

## ABSTRACT

**Adnan Mufid. 2019. The Effectiveness of Instructional Video to Improve Students' Writing Procedural Text Ability (A Quasi-Experimental Study at the Ninth Grade of MTs Ma'arif Cikeruh Jatinangor).**

Writing is one of four important basic in English skills, which is used as a means to communicate with other people. People express the language through written form, which is different from speaking that expresses the language orally. Writing is also one of the most difficult skills to be mastered. Thus, writing should be mastered as a consideration of English mastery. It perhaps the learning material is not interesting or attractive. Therefore, it made them feel bored in their writing assignment in the class. In this case, the teacher needs to use the media. In addition, one of the media that can be used is an instructional video.

The method used in this research was quantitative in a quasi-experimental design. This study aims at 1) Acknowledging the implementation of instructional video regarding to students' procedure text writing; 2) Discovering the effectiveness of instructional video implementation to students' procedure text writing; 3) Finding out the improvement students' procedure text writing regarding to the instructional video implemented. To achieve this goal, two classes consist of 69 students of the third grade at MTs Ma'arif Cikeruh, Jatinangor in academic year 2019/2020 were selected. Class IX-B as the sample of an experimental class consisting of 34 students and class IX-V as the control class consisting of 35 students.

The result of this research was taken from statistical data which was analyze the mean of post-test score in both experimental and control classes. It confirmed that instructional video increased students' writing procedure text ability. This was supported by the post-test mean in the experimental class (84.97) which was greater than the control class (63.94). Then, the result of t-test showed the calculated value of  $t_{count}$  was 84.97 and  $t_{table}$  with significance level 5% was 2.00. It indicated that  $t_{count}$  was greater than  $t_{table}$  ( $84.97 > 2.03 = t_{count} > t_{table}$ ). Thus, it proved that research hypothesis ( $H_a$ ) was accepted to mean. There is significance difference between students' writing procedure text by using instructional video as a teaching technique and without using instructional video. The further result showed that the N-gain calculation in experimental class (0.64 or "average") was greater than the control class (0.23 or "unsatisfactory").

Therefore, the instructional video can improve student writing procedural text ability. It means teaching procedural text by using instructional video is effective towards students' than teaching procedural text by using conventional media. Thus, teaching procedural text using instructional video is significance. The English teacher is highly expected to use instructional video as the media in teaching procedural text.



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