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The Implementation of Video in Teaching Writing Procedure Text to the Tenth Grade Students at SMK Wijaya Sukodono

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Abstract Writing is one of the abilities that is very important for students, because by writing students can convey the contents of their minds in written form, and by using video as a medium. Students find it easier to express their ideas. This research is focused to describe the application of using video media in writing procedure texts and to describe the responses of students writing procedure texts using video media. This research is descriptive qualitative research. The tenth grade of SMK Wijaya Sukodono is the subject of this study. The data in this study are checklist and questionnaire data and documentation during the learning process. All activities during the procedure text learning using video media are the source of data in this study. The results showed that learning to write tech procedures using video media can be done in the tenth grade of Wijaya Sukodono. In addition, student responses to the use of video media have many positive impacts for students, reinforced by the results of the questionnaire which showed 73% of students gave positive responses and 27% of students gave negative responses. Based on the results, the researcher found that video as a media could be applied in teaching writing very well especially teaching writing procedure texts. The researcher concludes that the video is suitable to be applied in teaching writing procedure texts for tenth grade students of SMK Wijaya Sukodono.

Keyword: *Writing, Procedure Text, Video*

Abstrak Menulis merupakan salah satu kemampuan yang sangat penting bagi siswa, karena dengan menulis siswa dapat menyampaikan isi pikirannya dalam bentuk tulisan, dan dengan menggunakan media video. Siswa merasa lebih mudah untuk mengungkapkan ide-ide mereka. Penelitian ini difokuskan untuk mendeskripsikan penerapan penggunaan media video dalam menulis teks prosedur dan mendeskripsikan tanggapan siswa dalam menulis teks prosedur menggunakan media video.

Penelitian ini merupakan penelitian deskriptif kualitatif. Kelas X SMK Wijaya Sukodono menjadi subjek penelitian ini. Data dalam penelitian ini berupa data checklist dan angket serta dokumentasi selama proses pembelajaran. Semua kegiatan selama pembelajaran teks prosedur menggunakan media video menjadi sumber data dalam penelitian ini. Hasil penelitian menunjukkan bahwa pembelajaran menulis prosedur berteknologi menggunakan media video dapat dilakukan di kelas X Wijaya Sukodono. Selain itu, tanggapan siswa terhadap penggunaan media video banyak memberikan dampak positif bagi siswa, diperkuat dengan hasil angket yang menunjukkan 73% siswa memberikan tanggapan positif dan 27% siswa memberikan tanggapan negatif. Berdasarkan hasil penelitian, peneliti menemukan bahwa video sebagai media dapat diterapkan dalam pengajaran menulis dengan sangat baik terutama pengajaran teks prosedur menulis. Peneliti menyimpulkan bahwa video tersebut cocok untuk diterapkan dalam pembelajaran menulis teks prosedur pada siswa kelas X SMK Wijaya Sukodono.

Kata kunci: *menulis, teks prosedur, video*

INTRODUCTION

Writing is a productive skill. This is very useful for students because it can convey their ideas in written form. Therefore, writing is very important to learn for students. By writing students can express their ideas, their knowledge, messages, and their feelings in the form of letters and convey their message to the reader. It also requires grammatical and lexical knowledge, understanding in applying grammatical knowledge. Based on the syllabus, there are several types of texts taught in high school, one of which is the procedure text. In this study, researchers focused on the text of the procedure. Because through the procedure text, students are expected to have the ability to express their ideas in sentences, paragraphs or essays in writing. They are given material learning procedures text to get things done. Anderson (2003: 50) states that the procedure text is a place where the text gives us interactions to do something. The purpose of this type of procedure text is to explain how something can be done. This text consists of a sequence of steps or procedures, which must be followed by the reader to achieve the purpose of the text.

However, there are some challenges that students might face when learning writing skills. Some teachers find that their students are not enthusiastic in learning how to write in English (Sari, 2019:122). While other challenges namely first students find it difficult to make ideas and express their ideas into writing (Sari, 2019:122). Secondly, some students feel less confident in their writing and have difficulty expressing their ideas. Third, students do not have many ideas about what to write and how to start writing. In fact, they waste too much time thinking about what they will write.

From this problem, the researchers were interested in using a video taken from YouTube, a video about the steps to make food related to the text procedures that the teacher did when teaching as a medium of implementation, students wrote the procedure text. Harmer (2003: 290) states that video can improve simulation, not only because it can provide feedback when students can watch themselves and evaluate their performance, but also because video presence helps students feel more realistic. In addition, videos help students get ideas in writing (Harmer, 2007: 144) That can give imagination about video content related to the material. Students can see and hear the language from the video so they can write based on what they have seen and heard.

Based on the explanation above, the researcher uses video media to teach and deliver procedural text material, so the researcher is interested in conducting a research entitled "*The Implementation of Video in Teaching Writing Procedure Text to the Tenth Grade Students at SMK Wijaya Sukodono*".

METHOD

This research used descriptive qualitative method. Creswell (2014: 3) states that qualitative research is an approach to explore and understand the meaning of individuals or groups relating to social or human problems. The researcher observes activities during the teacher's teaching and students in class and reports from beginning to end. The subjects of this study were English teachers and tenth grade students, where there were 29 students and this study focused on one class in the tenth grade at SMK Wijaya Sukodono. Classes will consider choosing because they have called the subject "Writing procedure text." In addition, they may have very different results in writing procedure texts. As a result, they might support this research to get the data needed by researchers.

Because this is a qualitative study, the researchers used three ways in this study. First Observation Checklist In this study, the observation checklist is used to view and list a number of teaching and learning activities carried out by the teacher in class based on lesson plans. Second Questionnaire In this instrument, aiming at student responses after using instructional media in the form of video and the third is Documentation where this instrument is for collecting data, the writer

also documentation takes several pictures of activities during the teaching and learning process.

Data source is the activity of teaching and learning process in class. Data is the process of teaching and learning class from first to last observation. The data of this study were observations and questionnaires conducted with research observations carried out to determine the teaching and learning process of applying the video procedure text. The questionnaire was conducted to determine students' responses to the application of video in teaching writing procedures. In this study, researchers used a data analysis strategy. This is a descriptive analysis. Data analysis is the process of knowing and establishing data from observations.

FINDINGS AND DISCUSSION

First this section explain the findings of observations made by the researcher. The teacher made teaching process into three activities, the first is opening, after that the main activity, and the last is the closing. In the opening, a teacher starts the class with greetings. Next the second is the main activity, which is teaching - the learning process in writing procedure texts using video as a medium (pre-writing, writing, and post-writing) and then finally closing, a teacher gives a conclusion about the lesson used and asks students to submit their work.

Meeting I

Before class begins, the teacher starts the class with an opening session, which is greeting. They all responded enthusiastically. the teacher checks the attendance list of students, and the teacher asks students to prepare themselves for learning. In the main activity explained during the teaching and learning process in the classroom, the researcher observed how the teacher explained the English lesson material about the procedure text. Then the teacher gives some simple examples of procedure texts, which are about how to make fried rice, The teacher continued the learning material, the Teacher reviewed the lesson preview to the students to find out how far students still remembered or not about the procedure text lesson. A teacher explains about practicing to write a text procedure is a kind of text that aims to give us instructions / steps to do something, so that the reader can feel, hear, and see what the writer feels, and see. After that, the teacher continues his explanation of the sections related to the procedure text. The teacher explained that in procedural texts there are three or two components, namely the first is the generic structure Then the teacher gives a simple example of the procedure text related to their favorite food. After the teacher gives an example of the procedure text, the next activity is the teacher instructing the group to practice writing the procedure text. the teacher goes around in the classroom to control class activities and discuss with students, to ask about difficulties so that the teacher can help those who have difficulty in making the procedure text. Then, the teacher helps students solve their problems. Before the teacher closes the class, the teacher gives an evaluation of the material that has been taught, besides the teacher opens the question to students if there are difficulties and are not understood and finally, the teacher closes the class with an agreed goodbye.

Meeting II

The teacher enters the class by saying hello and asking their condition. Before the class starts, the teacher asks the class leader to led a prayer before the lesson begins. They all responded enthusiastically. It shows that they were interested in learning English at that time. In the main activity The teacher always reviews the material at the previous meeting when the teaching and learning process, After that, the teacher prepares and plays the video type procedure text. The teacher shows and shows the video in front of the class, the students are enthusiastic and enthusiastic when the teacher conveys that they will play the video compared to the previous meeting. In the

middle of the video the teacher pauses the video and the teacher gives an explanation and after the video has been played for 2 meeting then the teacher instructs the students to prepare a piece of paper, write their name and class on it and try to make their own how to make something based on the video that has been watched. To find out their ability to write, during the writing process, the teacher goes around and always runs in class to help students if they experience difficulties in writing procedure texts, the teacher also gives some key words or difficult words to facilitate students in writing procedure texts. As usual before closing the class the teacher gives an evaluation and questions and answers to students. Then the teacher asks students if you feel happy and easy when you learn to write procedure texts using video media, then enthusiastic students answer together yes sir happy. Finally, the teacher closes the class with the agreed goodbye.

The Result of students' response in teaching writing procedure text

The questionnaire was used to determine students' responses to the application of the video in writing the procedure text. There are ten questions given to students with some YES or No answers and the answers are based on their choices. Based on the results of the questionnaire on the chart diagram, which consisted of 27% of students answering NO and 73% of students answering YES. So, it can be concluded that most of the 10th grade students of SMK Wijaya Sukodono agree with learning by using video. The students enjoy when using video in learning text writing procedures.

CONCLUSION

Based on the results of research conducted at SMK Wijaya Sukodono based on research questions, there are two things that are the focus of this study. Based on the results of the implementation of the video in teaching text writing procedures done in the tenth grade of SMK Wijaya Sukodono, where the teacher has implemented all procedures correctly. The students were very enthusiastic watching the video. In the teaching and learning process there are several steps: explaining and demonstrating techniques, where students are shown how in the pre-activity video to help them get their ideas. After watching the video, there are student work exercises. During the teaching and learning process, the teacher actively asks students, It can be seen from the direct responses during the teaching and learning process. Based on the result of the questionnaire, after analyzing the students about the implemented of the video in teaching writing procedure text that was done in the tenth grade of SMK Wijaya Sukodono. It is known that they feel happy. So, using video media is better than teaching writing procedure texts without video. In addition, it can be said that video media makes students easily understand the procedure text.

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