

**A VIDEO-MEDIATED INSTRUCTION AS AN ENGAGING MEDIA OF
EFL: RAISING STUDENTS' WRITING SKILL**

SKRIPSI

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

By:

KIKLNURLIZA

NPM: 1902050063



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

MEDAN

2023



BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Senin, Tanggal 18 September 2023, pada pukul 08.30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : Kiki Nurliza
NPM : 1902050063
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : A Video-Mediated Instruction as as Engaging Media of EFL: Raising Students' Writing Skill

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan : (**A**) Lulus Yudisium
() Lulus Bersyarat
() Memperbaiki Skripsi
() Tidak Lulus

Ketua


Dra. Hj. Svamsayurnita, M.Pd.

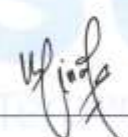
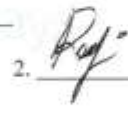

PANITIA PELAKSANA

Sekretaris


Dr. Hj. Dewi Kesuma, S.S., M.Hum.

ANGGOTA PENGUJI:

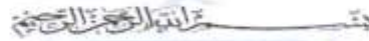
1. Yayuk Hayulina M, S.Pd., M.Hum.
2. Resty Wahyuni, S.Pd., M.Hum.
3. Alfitriani Siregar, S.Pd., M.Ed.

1. 
2. 
3. 



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.umsu.ac.id> E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI



Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama : Kiki Nurliza
NPM : 1902050063
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : A Video-Mediated Instruction As An Engaging Media Of Efl: Raising Students' Writing Skill

Sudah layak disidangkan.

Medan, September 2023

Disetujui Oleh:
Pembimbing


Alfitriani Siregar, S.Pd., M.Ed

Diketahui Oleh:


Dekan

Dra. Hj. Svamsuyuslita, M.Pd

Ketua Program Studi


Pirman Ginting, S.Pd., M.Hum



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Kiki Nurliza
N.P.M : 1902050063
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : A Video-Mediated Instruction as an Engaging Media of EFL: Raising Students' Writing Skill

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
20/06 2023	Chapter 1: changed to part change the method to experimental research	
10/07 2023	chapter W revision result Result to use spss by experimental research	
15/08 2023	revision discussion should use theory	
05/09 2023	Abstract Write the implication research	
17/09 2023	Revision Reference Acc	

Medan, September 2023

Diketahui oleh:
Ketua Prodi

(Pirman Ginting, S.Pd., M.Hum.)

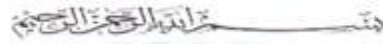
Dosen Pembimbing

(Alfitriani Siregar, S.Pd., M.Ed.)



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.umsu.ac.id> E-mail: fkp@umsu.ac.id

SURAT PERNYATAAN KEASLIAN SKRIPSI



Yang bertanda tangan di bawah ini:

Nama Lengkap : Kiki Nurliza
NPM : 1902050063
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Dengan ini menyatakan bahwa skripsi saya yang berjudul "A Video-Mediated Instruction as an Engaging Media of EFL: Raising Students' Writing Skill" adalah benar bersifat asli (Original), bukan hasil menyadur karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan sebenar-benarnya.

Medan, Oktober 2023

Yang Menyatakan



Kiki Nurliza

ABSTRACT

Kiki Nurliza. 1902050063.” A Video-Mediated Instruction as an Engaging Media of EFL: Raising Students’ Writing Skill.” Skripsi. English Education Program of Faculty Teachers Training and Education. Universitas Muhammadiyah Sumatera Utara, Medan. 2023.

The objective of this investigation was to examine the effects of using video-mediated instruction as an engaging media of EFL: raising students’ writing skills. This experimental study carried out in SMP Muhammadiyah 57 Grade VIII Medan years 2022/2023. The population contained 49 students and the sample also contained 49 students. Sampling performed as part of a random procedure. This study used quantitative methods and data from Class VIII A as an experimental class sample of 22 participants and Class VIII B as a control class sample of a total of 20 participants. The experiment consisted of several choices. Student results before and after the tests were used to generate the data. Based on the Wilcoxon test, the Sig scores (2-tailed) were $0.000 > 0.05$, implying that the use of video affects students' understanding of the text in their writing skills. The extent of this effect can be seen from the average post-test scores for the experimental class, which improved from 61.36 to 79.55. Therefore, the results of using video instruction as an engaging medium for her EFL learning have an impact on the improvement of her students' writing skills. Teachers are advised to consider video-mediated instruction as a viable method to improve students’ achievement. Teachers should take caution when considering motivation and attitude as drivers of performance in the presence of video-mediated instruction. The study recommends continuous teacher education in the face of technology.

Keywords: Video-Mediated Instruction, Writing skill, Procedure Text

ACKNOWLEDGEMENTS



Assalamualaikum Wr.Wb

First, praises Allah SWT, the Most Merciful Who gave him health and kindness, allowing him to complete his college course Muhammadiyah North Sumatra. In the name of Allah, the Most significant, the Most Merciful, all praises go to Allah SWT, the Most Powerful, who gave him health and mercy, allow him to complete his work studied at Muhammadiyah University of North Sumatra.

Second, blessings and peace be upon Prophet Muhammad SAW, who led humanity from darkness to light. Third, her dearest parents, **Izhar** and **Mardiana**, provided extra assistance, material, and prayers before and after her Academic year at UMSU.

The title of this research is "**A Video-Mediated Instruction as an Engaging Media of EFL: Raising Students' Writing Skill** " She had several challenges and obstacles while writing this research, and she may not be able to complete it without the assistance of the following persons.

As a result, she wishes to offer her heartfelt gratitude to all who provided advice, inspiration, motivation, and support while carrying out this study. They are as follows:

1. **Prof. Dr. Agussani, M.AP**, As the Rector of the University Muhammadiyah North Sumatera.

2. **Dra. Hj Syamsuyurnita, M.Pd**, as the Dean of the Faculty of Teacher Training and Education, University Muhammadiyah North Sumatera.
3. **Dr. Hj Dewi Kesuma Nasution, SS., M.Hum**. Deputy Dean I of the Faculty of Teacher Training and Education, University Muhammadiyah North Sumatera.
4. **Pirman Ginting S.Pd, M.Hum** and **Rita Harisma, S.Pd., M.Hum** as the Head and Secretary of English Department in Faculty of Teacher.
5. **Alfitriani Siregar, S.Pd, M.Ed.** is a supervisor who was patient, very helpful, and directed in working on this Thesis.
6. **All English Education Study Program Lecturers**, Faculty of Teacher Training, University Muhammadiyah North Sumatera, had provided teaching and administrative fluency to research.
7. **Dr. Muhammad Arifin, M.Pd.** Who had helped and guided the researcher in conducted research.
8. **Zainal Arifin, S.Pdi**, as the Headmaster of SMP Muhammadiyah 57 Medan, had given permission for her to conduct research at that school.
9. **The author himself**, thank you for being able to finish this thesis despite all the chaos that happened, you are great, and you are extraordinary, proud of you.
10. **All students in classes VIIIA & VIIIB** who had become samples in their research so that their research can be completed properly.
11. **Her best friend, Audrey Cori Daffa, Yuliana Citra, Ika Syafitri, Rahma Andriani, Firdha Maulani Fitri, Bunga Laras Hati, Fara Asyilah, Syara Dilla** thanks for all of our crazy moments, thanks for the motivation, pray, support, and much love and thanks for making this friendship become the best friendship ever.

12. **Her sister Rafiqa Suci Afriza and the big family** that cannot be mentioned one by one always prays and encourages completing this Thesis.

13. **All her friends are in Class 8B Morning** English education program at University Muhammadiyah North Sumatera.

Finally, with all humility, the researcher realizes that the writing of this Thesis. It is still far from perfect. If there are fewer comforting words in this writing, the author apologizes profusely, and hopefully, this Thesis can be helpful for all of us. May Allah Ta'ala always bless us All. Amen

The Researcher

Kiki Nurliza

1902050063

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENTS.....	ii
TABLE OF CONTENTS.....	V
LIST OF FIGURES	Vii
LIST OF TABLES	Viii
CHAPTER I INTRODUCTION.....	1
A. Background of the Study	1
B. The Identification of the Problem.....	4
C. The Scope and Limitation.....	4
D. The Formulation of the Problem.....	4
E. The Objective of the Study	5
F. The Significance of the Study.....	5
CHAPTER II REVIEW OF LITERATURE	6
A. Theoretical Framework	6
1. The Definition of Writing	6
2. The Purpose of Writing	7
3. Kinds of Writing	10
4. The Advantages of Writing	11
5. Video-Mediated Instruction	12
6. Types of Video-Mediated Instruction	13
7. Ways of Delivering Video-Mediated Instruction.....	14
8. Properties of Video-Mediated Technology	14

9. Strategies for the use of Video-Mediated Instruction	17
10. Purpose of Video-Mediated Instruction	18
11. Benefits of Using Video-Mediated Instruction	19
12. Procedure Text	22
1. The Definition of Procedure Text	22
2. The Procedure Text's Generic Structure	22
3. The Goal of Procedure Text	23
4. Language Features	23
B. Previous Relevant Study	24
C. Conceptual Framework	25
CHAPTER III METHODOLOGY OF RESEARCH.....	27
A. Location of Research	27
B. Population and Sample	27
C. Research Design	28
D. Instrument of the Research	29
E. The Techniques of Collecting Data	29
F. The Techniques of Analyzing Data	30
CHAPTER IV RESULTS & DISCUSSION.....	34
A. Findings	34
B. Discussion.....	40
CHAPTER V CONCLUSION AND SUGGESTIONS.....	44
A. Conclusion	44
B. Suggestions	45

REFERENCES.....	47
APPENDICES	50

LIST OF FIGURES

Figure 2.1 Conceptual Framework.....	25
--------------------------------------	----

LIST OF TABLES

Table 3.1 Population	23
Table 3.2 Sample.....	23
Table 3.3 Research Design.....	25
Table 4.1 pre-test and post-test for the Experimental Group	34
Table 4.2 pre-test and post-test for the Control Group	35
Table 4.3 Table 4.3 Descriptive Statistics.....	36
Table 4.4 Test Normality	37
Table 4.5 Ranks.....	39
Table 4.6 Test Statistics	40

CHAPTER I

INTRODUCTION

A. Background

As time goes by, English is claimed to be a unique, challenging, and global language that is essential for scientific and professional disciplines. Most students strive to improve their English skills in various ways (Rajitha & Alamelu, 2020). Given that 360 million people communicate in English as a mother tongue and another 500 million use English as a second language (The Role of English as a Global Language, 2019). Consequently, the addition of the English language includes four fundamental elements, namely, auditory comprehension, verbal communication, reading texts, and written expression. Writing is considered one of the four fundamental abilities in academics that is both highly valued and subject to significant scrutiny. Moreover, writing requires focused thinking reinforcing students' ideas in any subject can enhance learning (Lestari & Nurhamdah, 2019). Writing serves as a means for pupils to articulate their thoughts, perspectives, personal experiences, comments, or factual information by employing the medium of written communication. certainly, the acquisition of skills in writing is a multifaceted sometimes challenging activity, including competency not just in grammatical and rhetorical techniques, but also in conceptual comprehension and perception (Selvaraj & Aziz, 2019).

However, learning to write is impractical due to the inability of technology and the difficulty for students to understand the concept of writing (Anugerah et al., 2019). This is because the students are struggling to write coherently due to

several factors. One of them is selecting the right words and putting them all together to form an understandable piece of writing is challenging.

Thus, it is not surprising that many students find writing to be a challenging activity due to the many variables that need to be considered (Falihah et al., 2022). To facilitate the teaching and learning process and decrease nerves, instructional resources that are conducive to their social and intellectual development (Olanrewaju, 2017). On the other hand, the implementation of technology in the classroom supports teachers in increasing the improvement of higher-order thinking cognitive abilities of students. Media can also make it easier for teachers to apply curriculum information so that students understand it more during the learning process (Siregar, 2020).

According to (Rahimi & Fathi, 2022) Video production activities have frequently been employed as a means to enable English as a Foreign Language (EFL) learners to actively apply the language skills they have acquired in classroom settings to real-world learning contexts. Nevertheless, there is a limitation of empirical research that specifically examines the impact of this activity on the development and improvement of English as Foreign Language (EFL) students' writing abilities. A total of 57 English as Foreign Language (EFL) students were involved in an 18-week research project aimed at examining the impact of utilizing various modes on the improvement of their English writing abilities.

The researchers intended to apply "Video-Mediated Instruction" (VMI) in this study, which refers to a learning process that uses audio and visual indications to deliver information to students (Hadijah & Shalawati, 2021), and teaching with video media has enhanced student academic progress. As learners to improve their effective writing abilities, the teacher must select a learning technique that encourages the attainment of an appropriate learning process. Teachers have to try to gather and use diverse instructional methods that can tackle each of their student's abilities. One of them is video-mediated instruction. By using this kind of technique, students are able to identify essential and irrelevant particulars as they integrate knowledge, apply critical thinking, comprehend concepts, and cultivate their thoughts. The efficiency of this method was enhanced when it was paired with video media. Video as a medium enables educators to effectively communicate accurate and specific information pertaining to the content being taught to their students. The video's content has the potential to stimulate imaginative thinking and evoke mental imagery related to the presented information. This will allow students to focus on watching the video and be able to see the action and hear the language of the video. The information will be written on a sheet of paper or within an enclosure book (Metz, 2020).

In accordance the preliminary findings gathered by researchers at SMP Muhammadiyah 57 Medan, students had difficulty writing and lack of vocabulary. Many students studying in the school have challenges in their writing abilities due to a lack of knowledge regarding appropriate content and a limited understanding of generic structures, functions, and lexical-grammatical aspects.

Additionally, the lack of engaging instructional materials provided by the teacher further hinders their writing development. Furthermore, it possesses the ability to create a learning environment that minimizes distractions, hence potentially hindering the development of optimal writing abilities and desired learning results. The purpose of this study is to examine the effects of video-mediated instruction on students' writing performance and information learning, with the aim of enhancing their skills in writing abilities.

B. The Identification of the Problem

Based on the previously discussed background information, the following difficulties were identified as follows:

1. Students' had challenges with writing and a lack of vocabulary.
2. Students don't understand generic structures, functions, and lexical-grammatical aspects.
3. The teacher does not provide interesting media for writing activities.

C. Scope And Limitation

The current research is centered on the analysis of the identified problem of writing skills, specifically focusing on the writing of Procedure Texts by using Video-Mediated Instruction.

D. The Formulation of The Problem

The statement of the issue of this study is written as "What is the impact of raising EFL students' writing skills using video-Mediated Instruction"?

E. The Objective of the Study

The focus of this study is to examine the effects of video-mediated instruction on the improvement of English as Foreign Language (EFL) students' writing abilities.

F. The Significant of the Study

The results of this study will be classified into two distinct groups:

1. Theoretical

The target of this study was to examine the possible impact of Video-Mediated Instruction on increasing students' writing skills.

2. Practically

- a. English teachers have developed an original method of instructing writing skills through using video-mediated instruction. They can make this method exciting and easy for students' to understand what they are writing.
- b. For students' can improve their writing skills and learn more about what they are writing.
- c. For the researcher, the findings of this study can serve to be useful references and provide an opportunity for further study and development through research.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

It is essential to build a complete understanding of the fundamental concept of the research from the outset. It is vital to comprehend the concepts being communicated. Therefore, an explanation of the topic will help to reduce potential misunderstandings between the writer and the reader. It is crucial to engage in a comprehensive discussion regarding the clarification of the concepts that have been utilized and addressed in order to ensure that the readers are able to grasp the intended message with clarity.

1. The Definition of Writing

One of the most important things for students of a second language to do is to practice writing. Writing is considered a fundamental means of communication that serves to establish and clarify language through the use of written signs and symbols. Furthermore, it is recognized as one of the four essential language abilities. Writing is viewed as the most difficult of the four talents and therefore requires more time spent practicing (Falihah et al., 2022). However, research shows that most students still struggle to recognize the components of a paragraph, including the primary idea, subject sentence, supporting sentences, and conclusion (Muafiah, 2019). Writing has become an essential talent in the English language. Writing skills allow us to articulate, debate, and describe our thoughts, emotion and experiences (Lestari & Nurhamdah, 2019).

To successfully instruct writing, it is important to utilize a diverse range of strategies and methodologies. This multifaceted approach is essential for instructing writing, as it allows for a comprehensive and complete instructional experience (Selvaraj & Aziz, 2019). Writing takes correct grammar and provides information to help readers comprehend it. Students with grammar difficulties will struggle to construct appropriate phrases (Rashid & Hui, 2021). The conclusion serves as a means of articulating and encapsulating an idea or concept through written expression, culminating in the end of an intellectual discourse that ultimately materializes into an essay intended for dissemination.

The achievement of writing proficiency is contingent upon the attitudes, motives, and interests exhibited by pupils. The teacher assumes a crucial role in cultivating students' inclination and drive to engage in writing activities. According to Hyland and Siti Komariyah (2018), writing serves as a means of conveying personal interpretations, with writing courses highlighting the capacity of individuals to shape their perspectives on a given subject matter. This implies that writing serves as a medium for expressing personal thoughts, emotions, and reflections on a particular subject, event, or personal encounter.

2. The Purpose of Writing

Penny (2018) states that the essential goal of writing is to articulate concepts and effectively communicate information to the reader. The primary objective of writing is to effectively communicate ideas to the intended audience through the medium of written language. Writing has a significant part in conveying

information and ideas to readers in a clear and effective manner, as determined by the author's written content.

According to Yustiani (year), various purposes of writing can be identified, including the sharing of experiences, the provision of information, and the act of entertaining:

- a. In academic writing, scholars are often tasked with providing informative content to their readers on a wide range of subjects. The act of informing involves the transmission of crucial information about a certain subject to the readers. Typically, this entails providing the readers with an objective account of the facts or events.
- b. Writing to explain and composing to clarify involves the act of transforming ambiguous content into a more comprehensible form. The act of writing to clarify text entail sail involves the process of addressing confusing text that is confusing and making it more understandable. In the realm of informative writing, it is imperative for an essayist grappling with a difficult subject to ensure that their readers also possess a comprehensive understanding of the topic at hand. In everyday conversations, individuals commonly employ various strategies to clarify information to others.

- c. Writing for persuasion is an essential aspect of our personal, professional, and educational endeavors, making it the most crucial form of writing we engage in. The act of creating persuasively is commonly observed in many forms of written communication, Examples of documents that may be sent to the lease board to express grievances about our landlord, letters of intent for employment prospects, and academic papers centered on tests. The objective of your task on the subject of influence is to effectively convince your readers to recognize the most profound ideas, even if they may be subject to scrutiny.
- d. Writing with the intention of amusing or entertaining others necessitates directing one's focus onto the readership, rather than oneself. Individuals often find satisfaction and a sense of accomplishment in actively participating and contributing to various endeavors. However, it is important to recognize that personal fulfillment should not solely rely on self-indulgence and amusement. The act of composing to delight others enables one to bestow joy upon others. Take advantage of the chance and maximize its potential.

It can be inferred that writing encompasses a multitude of objectives. Through the act of writing, individuals can articulate their ideas, demonstrate their knowledge on a particular subject, and express their viewpoints, thereby fostering a sense of engagement and motivation to transform these thoughts into written form

3. Kinds of writing

There exists a diverse array of writing genres, each possessing distinct features. According to Pardiyono (2017), there exists a classification of eleven distinct genres of writing, which are enumerated as follows.

- a) The primary purpose of a narrative is to engage and entertain the reader while effectively conveying a story.
- b) Descriptive writing aims to provide a comprehensive portrayal of a specific individual or object, emphasizing intricate details and characteristics.
- c) Explanation: The purpose of this explanation is to elucidate the underlying objectives associated with the structure or functioning of natural or socio-cultural phenomena.
- d) Procedure: This section aims to provide instructions to assist the reader in doing a certain task or creating something.
- e) Recounting involves the act of narrating or retelling a prior experience, namely by providing a chronological account of a series of events that occurred in the past.
- f) Discussion: The purpose of a discussion is to provide an opportunity for individuals to give factual information and express their perspectives on various aspects of a particular problem.
- g) Report: to present factual information on a subject without bias or interpretation.

h) News item: The purpose of this text is to provide readers with information regarding significant events that have occurred during the day and are deemed newsworthy.

i) Analytical exposition: This form of discourse aims to inform readers about the significance of a certain subject or topic.

j) Hortatory exposition is a rhetorical genre that aims to persuade readers to either support or oppose a particular course of action.

k) Review refers to the process of critically assessing and analyzing a piece of work, whether it be in the context of academic or public writing.

4. The Advantages of Writing

Scott in Virginia (2016) Writing is a stimulating activity that offers students multiple advantages. Despite the inherent challenges associated with writing, it remains a valuable, indispensable, and pleasurable component of foreign language instruction. One of the reasons for its significance is that it introduces an additional physical dimension to the overall learning experience.

a. The addition of hands to the sensory organs of eyes and ears.

b. It provides students with a means to display their individuality and unique characteristics. Even structured exercises can provide opportunities for student autonomy, such as allowing them to select a tale to transcribe.

c. Writing activities are of utmost importance in strengthening the process of acquiring knowledge in various skill domains.

Engaging in balanced activities that encompass many language skills not only enhances linguistic competence but also facilitates memory retention.

Moreover, engaging in spontaneous speaking exercises proves beneficial in the context of free writing activities. The act of writing facilitates the acquisition of writing conventions and enhances pupils' linguistic repertoire.

d. Writing exercises are particularly beneficial for pupils as they advance in their language proficiency. While speaking, individuals may not always require an extensive vocabulary as meaning can frequently be conveyed by contextual cues. Numerous linguistic structures have a higher frequency in written language, and notably, the act of writing allows one the opportunity to review and contemplate the content produced.

The act of writing possesses inherent value. Experiencing the tangible manifestation of one's work and deriving immense gratification from effectively articulating one's thoughts should not be undervalued. It is crucial to acknowledge the significance of granting students the opportunity to share their work publicly, with their explicit consent, naturally.

5. Video-Mediated Instruction

Video-mediated instruction is an instructional methodology that employs video as a means to effectively impart practical skills. Instructional videos are increasingly integrated into the pedagogical practices of educators in every area of study. Applying principles derived from the cognitive theory of multimedia learning has been the most common theoretical lens for designing and evaluating

instructional videos (Fyfield et al., 2022). Video training can be strategically developed to incorporate various educational elements, such as case studies, interviews, digital storytelling, student-directed tasks, and online assessment.

Learners can become active participants in other people's cultures and environments through the use of video-mediated instruction, which allows them to overcome geographic and time obstacles (Fitria, 2013). However, it is extremely difficult for instructors. In the educational setting, namely within the confines of the classroom, it is evident that both educators and learners fail to fully value classroom activities as a result of the inadequacy of instructional technology (Gupta, 2017).

6. Types of Video-Mediated Instruction

a. Video Conferencing Video-Mediated Instruction

The utilization of video conferencing or video communications enables individuals to engage in conversations with others as if they were co-located in the same physical space, which is considered an acceptable practice. In order for a video conference to effectively cater to a global audience, it is imperative that all participants, regardless of their geographical location, possess the ability to visually perceive, audibly comprehend, and proficiently utilize the meeting tools.

b. Screencasts Video Mediated Instruction

A screencast refers to the process of visually capturing the contents displayed on an individual's computer screen.

This tool is highly effective in demonstrating sequential steps involved in a given operation or providing instructions to pupils on the execution of a specific computer-related task. Screencasts has the capacity to vary in complexity depending on the necessity to effectively communicate the intended concept. This can be achieved by the incorporation of elements such as music, audio narration, and animated text. Conversely, screencasts can also adopt a more simplistic approach, solely showcasing the on-screen activity and its subsequent outcomes (T.o, 2014).

7. Ways of Delivering Video-Mediated Instruction

According to Greenberg and Zanetis (2012:12-13), there exist three main methods for delivering video-mediated teaching.

- a. On-demand video, which can be either locally based or distributed through the internet.
- b. One-way video refers to several forms of media distribution, such as time-constrained packaged broadcast television, on-demand streaming video, or real-time instructor-led satellite television.
- c. Two-way interactive video encompasses several forms of communication, such as interactive videoconference, compressed interactive video, and video teleconference (VTC).

8. Properties of Video Mediate Technology

1. On-demand video

- a. Longer format digital video discs (DVDs), video home systems (VHS), and laser discs are examples of physical media formats used for video playback.

Examples of content disseminated in this fashion include motion pictures, instructional programming, and broadcast content available upon request.

- b. Shorter format segments, such as YouTube clips, enhanced podcasting, and video-on-demand (VOD casting), are delivered through streaming capabilities. Lecture capture refers to the process of archiving and providing access to recorded lectures.
 - c. I apologize, but I need more contexts or information in order to provide an academic rewrite of Lectures can be accessed via on-demand streaming capabilities.
 - d. Video games can be accessible via two primary methods: on-demand delivery or real-time streaming.
 - e. Shorter format portions, such as YouTube snippets, enhanced podcasting, and video-on-demand (VOD casting), are given through streaming capabilities.
 - f. Lecture capture, which encompasses the provision of archived lectures accessible through streaming capabilities on demand.
 - g. Gaming content can be accessed either through on-demand delivery or real-time streaming.
2. Real-time unidirectional video transmission
 - a. Broadcast material, which encompasses many forms of media dissemination, including educational programming, plays a significant role in the transmission of information and knowledge to a wide audience.

- b. Streaming video, encompassing both live educational sessions and public events.
 - c. Lecture capture refers to the delivery of streaming video in many formats, including live streaming and archived content for on-demand viewing.
3. One-way real-time video refers to the transmission of live video content in a unidirectional manner.
- a. Broadcast content, which encompasses a range of media materials, including instructional programming.
 - b. The utilization of streaming video, encompassing both live classes and public events.
 - c. Lecture capture refers to the delivery of streaming video, which can be accessed either as live streaming or as archived content for on-demand watching.
 - d. Satellite distribution, encompassing real-time instructional sessions.
4. Two-way real-time videos refer to the transmission and reception of live video content between two or more parties in a synchronous manner.
- a. Satellite delivery includes the provision of live teaching, which may involve two-way or multi-way communication in certain cases.
 - b. Interactive video-conferencing and telepresence technology refer to the utilization of live instruction, presentations, and cooperation between two or more places.

9. Strategies For the Use of Video-Mediated Instruction

Video has the potential to be utilized not only as a pedagogical tool but also as a means of enhancing the process of studying and acquiring knowledge both within and outside the confines of the traditional classroom setting.

- a. The utilization of fundamental video support tools. The utilization of various supplementary tools and resources is essential to facilitate a comprehensive investigation and exploration of each topic in video presentations. The integration of Internet movies can be enhanced with the use of interactive word glossaries, dictionaries, and online encyclopedias.
- b. Web and DVD-based audio/video clips are utilized in language classrooms to enhance understanding and vocabulary growth through the association of speakers, visual stimuli, and aural stimuli.
- c. The utilization of three-dimensional (3D) images has been explored by Thomsen, Brig stock, and Williams (2014) in their study. They found that incorporating video-based instruction in science disciplines such as physics, mathematics, astronomy, and biology can enhance students' comprehension of intricate concepts. This is achieved by reinforcing the connections between abstract theories and real-world applications.

10. Purpose of Video-Mediated Instruction

According to Zhang, Zhou, Briggs, and Nunamaker (2006), the aims of video training are as follows:

- a. Video-mediated instruction is a valuable tool for effectively presenting visual information that may be challenging to communicate through alternative means.
- b. One of the inherent attractions of video is its ability to evoke a sense of presence and immersion. Students have the ability to simulate experiences such as walking on the moon or observing an erupting volcano within the confines of a classroom, so eliminating the need for physical travel.
- c. Video, similar to television, has the potential to influence viewers' sensitivity or induce feelings of helplessness in relation to such occurrences.
- d. In addition to enabling pupils to explore various locations, videos also facilitate temporal exploration. The portrayal of characters and cultures on television has the potential to animate historical events and significant literary works.
- e. Video offers a form of learning that encompasses dual channels. Indeed, video proves to be advantageous for all students, regardless of whether they possess a pronounced predisposition for a particular modality or not.
- f. Video can be employed as a tool to showcase particular manual abilities or physical processes, either at their regular pace, in a slowed-down manner, or accelerated to unveil relationships, concepts, or practices.

g. Video has the capacity to offer pupils visual exposure to circumstances or events that would otherwise be deemed too hazardous or costly for personal engagement.

h. The utilization of media enables the facilitation of instruction for both basic and intricate concepts. Various specific techniques, such as animation, computer graphics, or motion, can be employed in the creation of visual content.

i. The utilization of media-specific techniques, such as animation, computer graphics, or motion, enables the effective instruction of both simple and complicated concepts.

11. Benefits of using Video Mediated Instruction

a. Video has the ability to provide an immersive experience

As it allows students to engage with the perspectives of renowned historians, political figures, and other notable individuals from centuries past. By incorporating video into the classroom, students can be transported to different time periods, enabling them to hear the voices of nearly extinct species and witness the vibrant colors and sounds of animals that exist solely in a distant and untouched wilderness. The utilization of video in educational settings has various advantages, such as facilitating a multisensory experience that enables students to actively engage with concepts and ideas, hence enhancing their understanding and retention. Through guided exploration, video content brings these concepts to life, transforming them into tangible experiences for learners.

b. The utilization of video

As a versatile instructional tool provides significant advantages, since the capacity to pause, resume, and replay content is of utmost value. The platform offers the capability to pause each video and engage students in activities such as predicting the conclusion of a demonstration, as well as encouraging them to contribute further analysis or engage in a debate regarding a specific point of historical reference.

c. Classroom Exercise

Previous research has provided evidence supporting the notion that the optimal use of video material entails its integration into a classroom lesson or a whole unit of study. The utilization of videos as an instructional tool, in conjunction with other available resources, is recommended for teachers to effectively teach a specific subject matter.

d. Classroom Enrichment

The utilization of video technology provides students with the unique chance to explore distant locations beyond the confines of the classroom, all within the educational context of their learning experience.

Many secondary schools, both in rural and urban areas, face a shortage of teachers in specific subjects, leading to a need for

e. accelerated learning strategies. One potential approach to addressing this issue is the utilization of videotapes as a means of delivering instructional content to learners, enabling them to access the advanced courses that are necessary for their academic progression.

f. Distance education

The utilization of video technology has facilitated increased accessibility to persons residing in remote areas and those with disabilities or physical limitations. This has allowed for the dissemination of courses and lectures through distance learning programs

g. In the field of communications

The utilization of video streaming for content dissemination in various educational settings such as campuses, auditoriums, and classrooms is deemed feasible. The content may consist solely of instructional material or a combination of amusement and informative elements.

Frequently, individuals have the option to fulfill these criteria by means of online tutorials featuring video components, enabling them to observe teachers in real-time or access archived sessions at their own convenience. Recorded classes are particularly beneficial for pre-service instructors as they facilitate their familiarity with classroom environments prior to commencing their teaching practice. In contemporary times, educators with demanding schedules can increasingly avail themselves of recorded seminars and online virtual communities as alternative resources in instances where they are unable to attend the live sessions.

12. Procedure Text

a. The Definition of Procedure Text

According to the scholarly work authored by Mark and Cathy, the concept of process pertains to the textual representation that provides guidance and directives for the execution of specific tasks or actions. The primary aim of a process text genre is to elucidate the procedural steps involved in accomplishing a certain task or activity. The procedure was carried out in accordance with established protocols.

The procedure was carried out in accordance with established protocols. The provided text delineates the nature of a text that elucidates the functioning of a particular entity or provides guidance on the usage of instructional or operational manuals. These manuals encompass a wide range of devices, including but not limited to videos, computers, tape recorders, photocopiers, and fax machines. The provided language elucidates the process of executing a specific undertaking, such as a culinary recipe, regulations for a game, a scientific experiment, or directions pertaining to road safety.

b. The Procedure Text's Generic Structure

The generic structure of the Procedure text starts with

- Goal; This literature discusses the purpose of creating or operating anything
- Materials/Equipment; Materials are the ingredients utilized to create something. However, not all parts of the procedure text include

materials; in other cases, a procedure text does not have a materials section.

- **Steps/Methods:** This section outlines the procedural sequences that need to be followed in order to achieve the objectives stated in the aim/goal. The steps or sequences should be arranged in chronological order, starting from the initial step and progressing towards the last step.

c. The Goal of Procedure Text

The main goal of process writing is to provide the reader with clear and concise instructions on the execution or production of a certain task or object. The information is presented in a coherent sequence of events. Divide into smaller predetermined intervals. The aforementioned paragraphs are often composed in the present tense. A recipe is a prevalent illustration of a procedural text.

d. Language Features

There are some crucial aspects that we should be knowledgeable about. In addition to the aforementioned method, it is worth noting that text also exhibits linguistic characteristics. Mukarto et al. (2004:174) assert that:

- a. procedure text commonly employs imperative sentences. Imperative sentences employ infinitives.
- b. In addition, a method text employs connectors to arrange the steps in a sequential manner. "First" is a term utilized to denote the initial step or stage in a series of sequential actions or processes?

B. Previous Relevant Study

This research involves the participation of earlier researchers. The initial study conducted by Olanrewaju (2017) is titled "*The Impact of Video-Mediated Instruction as an Advanced Organizer on Students' Cognitive Achievement in Mathematics.*" The findings of the study suggest that Video Mediated Instruction has the potential to support and improve the educational experiences for both instructors and learners. The results of this study offer validation that the application of video-mediated instruction as an advanced organizer produced favorable results in teaching concepts related to indices and logarithms in the field of mathematics. Additionally, it was shown that female students exhibited slightly superior performance compared to their male counterparts following exposure to video-mediated instruction.

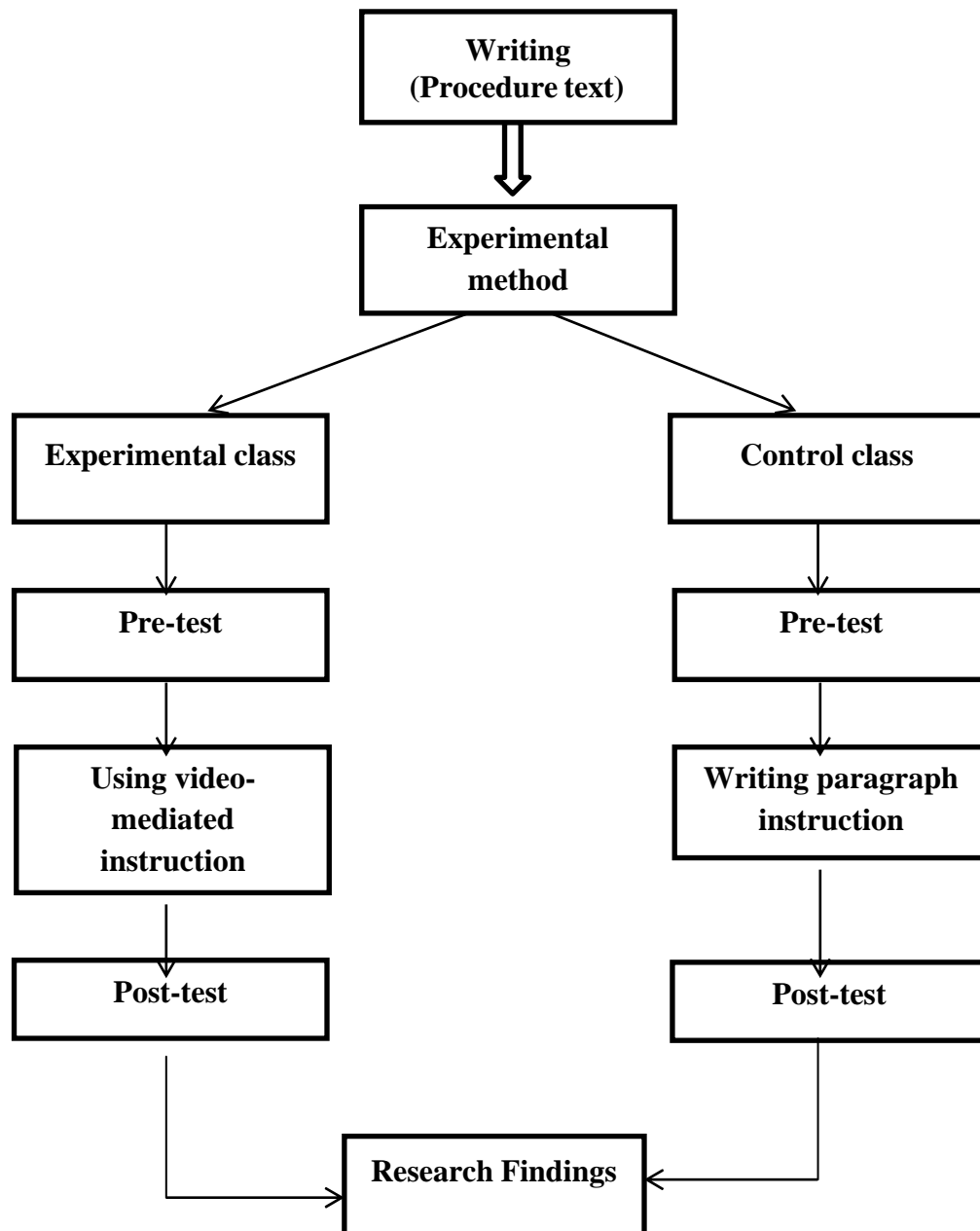
The second, a study conducted by (Turuthi et al., 2020), entitled "*The Effect of strategy instruction on the video-integrated writing performance of EFL students*". When compared to other methods, video-mediated instruction improves students' academic achievement and attitudes. Videos raise teachers' awareness of classroom activities while instilling a good attitude in students. Meanwhile, video media training had an impact on student achievement, attitudes, and motivation. The two previous studies differ from the current study, despite their similarities. Organizers of the first follow up study of student cognitive achievement in Mathematics. The second investigated the impact of the educational approach on students' video-mediated instruction writing performance. As a result, previous studies have various concerns about the current study.

The third, a study conducted by (Sindoni, 2021) entitled “*Mode-switching in video-mediated interaction: Integrating linguistic phenomena into multimodal transcription tasks*”. The results suggest that a thorough theoretical examination and subsequent integration into teacher training, syllabus development, and institutional learning settings are necessary to enhance the effectiveness of these patterns in natural video-mediated communication. This study is significant because it reveals that video-mediated training is effective in secondary education as well.

C. Conceptual Framework

Students in this study used video-mediated instruction as a medium for analyzing this research. This study then used descriptive analysis to determine Video-mediated instruction is being applied to educate and learn English through education. Understanding how students learn using technology-mediated education provides further insight and their perspective to offer better insight into the use of video-mediated student training. In addition, it was found that intention to use YouTube and its use as a learning tool had the strongest association of all the hypotheses evaluated. This finding has implications for educators and researchers. After that, a proposal for additional research was submitted (Cunningham, 2019).

Figures 2.1 Conceptual Framework



CHAPTER III

METHOD OF RESEARCH

A. Location of Research

This research did at SMP 57 Muhammadiyah during the even semester of the academic year 2022/2023, an occasion will take place in Jl. Mustafa No.1, Glugur Darat I, Kec Medan Timur, Kota, and Medan has selected the selected school as the chosen location for conducting the research due to a variety of factors. Had made initial observations of the students at the school and found that students had difficulty writing.

B. Population and Sample

1. Population

The population of this study was all students of class VIII SMP Muhammadiyah 57 in the 2022-2023 academic years, totaling 74 people.

Table 3.1 Population

Class	Population
VIII A	24
VIII B	25
VIII C	25
Total	74

1. Sample

The researcher used Simple Random Sampling because a random sampling of this type takes a simple random sample. It requires using randomly generated numbers to select a particular instance. According to (Fauzy, 2019), Simple random sampling is a method of random sampling without regard to population level or group.

In addition, the researcher used a random sampling technique to select classes from the population. This consisted of dividing two similar papers, each labeled with the name of a class, and selecting classes at random. Subsequently, the two previously mentioned sections of the writing were subjected to anxiety, after which the researcher proceeded to retrieve them sequentially. The previous paper selected represents the experimental group, whilst the subsequent paper represents the control group. Moreover, the sample size for this study included 49 students. The sample has been established into two discrete cohorts. The initial cohort was identified as the experimental group, consisting of 24 students from VIII A. As a result, the control group consisted of 25 students from VIII B.

Table 3.2 Sample

Class	Population	Sample
VIII A	24	24
VIII B	25	25
Total	49	49

C. Research Design

This study used a quantitative technique and quasi experimental design. Wherein two groups were assigned and subjected to Pre-test and post-test measures are commonly used in research studies to assess the effectiveness of an intervention or treatment. These measures involve collecting data from participants before and after they have undergone the intervention, allowing researchers to compare. The aforementioned groups comprised an experimental group and a control group. The participants in the experiment received treatment

in the form of Video-Mediated Instruction, while the control groups were instructed using the paragraph writing method.

Table 3.3 Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental VIII A	√	Writing using Video- Mediated Instruction	√
Control VIII B	√	Writing paragraph Instruction	√

With explanation:

- The experimental group, where the samples were taught by using Video-Mediated Instruction.
- The control group, where the samples were taught by using the writing paragraph instruction.

D. Instrument of the Research

The data for this research was collected utilizing a singular methodology. The research instrument used in this study consists of a student evaluation tool, specifically a multiple-choice test. The data was obtained by the researcher through the conducting of pre-tests and post-tests during the process of data collection.

E. The Techniques of Collecting Data

This study data gathered through the use of a test. To collect data for the study, pre-test, and post-tests are administered to the experimental and control groups. A pre-test was a test given before the treatment procedure begins. The

pre-test was a writing paragraph method exam to determine student writing skill.

The following is the technique for taking the test:

- a. Giving pre-test to experimental and the control group by giving writing procedure test to students
- b. Giving treatment to experimental group by using Video-Mediated Instruction and the control group by using conventional method.
- c. Giving post-test to experimental group by giving writing test to the students and control group was also given writing test in the same way.
- d. Collecting the students answer test.

F. Techniques of Analyzing Data

In this study, the researcher used the Wilcoxon test to examine significant variations in writing procedure text scores between students before and after treatment. In addition, the Wilcoxon test is taught using a video-mediated instruction to examine considerable score differences between students, whereas pupils are taught using a conventional method. When population means are not relevant, such as when determining whether a population's median is nonzero or whether there is a higher than 50% chance that a sample from one population exceeds a sample from another, the Wilcoxon test can be a useful substitute for the t-test (Mukrimaa et al., 2016).

While testing, the validity of the researcher will be used IBM SPSS 20. SPSS (Statistical Product and Services Solution) is data processing software for various purposes, including business, internal research, and research (Junaidi, 2010). Its purpose is to ensure that the results of a measurement match what is

being measured. Based on (Mukrimaa et al., 2016) The Wilcoxon signed test is a nonparametric test used to measure the differences between 2 groups of paired data on an ordinal or interval scale but the data is not normally distributed. This test is also known as the match pair test. Basis for decision making in the Wilcoxon signed test are as follows:

- When the Asym.sig 2 failed probability value < 0.05 then there is average difference.
- When the probability value of Asym.sig 2 failed > 0.05 then it doesn't exists average difference.

The data analysis technique is a way of managing data that allows for the presentation of information from research that has been done. The following process was used to analyze the test data after it had been collected:

1. Comparing the student's response
2. Analyzing the student's response
3. Evaluating the student's response

1. Descriptive analysis

Descriptive analysis utilizes statistical measures such as the mean and standard deviation to summarize and interpret data. According to Hatch and Farhady (1982: 39), descriptive analysis refers to the statistical techniques employed for the purpose of summarizing data. The mean and standard deviation are statistical measures commonly used in descriptive analysis.

a. Mean and Standard Deviation

According to Hatch and Farhady (1982: 55), the mean is a frequently employed measure of central tendency due to its ability to consider all scores. The mean is equivalent to the arithmetic average of a set of scores.

According to Hatch and Farhady (1982: 57), the concept of standard deviation is employed as a means to quantify the extent of variability. A higher standard deviation indicates greater dispersion from the central tendency in the distribution, while a lower standard deviation implies a distribution that is closer to the center point.

2. Test of Normality

The objective of conducting a test of normality is to ascertain whether the distribution of responses adheres to a normal distribution or deviates from it. The Shapiro-Wilk formula is employed to assess the normality of a dataset. The conclusion on the interpretation of the test of normality can be summarized as follows:

- If the p-value (two-tailed) is greater than the significance level of 0.05, it can be inferred that the data is obtained from populations that follow a normal distribution.
- If the Asymp. Sig. (2-tailed) value is less than the 5% Alpha level (Asymp. Sig. (2-tailed) <0.05), it can be inferred that the data obtained from the population distribution does not follow a normal distribution.

The interpretation can be concluded as follows:

When the significance level is below 0.05 ($p < 0.05$), it indicates that the variations exhibit a substantial difference and are not homogeneous.

3) Test of Hypothesis

The researcher utilized the Wilcoxon statistical method to analyze the pretest and posttest score data. The objectives of this test are as follows:

1. To enhance the accuracy of comparisons between groups by considering the variability in significant prognostic factors.
2. To "correct" comparisons between groups for any disparities in significant prognostic variables among these groups.

CHAPTER IV

FINDING AND DISCUSSION

A. FINDING

The data used in this study came from the results of multiple choice tests. Subjects in this study were separated into two groups: experimental and control. Both classes use the same test, but only the experimental class uses learning media. The researcher has given pre-test and post-test about procedure text.

Table 4.1 the result of pre-test and post-test for the Experimental Group

NO	Students Initial	Pre – test	Post – test
1	FA	50	80
2	RF	50	80
3	NK	70	90
4	SA	70	80
5	AH	70	80
6	AR	70	100
7	HK	60	80
8	MN	70	80
9	AR	60	80
10	AS	60	90
11	AZ	60	80
12	ZN	60	80
13	Y	50	70
14	AS	70	90
15	MR	70	80
16	MA	60	80
17	SA	70	90
18	TA	50	70
19	A	60	80
20	F	60	80
21	MR	50	70
22	IA	60	70

From the table above, as a comparison, the experimental class pre-test results obtained were 14 students getting scores below 60, 8 students getting scores 70. While for the post-test scores, 4 students getting scores below 70, 13 students getting scores of 80, 4 students got scores of 90, and 1 student got scores of 100.

Table 4.2 the results of pre-test and post-test for the Control Group

No	Students Initial	Pre-test	Post-test
1	BLH	70	80
2	AP	60	60
3	HA	50	60
4	KS	50	70
5	EN	60	70
6	AR	40	60
7	NZ	40	60
8	NW	50	60
9	MA	60	80
10	AT	60	80
11	FH	50	60
12	K	30	50
13	AZ	60	80
14	OT	30	50
15	AC	30	50
16	SY	50	70
17	QA	50	80
18	NA	40	50
19	W	40	50
20	SD	60	70

The data table above shows that the results of the control class pre-test were 13 students getting scores below 50, 6 students getting a score of 60, 1 student increasing getting a score 70. While the results of the post-test were 11 students getting scores below 60, 4 students getting increase scores of 70, and 5 students getting increase a scores of 80.

1. Data Descriptive Statistics

Table 4.3 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre Test Control Class	20	30	70	49,00	11,653
Post Test Control Class	20	50	80	64,50	11,459
Pre Test Experiment Class	22	50	70	61,36	7,743
Post Test Experiment Class	22	70	100	79,55	7,854
Valid N (listwise)	20				

The Control Class consists of a total of 20 students. The mean pretest score for the Control Class was 49.00, with a range of scores from 30 to 70. The post-test average score of the control group is 64 out of 50, with a range of grades from a minimum of 50 to a high of 80. After applying the conventional approach in the learning process, it becomes apparent that there has been a notable improvement in grades, as indicated by a significant 15.5-point difference between the average scores of the Pre-Test and Post-Test. The experimental class consists of a total of 22 students. The pre-test mean score for this class was found to be 61.36, with the lowest grade registered as 50 and the highest grade as 70. The mean post-test score was 79, with a minimum grade of 70. This shows that the use of video-mediated instruction in the learning process resulted in a significant improvement in student learning results. These data make it obvious that the student scores between the two classes are different. Results from the video-mediated education were superior to those from the standard method.

2. Normality Data

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Student Learning Outcome	Pretest Control Class	,184	20	,074	,912	20	,068
	Posttest Control Class	,203	20	,031	,860	20	,008
	Pretest Experiment Class	,231	22	,003	,806	22	,001
	Posttest Experiment Class	,295	22	,000	,825	22	,001

a. Lilliefors Significance Correction

The Shapiro-Wilk test was employed as a normality test when the dataset contained fewer than 30 observations. The criteria for decision-making in the Shapiro-Wilk test are as follows:

- If the significance value is greater than 0.05, it can be concluded that the data distribution satisfies the assumption of normality.
- If the significance value is less than 0.05, it indicates that the data distribution does not conform to the assumption of normality.

The results of the Normality Test indicate that the Pre-test and Post-test Experimental Classes do not exhibit a normal distribution. So, To Use Video Mediated Does The Wilcoxon Test. But the problem formulation must be made first.

Formulation of the Problem

“Is there any effect of using the Using Video Mediated learning strategy on the learning outcomes of improving writing in eighth grade students?”

3. Hypothesis Test

Is there a discernible mean disparity in learning outcomes between the Pre Test and the Post Test, indicating the influence of employing the Video-Mediated instruction learning approach on enhancing writing proficiency among eighth-grade students?

Ho: The null hypothesis states that there is no significant difference in the average learning outcomes between the Pre-test and Post-test. This implies that the utilization of Video-Mediated Instruction as a learning approach has no impact on enhancing writing skills in eighth-grade students.

Ha: The analysis reveals a discernible disparity in the learning results between the Pre Test and Post Test, indicating a notable impact of Video-Mediated Instruction on enhancing writing skills among eighth-grade students.

Ranks

	N	Mean Rank	Sum of Ranks
PosttestEx - PretesEx Negative Ranks	0 ^a	,00	,00
Positive Ranks	22 ^b	11,50	253,00
Ties	0 ^c		
Total	22		

a. PosttestEx < PretesEx

b. PosttestEx > PretesEx

c. PosttestEx = PretesEx

Wilcoxon Test Output Interpretation

1. Negative Ranks or difference (negative) between learning outcomes using video mediated for Pre-Test and Post-Test is 0, both on the value of N, Media Rank, and Sum Rank. This value of 0 indicates that there is no decrease (reduction) from the pretest value to the post test value.
2. The utilization of video-mediated instruction for pre-test and post-test assessments has been found to positively impact the improvement of writing skills in terms of rank or differences in learning outcomes. In this context, it is seen that there are 22 instances of positive outcomes (N), indicating that the 22 students have demonstrated an improvement in their learning outcomes and a corresponding enhancement in their writing proficiency. The mean rank, sometimes referred to as the average increase, is 11.50. In the interim, the quantity of positive evaluations amounted to 253,000.
3. Connections refer to the degree of similarity between pre-test and post-test values. According to the data presented in the table, the ties value is observed to be 0, indicating the absence of any same values between the pre-test and post-test measurements.

Table 4.6 Test Statistics

	Post Test Experiment – Pre Test Experiment
Z	-4.247
Asymp. Sig. (2-tailed)	,000

Ho : There is no average difference between the pre-test and post-test learning outcomes, which means there is no effect of using the Using Video Mediated learning strategy on learning outcomes in improving writing skills grade eight.

Ha : There is an average difference between the learning outcomes of the Pre Test and the Post Test, which means that there is an effect of using learning strategies using video mediated on learning outcomes in improving writing skills grade eight.

B. DISCUSSION

The purpose of this study is to investigate if the use of video-mediated instruction has led to improvements in students' writing comprehension skills. The research that has been carried out by analysis appears that in common there's a noteworthy impact on the use of video media learning on the learning results of lesson VIII understudies of SMP Muhammadiyah 57 Medan on their writing of procedure text based on the administration of information gotten from sig values especially.

This study used quantitative methods to examine the impact of video-mediated instruction on the writing capacity of two classes, namely class VIII A (experimental group) with 22 participants and class VIII B (control group) with a total of 20 individuals. The hypothesis testing revealed that the alternative

hypothesis was accepted, indicating that the use of video-mediated instruction had a significant effect on the participants' writing capacity. Statistical analysis demonstrated that the experimental group, which received video-mediated instruction, achieved higher scores compared to the control group, which received conventional teaching techniques.

Based on the SPSS analysis, the Asymp Sig (2-tailed) value is recorded as 0.00. The null hypothesis (H_0) is rejected in support of the alternative hypothesis (H_a) due to the fact that the value of 0.000 is lower than the predetermined significance level of 0.05. This implies that there exists a statistically significant difference in the learning outcomes between the Pre Test and Post Test, suggesting that the use of learning strategies through video-mediated instruction has a positive impact on enhancing writing skills among eighth-grade students. The use of video-mediated instruction to teach eighth-grade writing skills was shown to be beneficial by researchers. This difference can be observed in the post-test results of students who got video-mediated instruction with students who did not get video-mediated instruction. The mean post-test score for the experimental class was 79.55, while the mean score for the control class was 64.50. It revealed that the post-test scores of experimental class students were higher than those of control class students (Nurwalidena, 2020). So, learning using video-mediated instruction can increase their writing skills.

Recommendation was given that, the use of video-mediated teachers' efforts and increases students' cognitive achievement. Teachers are advised to consider VMI as a viable method to improve students' achievement.

Teachers should take caution when considering motivation and attitude as drivers of performance in the presence of VMI. The study recommends continuous teacher education in the face of technology. In implementing the use of video-mediated instruction as a technique of teaching writing procedure text to the students, the researcher who also became the teacher had some difficulties, as follows:

1. In preparing the material, the writer needs more time.
2. The teacher needs extra time to make students calm and ready for the materials.
3. The teacher had a short time to explain all of the material because of the time that was given.
4. The teacher should prepare all the things to support the video.

Because of this, the researcher also got some advantages when applying this technique to the students in teaching writing procedure text as follows:

1. The video-mediated instruction technique helps the students to start applying their ideas in writing a procedure text, especially using real things that make them more interested.
2. Video-mediated instruction is useful for the students to get the knowledge in writing a procedure text because the video is easy to make them understand.
3. The students are more interactive in the teaching and learning process because they are encouraged to work in individually when doing the test.

Finally, based on the data analysis, the researcher found that there was an increase in the student's achievement in writing a procedure text. It could be proven by comparing the mean scores of the pre-test and post-test. Based on the score indicated student's performance in the post-test was better than in the pre-test. This finding showed that there was a difference in scores of pre-test and post-test after receiving the treatments.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The utilization of video-mediated instruction has demonstrated a significant enhancement in students' proficiency in writing procedural texts, as indicated by the results of the Wilcoxon-test analysis. This observation aligns with the intended objective of the study. The results of the Wilcoxon test conducted on the two samples indicate that the utilization of video-mediated instruction has a discernible impact on students' proficiency in composing procedure texts. The importance of this phenomenon is evident in the average Post-Test score of the Experimental Class, which has risen from 61.36 to 79.55. Consequently, the utilization of video-mediated instruction has been found to greatly enhance writing proficiency in the context of process manuals. The null hypothesis is rejected, and the alternative hypothesis is accepted as a result.

The efforts of the students are presented as follows: The data illustrates that the pre-test results of the indication control class yielded a total score of 980. The post-test scores obtained from the control class had a cumulative score of 1290. Based on the provided data, it can be observed that the control class consisted of 20 students. The average score obtained in the pretest was 49.00, indicating a bad classification. Conversely, the average score in the posttest was 64.50, indicating a fair classification. Whereas the pre-test results of the Experimental Class provided a total score of 1400 in the topic area. Subsequently, the post-test scores of the Experimental Class showed a total score of 1860 in the same content area.

Based on the provided data, it can be shown that the experimental group consisted of 22 students. The mean score in the pre-test was determined to be 61.36, indicating a classification of bad performance. Conversely, the mean score in the post-test was found to be 79.55, which corresponds to a fair classification.

B. Suggestion

For further research, to make it easier to conduct research, the researcher proposes to conduct further research regarding the advantages and application of video-based learning methods. The need for researchers to allocate a greater focus on student involvement during the learning process, namely by emphasizing the importance of asking questions and offering ways for students to seek clarification of knowledge that is still not fully understood.

Regarding the above conclusion, the following recommendations are also made:

- (a). the teacher was suggested to use video-mediated instruction techniques for their students in writing procedure text because this technique helped the students to be easier in construct a procedure text and stimulated the students interaction and learning so that it makes the students more interested in the teaching and learning process,
- (b). the teachers are also suggested to be more explain about the language used in procedure text for example form of present tense that is used in writing of procedure text so the students can more comprehend how to write a good procedure text and also the other characteristics of the structures of procedure text and sequence of time that used,

(c). the students should pay attention to the materials and be less noisy when they're in the classroom,

(d). for future research, try another technique for the next research in writing procedure text to Compare the result later.

REFERENCES

- Abidin, Z. (2021). The Effect of You Tube on Speaking Ability. *Magister Scientiae*, 49(2), 146–155.
- Aldaihani, F. M. (2021). Justification for Adopting Qualitative Research Method, Research Approaches, Sampling Strategy, Sample Size, Interview Method, Saturation, and Data Analysis. *Journal of International Business and Management*, December 2021. <https://doi.org/10.37227/jibm-2021-09-1494>
- Anugerah, R., Yuliana, Y. G. S., & Riyanti, D. (2019). the Potential of English Learning Videos in Form of Vlog on Youtube for Elt Material Writers. *Proceedings International Conference on Teaching and Education (ICoTE)*, 2(2), 224. <https://doi.org/10.26418/icote.v2i2.38232>
- Cunningham, K. J. (2019). Student Perceptions and Use of Technology-Mediated Text and Screencast Feedback in ESL Writing. *Computers and Composition*, 52, 222–241. <https://doi.org/10.1016/j.compcom.2019.02.003>
- Falihah, N., Rahmawati, E., & Baihaqi, A. (2022). EFL Students' Difficulties in Writing Narrative Text. *Journal of English Language Teaching and Cultural Studies*, 5(1), 77–90. <https://doi.org/10.48181/jelts.v5i1.15026>
- Fitria. (2013). Emerging Technologies and Video Mediated Instructional Strategies in Contemporary Educational System in Nigeria. In *Journal of Chemical Information and Modeling* (Vol. 53, Issue 9, pp. 1689–1699).
- Fyfield, M., Henderson, M., & Phillips, M. (2022). Improving instructional video design: A systematic review. *Australasian Journal of Educational Technology*, 38(3), 155–183. <https://doi.org/10.14742/ajet.7296>
- Hadijah, S., & Shalawati, S. (2021). A Video-Mediated EFL Learning: Highlighting Indonesian Students' Voices. *J-SHMIC : Journal of English for Academic*, 8(2), 179–193. [https://doi.org/10.25299/jshmic.2021.vol8\(2\).7329](https://doi.org/10.25299/jshmic.2021.vol8(2).7329)
- Lestari, S., & Nurhamdah, N. (2019). Improving the Ability in Writing Paragraph At the Second Grade Students of Smk Negeri 5 Pinrang Through Paraphrasing Technique. *Inspiring: English Education Journal*, 2(1), 36–46. <https://doi.org/10.35905/inspiring.v2i1.1264>
- Lotto, L. S., Miles, M. B., & Huberman, A. M. (1986). Qualitative Data Analysis: A Sourcebook of New Methods. *Educational Evaluation and Policy Analysis*, 8(3), 329. <https://doi.org/10.2307/1163741>

- Machili, I., Papadopoulou, I., & Kantaridou, Z. (2020). Effect of strategy instruction on EFL students' video-mediated integrated writing performance. *Journal of Second Language Writing*, 48(October), 100708. <https://doi.org/10.1016/j.jslw.2019.100708>
- Muafiah, A. F. (2019). No Title EAENH. *Ayan*, 8(5), 55.
- Mete, D. E. (2020). Fostering critical thinking skills in ELT through video-based reflection. *Journal of Language and Linguistic Studies*, 16(1), 104–125. <https://doi.org/10.17263/JLLS.712662>
- Mukrimaa, S. S., Nurdyansyah, Fahyuni, E. F., YULIA CITRA, A., Schulz, N. D., غسان, Taniredja, T., Faridli, E. M., & Harmianto, S. (2016). No 主観的健康感を中心とした在宅高齢者における健康関連指標に関する共分散構造分析Title. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar*, 6(August), 128.
- Olanrewaju, O. (2017). *Effect of Using Video Mediated Instruction as an Advanced Organizer on the Effect of Using Video Mediated Instruction as an Advanced Organizer on the Cognitive Achievement of Students in Mathematics*. 6(March), 123–131.
- Rahimi, M., & Fathi, J. (2022). Exploring the impact of wiki-mediated collaborative writing on EFL students' writing performance, writing self-regulation, and writing self-efficacy: a mixed methods study. *Computer Assisted Language Learning*, 35(9), 2627–2674. <https://doi.org/10.1080/09588221.2021.1888753>
- Rajitha, K., & Alamelu, C. (2020). A study of factors affecting and causing speaking anxiety. *Procedia Computer Science*, 172(2019), 1053–1058. <https://doi.org/10.1016/j.procs.2020.05.154>
- Selvaraj, M., & Aziz, A. A. (2019). Systematic Review: Approaches in Teaching Writing Skill in ESL Classrooms. *International Journal of Academic Research in Progressive Education and Development*, 8(4). <https://doi.org/10.6007/ijarped/v8-i4/6564>
- Sindoni, M. G. (2021). Mode-switching in video-mediated interaction: Integrating linguistic phenomena into multimodal transcription tasks. *Linguistics and Education*, 62. <https://doi.org/10.1016/j.linged.2019.05.004>
- Siregar, A. (2020). M-Learning Device: Using Video To Improve Students' Writing Skill. *JETLi: Journal of English Teaching and Linguistics*, 1(1), 1–14. <https://doi.org/10.55616/jetli.v1i1.8>

- Shen, L., Silva, T., & Matsuda, P. K. (2002). On Second Language Writing. In *TESOL Quarterly* (Vol. 36, Issue 4). <https://doi.org/10.2307/3588251>
- Sianna, S. (2018). Teaching Writing with Authentic Video in EFL Classroom. *ELS Journal on Interdisciplinary Studies in Humanities*, 1(4), 448–458. <https://doi.org/10.34050/els-jish.v1i4.539>.
- Wang, H. chun, & Chen, C. W. yu. (2020). Learning English from YouTubers: English L2 learners' self-regulated language learning on YouTube. *Innovation in Language Learning and Teaching*, 14(4), 333–346. <https://doi.org/10.1080/17501229.2019.1607356>

APPENDICES

APPENDIX 1 Lesson Plan (Experimental Class)

LESSON PLAN

School : SMP Muhammadiyah 57 Medan

Subjects : English

Class/Semester : VIII/1

Aspects/Skills : Writing

Theme : Procedure Text

Time Allocation : 2 JP

School Year : 2022/2023

- A. Competency Standards** : (Writing) Understanding, applying, and analyzing factual, conceptual, procedural knowledge, and applying procedural knowledge in specific fields of study according to their talents and interests to solve problems.
- B. Basic Competency** : (Writing) Expressing Responding to meaning and rhetoric in short essays accurately, fluently and acceptable to interact in the context of daily life in the form of procedure and report texts.

C. Achievement Indicators:

1. Identify the meaning of procedure text
2. Identify rhetorical steps, material, tools of procedure text
3. Finding ideas through the Video-Mediated Instruction (VMI)
4. Selecting and arranging ideas compose procedure text

D. Learning Objectives:

At the end of learning, students can:

1. Capturing the specific information in the procedure text.
2. Identify meanings and ideas in procedure text.
3. Identify the aspects that exist in the procedure text.

G. Learning Steps

Activity	Learning Step	Time
Introduction	<ol style="list-style-type: none">1. Students began the activity by praying2. Checking the attendance of students3. Educators ask about the state of students	15
Core Activity	<ol style="list-style-type: none">4. Students were given a pre-test5. The teacher taught with show a video-mediated instruction and explains it.6. The students listen and focus to watch video about procedure text7. The students collect information and write down observation from watching video procedure text8. The teacher would be given post-test	80

Closing	<p>9. The teacher concludes the material that has been studied.</p> <p>10. The teacher gave a brief and clear review of the material.</p> <p>11. The teacher closed the material with Salam.</p>	25
120 Minutes		

H. ASSESSMENT in Video-Mediated Instruction

1. Assessment Techniques
 - a. Attitude Assessment: Confidence, discipline, cooperation
 - b. Knowledge Assessment: Pre-test and Post-test
 - c. Skills Assessment: performance & product

I. Media, Tools and Learning Resources

1. Media: Video
2. Tools: pre-test and post-test
3. Learning Resources: English video

Medan, 2023

Headmaster

Teacher

Zainal Arifin, S.Pdi

Kiki Nurliza

APPENDIX 2 Lesson Plan (Control Class)

LESSON PLAN

School : SMP Muhammadiyah 57 Medan

Subjects : English

Class/Semester : VIII/1

Aspects/Skills : Writing

Theme : Procedure Text

Time Allocation : 2 JP

School Year : 2022/2023

- A. Competency Standards** : (Writing) Understanding, applying, and analyzing factual, conceptual, procedural knowledge, and applying procedural knowledge in specific fields of study according to their talents and interests to solve problems.
- B. Basic Competency** : (Writing) Expressing Responding to meaning and rhetoric in short essays accurately, fluently and acceptable to interact in the context of daily life in the form of procedure and report texts.

C. Achievement Indicators:

5. Identify the meaning of procedure text
6. Identify rhetorical steps, material, tools of procedure text
7. Finding ideas
8. Selecting and arranging ideas compose procedure text

D. Learning Objectives:

At the end of learning, students can:

1. Capturing the specific information in the procedure text.
2. Identify meanings and ideas in procedure text.
3. Identify the aspects that exist in the procedure text.

E. Learning Steps

Activity	Learning Step	Time
Introduction	4. Students began the activity by praying 5. Checking the attendance of students 6. Educators ask about the state of students	15
Core Activity	4. Students were given a pre-test 5. The teacher taught with book curriculum and explains it. 6. The students listen and focus listen about procedure text 7. The students collect information and write down observation from the teacher 8. The teacher would be given post-test	80

Closing	<p>9. The teacher concludes the material that has been studied.</p> <p>10. The teacher gave a brief and clear review of the material.</p> <p>11. The teacher closed the material with Salam.</p>	25
120 Minutes		

J. ASSESSMENT in Video-Mediated Instruction

1. Assessment Techniques
 - a. Attitude Assessment: Confidence, discipline, cooperation
 - b. Knowledge Assessment: Pre-test and Post-test
 - c. Skills Assessment: performance & product

K. Media, Tools and Learning Resources

1. Media: Curriculum Book
2. Tools: pre-test and post-test
3. Learning Resources: English Book for Class VIII

Medan, 2023

Headmaster

Teacher

Zainal Arifin, S.Pdi

Kiki Nurliza

APPENDIX 3 Pre-Test

Name :

Class :

Please, read and answer this question correctly!

Procedure Text

How to make Pergedel Tempe

Ingredients:

- 150 g Tempe
- 1 tablespoon flour
- 1 egg
- 1 spoon seasoning stock
- 1 cup vegetable oil for frying

Tools:

- Frying pan
- Bowl
- Fork
- spoon

Steps:

- First, mash the Tempe with a fork.
- Second, put the mashed Tempe in a bowl and mix with the flour and seasoning stock, followed by an egg.
- Then, shape the Tempe into the size of a golf ball and flatten it a little with a fork
- After that, heat the vegetable oil in a medium flame. When the oil is hot, drop the Tempe into the oil, five or six a time.
- Last, fry until golden brown on both sides, drain on absorbent paper, and serve hot with chili or sauce.
- Serve it and you can enjoy.

Questions Pre-Test

1. What is the main ingredient of the Pergedel Tempe?
 - A. Pergedel
 - B. Sauce
 - C. flour
 - D. Tempe
2. Which statement is TRUE about the instruction?
 - A. We need a big fire to make the oil become hot.
 - B. We bought to drop the Tempe around ten or twelve at two times.
 - C. We fork to flatten the shape of Tempe.
 - D. We fry the Tempe before golden brown.
3. When we add the egg in making Pergedel Tempe?
 - A. Between we mask the Tempe and shape the Tempe.
 - B. After we shape the Tempe and before we mask the Tempe.
 - C. Before we shape the Tempe and mix the Tempe with seasoning stock.
 - D. While we shape the Tempe.
4. What is the generic structure of the text?
 - A. Goal – equipment – steps
 - B. Goal – materials – resolution
 - C. Goal – materials – steps
 - D. Goal – ingredients – resolution
5. What is the social function of this text?
 - A. To inform the readers about Pergedel Tempe.
 - B. To retell about Pergedel Tempe.
 - C. To describe Pergedel Tempe.
 - D. To describe how to make Pergedel Tempe.

6. "Fry until golden brown on both sides, drain on **absorbent**..." (Last line) The italic word has the closest meaning to
- A. Flat C. Dry
B. Plate D. Getter
7. The language feature of this text is
- A. Present tense C. Imperative
B. Past tense D. Gerund
8. "When the oil is hot, drop the Tempe into the oil, five or six a time." What is the antonym of the underlined word above?
- A. Cold C. Delicious
B. Fresh D. Sour
9. The text above is called?
- A. Descriptive Text
B. Procedure Text
C. Narrative Text
D. Recount Text
10. How much Tempe do you need?
- A. 200g C. 120g
B. 150g D. 220g

Appendix 4 Post-Test

Name :

Class :

Please, read and answer this question correctly!

Procedure Text

How to make Pergedel Tempe

Ingredients:

- 150 g Tempe
- 1 tablespoon flour
- 1 egg
- 1 spoon seasoning stock
- 1 cup vegetable oil for frying

Tools:

- Frying pan
- Bowl
- Fork
- spoon

Steps:

- First, mash the Tempe with a fork.
- Second, put the mashed Tempe in a bowl and mix with the flour and seasoning stock, followed by an egg.
- Then, shape the Tempe into the size of a golf ball and flatten it a little with a fork
- After that, heat the vegetable oil in a medium flame. When the oil is hot, drop the Tempe into the oil, five or six a time.
- Last, fry until golden brown on both sides, drain on absorbent paper, and serve hot with chili or sauce.
- Serve it and you can enjoy.

Questions Post-Test

1. What is the generic structure of the text?
 - A. Goal – equipment – steps
 - B. Goal – materials – resolution
 - C. Goal – materials – steps
 - D. Goal – ingredients – resolution
2. What is the social function of this text?
 - A. To inform the readers about Pergedel Tempe.
 - B. To retell about Pergedel Tempe.
 - C. To describe Pergedel Tempe.
 - D. To describe how to make Pergedel Tempe.
3. The text above is called?
 - A. Descriptive Text
 - B. Procedure Text
 - C. Narrative Text
 - D. Recount Text
4. How much Tempe do you need?
 - A. 200g
 - B. 150g
 - C. 120g
 - D. 220g
5. What is the main ingredient of the Pergedel Tempe?
 - A. Pergedel
 - B. Sauce
 - C. flour
 - D. Tempe
6. Which statement is TRUE about the instruction?
 - A. We need a big fire to make the oil become hot.
 - B. We bought to drop the Tempe around ten or twelve at two times.
 - C. We fork to flatten the shape of Tempe.
 - D. We fry the Tempe before golden brown

7. "Fry until golden brown on both sides, drain on **absorbent**..." (Last line) The italic word has the closest meaning to

- A. Flat C. Dry
- B. Plate D. Getter

8. The language feature of this text is

- A. Present tense C. Imperative
- B. Past tense D. Gerund

9. When we add the egg in making Pergedel Tempe?

- A. Between we mask the Tempe and shape the Tempe.
- B. After we shape the Tempe and before we mask the Tempe.
- C. Before we shape the Tempe and mix the Tempe with seasoning stock
- D. While we shape the Tempe.

10. "When the oil is hot, drop the Tempe into the oil, five or six a time." What is the antonym of the underlined word above?

- A. Cold C. Delicious
- B. Fresh D. Sour

APPENDIX 5 Research Documentation

Picture 1 Students are given Pre-Test and Post-Test



Picture 2 Explanation





Picture 3 show the video about Procedure Text



Picture 4 group photo with class VIIIIC



APPENDIX 6 Answer Sheet Students

Amira
Zafiraah

Procedure Text

How to make Pergedel Tempe

Ingredients:

- > 150 g Tempe
- > 1 tablespoon flour
- > 1 egg
- > 1 spoon seasoning stock
- > 1 cup vegetable oil for frying

Tools:

- > Frying pan
- > Bowl
- > Fork
- > spoon

Steps:

- > First, mash the Tempe with a fork.
- > Second, put the mashed Tempe in a bowl and mix with the flour and seasoning stock, followed by an egg.
- > Then, shape the Tempe into the size of a golf ball and flatten it a little with a fork
- > After that, heat the vegetable oil in a medium flame. When the oil is hot, drop the Tempe into the oil, five or six a time.
- > Last, fry until golden brown on both sides, drain on absorbent paper, and serve hot with chili or sauce.
- > Serve it and you can enjoy.

Questions

1. What is the main ingredient of the Pergedel Tempe?

A. Pergedel C. flour
B. Sauce ~~D. Tempe~~

~~2. Which statement is TRUE about the instruction?~~

A. We need a big fire to make the oil become hot.

B. We bought to drop the Tempe around ten or twelve at two times.

~~C. We fork to flatten the shape of Tempe.~~

D. We fry the Tempe before golden brown.

~~3. When we add the egg in making Pergedel Tempe?~~

T:8

A. Between we mask the Tempe and shape the Tempe.

B. After we shape the Tempe and before we mask the Tempe.

C. Before we shape the Tempe and mix the Tempe with seasoning stock.

D. While we shape the Tempe.

4. What is the generic structure of the text?

A. Goal – equipment – steps

B. Goal – materials – resolution

C. Goal – materials – steps

D. Goal – ingredients – resolution

5. What is the social function of this text?

A. To inform the readers about Pergedel Tempe.

B. To retell about Pergedel Tempe.

C. To describe Pergedel Tempe.

D. To describe how to make Pergedel Tempe.

6. "Fry *until* golden brown on both sides, drain on absorbent..." (Last line) The italic word has the closest meaning to ?

A. Flat

C. Dry

B. Plate

D. Getter

7. The language feature of this text is

A. Present tense

Imperative

Past tense

D. Gerund

8. "When the oil is hot, drop the Tempe into the oil, five or six a time."

What is the antonym of the underlined word above?

A. Cold

C. Delicious

B. Fresh

D. Sour

9. The text above is called?

A. Descriptive Text

B. Procedure Text

C. Narrative Text

D. Recount Text

10. How much Tempe do you need?

A. 200g

C. 120g

B. 150g

D. 220g

Nursyifa Syahira Zuhra

VIII

Procedure Text

How to make Pergedel Tempe

Ingredients

- > 150 g Tempe
- > 1 tablespoon flour
- > 1 egg
- > 1 spoon seasoning stock
- > 1 cup vegetable oil for frying

Tools

- > Frying pan
- > Bowl
- > Fork
- > spoon

Steps

- > First, mash the Tempe with a fork.
- > Second, put the mashed Tempe in a bowl and mix with the flour and seasoning stock, followed by an egg.
- > Then, shape the Tempe into the size of a golf ball and flatten it a little with a fork.
- > After that, heat the vegetable oil in a medium flame. When the oil is hot, drop the Tempe into the oil, five or six a time.
- > Last, fry until golden brown on both sides, drain on absorbent paper, and serve hot with chili or sauce.
- > Serve it and you can enjoy.

Questions

1. What is the main ingredient of the Pergedel Tempe?
A. Pergedel C. flour
B. Sauce ~~B~~ Tempe
2. Which statement is TRUE about the instruction?
A. We need a big fire to make the oil become hot.

- ~~B~~ We bought to drop the Tempe around ten or twelve at two times.
- C. We fork to flatten the shape of Tempe.
- D. We fry the Tempe before golden brown.
3. When we add the egg in making Pergedel Tempe?

T: 10

3. A. Between we mask the Tempe and shape the Tempe.

B. After we shape the Tempe and before we mask the Tempe.

C. Before we shape the Tempe and mix the Tempe with seasoning stock.

D. While we shape the Tempe.

4. What is the generic structure of the text?

A. Goal – equipment – steps.

B. Goal – materials – resolution.

C. Goal – materials – steps.

D. Goal – ingredients – resolution.

5. What is the social function of this text?

A. To inform the readers about Pergedel Tempe.

B. To retell about Pergedel Tempe.

C. To describe Pergedel Tempe.

D. To describe how to make Pergedel Tempe.

6. "Fry until golden brown on both sides, *drain on absorbent...*" (Last line) The italic word has the closest meaning to

A. Flat C. Dry

B. Plate D. Getter

7. The language feature of this text is

A. Present tense C. Imperative

B. Past tense D. Gerund

8. "When the oil is hot, drop the Tempe into the oil, five or six a time."

What is the antonym of the underlined word above?

A. Cold C. Delicious

B. Fresh D. Sour

9. The text above is called?

A. Descriptive Text

B. Procedure Text

C. Narrative Text

D. Recount Text

10. How much Tempe do you need?

A. 200g C. 120g

B. 150g D. 220g

Rahyan Faridich Yde
Bc

Procedure Text

How to make Pergedel Tempe

Ingredients:

- > 150 g Tempe
- > 1 tablespoon flour
- > 1 egg
- > 1 spoon seasoning stock
- > 1 cup vegetable oil for frying

Tools:

- > Frying pan
- > Bowl
- > Fork
- > spoon

Steps:

- > First, mash the Tempe with a fork.
- > Second, put the mashed Tempe in a bowl and mix with the flour and seasoning stock, followed by an egg.
- > Then, shape the Tempe into the size of a golf ball and flatten it a little with a fork.
- > After that, heat the vegetable oil in a medium flame. When the oil is hot, drop the Tempe into the oil, five or six a time.
- > Last, fry until golden brown on both sides, drain on absorbent paper, and serve hot with chili or sauce.
- > Serve it and you can enjoy.

Questions Post-Test

1. What is the generic structure of the text?

- A. Goal – equipment – steps
- B. Goal – materials – resolution
- C. Goal – materials – steps
- D. Goal – ingredients – resolution

2. What is the social function of this text?

- A. To inform the readers about Pergedel Tempe.

B. To retell about Pergedel Tempe.

C. To describe Pergedel Tempe.

D. To describe how to make Pergedel Tempe.

3. The text above is called?

A. Descriptive Text

B. Procedure Text

C. Narrative Text

D. Recount Text

T: 5

4. How much Tempe do you need?

A. 200g C. 120g

B. 150g D. 220g

5. What is the main ingredient of the Pergedel Tempe?

A. Pergedel C. flour

B. Sauce D. Tempe

6. Which statement is TRUE about the instruction?

A. We need a big fire to make the oil become hot.

B. We bought to drop the Tempe around ten or twelve at two times.

C. We fork to flatten the shape of Tempe.

D. We fry the Tempe before golden brown.

7. "Fry until golden brown on both sides, drain on absorbent..." (Last line) The italic word has the closest meaning to

A. Flat C. Dry

B. Plate D. Getter

8. The language feature of this text is

A. Present tense C. Imperative

B. Past tense D. Gerund

9. When we add the egg in making Pergedel Tempe?

A. Between we mask the Tempe and shape the Tempe.

B. After we shape the Tempe and before we mask the Tempe.

C. Before we shape the Tempe and mix the Tempe with seasoning stock.

D. While we shape the Tempe.

10. "When the oil is hot, drop the Tempe into the oil, five or six a time." What is the antonym of the underlined word above?

A. Cold C. Delicious

B. Fresh D. Sour

Meisya Nashifa
VIII^C

Procedure Text

How to make Pergedel Tempe

Ingredients:

- > 150 g Tempe
- > 1 tablespoon flour
- > 1 egg
- > 1 spoon seasoning stock
- > 1 cup vegetable oil for frying

Tools:

- > Frying pan
- > Bowl
- > Fork
- > spoon

Steps:

- > First, mash the Tempe with a fork.
- > Second, put the mashed Tempe in a bowl and mix with the flour and seasoning stock, followed by an egg.
- > Then, shape the Tempe into the size of a golf ball and flatten it a little with a fork.
- > After that, heat the vegetable oil in a medium flame. When the oil is hot, drop the Tempe into the oil, five or six a time.
- > Last, fry until golden brown on both sides, drain on absorbent paper, and serve hot with chili or sauce.
- > Serve it and you can enjoy.

Questions Post-Test

1. What is the generic structure of the text?

- A. Goal – equipment – steps
- B. Goal – materials – resolution
- C. Goal – materials – steps
- D. Goal – ingredients – resolution

2. What is the social function of this text?

- A. To inform the readers about Pergedel Tempe

B. To retell about Pergedel Tempe

C. To describe Pergedel Tempe

D. To describe how to make Pergedel Tempe

3. The text above is called?

- A. Descriptive Text
- B. Procedure Text
- C. Narrative Text
- D. Recount Text

T: 7

4. How much Tempe do you need?

A. 200g C. 120g

B. 150g D. 220g

5. What is the main ingredient of the

Pergedel Tempe?

A. Pergedel C. flour

B. Sauce D. Tempe

6. Which statement is TRUE about the instruction?

A. We need a big fire to make the oil become hot.

B. We bought to drop the Tempe around ten or twelve at two times.

C. We fork to flatten the shape of Tempe.

D. We fry the Tempe before golden brown.

7. "Fry until golden brown on both sides, drain on absorbent..." (Last line) The

italic word has the closest meaning to

A. Flat C. Dry

B. Plate D. Getter

8. The language feature of this text is

A. Present tense C. Imperative

B. Past tense D. Gerund

9. When we add the egg in making

Pergedel Tempe?

A. Between we mask the Tempe and shape the Tempe.

B. After we shape the Tempe and before we mask the Tempe.

C. Before we shape the Tempe and mix the Tempe with seasoning stock

D. While we shape the Tempe.

10. "When the oil is hot, drop the Tempe into the oil, five or six a time." What

is the antonym of the underlined word above?

A. Cold C. Delicious

B. Fresh D. Sour

Laksa - Makanan Sunda
VII

Procedure Text

How to make Pergedel Tempe

Ingredients:

- > 150 g Tempe
- > 1 tablespoon flour
- > 1 egg
- > 1 spoon seasoning stock
- > 1 cup vegetable oil for frying

Tools:

- > Frying pan
- > Bowl
- > Fork
- > spoon

Steps:

- > First, mash the Tempe with a fork.
- > Second, put the mashed Tempe in a bowl and mix with the flour and seasoning stock, followed by an egg.
- > Then, shape the Tempe into the size of a golf ball and flatten it a little with a fork.
- > After that, heat the vegetable oil in a medium flame. When the oil is hot, drop the Tempe into the oil, five or six a time.
- > Last, fry until golden brown on both sides, drain on absorbent paper, and serve hot with chili or sauce.
- > Serve it and you can enjoy.

Questions Post-Test

1. What is the generic structure of the text?

- A. Goal - equipment - steps
- B. Goal - materials - resolution
- C. Goal - materials - steps
- D. Goal - ingredients - resolution

2. What is the social function of this text?

- A. To inform the readers about Pergedel Tempe.

B. To retell about Pergedel Tempe.

C. To describe Pergedel Tempe

D. To describe how to make Pergedel Tempe.

3. The text above is called?

A. Descriptive Text

B. Procedure Text

C. Narrative Text

D. Recount Text

T: 6

4. How much Tempe do you need?

A. 200g C. 120g

B. 150g D. 220g

5. What is the main ingredient of the Pergedel Tempe?

A. Pergedel C. flour

B. Sauce M. Tempe

6. Which statement is TRUE about the instruction?

A. We need a big fire to make the oil become hot.

B. We bought to drop the Tempe around ten or twelve at two times.

C. We fork to flatten the shape of Tempe

D. We fry the Tempe before golden brown.

7. "Fry until golden brown on both sides, drain on absorbent..." (Last line) The italic word has the closest meaning to

A. Flat D. Dry

B. Plate D. Getter

8. The language feature of this text is

A. Present tense C. Imperative

B. Past tense D. Gerund

9. When we add the egg in making Pergedel Tempe?

A. Between we mask the Tempe and shape the Tempe.

B. After we shape the Tempe and before we mask the Tempe.

C. Before we shape the Tempe and mix the Tempe with seasoning stock

D. While we shape the Tempe


10. "When the oil is hot, drop the Tempe into the oil, five or six a time." What is the antonym of the underlined word above?

A. Cold C. Delicious

B. Fresh D. Sour

APPENDIX 76 Form K-

K-1



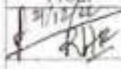

MAJELIS PENDIDIKAN TINGGI
VERSITAS MUHAMMADIYAH SUMATERA UTARA
AKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 L. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
 Website : <http://www.fkip.umma.ac.id> E-mail: fkip@umma.ac.id

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


Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :



Nama : Kiki Nurliza
 NPM : 1902050063
 Program Studi : Pendidikan Bahasa Inggris
 IPK Kumulatif : 3.63

Persetujuan Ketua-Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
 31/12/22	A Video Mediated Instruction as an Engaging Media of EFL: Raising Students Writing Skill	
	Effect of Reading Speed Technique on Report Text Using by E-Jakarta Post	
	Unpacking the Argument Structure of Argumentative Paragraph and their text Quality in the Indonesian Text Book	

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

Medan, 21 Desember 2022
 Hormat Pemohon,

 Kiki Nurliza

APPENDIX 77 Form K-

K-2	
 <p>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.umma.ac.id E-mail : fkip@umma.ac.id</p>	
Kepada Yth : Bapak/Ibu Ketua & Sekretaris Program Studi Pendidikan Bahasa Inggris FKIP UMSU	
Assalamu'alaikum Wr. Wb	
Dengan hormat, yang bertanda tangan di bawah ini :	
Nama	: Kiki Nurliza
NPM	: 1902050063
Program Studi	: Pendidikan Bahasa Inggris
Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :	
A Video Mediated Instruction as an Engaging Media of EFL- Raising Students Writing Skill	
Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :	
Dosen Pembimbing	: Alfitriani Siregar, S.Pd.,M.Ed
Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya	
Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.	
Medan, 21 Desember 2022 Hormat Pemohon,  Kiki Nurliza	

APPENDIX 9 Form K-3

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

Nomor : 3476 /II 3/UMSU-02/F/2022
Lamp : —
Hal : **Pengesahan Proyek Proposal
Dan Dosen Pembimbing**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

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

Nama : **Kiki Nurliza**
N P M : 1902050063
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **A Video Mediated Instruction as an Engaging Media of EFL:
Raising Students Writing Skill.**

Pembimbing : **Alfitriani Siregar,S.Pd., 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 selesai pada waktu yang telah ditentukan.
3. Masa daluwarsa tanggal : 28 Desember **2023**

Medan 28 Jumadil Awal 1444 H
22 Desember 2022 M

Wassalam
Dekan


Dra. Hj. Syamsuwarnita, MPd.
NIDN : 0004066701




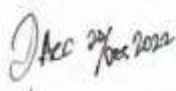
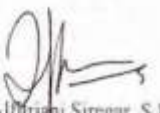

Dibuat rangkap 5 (lima) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing Materi dan Teknis
4. Pembimbing Riset
5. Mahasiswa yang bersangkutan

WAJIBMENGKUTISEMINAR

APPENDIX 10 Permohonan Persetujuan Skripsi

 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.umma.ac.id E-mail: fkip@umma.ac.id	
PERMOHONAN PERSETUJUAN JUDUL SKRIPSI	
Nama	Kiki Nurliza
NPM	1902050063
Program Studi	Pendidikan Bahasa Inggris
JUDUL	DITERIMA
A Video Mediated Instruction as an Engaging Media of EFL. Raising Students Writing Skill	
Bernohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris	
Medan, 21 Desember 2022	
Disetujui oleh	
Dosen Pembimbing	Hormat Pemohon
 (Alfitriani Siregar, S.Pd.,M.Ed)	 (Kiki Nurliza)

APPENDIX 11 Berita Acara Bimbingan Proposal



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.umsu.ac.id> Email: info@umsu.ac.id



BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Kiki Nurliza
 NPM : 1902050063
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : A Video Mediated Instruction as an Engaging Media of EFL: Raising Students Writing Skill

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan	Keterangan
4/12/2023	Discuss About Title		
22/12/2023	Acc Title		
24/1/2023	Chapter 1 Background of the study Identification of the problem		
2/2/2023	Chapter 1 Background of the study Chapter 2 literature of review		
20/2/2023	Chapter 1 Background of the study Formulation of the problem		
7/3/2023	Chapter 2 literature of review Chapter 3 Method of research		
8/5/2023	Chapter 3 Method of research References		
10/5/2023	Chapter 2 literature of review Chapter 3 Method of research		
23/5/2023	Acc		

Diketahui oleh:
 Ketua Prodi

(Pirman Ginting, S.Pd., M.Hum.)

Medan, Mei 2023

Dosen Pembimbing

(Alfitriah Siregar, S.Pd., M.Ed.)

APPENDIX 12 Berita Acara Seminar Proposal



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.umma.ac.id> Email: fkip@umma.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Rabu Tanggal 31 Bulan Mei Tahun 2023 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Kiki Nurliza
 N.P.M : 1902050063
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : A Video-Mediated Instruction as an Engaging Media of EFL: Raising Students' Writing Skill

No	Masukan dan Saran
Judul	✓
Bab I	Revisi all parts
Bab II	conceptual framework
Bab III	Revisi all parts
Lainnya	Major Revision
Kesimpulan	<input type="checkbox"/> Disetujui <input type="checkbox"/> Ditolak <input checked="" type="checkbox"/> Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Yayuk Hayulina Manurung, S.Pd, M.Hum)

Dosen Pembimbing

(Alfitriani Siregar, S.Pd, M.Ed)

Panitia Pelaksana

Ketua

(Pirman Ginting, S.Pd., M.Hum)

Sekretaris

(Rita Harisma, S.Pd., M.Hum)

APPENDIX 13 Lembar Pengesahan Proposal

 **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.ummu.ac.id>



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Kiki Nurliza
N.P.M : 1902050063
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : A Video-Mediated Instruction as an Engaging Media of EFL: Raising Students' Writing Skill

Pada hari Rabu tanggal 31 bulan Mei tahun 2023 sudah layak menjadi proposal skripsi.

Medan, Juni 2023

Disetujui oleh:

<p>Dosen Pembahas</p>  (Yayuk Hayulina Manurung, S.Pd, M.Hum)	<p>Dosen Pembimbing</p>  (Alfitriani Siregar, S.Pd, M.Ed)
---	--

Diketahui oleh
Ketua Program Studi,


(Pirman Ginting, S.Pd., M.Hum)

APPENDIX 14 Surat Keterangan

 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.umstu.ac.id> E-mail: fkip@umstu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan
Universitas Muhammadiyah Sumatra Utara, menerangkan dibawah ini :

Nama : KIKI NURLIZA
NPM : 1902050063
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : A Video-Mediated Instruction as an Engaging Media of EFL: Raising
Students' Writing Skill

Benar telah melakukan seminar proposal skripsi pada hari Rabu tanggal 31 Mei tahun
2023. Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan
Fakultas Atas kesediaan dan kerjasama yang baik, kami ucapkan terimakasih.

Medan, 4 Juli 2023
Ketua Program Studi


(Pirman Ginting, S.Pd., M.Hum)

APPENDIX 15 Surat Izin Riset

**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH**
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/DAN-PT/AK/KPPT/2022
Pusat Administrasi: Jalan Mukhtar Basri No. 1 Medan 20238 Telp. (061) 8622400 - 86224567 Fax. (061) 8625474 - 8631003
@ https://kip.umsu.ac.id * krip@umsu.ac.id # umsumedan umsumedan umsumedan umsumedan

Nomor : 2667/II.3/UMSU-02/F/2023
Lamp : ---
Hal : Izin Riset

Medan, 29 Dzulhijjah 1444 H
18 Juli 2023 M

Kepada : Yth. Bapak/Ibu Kepala
SMP Muhammadiyah 57 Medan
Di
Tempat.

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : Kiki Nurliza
N P M : 1902050063
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **A Vjdeo-Mediated Instruction as an Engaging Media of EFL : Raising Stedents' Writing Skill.**

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



Wassalam
Dekan

Dr. Hj. Syamsuurnita, MPd.
NIDN : 0004066701

****Penting!**

APPENDIX 16 Surat Balasan

	<p>MAJELIS PENDIDIKAN DASAR DAN MENENGAH PIMPINAN CABANG MUHAMMADIYAH KP. DADAP MEDAN SMP MUHAMMADIYAH 57 MEDAN Jl. Mustafa No. 1 Kp. Dadap Medan - 20238 No. HP 0812 6297 6857 SUMATERA UTARA</p>
---	---

SURAT KETERANGAN
Nomor : 105/KET/ IV.4/F/2023

Kepala Sekolah Menengah Pertama Muhammadiyah 57 Medan dengan ini menerangkan bahwa :

Nama : Kiki Nurfiza
NPM : 1902050063
Program Studi : Pendidikan Bahasa Inggris

benar telah melakukan Riset/ pengumpulan data di SMP Muhammadiyah 57 Medan untuk keperluan penyusunan Skripsi dengan judul - "A Video Mediated Instruction as an Engaging Media of EFL : Raising Students Writing Skill".

Surat Keterangan ini diberikan berdasarkan surat dari Universitas Muhammadiyah Sumatera Utara, Fakultas Keguruan Ilmu Pendidikan Program Pendidikan Profesi Guru (PPG) Nomor : 2667/AL3-AU/UMSU-02/F/2023, Tanggal 18 Juli 2023.

Demikian Surat Keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Medan, 28 Juli 2023
Kepala Sekolah,

Zulfan Ardi, S.Pd



APPENDIX 17 Surat Bebas Pustaka

**UMSU**

MAJLIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
PERPUSTAKAAN

Pusat Administrasi : Jalan Kapten Maktar Basri No. 3 Medan 20234 Telp. (061) 6633496
Fax : (061) 6633494 • Email : pu@ummuhsu.ac.id • pu@ummuhsu.ac.id • pu@ummuhsu.ac.id • pu@ummuhsu.ac.id

SURAT KETERANGAN
Nomor : 1456 / KET/II.3-AU/UMSU-PPM/2023



Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan:

Nama : Kiki Nurliza
NIM : 1902050063
Univ./Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/P.Studi : Pend. Bahasa Inggris

Telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.
Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya

Medan, 11 Muharram 1445 H
29 Juli 2023 M


Kepala Perpustakaan
Muhammad Arifin, S.Pd, M.Pd

CURRICULUM VITAE

1. PERSONAL INFORMATION

Name : KIKI NURLIZA
NPM : 1902050063
Place/Date of Birth : Pangkalan Brandan, 30 Maret 2001
Gender : Female
Religion : Moslem
Nationality : Indonesian
Address : JL. Amal Komplek Amal Permai, Pulo Brayan
Study Program : English Education
Phone Number : 082280278438
Gmail : nurlizakiki12@gmail.com

2. Parents' Information

Father : IZHAR
Mother : MARDIANA
Address : LUBUK DALAM

3. EDUCATION

2007 – 2013 : SDN 025 Pasir Putih
2013 – 2016 : SMP S PEMBANGUNAN Bagan Batu
2016 – 2019 : SMA S PEMBANGUNAN Bagan Batu
2019 – 2023 : Universitas Muhammadiyah Sumatera Utara