

# **IMPROVING STUDENTS' ACHIEVEMENT IN WRITING PROCEDURE TEXTS BY USING VIDEOS**

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## **ABSTRACT**

This study deals with the students' achievement improvement in writing procedure texts by using videos by applying classroom action research. The subjects of this research were 38 students of class X-1 SMA TELADAN MEDAN. After analyzing the data in two cycles of classroom action research, it was found there was an improvement of students' mean score from 60.44 in assessment before applying video became 68.52 in cycle I and improved again became 78.89 in cycle II. It means that the use of video significantly improves the students' achievement in writing procedure texts.

Keywords: *writing, procedure text, action research, videos, X-I SMA Teladan Medan.*

## **INTRODUCTION**

This study addresses the use of videos in improving the students' achievement in writing procedure texts. There have been a numerous of studies on using videos. Nora (2010) elaborated students' speaking achievement in narrative text by using video, Albert (2011) investigated students' speaking achievement in constructing procedure text by Using Video. All the study, however, has touched the use of videos in improving students' achievement in speaking. The students just retell what they had watched in the video given. This present study specifically deals with how to improve the students' achievement in writing procedure texts by using videos. After they students watched the video given, they wrote their own procedure texts. Finally the students' achievement in writing procedure texts significantly improves.

## **METHODOLOGY**

### **Research Design**

This study was an action research, which was conducted in two cycles namely cycle I and cycle II was conducted in six meetings. In this research, each cycle was done in four steps, namely planning, action, observation and reflection and cycle II was the improvement of cycle I.

The subjects in this research were 38 students of class X-1 SMA Teladan Medan. In this research, the data were collected by using quantitative data and qualitative ones. Quantitative data were collected by administering writing test in order to measure students' achievement in writing procedure text. The qualitative data were gathered by using diary notes, interview, questionnaires, and observation sheet.

In this research the writer evaluated the students' improvement in writing procedure texts by using 5 components. The components were scored are generic structures (goal, material, and steps) and language features (grammar, and vocabularies). Each of components had its own highest score. The highest score for goal was 10, material was 15, step was 35, grammar was 20, and vocabulary was 20. Therefore, the total score was 100 points.

The mean of the students' score for each cycle was obtained using the application of the following formula:

$$\bar{X} = \frac{\sum X}{N} \times 100\%$$

Where :  $\bar{X}$  = Class mean score

$\sum X$  = Total score

N = The total number of students

To categorize the number of competent students, the following formula is applied:

$$P = \frac{R}{T} \times 100\%$$

Where : P = Percentage of students getting 70

R = Number of students getting score 70

T = The total number of students taking the test

## **FINDINGS AND DISCUSSION**

### **The Data**

In the first meeting before playing video, the mean of the students' score was below standard minimum scoring (KKM). The English teacher made 70 as standard minimum scoring (KKM) in English lesson especially in writing.

In the cycle I after playing video, the number of students was 38 and the total score of the students was 2604 so the mean was 68.52 and the number of students who got point above 70 was 15 students so the percentage was 39.47 %.

In cycle II, the number of the students was 38 students and total score of students was 2998, so the mean was 78.89 and the number of students who got the point above standard was 36 students so the percentage was 94.7 %.

In this cycle II, the students' mean score had improved above standard and almost students' score had above standard (70). In this cycle, the weakness of the researcher in cycle I had reflected and as result, the mean of students' score had improved above standard (KKM).

The students' score had been improved from the first test until the last test for each student by considering and determining the scores. The result in cycle I showed that students who got improvement of score 1-5 points were 3 students (7.89 %), students who got improvement of score 6-10 were 27 students (71.05 %) and students who got improvement of score 11-15 points were 8 students (21.05 %).

The result in cycle II showed that students who got improvement of score 1-5 point no one student (0 %), students who got improvement of score 6-10 point were 20 students (52.63 %) and students who got improvement of score 11-15 point were 18 students (47.36 %).

The result showed the improvement of student's score in each cycle of student's score by the mean of students' score. Highest score was achieved by the students in assessment during cycle II. The score improved from the first assessment until the last assessment (from 60.44 became 68.32 became 78.89).

### **Research Findings**

Based on the research, the result indicated that there was an improvement on students' achievement in writing procedure text by using video consisted of two cycle. After collecting the data, the mean of students' score before applying video were 60.44 and then the cycle I was done by playing video in front of the class. The mean of students' score of writing procedure text increased in cycle I became 68.52. However, in cycle I there were still difficulties that students found, many errors in sentence building and in translation so it needed to do cycle II.

After giving the action in cycle II, the students had understood how to write procedure text well. Error in sentence building and in translation was still happened but it was better than before. The qualitative data taken from diary notes implied that the students were interesting to learn writing procedure text by watching the video. The observation sheet results showed that the students were active and enthusiastic in learning then questionnaire sheet results showed that the students strongly agreed that the using of video was very helpful to improve their achievement in writing procedure text. It was shown by the increasing the mean of students' score from 68.52 in cycle I became 78.89 in cycle II.

## **CONCLUSION AND SUGGESTIONS**

### **Conclusion**

After analyzing the data, the writer found that the students' score increased from the cycle I to the cycle II conducted in six meetings. There was an improvement of students' mean score from 60.44 in assessment before applying video became 68.52 in cycle I and improved again became 78.89 in cycle II. So, from the data, the writer concluded that the use of video significantly improved the students' achievement in writing procedure texts.

### **Suggestions**

Based on the finding of this research, showed that students' achievement in writing procedure texts improved by using videos. Therefore, some points are suggested as the following:

- 1) It is important for English teachers to use video in their teaching in writing procedure text since video is media which can improve students' achievement in writing procedure text.
- 2) It is important for students to practice their writing by using videos since it can improve the students' interesting in writing English especially writing procedure text.
- 3) Other researchers improve the research about video dealing with writing skill, especially in writing procedure texts.

## ACKNOWLEDGMENT

On this special occasion the writer would like to express her gratitude to those who have assisted her in the process of completion her artikel in partial fulfillment of the requirements for the degree of Sarjana Pendidikan at English Department of Faculty of Languages and Arts, State University of Medan (UNIMED). Sincerest gratitude addressed to:

- The Rector of State University of Medan.
- The head master of SMA Teladan Medan.

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