery of sentences construction rules dominated by errors, does not communicative, not enough to evaluate. |

5. Mechanism

| | |
|---|---|
| 5 | Excellent to very good: demonstration of function few errors in spelling. |
| 4 | Good to average: occasional errors, punctuation, writing sentences but meaning not obscure. |
| 3 | Fair to poor: Frequent errors to spelling, punctuation and capitalization, writing sentences, hand writing not enough to evaluate. |
| 2 | Very poor: to mastery of convention, dominated by errors of spelling punctuation, capitalization, paragraphing hand writing illegible, or not enough to evaluate. |

2. The Procedure Text

According MsGatzke 2003 a procedure text which gives instructions on how to do something.

1. The purpose of procedure is to tell the reader how to do or make something.

2. The information is presented in a logical sequence of events, which is broken up into small sequenced steps.
3. The most common example of a procedural text is a recipe.

3. Types of Procedure Text.

Texts that instruct how to do a particular activity recipes, rules for games, science experiments, road safety rules, how to do it manuals. Texts that instruct how to do operate things how to operate an appliance, a machine, the photocopier, the computer.

a. Features of Procedure Text

A procedure text usually has four components

Goal or Aim states what is to be done

Materials listed in order of use

includes items needed to complete task

Method a series of steps

Evaluation how the success of the procedure can be tested

Headings, subheadings, numbered steps, diagrams, photographs are often used to help clarify instructions.

b. Language of Procedure Text

The text usually: (1) is written in the simple present tense (do thii, do that) (2) focuses on generalized people rather than individuals (first you take, rather than first I take) (3) the reader is often referred to in a general

way, i.e. pronouns (*you or one*) (4) action verbs (*cut, fold, twist, hold etc*) (5) linking words to do with time (*first, when, then*) are used to connect the next (6) detailed information on how (*carefully, with the scissors*); where (*from the top*); when (*after it has set*) (7) detailed factual description (*shape, size, colour, amount*)

How to make pancake

Ingredients

1. 3 - 4 spoonful of flour
2. 2 eggs
3. 1 ½ (250 ml) of milk
4. 1 stick of butter

Materials:

1. 1 mixing bowl
2. 2 table spoons
3. 2 cups
4. 1 small pan

Procedure:

1. Put the flour in the bowl.
2. Put milk in a cup.
3. Make sure it's 2 50 ml of milk
4. Put the milk in the bowl.
5. Break the 2 eggs into the bowl.
6. Mix it with a spoon.

7. Heat up the pan and put the butter
8. Put the mix in the pan.
9. Let the pancake mix cook about 5 minutes.
10. Flip pancake over when the top is brown.
11. And your pancake its ready to be serve.

4. Learning Method

Method is describe as an overall plan for systematic presentation of language based upon a selected approach. Method is a way of teaching a language by following systematic principles and procedures. A theory of language is put into practice in a method. A method is more abstract than teaching activities. Knowledge of method is part of the knowledge base of teaching. It helps to widen a teacher's repertoire of techniques. Istarani (2012) defines, method is used to realize strategy that had been settled. Method is the way or procedures that use to achieve a certain aim.

5. Project Based Learning Method

Project based learning is derived from a teaching/learning model that empowers students to be more creative and more receptive to becoming independent thinkers and problem solvers. Markham, Larmer, and Ravitz (2003) of The Buck Institute for Education for Education (BIE) define "standards-focused project based learning as a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry

process structured around complex, authentic questions and carefully designed products and tasks”.

Project based learning a complex task. It is based on challenging questions or problem. It involves students in designing, solving problem, making decision, or investigating activities. Project based learning provides an opportunity to work autonomously within a certain period of time and eventually produces tangible products, reports or students’ presentations (Thomas et al, 1999; Thomas 2000).

Project based learning supports the students’ process of knowledge construction and the productive competence developments which actually appear in the forms of technical and employability skills needed in the real life (Kamdi, 2007). Project based learning also requires learners to develop skills, such as collaboration and reflection (Sherman & Sherman 2004). It helps the students to improve their self-skills, motivation, and learning outcomes (Susant & Mochtar, 2007). Referring to the project based learning stages, this model supports thinking skill empowerment (Trowbridge et la., 2004; Wena, 2011).

The implementation of project based learning in a class increase the learning motivation and develops thinking skills (Barak, 2002; Doppelt, 2003; Yalcin et la., 2009). Those are possible to achieve because project based learning offers some advantages, namely (1) *authentic context* (goal-directed activities) which strengthens the relationship between activity and conceptual knowledge, (2) *promoting learning autonomy* (self-regulation) which develops thinking skills, (3) *collaboration learning* which enhances the understanding of

conceptual and technical skills through the opportunities contributes to the development of problem solving skills, and (5) *providing internal feedback* which sharpens thinking skills (Thomas, 2010).

In line with their research, Al-Atabi & Chin (2007), in specific, try to describe the relationship between project based learning and students' motivation. Project based learning develops graduates' professionalism and effective communication skills which could be used in their prospective workplaces. The implementation of project based learning motivates students because they are required to have the ability to explain the design concept, the design process, and the constraints during the designing process. Project based learning urges the students to work in the teams; as a result, it encourages them to have proper communication techniques in communicating concepts & ideas, and presenting the effectively-done projects.

In addition, project based learning develops and empowers students' thinking skills (Perkin, 1992) because it contains some elements involving the activities of problem analysis, variable manipulation, designing and investigating, predicting, and interpreting investigation results in order to develop students' analytical skills (Indriwati, 2007). Furthermore, project based learning is based on process, problems, and meaningful learning by integrating some knowledge concepts (Blumenfield et la., 1991; Mahanal, 2009b).

Project based learning is a model that organizes learning around projects. According to the definition found in project based learning handbooks

for teachers, project are complex tasks, based on challenging questions or problems-solving, decision making, or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999).

Project based learning are focused on questions or problems that “drive” students to encounter (and struggle with) the central concepts and principles of a discipline. This criterion is a subtle one. The definition of the project (for students) must “be crafted in order to make a connection between activities and the underlying conceptual knowledge that one might hope to foster.”(Barron, Schwartz, Vye, Moore, Petrosino, Zech, Bransford, & The cognition and Technology Group at Vanderbilt, 1998, p.274).

5.1. Characteristics of the Project Based Learning Method

According to Klein, et al there are some characteristics of project based learning method as follows: (a) Leads students to investigate important ideas and questions, (b) Is framed around an inquiry process, (c) Is differentiated according to students needs and interests, (d) Is driven by student independent production and presentation rather than teacher delivery of information, (e) Requires the use of creative thinking, critical thinking, and information skills to investigate, draw, (f) Conclusions about, and create content, (g) Connects to real world and authentic problem and issues.

5.2. Advantages of Project Based Learning Method

There are some advantages of using project based learning method are: (a) Students take their own decisions and learn to act independently, (b) The process motivates students, as it is they themselves that develop problem solving solutions, plan and direct their own project, (c) The learning themes can be easily transferred to similar situations, thus enabling strategies and concepts to be compared, as well as allowing the correct solution to be considered from different perspectives, all of which facilitates the learning process, (d) Self-confidence and initiative talking capacities are strengthened, (e) The students themselves set up their own learning situations, (f) A logical understanding of the problem or task to be tackled helps acquired knowledge and skills to be retained, (g) The learning process is integrated with cognitive, effective and psycho motive learning objectives, (h) Students develops inductive skill by analyzing specific cases, deduced principles and relations formulate hypotheses. In other words, students apply scientific thinking to learning process, (i) Different concept values and ways of thinking are assimilated especially in the areas of cooperative and conflict solving.

5.3. Disadvantages of Project Based Learning Method

Disadvantages of project based learning method are: (a) Take a long time to write the project. (b) The study need a long time to think. (c) Not all students like to write and fiddle around with imagination. (d) This learning require serious, so that often make bored.

5.4. Steps of Applying Project Based Learning

The Project Based Learning in Learning According to Layman (2009) that is cited in White and Smith's journal (2010, said that there are 9 stages in implementing project-based learning. They are as follows: (a) Setting the stage for students with real-life samples of the projects they will be doing. In this first stage, the teacher has a role as a coach who gives them some directions for the students to conduct the project. The important task for a coach are monitoring and facilitating them during the project. Moreover, before conducting the project, the teacher must give the students a real example of the projects that is available in the real life. (b) Taking on the role of project designers, possibly establishing a forum for display or competition. The second stage is the teacher let the students design their project by their own. They have opportunities to draw a brief plan with their creativity to be done in the project. (c) Discussing and accumulating the background information needed for their designs. After designing the project, the students are allowed to discuss about the plan of the project with friends. They need to collect as much as information need for the design. The information is used to increase the students' understanding and knowledge to be developed with their creativity. (d) Negotiating the criteria for evaluating the projects. Every project has the criteria to be evaluated for the assessment process. In this stage, the teacher and the students negotiate the criteria of the project. It means that the students have to fulfil the criteria given to reach the perfection in finishing the project.

Therefore, the competition atmosphere will be created between the students. (e) Accumulating the materials necessary for the project. To create a perfect result of the project, the students need to collect the necessary materials to conduct it. They have to be ready with all the important tools which help them in finishing the project. (f) Creating their projects. In the sixth stage, the students are allowed to start in erecting the project. (g) Preparing to present their projects. After finishing the project, the teacher has to give a little time to the students to prepare their selves in presenting their result of the project in front of the class. They must ensure that the project is ready to be presented. (h) Presenting their projects. In this stage, the students must show the project and present it to their friends by telling a brief description about the project. They can deliver their thought freely in the presentation. (i) Reflecting on the process and evaluating the projects based on the criteria established in Step 4. The last, the teacher and the students have to reflect every process in conducting the project by giving comments or feedbacks besides, the teacher must give the evaluation about the project based on the criteria given. By doing these, the students can reflect their own ability and improve the lack from the experience.

6. Video Tutorial as Media by Project Based Learning Method

Media are needed to achieve objectives of teaching-learning process. As a teacher, we should use various media or teaching aids in giving the material to the students. Harmer (2003:290) states that video can enhance simulations, not only because it can provide feedback when students can watch themselves

and evaluate their performance, but also because the presence of a video help make students feel more realistic.

6.1. The Advantages of Using Video Tutorial

There are some advantages of using video tutorial are: (a) Teaching using video make the teaching-learning process more various. The various media that are applied by the teacher 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, the students can learn about body language based on action of the video. (c) By watching a video several times students 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 choose video as an appropriate media to teach procedure text.

6.2. The Disadvantages of Using Video Tutorial

There are some advantages of using video tutorial are: (a) Playing video can use a lot of the bandwidth and may take time, (b) The students may need to understand something they don't understand in the video and then the video will continue and the students have a misunderstanding of that thing, (c)

Teacher cannot manage their classroom time when they use videos in classrooms.

6.3. Steps of Applying Using Video Tutorial in Writing

In process of teaching and learning in the classroom, the teacher can use good media to support the teaching-learning process. In this case, the teacher has to think the appropriate and effective media that will be applied in the teaching-learning process. In this research, the researcher will use video as teaching media to teach procedure text writing.

Duffy (2008:124-125) states that video learning should not be passive. There are some guidelines relating to the specific use of video to promote active viewing and maximize learning: (a) Segment: Allow your students to watch the video on short segments, (b) Notes: Video are ideal for developing note-taking skills. Take notes on the first viewing, then rewind, replay and check them. This can be done individually or collectively as a class discussion, (c) Pause: Use the “pause” feature to temporarily stop the tape and allow your students to try to predict/recall what will happen next, (d) Sound of: For video sequences that rely on visuals, turn the sound off and narrate. This technique works especially well for listing the steps of a process, (e) Preview: Each video carefully to determine its suitability for the lesson’s objectives and students’ learning outcomes, (f) Integrate: The video includes into the overall learning into the overall learning experiences by adding an experimental component to the lesson. Activities can be done prior to viewing, to set the stage, review,

provide background information, identify new vocabulary words, r to introduce the topic, (g) Cut: It is often unnecessary and time-consuming to screen a program in entirety. When previewing a program, look for segments particularly relevant or useful to the lesson or activity planned, (h) Focus: Give the students a specific responsibility while viewing. Introduce the video with a question things to look for, unfamiliar vocabulary, or an activity that will make the program content more clear or meaningful. By charging students with specific viewing responsibilities, teacher can keep students “on task” and direct the learning experience to the lesson’s objectives. Be sure and follow-up during and after viewing the tape, (i) After: When students have viewed the video consider, what interest them? What didn’t they understand? How can you relate the relate the program to their experiences and feelings?

7. Steps of Applying Project Based Learning Method by Using Video Tutorial in Teaching Writing

(a) Teacher divides students into some groups. Every group consists of 5-6 students, (b) Teacher show video procedure text use project based learning method for each group, (c) Teacher give explanation about the rule of the method in using project based learning, (d) Teacher asks the first students to write text based on the video procedure text, (e) When the text is finished. Students also have to write their name after finishing their work in the end of their work, (f) The teacher manages the distribution and give understanding

that each text based on the video and related to other text, (g) After finishing, the students evaluate the experience.

8. Conventional Method

The conventional method (old concept) emphasizes the importance of mastering the lesson material. The conventional method generally is the learning center teachers, and placing students as objects in the study. So, here the teacher act as versatile and as a learning resource. Conventional learning system has a characteristic that be learning management is determined by the teacher. The role of students only perform activities in accordance with the instructions of teachers.

The conventional method is more focused effort or spend the subject matter, s that the conventional method is more oriented on the text subject matter. Teacher stend to delivery any material, problems understanding or the reception quality of the material the students get less attention seriously.

The lecture method is the conventional method, because it had always been used as a means of verbal communication between teachers and students in the learning process. According to Nana Sudjana (2006) lecture method is the narrative lecture lesson material orally. This method is not always bad when its use is well prepared, supported by tools and media.

8.1. Advantages of Conventional Method

Wina Sanjaya (2006) stated there are several advantages as a reason why the lectures are often used, this strategy: (a) Lecture method was 'cheap' and 'easy' to do. Cheap means that lecture process does not require a complete equipment, in contrast to other methods such as demonstration, (b) Lectures can present a broad subject matter. It means that the subject matter can be summarized or explained the basics by teacher in a short time, (c) Lectures can provide materials points which need to be emphasized in accordance the needs and objectives to be achieved, (d) Through lectures method, teachers can control the sense of the class, because class is the responsibility of teachers who give lectures method.

8.2. Disadvantages of Conventional Method

In addition to some of the above advantages, the lectures also has some disadvantages, among them: (a) The material that students mastered as a result of the lectures method will be limited to what teacher mastered, (b) Lectures method are not accompanied by demonstrations so that students lead to the occurrence of verbal, (c) Lectures method often regarded as a boring method. It happens, even though physically the students in the class, but mentally the students did not follow the learning process, their mind floating everywhere, or sleepy, because teachers are not attractive, (d) Through lectures method, it is very difficult to know whether all the students already understand what is being described or not. Even when students are given the

opportunity to ask questions, and no one who asks, it does not guarantee the students have understood entirely.

8.3. Steps of Applying Lecturing Method by Teacher in Teaching Writing

Steps of applying discussion method in teaching writing as follows: (a) Explaining the purpose of the study to students with the intention that the students know the direction in learning activities, even the purpose it can raise the motivation to learn if related to their needs, (b) After that, show material that to be discussed, (c) Generating students experiences that matches to the material that be learned. The way is with the questions that catches their attention to the lesson, (e) The teacher should present a lesson with systematic result of each group.

B. Relevant Study

As far as the researcher concerned, there are some related studies although they are not exactly the same as this research. Generally, those studies have shown the significance of the implementation of PBL in improving learners' English macro skills including the writing skills. After the implementation of PBL in his research, Tezi (2006) concludes that the children's writing ability of his experimental group students was significantly higher than that of another group which was taught using traditional teaching. Besides, the experimental group students were more cooperative, enthusiastic, motivated and fun during the lesson than the other group. This finding also

supports what are found by Srikrai (2008) who states that students' macro skills were enhanced through the implementation of PBL.

C. Conceptual Framework

Writing skill of class X students at SMA AL HIDAYAH of on Jl. Letda Sudjono, Gg. Perguruan, No.4 Medan, Sumatera Utara, Indonesia. still need to be developed. This situation is caused by several reasons. First the media that are given in teaching writing and then the teaching method applied are not effective in writing. This situation may lead students have less passion are not effective in writing. They only learning writing to complete their duty as a student, and they do not have more expectation about their writing. Students actually need suitable teaching method and media in order to make them motivated to learning especially learning writing. If the teaching method and media are appropriate students will enjoy in learning process, they will explore their skill smoothly. To know the result, the students asked to write especially in writing procedure text.

The solution related to the teaching method should be found out. The solution should leads students to enjoy writing class without any pressure and boredom. In this case, the researcher offer the solution, it is teaching writing though project based learning method and video tutorial offers interesting and easy way in writing. We used a procedure text to seen an achievement from our students in order to they can to write a procedure text with see simple sentence and they can to share their experience at last by writing with their own.

D. Hypothesis

Based on the explanation of both theoretical and conceptual framework, the hypothesis was formulated as follows:

Ha: There is a significant effect of applying project based learning method by using video tutorial on the students' ability in writing procedure text.

Ho: There is no significant effect of applying project based learning method by using video tutorial on the students' ability in writing procedure text.

CHAPTER III

METHOD OF RESEARCH

A. Location of the Research

This research was conducted at SMA AL HIDAYAH on Jalan Letda Sudjono Gg. Perguruan in academic year 2017/2018. The reason of choosing because almost the English teacher still the conventional method and consequently many students have low abilities in writing skill. Based on the situations the researcher would like conduct a study about the effect of applying project based learning method by using video tutorial on the students' ability in writing procedure text.

B. The Population and Sample

The population this research was conducted at class X of SMA AL HIDAYAH. There are 3 classes and the total number of the students are 90 students. Cluster random sampling technique was applied to determine the samples. The samples chosen are XIPS-1 as the experimental group and XIPS-2 as the control group. So, total numbers are 54 students. The design is figured as follows:

Table 3.1 Population and Sample

| Class | Population | Sample |
|--------------|------------|-----------|
| XIPS-1 | 27 | 27 |
| XIPS-2 | 27 | 27 |
| XIPA | 36 | - |
| Total | 90 | 54 |

C. Research of Design

Quantitative research is considered by implementing was randomized pre-test and post-test group design. The experimental group was treated by project based learning method by using video tutorial, meanwhile control group was taught by conventional method. The design is figured as follow:

Table 3.2 Research Design

| Groups | Pre-test | Treatment | Post-test |
|--------------|----------|---|-----------|
| Experimental | ✓ | Using project based learning method by using video tutorial | ✓ |
| Control | ✓ | Conventional Method | ✓ |

D. The Instrument of Research

The instrument for collecting data was used written test and observation sheet. Observation was used to observe all activities that happened during the teaching leaning process the activities include teacher and student activities. The students were asked to write a procedure text based on the topic given.

To score the students' performance in writing procedure text, some criteria were used. The cumulative score was ranged from (0-100). To know the students achievement in writing there is some criteria considered there are five scoring components scales namely content, organization, vocabulary, language use, and mechanism.

Based on this indicators, then the students ability in writing procedure text is classified quantitative system, the scale are as follow:

Table 3.3 Scale of Score Quantitative and Qualitative

| Quantitative form | Qualitative form |
|--------------------------|-------------------------|
| 90-100 | Excellent to very good |
| 70-85 | Good to average |
| 30-86 | Fair to poor |
| 0-29 | Very poor |

E. Technique for Collecting Data

The get the accurate data, in this study the writer used the test in the collecting the data, they were:

a. Giving Pre-test

The test will be give before applying the strategy in both experimental and control classes. It is given to know the ability of students in writing procedure test in both group. For this pre-test, the writer asked the students on write a procedure text based on the title. Pre-test is conducted before the treatment begin, pre-test is administrated to the sample, the experimental group and control group.

b. Giving Treatment

Both experimental and control group will be given in different treatment. The experimental group was taught with applying project based learning method while control group was though without applying project based learning method.

c. Giving post-test

After the teaching presentation both the experimental and control groups, the teacher gave a post to each students in both experimental and control groups in order to know their mean score of experimental group and control group after receiving treatment. The writer used post-test to know the effect of project based learning method by using video tutorial on students' ability in writing procedure text.

d. Collecting the Students' Worksheet

After conducted the post-test, the researcher was collected the students' worksheet.

F. Technique for Analyzing the Data

After collecting the data from the test, the data analyzed by using the following procedure:

1. Measuring the different scores between Pretest and Post-test from the experimental group and control group.
2. Listing the scores into two tables, first for the experimental group scores and second for the control group scores.
3. Calculating the total score pre-test and post-test in experimental group and control group. Calculating was conducted by using t-test as show below,

According to Sugiyono (2015):

- a. Calculating Mean Score :

$$\bar{x} = \frac{\sum x_i}{n} \quad (\text{Sugiyono, 2015})$$

Note : \bar{x} = Mean

$\sum x_i$ = The total of students' value

N = The number of students

b. Standar Deviation by Formula

$$SD_I = \sqrt{\frac{N\sum X^2 - (\sum X)^2}{(N)(N-1)}} \quad (\text{Sugiyono, 2015})$$

c. Calculating correlation Product Moment between X_1 and X_2

$$R_{xy} = \frac{n\sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{\{n\sum X_i^2 - (\sum X_i)^2\}\{n\sum Y_i^2 - (\sum Y_i)^2\}}} \quad (\text{Sugiyono, 2015:225})$$

d. Hypothesis test (t-test)

$$t = \frac{X_1 X_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} - 2R\left(\frac{S_1}{\sqrt{N_1}}\right)\left(\frac{S_2}{\sqrt{N_2}}\right)}} \quad (\text{Sugiyono, 2015:274})$$

In which :

t = t-test

\bar{X}_1 = Mean of variable 1 (experimental group)

\bar{X}_2 = Mean of variable 2 (control group)

S_1 = Standard deviation of sample 1 (experimental group)

S_2 = Standard deviation of sample 2 (control group)

S_1^2 = Standard deviation squared (variants) of sample 1 (experimental group)

S_2^2 = Standard deviation squared (variants) of 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)

r = correlation of product moment between X_1 and X_2 .

G. Statistical Hypothesis

In this research statistical hypothesis will be used to decide whether the hypothesis will be accepted or rejected. The statistical hypothesis are:

If $t\text{-test} > t\text{-table}$ = H_a is accepted and H_0 is rejected

If $t\text{-test} < t\text{-table}$ = H_a is rejected and H_0 is accepted

Where:

H_a : There is a significant effect of applying project based learning method by using video tutorial on the Students' ability in writing procedure text.

H_0 : There is not a significant effect of applying project based learning method by using video tutorial on the Students' ability in writing procedure text.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

The data of the study were obtained from the writing test score. There are two kinds of the test for each group, there are pre-test and post-test. The cumulative students score in both groups were identified by five indicators, namely: content, organization, vocabulary, language use, and mechanism. The score of pre-test of the experimental group and the score of post-test of the experimental group showed that the mean score of post-test in experimental group was 81,37 and the mean score of control group was 69. The data showed that the mean score of students in experimental group who were taught by applying *project based learning method by using video tutorial* was greater than the mean score of students in control group who were taught by applying *conventional method*. The detailed data of the students score in pre-test and post-test are clearly presented in appendix v.

B. Data Analysis

The effect of applying project based learning method by using video tutorial on the students' ability in writing procedure text. Based on the data from the test, the score were analyzed in order to know the differences between pre-test and post-test of the experimental group.

Table 4.1
The Differences between Pre-test and Post-test of Experimental Group

| No. | Students' Initial | Pre-test (X ₁) | Post-test (X ₂) | ΣX_1^2 | ΣX_2^2 |
|--------------|-------------------|----------------------------|-----------------------------|------------------------|-------------------------|
| 1 | MAR | 59 | 75 | 3.481 | 5.625 |
| 2 | MA | 46 | 75 | 2.116 | 5.625 |
| 3 | MDH | 66 | 89 | 4.356 | 7.921 |
| 4 | MDT | 49 | 77 | 2.401 | 5.929 |
| 5 | MDN | 45 | 75 | 2.025 | 5.625 |
| 6 | NS | 68 | 81 | 4.624 | 6.561 |
| 7 | NHH | 69 | 90 | 4.761 | 8.100 |
| 8 | NEN | 46 | 75 | 2.116 | 5.625 |
| 9 | PB | 63 | 86 | 3.969 | 7.396 |
| 10 | RK | 65 | 75 | 4.225 | 5.625 |
| 11 | RG | 34 | 75 | 1.156 | 5.625 |
| 12 | RE | 39 | 83 | 1.521 | 6.889 |
| 13 | RE | 50 | 76 | 2.500 | 5.776 |
| 14 | RWP | 45 | 87 | 2.025 | 7.569 |
| 15 | RGH | 36 | 85 | 1.296 | 7.225 |
| 16 | SB | 65 | 83 | 4.225 | 6.889 |
| 17 | TR | 57 | 81 | 3.249 | 6.561 |
| 18 | TWD | 68 | 75 | 4.624 | 5.625 |
| 19 | WA | 34 | 85 | 1.156 | 7.225 |
| 20 | YL | 30 | 77 | 9.00 | 5.929 |
| 21 | AL | 40 | 86 | 1.600 | 7.396 |
| 22 | YH | 40 | 75 | 1.600 | 5.625 |
| 23 | FY | 39 | 84 | 1.521 | 7.056 |
| 24 | UK | 70 | 89 | 4.900 | 7.921 |
| 25 | YP | 38 | 80 | 1.444 | 6.400 |
| 26 | FH | 36 | 88 | 1.296 | 7.744 |
| 27 | AF | 47 | 90 | 2.209 | 8.100 |
| TOTAL | | $\Sigma X_1 = 1344$ | $\Sigma X_2 = 2197$ | $\Sigma X_1^2 = 71296$ | $\Sigma X_2^2 = 179587$ |

Based on the table 4.1 above it can be seen that there was differences between pre-test and post-test score of experimental class. For experimental class, the lowest score was 30 and the highest was 70 for pre-test and the lowest score was 75 and the highest was 90 for post-test. For control group class, the lowest

score was 33 and the highest was 74 for pre-test and the lowest score was 55 and the highest was 77 for post-test.

For experimental class the highest indicators of writing was *Mechanism* and the lowest was *Vocabulary*, and the highest score of mechanism in indicators of writing was 19 students and the lowest was score of vocabulary in indicators of writing was 6 students for pre-test. The highest score of mechanism in indicators of writing was 22 students and the lowest was score of vocabulary in indicators of writing was 3 students for post-test.

For control group class the highest indicators of writing was *Mechanism* and the lowest was *Vocabulary*, and the highest score of mechanism in indicators of writing was 15 students and the lowest was score of vocabulary in indicators of writing was 10 students for pre-test. The highest score of mechanism in indicators of writing was 17 students and the lowest was score of vocabulary in indicators of writing was 8 students for post-test.

The mean score was calculated as follows:

1. The average (Mean)

a. Pre-test of Experimental Group

$$\bar{X} = \frac{\sum X_i}{N}$$

$$\bar{X} = \frac{1344}{27}$$

$$\bar{X} = 49,77$$

b. Post-test of Experimental Group

$$\bar{X} = \frac{\sum X_i}{N}$$

$$\bar{X} = \frac{2197}{27}$$

$$\bar{X} = 81,37$$

Table 4.2**Standard Deviation of Post-test Experimental Group**

To calculate standard deviation, we need a helping table as follows:

| No. | X | X ² |
|-----|----|----------------|
| 1 | 75 | 5.625 |
| 2 | 75 | 5.625 |
| 3 | 89 | 7.921 |
| 4 | 77 | 5.929 |
| 5 | 75 | 5.625 |
| 6 | 81 | 6.561 |
| 7 | 90 | 8.100 |
| 8 | 75 | 5.625 |
| 9 | 86 | 7.396 |
| 10 | 75 | 5.625 |
| 11 | 75 | 5.625 |
| 12 | 83 | 6.889 |
| 13 | 76 | 5.776 |
| 14 | 87 | 7.569 |
| 15 | 85 | 7.225 |
| 16 | 83 | 6.889 |
| 17 | 81 | 6.561 |
| 18 | 75 | 5.625 |
| 19 | 85 | 7.225 |
| 20 | 77 | 5.929 |
| 21 | 86 | 7.396 |
| 22 | 75 | 5.625 |
| 23 | 84 | 7.056 |
| 24 | 89 | 7.921 |

| | | |
|--------|-------|---------|
| 25 | 80 | 6.400 |
| 26 | 88 | 7.744 |
| 27 | 90 | 8.100 |
| Jumlah | 2.197 | 179.587 |

$$SD = \sqrt{\frac{N\sum X^2 - (\sum X)^2}{(N)(N-1)}}$$

$$SD = \sqrt{\frac{27(179587) - 2197^2}{(27)(27-1)}}$$

$$SD = \sqrt{\frac{22040}{702}}$$

$$SD = \sqrt{381,39}$$

$$SD = 19,52$$

Table 4.3

Standard deviation of Pre-test Experimental Group

To calculate standard deviation, we need a helping table as follows:

| No. | X | X ² |
|-----|----|----------------|
| 1 | 59 | 3.481 |
| 2 | 49 | 2.401 |
| 3 | 66 | 4.356 |
| 4 | 49 | 2.401 |
| 5 | 45 | 2.025 |
| 6 | 68 | 4.624 |
| 7 | 69 | 4.761 |
| 8 | 46 | 2.116 |
| 9 | 63 | 3.969 |
| 10 | 65 | 4.225 |
| 11 | 34 | 1.156 |
| 12 | 39 | 1.521 |

| | | |
|--------|-------|--------|
| 13 | 50 | 2.500 |
| 14 | 45 | 2.025 |
| 15 | 36 | 1.296 |
| 16 | 65 | 4.225 |
| 17 | 57 | 3.249 |
| 18 | 68 | 4.624 |
| 19 | 34 | 1.156 |
| 20 | 30 | 9.00 |
| 21 | 40 | 1.600 |
| 22 | 40 | 1.600 |
| 23 | 39 | 1.521 |
| 24 | 70 | 4.900 |
| 25 | 38 | 1.444 |
| 26 | 36 | 1.296 |
| 27 | 47 | 2.209 |
| Jumlah | 1.347 | 71.581 |

$$SD = \sqrt{\frac{N\sum X^2 - (\sum X)^2}{(N)(N-1)}}$$

$$SD = \sqrt{\frac{27(71581) - 1347^2}{(27)(27-1)}}$$

$$SD = \sqrt{118,278}$$

$$SD = 10,87$$

Table 4.4

Calculating Correlation Product Moment between X_1 and X_2

| No. | $\sum X_i$ | $\sum X_i$ | $\sum X_i^2$ | $\sum X_i^2$ | $\sum X_i X_i$ |
|-----|------------|------------|--------------|--------------|----------------|
| 1 | 59 | 75 | 3.481 | 5.625 | 4425 |
| 2 | 49 | 75 | 2.401 | 5.625 | 3675 |
| 3 | 66 | 89 | 4.356 | 7.921 | 5874 |
| 4 | 49 | 77 | 2.401 | 5.929 | 3773 |

| | | | | | |
|--------------|--------------|--------------|---------------|----------------|----------------|
| 5 | 45 | 75 | 2.025 | 5.625 | 3375 |
| 6 | 68 | 81 | 4.624 | 6.561 | 5508 |
| 7 | 69 | 90 | 4.761 | 8.100 | 6210 |
| 8 | 46 | 75 | 2.116 | 5.625 | 3450 |
| 9 | 63 | 86 | 3.969 | 7.396 | 5418 |
| 10 | 65 | 75 | 4.225 | 5.625 | 4875 |
| 11 | 34 | 75 | 1.156 | 5.625 | 2550 |
| 12 | 39 | 83 | 1.521 | 6.889 | 3237 |
| 13 | 50 | 76 | 2.500 | 5.776 | 3800 |
| 14 | 45 | 87 | 2.025 | 7.569 | 3915 |
| 15 | 36 | 85 | 1.296 | 7.225 | 3060 |
| 16 | 65 | 83 | 4.225 | 6.889 | 5395 |
| 17 | 57 | 81 | 3.249 | 6.561 | 4617 |
| 18 | 68 | 75 | 4.624 | 5.625 | 5100 |
| 19 | 34 | 85 | 1.156 | 7.225 | 2890 |
| 20 | 30 | 77 | 9.00 | 5.929 | 2310 |
| 21 | 40 | 86 | 1.600 | 7.396 | 3440 |
| 22 | 40 | 75 | 1.600 | 5.625 | 3000 |
| 23 | 39 | 84 | 1.521 | 7.056 | 3276 |
| 24 | 70 | 89 | 4.900 | 7.921 | 6230 |
| 25 | 38 | 80 | 1.444 | 6.400 | 3040 |
| 26 | 36 | 88 | 1.296 | 7.744 | 3168 |
| 27 | 47 | 90 | 2.209 | 8.100 | 4230 |
| Total | 1.347 | 2.197 | 71.581 | 179.587 | 109.841 |

(Sugiyono, 2015:225)

$$r_{XY} = \sqrt{\frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{\{n\sum X^2 - (\sum X)^2\}\{n\sum Y^2 - (\sum Y)^2\}}}$$

$$r = \sqrt{\frac{(27)109841 - (1347)(2197)}{\sqrt{[(27)(71581) - 1347^2][(27)(179587) - 2197^2]}}}$$

$$= \frac{2965707 - 2959359}{\sqrt{\{1932687 - 1814409\}\{4848849 - 4826809\}}}$$

$$= \frac{6348}{16145}$$

$$r = 0,3932$$

C. Testing Hypothesis

Ha : $p = 0$, there is a significant effect of applying project based learning method by using video tutorial on the students' ability in writing procedure text.

H₀ : $p = 0$, there is no significant effect of applying project based learning method by using video tutorial on the students' ability in writing procedure text.

Determining the value of t-test with formula:

$$t = \frac{X_1 X_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} - 2R\left(\frac{S_1}{\sqrt{N_1}}\right)\left(\frac{S_2}{\sqrt{N_2}}\right)}}$$

$$t = \frac{81,37 - 49,77}{\sqrt{\frac{381,39}{27} + \frac{118,278}{27} - 2(0,1243)\left(\frac{19,52}{\sqrt{27}}\right)\left(\frac{10,87}{\sqrt{27}}\right)}}$$

$$t = \frac{31,6}{\sqrt{16,55}}$$

$$t = 7,767$$

After accounting the data previously by using t_{test} formula that critical value 7,767 then after seeking the table of distribution written test method as basis of counting t-critical in certain degree of freedom (df), the calculation shows that df is $n_1 + n_2 - 2 = 54 - 2 = 52$ that t_{table} is 1,708 for 0,5. It could be concluded $t_{test} > t_{table}$ or $7,767 > 1,708$ so, H₀ is rejected and H_a is accepted or “there was the

effect of applying project based learning method by using video tutorial on the students' ability in writing procedure text.

D. The Significant effect of Applying the Project Based Learning Method by Using Video Tutorial on the Students' Ability in Writing Procedure Text

The percentage of applying this model was:

$$\begin{aligned} D &= r^2 \times 100\% \\ &= 0,3932^2 \times 100\% \\ &= 0,1546 \times 100\% \\ &= 15,46\% \end{aligned}$$

It mean that the effect of X variable toward Y variable or the effect of applying project based learning method by using video tutorial on the students' ability in writing procedure text was 15,46% and 84,54% was influenced by other factors.

E. Research Findings

Based on the data analysis above, the findings of this research were described that the students who were taught by applying project based learning method got higher score than those who were taught by using the conventional method. It was proved from the result of t_{test} which was 7,767 and t_{table} which was 1,708 ($t_{test} > t_{table}$ 7,767 > 1,708. So, the fact showed that the students writing ability in procedure text was more significant than those by using conventional method. Total of significant than those by using conventional method. Total of

significant effect was 84,54% was influenced by others factor and the test of hypothesis was found that $t_{observe} > t_{table}$ (7,767 > 1,708).

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter, the writer mainly presents conclusions and suggestion based on the research findings and discussion presented in previous chapter.

A. Conclusions

Based on the data analysis, conclusions can be drawn as the following:

1. There were effects of applying project based learning method by using video tutorial on the students' ability in writing procedure text that they could find easier to express their ideas and make the writing process become easier to do.
2. The students' ability taught by applying project based learning method by using video tutorial in writing procedure text got better achievement than those who were taught by applying conventional method in writing procedure text.

B. Suggestions

From the conclusions above, the suggestions are advisable for improving the teaching of English writing in particularly writing procedure text. The suggestions are staged as the following:

1. It is advisable for English teacher to apply project based learning method by using video tutorial on the students' ability in writing procedure text because it the students to gather ideas though the video and make the writing process become easier to do.

2. It is suggestion to other researcher who are interested in and what to do a research in this related fields that can use this findings as source of information.
3. The students in SMA AL HIDAYAH can add their knowledge and to make a good writing about what they got in their real life tough the using of video and the students should study harder to improve their ability in mastering writing and consider using video seriously to increase their interest and enthusiasm to write procedure text.

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Appendix I

LESSON PLAN

(EXPERIMENTAL GROUP)

Location : SMA AL HIDAYAH

Subject : Bahasa Inggris

Class/ Semester : X / 2 (Dua)

Topic : Procedure Text

Time and Allocation : 3 x 40 Menit

A. Core Competence

K1: Appreciate and live the religious teachings that he embraces

K2: Respect and live honest, discipline, responsibility, caring (tolerance, mutual assistance), courteous, confident, in interacting effectively with the social and natural environment within the reach of the association and its existence.

K3: Understanding the knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and visible eye events.

K3: Try, process, and perform in concrete realm (using, parsing, assembling, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other similar sources in point of view / theory.

B. Basic Competence

- 1.1 Thankful for the opportunity to learn English as the language of international communication.
- 2.1 Develop courteous and caring behavior in carrying out interpersonal communication with teachers and friends
- 2.2 Develop honest, disciplined, confident, and responsible behavior in carrying out functional communication.
- 3.11 Understand the purpose, structure of the text, and the linguistic elements of the text of oral and write procedures in manual form and tip.

C. Indicators

1. Identifying the social function of procedure text
2. Identifying the rhetorical way in procedure text
3. Understand the function of video toward their writing
4. Writing a good paragraph in procedure text by using video tutorial

D. Basic Objectives

After following this series of learning activities, learners are expected to:

1. Students are able to identify the social function of the text of the procedure
2. Students are able to identify the rhetorical way in the text of the procedure
3. Students are able to understand the function of video on their writing
4. Students are able to write a good paragraph in text procedure using video tutorial

E. Teaching Material

Procedure Text

a. The Definition of Procedure Text

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

b. The Generic Structures of Procedure Text

The generic structures of procedure text are:

1. Goal/aim. It is contain the purpose of the text (or title).
2. Materials. It is contain of the materials that used in the process.
3. Steps. It is contain of the steps to make something in the goal (the actions that must be taken)

c. Language Features of Procedure Text

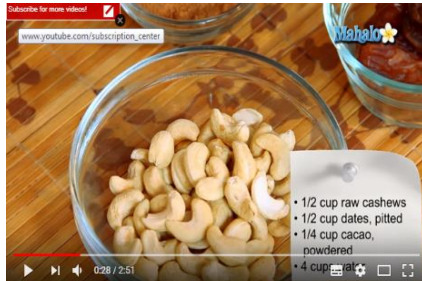
In the procedure text, we use:

Simple Present Tense

1. The use of commands (the imperative form of the verb), for example: 'put', 'don't mix'.
2. The use of action verbs, for example: 'turn', 'pick up'.
3. The use of connective's to sequence the actions in time, for example: 'then', 'while'.
4. The use of adverbials to express details of time and place, manner, and so on, for example: 'for five minutes', '2 centimeters from the top', 'carefully'.

How to make chocolate cashew milk

Steps 1



Steps 2



Steps 3



Steps 4



Steps 5



Steps 6



Steps 7



Steps 8



F. Learning Method: Project Based Learning Method

G. Media, Tools and Materials

Tools : Laptop, Piece of paper

Material : Handbook

resource : video tutorial.

Inter-Language Kelas X.

Contextual English for grade X Senior High School.

H. Learning Steps

| Activity | Event Description | Time Allocation |
|----------------------|---|-----------------|
| Pre activity | Opening - Greeting - Check the students' absence - Teacher gives motivation - Teacher convey the competency | |
| Main activity | Main activity a. Exploration - Teacher explain generic structure about procedure text - Teacher explain the function of procedure text b. Elaboration - Teacher giving students an example of procedure text - Teacher ask students to write procedure text based on students' knowledge - Teacher divides students into some groups. Every group consists of 5-6 students - Teacher show video procedure text for each group - Teacher asks the first students to write first paragraph based on the video procedure text - When one paragraph is finished, distribute the paper to the right-side | |

| | | |
|----------------------|--|--|
| | <p>student. Students also have to write their name after finishing their paragraph in the end of their paragraph.</p> <ul style="list-style-type: none"> - The teacher manages the distribution and give understanding that each paragraph based on the video and related to other paragraphs. - After finishing all of paragraphs, all of group members have to revise their work together <p>c. Confirmation</p> <ul style="list-style-type: none"> - Teacher give feedback positive to students - Teacher give confirmation based on result exploration and elaboration to students from another sources | |
| Post activity | <p>Closing</p> <ul style="list-style-type: none"> - Teacher collecting the students' work to evaluate them - Teacher gives the conclusion about the lesson and reminds the students to study at home | |

I. Assessment:

Maximum score = 100

Score scoring of the test X 100

Maximum Score

- Rubric Score:

| Element | Score |
|----------------|--------------|
| Content | 30 |
| Language | 25 |
| Organization | 20 |
| Vocabulary | 20 |
| Mechanism | 5 |

- Standard of each element:

| | |
|-----------|-------|
| Excellent | 21-2 |
| Very good | 16-20 |
| Good | 11-15 |
| Poor | <5 |

J. Instrument:

Written test

1. Write a procedure text in a piece of paper based on video!

Knowing :

English Teacher

Researcher

Waridan Nur, S.Pd.I

Syafni Khoiriza

Kepala Sekolah SMA AL HIDAYAH MEDAN

A.M. Haidir Saragih, M.A

Appendix 2

LESSON PLAN (CONTROL GROUP)

| | |
|----------------------------|-------------------------|
| Location | : SMA AL HIDAYAH |
| Subject | : Bahasa Inggris |
| Class/ Semester | : X / 2 (Dua) |
| Topic | : Procedure Text |
| Time and Allocation | : 3 x 40 Menit |

A. Core Competence

K1: Appreciate and live the religious teachings that he embraces

K2: Respect and live honest, discipline, responsibility, caring (tolerance, mutual assistance), courteous, confident, in interacting effectively with the social and natural environment within the reach of the association and its existence.

K3: Understanding the knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and visible eye events.

K3: Try, process, and perform in concrete realm (using, parsing, assembling, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other similar sources in point of view / theory.

B. Basic Competence

- 3.1 Thankful for the opportunity to learn English as the language of international communication.
- 2.3 Develop courteous and caring behavior in carrying out interpersonal communication with teachers and friends
- 2.4 Develop honest, disciplined, confident, and responsible behavior in carrying out functional communication.
- 3.12 Understand the purpose, structure of the text, and the linguistic elements of the text of oral and write procedures in manual form and tip.

C. Indicators

- 1. Identifying the social function of procedure text
- 2. Identifying the rhetorical way in procedure text
- 3. Understand the function of toward their writing
- 4. Writing a good paragraph in procedure text

D. Basic Objectives

After following this series of learning activities, learners are expected to:

- 1. Students are able to identify the social function of the text of the procedure
- 2. Students are able to identify the rhetorical way in the text of the procedure
- 3. Students are able to understand the function of their writing
- 4. Students are able to write a good paragraph in procedure text

E. Teaching Material

Procedure Text

a. The Definition of Procedure Text

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

b. The Generic Structures of Procedure Text

The generic structures of procedure text are:

1. Goal/aim. It is contain the purpose of the text (or title).
2. Materials. It is contain of the materials that used in the process.
3. Steps. It is contain of the steps to make something in the goal (the actions that must be taken)

c. Language Features of Procedure Text

In the procedure text, we use:

Simple Present Tense

1. The use of commands (the imperative form of the verb), for example: 'put', 'don't mix'.
2. The use of action verbs, for example: 'turn', 'pick up'.
3. The use of connective's to sequence the actions in time, for example: 'then', 'while'.
4. The use of adverbials to express details of time and place, manner, and so on, for example: 'for five minutes', '2 centimeters from the top', 'carefully'.

How to make chocolate cashew milk

Ingredients

1. ½ cup raw cashews
2. ½ cup dates, pitted
3. ¼ cup cacao, powdered
4. 4 cups water

Materials

1. Blender
2. 1 glass

Procedure

1. Combine ingredients in blender
2. Use spring or distilled water
3. Add water until desired consistency is reached
4. And your chocolate cashew milk is ready to be served

F. Learning Method: Lecture Method

G. Media, Tools and Materials

Tools : Marker, whiteboard

Material : Handbook

resource : Inter-Language Kelas X.

Contextual English for grade X Senior High School.

H. Learning Steps

| Activity | Event Description | Time Allocation |
|----------------------|---|-----------------|
| Pre activity | Opening <ul style="list-style-type: none"> - Greeting - Check the students' absence - Teacher gives motivation - Teacher convey the competency | |
| Main activity | Main activity <p>a. Exploration</p> <ul style="list-style-type: none"> - Teacher explain generic structure about procedure text - Teacher explain the function of procedure text <p>b. Elaboration</p> <ul style="list-style-type: none"> - Teacher giving students an example of procedure text - Teacher ask students to write procedure text based on students' knowledge - Teacher divides students into some groups. Every group consists of 5-6 students - When one paragraph is finished, distribute the paper to the right-side student. Students also have to write their name after finishing their paragraph in the end of their paragraph. - The teacher manages the distribution and give understanding that each paragraph related to other paragraphs. - After finishing all of paragraphs, all of group members have to revise their work together <p>c. Confirmation</p> <ul style="list-style-type: none"> - Teacher give feedback positive to students - Teacher give confirmation based on result exploration and elaboration to students from another sources | |
| Post activity | Closing <ul style="list-style-type: none"> - Teacher collecting the students' work to evaluate them - Teacher gives the conclusion about | |

| | | |
|--|--|--|
| | the lesson and reminds the students to study at home | |
|--|--|--|

I. Assessment:

Maximum score = 100

Score scoring of the test X 100

Maximum Score

- Rubric Score:

| Element | Score |
|--------------|-------|
| Content | 30 |
| Language | 25 |
| Organization | 20 |
| Vocabulary | 20 |
| Mechanism | 5 |

- Standard of each element:

| | |
|-----------|-------|
| Excellent | 21-2 |
| Very good | 16-20 |
| Good | 11-15 |
| Poor | <5 |

J. Instrument:

Written test

1. Write a procedure text in a piece of paper based on video!

Knowing :

English Teacher

Researcher

Waridan Nur, S.Pd.I

Syafni Khoiriza

Kepala Sekolah SMA AL HIDAYAH MEDAN

A.M. Haidir Saragih, M.A

Appendix 3

OBSERVATION SHEET

Subject : English
Class : X
Number of Students : 27
Observer's name : Syafni Khoiriza
Teacher name : Waridan Nur
Note : 3 = very good, 2 = good, 1 = bad

A. KEGIATAN GURU

| No | JENIS KEGIATAN YANG DIOBSERVASI | First Meeting | | | Second Meeting | | | Third Meeting | | |
|----|--|---------------|---|---|----------------|---|---|---------------|---|---|
| | | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 |
| 1. | Melakukan kegiatan presensi. | √ | | | | √ | | | √ | |
| 2. | Melakukan apersepsi. | | √ | | | √ | | | √ | |
| 3. | Menyampaikan standar kompetensi dan kompetensi dasar yang akan dipelajari. | | √ | | | √ | | | | √ |
| 4. | Menyampaikan tujuan pembelajaran. | √ | | | √ | | | | √ | |
| 5. | Melaksanakan pembelajaran secara berkelompok. | | √ | | | √ | | | | √ |
| 6. | Melatih kemampuan visual siswa dalam menulis. | √ | | | | √ | | | √ | |
| 7. | Melakukan kegiatan pembelajaran menulis secara berjenjang yaitu dengan memberi contoh dan bimbingan terlebih dahulu kemudian memberikan siswa sebuah video dan meminta | | √ | | | √ | | | √ | |

| | | | | | | | | | |
|-----|--|---|---|--|---|---|---|--|---|
| | mereka untuk mendiskusikannya secara berkelompok. | | | | | | | | |
| 8. | Mengaitkan materi dengan pengalaman pribadi siswa. | | √ | | | √ | | | √ |
| 9. | Mengaitkan materi dengan realitas lingkungan kehidupan sehari-hari. | √ | | | | √ | | | √ |
| 10. | Melaksanakan pembelajaran sesuai dengan kompetensi (tujuan) yang akan dicapai dan karakteristik siswa. | | √ | | | √ | | | √ |
| 11. | Membantu siswa untuk mengerti apa arti kata yang mereka tuliskan. | | √ | | | √ | | | √ |
| 12. | Menumbuhkan partisipasi aktif siswa dalam pembelajaran. | √ | | | √ | | | | √ |
| 13. | Meminta siswa untuk mengingat dan menyebutkan fakta-fakta atau konsep yang sederhana yang terdapat dalam tulisan mereka. | | √ | | | √ | | | √ |
| 14. | Membimbing siswa untuk memahami hubungan antarhal, sebab akibat, hubungan antar fakta-fakta dan membedakan antarhal dalam tulisan. | √ | | | | √ | | | √ |
| 15. | Membimbing siswa untuk menerapkan konsep yang ada dalam pembelajaran writing. | | √ | | | √ | | | √ |
| 16. | Membantu siswa dan membimbing dengan sabar terhadap siswa yang mengalami kesulitan belajar. | | √ | | | | √ | | √ |
| 17. | Memberikan motivasi dalam belajar kepada siswa. | √ | | | | √ | | | √ |
| 18. | Menumbuhkan motivasi | √ | | | | √ | | | √ |

| | | | | | | | | | |
|-----|---|------------------------|--|------------------------|---|------------------------|--|---|---|
| | belajar siswa agar mau terlibat dalam pembelajaran. | | | | | | | | |
| 19. | Menumbuhkan motivasi belajar siswa agar mau terlibat dalam pembelajaran. | √ | | | √ | | | √ | |
| 20. | Melakukan penilaian setiap akhir pembelajaran sesuai dengan kompetensi pembelajaran. | √ | | | √ | | | | √ |
| 21. | Melakukan refleksi dengan melibatkan siswa. | √ | | | | √ | | | √ |
| 22. | Melaksanakan tindak lanjut dengan memberikan arahan, kegiatan, atau tugas sebagai bagian pengayaan. | √ | | | √ | | | | √ |
| | Total Number | 37 | | 50 | | 52 | | | |
| | Mean | $\frac{37}{22} = 1,68$ | | $\frac{50}{22} = 2,27$ | | $\frac{52}{22} = 2,36$ | | | |

B. KEGIATAN SISWA

| No | JENIS KEGIATAN YANG DIOBSERVASI | First Meeting | | | Second Meeting | | | Third Meeting | | |
|-----|--|---------------|---|---|----------------|---|---|---------------|---|---|
| | | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 |
| 1. | Memperhatikan guru dalam pembelajaran writing secara langsung. | √ | | | | √ | | | √ | |
| 2. | Mendengarkan dengan bersungguh-sungguh apa yang disampaikan oleh guru. | √ | | | | √ | | | | √ |
| 3. | Melakukan kegiatan diskusi dengan sungguh-sungguh. | | √ | | | √ | | | | √ |
| 4. | Bersikap kritis terhadap ide yang akan dipaparkan. | √ | | | | √ | | | | √ |
| 5. | Menunjukkan motivasi yang tinggi untuk terlibat dalam kegiatan pembelajaran. | | √ | | | | √ | | | √ |
| 6. | Mengerti apa arti kata yang mereka mereka tulis atau baca, dari teks yang mereka lihat. | √ | | | √ | | | | √ | |
| 7. | Mengingat dan menuliskan fakta-fakta atau konsep yang sederhana yang terdapat dalam pembelajaran writing. | √ | | | | √ | | | √ | |
| 8. | Memahami hubungan antar hal, sebab akibat, hubungan antar fakta-fakta dan membedakan antar hal dalam pembelajaran writing. | √ | | | √ | | | | √ | |
| 9. | Menerapkan konsep yang ada dalam menuliskan ide dengan cara mendeskripsikan video yang telah diberikan. | | √ | | | √ | | | | √ |
| 10. | Menganalisis bagian-bagian yang khusus, | | √ | | | √ | | | | √ |

| | | | | | | | | | |
|-----|--|---|------------------------|--|------------------------|---|---|-----------------------|---|
| | mengidentifikasi, membedakan informasi tertentu dalam konteks writing. | | | | | | | | |
| 11. | Mampu menulis dengan menggunakan bahasa yang baik. | | √ | | | | √ | | √ |
| 12. | Mengerjakan soal evaluasi dengan serius. | √ | | | | √ | | √ | |
| 13. | Meminta secara langsung bimbingan dari guru apabila menemukan kesulitan. | | √ | | | √ | | | √ |
| 14. | Mengajukan pertanyaan terhadap guru secara kritis berhubungan dengan pembelajaran writing. | √ | | | √ | | | √ | |
| 15. | Berprilaku sopan terhadap guru maupun sesama teman. | | √ | | | √ | | | √ |
| | Total Number | | 22 | | 29 | | | 39 | |
| | Mean | | $\frac{22}{15} = 1,46$ | | $\frac{29}{15} = 1,93$ | | | $\frac{39}{15} = 2,6$ | |

Appendix 4

Test Item

PRETEST FOR EXPERIMENTAL GROUP

Direction:

1. Write your name on the left or right top of your worksheet
2. 60 minutes is allocated for this test
3. Concern about Content, Language Use, Organization, Vocabulary, and Mechanism
4. You are expected to write procedure text based on your knowledge

PRETEST FOR CONTROL GROUP

Direction:

1. Write your name on the left or right top of your worksheet
2. 60 minutes is allocated for this test
3. Concern about Content, Language Use, Organization, Vocabulary, and Mechanism
4. You are expected to write procedure text based on your knowledge

Appendix 5

The Score of Pre-test of the Experimental Group

| No. | Students' Initial | Indicators | | | | | Score |
|------|-------------------|------------|-----|-----|-----|----|-------|
| | | C | O | V | Lu | M | |
| 1 | MAR | 18 | 9 | 11 | 17 | 4 | 59 |
| 2 | MA | 17 | 6 | 6 | 13 | 4 | 46 |
| 3 | MDH | 26 | 12 | 12 | 11 | 5 | 66 |
| 4 | MDT | 13 | 8 | 7 | 18 | 3 | 49 |
| 5 | MDN | 17 | 6 | 8 | 11 | 3 | 45 |
| 6 | NS | 20 | 17 | 13 | 14 | 4 | 68 |
| 7 | NHH | 20 | 16 | 11 | 18 | 4 | 69 |
| 8 | NEN | 13 | 6 | 6 | 18 | 3 | 46 |
| 9 | PB | 21 | 12 | 11 | 15 | 4 | 63 |
| 10 | RK | 20 | 16 | 12 | 13 | 4 | 65 |
| 11 | RG | 13 | 6 | 6 | 8 | 1 | 34 |
| 12 | RE | 17 | 6 | 6 | 7 | 3 | 39 |
| 13 | RE | 17 | 8 | 9 | 12 | 4 | 50 |
| 14 | RWP | 15 | 11 | 6 | 10 | 3 | 45 |
| 15 | RGH | 13 | 6 | 6 | 8 | 3 | 36 |
| 16 | SB | 26 | 13 | 11 | 11 | 4 | 65 |
| 17 | TR | 21 | 11 | 11 | 11 | 3 | 57 |
| 18 | TWD | 23 | 13 | 14 | 14 | 4 | 68 |
| 19 | WA | 13 | 6 | 6 | 6 | 3 | 34 |
| 20 | YL | 13 | 6 | 4 | 6 | 1 | 30 |
| 21 | AL | 15 | 9 | 6 | 6 | 4 | 40 |
| 22 | YH | 15 | 7 | 7 | 8 | 3 | 40 |
| 23 | FY | 14 | 7 | 7 | 8 | 3 | 39 |
| 24 | UK | 26 | 12 | 13 | 14 | 5 | 70 |
| 25 | YP | 13 | 6 | 8 | 7 | 4 | 38 |
| 26 | FH | 14 | 6 | 6 | 7 | 3 | 36 |
| 27 | AF | 18 | 9 | 7 | 9 | 4 | 47 |
| | | 471 | 250 | 230 | 300 | 93 | |
| SUM | | | | | | | 1.344 |
| MEAN | | | | | | | 49,77 |

The table above shown the data of this research consist of the students' initial (sample) and the students' score in pre-test of the experimental group can be seen in the table above. The data in the table showed that the highest score of pre-test in experimental group was 70 and the lowest was 30. So the total score of pre-test in experimental class was 1.344. The mean of pre-test in experimental class was 49,77.

Appendix 6

The Score of Post-test of Experimental Group

| No. | Students' Initial | Indicators | | | | | Score |
|------|-------------------|------------|-----|-----|-----|-----|-------|
| | | C | O | V | Lu | M | |
| 1 | MAR | 22 | 16 | 12 | 21 | 4 | 75 |
| 2 | MA | 22 | 15 | 12 | 22 | 4 | 75 |
| 3 | MDH | 27 | 19 | 19 | 19 | 5 | 89 |
| 4 | MDT | 26 | 15 | 14 | 18 | 4 | 77 |
| 5 | MDN | 25 | 15 | 13 | 18 | 4 | 75 |
| 6 | NS | 27 | 16 | 16 | 17 | 5 | 81 |
| 7 | NHH | 28 | 16 | 18 | 23 | 5 | 90 |
| 8 | NEN | 22 | 16 | 12 | 21 | 4 | 75 |
| 9 | PB | 28 | 13 | 18 | 22 | 5 | 86 |
| 10 | RK | 25 | 15 | 13 | 18 | 4 | 75 |
| 11 | RG | 26 | 14 | 11 | 20 | 4 | 75 |
| 12 | RE | 29 | 16 | 14 | 19 | 5 | 83 |
| 13 | RE | 27 | 13 | 12 | 19 | 5 | 76 |
| 14 | RWP | 27 | 16 | 17 | 22 | 5 | 87 |
| 15 | RGH | 29 | 16 | 15 | 20 | 5 | 85 |
| 16 | SB | 26 | 16 | 14 | 23 | 4 | 83 |
| 17 | TR | 27 | 15 | 15 | 20 | 4 | 81 |
| 18 | TWD | 27 | 13 | 12 | 19 | 4 | 75 |
| 19 | WA | 27 | 18 | 15 | 21 | 4 | 85 |
| 20 | YL | 28 | 13 | 12 | 19 | 5 | 77 |
| 21 | AL | 26 | 16 | 17 | 22 | 5 | 86 |
| 22 | YH | 27 | 12 | 11 | 20 | 5 | 75 |
| 23 | FY | 27 | 16 | 17 | 19 | 5 | 84 |
| 24 | UK | 27 | 17 | 18 | 22 | 5 | 89 |
| 25 | YP | 26 | 16 | 19 | 15 | 4 | 80 |
| 26 | FH | 26 | 16 | 19 | 22 | 5 | 88 |
| 27 | AF | 28 | 16 | 19 | 22 | 5 | 90 |
| | | 721 | 415 | 404 | 543 | 123 | |
| SUM | | | | | | | 2.197 |
| MEAN | | | | | | | 81,37 |

The data of this research the students' initial (sample) and the students' score in the post-test of the experimental group can be seen in the table above. The data in the table showed the highest score of the post-test was 90 and the lowest was 75. So the total of post-test in experimental class was 2.197. The mean of post-test in experimental class was 81.37.

Appendix 7**The Score of Pre-test of Control Group**

| No. | Students' Initial | Indicators | | | | | Score |
|------|-------------------|------------|-----|-----|-----|----|-------|
| | | C | O | V | Lu | M | |
| 1 | AH | 20 | 10 | 10 | 11 | 4 | 55 |
| 2 | AEH | 16 | 14 | 11 | 11 | 4 | 56 |
| 3 | AFA | 13 | 7 | 6 | 7 | 3 | 36 |
| 4 | ASM | 13 | 9 | 8 | 12 | 3 | 45 |
| 5 | AF | 13 | 6 | 6 | 7 | 3 | 35 |
| 6 | AS | 14 | 8 | 7 | 11 | 3 | 43 |
| 7 | AH | 13 | 8 | 8 | 9 | 3 | 41 |
| 8 | AA | 16 | 9 | 6 | 11 | 4 | 46 |
| 9 | DF | 13 | 8 | 6 | 8 | 4 | 39 |
| 10 | DSP | 13 | 8 | 8 | 11 | 3 | 43 |
| 11 | FH | 13 | 7 | 7 | 11 | 4 | 42 |
| 12 | FL | 22 | 16 | 14 | 17 | 5 | 74 |
| 13 | FA | 15 | 7 | 7 | 10 | 3 | 42 |
| 14 | HS | 13 | 6 | 5 | 6 | 3 | 33 |
| 15 | HNL | 13 | 8 | 7 | 11 | 4 | 43 |
| 16 | IS | 17 | 8 | 7 | 13 | 4 | 49 |
| 17 | JR | 13 | 8 | 8 | 12 | 3 | 44 |
| 18 | JAN | 17 | 7 | 8 | 11 | 3 | 46 |
| 19 | KA | 15 | 8 | 7 | 11 | 4 | 45 |
| 20 | LAH | 21 | 12 | 12 | 18 | 4 | 67 |
| 21 | MF | 18 | 12 | 8 | 11 | 5 | 54 |
| 22 | MP | 14 | 6 | 6 | 7 | 3 | 36 |
| 23 | MAL | 16 | 6 | 11 | 11 | 4 | 48 |
| 24 | MIA | 15 | 11 | 8 | 11 | 4 | 49 |
| 25 | AR | 16 | 7 | 8 | 9 | 4 | 44 |
| 26 | IP | 13 | 7 | 7 | 12 | 4 | 43 |
| 27 | ASS | 18 | 11 | 8 | 18 | 4 | 59 |
| | | 413 | 234 | 214 | 297 | 99 | |
| SUM | | | | | | | 1.257 |
| MEAN | | | | | | | 46,55 |

The data of this research the students' initial (sample) and the students' score in the pre-test of the control group can be seen in the table above. The data in the table showed the highest score of pre-test was 74 and the lowest was 33. So the total score of pre-test in control class was 1.257. The mean of pre-test in control class was 46,55.

Appendix 8

The Score of Post-test of Control Group

| No | Students' Initial | Indicators | | | | | Score |
|------|-------------------|------------|-----|-----|-----|-----|-------|
| | | C | O | V | Lu | M | |
| 1 | AH | 20 | 19 | 16 | 13 | 5 | 73 |
| 2 | AEH | 23 | 12 | 8 | 18 | 4 | 65 |
| 3 | AFA | 24 | 16 | 14 | 12 | 4 | 70 |
| 4 | ASM | 21 | 6 | 11 | 18 | 4 | 60 |
| 5 | AF | 18 | 11 | 12 | 11 | 3 | 55 |
| 6 | AS | 19 | 12 | 13 | 12 | 4 | 60 |
| 7 | AH | 21 | 16 | 11 | 18 | 5 | 71 |
| 8 | AA | 22 | 15 | 16 | 17 | 5 | 75 |
| 9 | DF | 19 | 14 | 11 | 16 | 4 | 64 |
| 10 | DSP | 24 | 13 | 14 | 19 | 4 | 74 |
| 11 | FH | 16 | 13 | 9 | 13 | 4 | 55 |
| 12 | FL | 26 | 11 | 17 | 18 | 5 | 77 |
| 13 | FA | 22 | 13 | 14 | 14 | 4 | 67 |
| 14 | HS | 24 | 18 | 13 | 17 | 4 | 76 |
| 15 | HNL | 22 | 14 | 8 | 18 | 4 | 66 |
| 16 | IS | 23 | 11 | 9 | 18 | 4 | 65 |
| 17 | JR | 25 | 13 | 12 | 22 | 5 | 77 |
| 18 | JAN | 25 | 11 | 11 | 14 | 4 | 65 |
| 19 | KA | 23 | 17 | 15 | 16 | 5 | 76 |
| 20 | LAH | 22 | 16 | 13 | 17 | 4 | 72 |
| 21 | MF | 21 | 14 | 12 | 19 | 4 | 70 |
| 22 | MP | 22 | 16 | 16 | 13 | 4 | 71 |
| 23 | MAL | 20 | 17 | 15 | 19 | 5 | 76 |
| 24 | MIA | 20 | 15 | 19 | 18 | 5 | 77 |
| 25 | AR | 21 | 12 | 15 | 19 | 4 | 71 |
| 26 | IP | 24 | 13 | 12 | 11 | 4 | 64 |
| 27 | ASS | 27 | 14 | 14 | 12 | 4 | 71 |
| | | 594 | 372 | 350 | 432 | 115 | |
| SUM | | | | | | | 1.863 |
| MEAN | | | | | | | 69 |

The data of this research the students' initial (sample) and the students' score in the post-test of the control group can be seen in the table above. The data in the table showed the highest score of post-test was 77 and the lowest was 55. So the total score of post-test in control class was 1.863. the mean of post test in control group class was 69.

Appendix 9

ATTENDENCE LIST

Name of School : SMA AL HIDAYAH

Class : X IPS-1

Academic : 2017/2018

| No | Name | First Meeting | Second Meeting | Third Meeting | Four Meeting |
|----|-------------------------|---------------|----------------|---------------|--------------|
| 1 | Muhammad Alfa Ridho | | | | |
| 2 | Muhammad Ali | | | | |
| 3 | Muhammad Daniel Habibie | | | | |
| 4 | Muhammad Devan Nst | | | | |
| 5 | Muslim Chaniago | | | | |
| 6 | Nadillah Syahputri | | | | |
| 7 | Nisa Hanum Harahap | | | | |
| 8 | Nur Eva Nadia | | | | |
| 9 | Putri Balqis | | | | |
| 10 | Ridho Kurniawan | | | | |
| 11 | Ridho Gunawan | | | | |
| 12 | Rika Elvinani | | | | |
| 13 | Rika Elvira | | | | |
| 14 | Rika Wati Pasaribu | | | | |
| 15 | Risky Gunawan Harahap | | | | |
| 16 | Sartika Banchin | | | | |
| 17 | Taurik Ramadhan | | | | |
| 18 | Tri Wulan Dari | | | | |
| 19 | Widya Alfiani | | | | |
| 20 | Yulia | | | | |
| 21 | Ardiansyah Lubis | | | | |
| 22 | Yusuf Hasibuan | | | | |
| 23 | Fitriyani | | | | |
| 24 | Ummi Kalsum | | | | |
| 25 | Yusika Putriani | | | | |
| 26 | Faiz Hamud | | | | |
| 27 | Afandy | | | | |

Appendix 10

ATTENDENCE LIST

Name of School : SMA AL HIDAYAH

Class : X IPS-2

Academic : 2017/2018

| No | Students' Initial Name | First Meeting | Second Meeting | Third Meeting | Four Meeting |
|----|---------------------------|---------------|----------------|---------------|--------------|
| 1 | Abdul Halim | | | | |
| 2 | Ahmad Eryansyah Hsb | | | | |
| 3 | Aidil Fitra Akbar | | | | |
| 4 | Alwi Syahbana Mtd | | | | |
| 5 | Alya Febriani | | | | |
| 6 | Arya Syahputra | | | | |
| 7 | Ayu Hartati | | | | |
| 8 | Azizah Ananda | | | | |
| 9 | Dina Fadhilah | | | | |
| 10 | Dwi Sandi Pasaribu | | | | |
| 11 | Fadila Hanum | | | | |
| 12 | Fauziah Lubis | | | | |
| 13 | Febry Ariana | | | | |
| 14 | Hariyansyah | | | | |
| 15 | Holong Niroha Lubis | | | | |
| 16 | Iskandar Syah | | | | |
| 17 | Jeri Ramadhan | | | | |
| 18 | Jimi Azhari Nst | | | | |
| 19 | Khairul Asri | | | | |
| 20 | Lia Auliana Hsb | | | | |
| 21 | Maya Fadilla | | | | |
| 22 | Maida Pasaribu | | | | |
| 23 | M. Irfan Alfarizzih Lubis | | | | |
| 24 | M. Iqbal Ardiansyah | | | | |
| 25 | Agitsyah Ramadhani | | | | |
| 26 | Irwasyah Pohan | | | | |
| 27 | Alwi Syah Siregar | | | | |



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website <http://www.fkip.ummu.ac.id> E-mail fkip@ummu.ac.id

Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini

Nama Mahasiswa : Syafni Khoiriza
NPM : 1402050141
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 133 SKS

IPK = 3,53

| Persetujuan Ket./Sekret. Prog. Studi | Judul yang Diajukan | Disahkan oleh Dekan Fakultas |
|--|---|------------------------------------|
| | The Effect of Applying Project Based Learning Method by Using Video Tutorial on the Students' Ability in Writing Procedure Text | |
| | The Effectiveness of Applying Visualization, Audition, Kinesthetic (VAK) on the Students' Achievement Pronunciation | |
| | Code Switching in American Got Talent 2017 Program: A Case of the Judges Comments and the Viewers Attitude | |

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 17 November 2017

Hormat Pemohon,

Syafni Khoiriza

Keterangan

- Dibuat rangkap 3
- Untuk Dekan/Fakultas
 - Untuk Ketua/Sekretaris Program Studi
 - Untuk Mahasiswa yang bersangkutan



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Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238

Website <http://www.fkip.umsu.ac.id> E-mail fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak/ Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Syafni Khoiriza
NPM : 1402050141
Pro. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

The Effect of Applying Project Based Learning Method by Using Video Tutorial on the Students' Ability in Writing Procedure Text

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

Drs. H. Taslim Tanjung, M.Ed

Acc 27/11/2017

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 27 November 2017

Hormat Pemohon,

Syafni Khoiriza

Keterangan
Dibuat rangkap 3 :-
- Asli untuk Dekan/Fakultas
- Duplikat untuk Ketua / Sekretaris Jurusan
- Triplikat Mahasiswa yang bersangkutan

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 625 / II.3-AU / UMSU-02/F/2017
Lamp : ---
Hal : **Pengesahan Proyek Proposal
Dan Dosen Pembimbing**

*Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama Mahasiswa : Syafni Khoiriza
NPM : 1402050141
Program Studi : Pend. Bahasa Inggris
Judul Skripsi : The Effect of Applying Project Based Learning Method by Using Video Tutorial on the Students' Ability in Writing Procedure Text

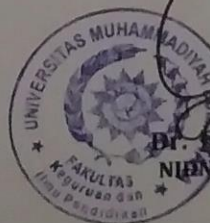
Pembimbing : Drs. H. Taslim Tanjung, M.Ed

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : **29 Nopember 2018**

Medan, 10 Rab. Awwal 1439 H
29 Nopember 2017 M

Wassalam
Dekan



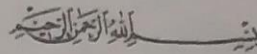
Dr. Elfrianto, M.Pd.
NIDN 0115057302

- Dibuat rangkap 4 (Empat) :
1. Fakultas (Dekan)
 2. Ketua Program Studi
 3. Pembimbing
 4. Mahasiswa yang bersangkutan :
- WAJIB MENGIKUTI SEMINAR**



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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.ummu.ac.id> E-mail: fkip@ummu.ac.id



LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Syafni Khoiriza

N.P.M : 1402050141

Program Studi : Pendidikan Bahasa Inggris

Judul Proposal : The Effect of Applying Project Based Learning Method by Using
Video Tutorial on the Students' Ability in Writing Procedure Text

Sudah layak diseminarkan.

Medan, Januari 2018

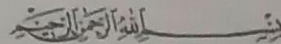
Disetujui oleh
Pembimbing

Drs. H. Tashim Tanjung, M.Ed



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.ummu.ac.id> E-mail: fkip@ummu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

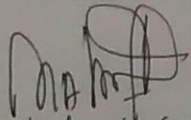
Nama Lengkap : Syafni Khoiriza
N.P.M : 1402050141
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Project Based Learning Method by Using Video Tutorial on the Students' Ability in Writing Procedure Text

Pada hari Kamis, tanggal 18, bulan Januari, tahun 2018 sudah layak menjadi proposal skripsi.

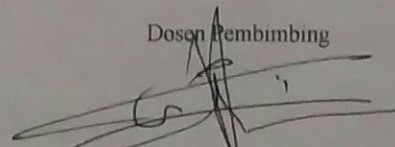
Medan, Januari 2018

Disetujui oleh:

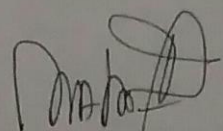
Dosen Pembahas


(Mandra Saragih, S.Pd, M.Hum)

Dosen Pembimbing


(Drs. H. Taslim Tanjung, M.Ed)

Diketahui oleh
Ketua Program Studi,


Mandra Saragih, S.Pd, M.Hum

SURAT PERNYATAAN

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap : Syafni Khoiriza
N.P.M : 1402050141
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Project Based Learning Method by Using Video Tutorial on the Students' Ability in Writing Procedure Text

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

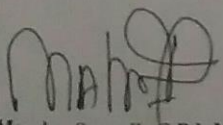
Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Januari 2018
Hormat saya
Yang membuat pernyataan,



Syafni Khoiriza

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris


Mandra Saragih, S.Pd, M.Hum



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
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Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Fax. (061) 6625474 - 6631003
Website: <http://fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Nomor : 1175 /IL3/UMSU-02/F/2018
Lamp : ---
Hal : Mohon Izin Riset

Medan, 22 Jum. Awal 1439 H
08 Februari 2018 M

Kepada Yth. Bapak/Ibu Kepala
SMA Al-Hidayah
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Syafni Khoiriza
N P M : 1402050141
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Applying Project Based Learning Method by Using Video Tutorial on the Students' Ability in Writing Procedure Text.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya, Amin.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.



** Penting! **



YAYASAN PERGURUAN AL-HIDAYAH SMA AL-HIDAYAH MEDAN

DIDIRIKAN : 2 Mei 1981

Jenjang Akreditasi : B A I K (B)

NO. SIOSS : 420 / 7455 / DIKMEN / 2009 - NSS : 304076009080 - NDS : 3007120054 - NPSN : 10210805

Alamat : Jl. Letda Sujono Gg. Perguruan No. 4 Bandar Selamat Medan Tembung Telp. 061-7352164 Kode Pos : 20223

SURAT KETERANGAN

NOMOR : 163/110/SK/SMA -YPA/2018

Yang bertanda tangan dibawah ini Kepala SMA Al-Hidayah Medan Jl.Letda Sujono Gg.Perguruan No.4 Kecamatan Medan Tembung Kota Medan menerangkan bahwa :

Nama : SYAFNI KHOIRIZA

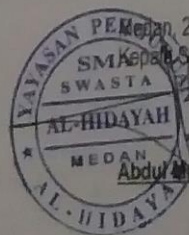
NPM / NIRM : 1402050141

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : The Effect of Applying Project Based Learning Method by Using Video Tutorial on the Students' Ability in Writing Procedure Text.

Adalah benar nama tersebut diatas telah selesai melaksanakan penelitian guna penyusunan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan (S-1.) di SMA Al-Hidayah Medan mulai tanggal 08 Februari s/d 28 Februari 2018 dengan baik.

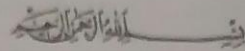
Demikian surat keterangan ini diperbuat untuk dapat dipergunakan seperlunya.



Medan, 28 Februari 2018.

Kepala Sekolah

Abdul Muhammad Haidir Saragih, M.A.



BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi Universitas Muhammadiyah Sumatera Utara
Fakultas Keguruan dan Ilmu Pendidikan
Jurusan/Prog Studi Pendidikan Bahasa Inggris
Nama Lengkap Syafni Khoiriza
N.P.M 1402050141
Program Studi Pendidikan Bahasa Inggris
Judul Proposal The Effect of Applying Project Based Learning Method by Using Video Tutorial on the Students' Ability in Writing Procedure Text

| Tanggal | Deskripsi Hasil Bimbingan Proposal | Tanda Tangan |
|------------|------------------------------------|--------------|
| 20-11-2017 | CHAPTER I Introduction | |
| 2-12-2017 | CHAPTER II Theory | |
| 6-01-2018 | CHAPTER III Method of Research | |
| 9-01-2018 | ada | |
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Medan, Januari 2018

Diketahui oleh
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Dosen Pembimbing

(Drs. H. Taslim Tanjung, M.Ed)



**MAJELIS PENDIDIKAN TINGGI
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Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying Project Based Learning Method by Using Video Tutorial on the Students' Ability in Writing Procedure Text

| Tanggal | Materi Bimbingan Skripsi | Paraf | Keterangan |
|------------|--|-------|------------|
| 08/03/2018 | - Abstract - Acknowledgements - The uses of tenses (chapter 1-5) | | |
| 13/03/2018 | - Table of Contents - Appendix - Chapter 4-5 | | |
| 16/03/2018 | ace | | |
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Diketahui oleh :
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Medan, Maret 2018

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