

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 1.1. Previous Research

There are four previous study, they are as follow:

The related study is the article written by Ratri Ikadestanti, Nanik Supriani, (2017), in Journal of English language and language teaching. **“The Implementation of Tutorial Video to Improve Student’s Skill in Writing Procedure Text”**. In this research, the researcher used true Experimental Design. The design of this study involved three steps: pre-test – treatment – post-test. The sample of this research came from two classes (XI and X2) of the second grade of SMKN 5 Yogyakarta in academic year 2016/2017. The result is there are significant difference between the students writing skill taught using tutorial video and the students who were taught using conventional method. In conclusion, tutorial video can be a good solution and alternative medium for teacher in teaching writing procedure text.

Second, article written by Ratna Purnama, (2013) in *Journal Pendidikan dan Pembelajaran UNTAN*. **“Improving Students Writing Ability on Procedure Text by Using Flash Card** (A Classroom Action Research at Seventh Grade Class at Students of SMP Nigeria 1 Sekadau Hulu in Academic Year 2011/2012). The result is the researcher found out that the implementation of flash card in teaching writing on procedure texts could improve students writing ability in understanding states the goal to be achieved, list the material needed and describe step in logical order to achieve

the goal of procedure text. In addition, flash card could engage student's motivation in learning process and some students showed their interest mention the vocabularies and could made good writing.

Third is an article written by Putri Ardila Lubis (2013) in *Journal of English Language Teaching of FBS UNIMED* "**Improving Students Speaking Achievement in Reporting Procedure Text by Using Video**". The research was conducted by using Classroom Action Research. The subject of this research was the students of Grade X in SMA Budisatya. The implementation of video and significantly improved the student's achievement in speaking procedure text. In this research, the data was collected by using quantitative and qualitative data, in quantitative data, this research used speaking test as the instrument to measure their competence in speaking. The qualitative data are observation sheet, diary notes, interview sheet and questionnaire. Besides video makes student's interested and active in speaking. Therefore, it can be concluded that by using video in teaching speaking procedure text is successfully done and brings good improvement to the student's achievement.

Furthermore, is a thesis written by Rina Lestyaningsih (2017) entitled "The Effectiveness of Using Video for Teaching Procedure Text Writing". The research aims to know whether the use of video media is effective or not for teaching procedure text writing to the eleventh-grade students of SMAN 1 Banyudono in the Academic Year of 2015/2016. This research used quantitative approach with experimental method. The researcher used quasi-

experimental design. The experimental class who were taught by video and the control class who were by textbook. The video and textbook are media that can be used to support teaching learning process in the classroom. Both can be used by teacher to convey the material to the students. The researcher used cluster random sampling to determine the subject of the research. The result of the research show that the students who were taught using video has higher score in procedure text writing than the students who were taught by using video has higher score in procedure text than the students who were taught by using textbook. Furthermore, the researcher showed the mean of student's post-test for experimental class is 77.01 and for control class are 73.50. it shows that there was significant different between the students who were taught by using video and those were taught by using textbooks. The result of t-test shows that t score is higher (2.173) than t table (2.007). based on the explanation above, the researcher concludes that using video is effective to teach procedure text writing.

The last previous study is a thesis written by Septiana Nur Anggreini (2012) entitled "Optimizing the use of YouTube Video to Improve Students Competence in Writing Procedure Text". The objectives of the research are to identify whether or not and to what extent YouTube videos can improve the student's skill in writing the text and to describe happens with situation when YouTube videos can improve the student's skill in writing the text and describe happens with the situation when YouTube videos are used in the writing class. The research carried out at SMA N Kebakkramat in the

academic year 2011/2012. There are two kinds of data: qualitative and quantitative. The qualitative data are collected by using technique of qualitative data quantitative data are collected by using technique of qualitative data collection consist of observation, interview, and questionnaire. The quantitative data are analysed through assembling the data outcomes. The quantitative data are analysed through pre-test, test in cycle 1, and post-test 2. The research findings show that the use of YouTube video can improve students writing skill and class situation of English class. The improvement of students writing skill include (1) students are able to explore ideas; (2) students are able to organize ideas; (3) students are able to choose of right words; (4) students are able to produce grammatically correct sentence; (5) students are able to use mechanic (punctuation and spelling) in writing. The class situation also improves which include: (1) students give full attention during lesson; (2) students can finish the writing assignment on time during the lesson; (3) students are gives more responses when the teacher asks them to do the task of the classroom; (5) students are pleasant with the situation. By implementing YouTube videos, the students can improve their writing skill.

## **1.2.Related Theories**

### **1.2.1. Writing**

#### **1.2.1.1.Definition of writing**

Writing is one of four skills on language which have its own characteristics. By using writing, we can express our idea and put our

feeling in written. (Mubarok, 2012) “Writing is one of productive skills, beside speaking, which contains of symbols (ortho-graphic) and involves a complex process”. Harris et al (2014) state that writing is a process of putting ideas in their mind on a paper to transform them in word and become sentences by using structure and coherent organization. It means that writing is the expression of thinking.

Harmer (2004: 31) state that “Writing is a way to produce language and express idea, feelings, and opinion”. It means that the writers can write anything according to their ideas, feelings and opinion in written form. It is the basic skill to express the ideas, knowledge, opinion and feelings in writing into English.

In addition, Harmer (2004: 31) explained that writing is often not time-bound in the way conversation is. It means that, when writing students of then have more time to think that to do oral activities. They can go through what they know in their mind, and even consult dictionaries, grammar book or other references to help them. Furthermore, Harmer (1998: 213) state that writing is a media of communication through writing message. It means that writing is expressed in the form of letters, signs or symbols written.

Based on the definition above, the researcher concludes that writing is the expression of ideas and feeling into one in the form of symbols and put it on paper that readers can understand.

### 1.2.1.2.The Purposes of Writing

According to Whitaker (2009: 2) there are three purposes in writing as follows:

1. Persuasive purpose

The purpose is to convince or persuade the reader that the writer's idea by using reason and evidence. Persuasive writing includes argumentative and position papers.

2. Analytical purpose

The purpose is to explain to the reader about a topic and investigate causes, examine effects, evaluate effectiveness, access ways to solve problems, find relationships between various idea or analyse other people's arguments. The example of these writing are analysis papers and critical analyses.

3. Informative purpose

The purpose is to give explanation of possible answer to the writer's question and give the reader new information about the writer's topic. The writer to enlarge the reader's view.

### 3.1.1.1.The process of writing

Writing is way to sending message from the writer to the reader. Written products are often the result of thinking, drafting and revising procedures that require specialized skills, skills that not every speaker develops naturally. Harmer (2004: 4-5) state that the process of writing is affected by some aspects such as: the content of writing, the type of writing, and

the medium of it is written. He also suggests four main steps in writing process they are:

- **Planning**, in this stage the writers have to think about three main issues: the purpose of their writing, the audience they are writing for, and the content structure of the piece.
- **Drafting**, this is the first version of a piece writing as a draft and it will produce on the way to the final version.
- **Editing (reflecting and revising)**, this stage needs some reflecting and revising helped by other readers (or editors).
- **Final version**, after editing their draft and making the changes they consider to be necessary, the produce their final version. (Harmer, 2004: 4-5)

Based on Harmer explanation above, there are four important processes in writing that can help writers to produce good writing, including procedure text.

While, Smith (1993: 247) has dome criteria of good writing. The writer should concern with (Pratiwi, 2011):

- a) Content
  1. It focused on particular subject
  2. The purpose of the writing is clear to the reader
  3. It is better giving the thesis
- b) Organization

1. The introductions get the readers' attention and prepare the reader for what is coming.
2. The organization is easy to follow.
3. There is clear transaction from one idea to the next.
4. Between paragraph one and other are coherent.
5. There is a conclusion to summarize the final writing.

c) Style

1. Sentences reflects a variety of syntactic structures.
2. Vocabulary reflects the writing

d) Correctness

1. Mechanics are correct such as punctuation, capitalization, spelling, and grammar.
2. Words are used accurately and appropriately.

#### **2.1.1.1.Component of writing**

In writing, the writer should to know the components of writing. For example: organization, grammar, mechanics, content and style. According to Yulianto et al., (2013: 2) stated that in writing a paragraph there is integration between the language component and the paragraph component.

a) Organization

Organization is the ability to write in the right way for a specific purpose in mind, with the ability to select, organize and order relevant

information. Typically, organizations refer to the larger parts of a piece of writing. It also refers to how paragraphs and sentences are written.

b) Grammar

Grammar mastery is very important in writing a paragraph or an essay. It helps the researcher produce a good writing and definitely the reader will be easy to understand. It helps to convey the message in appropriate way.

c) Mechanics

Mechanics are particularly component in writing. Mechanics of writing covering punctuation and spelling, punctuation is used as body language of written language which has the same use as gestures in spoken language. Punctuation also function as signals in written language which help the reader clarifies the meaning of sentences and interprets the correct meaning of sentences.

Based on the explanation above, the components that we should know when want to make a good writing is organization, content, style, grammar and punctuation. Rules and components in writing is very important to make the reader know our writing so, that our writing has a meaning

### **2.1.1.2. Teaching writing**

There are several reasons why the teacher should teach writing

Harmer (1998: 79)

- Reinforcement

Some students acquire language in purely oral way, but most of them benefit greatly from seeing the language written down. Students often find it useful to write sentences using new language shortly after they have studied it.

- Language development

The actual process of language helps learners as they go along. The mental activity they must go through in order to construct proper written text is all part of the ongoing learning experience.

- Learning style

Writing is appropriate for learners who take little longer time at picking up language just by looking and listening. It can also be quite reflective activity instead of the rush and brother of interpersonal face-to-face communication.

- Writing as a skill

Teaching writing is a basic language skill just as speaking, listening, and reading. Students need to know how to write letters, how to replay advertisement etc, they also need to know some of writing's special conventions such as punctuation, paragraph, construction etc.

Based on the explanation, the reason for teachers should teach writing are reinforcement of learnt language, the development of the student's language through the activity of writing, the importance of writing as a skill.

## 2.1.2. Procedure Text

### 2.1.2.1. Definition of procedure text

According to Pardiyono (2007: 93-98) state that procedure text gives information about how something is accomplished through a sequence of action or steps. This includes instruction for how to do something or how to make something. Procedure text is text-type concerned with procedure, which tell how something is accomplished through a sequence of actions or steps (Ratna Purnama, 2013)

Furthermore, Anderson, and Anderson (1997: 50) procedure text means “a piece of text that gives us instruction for doing something”. The purpose of a procedure text type is to explain something can be done such as directions, recipes, instruction manual and itineraries (Aimah, 2011). In other words, the purpose of a procedure text is to describe how to do something in such a way that other people can do it easily. The author clearly explains what supplies and equipment to use and what step to follow. Some authors share tips that will help the process go more smoothly. The text usually includes one or more photographs, illustration, or diagrams to help readers visualize or see how to do the steps. Procedure text can be found at magazine, books, newspaper, pamphlets and on the internet.

Based on the explanation above, Procedure Text is a text that has social function to describe how something is accomplished through a sequence of action or steps.

### 2.1.2.2. Generic structure

Anderson and Anderson (1997: 52-55) state that the generic structure of a procedure text contains:

- 1) An introductory statement that gives the aim or goal

This may be the title of the text an introductory paragraph

- 2) A list of the materials that will be needed to complete procedure

- This may be a list or a paragraph
- This step may be left out in some procedure

- 3) A sequence of steps in the order they need to be done

- Numbers can be used to show first, second, third, and so on.
- The order is usually important; such as words as *now*, *next*, and *after* this can be used.
- Usually the steps begin with a command such as *add*, *stir*, or *push* (Aimah, 2011)

### 2.1.2.3. Language feature

According to (Anggreini, 2012) Common grammatical patterns of a procedure text include:

- 1) The use of commands (the imperative form of the verb), for example: 'put', 'don't mix'.
- 2) The use of action verbs, for example: 'turn', 'pick up', 'don't term'.
- 3) The use of connectives to sequence the actions in time, for example: 'then', 'while'.

- 4) The use of adverbials to express details of time and place, manner, and so on, for example: ‘for five minutes’, ‘2 centimetres from the top’, ‘carefully’.

### 2.1.3. Tutorial Video

Sadiman (1993: 6), “Media Pengajaran adalah segala alat pengajaran yang digunakan oleh guru sebagai alat merangsangnya siswa untuk belajar.” (Anggreini, 2012). The media are very important to help students learn new concepts of their skills and language competences. There are many kinds of media which can be used by the teachers in the teaching English. One of media can be applied is Tutorial Video. By using Tutorial Video in teaching and learning process, it is useful to attract the student’s interest in learning language.

Tutorial video come from words tutorials and video. According to Dictionary Great Indonesia “Video” means: (1) the part that emits the image on a television set; (2) recording of live images or television programs for aired on a television set. (<https://kbbi.web.id/video> 01/08/2018) While the word “tutorial” means: (1) guidance class by a teacher for student or small group college students; (2) additional teaching through tutor. So, the definition of tutorial video is a video intentionally to guide learning to students or a group of students (<https://kbbi.web.id/tutorial> 01/08/2018).

Ram, et al., (2012: 4) state that video is a media with applications from entertainment to education. It means that video not only as entertainment but also can be a medium in learning, in addition, Harmer (2007: 144) state that the goodness using video than audio as teaching media is speakers can be seen; their body movements give clues as to meaning; know the clothes they wear, know their location, etc. it means that in video there are image and the audio that can be knowing by audience. So, they can easily understand what is being viewed and heard from the video.

Furthermore, Anggreini in Cooper (1991: 11) video as a supercharged medium of communication and powerful vehicle of information that is packed with message, images, and ambiguity, and so represents a rich terrain to be worked and reworked in the language learning classroom. It means that, video is combination of electronic picture and audio.

By using video in the classroom, there are several advantages. Harmer (2001: 282-283) describes that the benefits of using video as medium in classroom; (a) seeing language in use, where students not only hear the language, but also can see the process. It means that, the aim of video is to comprehension students through expression, gesture, and other visual clues, (b) Cross cultural awareness, in which students can see the situation of the people across the video i.e. what they wear, etc. (c) the power of creation, it means that, video gives the students potential to create something memorable and enjoyable since the task of given can provoke

creativity and communicative uses of language, (d) motivation is the reason of students to increased level. It means that, students increased level of interest when they have a chance to see language in sue as well as hear it and when interesting tasks (Aimah, 2011).

Tutorial video can improve student's image strategy and increase student's memory. Thonbury (2002: 25) labels this strategy as imaging and points out that words which easily evoke pictures are well memorable and that it is helpful for learners to associate also abstract words with some mental image (Ratri Ikadestanti, 2017).

#### **2.1.4. Technique in Using Video in Teaching**

In teaching and learning process in the classroom, the teacher should creative, motivate them, and use good media to support teaching learning process. In this research, the researcher will use Tutorial Video as a media in teaching media to teach procedure text writing.

There are some guidelines relating to the specifics use of video to maximize learning (Lestyaningsih, 2017)

1. Segment

Allow your students to watch the video in short segments.

2. Notes

Video are ideal for developing note-taking skills. Take notes on the first viewing, then rewind, replay and check them. This can be

done individually or collectively as a class discussion/brainstorming session.

3. Pause

Use the —pause feature to temporarily stop the tape and allow your students to try to predict/recall what will happen next.

4. Sound off

For video sequences that rely on visuals, turn the sound off and narrate. This technique works especially well for listing the steps of a process.

5. Preview

Each video carefully to determine its suitability for the lesson's objectives and Student's learning outcomes.

6. Integrate

This activity can be done before watching' to set the stage, review, provide background information, and identify new vocabulary words or to introduce the topic.

7. Focus

Give the students a specific responsibility while viewing. Introduce the video with a question, things to look for, unfamiliar vocabulary, or an activity that will make the program content more clear or meaningful. By charging students with responsibility, the teachers can make students carry out tasks and direct them for

learning purpose. Ensure and follow-up during and after viewing the video.

#### 8. After

When students have viewed the video consider, what interested them? What didn't they understand? How can you relate the program to their experiences and feelings?

As stated above that the Tutorial Video is like ordinary video, the difference is the content of the video. Audio and visuals are the same as ordinary video. The content of Tutorial Video is about how to make something or how to use an item which is accompanied by instructions and steps to be taken, it means that teaching using tutorial video is like teaching using ordinary video.

Anggreini in Rice (1993: 26-30) there are several techniques for using video. They include:

1. Freeze Frame: The teacher presses the pause so that the picture will be frozen on screen. Teacher then asks the students to guess what the character will say or do. Then, compare the students' answer with what happens.
2. To use viewing: It is excellent for stimulating writing. Students want to communicate their interpretations of people and actions they have seen on the screen.

3. Vision off: Students listen to the sound and conversation and make prediction about what happens, who and where the people are in and what they are doing.
4. Jigsaw viewing: Half of the students go out of the room for few minutes. The remaining half of them watches the video with sound off. The students then switch places and the second group listens with the pictures off. Then they come back to share their information.

In teaching learning process of writing teachers are free to choose the suitable techniques of using video. In Freeze Frame the teacher presses the pause so that the picture will be frozen on screen. Teacher then asks the students to guess what the character will say or do. Then, ask the students to make a paragraph based on the video and ask the students to compare the students' answer with what happens (Anggreini, 2012)

#### **2.1.5. Teaching Writing Procedure Text by Using Tutorial Video**

Using to all previous explanation for both writing and media used (Video), it is obvious that using appropriate and attractive media in teaching the skill, especially procedure text is highly recommended. Rivers (1983) says that students learn partly of the lesson at least through seeing, hearing, touching and manipulating items. It indicates that by seeing the process, students' mind will be stimulated and they will learn something from it. Harmer (2001) who notifies that short video extracts

(two- three minutes) can be used to introduce a lesson devoted to a particular topic to illustrate what we are working on.

In regard to the techniques in preceding subtopic, one of them (silent-viewing) is used in teaching writing procedure text as the focus of this research. Type of video used was real-world video (recipe taken from tutorial video) and the procedure on how the video was implemented were described in the lesson plan designed by the researcher and it was carried out under cooperative learning pair work. (Sumarni, 2015)

#### **2.1.6. Theoretical Framework**

The basis for conducting this research is to improve student's writing skill at eleventh grade students of MA Masalikil Huda Tahunan. In learning English, students usually have many problems in learning, especially in writing. Students think that writing is a different lesson because they get a difficulty in organizing text, grammar, vocabulary mastery and generating ideas to make a good writing or sentence that can be understood by himself and others. The achievement of learning material also depends on the teacher teaching.

The problems above are caused by several factors. First, is low motivation during English because they are not yet accustomed to writing English. Second, the students are only given a few opportunities to write so that teaching learning process is not conducive. Third, the teacher gives less feedback to the students. The last factor is the teaching facilities

provided by the school are not used maximally to help them while studying.

Therefore, to solve the problem the teacher the teacher can teach using method in teaching activities. In teaching English many kinds of method or media that can be used by the teacher to teach in the classroom. One of the medias is Video. The researcher believes that Tutorial Video in teaching Procedure Text can improve students writing skill.

To provide equal opportunities for control group and experiment group, researchers conducted pre-tests before the allocation of students to the experimental group and control group.

In this research, the researcher uses quasi-experimental design. Then, the researcher took two classes of the eleventh-grade students in MA Masalikul Huda chosen as the experimental group and control group. as treatment Tutorial video are given to experimental groups while in Control group only use text book.



