

**THE EFFECT OF APPLYING PERSONAL COMPUTER ASSEMBLING  
TUTORIAL VIDEO (PCATV) ON STUDENTS' ACHIEVEMENT  
IN WRITING PROCEDURE TEXT**

**SKRIPSI**

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

**By:**

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MEDAN  
2018**



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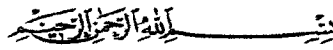
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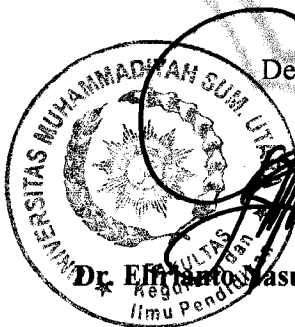
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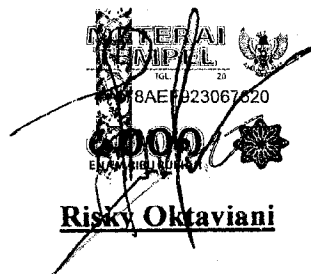
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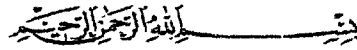
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## ABSTRACT

**OKTAVIANI RISKY. 1402050005. “The Effect of Applying Personal Computer Assembling Tutorial Video (PCATV) on Students’ Achievement in Writing Procedure Text”. Skripsi. English Education Program of Faculty of Teachers’ Training and Education Muhammadiyah Sumatera Utara. Medan 2018.**

This study investigated the effect of using personal computer assembling tutorial video on students’ achievement in writing procedure text. It was conducted by using experimental research design. The population of this study was grade XI IPS students of SMA Swasta Bandung Medan. The sample was divided into two groups namely experimental and control groups. The experimental group was taught by using personal computer assembling tutorial video, while the control group was taught by using picture media. The instrument used to collect the data was writing procedure text. After the data were analyzed, it was found that the value of t-observed was 18.10 with the degree of freedom (df) = 28 at the level of significant 0,05. It means that t-observed was higher than t-table ( $18.10 > 1,701$ ). The hypothesis was accepted. It means that there is significant Effect of using personal computer assembling tutorial video (PCATV) on students’ achievement in writing procedure text. And total of significant effect was 92.16 % and 7.84% from other factor.

***Keywords: Applying Personal Computer Assembling Tutorial Video, Writing Procedure Text***

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**Medan, Maret 2018**

**The Researcher**

**Risky Oktaviani**

## TABLE OF CONTENTS

<b>TABLE OF CONTENTS</b> .....	<b>i</b>
<b>LIST OF TABLES</b> .....	<b>iv</b>
<b>LIST OF APPENDIX</b> .....	<b>v</b>
<b>CHAPTER 1 INTRODUCTION</b> .....	<b>1</b>
A. Background of study .....	1
B. Identification of the problem .....	3
C. Formulation of problem .....	4
D. The Objective of study .....	4
E. The scope of this study .....	4
F. The Significance of the study .....	4
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b> .....	<b>6</b>
A. Theoretical Framework .....	6
B. Students' Achievement .....	6
C. Nature of Writing .....	6
D. The Writing Process .....	8
E. Procedure Text .....	9
1. The Generic Structure of procedure text .....	10
2. The Language Features of Procedure Text .....	10
3. The Example of Procedure Text .....	12
F. Media .....	12
a) Definition of Media .....	12

b) The Benefits of Using Media.....	13
c) Kinds of Media .....	15
G. Tutorial Video.....	15
H. The Advantages and Disadvantages of Using Video in Teaching Learning Process.....	16
I. Teaching Procedure Text by Using Tutorial Video.....	18
J. Picture.....	18
K. Teaching Writing Procedure Text by Using Picture .....	19
L. Relevant Studies .....	19
M. Conceptual Framework .....	20
N. Hypothesis .....	21
<b>CHAPTER III RESEARCH METHODOLOGY.....</b>	<b>22</b>
3.1 Research Design .....	22
3.2 Population and Sample .....	22
3.3 Data and Source Data.....	24
3.4 Instrument for Collecting Data.....	24
3.5 The Procedure of Collecting Data .....	24
1. Pre-Test.....	24
2. Treatment.....	25
3. Post-test.....	26
3.6 The validity and Reliability of the text .....	26
1. The validity of the text.....	26
2. The reliability of the text .....	27

3.7 The technique for Data Analysis .....	28
3.8 The Statistical Hypothesis .....	29

**REFERENCES**

**APPENDIXES**

## LIST OF TABLES

2.1 The example of procedure text .....	12
3.1 Research design .....	22
3.2 Table population .....	23
3.3 Table sample .....	24

## **LIST OF APPENDIXES**

APPENDIX 1	RPP .....	32
APPENDIX 2	K1 .....	36
APPENDIX 3	K2 .....	37
APPENDIX 4	K3 .....	38
APPENDIX 5	Lembar Pengesahan Proposal .....	39
APPENDIX 6	Berita Acara Bimbingan Proposal .....	40

# CHAPTER I

## INTRODUCTION

### **A. The Background of study**

Writing is one of the four language skills that is very important and should be mastered by students. Writing is an alternative way to carry out communication, for example; students can share their knowledge to others and also express their ideas in writing. Brown (2001:339) states that writing is a way of life. Writing helps students think and learn, enhances their chances of success, contributes to their personal development, and strengthens their relationships with other people (Axelrod and Coopers, 2010:1).

Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form and writing also is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments , and to convey meaning through well-constructed text.

According to Mayer (2005:2) writing is a way to produce language you do naturally when you speak. Writing is speaking to other on paper, or on a computer screen. Writing is also an action – a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them. This skill does not marerly focus on words, phrase, sentence pattern and grammar, but also focus on the idea of each <sup>paragraph</sup> in the text contextually. Therefore, teaching writing

Should focus on writing process that is the students' attention is directed to the how of the text construction.

According to curriculum 2013 teaching writing is done in senior high school. In Indonesia, senior high school is divided into two, they are general high school and vocational high school. Students of senior high school are expected to be able to write some different genre texts, they are narrative, recount, descriptive, report, procedure and exposition text. Procedure text, that is a text which explains how to make something or how to do something (Hyland, 2008:v) is taught in the eleventh and twelveth grade. Procedure text has generic structure namely goal, materials, and steps. These generic structures will help the students to write the target, explain the materials and tools, and sequences of step to achieve the goal.

However, writing is generally considered as the most difficult among language skills for foreign language students. Even native speakers feel difficulty in showing a good command of writing (Javed et al, 2013:130).

Cruse (2010:2) explains that among frequent users ( teachers who report using TV or Video for two or more hours per week ), two-thirds found that students learn more when TV or video is used, and close to 70 % find that students' motivation increases. Additionally, Sherman (2003) says that video is today's medium, and as matter of fact, people spent more time with audio visual than with printed material. Videos also give access things, places, people's behavior, and events. Authentic material usually proves to be particularly motivating as people find it interesting to understand real things (Oddene, 2011:105).



The video used as media of learning in this study is tutorial video how to assemble as ready to use personal computer that later will be called PCATV. This video is usually used to teach students of every major, senior high school, or junior high school. They are familiar with this kind of video. Using this video as media in teaching writing procedure text will be very useful because tutorial video and procedure text have the same purpose that is to show to make or do something in sequence of steps or actions.

### **B. The Identification of the problem**

In accordance with the background of the study above, the problem of this study as follows:

1. The students lack of interest in writing text especially procedure text.
2. The students low motivation in learning English.

### **C. Formulation of Problem**

The formulation of problem can be formulated as follows:

1. Does PCATV significantly effect students' achievement in writing procedure text?

#### **D. The objective of the study**

This study was intended to find out whether PCATV affects students' achievement in writing procedure text.

#### **E. The scope of this study**

There are five fundamental genres of school writing, those are describing, explaining, instructing, arguing and narrating Knapp and Watkins (2005:7). This research was basically limited to writing instructing genre or procedure text which explains how to make or get something done. This research focuses on the using of PCATV on students' writing procedure text.

#### **F. The significances of the study**

The study is expected to have both theoretical and practical perspectives:

##### **A. Theoretical perspectives**

- a. The result of this research will be useful to improve the teaching learning process; not only for procedure text material but also the other material.
- b. The results of this research can be used as reference for those who want to conduct as research about writing procedure text.

##### **B. Practical perspectives**

- a. For the teachers

The writer hopes that this research will be inspiring for English teacher to develop the teaching learning process: not only in teaching writing but also other skills

b. For the students

This study is also expected to encourage the students to develop their writing achievement, especially in writing procedure text by using video tutorial.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Theoretical Framework**

In conducting the research, theories are needed to explain some concept in the research concern. The concepts which are used must be clarified in order to have the same perspective of implementation in the field. In other word, the following is considered important to discuss for clarifying the concept used or being discussed, so that the reader will get the point clearly.

##### **1. Students' achievement**

Fulcher (2003:18) states that achievement is the terms of observable behaviors that are of interest in a particular learning context. Additionally, the achievement is the result, the successfulness, the extent or ability, the progress in learning educational experiences that the individual indicate in relation with his/her educational learning. Student's achievement is a student doing well academically, obtaining life skills and giving back to their communication. Carter (2003) states that students' achievement measure the amount of academic content a student learns in a determined amount of time. Each grade level has goal or instructional standards that teachers are required to teach. Standards are similar to a "To-do" list that teacher can use to guide teachers' instruction. Students' achievement will increase when quality instruction is used to teach instructional standards.

## 2. The Nature of Writing

Actually, writing has been taught when students are in elementary school but in this level, the students are only taught to write down what the teacher has written down on the white board. They has not been taught how to express their ideas and feelings yet. In junior high school, senior high school and university level, the students have been taught of the benefits of writing. They are taught to express their ideas and feeling in writing form. Therefore, teachers shouldn't focus on grammar only. They should teach the students how to wrap their ideas in a certain kind of text ( Narrative, descriptive, hortatory, etc ).

Writing is an alternative way to communicate with others in written form. Harmer (2001:79) states that writing is a form of communication to deliver thought or to express feeling through written form. It means that writing can become a tool of self expression, by writing we can express and share our feeling to the reader.

Based on the explanation above, it can be concluded that writing is form of communication in which we can express our ideas in writing form. But it's not easy as people think because it is not simple process which is producing sentences from your thoughts on a piece of paper. More than that, a piece of good writing should require the qualities of good writing such as ideas, organization, word choice, sentence fluency and convention.

According to Carol et al (2001:3), the qualities of good writing involve the following component:

**a. Ideas**

Strong ideas are the starting point of good writing. Writer should try begin each piece of writing by focusing on a topic that interest the writer. In addition, writer should consider whether an idea she/he is writing about will interest her/his audience. If not, she/he may want to consider writing about something else.

**b. Organization**

Writer presents ideas and details in a consistent, organized manner that will be easy for reader to follow. Often, the topic and type of writing that writer's doing will dictate a particular method of organization. For example, if writer is telling a story. She/he will probably want to present events in the order in which they occur.

**c. Word choice**

Words are the building blocks of piece of writing. The stronger each block is, the stronger the finished piece will be. Writer should carefully choose the word which is used. Writer should make sure that it conveys the intended meaning as precisely as possible. In addition to conveying the meaning, the words should also capture writer's attitude toward her/his subject.

**d. Sentence fluency**

Writer should read her/his work a loud to see that each sentence flows smoothly from one to the next. Transitions should be used to connect the sentences, the length and structure of the sentences should be varied to help build a rhythm.

#### **e. Convention**

Writer should take care to ensure that she/he has followed the conventions of English grammar, usage mechanics, and spelling.

### **3. The Writing Process**

Carol et al (2001:14) state the writing process is a systematic approach to writing. Whatever the final product of our writing, writing process can help us achieve it. Writing process is intended to provide a step-by-step model for writing so that the finished piece is the best it can be (Glass, 2005:181). Carol et al argue there are 5 stages of writing process:

- a) **Prewriting** includes exploring topics, choosing a topic, and beginning to gather and organize details before writing.
- b) **Drafting** involves getting ideas on paper in roughly the format writer intends for the finished work
- c) **Revising** is the stage in which writers rework the first draft to improve its content and structure. Revising helps writer to clarify the purpose and central idea of writing, reorganize confusing sentences and paragraph.
- d) **Editing and proofreading** involve correcting errors in grammar, spelling and mechanics.
- e) **Publishing and presenting** are the sharing of writer work with others. They are the time writer should sit back and be satisfied with a job well done.

#### **4. Procedure text**

Procedure text is a text tells the readers how to do or make something (Kemendikbud, 2013:8). The information is presented in logical sequence of events that are broken into steps. It is explained that a procedure is a sequence of steps in particular order. It is also known as instructions or directions.

Furthermore, procedure texts are divided into three types, they are:

1. Texts that explain how something works or how to use instruction or operation manual, for example, how to use a video game, a computer etc.
2. Texts that instruct how to do a particular activity, for example, games, science experiments etc.
3. Texts that explain how to make something, for example recipes.

Knapp and Watkins (2005:153) state that the genre of procedure which is also called instructing is text which has purpose to tell someone what to do or how to do it. The similar definition state by Gerot and Wigle (1994: 206) procedure text is a text describes how something is accomplished through a sequence of actions or steps.

Based on the explanation above, it can be concluded that procedure text is a text how to get something done or made in a sequences of action.

##### **a. The generic structure of procedure text**

The procedure text has generic structure, they are goal/aim, materials and steps. Knapp and Watkins (2005:158) state that procedural instructions such as recipes and directions are concerned with telling someone how to do something. For this reason, procedure text generally begin with the goal of the task, which



usually stated as a heading: for example, 'How to Make a Sandwich' or 'Direction for Using the Class Computer'.

From the above explanation, it can be concluded that the generic structure of procedure text is as follows:

- Goal /Aim: what is going to be achieved by doing some actions. It also becomes the title of the text.
- Materials: tools and ingredients we need
- Steps: sequence action should be done to achieve the goal

#### **b. The language features of procedure text**

Procedure text also has language features means the text indicates an ability to deal with aspects of the grammar of instructing, such as the processes involved in each step, represented by action verbs, and the temporal nature of the sequencing, represented in the grammar by temporal connectives. According to Knapp and Watkins (2005:156-157) state the language features of procedure text are as follow:

##### 1. Simple present tense

Verbs are in the simple present tense to create a sense of timelessness. They are also stated as imperatives, for example: spread the better evenly and don't forget in tomato and cucumber.

##### 2. Action verbs

Action verbs are used in instruction to represent the process involved in the completing a task; for example: boil the water

### 3. Adverbs

Adverbs are often used to qualify verbs and provide extra information about how a text should be completed. For example: spread the butter *evenly*.

### 4. Temporal connectives

Temporal connectives are used in procedural instruction to ensure processes are placed in the correct order of time, for example: first, next, finally, etc.

### 5. Modality

Modality is used in procedure text to lessen or heighten the degree of obligation in completing a task, for example: you should boil the water until it reaches 78°C

### c. The example of procedure text

**Table 2.1**  
**The example of procedure text**

How to play snakes and ladders	<b>Goal</b>
What you need	
<b>Materials</b>	
Snakes and ladders board game	
1 dice	
2,3,4 players	
Counters of different colors, 1 for each player	
How to play	<b>sequence of steps</b>
1. Put all counters on start	
2. First person rolls the dice and move his counter	

in counting order the number of places shown on the dice.

3. Other players take their turns.
4. If a counter lands on the bottom of a ladder,  
the player move the counter to the top of that ladder.
5. If a counter lands on a snake's head, the player moves  
the counter to the bottom of that snake's tail.
6. The winner is the first player to reach finish.

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Source: Book of genre, text and grammar by Knapp and Watkins (2005:159).

## 5. Media

### a) Definition of media

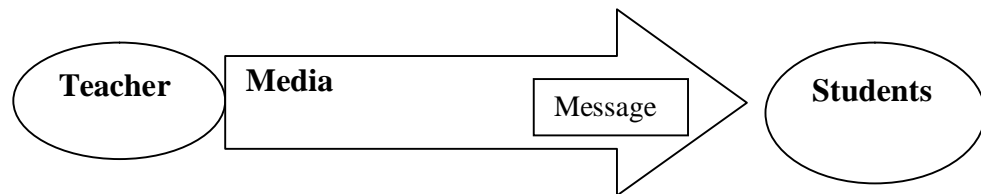
The word media comes from the latin “ medius” which means “middle”. In the Arabic language media is called *wasail* the plural form of *wasilah*, that is the synonym of *alwasth* which means also “middle”. The word itself means middle between two sides. Because of its position in the middle of the bias, it is also referred to as an introduction or a connection, one that relates or channeling something from one side to another side (Munadhi, 2008:6).

Ruis et al (2009:2) defines media as anything used to send messages(s) from sender(s) to reciever(s), so it can be aroused the learner's thought, feeling, and interest to gear the students' learn. Furthermore, Rao (2014:142) explains media can act as facilitator in the teaching learning process. It has immense

potential as an instructional tool. Furthermore he explains the media, if used in educational setting will complement the teaching learning process.

It can be concluded that in general , all forms of media is the intermediacy for the spread, carry or convey something to the recipient of messages and ideas . In instructional process, media have function as carrier of information from teacher to student.

The fuction of media is shown in figure 1.



### **Method**

#### **b) The benefits of using media**

In general, the benefits of media is to facilitate interaction between teachers and students so that learning activities can be more effective and efficient. Ruis et al (2009:9) argues that and promoting acceptance (of an idea). Media is very useful in learning English. Teachers, instructors and learners are helped by using media to achieve the learning goals.

According to Ruis et al (2009:17) there are some advantages of using media in classroom. Those are:

1. Media can increase learners' experiences.

2. Media can reach everything outside the class, for instance market, car, bike, virus etc.
3. Media create the possible direct interaction between learners and their environment.
4. Media produce some observation done by learners to achieve the teachers' aim.
5. Media keep the basic, concrete, and real concepts of the teaching.
6. Media arouse the learners' motivation to learn.
7. Media integrate the experience from concrete things to have abstracts ones.
8. Media avoid the learners' boredom.
9. Media make the students easily understand the instructional material.
10. Media reinforce the students' comprehension.
11. Media make the teaching-learning process more systematic

Media can display information through sound, image, movement, and color either naturally and manipulation, this helping teachers in creating a learning atmosphere become more lively. Media also help students in understanding the material and learning more deeply. If students only listen to the verbal informal from teacher, students will be difficult to understand the material being explained, but if the lesson is enriched through seeing, touching, feeling and experiencing by students, they will get better understanding on the learning material .

**c) kinds of media**

Munadhi (2008:55-57) states there are 4 kinds of media, they are audio media, visual media, and audio visual media. In this study, the writer use audio-

visual media that is a media which involve seeing and listening activity .it can be seen, touched, and listened, example: TV, film and video.

## **6. Tutorial video**

The word video is derived from latin ‘vidi,visum’ which means ‘see; could see’. Video is one of audio-visual media. Video is a form of multimedia that Convey information through two simultaneous sensory channels: aural and visual. It often uses multiple presentation modes, such as verbal and pictorial representations in the case of on-screen print and closed-captioning (Mayer, 2001). Pramudito (2013:2) explains that tutorial video is series of moving pictures containing learning messages as a guidance or teaching material and shown by a teacher to help the students understand certain learning material. Tutorial video shows a sequence steps in doing something, how to turn on the laptop, how to cook fried rice, etc.

A video can have a strong effect on our mind and senses. Berk (2009:2) says that we are watching video, superficial and even deep feelings and emoticons are elicited, such as anger, relaxation, or even boredom.

Cruse (2010:17) argues that video is a visual medium, and optimal use capitalizes on the strengths of its visual material. This includes providing visual demonstrations or evidence, dramatizing events and concepts, and appealing to the emotions.

Cruse (2010:2) explains that according to a summary of current research and educator surveys, video:

- a. Reinforces reading and lecture material
- b. Aids in the development of a common base of knowledge among students
- c. Enhances student comprehension and discussion
- d. Provides greater accommodation of diverse learning styles
- e. Increases student motivation and enthusiasm
- f. Promotes teacher effectiveness

There are some reasons why we should use video in classroom. According to Berk (2009:2) here are some potential outcomes to ponder:

1. Grab students' attention
2. Focus students' concentration
3. Generate interest in class
4. Draw on students' imagination
5. Increase understanding
6. Inspire and motivate students
7. Make learning fun
8. Create memorable visual images

### **7. The advantages and disadvantages of using video in teaching learning process**

There are advantages of using video as medium in teaching. Oddone (2011:106) explains the advantages of using video in language teaching classroom as follows:

- Watching video involves two different senses – seeing and hearing at the same time and promotes interest in the meaning of words.
- Authentic material usually proves to be particularly motivating as people find it interesting to understand “ Real things “ .
- Teachers can use audio visual material for different purpose: for its own sake, for comprehension of the spoken language, as a language model, to understand cultural issues, as a stimulus or input for further activities, or a moving picture book.
- video give access to things , places , people’s behavior, and events

However, the use of videos have some disadvantages too, they are:

- The language level may be too high for the students, which makes them less eager to work on the new material or thwarts their attention.

While according to Daryanto (2011:179) the use of video has the following advantages:

- video as a new dimension of learning that is video provides students motion picture with sound
- video can show a phenomena which is difficult to see in real life

And the disadvantages are:

- Opposition. Incorrect shooting of video can emerge audience hesitancy in interpreting the shown video.
- Supporting materials. A projector is needs to show video in classroom.
- Bugdet. Making video needs a lot of expense.



## **8. Teaching Procedure Text by Using Tutorial Video**

Tutorial video is an interesting media that can be used in language teaching. Video can evoke students motivation in learning and capture their attention. Nowadays, any kind of video with various length of time can be downloaded from youtube. In this case, teacher should be selective. Tutorial video shows how something works, how to do something or how to make something. it will help students in writing procedure text since they have same purpose ; how to make or doing something in sequence steps or actions.

## **9. Picture**

Picture is a kind of visual aid. It is an imitation from the things and view in the form of face and size relatively to the environment (Jusman, 2014:4). Picture is one of media in teaching and learning process which is well-known in every teaching activity. Teachers can use pictures in teaching and learning process at every educational level for various subject. The use of pictures is more efficient and practice than words. They are easier to recall and to remember than words. Pictures are used to help present the information to the class.

According to Wright (1989:17) roles of pictures in writing are:

1. Pictures can motivate the student and him/her want to pay attention.
2. Pictures contribute to the context in which the language is being used.

They bring the world into classroom (a street scene or particular object, for example a train).

3. The picture can be described in objective way ('This is a train') or interpreted ('It's probably a local train') or responded to subjectively ('I love traveling by train')
4. Pictures can responses to questions or cue substitutions through controlled practice.

### **10. Teaching Writing Procedure Text by Using Picture**

Some pictures show in chronological event that go with a particular activity. They may tell a story, present an event, describe a scene, reveal a person, or show how to do something. The basic thing students will get is identifying each item of picture, the rearrange the picture in a certain order by using proper conjunction. The pictures are able to give information about the instructions in writing procedure text, through by looking at the pictures students are easier to write materials and steps, and also they can develop students' ideas in writing procedure text.

### **11. Relevant study**

Supporting this research, some previous studies pertinent to the use of video to enhance language learning have conducted it was a Classroom Action students' achievement in speaking by using videos. However, touched the use of video in improving students' achievement in speaking. The students just retell what they had watched in the video given. In this study, the writer focuses on using video to improve students' achievement in writing especially procedure text.

1. Another study is experimental study applied by Rosyida Rachmah (2011) Using Video Clips to Improve students' writing skills of narrative texts in SMA 2 Mranggen, the result of this study show that experimental group by using video clip as media got better than control group. Video become a media for this study to improve writing skill and this study focus on narrative text. The research give a useful contribution to English teaching especially for the students and English teachers of senior high school. Furthermore, most of their writing were excellent in terms of content, organization, vocabulary, grammar and mechanics. Those studies indicated the use of video could give an invaluable contribution towards language learning.
2. Irina (2010) Optimizing the use of Youtube Videos to improve students' writing skill the second grade of SMP Negeri 1 Juriwing, Klaten. The research focus to all genres of writing skill and it use youtube video as a learning media. The research findings of this study imply that youtube videos are very useful and important to improve students' writing skill, it is recommended that (1) Students are easier to practice writing using videos (2) English teacher apply youtube video in teaching and learning activities. This study is expected to be able to give contribution for this study: (1) For the teacher become aware that through watching the symbolic, pictures and the gestures of every characters in the video. Youtube video make students get stimulate towards materials. (2) For the students, they should be aware of the importance of writing in both their

study and their life. (3) For the school, to make the students interested toward the lesson, the school should provide media such as youtube video so the students may explore various materials on competency and curriculum. (4) For the researchers, it is expected that other researchers can make use of youtube videos in conducting research in other skill such as listening and speaking.

3. The last study is by Arum Mustikawati (2013) *The Effectiveness of Using Video in Teaching Speaking for the Eight Grade Students of SMP N 1 Manisrenggo, Yogyakarta*. This research focus on speaking skill and using video as the learning media to improve students' ability in speaking skill. Resulting of the research show that there is a significant difference in the speaking ability between the students who were taught by video and those who were taught by using textbook-based technique. This research will hopefully give some contributions to this parties: To English teachers to improve teaching speaking using video and to other researcher to give valuable contribution and information on using video in the English teaching- learning process.

## **B. Conceptual framework**

Writing is one of four language skills which should be acquired by students. Writing is a form of communication by which someone can communicate with others, express idea and feeling in written form. His/her writing is wrapped in a certain kind of text based on his/her purpose in writing the

text whether to amuse, entertain, explain, persuade, etc. these different kinds of texts are commonly called as genre text . There are some kinds of genre text in English and one of them is procedure text.

Procedure text is a text that has function to explain how to get something made/done. A procedure text has goal; the purpose of the text, materials; the needed ingredients, tools or equipment needed and steps; step/action that should be done to achieve the purpose, the goals, material and steps are usually named generic structure. A procedure text uses present tense, action verbs, adverbs, temporal connective and modality which are called language features.

A way to create interesting teaching learning process is by using media that is video. The use video is expected to make the students motivated in learning since it is able to create more lively and interesting teaching learning process. Media video can capture students' attention during the lesson.

### **C. Hypothesis**

Based on the conceptual framework above, the hypothesis of this study is formulated as follows:

$H_a$  : There is a significant effect of using PCATV on students' achievement in writing procedure text.

$H_o$  : There is no significant effect of using PCATV on students' achievement in writing procedure text.

### CHAPTER III

#### METHOD OF RESEARCH

##### A. Location and Time of Research

This research was conducted at Yayasan Perguruan Swasta Bandung Medan of 2017/2018 academic year at jln. Pengabdian No 72 Desa Bandar Setia. The researcher choose this location because the research about PCATV had never been conducted before.

##### B. Population and Sample

###### 1. Population

Population is defined as any group of individuals that has one or more characteristics in common and that are of interest to the researcher (Best and Khan, 2006:13). Population of this study is the students of grade XI IPS Swasta Bandung Medan, located in Jl. Pengabdian desa Bandar setia. There was two classes of grade XI IPS in SMA Swasta Bandung Medan. Each class consisted of 30 students, the population of this study was 60.

**Table 3.1**  
**Population Research**

No	Code of classes	Population Numbers	Total Number
1	XI IPS 1	30 students	60 Students
2	XI IPS 2	30 students	

## 2. Sample

According to Best and Khan (2006:7) a sample is a small proportion of the population that is selected for observation and analysis. In determining the research sample. According Sugiyono (2016 : 81) state that sample is piece of the total or characteristic which are belong of that population sample in this research were students class XI IPS 1 and XI IPS 2 . Each classes consist of 30 students which taken by purposive sampling technique. Purposive sampling technique is based on certain consideration. In this research, the researcher choose the class XI IPS 1 as an experimental group.

**Table 3.2**  
**Sample of Research**

No	Code of Classes	Students Selected each classes	Total Number Selected
1	XI IPS 1	30	60 Students
2	XI IPS 3	30	

### C. Research Design

The research was conducted by applying experimental research. Experimental reach involves a study of the effect of the systematic manipulation of one variable(s) on another variable. The research was conducted to know the effect of using PCATV media on students' achievement on writing procedure text. This study used two groups, namely an experimental and a control groups. The experimental group was the group which received a treatment by applying

PCATV media while the control group used the picture medium. The design could be figured as the following:

**Table 3.3**  
**Research design**

<b>Group</b>	<b>Pre-Test</b>	<b>Treatment</b>	<b>Post-Test</b>
Experimental group		PCATV media	
Control group		Picture media	

#### **D. Data and Source of Data**

The data for this research was the students' result of writing the procedure text in pre-test and post-test. And the source of the students of grade XI IPS (ilmu pendidikan sosial) in Yayasan Perguruan Swasta Bandung Medan.

#### **E. Instrument for Collecting Data**

For collecting data, a procedure writing test was used as the instrument. The test was administered to the students, in which the teacher asked the students to write a procedure text based on video and picture given. This test was given twice to both experimental and control group.

#### **F. The Procedure of Collecting Data**

The data was students' writing achievement. To obtain the data, some procedures will done as follows:



## **1. Pre-Test**

The pre-test was the test which had been given before the treatment began. The function of the pre-test was to know the mean of scores of the experimental and control group before receiving the treatment. The test was administered to the two groups, experimental group and control group. The procedures in administering the test were:

- a. The students were asked to prepare their paper
- b. The students were given the topic
- c. The students were asked to develop the topic into a procedure text
- d. The given was 45 minutes.

## **2. Treatment**

The experimental group and control group was taught by using same materials but different media. In experimental group, the writer use PCATV media. This was done as the following:

- a. Teacher give an explanation about procedure text by using PCATV media.
- b. Teacher shows the video and gave an example of procedure text based on the video given.
- c. Teacher guide the students to have discussion.
- d. Teacher showed a video to the students and asked them to write down a procedure text based on the video given as an exercise. The time given is 30 minutes
- e. Teacher asked some students to read their procedure text and correct the error and unimportant words or sentences that were unrelated to the topic .

f. Teacher asked the students to rewrite the correct text.

For the control group, the teacher used the sequence picture media and the procedures were as the following:

- a. Teacher give an explanation about procedure text by using sequence picture media.
- b. Teacher shows the picture sequences and gave an example of procedure text based on the picture given.
- c. Teacher guides the students to have discussion.
- d. Teacher shows a picture to the students and asks them to write down a procedure text based on the picture given as an exercise. The time given is 30 minutes.
- e. Teacher asks some students to read their procedure text and correct the errors and unimportant words or sentences that were unrelated to the topic.
- f. Teacher asks the students to rewrite the correct text.

### **3. Post-Test**

The post-test was administered after the treatment has been completed. The post-test was conducted to measure the competence of the students then found out the difference in mean scores of both experimental group and control group. It also used to find out the students' achievement in writing procedure text after the treatment.

### G. Scoring of procedure text writing test

In order to know students' achievement in writing a procedure text, there were some criteria that must be considered, namely organization (the generic structure of procedure text), language use (the linguistic features of procedure text) and mechanics (preposition, articles, punctuation, capitalization and spelling). These criteria were described specifically in scoring writing procedure text as follows:

#### 1. Content

The scoring of the content depends on the students' capability to write their ideas and information in the form of logical sentences, the criteria of scoring content are given below:

30-27	Excellent to very good: for students with some knowledge of subject adequate or range limited development. Mostly relevant of topic sentences but lack of details.
26-22	Good to Average: for students with limited some knowledge of subject adequate range omitted but lack details
21-17	Fair to poor: when students with limited some knowledge of subject, little substance inadequate development of subject.
13-16	Very poor: a student does not show knowledge of subject, non substantive not patient-or not enough to evaluate

## 2. Organizations

The organization refers to the students' ability to write ideas, information in order logical order. The topic and supporting sentences are clearly stated.

20-18	Excellent to very good: where a student is ready provide fluent expression, idea clearly stated.
17-14	Good to Average: some choppy, closely, organize but than main ideas stand out, limited support, logical but incomplete squencing
13-10	Fair to poor: non fluent ideas, confused or disconnected, lack logical sequence and development
9-7	Very poor: not communicate, no organization or not enough to evaluate.

## 3. Vocabulary

Vocabulary refers to the students' ability in using word or idiom to express idea logically. The criteria for scoring vocabulary will be given as follows:

20-18	Excellent to very good: a student with sophisticated range, effectively word from imitative appropriate register.
17-14	Good to Average: adequate range, frequent errors of words, choice usage, meaning confused or obscured.
13-10	Fair to poor: lack of essential translation, knowledge of English vocabulary, idioms, words, from not enough to evaluate.
9-7	Very poor: not communicate , no organization or not enough to evaluate.

#### 4. Language use

Language use refers to the students' ability in writing the sentences simple, complex and compound sentences correctly and logically. It also refers to ability to develop agreement in sentences and some other words, such as nouns, adjective, verbs and the time signals.

25-22	Excellent to very good: effective complex construction, few errors of agreement, tense, word order/ articles and pronouns.
21-18	Good to Average: some effective complex construction frequent errors the use of sentences element.
17-11	Fair to poor: major problems in simple/complex construction frequent of errors of negotiations, agreement, tense,etc
10-5	Very poor: usually no material of sentences construction rules dominated by errors, not enough to evaluate

#### 5. Mechanism

Mechanics refers to the students' ability in using words appropriately: using function correctly, paragraph and the text can be read correctly. The criteria of scoring mechanics are given below:

5	Excellent to very good: demonstrated mastery of convention , few errors in spelling, punctuation and capitalization and paragraphing.
4	Good to Average: occasionally errors in, punctuation, capitalization, paragraphing but meaning is obscured.

3	Fair to poor: frequents errors of spelling, punctuation, and capitalization, writing sentences.
2	Very poor: no mastery of conventional dominated by errors of spelling , punctuation and capitalization, paragraphing, hand writing and not enough evaluate.

### H. The Technique for Analyzing Data

1. Scoring the students' answer for correct answer and the wrong answer.

$$Score = \frac{\text{true items}}{\text{members of item}} \times 100$$

2. Tabulating the students score in pre-test and post-test.
3. Calculating the total score post-test in experimental group.
  - a. Determining coefisien  $r^2$  by formulation (Sugiono 2010)

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}}$$

- b. Determining T – test by formula (Sugiyono)

$$t = \frac{r_{xy} \sqrt{n-2}}{\sqrt{1-(r_{xy})^2}}$$

where:

t = t – test

n = total sample

1 = number constanta

r = correlation of product moment

c. Testing linier regression ( Sugiyono)

$$y = a + bx$$

$$= \frac{\sum y}{n} - b \frac{\sum x}{n}$$

$$b = \frac{n \sum xy - \sum x \sum y}{n \sum x^2 - (\sum x)^2}$$

Where:

y = the prediction score

a = constanta or if X = 0

b = regerasi coefficient

x = variable independent score

n = tatal of sample

$\sum x$  = total score of post test

$\sum y$  = total score of pre test

$\sum xy$  = total summary of pre-test and post-test

d. Calculating Determinasi

$$D = (r_{xy})^2 \times 100\%$$

**I. Statistical Hypothesis**

Ha : There is effect of using PCATV on the students' achievement in writing procedure text.

Ho : There is not effect of using PCATV on the students' achievement in writing procedure text.



## CHAPTER IV

### DATA ANALYSIS AND RESEARCH FINDINGS

#### A. Data Collection

The data collection of this research was derived from the students' written tests. The students' scores were obtained from their content, organization, vocabulary, language use and mechanics. The experimental and control groups were given by pre-test and post-test in the form of written text. The results of the pre-test and post-test of the classes were presented in the following tables:

**Table 4.1**  
**The Pre-Test Score of Experimental Class**

No	Students' Initial Names	The pre-test					Total
		C	O	V	LU	M	
1	AD	20	12	13	10	1	53
2	BG	20	15	17	19	3	74
3	CL	20	12	13	10	1	53
4	DR	20	15	14	13	1	64
5	GR	20	19	14	14	3	70
6	KS	20	17	13	19	2	71
7	KH	20	15	17	19	3	74
8	MN	12	9	12	9	2	44
9	MR	13	17	13	12	3	58

<b>10</b>	<b>MIR</b>	<b>18</b>	<b>22</b>	<b>17</b>	<b>19</b>	<b>3</b>	<b>79</b>
<b>11</b>	<b>MR</b>	<b>20</b>	<b>17</b>	<b>13</b>	<b>13</b>	<b>3</b>	<b>66</b>
<b>12</b>	<b>MAKL</b>	<b>13</b>	<b>19</b>	<b>13</b>	<b>14</b>	<b>3</b>	<b>62</b>
<b>13</b>	<b>MFASS</b>	<b>13</b>	<b>17</b>	<b>13</b>	<b>12</b>	<b>3</b>	<b>58</b>
<b>14</b>	<b>MP</b>	<b>20</b>	<b>15</b>	<b>17</b>	<b>19</b>	<b>2</b>	<b>73</b>
<b>15</b>	<b>MA</b>	<b>12</b>	<b>9</b>	<b>12</b>	<b>9</b>	<b>2</b>	<b>44</b>
<b>16</b>	<b>NPH</b>	<b>20</b>	<b>12</b>	<b>12</b>	<b>15</b>	<b>1</b>	<b>60</b>
<b>17</b>	<b>NKB</b>	<b>20</b>	<b>12</b>	<b>13</b>	<b>10</b>	<b>1</b>	<b>53</b>
<b>18</b>	<b>NH</b>	<b>15</b>	<b>10</b>	<b>10</b>	<b>19</b>	<b>3</b>	<b>57</b>
<b>19</b>	<b>NHT</b>	<b>13</b>	<b>19</b>	<b>13</b>	<b>14</b>	<b>3</b>	<b>62</b>
<b>20</b>	<b>NF</b>	<b>20</b>	<b>17</b>	<b>13</b>	<b>19</b>	<b>2</b>	<b>71</b>
<b>21</b>	<b>PA</b>	<b>18</b>	<b>12</b>	<b>12</b>	<b>10</b>	<b>1</b>	<b>50</b>
<b>22</b>	<b>RN</b>	<b>20</b>	<b>12</b>	<b>12</b>	<b>14</b>	<b>1</b>	<b>59</b>
<b>23</b>	<b>RA</b>	<b>20</b>	<b>15</b>	<b>17</b>	<b>19</b>	<b>3</b>	<b>74</b>
<b>24</b>	<b>RNA</b>	<b>20</b>	<b>17</b>	<b>13</b>	<b>13</b>	<b>3</b>	<b>66</b>
<b>25</b>	<b>RML</b>	<b>20</b>	<b>12</b>	<b>12</b>	<b>15</b>	<b>1</b>	<b>60</b>
<b>26</b>	<b>RAF</b>	<b>18</b>	<b>12</b>	<b>12</b>	<b>10</b>	<b>1</b>	<b>50</b>
<b>27</b>	<b>SH</b>	<b>15</b>	<b>10</b>	<b>10</b>	<b>19</b>	<b>2</b>	<b>56</b>
<b>28</b>	<b>SS</b>	<b>20</b>	<b>15</b>	<b>15</b>	<b>12</b>	<b>1</b>	<b>63</b>
<b>29</b>	<b>SP</b>	<b>20</b>	<b>15</b>	<b>15</b>	<b>12</b>	<b>1</b>	<b>63</b>
<b>30</b>	<b>TL</b>	<b>20</b>	<b>17</b>	<b>13</b>	<b>19</b>	<b>2</b>	<b>71</b>
<b>TOTAL <math>\sum X = 1858</math></b>							

The data of this research, the names of the students' (sample) and the students' scores in the pre test of the experimental group can be seen in the table 4.1 above. The data in the table 4.1 showed that the highest score of the pre test in the experimental group was 79 and the lowest was 44.

**Table 4.2**  
**The Post-Test Score of Experimental Class**

No	Students' Initial Names	The post-test					Total
		C	O	V	LU	M	
1	AD	20	12	12	15	1	60
2	BG	22	20	17	17	2	78
3	CL	20	15	15	12	2	64
4	DR	20	17	18	19	2	76
5	GR	20	17	15	13	3	68
6	KS	20	17	18	18	2	75
7	KH	23	19	18	19	2	81
8	MN	20	15	15	12	1	63
9	MR	22	16	15	13	3	69
10	MIR	24	20	20	19	4	87
11	MR	21	15	17	19	2	74
12	MAKL	22	20	17	17	2	78
13	MFASS	20	17	13	19	2	71
14	MP	23	19	18	19	2	81

15	MA	20	12	12	15	1	60
16	NPH	20	15	15	13	1	64
17	NKB	20	15	15	12	1	63
18	NH	20	15	15	12	1	63
19	NHT	22	18	20	17	3	80
20	NF	24	17	15	19	1	76
21	PA	20	15	15	20	3	65
22	RN	20	17	15	13	3	68
23	RA	24	19	20	21	4	85
24	RNA	20	15	17	19	2	73
25	RML	20	15	15	12	2	64
26	RAF	21	17	15	13	2	68
27	SH	20	19	14	14	3	70
28	SS	20	17	18	19	2	76
29	SP	22	16	15	13	2	68
30	TL	18	22	17	19	3	79
<b>TOTAL <math>\sum Y= 2147</math></b>							

The data of this research, the names of the students' (sample) and the students' scores in the post test of the experimental group can be seen in the table 4.2 above. The data in the table 4.2 showed that the highest score of the post test in the experimental group was 87 and the lowest was 60.

## B. Data Analysis

Based on the table presented above, the following tables 4.1 and 4.2 were the differenced scores of pre test and post test in the experimental group the table 4.3 below is the correlation of product moment.

**Table 4.3**  
**The Calculating of Pre-Test and Post-Test of The Experimental Class**

No	Students' Initial Names	X	Y	$x^2$	$y^2$	$\sum xy$
1	AD	53	60	2809	3600	3180
2	BG	74	78	5476	6084	5772
3	CL	53	64	2809	4096	3392
4	DR	64	76	4096	5776	4864
5	GR	70	68	4900	4624	4760
6	KS	71	75	5041	5625	5396
7	KH	74	81	5476	6561	5994
8	MN	44	63	1936	3969	2772
9	MR	58	69	3364	4761	4002
10	MIR	79	87	6241	7569	6873
11	MR	66	74	4356	5476	4884
12	MAKL	62	78	3844	6084	4836
13	MFAS	58	71	3364	5041	4118
14	MP	73	81	5329	6561	5913

15	MA	44	60	1936	3600	2640
16	NPH	60	64	3600	4096	3840
17	NKB	53	63	2809	3969	3339
18	NH	57	63	3249	3669	3591
19	NHT	62	80	3844	6400	4960
20	NF	71	76	5041	5776	5396
21	PA	50	65	2500	4225	3250
22	RN	59	68	3481	4624	4012
23	RA	74	85	5476	7225	6290
24	RNA	66	73	4356	5329	4818
25	RML	60	64	3600	4096	3840
26	RAF	50	68	2500	4624	3400
27	SH	56	70	3136	4900	3920
28	SS	63	76	3969	5776	4788
29	SP	63	68	3969	4624	4284
30	TL	71	79	5041	6241	5609
		$\sum x$ 1858	$\sum y$ 2147	$\sum x^2$ 117548	$\sum y^2$ 155001	$\sum xy$ 134733

The result of calculated the Pre-Test and Post-Test Score:

$$\sum x = 1858 \quad \sum x^2 = 117548 \quad \sum xy = 134733$$

$$\sum y = 2147 \quad \sum y^2 = 155001$$

$$N = 30$$

- b. Based on the table 4.3 presented above, the correlation of product moment was calculated as follows :

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \cdot \{n \sum y^2 - (\sum y)^2\}}}$$

$$r_{xy} = \frac{30.134733 - (1858).(2147)}{\sqrt{\{30.117548 - 1858^2\} \cdot \{30.155001 - 2147^2\}}}$$

$$r_{xy} = \frac{4041990 - 3989126}{\sqrt{\{3526440 - 3425164\} \cdot \{4650030 - 4609609\}}}$$

$$r_{xy} = \frac{52864}{\sqrt{\{74276\} \cdot \{40421\}}}$$

$$r_{xy} = \frac{52864}{\sqrt{3002310196}}$$

$$r_{xy} = \frac{52864}{54793,34}$$

$$r_{xy} = 0.96$$

Next, the T-test was calculated as follows:

$$t = \frac{r_{xy} \sqrt{n-2}}{\sqrt{1-(r_{xy})^2}}$$

$$t = \frac{0.96\sqrt{30-2}}{\sqrt{1-(0.96)^2}}$$

$$t = \frac{0.96\sqrt{28}}{\sqrt{1-0.9216}}$$

$$t = \frac{0.96 \times 5.29}{\sqrt{0.0784}}$$

$$t = \frac{5,0784}{0.28}$$

$$t = 18.10$$

$$t_{observed} = 18.10$$

Based on the calculating of t-observed, it was found that t-observed was 18.10 and based on the level of significant of 0.05 with the the degree of freedom 28 ( N-2) =30-2 = 28, t-table was 1.701.

Which:

$$H_a = t_{observer} > t_{table} = 18.10 > 1.701$$

c. Testing Linear Regression

Y = + bX where a and b is getting by :

$$b = \frac{n \sum xy - \sum x \sum y}{n \sum x^2 - (\sum x)^2}$$

$$b = \frac{30 \times 134733 - 1858 \times 2147}{30 \times 117548 - (1858)^2}$$



$$b = \frac{4041990 - 3989126}{3526440 - 3452164}$$

$$b = \frac{52864}{74276}$$

$$b = \mathbf{0.72}$$

$$= \frac{\sum y}{n} - b \frac{\sum x}{n}$$

$$= \frac{2147}{30} - \mathbf{0.72} \frac{2147}{30}$$

$$= \mathbf{71.7} - \mathbf{0.72} \times \mathbf{71.7}$$

$$= \mathbf{71.7} - \mathbf{51.624}$$

$$= \mathbf{20.076}$$

$$Y = 20.076 + 0.72X$$

It means that, for each addition of 1% using personal computer assembling tutorial video (PCATV) technique for students' achievement in writing procedure text in the amount of 0.72%

- d. Determining the percentage of the effect of x variable toward y variable using determination formulation :

$$D = (r_{xy})^2 \times 100\%$$

$$D = \mathbf{(0.96)^2} \times \mathbf{100\%}$$

$$D = 0.9216 \times 100\%$$

$$D = 92.16 \%$$

It means that the effect using personal computer assembling tutorial video (PCATV) technique for students' achievement in writing procedure text was 92.16% and 7.84% was influenced of other factor

### C. Testing hypothesis

The hypothesis is aimed at knowing, whether the hypothesis is accepted or rejected. In testing the hypothesis, the basic theory is used:

ü The hypothesis is accepted if  $t\text{-observed} > t\text{-table}$

ü The hypothesis is rejected if  $t\text{-observed} < t\text{-table}$

In this research, the calculation of scores by using t-table for degree of freedom (df)  $N-2$  ,  $30-2 = (28)$  at the level significance ( $\alpha$ ) 0,05 one tail was 1.701. The result of calculation the t-test showed that the t-observed was higher than t-table or it can be seen as follows :

$T\text{-observed} > T\text{-table} = 18.10 > 1.701$  with df 28. Thus, null hypothesis ( $h_0$ ) is rejected. It means that applying the personal computer assembling tutorial video significantly affects students' achievement in writing procedure text.

#### **D. Findings**

Based on the data analysis, it was found that using the personal computer assembling tutorial video gave significant effect on teaching procedure text writing. The students' score taught by using tutorial video higher than that taught by using pictures. The result of calculation showed that  $t$ -observed was higher than  $t$ -table ( $18.10 > 1,701$ ). So, the use of personal computer assembling tutorial video gave significant effect on students' achievement in writing procedure text.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusion

Based on the data analysis, it can be concluded that teaching writing skill by using personal computer assembling tutorial video (PCATV) significantly effects writing procedure text achievement of students grade XI IPS 1. It could be seen from the data which had obtained in the post test of experimental group was 2147. The calculation of the data in the testing hypothesis showed that t-observed (18.10) was higher than t-table (1.701) at the  $df = N-2$  (  $30-2 = 28$ ). It means that the alternative hypothesis ( $H_a$ ) is accepted.

#### B. Suggestions

Based on the result of this study, the suggestion can be stated as the following:

1. English teachers are suggested to use personal computer assembling tutorial video (PCATV) as media in teaching writing procedure text because video can attract the students' attention and give motivation for students in teaching and learning process, so it can affect the students' achievement.
2. Other researchers are expected to develop the research about the use of video in teaching writing genres and other skills.

3. Students are also recommended to use personal computer assembling tutorial video in learning writing procedure text, so that their writing ability could be improved.

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## **APPENDIX 1**

### **LESSON PLAN (EXPERIMENTAL GROUP)**

School : YAYASAN PERGURUAN SWASTA BANDUNG MEDAN  
Class : XI IPS 1  
Topic : Procedure Text  
Time : 4 x 45 minutes  
Meeting : 1, 2

---

#### **A. Core Competence**

1. Respecting and appreciating the teaching of their religion.
2. Understanding and applying knowledge (factual, conceptual, and procedural)
3. Reworking, presenting, and reasoning in the realm of concrete (using, parsing, composing, modifying, and creating).

#### **B. Basic Competence**

1. Grateful for the opportunity to learn English has a language of international communication embodied in the spirit of learning.
2. Showing the honest, discipline, confident, and responsibility behavior in implementing transactional communication with teachers and friends.
3. Understanding the meaning of written text procedures, short and simple.
4. Writing procedure written texts, short and simple with attention to social functions, text structure and linguistic elements are correct and in appropriate.

#### **C. Indicators**

1. Showing the spirit in teaching learning process.

2. Showing the honest, discipline, confident, and responsibility behavior.
3. Writing procedure texts, short and simple shapes with attention to social functions, text structure and linguistic elements correctly and in appropriate context.

#### **D. Learning Objectives**

1. Students are able to appreciate the opportunity to learn English as an international communication language consistently.
2. Students are able to show the honest, discipline, confident, and responsibility behavior in everyday life.
3. Students are bale to explain the structure and linguistic elements of procedure text to carry out the procedure with the social function of the text stating and asking about manuals, short and simple, according to the context of its use.
4. Students are able to write and present the written procedure text, short and simple with attention to social functions, text structure and linguistic elements correctly and appropriate context.

#### **E. Learning Material**

- Ø Procedure text: Definition, generic structure, and language features.
- Ø Procedure text: How to make slime & how to brush your teeth

#### **F. Method of Learning**

- Discussion

#### **G. Tools and Media of Learning**

Tools: LCD, Laptop

Media: Video

## **H. Learning Activities**

### *First Meeting*

#### **Activities**

#### **OPENING**

1. Teacher greets students
2. Praying
3. Teachers checks students' attendance
4. Teacher gives motivation to students
5. Teacher explains learning objective and competences which are going to be reached.

#### **MAIN ACTIVITY**

##### **Observing**

1. Teacher show the students the example of procedure text  
“ How to brush your teeth”
2. Teacher asks students to read text.

##### **Questioning**

1. Teacher asks students some questions, for example:
  - What is text about?
  - What are materials or tools in the text?
  - What are the steps in?
  - Mention the verbs that you find in the text!

##### **Associating**

1. Teacher explains about definition of procedure text, its  
Social function, generic structure and language features and  
Provides the example based on the text given.

##### **Experimenting**

1. Teacher shows another example of procedure text about easy steps “How to make slime”
2. Teacher asks students to analyze generic structure and language features of the text.

### **Communicating**

1. The students change their work to another who will make Correction/ comment on their friends’ work.

### **Closing**

1. Teacher asks the students to make a summary from the lesson

## *Second Meeting*

### **Activities**

#### **OPENING**

1. Teacher greets students
2. Praying
3. Teachers checks students’ attendance
4. Teacher gives motivation to students
5. Teacher reviews the previous lesson

#### **MAIN ACTIVITY**

##### **Observing**

1. Teacher show video to the students the example of procedure text “ How to make ice nutrisari ”

##### **Questioning**

1. Teacher asks students some questions related to the video that will be guidance to make a procedure text, for example:
  - What is text about?
  - What are materials or tools in the text?
  - What are the steps in?

- Mention the verbs that you find in the text!

### **Associating**

1. Teacher explains how to write a procedure text based on video.
2. Teacher shows example procedure text that written based on video
3. Teacher explain generic structure, social function and language features of text.

### **Experimenting**

1. Teacher shows video tutorial about “ How to make slime” easy steps as treatment.
2. Teacher asks students to write procedure text based on video given.

### **Communicating**

1. The teacher asks students to present their text ( students are asked to explain the social function, generic structure and language features of their text) make correction / comment to students’ works

### **Closing**

1. Teacher asks the students to conclude the lesson

Approved by

ENGLISH TEACHER

RESEARCHER

NURHALIMAH.S.PD

RISKY OKTAVIANI

**1402050005**

HEADMASTER

H.GENTING SIREGAR, S.PD,MM

**LESSON PLAN**  
**(CONTROL GROUP)**

School : YAYASAN PERGURUAN SWASTA BANDUNG MEDAN  
Class : XI IPS 2  
Topic : Procedure Text  
Time : 4 x 45 minutes  
Meeting : 1, 2 meeting

---

**A. Core Competence**

1. Respecting and appreciating the teaching of their religion.
2. Understanding and applying knowledge (factual, conceptual, and procedural)
3. Reworking, presenting, and reasoning in the realm of concrete (using, parsing, composing, modifying, and creating).

**B. Basic Competence**

1. Grateful for the opportunity to learn English has a language of international communication embodied in the spirit of learning.
2. Showing the honest, discipline, confident, and responsibility behavior in implementing transactional communication with teachers and friends.
3. Understanding the meaning of written text procedures, short and simple.
4. Writing procedure written texts, short and simple with attention to social functions, text structure and linguistic elements are correct and in appropriate.

**C. Indicators**

1. Showing the spirit in teaching learning process.

2. Showing the honest, discipline, confident, and responsibility behavior.
3. Writing procedure texts, short and simple shapes with attention to social functions, text structure and linguistic elements correctly and in appropriate context.

#### **D. Learning Objectives**

1. Students are able to appreciate the opportunity to learn English as an international communication language consistently.
2. Students are able to show the honest, discipline, confident, and responsibility behavior in everyday life.
3. Students are bale to explain the structure and linguistic elements of procedure text to carry out the procedure with the social function of the text stating and asking about manuals, short and simple, according to the context of its use.
4. Students are able to write and present the written procedure text, short and simple with attention to social functions, text structure and linguistic elements correctly and appropriate context.

#### **E. Learning Material**

- Ø Procedure text: Definition, generic structure, and language features.
- Ø Procedure text: How to make slime & how to brush your teeth

#### **F. Method of Learning**

- Discussion

#### **G. Tools and Media of Learning**

Tools: LCD, Laptop

Media: Gambar

## **H. Learning Activities**

### ***FIRST MEETING***

#### **Activities**

#### **OPENING**

1. Teacher greets students
2. Praying
3. Teachers checks students' attendance
4. Teacher gives motivation to students
5. Teacher explains learning objective and competences which are going to be reached.

#### **MAIN ACTIVITY**

##### **Observing**

1. Teacher show the students the example of procedure text  
“ How to brush your teeth”
2. Teacher asks students to read text.

##### **Questioning**

1. Teacher asks students some questions, for example:
  - What is text about?
  - What are materials or tools in the text?
  - What are the steps in?
  - Mention the verbs that you find in the text!

##### **Associating**

1. Teacher explains about definition of procedure text, its Social function, generic structure and language features and Provides the example based on the text given.

##### **Experimenting**



1. Teacher shows another example of procedure text about how to make slime
2. Teacher asks students to analyze generic structure and language features of the text.

### **Communicating**

1. The students change their work to another who will make Correction/ comment on their friends' work.

### **Closing**

1. Teacher asks the students to make a summary from the lesson

## ***SECOND MEETING***

### **Activities**

#### **OPENING**

1. Teacher greets students
3. Teacher gives motivation to students
4. Teacher reviews the previous lesson

#### **MAIN ACTIVITY**

##### **Observing**

1. Teacher show the students the example of procedure text  
“ How to brush your teeth”
2. Teacher asks students to read text.

##### **Questioning**

1. Teacher asks students some questions related to the picture that will guidance to make procedure text, for example:
  - What is picture is that ?
  - What are materials or tools in picture ?
  - What are the steps in?
  - Mention the verbs that you find in the text!

**Associating**

1. Teacher explains how to write a procedure text based on picture
2. Teacher show example of procedure text that's written based on pictures shown
3. Teacher explains Social function, generic structure and language features and  
Provides the example based on the text given.

**Experimenting**

1. Teacher asks the students to sit in group, each group consists  
Of 4-5 students
2. Teacher shows a picture about “ how to make slime”
3. Teacher asks students to write procedure text based on picture given

**Communicating**

1. Teacher asks the students to present their text ( students are asked to explain to social function, generic structure and language features to their text and make comment to students' works

**Closing**

1. Teacher asks the students to rewrite the correct text individually.
2. Teacher asks the students to conclude the lesson.

Approved by  
ENGLISH TEACHER

RESEARCHER

NURHALIMAH,S.PD

RISKY OKTAVIANI  
**1402050005**

HEADMASTER

H.GENTING SIREGAR,S.PD,MM

## APPENDIX 4

### LIST OF VIDEOS

No	Title	Source
1	How to make a slime	<a href="https://www.youtube.com/watch?v=YFg-pwVTCGc">https://www.youtube.com/watch?v=YFg-pwVTCGc</a>
2	How to brush your teeth	<a href="https://www.youtube.com/watch?v=djNOAmn82nc">https://www.youtube.com/watch?v=djNOAmn82nc</a>
3	How to make ice nutrisari	<a href="https://www.youtube.com/watch?v=sX1yblkaNkA">https://www.youtube.com/watch?v=sX1yblkaNkA</a>

## **APPENDIX 10**

### **CURRICULUM VITAE**

#### **A. Personal Data**

**Name** : Risky Oktaviani  
**Place and Date of Birth** : Medan, October 12 □ □ 1996  
**Address** : Jln. Tirtosari No 120 Medan Tembung  
**E-Mail** : [Riskyoktavia58@Gmail.Com](mailto:Riskyoktavia58@Gmail.Com)  
**Phone Number** : 085280325788

#### **B. Education Background**

- 1. Tk Fathimaturidho , Medan Graduated 2002**
- 2. SDN 064974 , Medan Graduated 2008**
- 3. SMP Budisatrya Medan Graduated 2011**
- 4. SMA Swasta Teladan Medan Graduated 2014**