

**USING TUTORIAL VIDEOS TO TEACH SENIOR HIGH SCHOOL  
STUDENTS IN WRITING A PROCEDURE TEXT**

**PAPER**

*Submitted as a Partial Fulfillment of the Requirements for the Strata One (S-1)*

*Degree*



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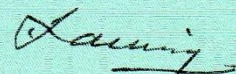
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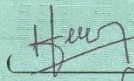
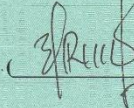
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## ABSTRAK

**Perkasa, Rindu. 2017. *Using Tutorial Videos to Teach Senior High School Students in Writing a Procedure Text. Paper. Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.***

Makalah ini ditulis untuk membahas tentang penggunaan *Tutorial Videos* dalam pengajaran *writing* sebuah teks prosedur pada Sekolah Menengah Atas (SMA). Penggunaan media ini diharapkan mempermudah siswa memunculkan ide-ide untuk menulis, mengorganisasi, dan mengembangkan ide-ide tersebut. Media ini digunakan di dua tahapan pada aktifitas *whilst-teaching*. Pertama, ketika *observing* saat guru memberikan informasi dengan tujuan komprehensif. Kedua, saat *experimenting* untuk memeriksa alat dan bahan diikuti dengan langkah-langkahnya yang dibuat dalam draft teks prosedur siswa, serta ketepatan kata kerja dan pilihan kata. Dengan penggunaan media ini, maka siswa diharapkan mampu menghasilkan teks prosedur yang baik.

*Key Words: Writing, Procedure Text, Tutorial Videos*

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Padang, August 2017

The Writer

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Problem**

Writing is one of the skills that students have to master. Harmenita and Triana (2013) say that they must be able to share their thought in interesting ways to make readers are curious to read, so that they can develop the ideas they have. Also, it can be used as the tools to tell others about what they have already gained so far after experiencing in a learning process. As the result, others will know what students have in their mind.

Although students have studied writing since they were able to read, there are still many of them who cannot produce good written products. It obviously answers the fact that the students of every level of education, elementary school up to university have to face writing activities in their learning process. In other words, students still need much more practice to be able to create good writings.

In conjunction to the problem above, it clearly shows that writing is not as easy as it looks. In writing, writers have to consider that their writing will be interpreted as what it really means. It means that good written products will clearly represent what the writers want to share. To make readers completely understand the writing as how it supposes to be, writers have to pay much attention to the skills necessary for writing: treatment of content, judgemental skills, stylistic skills, language use, and mechanical skills Heaton (1988: 135).

In general, the difficulties of students in writing falls into five aspects Heaton (1998:135), the followings are the difficulties. *First*, students cannot be straight in line with their treatment of content. Sometimes, their writing consists of inappropriate sentences that give irrelevant information. It is actually caused by their premature preparation about what they want to develop related to the content. *Second*, they find it hard to organize their ideas well. The ideas themselves will just bring few contributions if they are not put where they must be. For example, students write an idea just after a paragraph about an another idea they have written where actually the new idea has to precede the old one and they still develop two different ideas that cannot be combined in one paragraph. *Third*, they do not know to develop the stylistic skills effectively. Occasionally, they give so many supports and so much elaboration for something that has been clearly explained and, in other cases, they do not state another needed supports and elaboration for the topic that still needs more explanation. *Fourth*, they feel it difficult to express their ideas in correct and appropriate language use. Most students do not have good control of language which is appropriate to the purpose, readers, and the context of writing task. *Fifth*, they do not master the mechanics yet. Students surely agree that writing is difficult if they do not know how to express their ideas in good sentence formation, usage, and mechanics.

The teachers who deliver what students need to know about a kind of text such as the definition, generic structure, and language features of the text. Then, they only ask the students to write without analyzing the difficulties that students may face and finding an appropriate media that will solve the problems in order to

help students make good writings may also be blamed as the cause of students' difficulties in writing where the use of media actually enhances teaching and learning and complements traditional approaches Mateer (2014). On the other hand, these kinds of activities will let the students write under pressure, do not know what to do to figure out the solution, be unguided and their writings will not be as good as expectation. These are what students usually deal with when they are studying how to write something.

The practice above will make it hard to meet one of the goals of the English Curriculum 2013 that is producing graduates that have good communication skill. In other words, they need to be able to share what they have in mind and what they got in schools to others. In order to share knowledge, they can express it not only in spoken form but also in written form. It means that the curriculum demands students to have a good capability in writing. Therefore, writing skill is an important skill stated in the curriculum to be taught with the aim that students can implement it in daily life.

To gain the goal above, there are a number of monologue texts that senior high school students have to deal with based on curriculum 2013. They are narrative, recount, descriptive, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, and procedure text. The students have to create these kinds of texts as a process of being good writers in order to get good skill of communication, in this case is writing. Also, they need to understand the text they are writing, and implement what they have got in their environment.

One of those texts is a procedure text. It is a kind of text that shows a process on how something is made or how something is used. It is composed in three main structures: (a) goal, (b) materials (only for procedure text that tells about how to make something), and (c) steps 1-n, besides, this text usually uses (1) mainly of temporal conjunction or numbering to indicate sequence and (2) simple present tense, often imperative. In addition, a procedure text can usually be found in magazines, television programs, internet, internet videos/you tube, recipe books, and so on.

In achieving the standard about being able to write a procedure text as stated in curriculum 2013, it will be difficult for students to write something that is usually done or made in action into written form. Based on personal experience of writer as a student of a senior high school and some sources regarding to the difficulties of writing procedure text such as stated in researches entitle *The Effectiveness of Using Video as Media to Improve the Students' Skill in Writing Procedure Text* conducted by Erowati and *An Analysis of Students' Difficulties in Writing Procedure Text* conducted by Aminova et al, the following are the difficulties.

*First*, students find it difficult to write a procedure text because of their difficulty to organize ideas. Organizing ideas will help students to sequence the process that will be explained because it contains the information about how something is made or used. It is difficult for students because sometimes they remember an earlier step just after they have written the following step or they completely forgot about a step caused by their bad mastery about the topic

explained. Therefore, they need to revise their writings again to make the missed step written where it supposes to be. Also, they have to check the material they stated previously because they might miss a process as the consequence of their omission to list a needed material. The list of materials itself will guide the writers in writing the steps to produce procedure text. In short, realizing the existence of a material will give pictures to the writers about what to do about it.

*Second*, lack of vocabulary is another reason why students feel it difficult to write a procedure text. Although students know well the materials of making something and the process of making or using something, they still find it hard to write if they do not know how the materials are called and the process is explained in sentences using proper choice of words or phrases. The ideas and organization will mean nothing when students cannot find the words to express it.

Based on the two problems above, the writer wants to solve these problems by suggesting a proper media to be used by the teachers in teaching writing a procedure text to senior high school students. The media is called tutorial videos. They are the videos of a tutor who demonstrate about how to make or to do first to be followed by the learners. It is quite different with demonstrative videos which have been commonly used for teaching writing procedure text. In demonstrative videos, there is no learners who follow what has been demonstrated Murlin (2016).

Through the videos, the students will be shown how something is made or used, related to the topic they want to write. They really help the students in

listing the materials needed to make something, knowing appropriate diction, organizing their ideas better and of course giving detail pictures of the steps Sumarni (2014). After showing the videos, the teachers ask the students to put all the ideas and the materials into paragraphs. Therefore, students' mistakes in listing the materials, overlaps or missing steps in organizing the ideas, and inappropriate diction can be overcome by using the videos. Besides, the videos can also be used to reinforce students understanding about some topics in other subjects. Students can be shown how plants are transplanted, their topic in Biology for instance, in order to write procedure texts about it. It of course will give them better understanding about the topic than before.

From the explanation above, the writer would like to promote the use of tutorial videos of creating a Gmail account and making pudding with milk to guide senior high school students in producing procedure texts.

### **B. Limitation of the Problem**

Based on the problems above, the problem of this paper was limited to the use of *tutorial videos* to help senior high school students organize their ideas and finding appropriate diction in writing a procedure text.

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

The problem of this paper was formulated into the following question: "How do *tutorial videos* help the students of senior high schools write a procedure text?"

**D. Purpose of the Paper**

The purpose of this paper was to explain how tutorial videos help the students of senior high school write a procedure text.

## **CHAPTER IV**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

The procedure text is one of the text types which is learned by senior high school students. Due to the fact that the students face some problems in writing a procedure text, the teachers have to solve these problems using the appropriate media. The media will help the teachers in teaching and the students to deal with the problems. One of the media is tutorial videos. This videos will help the students developing and organizing their idea and writing a procedure text using appropriate choice of words.

Through the videos, the students will organize their ideas easier because this media shows the students the process of what they are going to write in well organize. It also helps the students to develop their ideas into paragraph by writing what they have heard and watched as the guidance. There are also appropriate diction or even new vocabulary items that will be used by them. As the result, the procedure texts of the students will be more interesting and authentic.

#### **B. Suggestion**

However, tutorial videos also have disadvantages in some condition. One of them is the possibility of the students to not understand well what is being visualized by the videos. As the result, the writer suggest that the teacher

choose the video wisely. It means that the teacher cannot use the videos that are not appropriate with the students' ability to catch up with.

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