**IMPROVING STUDENTS’ ABILITY IN WRITING PROCEDURE**

**TEXTS BY USING SHORT VIDEOS**

**(A Class Room Action Research at the Third Semester Students of the English Study Program of Nusa Cendana University in the Academic Year 2023/2024)**

**(1)  Jufrianti M.Taneo (2) Laurensisu Kian Bera (3)Clemens Kolo**

**ninataneonina@gmail.com**

Universitas Nusa Cendana, Kupang, Indonesia

***ABSTRACT***

This research is entitled “Improving Students’ Ability in Writing Procedure Texts by Using Short Video”. The prupose is to know whether or not the use of short video is effective in improving the student’s ability to write procedure text, and this research was classified as action research. It was done in two cycles. The research was done with the participation of 30 students’ in third semester students’ of the English Study Program of Nusa Cendana University in the academic year 2023/2024. The data obtained during the research were qualitative and quantitative data. The qualitative data were in the form observation checklist while the quantitative data were in the form of the students' scores.

 The subject was taught by short video for two cycle and then the writer collceted their data throuht a test . The result shows that mean of the post-test in cycle two is higer than that of pre test and post-test cycle one, which indicates that there are significant increase of students’ writing, The mean of the pre-test was 63.16 and it increased to the post-test cycle one to become 74.16, the post-test cycle two also increased become 87.17. In other words, that alternative hypothesis which says, Improving Students’ Ability in Writing Procedure Texts by using Short Video is effective. Therefore, teacher of English are suggested to use short video in teaching English, especially procedural text.

 ***Keywords*: *ability, writing, procedural text, short video.***

 **INTRODUCTION**

English is very important as a means of oral and written communication, so many non-native speakers learn English in informal schools, such as English courses. Scholes and Comley (1985) mentioned that writing is a way of thinking as well as a means of communication. In formal schools, English is taught, and it is also used by students and teachers to communicate in order to improve their writing and speaking abilities. Therefore, English is included in the school curriculum and taught even since kindergarten in Indonesia.

There are four skills that are emphasized in teaching English, namely listening, speaking, reading, and writing. Each skill is taught in different ways using different media. As one of four skills in learning English, writing is very important to communicate ideas and improve English ability. But among those skills, writing is often considered difficult by non-native English learners. Many times, students face problems when they write various kinds of text, such as recount text, narrative text, descriptive text, report text, and others.

In teaching writing, we can focus on the product of writing or on the writing process itself. Hamer (2003, p. 257) states that writing is one of the productive skills that come in many types, such as Descriptive, narrative, procedural, argumentative, etc.

Writing in the educational world has several kinds and one of them is procedural text. Procedure text is a place where the text gives us interactions to do something (Afandi, 2020), showing how something is accomplished through a sequence of actions or steps. Ameliah, Syam, Anugrawati, Sangkala, & Abdul (2019), or how something is achieved through a sequence of actions or steps (Widayanti, Rustyana, & Haryudin, (2019) and A'isah (2019).

Writing a procedure text is one of the writing competencies that students have to produce or perform, Jupri (2018) Silva and Matsuda (2002, p. 16) state that writing is viewed as a complex, recursive, and creative process that is very similar in its general outline for first- and second-language writers: learning to write requires the development of an efficient and effective composing process. In fact, writing is important because it is a useful skill for academic or occupational success.

Writing can be an effective tool for the development of academic language proficiency,the skills in writing are highly complex. Second-language writers have to pay attention to the higher-level skills of planning and organizing as well as the lower-level skills of spelling. Punctuation, word choice, and so on.Then the difficulty becomes more pronounced if their language proficiency is weak. Because of this, writing is the least popular language skill and most students consider writing to be the least useful language skill Harsyaf and Izmi (2008, p.1)

Therefore, the students have to write about their procedure text based on their experience in daily activities. It can be concluded that the procedure text describes how something is done through a sequence of actions or steps, which gives some clues about how to do something through a series of actions. It also gives steps by steps to perform an activity.

The purpose of this text is to instruct how to do something or to make something in particular structures such as goals, materials, methods, and conclusions. Moreover, the procedure text is important because it is always used in our daily lives. For instance, the procedure of using an electronic tool, how to make noodles, or how to operate a computer.

Even though the Department of National Education has standardized the curriculum, there are some students who still cannot reach the functional level, especially in procedure texts. They face some problems, as follows: First, some students have difficulties with vocabulary and grammar. As stated by Febriyanti (2014, p. 2–3), who conducted research about procedure texts, some students have not reached the functional level well because they still have problems and difficulties in writing, for instance, difficulties in using correct grammar and having low vocabulary mastery.

Second, some students do not enjoy it when the teacher gives them a writing task. Students who rarely get good scores in writing may find writing difficult and intimidating. Teachers who can’t give unhelpful feedback and harsh criticism can be the reason why students do not enjoy writing, and think that they are just not good at writing and that writing is too hard since it requires extra effort and skills.

Richards (2002: 303) writes that writing is the most difficult skill for second language learners to master—putting together strings of grammatically correct sentences. Another problem is that they lack vocabulary because they rarely practice writing, especially procedure texts. As Tricia Hedge (1990: 5) points out, there are some requirements for achieving writing, including an understanding of grammar and attention to using appropriate vocabulary choices. In addition, those writing problems affected by teachers often used traditional methods to teach writing.

According to Supriyoko (2000), if the students do not understand English, it can be concluded that there is something wrong with the process of teaching and learning. The researcher observes that the process of teaching English at schools is still low. Many teachers do not pay attention to the guidelines that are given to English teachers, which limits their creativity in preparing and using various teaching methods and media. They mostly use textbooks as the only source of teaching material. The use of instructional media is also limited. This condition affects the students's impressions of learning English and their acquiring abilities. As a consequence, English is considered difficult to learn, and their ability to master the skills is low.

From the primary observation, it was found that some students have difficulties and get bored in writing activities as they must spend much time expressing their ideas in writing products. The difficulties lie not only in generating and organizing ideas but also in translating these ideas into readable text. The skills in writing are highly complex. Second language writers have to pay attention to higher-level skills of planning and organizing as well as lower-level skills of spelling, punctuation, word choice, and so on. Then the difficulty becomes more pronounced if their language proficiency is weak. Because of this, writing is the least popular language skill and most students consider writing to be the least useful language skill.

Those problems that are described above are also faced by third-semester students. Based on the researcher's observation, they have problems that relate to writing procedural text. They have difficulty in some aspects, which include making content, organizing, language use , and using conventions. This is proved by the average of their classes under the standard of criteria. This proves that the student's writing ability is very low and needs to be improved.

The students have difficulty at describing their proces to make something in writing. The researcher hopes the students can be motivated in learning English. Teacher needs to be creative to gain student's attention, to make students interested. Teaching using media can help teacher and students. As Ramirez (2011:16) declared that media help teachers to motivate students because it brings the real life into the classroom and the language is represented in a more complete communicate context. Using media in teaching learning process may create dynamic, relevant, andattractive class. We can use audio visual media. Using audio visual media, a teacher can stimulate students in learning process, keeping students's concentration and gaining students attention. It can help students recall what they learned in the ending class, also more memorable.

To solve this problem, the researcher proposes this study with the aim of proving that short videos can help students increase their writing skills. It is expected that the study can motivate them to actively participate in writing exercises. As Brown (2001: 340) suggests, the teacher, as a facilitator, must guide or direct the students, be able to create attractive learning, and be able to motivate students. Therefore, teachers must be creative and selective in choosing relevant media to support them in the teaching and learning process in the classroom. However, English teachers should consider these requirements in order to prepare appropriate teaching media. According to Wright (1992), good media should be easily found, prepared, and interesting, so it can improve students achievement in learning.

In this case, the researcher thinks the use of short videos as a media for teaching procedural text is more effective. There are several reasons why using short videos is effective for students in their writing practices. First, the student can show and explain what they will talk about. Second, they can show some pictures and the chronological activities in the video. Third, they can imagine what they will write in their writing. Fourth, short videos can reduce students' boredom because each student will have a different version from others. Fifth, it can have a positive contribution to improving students' literacy. Students can comment and get good feedback from others. When the students give comments to each other, they can get a good response, and thus they will feel more confident to become a good writer.

Base on the writer pre observation done,at thrid semesetrs students’ at English Education Program, it is found students’ academic writing skills was realtivley low.

To improve this condition, the writer would like to carry out a Class Room Action Research

( CAR). Therefore, in this research, the writer is interested in examining the effect of short videos on students’ writing of procedure texts. The researcher chose short videos as the media because the researcher believed that short videos could help students not only in developing the paragraph but also in remembering detailed information about procedure texts. Using a short video to teach procedure text is effective in the teaching-learning process, so the students easily understand and study English.

The questions guided thid dtufy are:

1. How does the use of short video affect the student’s ability in writing procedure text?
2. Is the use of short video effective in improving students' abilities to write procedure text?

**Method**

 In this research by applying Classroom Action Research (CAR). Classroom action research is action research conducted by teachers in the classroom. Classroom action research aims at improving the quality of learning practice, which focuses on the process of teaching and learning in the class. Besides that, classroom action research is one of the strategies for solving problems which uses real action and analyzes every influence from the situation. It is a method of finding out the best way to improve students' learning process. As the aim of classroom action research is to improve teachers' teaching in their own classroom or school, there is no requirement that the findings be generalized to other situations. The research dividies the cycle of the research into two cycles, cycle 1 and cycle 2, where each cycle consists of four phases, planning, action, observation, and reflection.

*Research Subject*

 The researcher conducted third Semester conducted of 30 students (in class of academic writing) at Nusa Cendana University.

*Techniques and Instrument of Data Collection*

There are three techniques that was used to collect the data of classroom action research, namely observation, reflection, and test.

*Research Procedure*

This classroom action research is conduced in tow cycle which contains four stages. They are plan, action, observations, reflection.

 *Data Analysis Technique*

Both qualitative and quantitative Data was collected from the test ar ata analyses are employed in this research. e analysing quantitatively as follows. First, to calculate the mean score of individual students (X̅ ), the total number of correct answers (C) is divided by the total number of questions (Q) as represented in formula A below. To calculate the mean score of the class (M), the total sum of students‟ individual mean scores (ƩX) is divided by the total number of students (N). as represented in formula .𝒙 = Ʃ𝒙 (Arikunto 2012:15)

**FINDINGS**

This study was conducted in two cycles. Each cycle was basically accomplished in two meetings, where meetings one and two were used to implement the short video to teach procedural text, and the last meeting after implementing the short video to teach procedural text was the post-test. Before the writer implemented CAR, she did a pre-test to determine the students' writing abilities. A full description of the process for each cycle is as follows:

 **Cycle I.**

 The class began by inviting one student to say aprayer.

 After that, she greeted the students and checked the students' attendance. Then, the researcher reviewed the last meeting, and she explained the objective of the study to the students so that they knew what they were going to achieve after learning about the topic. In addition, the researcher opened students' opportunities to observe through viewing and listening activities. The writer facilitated the students' observations and trained them to pay attention to the most important things about an object. In this observation activity, the writer provided a video and procedural text about how to create a Google Form. The teacher also provided a short video. Then, the writer encouraged students to ask questions related to observing activities. The writer also gave a stimulus to the student with several questions, namely, "What is it?" and "Have you ever seen the text like that? or 'Have you ever seen how to create a flayer before?". Then, the students respond to the question, asking about the generic structure of the procedural text and the concept of a short video.

Furthermore, the writer explained the application of the short video method in writing procedural text. In the material given, the writer also gave examples of short video teaching strategies for constructing a procedural text.

They had to pay attention to my explanation because it was the main activity in my research. There were some steps they had to understand before the writer ordered them to practice applying the short video strategy to writing a procedural text. In the next stage, the writer gave an example of how to apply the short video method in writing a procedural text with the topic of how to create a Google form.

Then, the writer again told them to explore their minds and find some tutorial and related ideas. The writer asked them to use their imagination because, in a short video strategy, they were free to generate or explore their minds to write based on the topic given. They looked interested while the writer was explaining step by step, and this teaching-learning activity became fun. In addition, the writer also explained how to create Google Forms and procedural text based on the short video. Then, the writer asked them to practice applying the short video strategy in writing a procedural text with the topic of how to create a flyer using Canva, the same topic to pre-test. They started practicing constructing a short video concept based on the topic given. When they finished the short video concept of procedural text, they started writing the final draft of the text. In this activity, a short video made it easier for students to write a procedure text.

The writer didn't give any writing tests like in the first meeting because he emphasized the students' practice of the steps in writing. It could be seen from the result of their practice writing, which was better than before.

After that, the writer asked them to present their task in front of the class. The writer ordered some students to come in front of the class and do exercises on the whiteboard. Most of them did the exercise correctly, and it showed that they understood how to use Canva to create a flayer, and also how to Creat the google form , and how to apply short video teaching in constructing a procedural text. In addition, the writer gave feedback by asking the students if they had questions or problems understanding the generic structure, the steps of how to make or create something and how to apply short videos teaching strategies in constructing a procedural text. Then, the writer asked students to review or conclude the material that they had learned. Finally, the writer announced the next meeting, prayed, and said goodbye to the students.

1. **Observing**

All activities in the teaching and learning process using visual media are observed by the teacher as a collaborator. The researcher and the collaborator saw the students' activities on the observation sheet. There are three criteria for knowing students' behavior: students paying attention, students' participation, and student's enthusiasm for doing the task.

In cycle one, it has been observed that short video has attracted students' attention in learning activities. By giving the video shown on the LCD, students are really enthusiastic, and the class situation is very enjoyable. All students paid attention and were curious about the next videos while enjoying the tutorial in a short video.

During the activity, the researcher gave several tasks. It is observed that only several students in the classroom have high participation. They are active by raising their hands and asking questions, giving opinions, or responding to questions, even though their answers are not well organized. Besides, a few students kept silent, and they didn't have strong confidence in asking or giving an opinion; however, in the writing section, these students had some problem gerenating ideas, organization of their sentences, and appropriate punctuation and spelling. The researcher concluded that each student had his or her own characteristics: different strategies for studying, strengths, and weaknesses. The result of observation (student's activeness during the learning process of cycle 1) can be seen in the table below:

 Table 4.1 Student’s Activeness duirng the learning process of cycle I

|  |  |  |  |
| --- | --- | --- | --- |
| Number of students  | Score |  | Total |
| Meeting one | Meeting two |
|  | 1 | 2 | 3 | 1 | 2 | 3 |  |
| 1 | √ |  |  |  | √ | √ |  |
| 2 |  | √ |  | √ | √ |  |  |
| 3 |  | √ | √ |  | √ |  |  |
| 4 | √ |  |  | √ |  | √ |  |
| 5 |  |  | √ | √ | √ |  |  |
| 6 |  | √ |  |  |  | √ |  |
| 7 |  |  |  |  | √ |  |  |
| 8 | √ |  | √ | √ |  | √ |  |
| 9 | √ |  |  |  |  | √ |  |
| 10 |  | √ |  | √ |  |  |  |
| 11 |  |  | √ |  | √ |  |  |
| 12 |  | √ |  | √ |  |  |  |
| 13 |  |  |  | √ | √ | √ |  |
| 14 | √ |  |  | √ | √ |  |  |
| 15 |  | √ |  |  |  | √ |  |
| 16 |  | √ |  |  | √ |  |  |
| 17 | √ |  |  | √ |  |  |  |
| 18 | √ | √ |  |  | √ | √ |  |
| 19 | √ |  |  | √ | √ |  |  |
| 20 |  | √ |  | √ | √ |  |  |
| 21 |  |  |  |  |  | √ |  |
| 22 |  | √ |  | √ |  |  |  |
| 23 | √ |  |  |  | √ |  |  |
| 24 |  |  | √ |  | √ | √ |  |
| 25 |  | √ |  | √ |  |  |  |
| 26 | √ |  | √ |  |  | √ |  |
| 27 |  | √ |  | √ | √ |  |  |
| 28 |  | √ |  |  | √ | √ |  |
| 29 | √ |  | √ | √ |  |  |  |
| 30 |  | √ |  | √ | √ | √ |  |
| ∑ | 12 | 14 | 7 | 15 | 17 | 12 | 51.32 |
| MEAN | 11 | 14.66 | 25.66 |

Notes :

1.Pay Attention

2. participation

3. Enthusiasim in doing the task

1. **Evaluating**

The way in this stage,was same in cycle one. The research was computing the result of the cycle one test. This pruposed to know students’ prgogress afrter the implementation of short videos in theaching writing of thrird semseter students in Nusa Cenda University . The research focused on five important aspect of students writing skill: Content,organization, vocabulary,language use and mechanics.

The result of the students writing test in cycle one is presented in the following :

**Table 4.2 Data Presentaion of post test cycle I**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Students’Name**  | **Content** | **organization** | **Vocabulary** | **Language use**  | **Mechanic**  |  **total** |
| Students 1  | 3 | 3 | 3 | 3 | 3 | **15** |
| Students 2 | 3 | 3 | 3 | 2 | 3 | **14** |
| Students 3 | 3 | 2 | 3 | 3 | 3 | **14** |
| Students 4 | 3 | 2 | 3 | 2 | 3 | **13** |
| Students 5 | 2 | 3 | 3 | 3 | 3 | **14** |
| Students 6 | 4 | 3 | 3 | 2 | 3 | **15** |
| Students 7 | 3 | 3 | 2 | 3 | 4 | **15** |
| Students 8 | 2 | 4 | 3 | 3 | 3 | **15** |
| Students 9 | 3 | 3 | 2 | 4 | 3 | **15** |
| Students 10 | 3 | 4 | 3 | 4 | 2 | **16** |
| Students 11 | 4 | 2 | 4 | 3 | 3 | **16** |
| Students 12 | 3 | 2 | 4 | 3 | 3 | **15** |
| Students 13 | 2 | 3 | 3 | 3 | 3 | **14** |
| Students 14 | 2 | 3 | 4 | 4 | 3 | **16** |
| Students 15 | 3 | 4 | 3 | 3 | 2 | **15** |
| Students 16  | 2 | 3 | 3 | 4 | 3 | **15** |
| Students 17 | 4 | 2 | 4 | 3 | 3 | **16** |
| Students 18 | 3 | 3 | 3 | 3 | 2 | **14** |
| Students 19 | 4 | 4 | 3 | 3 | 2 | **16** |
| Students 20 | 3 | 2 | 3 | 3 | 3 | **14** |
| Students 21 | 3 | 3 | 2 | 3 | 3 | **14** |
| Students 22 | 4 | 3 | 3 | 2 | 3 | **15** |
| Students 23 | 3 | 4 | 3 | 3 | 2 | **15** |
| Students 24 | 3 | 3 | 4 | 3 | 3 | **16** |
| Students 25 | 4 | 3 | 2 | 3 | 3 | **15** |
| Students 26 | 3 | 2 | 3 | 4 | 3 | **15** |
| Students 27 | 3 | 3 | 3 | 3 | 3 | **15** |
| Students 28 | 3 | 3 | 3 | 2 | 3 | **14** |
| Students 29 | 3 | 3 | 3 | 3 | 3 | **15** |
| Students 30 | 3 | 2 | 3 | 3 | 3 | **14** |
| **Total** | **91** | **87** | **91** | **90** | **86** |  |
| **Mean Score** | **3,03** | **2,90** | **3,03** | **3,00** | **2,87** | 14,8333333 |

 A post-test was done after two treatments,the students did the test which was based on the short video. The topic of the short video is how to make a flyer using Canva. It was given to 30 students. They had to write procedural text in a minimum of one hundred and fifty words. The time allocation for the post-test was sixty minutes.

The mean score of the post-test cycle I showed that there were some improvements in terms of the student's ability to write procedural texts themselves. Many students were able to identify and develop ideas. The mean score of content 3.03 organization 2.90, vocabulary 3.03, language use 3.00, and mechanic 2.87. There was a significant in students’ writing after they got some treatment.

The mechanic was lower than content, organization, language use, and vocabulary. It was caused by the students having some problems with spelling, punctuation, and grammar.

1. **Reflecting**

After implementing the action, the researcher and the collaborator reflected on the actions that had been taken in order to evaluate the actions. The discussion was done based on the observation checklist of student's performances in the teaching and learning process. The researcher intended to find out the effectiveness and effect of a short video after implementation in cycle I.

There are several effective short videos. First, the students focus on the lesson well because writing using short videos could avoid their boredom with monotonic explanations like their English teacher did before. Moreover, they did not feel sleepy anymore because they seemed very enthusiastic during the teaching and learning process.

In addition, it also showed that there were some improvements in terms of students' ability to write procedural texts themselves, many students had been able to identify developing ideas in the procedural text. They also were able to generate or explore ideas and find another flyer and tutorial related to the previous video they had watched

Then, the students explore their ideas and find a related connection. Although there were still some students who needed guidance in making sentences, the last effective thing was that it also showed that the students thought a short video could be used to help them memorize any words. It really aided the students when making sentences, especially in writing procedural texts. However, there were still some effects in several aspects. The researcher found some difficulties in implementing the short video teaching strategy to begin with, therefore many students’ tend to focus on their videos rather than their writing.

It obviously took a lot of time. Even in their first task of writing procedural texts using short videos, they did not have much time to write the procedural texts because they used the time only for watching videos. It completely distracted me from the learning process. Dealing with their knowledge of spelling, punctuation, and capitalization was still low. So many students made many mistakes in their writing. Then, the students also had to improve their writing abilities. Although they brought a dictionary and used it during the teaching and learning process, they often had difficulties choosing the appropriate words considering the contexts. Lastly, many students also lack knowledge in terms of punctuation. Therefore, the researcher would pay more attention to checking students' work and correcting it together in the next cycle.

**Cycle 2**

During the opening, the teacher, first of all introduced the topic by informing as well as explaining the learning objectives (hence, core competence and basic competence). This is followed by the explanation of the coming lesson that is proceed in step by step action. This includes the explanation of how the students are assisted by video playing. Before moving to the core of part of the lesson, the teacher makes sure that all students understand the state of the art of how the writing facilities, than practicing a writing a procedural text.

She distributed the paper and used the paper to write the text. After all of the students got the papers, she asked them to start writing,they had to have finished watching the video. The next hour was for writing the text.

As expected, the students were able to watch the video faster than before. She told the students that whoever had finished their text As in the video, the students did the writing better than before. Most of them had more confidence and wrote faster. The researcher monitored the students. After the students finished their writing, she collected their writing. Then, she reviewed the lesson and said thank you, which also ended the lesson.

1. **Observing**

The collaborator observ the class twice, each every class-meeting. The first obeservation was mainly done based on the students’ participation in the following lesson and the second one at the their performance during the writing test. For the sake of data analysis of the research, the result of two reports were combined in one report only. As to both observations, the result were analyzed qualitatively instead of an analysis in prescentage terms. Here is the report of the observation sesult of cycle two.

Table 4.3 Student’s Activeness duirng the learning process of cycle II

|  |  |  |  |
| --- | --- | --- | --- |
| Number of students  | Score |  | Total |
| Meeting one | Meeting two |
|  | 1 | 2 | 3 | 1 | 2 | 3 |  |
| 1 | √ |  | √ | √ | √ | √ |  |
| 2 |  | √ | √ | √ | √ | √ |  |
| 3 | √ | √ |  |  | √ | √ |  |
| 4 | √ | √ | √ | √ | √ | √ |  |
| 5 | √ | √ | √ | √ |  | √ |  |
| 6 |  | √ | √ | √ | √ | √ |  |
| 7 | √ | √ |  |  | √ | √ |  |
| 8 | √ | √ |  | √ | √ | √ |  |
| 9 | √ | √ | √ | √ | √ |  |  |
| 10 |  | √ | √ | √ | √ | √ |  |
| 11 | √ | √ |  | √ | √ | √ |  |
| 12 |  | √ | √ |  | √ | √ |  |
| 13 | √ |  | √ | √ | √ | √ |  |
| 14 | √ | √ |  | √ | √ | √ |  |
| 15 | √ |  | √ | √ | √ | √ |  |
| 16 |  | √ | √ | √ | √ | √ |  |
| 17 | √ | √ |  | √ | √ | √ |  |
| 18 | √ | √ | √ | √ | √ | √ |  |
| 19 | √ | √ | √ | √ | √ | √ |  |
| 20 | √ | √ | √ | √ | √ | √ |  |
| 21 |  | √ | √ |  | √ | √ |  |
| 22 | √ | √ |  | √ | √ | √ |  |
| 23 |  | √ |  | √ | √ | √ |  |
| 24 | √ | √ | √ | √ | √ | √ |  |
| 25 |  | √ | √ | √ | √ | √ |  |
| 26 | √ | √ | √ |  | √ | √ |  |
| 27 | √ | √ |  | √ | √ | √ |  |
| 28 | √ | √ | √ | √ | √ | √ |  |
| 29 |  | √ | √ | √ | √ | √ |  |
| 30 | √ | √ | √ | √ | √ | √ |  |
| ∑ | 21  | 27 | 20  | 25 | 29 | 29 | 151 |
| MEAN | 22.66 | 27.66 | 75.5 |

Notes :

1.Pay Attention

2. participation

3. Enthusiasim in doing the task

1. **Evaluating**

The great impression the researcher had on the effectiveness of students’ writing using short videos and the significant increase in the students' scores is indicative of the effectiveness of the short videos, which are made creative either through guided writing or through guided writing. On another side of the classroom, the collaborator, seeing how the class activity is convinced-boosting and motivating, looked as happy as the students were. She admitted that her students changed a lot, as he can see how her students; activeness can cover a lot of ground. She quickly grabbed the paper of the instrument, rushed to take position, and was ready to score the students’ performances. The result of the scoring is presented in the following table:

Table 4.4 Score of students writing test in cycle II

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Students’Name**  | **Content**  | **Organization** | **Vocabulary**  | **Language use**  | **Mechanic**  | **Total** |
| 1 | Students 1  | 4 | 3 | 3 | 3 | 4 | **17** |
| 2 | Students 2 | 4 | 4 | 3 | 3 | 3 | **17** |
| 3 | Students 3 | 4 | 3 | 4 | 3 | 3 | **17** |
| 4 | Students 4 | 3 | 4 | 3 | 3 | 4 | **17** |
| 5 | Students 5 | 4 | 3 | 4 | 3 | 3 | **17** |
| 6 | Students 6 | 4 | 3 | 4 | 3 | 4 | **18** |
| 7 | Students 7 | 3 | 4 | 4 | 3 | 4 | **18** |
| 8 | Students 8 | 3 | 4 | 3 | 4 | 3 | **17** |
| 9 | Students 9 | 4 | 4 | 4 | 3 | 3 | **18** |
| 10 | Students 10 | 4 | 3 | 4 | 4 | 3 | **18** |
| 11 | Students 11 | 4 | 4 | 3 | 4 | 3 | **18** |
| 12 | Students 12 | 3 | 4 | 4 | 3 | 4 | **18** |
| 13 | Students 13 | 4 | 3 | 4 | 3 | 3 | **17** |
| 14 | Students 14 | 3 | 4 | 3 | 3 | 3 | **16** |
| 15 | Students 15 | 4 | 3 | 4 | 4 | 4 | **19** |
| 16 | Students 16  | 4 | 3 | 4 | 4 | 3 | **18** |
| 17 | Students 17 | 4 | 3 | 4 | 3 | 4 | **18** |
| 18 | Students 18 | 3 | 3 | 3 | 4 | 4 | **17** |
| 19 | Students 19 | 3 | 4 | 4 | 3 | 3 | **17** |
| 20 | Students 20 | 4 | 3 | 3 | 4 | 4 | **18** |
| 21 | Students 21 | 3 | 4 | 3 | 3 | 3 | **16** |
| 22 | Students 22 | 4 | 4 | 3 | 3 | 4 | **18** |
| 23 | Students 23 | 4 | 3 | 4 | 4 | 4 | **19** |
| 24 | Students 24 | 4 | 3 | 4 | 4 | 3 | **18** |
| 25 | Students 25 | 3 | 4 | 3 | 4 | 4 | **18** |
| 26 | Students 26 | 4 | 3 | 4 | 3 | 3 | **17** |
| 27 | Students 27 | 4 | 4 | 3 | 3 | 3 | **17** |
| 28 | Students 28 | 4 | 3 | 3 | 3 | 4 | **17** |
| 29 | Students 29 | 3 | 3 | 4 | 3 | 3 | **16** |
| 30 | Students 30 | 4 | 3 | 3 | 3 | 4 | **17** |
|  | **Total** | **110** | **103** | **106** | **100** | **104** | **523** |
|  | **Mean Score** | **3,67** | **3,43** | **3,53** | **3,33** | **3,47** | **17,43** |

1. **Reflecting**

The increas of mean score in post-test cycle II, the use of short videos has clearly improved students' writing of procedural text. The mean score of content increased from 3.03 to 3.67, organization from 2.90 to 3.43, vocabulary from 3.03 to 3.53, language use from 3.00 to 3.33, and mechanics from 2.87 to 3.47.

There was a significant change to students' writing after using short videos in cycles I and II.

**DISCUSSIONS**

The results of cycles I and II II an overview of the differences. Empirical data concludes that the students' achievement could be increased due to the treatment in the form of video use. The use of media or tools influences students learning.

Short videos media could foster a level of interest and increase students' attention to the subject matter, which was provided by the researcher. This media could help students make it easier to write procedural text which was difficult to obtain in another way.

 This media could help students to develop their minds regularly; it could grow their ability to write about making something; it could reduce the existence of verbalism in a process.

 The students did a pre-test without a short video, and they used their ideas to develop their writing about how to make a flyer using Canva to write procedural text. The pre-test,post test cycle one and cycle two can be show in the following chart.

 Chart 4.1 Mean score of pre test

The researcher gave the students treatment to prepare their competencies. In the first cycle, the researcher explained to the students about the procedural text in writing content and mechanics, and the researcher gave a post-test to the students. They had to write procedural text based on a short video that was prepared by the researcher. The topic of the post-test cycle I was how to make a flyer using Canva. As a result of the first cycle, there were some improvements compared to the pre-test, which was done without video. The scores can be sen in appendix .

The mean score of content increased from 2.70 to 3.03, organization from 2.37 to 2.90, vocabulary from 2.53 to 3.03, language use from 2.63 to 3.00, and convention from 2.40 to 2.87. Then another treatment was given.

 The result can be seen in the following chart.

 Chart 4.2 Mean score of pre-test and mean score of post-test cycyle I

In the second cycle, the researcher discussed with the students their problems with writing procedural text. She found some mistakes in the students' writing; they were still confused about how to organize words in sentences and how to use language and add new vocabulary to their writing.

The researcher made a statement by presenting a short video about how to create a flayer. The students wrote a procedural text of about one to two hundred fifty words in sixty minutes,their result was collected and corrected by the teacher.

The researcher found out that the students’ work in procedural text writing changed and increased in content, organization, vocabulary, language use, and mechanics. Their content increased significantly (see appendix) because they could write with media easily. This was expressed in the writing; the students’ understood the idea of video content; they could use language from whatever they heard and whatever they saw. The results can be seen in the following chart:

 **Chart 4.3 Mean score of cycle I and cycle II**

The result of the student’s work was better than before, so it didn’t need any other treatment to develop the student's ability in procedural text writing.

The researcher gave a post-test in every cycle to prove the effect of short videos on students’ procedural text writing.

It could be seen that the student’s ability to write procedural text increased and improved, as could be seen from the score of the student’s writing of procedural text by using a short video. The score of content increased from 2.70 to 3.67, organization from 2.37 to 3.43, vocabulary from 2.53 to 3.53, language use from 2.63 to 3.33, and mechanics from 2.40 to 3.47. The result can be seen in the following chart:

 Chart 4.4 Mean score of pre-test,post test cycle I and cycle II

The students had problems with content, organization, vocabulary, language use, and mechanics when they did the pre-test. By giving treatment with a short video, the students could solve their problems in writing procedural text, guided by a short video. They could develop ideas sequentially, they could organize their procedures well, and they could use new vocabulary. They could use words based on whatever they had seen and heard in the short video, as guided.

Finally, the researcher found that short videos are effective in teaching writing procedural text to third-semester students'. The effectiveness of short videos depends on content, organization, vocabulary, use of language, and mechanics in writing procedural text. This media is useful for the students to improve their skills in writing procedural text.

Some factors make the short video effective in teaching procedural text. According to the psychological factors, the students are motivated, more enthusiastic, and happier to write well when they are guided by a short video. They don’t feel bored and sleepy anymore. It can affect their concentration to focus their mind by watching the video. They can develop ideas from the videos that they watch. They can organize their writing and find new vocabulary in the video from every scene that was shown in the short video. They can use language based on the activities in the short video. The activities are like something from the new tutorial, template, setting, and object in the short video.

From technology factors, now in the millennium era, everyone always uses technology to support activities. Even so, they can apply the results of these technologies. One result of technology is video, as we know that students cannot break away from technology every time.

It makes the students very interested after they know that the teacher teaches them using media, so when they are taught using video, they are supported and focused to show their focus in the video, which can influence their mind to memorize everything that happened in the video, so they can explore it in their writing, especially in the procedural text, which becomes better than before.

We can conclude that this medium can be an effective way to improve the students’ writing in the procedural text; this medium can solve the problem of writing. It can guide the students to develop content, organize vocabulary, use language, and use mechanics in writing procedural text.

**Conclusion**

 The result of the research showed that use of short videos effectively improved the students writing ability by applaying short videos in treatment to prepare their competencies, in teaching and learning process determine the main topic,than they identification and description,and writing the main topic on the generic structure of procedural text. They practice applaying the short videos stategy in writing procedural text with the topic given, they start writing the dfrat in this activity, a short videos made it easier for students to write procedural text. Based on the results of the analysis of the research and discussion, some conclusions can be drawn. The pretest shows that students' scores were low in the organization and content aspects. The research gave the students treatment during cycles I and II to prepare their writing skills. After treatment in every cycles, the result was higher when the students’ were treated by using a short videos. The research found that students’ work in procedural text writing changed and increased in content, organization, vocabulary, language use, and mechanics. Then the research gave a post-test in every cycle to prove the effectiveness of a short video for students’ writing procedural text.

Students’ ability to write procedural text increased and improved, as shown by the students’ achievement scores. The mean of the pre-test was 63.16 and it increased to the post-test cycle I to become 74.16, the post-test cycle II also increased become 87.17.

There was a significant difference in the achievement: students’ wrote the procedural text in the pre-test without using a short video, and students' wrote the procedural text guided by a short video. The mean score of the pre-test was 12.63, post-test cycle I was 14.83, and post-test cycle II was 17.4. It means that teaching procedural text using short video was better than without using video .

Second, some factors cause a short video to be more effective in teaching procedural text; it can motivate the students to write procedural text. They are more enthusiastic and happier to write well when they are guided by a short video.

They can concentrate and focus their minds on watching the video; they don’t feel bored anymore, and they can develop ideas from the video they watched. They can organize processes from every scan that was shown in the video, improve their mastery of vocabulary, and use language based on the activities in the video.

Teaching procedural text with a short video makes the students’ scores increase significantly, from their confusion to their mastery of writing procedural text. They can write procedural text better than before, so they get a complete grade in the English lesson.

**Suggestions**

Based on the conclusions, the author proposes suggestions both for English teachers and the next researchers, as follows:

1. The English teachers are suggested to use short videos in teaching procedural text. It can motivate students as a stimulus in developing ideas, organizing vocabulary, information by time, order of importance and space, using language, and how to apply conventions in writing procedural text. It can be seen and heard by students directly in the short video.
2. Anyone can apply more sophisticated handphones to making videos to get better results in terms of effect and sound.
3. The teachers do not feel tired or desperate for creativity to increase education in the nation.

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