THE EFFECT OF WATCHING VIDEO TO STUDENTS' WRITING ABILITY IN PROCEDURE TEXT AT GRADE X MA DARUL FALAH LANGGAPAYUNG KEC. SUNGAI KANAN LABUHANBATU SELATAN

A THESIS

Submitted to the State for Islamic Studies Padangsidimpuan as A Partial Fulfillment of the Requirement for Graduate Degree of Islamic Education (S.Pd) in English

Written By:

SRI MAHYUNI DALIMUNTHE
Reg. Number : 15 203 00069

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2019

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SRI MAHYUNI DALIMUNTHE
Reg. Number : 15 203 00069

ADVISOR I

Eka Sustri Harida, M. Pd
NIP. 19750917 200312 2 002

ADVISOR II

Zainuddin, S. S., M. Hum
NIP. 19760610 200801 1 016

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2019**

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PADANGSIDIMPUAN
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Alamat: JL. H.T. Rizal Nurdin Km. 4,5 Telp. (0634) 22080 Sihitang 22733
Padangsidimpuan

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Thesis	:	The Effect of Watching Video to Students' Writing Ability in Procedure Text at Grade X MA Darul Falah Langgapayung Kec. Sungai Kanan Labuhanbatu Selatan
Written By	:	SRI MAHYUNI DALIMUNTHE
Reg. No	:	15 203 00069
Faculty/Department	:	TARBIYAH AND TEACHER TRAINING FACULTY /TBI-3

The Thesis had been accepted as a partial fulfillment of the requirement for the degree of graduate of Education (S.Pd.) in English

Padangsidimpuan,   January 2020
Dean of Tarbiyah and Teacher
Training Faculty

Dr. Lelya Hilda, M.Si.
NIP. 19721920 200003 2 002

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Term : Munaqosyah
a.n. Sri Mahyuni Dalimunthe
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Dean Tarbiyah and
Teacher Training Faculty
In-
Padangsidimpuan

Assalamu'alaikum Wr Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **Sri Mahyuni Dalimunthe**, entitled" *The Effect of Watching Video to Students' Writing Ability in Procedure Text at Grade X MA Darul Falah Langgapayung Kec. Sungai Kanan Labuhanbatu Selatan"*, we approved that the thesis has been acceptable to complete therequirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.

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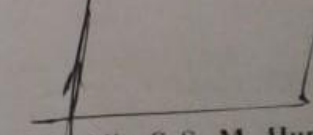
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Advisor I

Eka Sustri Harida, M.Pd
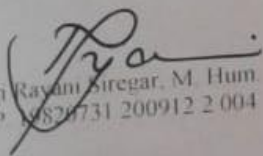NIP. 19750917 200312 2 002

Advisor II

Zainuddin, S. S., M. Hum
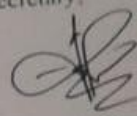NIP. 19760610 200801 1 016

EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

Name : Sri Mahyuni Dalimunthe

Registration Number : 15 203 00069

Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-3

The Tittle of Thesis : **The Effect of Watching Video to Students' Writing Ability in Procedure Text at Grade X MA Darul Falah Langgapayung Kec. Sungai Kanan Labuhanbatu Selatan**

Chief,

Secretary,

Fitri Rayani Siregar, M. Hum.
NIP. 19820731 200912 2 004
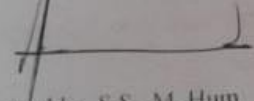
Eka Sustri Harida, M.Pd.
NIP. 19750917 200312 2 002

Members,

Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

Eka Sustri Harida, M.Pd.
NIP. 19750917 200312 2 002

Zainiddin, S.S., M. Hum.
NIP. 19760610 200801 1 016

Yusni Sinaga, M. Hum.
NIP. 19700715 200501 2 010

Proposed.

Place : Padangsidimpuan

Date : December, 30th 2019

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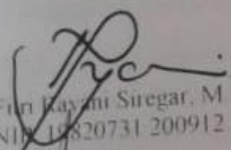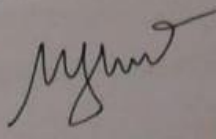
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6000

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Reg. No. 15 203 00069

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The name who signed here:

Name : Sri Mahyuni Dalimunthe
Registration Number : 15 203 00069
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-3
The Tittle of Thesis : The Effect of Watching Video to Students' Writing Ability in Procedure Text at Grade X MA Darul Falah Langgapayung Kec. Sungai Kanan Labuhanbatu Selatan

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Declaration maker,

METERAI
TEMPEL
DA78FAHF251697830
6000

SRI MAHYUNI DALIMUNTHE
Reg. No. 15 203 00077

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The first, Alhamdulillahirabbil'alamin Praised to Allah SWT., the most Creator and merciful who has given me the health, time, knowledge and strength to finish the thesis. The second, peach and greeting be upon the prophet Muhammmad SAW that has brought the human from the darkness era into the lightness era.

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I realize this the thesis can't be considered perfect without critiques and suggestion. Therefore, it is such as a pleasure for me to get Critiques and suggestion to make this theses better.

Padangsidimpuan,   November 2019

Research

SRI MAHYUNI DALIMUNTHE
Reg. No. 15 203 00069

Name   : Sri Mahyuni Dalimunthe

Reg. No.   : 1520300069

Faculty   : Tarbiyah and Teacher Training

Department   : English Education

Title of thesis :The Effect of Watching Video to Students' Writing Ability in Procedure Text at Grade X Ma Darul Falah Langgapayung Kec. Sungai Kanan Labuhanbatu Selatan

ABSTRACT

In this research, the researcher found that students' score in writing procedure text was under the average of standard. The common students' problem in writing procedure text is difficult to arrange the steps of writing procedure text. Beside the students' problem, the conventional approach that taught by the English teacher is less appropriate in teaching writing procedure text. The objective of this research is to find out the Effect of Watching Video to Students' Writing Ability in Procedure Text at Grade X Ma Darul Falah Langgapayung Kec. Sungai Kanan Labuhanbatu Selatan.

The approach used in this research is experimental research which two classes as the sample. They were X Agama as experimental class that consisted of 24 students and X IPA as control class that consisted of 24 students. In this research, the researcher gave pre-test and post-test. Meanwhile, the data was derived from interview, pre-test, and post-test. To analyze the data, the researcher used parametric test with t-test formula.

The researcher had been analyzed the data and found that the mean score of experiment class after using Video was higher than control class. Mean score of experimental class with conventional Approach was 55.5 and mean by using video Students' Writing Ability in Procedure Text was 83.5. The effect of using Video to Students' Writing Ability in Procedure Text was 15.841> 2.021 with t_o was higher than t_t. It mean that H_a was accepted and H_0 was rejected. So, there was a significant Effect of Watching Video to Students' Writing Ability in Procedure Text at Grade X Ma Darul Falah Langgapayung Kec. Sungai Kanan Labuhanbatu Selatan.

Key words : *Effect, Video, and Writing Procedure text.*

Nama   : Sri Mahyuni Dalimunthe

Nim   : 1520300069

Fakultas   : Tarbiyah dan Ilmu Keguruan

Jurusan   : Tadris Bahasa Inggris

Judul Skripsi :Pengaruh Menonton Video terhadap Kemampuan Menulis Siswa dalam Teks Prosedure di Kelas X Ma Darul Falah Langgapayung Kec. Sungai Kanan Labuhanbatu Selatan

ABSTRAK

Dalam penelitian ini, peneliti menemukan bahwa skor siswa dalam menulis teks prosedur berada dibawah rata-rata standar. Masalah umum siswa dalam menulis teks prosedur sulit untuk mengatur langkah-langkah penulisan teks prosedur. Selain masalah siswa, pendekatan konvensional yang diajarkan guru bahasa Inggris kurang tepat dalam mengajarkan menulis teks prosedur. Tujuan dalam penelitian ini adalah untuk mengetahui Pengaruh Menonton Video terhadap Kemampuan Menulis Siswa dalam Teks Prosedur di Kelas X Ma Darul Falah Langgapayung Kec. Sungai Kanan Labuhanbatu Selatan.

Pendekatan yang digunakan dalam penelitian ini adalah penelitian eksperimen dengan dua kelas sebagai sampel. Mereka adalah X Agama sebagai kelas eksperimen yang terdiri dari 24 siswa dan X IPA sebagai control kelas yang terdiri dari 24 siswa. Dalam penelitian ini, peneliti memberi pre-test dan post-test. Sementara itu, data berasal dari wawancara, pre-test dan post-test. Untuk menganalisis data, peneliti menggunakan uji parametric dengan rumus t-test.

Peneliti telah menganalisi data dan menemukan bahwa skor rata-rata kelas eksperimen setelah menggunakan Video lebih tinggi daripada kelas control. Nilai rata-rata kelas eksperimen dengan pendekatan konvensional adalah 55.5 dan nilai rata-rata dengan menggunakan video Kemampuan menulis Siswa dalam Teks Prosedur adalah 83.5. Pengaruh penggunaan Video terhadap Kemampuan Menulis Siswa dalam Teks Prosedur adalah 15.841>2.021 dengan t_0 lebih tinggi dari t_t . Maksudnya H_a diterima dan H_0 ditolak. Jadi, ada pengaruh signifikan Menonton Video terhadap Kemampuan Menulis Siswa dalam Teks Prosedur di Kelas X Ma Darul Falah Langgapayung Kec. Sungai Kanan Labuhanbatu Selatan.

Kata kunci : *Pengaruh, Video, Menulis Teks Procedure.*

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CHAPTER I

INTRODUCTION

A. Background of The Problem

English is an important language to be learned, because English has become International language. Because of that, many countries in this world used English as their second language or foreign language to be taught in school. In learning English, there are four skills that can help people in mastering English. Those are listening, speaking, reading and writing. Those skills can be taught in separated, but also integrated. In fact those skills is connected each other.

Writing is very important for students because they can express themselves in written form and being brave to state their own opinions. Good ability in writing can measure a success of language learning. Good writing skills allow someone to communicate the message with clarity and simplify to a far larger audience then though face-to-face or telephone conversation. There are some reasons that make the ability of writing important as Barras says.[1] Such as helps to remember, to think, and to communicate.

First, writing helps to remember. By taking notes, people can make information safe and semi-permanent or event permanent so they can access the information anytime without being afraid of being lost.

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[1]Barras Robert, *Students Must Write: A Guide to Better Writing in Course and Caminations(3 Rd Ed.*), (Oxon:Routledge), 2005.

Even someone can save the document in a soft –ware, it is not guarantee the availability of file in the long term.

Second, writing help to think. Writing could be an aid to thinking. People can make a note of useful thought as the come to mind, for example when they are planning or in the middle of writing a composition because thoughts could come anytime. In this case, writing activity is able to develop thinking.

The last, writing to communicate. In the past, writing the only possible way to communicate with anyone out of earshot. Although, now there have been devices (telephone, radio and social media) that make it possible to communicate orally with people in distance, the importance of writing is still there. People communicate orally with people communicate by using media, but they have to pay attention to write the message.

In writing, there are some kinds of the text, such as narrative, descriptive, report, analytical exposition, hortatory, procedure, etc. moreover, one type of genre taught in Senior High School is procedure text. A procedure text is genre of text that instructs how to do a particular activity or how to use operational manuals. It explain how people perform different process in a sequence of steps. The purpose of procedure text is to describe how something is made through a sequence of action or step.

There are some factors the students have lack of writing. First, they find difficulties in gathering and organizing their ideas in a paragraph unity. Second, students do not have much idea of what to write and how to start writing. In fact, they waste too much time thinking about what they are going to write. Third, students are afraid of making errors. Most students only focus on not making errors – spelling, grammar, and punctuation. Grammar, spelling, and punctuation are also important parts in writing, but the most important part is how the writers can give clear view through their writing.

Based on interview between the researcher and English teacher at grade X MA Darul Falah Langgapayung Kec. Sungai Kanan Labuhanbatu Selatan about the students' problem in writing procedure text, the students have limited vocabulary and grammar, they do not how to use appropriate verb in procedure text. Then, the students have difficulties in expressing and developing their idea into writing text. [2] Another problem is they lack of vocabularies because they rarely to practice in writing especially writing procedure text, teacher often used traditional method to teach writing so it could make the students boring and monotonous. To solve the problem in learning procedure text writing, the teacher can use methods or techniques that are suitable and interesting to the students. One of method that can bu used in teaching and learning procedure text writing is using video.

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[2]Syafrida Ariani, S. Pd, *Personal Interview*(MA Darul Falah Langgapayung Kec.Sungai Kanan Labuhanbatu Selatan, 12th 2019, At 01:52).

In the teaching and learning process, researcher needs media convey the material easily. One of the media is Video. The researcher used video which the video get in YouTube. Then, the video is tutorial video how to make something in writing procedure text. According to Harmer in the thesis of Rina Lestiyaningsih that video can enhance simulations, not only because it can provide feedback when students can watch themselves and evaluate their performance, but also because the presence of a video helps students feel more realistic.[3] So, Video is one of media that can be used by researcher to teach their students in the classroom. It helps the researcher transfer the materials that are related to the lesson. It can give more detailed informations about the object in the content. It could give imagination about the content of the video that is related to the materials. The students watched the video while they paid attention to the scene and they know what contains in the video. They can see the act and hear the language from video so they can write down based on what they have seen and heard into the paper.

Based on explanation above, the research used a media to teach and deliver the material of procedure text so the researcher wants to justify the effect of using video to students' writing ability in procedure text is effective or not than used pictures/textbook.

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[3]Rina Lestiyaningsih, *"The Effectiveness of Using Video for Teaching Procedure Text Writing"* (State Islamic Institute Of Surakarta, 2017), P. 18, Http://Eprints.Iain-Surakarta.Ac.Id.

B. Identification of the Problem

Based on the background of the problem above, there are some problems on the students' writing procedure text using video to the students' writing ability at MA Darul Falah Langgapayung Kec. Sungai Kanan Labuhanbatu Selatan, there are: 1) Students' writing ability is low; 2) Students have limited vocabulary and grammar knowledge, they do not know how to use appropriate verb in procedure text; 3) Student are difficult to in expressing and developing their idea into written text.

C. Limitation of the problem

Base on the above of the problems, there are some problems involving in this research. In this research, the researcher only focuses on students' problem in writing and the effect of watching video to students' writing ability in procedure text at grade X MA Darul Falah Langgapayung Kec. Sungai Kanan Labuhanbatu Selatan. The researcher focus on procedure text because appropriate material in Senior High School, the students to improve their thingking and have essential function in daily life.

D. Formulation of the Problem

Based on the background of the problem above, the problem can be formulated as follow:

1. How is students' writing ability in procedure text before learning using video at grade X MA Darul Falah Langgapayung Kec. Sungai Kanan Labuhabatu Selatan ?

2. How is students' writing ability in procedure text after learning using video at grade X MA Darul Falah Langgapayung Kec. Sungai Kanan Labuhanbatu Selatan ?

3. Is there any significant effect of using video to students' writing ability in procedure text at grade XMA Darul Falah Langgapayung Kec. Sungai Kanan Labuhanbatu Selatan?

E. Objective of the Research

In this section, the researcher would you like to mention the objectives of those problems as follow:

1. To know how is the students' writing ability in procedure text before learning using video at grade X MA Darul Falah Langgapayung Kec. Sungai Kanan Labuhanbatu Selatan.

2. To know how is students' writing ability in procedure text after learning using video at grade X MA Darul Falah Langgapayung Kec. Sungai Kanan Labuhanbatu Selatan.

3. To know whether there is or there is not any significant effect of using video to students' writing ability in procedure text at grade X MA Darul Falah Langgapayung Kec. Sungai Kanan Labuhanbatu Selatan.

F. Significancesof The Research

The result of the research is expected to be useful for:

1. Headmaster, to encourage the English teacher to use video in teaching and learning activity in writing process.

2. English teacher, to streamline learning innovation in teaching writing.

3. Students, to enrich the scientific writing difficulties.

4. Researcher, to do further same topic of research.

G. Definition of Operational Variable

1. Watching Video

Watching video is an activity that display an event with moving images so that it can be watched. Watching videos can be displayed via television, mobile phones or computers.

2. Writing Procedure Text

Writing procedure text is students' ability to explain, direct and inform how to do something manually through the sequence of the steps.

H. The Systematic of the Thesis

The systematic of the research were divided into five chapter. Each chapter consisted of many sub chapters as follow:

The first chapter consists of the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the objectives of the research, significant of

the research, the definition of operational variable and the systematic of the thesis.

The second chapter, itconsisted of theoretical Study, it was divided into subchapters which consist of writing ability, description of video, description of procedure text and definition picture sequences. This chapters also consisted of related findings, conceptual framework and hypothesis.

Third chapter, it consisted of research methodology which was divided into sub chapter, timeand place of the research, research methodology, population and sample, instrument of research, procedure of data collection, techniques of analyzing data.

Fourth chapter, it consisted of the data description, hypothesis testing, discussion and the treats of the research.

Fifth chapter, it consisted of the conclusion about the result of the research and suggestion that are given by the research.

CHAPTER II

THE THEORITICAL DESCRIPTION

A. **Theoritical Study**

  1. **Writing Ability**

  a. **Definition of Writing Ability**

Writing ability is the skill to express ideas, thourghts, and feeling to other people in written symbol to make other people or reader understand the ideas conveyed. Writing is contribution to human life. The important of writing can be seen in peoples' daily activity and in social life, such as personal letter, social life, office activity and business activity and particularly in academic activities.In academic activities, writing is a skill of language that used to communicate indirectly or written from. Writing is activity to share the ideas, opinion, feeling and thinking of writer too. Writing also has important role to students because it will make the student increase their ability. Develop creativity and gather the informations. Moreover, writing can be a efficient and effective tool to communicate for some peoples.

Writing as a tool to communicate has many changes, like people can communicate each other to know the information from the other people from language via text from the writer have writer. Writing is documenting what we already know as teachers, students are frustrated by seeing

composition marked up, and they rarely incorporate all our suggestion or correction even when we ask them to write to rewrite. Writing is a process and student have to know the process or the organizing. They must know how to make best writing, from starting, finding ideas, make the ideas to good paragraph, revising until finishing into quality writing. Toby said that writing is a complex, variable, multifaceted process that refuses foolproof formulations.[1] Writing also your personal experience all things you have ever done.

Nevertheless, there are many experts explain about the definition of writing. According to Ken Hyland says that writing is a way of sharing personal meanings and writing course emphasize the power of the individual to construct his or her ownviews on a topic.[2] Then, J. Michael O'Malley and Lorraine Valdez Pierce said that writing is a personal act in which writer take ideas or prompts and transform them into self initialed topic.[3] Furthermore Rayendriani said that writing is activity for producing and expressing. It is producing the words and sentences then expressing with the meaning of

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[1]Toby Fulwiler, *Collage Writing a Ersonal Approach to Academic Writing*, ed. George J. Firmage, third Edit (United Stated of America: Corporation, 1997), P. 55.
[2]Ken Hyland, *Second Language Writing,*(New York: Cambridge University Press, 2004), P.9.
[3] J. Michael O' Malley and Lorraine Valdez Pierce, *Authentic Asessementfor English Language Learners Practical Approaches for Teacher,* (USA:Addison Wesley Publishing, 1996), P.136.

idea.[4] David Nunan stated that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraph that will be clear to reader.[5] According to Khoriyah & Mahendra in journal of Muhammad Amiq Habibulloh that writing is a way of sharing information, thoughts, ideas and experiences to others in the written form.[6] H. Douglas Brown stated that writing is not simple. As you can consider assessing students' writing ability as usual you need to be clear about your objective or criterion.[7] So, writing is a process, we can express our feelings by getting motivation so that is not too difficult to express something.

From the definition above, the research can conclude that writing is the way to product language from mind into written from or from writers' mind into the page by employing some aspects such as; word choice, organize the ideas, structure and grammar. By doing writing, the writer can share the ideas, information, experience, thought and explore

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[4]Rayendriani Fahmei Lubis, "Writing Narrative Text," *Jurnal Eduation* 02, no. 01 (2014): P. 61.

[5]David Nunan*, Practical English Language Teaching*, (New York: McGrand Hill, 2003), P. 106.

[6]Mohammad Amiq Habibulloh, "The Use of Video in Teaching Writing Procedure Text to The Seventh Grade Students of SMPN 1 Mojo Kediri in Academic Year 2016/2017," *JOURNAL Simki-Pedagogia Vol. 01 No. 08 Tahun 2017 ISSN : AAAA-AAAA* 01, no. 08 (2017): 3.

[7]H. Douglas Brown, *Language Assessment Principle and Classroom Practice,(*America: United States Of America,2004), P.218.

the power topic into written form. It is also the activity to communicate thought between the writer and the reader.

b. **Purpose of Writing**

Writing is a process and students have to know the process or the organizing. According to Penny Ur that the purpose of writing, in principle, is the expression of ideas, the conveying of a message to the reader.[8] So, writing must to know the process of writing. According to Hugo in thesis of Tedy Pratomo,[9] there are seven purpose of writing they are:

1) Assignment purpose

With assignment purpose, in fact, the writer has no purpose. The writer start writing since someone ask him. The idea to write does not come from the writer' himself.

2) Altruistic purpose

Here, the writer, writes to entertain the reader, to avoid the reader's sadness, to help the reader to understand and comprehend the feelings and their logic, to make their lives much easier by using his writing.

3) Persuasive purpose

With this purpose of this writing to give information or explanation to the reader.

[8]Penny Ur, *A Course in Language Teaching*, ed. Marion Wiliams and Tony Wright, First Edit (Cambrige University Press, 1991), P. 167.
[9]Tedy Pratomo, "An Analysis on Teacher's Techniques in Teaching Writing to the Tenth Grade Students of MAN Karangyar in 2018/2019 Academic Year," 2009, P. 3.

4) Information purpose

The purpose of this writing is to give information or explanation to the reader.

5) Creative purpose

The purpose is to introduce the writer to the reader.

6) Problem-solving purpose

This writing is used to solve problem faced by writer. The writer want to explain and observe carefully about his through and idea to be understood and accepted by the reader.

c. **Process of Writing**

Process of writing has important role to make a written. There are many experts give the opinion about it, so the writing need process to make it interesting to read.

There are five steps in writing:

1) Pre- writing

The key to great paper is in the planning. Before you sit down to write something, you need to figure out what you are going to write about. Most of us start with a topic, and then decide what we have to say about this topic.

2) Drafting

Once you have planned out your ideas, the next step is to start drafting, or writing. As you write, keep referring back to your notes and the plan that you determined in stage one, but do not be afraid to change the plan when needed. During the drafting stage, you should concentrate on getting your ideas on paper, organizing your information logically, and developing your topic with enough detail for your audience and purpose.

3) Revising

Revision works best when you have some times to let your writing sit. You will be better able to look at your writing with a reader's eye if you can put it aside for a day or two before working on it again. You may need to change the order of your information, expand certain sections, or cut details in others. Often, you will need to go back to the drafting stage and reword parts of your paper. Revising is not editing. Save the spelling, grammar and sentence fixes for later.

4) Editing

While revising focuses mainly on making your content clear for your readers, editing focuses on making your

documents meet the conventions of stands written English.

5) Publishing

Writing is communication, if you have written something, you must have intended for someone to read it, even if that person is only yourself. When you publish a document, you are releasing it to the public for others to read. Not all of your writing will be taken through the publishing stage, but even turning a paper in to your teacher constitutes that is publishing.

Writing is a process and students have to know the process or the organizing. Alice Oshima states that there are four process to make a good writing, there are prewriting, organizing, writing and polishing.[10] The explanation can be seen below:

1) Prewriting

Prewriting is the way to get ideas, to choose a topic and collect ideas to explain the topic. In prewriting, there are some techniques can be used in prewriting but in case will be used is listing. Listing is prewriting techniques, here the students write the topic at the top piece of paper

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[10]Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, Third edit (Newyork, 2007).

then they write the ideas of the topic quickly. Don't stop and do not think whether the ideas good or bad until she/he cannot find the ideas anymore.

2) Organizing

Organizing is the writing process to organize the idea to simple outline. Here, the students write topic sentences then they give more information about the topic sentence or write supporting sentences.

3) Writing

Writing is the next step to write to rough draft, suing the outline as guide. Write a rough draft as pass as possible without stopping and don't think about the grammar, punctuation or spelling. Just write down the ideas on paper. Later, you will fix the errors later.

4) Polishing

There are steps in polishing they are revising and editing. The first is revising, attack the big issues of the content organization. Then editing, make into smaller issues and repair about the grammar, punctuation and mechanics.

Based on the explanation above, the researcher concludes that there are some process in writing namely:

1) Prewriting. In prewriting the students choose the topic. Then, find out and build the idea and build.

2) Organizing. In organizing, the students organize the ideas like a topic sentences, supporting sentences and other.

3) Writing. In writing, the students or writer writes down the ideas without stopping until they cannot find the ideas anymore.

4) Polishing. There are two steps polishing like revising and editing. Revising, the students rearrange the their writing better than before. Editing, the student or writer checks all component in their writing such as: words choices, structure and grammar, punctuation, arrange of the paragraph, mechanic, etc.

5) Publishing. In publishing, student or writer publishes their writing. It depends on usefulness.

d.   Genre of Writing

According to Brown, there are three short genre of writing:

1) Academic writing

   There some kind of academic writing, they are: papers and general subject reports, essays, compotitions, academically, focused journals, short answer tests responses, technical report (e.g. lab report) theses, dissertation.

2) Job related finding

   In this point, job related writing shows the kinds or examples. They are: messages, letter/emails, memos, reports, schedules, labels, signs, advertisements, announcements and manuals.

3) Personal writing

   In personal writing, writer more focus informal writing. Such as[11] : letters, emails, greeting cards, invitations, notes, messages, calendar entries, shopping lists, reminders, financial, documents.

e. **Writing Assessments**

   The assessment criterion of writing ability is needed to recognize the criteria for writing assessment in the research study. Alderson state in a journal Ambo Dalle that component

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[11]H. Douglas Brown, *Language Assesment Principle and Classroom Practical,* P.219

assessments of writing skill cover five component.[12] These five component:

1) Grammar

   Grammar is the part of the study of language which deals with form and structure of words, with their customary arrangement in phrase and sentences and often with language sounds and word meaning.

2) Vocabulary

   There are many such sets of words which add greatly to our opportunities to express subtle shades of meaning at various levels of style.

3) Mechanics

   There are many such sets of words which add greatly to our opportunities to express subtle shades of meaning at various levels of style.

4) Fluency

   In fluency of writing must be consistence between choice of structure with vocabulary and also both of them must be appropriate.

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[12]Ambo Dalle, "The Effectiveness of Cooperative Learning Model Concept Mapping in Learning Writing Skill in German Language," *Journal International*, n.d., P. 516.

5) Form (organization)

In writing activity organization is one of the main assessment in writing ability. This criterion is identified introduction, body, and conclusion of writing task.

2. Video

a. Definition of Video

Video is widely believed to have a great impact of teaching at a distance. Video is too often seen as a means of imitating traditional techniques rather than making use of it is distinctive features as a medium which requires the development of particular skill on the part of the teacher before it can but use effectively. Based on dictionary, video is a type of magnetic tape use for recording television picture and sound.[13] According to Raimes in thesis Rina Lestiyahningsih that video can draw the attention of the students(attention), come up the emotion to being more active in writing lessons (affection), support the students in sharing their feeling in written form (cognitive), and help the students who have less achievement in lesson orally (compensatory).[14] According to Muhammad Amiq that videos also make a particular powerful contribution to both the content and the process of teaching learning, especially conrtribute to interest

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[13] Oxford Advantage Learners Dictionay, (Oxford University Press, 2000)
[14] Rina Lestiyahningsih, *"The Effectiveness of Using Video for Teaching Procedure Text Writing,* P. 40.

and motivation.[15] Medina said in the thesis Lidia Puspa Ayu that videos anable language learners to attain vocabulary and grammar, encoutage pronunciation ability and increase their linguistic skills such as reading, writing, speaking and listening.[16] So, video can be a powerful educational and motivation tool in teaching and learning process.

b. The Advantage of Using Video

There are several opinions from the advantage of using video from many researcher. According to Ortrun Zuber Skerrit, the advantage of capture and bring reality into the classroom activity and a well make a product of high quality and coherence.[17] The advantage are it can be used in a normal classroom setting with the room fully lighted, it is quitter in operation than a film projector.

c. The Disadvantages of Using Video

There are disadvantages of using video, based on John the disvantages are the pictures smaller and less well defined, the quality of copies and home-produce material may not be ideal, this could be a serious disadvantage with students who are used to watch recipes and step in procedure text. Particular

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[15]Mohammad Amiq Habibulloh, "The Use of Video in Teaching Writing Procedure Text to The Seventh Grade Students of SMPN 1 Mojo Kediri in Academic Year 2016/2017," P. 4.

[16]Lidia Puspa Ayu, *"YouTube Video in Teaching Listening: The Benefit in Expert' Views"*(Syariah Kuala University, 2016), P. 152. http://www.jim.unisyiah .ac.id.

[17]Ortrun Zuber Skerrit, *Video in Higher Education*, (Greet Britain : Nichols Publishing Company, 1984), P. 247

if care is not taken care is not taken to carry an adequate supply of spare parts and spare equipment, a video capacity is costly to set up and maintain.

d. The Procedure of Using Video in Teaching Procedure Text.

In the process of teaching or learning in the classroom, the teacher can use good media to support the teaching-learning process. There are some guidelines relating to the specific use of video to promote active viewing and maximize learning.

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.[18]

4) Sound off

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

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

6) Preview

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

7) Integrate

The video includes into the overall learning experience by adding an experimental component to the lesson. Activities can be done prior to viewing; to set the stages, review, provide background information, identify new vocabulary words, or to introduce the topic.

8) Cut

It is often unnecessary and time- consuming to screen a program in its entirety. When previewing a program, look

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[18]Tuhfa Hayati, "The Effectivenes of Using Video in Teaching Writing of Procedure Text" (Ayarif Hidayatullah Islami University Jakarta, 2017), P. 14.

for segments particularly relevant or useful to the lesson or activity planned.

9) 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's content more clear or meaningful. By charging student will specific viewing responbilities, teachers can keep students" on task" and direct the learning experience to the lesson's objectives. Be sure and follow-up during and after viewing the tape.[19]

10) After

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

3. **Procedure Text**

   a. **Definition of procedure text**

   Students usually find many kinds of texts in their learning process. One of those is procedure text. Procedure text is an instructional text that describes how to make something or how to work manually.Sanggam Siahaan stated that procedure is a text containing four components is which a

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[19]Rina Lestiyaningsih, *"The Effectiveness of Using Video for Teaching Procedure Text Writing,"* P. 42.

writer describes how something is accomplished through a sequence of actions or steps.[20] According to Paridiyono in script of Sandra PutriPerdana that procedure text is a text to give instruction of how something must be done and detail explanation about sequence of actions that will be done.[21] Furthermore, Anderson said in journal of Ahmad Sofyan that procedure text is piece of text that give us instructions for doing something.[22] So, procedure text is a text to get information by instruction how to do it.

The main purpose of a procedure is to direct, inform and explain. A procedure explains how to do something through a series of steps. It can be said that procedure text show the description of how to do something step by step.

Among many short of texts in natural languages, procedural text are clear and related to the real world. A procedural text is a sequence of sentences describing instruction to create an object or to change an object into a certain state. Before writing a procedure text, teacher has to guide the student to pay attention at language features and

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[20]Sanggam Siahaan, *The Generic Structure of The Written Text,* (Pematangsiantar: Universitas HKBP, 2006), P. 63.

[21]Sandra Putri Perdana Lubis*, The Effect of Picture Sequences to Students' Writing Procedure Text Ability at Grade X SMK N 1 Panyabungan*, (*Unpublished Script),* IAIN Padangsidimpuan, 2014.

[22]Ahmad Sofwan Daning Desy Artyani, Dwi Anggani Linggar Bharati, *"Developing 'Battleship' Game Based Material for Teaching Grammar of Procedural Text Writing The Case of The Eighth Grade of Junior High School Students,"English Education Journal* 4, No. 2 (2014): P. 131, Http://Journal.Unnes.Ac.Id.

generic structure. Moreover, students understand what will they do based on the purpose of procedure text.The explanation above is related to the purpose, language feature, and generic structure of procedure text. The purpose of procedure text is to describe how something is completely done through a sequence of series. Procedure text has many language feature, such as using simple present tense, temporal conjunction, action verb, and imperative sentences. Beside it, the generic structure of procedure text are goal, material or ingredient, and step. Finally, those are about core things around procedure.

b. **Purpose of procedure text**

Procedure text is one of genre of text which the function is to describe how something works by following the right sequence of steps. They can be a sat of instruction or direction that help us to do something.

c. **Generic Structure of Procedure Text**

1) Goal: a brief description of what will be done. It is contain the purposeof the text.

2) Material or ingredient a list of what are needed which may include ingredients, utensils, materials, tool, etc. those all we use in theprocess.

3) Steps: what has to be done, including picture or diagram if needed. It is contain of the step to make something according to the goal.

d. **Language features**

The language feature of procedure text use the following indicators,[23] there are:

1) Use simple present tense.

2) The sentences types is imperative.

3) Use of action verb.

4) Use of connectives to order action.

5) Use of adverbial phrases to state the tailed time, place, and accurate ways.

e. **Example of procedure text**

How to Make Cheese Omelete

Ingredients :   1 c. all purpose flour

2   tbsp. sugar

2 ½ tsp. salt

1   ¼ tsp. salt

2   tbsp. butter, meltemed

1 large egg

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[23] Rina Lestiyaningsih, *"The Effectiveness of Using Video for Teaching Procedure Text Writing,"* P. 35.

vegetable oil for brushing pan

Methods:

1) In large bowl, whisk flour, sugar, baking powder, and salt. Add milk, butter and egg, stir until flour is moistened.

2) Heat 12-inch nonstick skillet or griddle over medium heat until drop of water sizzles, brush lightly with oil. In batches, scoop batter by scant ¼ cupful into skillet, spreading to 3 ½ inches each. Cook 2 to 3 minutes or until bubbly and edges are dry. With wide spatula, turn. Cook 2 minutes more or until golden. Transfer to platter or keep warm on a cookie sheet in 225^0 f oen

3) Repeat with remaining batter, brushing griddle with more oil if necessary.

4. **Picture Sequences**

   a. **Definition Pictures Sequences**

   Picture is a painting or drawing that shows a scene a person or thing. And then, Sequences is set of event or action which have a particular order. According to Wright in the thesis of AnisaRamadhani that the use of pictures as media can help to attract students' interest and encourage their motivation in

learning, make them want to pay attention and want to take part.[24]

So, pictures is a something is a description of it or an indication of what it is like.

Picture sequences is a sequences of three or more picture depicting a line can provide a suitable stimulus for written production.

The picture sequences can be kept as they are and used to contextualize a story or description of a process. Brown said in the the script of Sandra PutriPerdanaLubis that to understand the way picture sequences, the students need appreciate it in abstract way.[25] Pictures sequences same meaning with pictures series. Yunus Said in the thesis of AnisaRamadhani Pictures series (pictures sequences) as number of linked picture which form series of sequences in order tell a sequences of event or a story.[26] In the same way when they express their ideas to construct the process in a good coherence as well as unity, they have to think it in abstract excessively. So, picture sequence is a picture that was take from book, newspaper or magazine which it can be used media in learning.

b. The Procedure of Picture Sequences

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[24]Anisa Ramadhani, *"The Implementation of Picture Sequences Tecniques in Teaching Procedure Text at The Third Year of SMPN 23 Lampung"* (Lampung Bandar Lampung 2017), P. 18, http://digilib.unila.ac.id.

[25]Sandra Putri Perdana Lubis*, The Effect of Picture Sequences to Students' Writing Procedure Text Ability at Grade X SMK N 1 Panyabungan*, P. 10.

[26]Anisa Ramadhani, *"The Implementation of Picture Sequences Tecniques in Teaching Procedure Text at The Third Year of SMPN 23 Lampung,"* P. 19.

The procedure of picture sequences can explain as below:

1) Researcher puts five or more pieces of picture sequences on whiteboard or display on the screen of laptop.

2) Researcher gives instruction and provide opportunities for students to observe and analyze the picture sequences.

3) Researcher give students a worksheet to be completed after observing the picture sequences.

4) Researcher give opportunities for students to fill out the worksheet namely students arrange sentences correctly.

5) Researcher asks the student to exchane their worksheet to their friend.

6) Researcher ask some students to presents the result of their work.

7) Researcher determine the conclusions from the discussion.

B. Review of Related Finding

In this researcher, the researcher was related to some researcher:

The first related finding Sumartini[27] the concluding that there was the significant effect YouTube toward students' writing skill animal description.The result of t test using manual calculation showed that the calculated value (t observed) was greater than t table at 5%

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[27]Sumartini, *The Effect Youtube Video Toward Students' Writing Skill Animal Description At The Eight Grade Mts N 2 Palangka Raya, (Unpublished Thesis)(* State Islamic Institute of Palangka Raya Faculty Of Teacher Training And Education Language Education Department Study Program Of English Education, 2015), Http://Digilib.Iain-Palangkaraya.Ac.Id(Thesis).Pdf), Retrieved On April , 29th 2019 At 12:27 P.M.

significance level or 2.000<5,502. Therefore, teaching writing animal description using YouTube video media at the eighth grade of MTs N 2 Palangka Raya was effective at 5% significance level.

The second related finding Yusron Micholis[28] the concluding that there t-observation (t_0) is 5.05. Compared by t-table (t_t) on the degree of freedom 38 in level of significance 5% is 2.03, it means that the result of t-observation (t_0) is higher than t-table (t_t) and it shows there is significant difference between the ability of Teaching Writing Procedure Text before and after being taught by Using YouTube Video to The Tenth Grade Students of SMK Nu Ma'arif Kudus in The Academic Year 2012/2013.

The third related finding is Rina Lestiyahningsih[29] the concluding that there was the researcher found t score is higher than t table. It means there is significant difference in teaching procedure text writing between the students who were taught by video and those were taught by textbook.

The fourth related finding is Tuhfah Hayati[30] the concluding that there t-test is higher than t-table or 3.84 >1.701. Then, it can be concluded that there alternative hypothesis (H_a) is accept while the null hypothesis (H_o) is rejected. It means, teaching writing of procedure

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[28]Yusron Micholis, *"Teaching Writing Procedure Text by Using YouTube Video"* (University of Muri Kudus, 2013), 47.
[29]Rina Lestiyaningsih, *"The Effectiveness of Using Video For Teaching Procedure Text Writing"* (State Islamic Institute of Surakarta, 2017), p. 67.
[30]Tuhfa Hayati, *"The Effectivenes of Using Video in Teaching Writing of Procedure Text"* , p. 37.

text by using video is effective towards students' skill in writing than teaching writing of procedure text without using video. It was found 1.601 score in effect size, it concluded that teaching writing of procedure text using video is very significance.

The fifth related finding is Meylia Azurah[31] the concluding that there was the tutorial video shows the significant effect on students' writing of procedure texts. Moreover, the result of the effect size test which was calculated by using Cohend'd formula gave the moderated effect with the result 0.80. it is clear that the media–tutorial video can positively effect students' writing of procedure texts at the eighth grade students of MTs Negeri 13 Jakarta.

Due to the previous research, the researcher concluded that video has an effect on students' writing ability in procedure text. The researcher wants in another location with different problem.

C. The Conceptual Framework

Method means a comprehensive plan to present the language learning material on a regular basis. Video is a set of components or media that is capable of display images at once sounds simultaneously. In writing, all of elements of language skill should be concentrated in full in order to get the result are really good. Writing can be interpretes as activity ideas by using written language as a medium convey.

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[31]Meylia Azurah, *The Effect of Tutorial Video on Students' Writing of Procedure Text",* (SyarifHidayatullah State Islamic University of Jakarta, 2018), p. 45, http://repository.uinjkt.ac.co.id.

Procedure text is an English text in which the writer describes how something is accompkished through a sequence of action or steps. Procedure text is a kind of genre in English that necessary to find out information and solution how its process something that discuss about direction or instruction to do something. Procedure has come important point such as: social function, generic structure and language feature.

The effect of watching video to students' writing ability in procedure text can be seen as follow:

Figure 1

Conceptual Framework

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┌─────────────────────────────────────────┐
│  1. Students are difficult in understanding │
│     English includes procedure text       │
│  2. Students have the low marks in         │
│     English                                │
└─────────────────────────────────────────┘
                    │
┌─────────────────────────────────────────┐
│  Video is a good problem solving for writing │
└─────────────────────────────────────────┘
                    │
              ┌──────────┐
              │ Pre-test │
              └──────────┘
             /            \
┌─────────────────────────┐  ┌─────────────────────────┐
│ Control class using pictures │  │ Experimental class using │
│                           │  │          video           │
└─────────────────────────┘  └─────────────────────────┘
             \            /
              ┌──────────┐
              │ Post-test │
              └──────────┘
                    │
              ┌────────────┐
              │ Hypothesis │
              └────────────┘
```

```
        |                    |
   +---------+          +---------+
   |   H_a   |          |   H_0   |
   +---------+          +---------+
         \                /
          \              /
        +----------------------+
        | Accepted or Rejected |
        +----------------------+
```
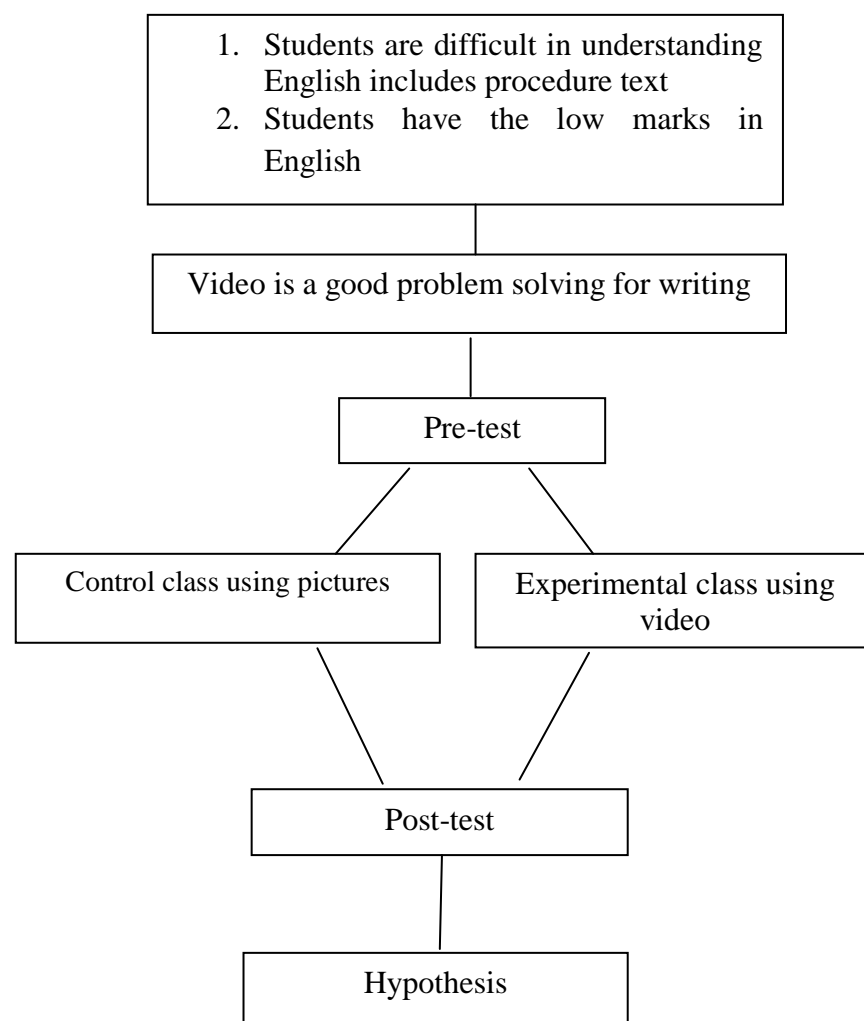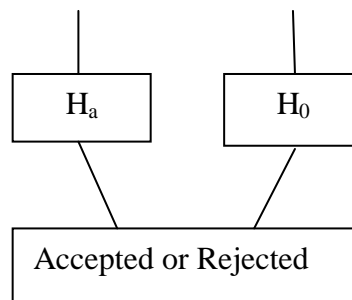
D. Hypothesis

The hypothesis of the research stated that:

H_a: There is significant Effect of watching Video to Students' Writing Ability in Procedure Text at Grade X MA Darul Falah Langgapayung Kec. Sungai Kanan Labuhanbatu Selatan

H_o: There is not significant Effect of watching Video to Students' Writing Ability in Procedure Text at Grade X MA Darul Falah Langgapayung Kec. Sungai Kanan Labuhanbatu Selatan.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Place and Time Research

The location of the research is MA Darul Falah Langgapayung Kec. Sungai Kanan Labuhanbatu Selatan. It is located at Jln Trans Sumatera Kampung Martapotan Langgapayung Kec. Sungai Kanan Labuhanbatu Selatan.Kode pos: 21465 This subject of research is at grade MA Darul Falah Langgapayung Kec. Sungai Kanan Labuhanbatu Selatan 2019/2020 academic years. The research was done March 2019 until December 2019.

B. Research Design

The design of this research is experimental. In this design, the researcher will use two class as sample: control group and experimental group. The control class is the class that taught with a treatment by pictures teaching and the experiment class is the class that taught with video as a treatment. The research will design as the following:

Table 1

Table of Design Instrument

No	Group	Test	Treatment	Test
1.	Experimental class	Pre- test	Teaching by using video	Post-test
2.	Control Class	Pre-test	Teaching by using picturesstrategy	Post-test

C. **Population and sample**

1. **Population**

In this research, all of students of MA Darul Falah Langgapayung Kec. Sungai Kanan Labuhanbatu Selatan at The Grade X is population. Population of the research is The Grade X students of MA Darul Falah Langgapayung Kec. Sungai Kanan Labuhanbatu Selatan and total population was 77 students. The total of at X grade can be considered as follow:

Table 2

The Population of the Grade X Students

No	Class	Number of students
1.	XAGAMA	24
2.	X IPA	29
3.	XIPS	24
TOTAL		77

2. **Sample**

Sample is the part of population that is chosen as respondent of the research. In this research, the researcher uses random sampling. The researcher choose two classes. The researcher choose X AGAMA consist of 24 students and X IPA consist of 24 students. Total samples are 48 students.

D. **Instrument of Research**

For gathering information about the topic or the research problem, writer needed the instrument, in this case, writer used writing test type controlled observation to gather data regarded to students's writing procedure text ability. The instrument in the test, the form of the test is essay test. Essay test is a traditional method for getting students to produce sample of connected writing, the stimulus is normally written and can vary in length from a limited number of words to several sentences. In essay test, the writer wanted to see the students's ability in writing procedure text using video.

Because the test was writing test, the writer devided the score into five criteria. Which are use used as the consideration for scoring. They are content, organization, vocabulary, grammar, and mechanics.[1] It could be described about the score of the criteria as follow:

Table 3

The Scoring Guidance

No.	Indicators	Score	Criterion	Description
1.	Content : the appropriateness with the title chosen	30-27	Excellent in very good	Knowledgeable, substantive development of the thesis relevant to assigned topic.
		26-22	Good to average	Sure knowledge of subject, adequate range, limited development of theses, mostly relevant to topic but lacks detail.

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[1]Rina Lestiyaningsih, *"The Effectiveness of Using Video for Teaching Procedure Text Writing"*,P. 28.

		21-17	Fair to poor	Limited knowledge of subject, little substance, inadequate development of topic.
		16-13	Very poor	Does not show knowledge of subject, non substantive not pertinent or not enough to evaluate.
2	Organization: paragraph of unity, coherence and cohesion.	20-18	Excellent to very good	Fluent expression, ideas clearly stated/supported, succinct, well - organized, logical sequencing, cohesive.
		17-14	Good to average	Somewhat choppy, loosely, organized, but main ideas stand out, limited support, logical but in complete sequencing.
		13-10	Fair to poor	Non fluent, ideas confused or disconnected, lack logical sequencing and development.
		9-7	Very poor	Does not communicative, no organization, or not enough to evaluate.
3.	Vocabulary : the precision of using vocabulary	20-18	Excellent to very good	Sophisticated range, effective word/idiom, choice and usage, word from mastery, appropriate register.
		17-14	Good to average	Adequate range, occasional errors of word / idiom form, choice, usage but meaning not obscured.

		13-10	Fair to poor	Limited range, frequent errors of work / idiom form, choice, usage but meaning not obscured.
		9-7	Very poor	Essentially translation, title knowledge of English vocabulary, idioms, word form, or not enough to evaluate.
4.	Grammar : tenses and pattern	25-22	Excellent to very good	Effective, complex construction, few error of agreement, tenses, number, word order/ function, articles, pronouns, and prepositions.
		21-18	Good to average	Effective but simple constructions, few errors of agreement , tenses, number, word order / function, articles, pronouns, and preposition but meaning seldom obscured.
		17-11	Fair to poor	Virtually no mastery of sentences construction rules, dominated by errors, does not communicate or not enough to evaluate.
5.	Mechanics	5	Excellent to very good	Demonstrate mastery of conventions. Few errors of spelling, punctuation, capitalization.
		4	Good to average	Occasional errors of spelling, punctuation, capitalization, but meaning not obscured.
		3	Fair to poor	Frequent errors of spelling, punctuation, capitalization, poor handwriting meaning confused and obscured.

		2	Very poor	No mastery of conventions, dominated by errors of spelling punctuation, capitalization, handwriting-illegible or not enough to evaluate.
The range of writing score	100			

E. Procedure of Collecting Data

Collecting data in this research was trough testing. Two tests was performed to get data about students ability in writing procedure text, there were pre-test and post-test. The process of testing is explained as follows:

1. Pre-test

    The pre-test was is a test that is given to student before doing the treatment, the function is to know the students' ability in experiment and control class before the researcher using video in writing procedure text to experiment class. The researcher will use some steps in giving pre-test:

    a. The researcher prepare the essay test about procedure text that will be written by the student. It consist writing a procedure text, language features, and generic structure.

    b. The researcher distributed the test paper to both class; experiment and control class.

    c. The researcher gave the times to the students to answer the question.

    d. The researcher gave the times to the students to answer the question.

    e. The researcher collected the test paper.

    f. The researcher checked the answer and counts the students' score.

2. Treatment

The researcher divides into two classes in this researcher, as experiment class and control class, and there are different way in teaching procedure text between experiment and control class. The researcher class A using video teaching procedure text (experiment class) and class B using conventional strategy, like usually teacher do to the student, teacher just explain abut material.

    a. Researcher started the class with greeting then the researcher built the context for the targeted text which of linguistic features (generic structure and language features) of procedure text.

    b. The researcher explained about procedure text generic structure and language features by using video.

    c. The researcher presented the product of text.

3. Post test

It is a text that has been given to students after the researcher giving the treatment to experiment class. The function is to know the different score of experiment and control class and the effect of

treatment, whether it has an effect or not to the students. The researcher use some steps in giving post-test. They are:

a. The researcher prepare the essay text that will be written by the students. It consists writing procedure text and language features and generic structure.

b. The researcher distributed the test paper to both class to write procedure text; experiment and control class.

c. The researcher explained what the students need to do.

d. The researcher gave the time to the students to answer the question.

e. The researcher checked the answer and counts the students' score.

F. Technique of Analyzing Data

1. Requirement Test

a. Normality test

To calculate normality test by use liliefors formula, as follow:

- Calculating average and standard deviation by the formula:

$$x = \frac{\sum F_i X_i}{\sum F_i}$$

- Perception x_1, x_2…x_n made permanent number z_i, z_l, z_2, z_n by using formula:

$$Z_i = \frac{x_i - x}{s}$$

- To every this permanent number and by using enlist of permanent normal distribution, and then calculating the opportunity.

  $F(Zi) = P(Z<Zi)$

- Counting the different F(Zi)-S(Zi), and then determine its absolute price.

- Taking the biggest price among absolute price of the differences and mentioning the price by Lo.

- If Lo<L obtained from the critical value test, the lilieforts with the real level $\alpha = 0.05$, hence the distribution is normal.

b. Homogeneity test

   To calculate homogeneity test, the research used this formula:

$$F = \frac{The\ Biggest\ Variant}{The\ Smaalest\ Variant}$$

Where :

n_1 : total of the data that biggest variant

n_2 : total of the data that smaller variant

2. Hypotheses Test

a. H$_a$:There was significant effect of watching video to students' writing procedure text ability. The form was as follow:

   H$_a$: $\mu_1 \neq \mu_2$

b. H$_0$: There was no significant effect of watching video to students' writing procedure text ability.

   H$_0$: $\mu_1 = \mu$

From the above explanation, to test the hypothesis, writer used theformula, as follow:

$$t = \frac{\overline{x_1} - \overline{x_2}}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where :

$\overline{x_1}$ =Mean of experimental class sample

$\overline{x_1}$ =Mean of control class sample

n_1 =total of experimental class sample

n_2 = total of control class sample

CHAPTER IV

THE DATA ANALYSIS

Based on earlier chapter in order to find out the effect of watching video to students' writing ability in procedure text at Grade X Darul Falah Langgapayung Kec. Sungai Kanan Labuhanbatu Selatan, the research has calculated the data by using pre-test and post-test. The research used formulation of the T-test to test the hypothesis. Next the research the data as follows:

A. Description of Data

1. Description of Data before Using Video

a. Score of Pre-test Experiment Class

The research calculated the result that had been gotten by the students in answering the question in pre-test of experimental class. There were 24 students of experiment class(X Agama) that had been tested in pre-test.

The total score of experiment class in pre-test was 1116, mean was 61, standard deviation was 7.25, variants was 43.88, median was 35.5, range was 25, modus was 51.52, interval was 5. The research got the highest score was 65 and the lowest score was 40. It can be seen on appendix 5 and 6. The score of pre-test experimental class can be seen in the following table:

Table 4

Table score of Experimental Class in Pre-test

Total	1116(N=24)
Highest score	65
Lowest score	40
Mean	61
Median	35.5
Modus	51.52
Range	25
Interval	5
Standard	7.25
Variants	43.88

The researcher completed the score by enclosing the table frequency distribution to make it clearer. The researcher got the lowest interval was 40 up to 45,the frequency was 14 it was 50%and the highest interval was 61 up to 65, the frequency was 4 it was 20%. The computed of the frequency distribution of the students's score of experimental class can be applied in to table frequency distribution as follow:

Table 5

Frequency Distribution of Students' Score

No	Interval	Frequency	Percentages
1.	40-45	14	50%
2.	46-50	1	5%
3.	51-55	0	0%
4.	56-60	5	10%
5.	61-65	4	20%
$i= 5$		24	100%

In order to get easier description of data, the researcher presented them in histogram. The frequency of students' score from 40 up to 45 was 14, 46 up to 50 was 1, 51 up to 55 was 0, 56 up to 60 was 5, 61 up to 65 was 4. The histogram shows that the highest interval (61-65) was 4 students and the lowest interval (40-45) was 14 students. It can be seen on following histogram:

Figure 2: Histogram Result Score of Students' Writing Procedure Text in Experiment Class in Pre-test
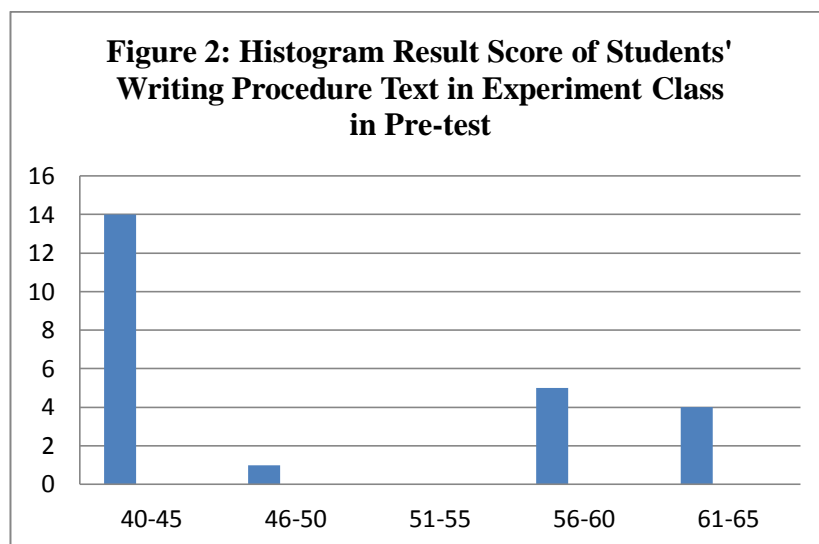
b. Score of Pre-test Control Class

The research calculated the result that had been gotten by the students in answering the question in pre-test of control class. There were 24 students of experiment class(X IPA) that had been tested in pre-test.

The total score of experiment class in pre-test was 1276, mean was 43, standard deviation was 6, variants was 43.88, median was 64.5, range was 24, modus was 47.5,

interval was 5. The research got the highest score was 60 and the lowest score was 36. It can be seen on appendix 5 and 6 .the score of pre-test experimental class can be seen in the following table:

Table1 6

Table score of Control Class in Pre-test

Total	1276(N=24)
Highest score	60
Lowest score	36
Mean	43
Median	64.5
Modus	47.5
Range	24
Interval	5
Standard	6
Variants	43.88

The researcher completed the score by enclosing the table frequency distribution to make it clearer. The researcher got the lowest interval was 36 up to 40 ,the frequency was 1 it was 5% and the highest interval was 56 up to 60, the frequency was 14 it was   50%. The computed of the frequency distribution of the students' score of control class can be applied in to table frequency distribution as follow:

Table 7

Frequency Distribution of Students' Score

No	Interval	Frequency	Percentages
1.	36-40	1	5%
2.	41-45	3	15%

3.	46-50	4	20%
4.	51-55	2	10%
5.	56-60	14	50%
	$i= 5$	24	100%

In order to get easier description of data, the researcher presented them in histogram. The frequency of students' score from 36 up to 40 was 1, 41 up to 45 was 3, 46 up to 50 was 4, 51 up to 55 was 2, 56 up to 60 was 14. The histogram shows that the highest interval (36-40) was 1 student and the lowest interval (56-60) was 14 students. It can be seen on following histogram:

Figure 3: Histogram Result Score of Students' Writing Procedure Text in Control Class in Pre-test
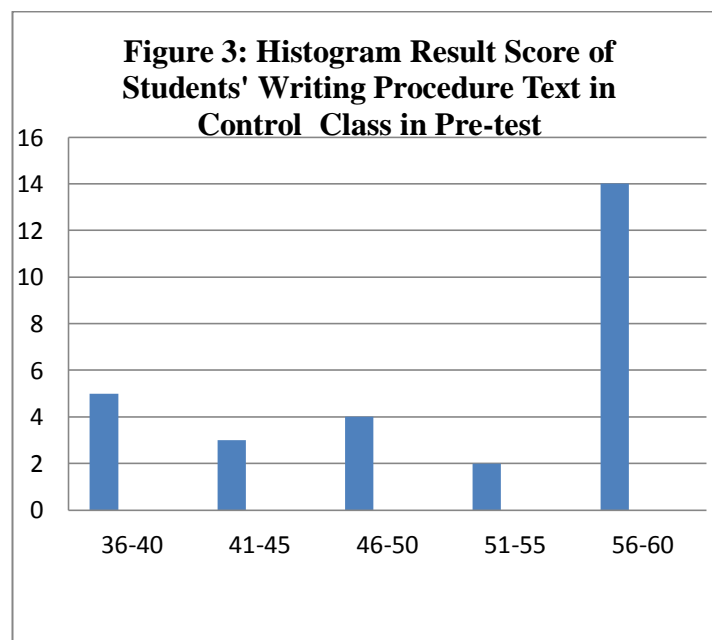
2. **Description of Data after Using Video**

a. **Score of Post-test Experimental Class**

The researcher calculated the result that had been gotten by the students in answering the question(test) after the researcher did the treatment by using Video in post-test of experimental class.

The total score of experiment class in post-test was 1931, mean was 86, standard deviation was 2.62, variants was5.82, median was 83.4, range was 11, modus was 83.5, interval was 2. The research got the highest score was 88 and the lowest score was 79. It can be seen on appendix 7 and 8. The score of post-test experimental class can be seen in the following table:

Table 8

Table score of Experimental Class in Post-test

Total	1931(N=24)
Highest score	88
Lowest score	79
Mean	86
Median	83.5
Modus	83.5
Range	9
Interval	2
Standard	2.62
Variants	5.82

The researcher completed the score by enclosing the table frequency distribution to make it clearer. The researcher got the lowest interval was 79 up to 80,the frequency was 17 it

was 65% and the highest interval was 87 up to 88, the
frequency was 1 it was 5%. The computed of the frequency
distribution of the students' score of control class can be
applied in to table frequency distribution as follow:

Table 9

Frequency Distribution of Students' Score

No	Interval	Frequency	Percentages
1.	79-80	17	65%
2.	81-82	3	15%
3.	83-84	2	10%
4.	85-86	1	5%
5.	87-88	1	5%
	$i= 3$	24	100%

In order to get easier description of data, the researcher
presented them in histogram. The frequency of students' score
from 79 up to 80 was 17;81 up to 82 was 3;83 up to 84 was
2;85 up to 86 was 1;87 up to 88 was 1. The histogram shows
that the highest interval (79-80) was 17 students and the lowest
interval (87-88) was 1 student. It can be seen on following
histogram:

Figure 4: Histogram Result Score of Students' Writing procedure Text in Experiment Class in Post-test
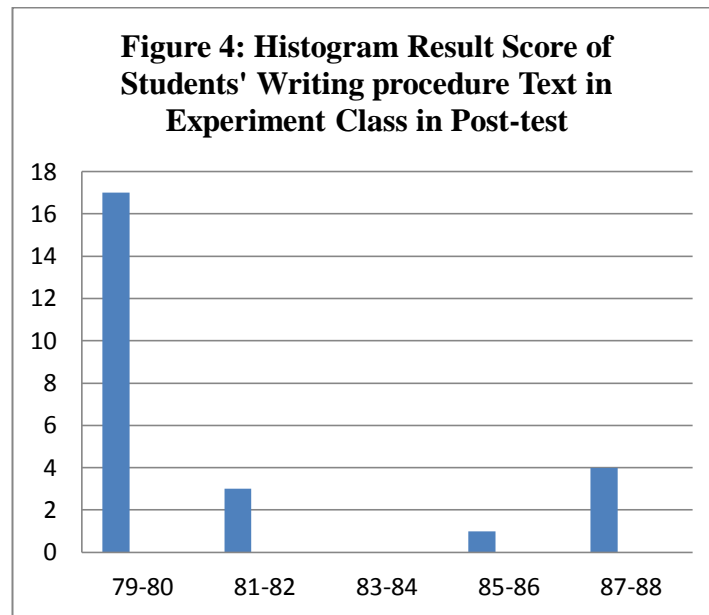
b. Score of Post-test Control Class

The researcher calculated the result that had been gotten by the students in answering the question(test) after the teacher taught thewriting procedure text by using pictures as conventional approach in post-test of control class.

The total score of control class in post-test was 1294, mean was 54, standard deviation was 3.66, variants was -108.18, median was 54.05, range was 13, modus was 53.63, interval was 3. The research got the highest score was 60 and the lowest score was 46. It can be seen on appendix 8. The score of post-test experimental class can be seen in the following table:

Table1 10

Table score of Control Class in Post-test

Total	1294(N=24)
Highest score	60
Lowest score	46
Mean	54
Median	54.05
Modus	53.63
Range	13
Interval	3
Standard	3.66
Variants	-108.18

The researcher completed the score by enclosing the table frequency distribution to make it clearer. The researchergot the lowest interval was 46 up to 48 the frequency was 4 it was 20% and the highest interval was 58 up to 60, the frequency was 6 it was 30%. The computed of the frequency distribution of the students' score of control class can be applied in to table frequency distribution as follow:

Table 11

Frequency Distribution of Students' Score

No	Interval	Frequency	Percentages
1.	46-48	4	20%
2.	49-51	2	5%
3.	52-54	7	40%
4.	55-57	5	5%
5.	58-60	6	30%
	$i= 3$	24	100%

In order to get easier description of data, the researcher presented them in histogram. The frequency of students' score from 46 up to 48 was 4, 49 up to 51 was 2, 52 up to 54 was 7, 55 up to 57 was 7, 58 up to 60 was 6. The histogram shows that the highest interval (58-60) was 6 students and the lowest interval (46-48) was 4 student. It can be seen on following histogram:

Figure 5: Histogram Result Score of Students' Writing Procedure Text in Control Class in Post-test
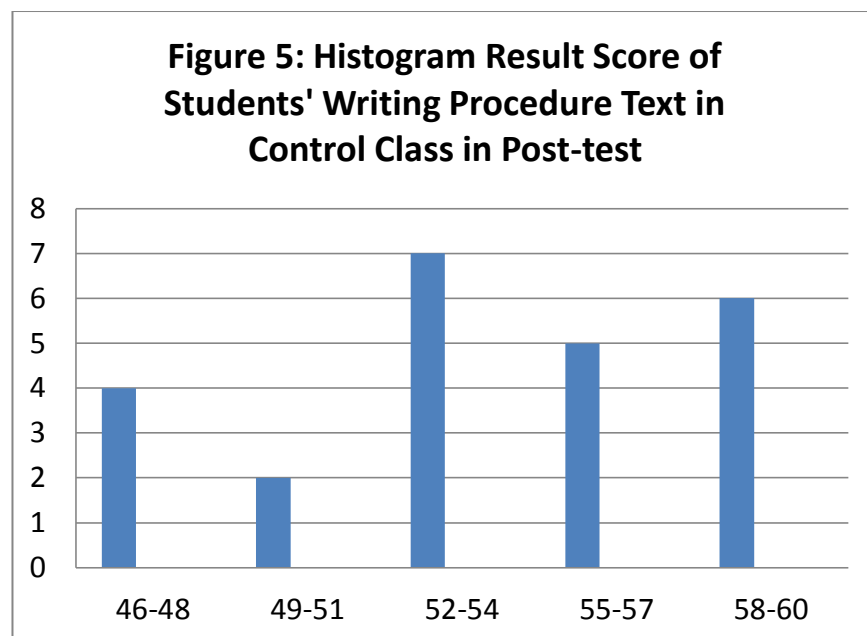
3. **Description of Comparison Score of Pre-Test and Post-Test**

a. **Comparison Score of Pre-test and Post-test in Experimental Class**

Based on students' answers in experimental of pre-test and post-test, the researcher has calculated the students' score and most

of student both of classes were low in writing. Experimental class consisted 24 students' (X Agama). The lowest score in pre-test was 40 whereas the highest score was 65 and the lowest score in post test was 79 whereas the highest score was 88. It can be appendix 9.

In order to get easier description of data, the researcher presented them in histogram. In pre-test, the frequency of students' score from The frequency of students' score from 40 up to 45 was 14;46 up to 50 was 1;51 up to 55 was 0;56 up to 60 was 5;61 up to 65 was 4. The histogram shows that the highest interval (61-65) was 4 students and the lowest interval (40-45) was 14 students. In post-test, The frequency of students' score from 79 up to 80 was 17, 81 up to 82 was 3, 83 up to 84 was 2, 85 up to 86 was 1, 87 up to 88 was 1. The histogram shows that the highest interval (79-80) was 17 students and the lowest interval (87-88) was 1 student. The histogram shows that the highest intelval (87-88) was 1 student and the lowest intelval (40-45) was 14 students. It can be seen on following histogram:

Figure 6 : Comparison between Pre-test and Post-test in Experiment Class
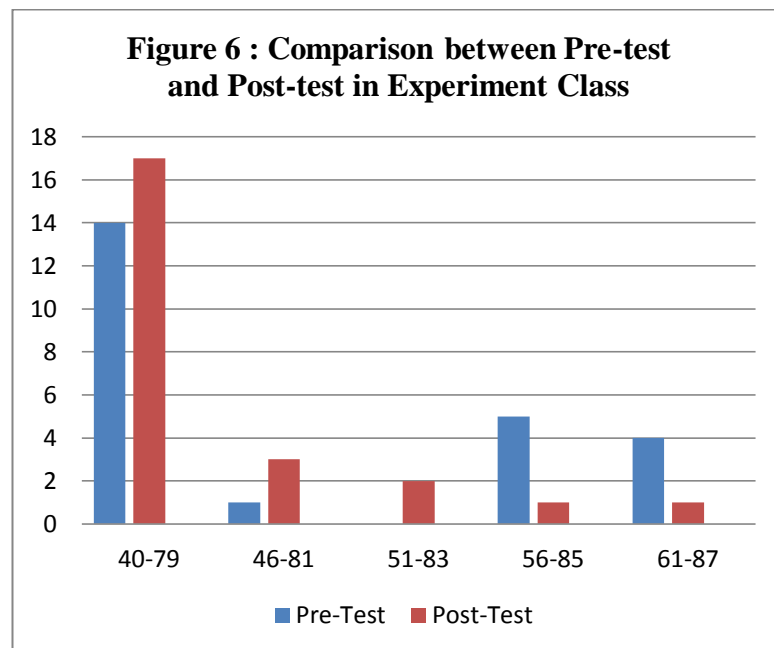
b. Comparison Score of Pre-test and Post-test in Control Class

Based on students' answers in experimental of pre-test and post-test, the researcher has calculated the students' score and most of student both of classes were low in writing. Experimental class consisted 24 students' (X IPA). The lowest score in pre-test was 36whereas the highest score was 60 and the lowest score in post test was 46whereas the highest score was 60. It can be appendix 9.

In order to get easier description of data, the researcher presented them in histogram. In pre-test, the frequency of students' score from.The frequency of students' score from 36 up to 40 was 1, 41 up to 45 was 3, 46 up to 50 was 4, 51 up to 55 was 2, 56 up to 60 was 14. In post-tes. It The frequency of students' score from 46

up to 48 was 4, 49 up to 51 was 2, 52 up to 54 was 7, 55 up to 57 was 7, 58 up to 60 was 6. It can be seen on following histogram:

Figure 7: Comparison between Pre-test and Post-test in Control Class
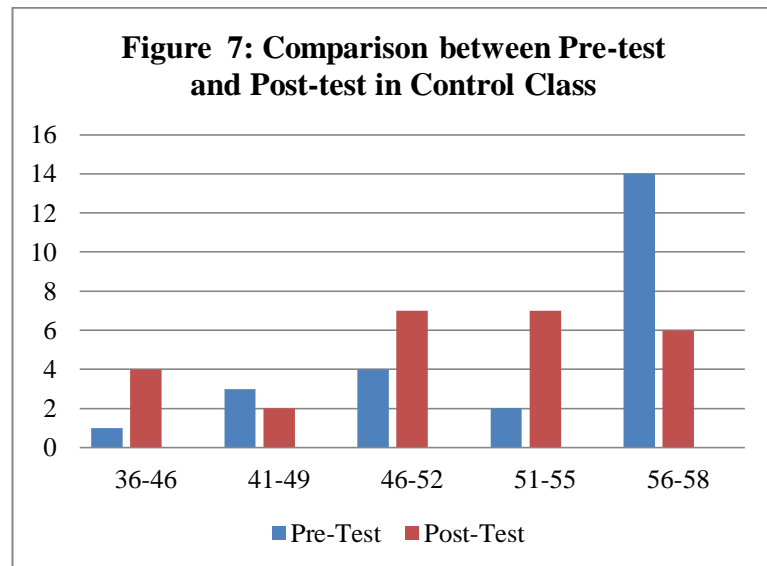
c. **Comparison between Experiment and Control Class**

Based on students' answers in post- test in experiment and control class, the researcher has calculated the students' score and most of students both of classes increased in writing. Experimental class consisted of 24 students (X Agama), the lowest score was 87 whereas the biggest score was 88. Then most of studentss got raising score and their score increased veri significant. But control class consisted of 24 students (X IPA), the lowest score was 58 whereas the highest score was 48. Students' score increased too but not significant.

In post test the reseacher applied Video in experimental class, while control class was given pictures as the conventional approach. It can be seen on apendix 9.

In order get easier description of data, the resaecher presented them in histogram in experiment class, The frequency of students' score from 79 up to 80 was 17, 81 up to 82 was 3, 83 up to 84 was 2, 85 up to 86 was 1, 87 up to 88 was 1.In control class, The frequency of students' score from 46 up to 48 was 4, 49 up to 51 was 2, 52 up to 54 was 7, 55 up to 57 was 7, 58 up to 60 was 6. It can be seen on following histogram:

Figure 8: Comparison between Experiment and Control Class in Post-test
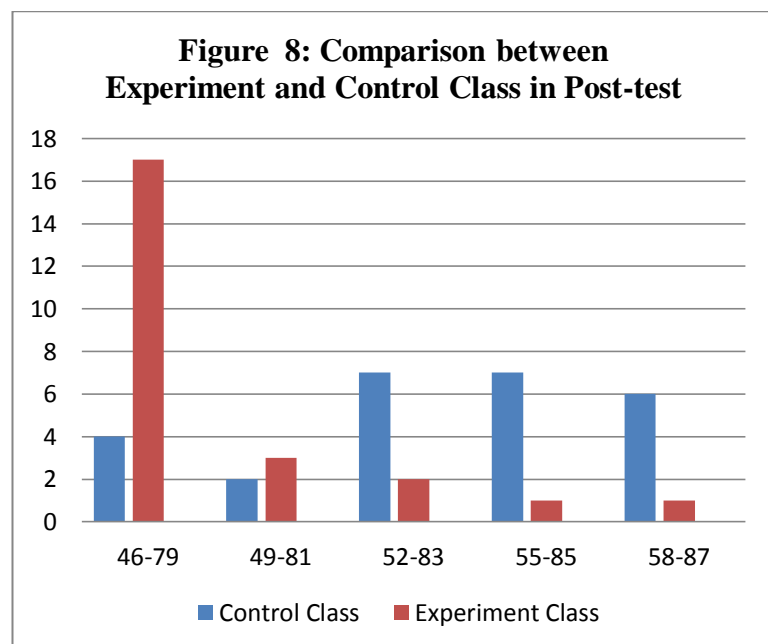
B. **Technique of Data Analysis**

1. **Requirement Test**

   a. **Normality and homogeneity Pre-Test**

   1) **Normality of Experimental and Control Class in Pre-Test**

   Table 12

   Normality in Pre-Test

Class	Normality Test	
	X_{count}	X_{table}
Experimental Class	-0.04	11.070
Control Class	33.96	11.070

   Based on the above table researcher calculation, the score
   of experimental class L_o = -0.04 <L_t = 11.070 with n = 24 and
   control class L_o < L_t = 11.070 with n = 24 and real level α 0.05.
   Cause L_o< L_t in the both class. So, H_a was accepted. It means that
   experiment and control class were distributed normal. It can be
   seen in appendix 5 and 6.

2. **Homogeneity of Experimental and Control Class in Pre-Test**

   Table 13

   Homogeneity in Pre-Test

Class	Normality Test	
	F_{count}	f_{table}
Experimental Class	51.88<2.024	
Control Class		

   The coeficient of F_{count} = = 1.55 was compared with F_{table} . where
   F_{table} was determined at real α 0.05, and the different numerator dk
   = N-1 = 24-1= 23 and demominator dk N-1 = 24-1 = 23. So, by the

using the list of critical value at F distribution is got $F_{0.05} = 20.24$. It showed that F_{count} 1.55 < F_{table} 20.24. So, the researche concloud that the variant from the data of the Students' Ability in Writing Procedure Text at Grade X MA Darul Falah Langgapayung Kec. Sungai Kanan Labuhanbatu Selatan by experimental and control class was homogenous. The calculation can be seen on the appendix 6.

b. Normality and Homogeneity Post-Test

1) Normality of Experimental and Control Class in Post-Test

Table 14

Normality in Pre-Test

Class	Normality Test	
	X_{count}	X_{table}
Experimental Class	68.02	11.070
Control Class	-1.71	11.070

Based on the above table researcher calculation, the score of experimental class $L_o = 68.02 < L_t = 11.070$ with n = 24 and control class $L_o < L_t = 11.070$ with n = 24 and real level α 0.05. Cause $L_o < L_t$ in the both class. So, H_a was accepted. It means that experiment and control class were distributed normal. It can be seen in appendix 7 and 8.

2) **Homogeneity of Experimental and Control Class in Post-Test**

Table 15

Homogeneity in Post-Test

Class	Normality Test	
	F_{count}	f_{table}
Experimental Class	-0.05<2.024	
Control Class		

The coeficient of F_{count} = = -0.05 was compared with F_{table} . where F_{table} was determined at real α 0.05, and the different numerator dk = N-1 = 24-1= 23 and demominator dk N-1 = 24-1 = 23. So, by the using the list of critical value at F distribution is got $F_{0.05}$ = 20.24. It showed that F_{count} -0.05< F_{table} 20.24. So, the researche concloud that the variant from the data of the Students' Ability in Writing Procedure Text at Grade X MA Darul Falah Langgapayung Kec. Sungai Kanan Labuhanbatu Selatan by experimental and control class was homogenous. The calculation can be seen on the appendix 8.

2. Hypothesis Test

After calculated the data of post-test, researcher has found that post test-tes result of experimental and control class is normal and homogenous. Based on the result, researcher used parametric test by using T-test to analyze the hypothesis. Hypothesis alternative (H_a) of the resaarcher was "There was the significant effect of watching Video

to Students' Writing Ability in Procedure Text. It can be seen on the appendix9 and 10.

Table 16

Result of T-test from the Both Averages

Pre-Test		Post-Test	
t_{count}	t_{table}	t_{count}	t_{table}
-1.895	2.021	15.841	2.21

$H_a : \mu_1 > \mu_2$

Where:

$H_a : \mu_1 > \mu_2$ "There was a significant effect of Video Students' Writing Ability in Procedure Text".

Based on researcher calculation, researcher found that t_{count} 15.841 while t_{table} 2.021 with opportunity (1-α) = 1-5% = 95% and dk=n_1+n_2-2=24+24-2=46. Cause t_{count}>t_{table} (15.841> 2.021), it means that hypothesis H_a was accepted and H_o was rejected. So, there was the significant effect ofwatching video to students' writing ability in procedure text. In this case, the mean score of experimental class by using video was 83.5 and mean score of control class was 53 by using pictures sequences. The calculation can be seen on the appendix 10.

C. Discussion

Based on relative finding, the researcher discussion the result of this researcher and compared with other researcher and compared with other research. The related findings were the description about effectives of using Effect of Watching Video to Students' Writing Ability in Procedure Text. The researcher discussed the result of this researcher and compare with the related findings, the researcher also found the similar result as the previous researcher.

First, Sumartini do the research about YouTube Video on teaching. She found out that the using YouTube video is effective to teaching writing.[1]Than indicated that the alternative hypothesis stating that using Youtube video media gives effect toward students' writing skill of animal description at eighth grade in MTs N 2 Palangka Raya was accepted and the null hypothesis stating that using YouTube video media does not give effect toward students' writing skill of animal description at eighth grade in MTs N2 Palangka Raya was rejected.

The second Yusron Micholis, t-observation (t_0) is 5.05. Compared by t-table (t_t) on the degree of freedom 38 in level of significance 5% is 2.03.[2] It means that the result of t-observation (t_0) is higher than t-table (t_t)

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[1]Sumartini, *The Effect Youtube Video Toward Students' Writing Skill Animal Description At The Eight Grade Mts N 2 Palangka Raya, (Unpublished Thesis)(* State Islamic Institute of Palangka Raya Faculty Of Teacher Training And Education Language Education Department Study Program Of English Education, 2015), Http://Digilib.Iain-Palangkaraya.Ac.Id(Thesis).Pdf), Retrieved On April , 29th 2019 At 12:27 P.M.

[2]Yusron Micholis, *"Teaching Writing Procedure Text by Using Youtube Video"*, p. 47

and it shows there is significant difference between the ability of Teaching Writing Procedure Text before and after being taught by Using YouTube Video to The Tenth Grade Students of SMK Nu Ma'arif Kudus in The Academic Year 2012/2013.

The third, Rina Lestiyaningsih, the result of the hypothesis test shows that there is effectiveness of using video in teaching procedure text writing.it can be provide from the result of T-test is that T_{test}(2.173)is higher than T_{table}(2.007).[3] It means that there is significant difference in teaching procedure text.

The fourth, Tufha Hayati, the result of t-test is higher than t-table or 3.84 >1.701. Then, it can be concluded that there alternative hypothesis (H_a) is accept while the null hypothesis (H_o) is rejected. It means, teaching writing of procedure text by using video is effective towards students' skill in writing than teaching writing of procedure text without using video. It was found 1.601 score in effect size.[4] It concluded that teaching writing of procedure text using video is very significance.

The fifth related finding is Meylia Azurah the tutorial video shows the significant effect on students' writing of procedure texts. Moreover, the result of the effect size test which was calculated by using Cohend'd

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[3]Rina Lestiyaningsih, *"The Effectiveness Of Using Video for Teaching Procedure Text Writing,"*P.67

[4]Tuhfa Hayati, *"The Effectivenes of Using Video in Teaching Writing of Procedure Text"* , P. 37.

formula gave the moderated effect with the result 0.80.[5] it is clear that the media–tutorial video can positively effect students' writing of procedure texts at the eighth grade students of MTs Negeri 13 Jakarta.

Beside it, the researcher also found that Video has the significant effect in students writing ability. The researcher found that t_0 higher than t_t where t_0 was15.841 and t_t was 2.2021 (15.841> 2.021). It can be seen that among the researchers, the using Video gave the effect of watching video to students' writing ability in procedure text at grade X Ma Darul Falah Langgapayung Kec. Sungai Kanan Labuhanbatu Selatan.

D. Threats of the Research

The researcher found the threats of researcher as follow:

1. The students were difficult in answering the test. The situation of class seemed to be noisy because some of them did cheating. They also opened the dictionary and looked at the internet. It made the answer of the test was not pure because they did not answer it by themselves.

2. The students ignore the teacher's explanation. They did not follow the learning process as well as should have been. Some of them talked to their friends, leave the class with the various reason , even some of them did something outside the teacher's rule. In

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[5]Meylia Azurah, *"The Effect of Tutorial Video on Students' Writing of Procedure Text"*, (SyarifHidayatullah State Islamic University ofJakarta, 2018), P. 45,http://repository.uinjkt.ac.co.id.

fact, they could not get the teacher's explanation well and gave the impact to the post-test answer.

3. The students were not enthusiastic in composing the procedure text. It made them be not followed lesson by using video. When the teacher gives other text (different with pre-test), the students feel confused establish which the goal, ingredient and the step.

CHAPTER V

THE CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the researcher, the conclusion of this researcher are:

1. Before using video, students' ability writing procedure text was low.

2. After using video, researcher got the students' writing procedure text was higher by using video.

3. Based on calculated of t_{count} was was higher than t_{table} was. it can be concluded that there was the significant effect of watching video to students' writing ability in procedure text at Grade X Darul Falah Langgapayung Kec. Sungai Kanan Labuhanbatu Selatan.

B. Suggestion

Based on conclusion above, the researcher gives some suggestion as follow:

1. For the teachers, teaching English is difficult, so to make the students interested in this subject, the teacher should use various media in teaching writing. Teacher can use appropriate media and method based on situation. The suitable choice of teaching media and method can make teaching learning process run well.

2. For the students, the students should be active in teaching learning process and do mere practices in writing. The students have to improve

their competence in writing and be confidence to make sentences have to be brave whenever they meet difficult, asks the teacher to help them solving the problem.

3. For the next researcher, this researcher can help the other researcher who will conduct further researcher in this same topic. The other researcher can get the information from this experimental researcher, even do a comparison between this researcher and another with the similar variable.

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CIRRUCULUM VITAE

A. Identify
Name   : Sri Mahyuni Dalimunthe
Reg. No.   : 15 203 00069
Place/Birth   : Ujung Lombang, April 6th 1997
Sex   : Female
Religion   : Islam
Addres   : Langga Payung, Kec. Sungai Kanan, Kab.
Labuhabatu Selatan

B. Parents
Father's   : Samsir Dalimunthe
Mother's   : Masroh Harahap

C. Educational Background
Elementary School   : SD Negeri 115505 Ujung Lombang
Junior High School   : SMPN 1 Sei Kanan
Senior High School   : MAS Darul Falah Langgapayung
Institute   : IAIN Padangsidimpuan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

EXPERIMENT CLASS

Nama Sekolah : MA Darul Falah Langgapayung

Kelas/ Semester : X/II(dua)

Standar kompetensi :Memahami makna dalam teks fungsional sangat sederhana berbentuk procedure text untuk berinteraksi dengan lingkungan terdekat.

Kompetensi dasar :Memahami ciri-ciri kebahasaan procedure text dan memahami kalimat-kalimat yang terkait dengan procedure text.

Indikator :Siswa mampu memahami procedure text dan mampu mengidentifikasi bentuk dan penggunaan procedure text.

Jenis teks : Procedure Text

Aspek/Skill : Writing

Alokasi waktu : 2 x 45menit

1. **Tujuan pembelajaran**
   Pada akhir pembelajaran, siswa dapat :
   Memahami makna teks sangat sederhana berbentuk procedure text untuk berinteraksi dengan lingkungan terdekat
2. **Materi pembelajaran** : teks fungsional berbentuk procedure
3. **Method pembelajaran** : MetodeI lmiah(Scientific Approach)
4. **Media, alat, dan sumber pembelajaran**
   Media : video, infocus, dan laptop
   Sumber : Internet, sumber lain yang relevan
5. **Langkah- langkah kegiatan**
   a. Kegiatan pendahuluan
      1) Guru memberIi salam

2) Guru mengajak siswa untuk mengawali kegiatan dengan berdoa.
3) Guru memeriksa kehadiran siswa.
4) Tanya jawab dengan cara menghubungkan materi dengan kehidupan siswa sehari-hari untuk memperoleh pemahaman siswa.

   b. Kegiatan inti
   1) Menjelaskan materi tentang menulis procedure text
   2) Menjelaskan cirri kebahasaan procedure text
   3) Menjelaskan langkah-langkah yang akan dilakukan
   4) Memberikan tugas kepada siswa untuk menulis dalam bentuk procedure text dengan memperhatikan Video

   c. Kegiatan penutup
   1) Bersamasama dengan peserta didik dan/sendiri membuat rangkuman/simpulan pelajaran.

6. Sumber belajar
1) Teknik : tes tulis
2) Bentuk : pertanyaan dalam bentuk essay
3) Pedoman penelitian
   Jawaban benar : 100
   Jawaban salah : 0

No	Aspect	Score	Criteria
1.	Content	27-3	Very good to excellent
		22-26	Average to good
		17-21	Poor to fair
		13-16	Very poor
2.	Organization	18-19	Very good to excellent
		14-17	Average to good
		10-13	Poor to fair
		7-9	Very poor
3.	Vocabulary	18-20	Very good to excellent
		14-17	Average to good
		10-13	Poor to fair
		7-9	Very poor
4.	Grammar	22-25	Very good to excellent
		18-21	Average to good

			11-17	Poor to fair
			5-10	Very poor
5.	Mechanics		5	Very good to excellent
			4	Average to good
			3	Poor to fair
			2	Very poor

Langgapayung,   2019

Mengetahui,
Guru Mata Pelajaran   Peneliti

SyafridaAriani, S. Pd,.   Sri MahyuniDalimunthe
                                                              Nim. 1520300069

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

CONTROL CLASS

Nama Sekolah   : MA Darul Falah Langgapayung

Kelas/ Semester   : X/II(dua)

Standar kompetensi   :Memahami makna dalam teks fungsional sangat sederhana berbentuk procedure text untuk berinteraksi dengan lingkungan terdekat.

Kompetensi dasar   :Memahami ciri-ciri kebahasaan procedure text dan memahami kalimat-kalimat yang terkait dengan procedure text.

Indikator   :Siswa mampu memahami procedure text dan mampu mengidentifikasi bentuk dan penggunaan procedure text.

Jenisteks   : Procedure Text

Aspek/Skill   : Writing

Alokasi waktu   : 2 x 45menit

7. **Tujuan pembelajaran**
   Pada akhir pembelajaran, siswa dapat :
   Memahami makna teks sangat sederhana berbentuk procedure text untuk berinteraksi dengan lingkungan terdekat
8. **Materi pembelajaran** : teks fungsional berbentuk procedure
9. **Method pembelajaran** : MetodeI lmiah(Scientific Approach)
10. **Media, alat, dan sumber pembelajaran**
    Media   : Spidol, papantulis,gamber (buku paket)
    Sumber   : Internet, sumber lain yang relevan
11. **Langkah- langkah kegiatan**
    1. Kegiatan pendahuluan
       1) Guru member salam

2) Guru mengajak siswa untuk mengawali kegiatan dengan berdoa.
3) Guru memeriksa kehadiran siswa.
4) Tanya jawab dengan cara menghubungkan materi dengan kehidupan siswa sehari-hari untuk memperoleh pemahaman siswa.

d. Kegiatan inti
1) Menjelaskan materi tentang menulis procedure text
2) Menjelaskan ciri kebahasaan procedure text
3) Menjelaskan langkah-langkah yang akan dilakukan
4) Memberikan tugas kepada siswa untuk menulis dalam bentuk procedure text dengan memperhatikan gambar-gambar yang berurutan
5) Memberikan umpan balik terhadap proses dan hasil pembelajaran.

e. Kegiatan penutup
1) Bersama-sama dengan peserta didik dan/sendiri membuat rangkuman/simpulan pelajaran.

5) Sumber belajar

1) Teknik : tes tulis
2) Bentuk : pertanyaan dalam bentuk essay
3) Pedoman penelitian
   Jawabanbenar : 100
   Jawabansalah : 0

No	Aspect	Score	Criteria
1.	Content	27-3	Very good to excellent
		22-26	Average to good
		17-21	Poor to fair
		13-16	Very poor
2.	Organization	18-19	Very good to excellent
		14-17	Average to good
		10-13	Poor to fair
		7-9	Very poor
3.	Vocabulary	18-20	Very good to excellent
		14-17	Average to good
		10-13	Poor to fair
		7-9	Very poor

			22-25	Very good to excellent
4.	Grammar		18-21	Average to good
			11-17	Poor to fair
			5-10	Very poor
5.	Mechanics		5	Very good to excellent
			4	Average to good
			3	Poor to fair
			2	Very poor

Langgapayung,   2019

Mengetahui,
Guru Mata Pelajaran   Peneliti

Syafrida Ariani, S. Pd.   Sri MahyuniDalimunthe
                                           Nim. 1520300069

MATERIAL

Procedure text is an English in which The writer describes how something is accomplished through a sequence of action or steps.

1. Generic Structure of Procedure Text

   1) Goal: a brief description of what will be done. It is contain the purposeof the text.

   2) Material or ingredient a list of what are needed which may include ingredients, utensils, materials, tool, etc. those all we use in theprocess.

   3) Steps: what has to be done, including picture or diagram if needed. It is contain of the step to make something according to the goal.

2. Language features

   1) Use simple present tense.

   2) The sentences types is imperative.

   3) Use of action verb.

   4) Use of connectives to order action.

   5) Use of adverbial phrases to state the tailed time, place, and accurate ways.

Appendix 3

<div align="center">

INSTRUMENT OF PRE TEST

</div>

A. **Pengantar**

   1. Tes ini bertujuan untuk menjaring data dari siswa untuk mengetahui kemampuan siswa dalam menulis procedure text. Oleh karena itu jawablah sesuai dengan kemampuan anda.
   2. Jawaban tidak mempengaruhi nilai di sekolah ini.

B. **Petunjuk**

   1. Memperhatikan pertanyaan berikut dengan seksama.
   2. Jawablah pertanyaan dibawah ini dengan tepat
   3. Apabila pertanyaan kurang jelas, tanyakan langsung pada pengawas.
   4. Waktu yang tersedia 60 menit.

C. **Pertanyaan**

Write down a procedure text by choose the title

   a. How to make apple juice
   b. How to make orange juice

Langgggaparyung,   Oktober 2019

Validator

Syafrida Ariani, S. Pd.

Appendix 4

INSTRUMENT OF POST TEST

A. Pengantar

1. Tes ini bertujuan untuk menjaring data dari siswa untuk mengetahui kemampuan siswa dalam menulis procedure text. Oleh karena itu jawablah sesuai dengan kemampuan anda.
2. Jawaban tidak mempengaruhi nilai di sekolah ini.

B. Petunjuk

1. Memperhatikan pertanyaan berikut dengan seksama.
2. Jawablah pertanyaan dibawah ini dengan tepat
3. Apabila pertanyaan kurang jelas, tanyakan langsung pada pengawas.
4. Waktu yang tersedia 60 menit.

C. Pertanyaan

Write down a procedure text by choose the title

a. How to make avocado juice
b. How to make mango juice

Langggaparyung,   Oktober 2019

Validator

Syafrida Ariani, S. Pd.

Appendix 5

RESULT OF NORMALITY IN PRE-TEST

A. Result of Normality Test of X Agama in Pre Test

1. The score of Xi Agama class in pre-test from low Score to high score:

40	40	42	42	42	42	43	45	45	45	45	45
45	45	45	56	56	56	60	60	65	65	65	65

2. High   = 65
   Low   = 40
   Range   = high-low
              = 65-40
              = 25
3. Total of classes   = 1+3.3 log(n)
                       = 1+3.3 log (24)
                       = 1+3.3 (1.38)
                       = 1+4.55
                       = 5.55/5
4. Length of classes $= \frac{range}{total\ of\ class} = \frac{25}{5} = 5$
5. Mean

Interval Class	F	X	x'	Fx'	X'^{2}	Fx'^{2}
40-45	14	42.2	2	28	4	28
46-50	1	48	+1	1	1	1
51-55	0	53	0	0	0	0
56-50	5	58	-1	-5	-1	-5
61-65	4	63	-2	-8	4	-5
i=5	24	-	-	40	-	16

$$Mx = M^1 + i\frac{\sum fx^1}{N}$$
$$= 53+5\left(\frac{4}{24}\right)$$
$$= 53+5(1.67)$$
$$= 53+8,35$$
$$= 61.3/61$$

$$SD_t = i\sqrt{\frac{\sum fx^1}{N} - \left(\frac{\sum fx\prime}{n}\right)^2}$$
$$= 5\sqrt{\frac{16}{24} - \left(\frac{40}{24}\right)^2}$$
$$= 5\sqrt{0.67 - (1.67)^2}$$
$$= 5\sqrt{0.67 - (2.78)}$$
$$= 5\sqrt{-2.11}$$
$$= 5 \times 1.45$$

=7.25

Table of Normality Data Test with Chi Quadrate Formula

Interval of Class	Real Upper Limit	Z-Score	Limit of Large of the Area	Large of Area	f_h	f_0	$\left(\frac{f_0-f_h}{f_h}\right)$
61-65	65.5	0.62	0.2324		-	14	-2.77
				-0.21	5.04		
56-60	60.5	-0.13	0.44828			1	-0.81
				-0.22			
51-53	53.5	-0.75	0.22663		5.28	0	1
				0.15			
46-50	50.5	-1.44	0.07493			5	3.16
				-0.05	3.6		
40-45	45.5	-1.13	0.12924			4	0.38
				0.12	1.2		
	39.5	-2.96	0.00154				
					2.88		
						x^2	-0.04

Based on the table above, the researcher found that x^2_{count} = -0.04 while x^2_{table} = 11.070 cause $x^2_{cunt} < x^2_{table}$ (-0.04<11.070) with degree of freedom (dk)= 6-1 = 5 and significant level α = 5%. So distribution of X Agama class(pre-test) is normal.

6. Median

No	Interval	F	Fk
1	40-45	14	14
2	46-50	1	15
3	41-55	0	15
4	56-60	5	20
5	61-65	4	24

Position of Me in the interval of classes is number 4, that:

Bb = 50.5
F = 15
Fm = 6
i = 5
n = 24
1/2n = 12

$$Me = Bb + i\left(\frac{\frac{n}{2}-F}{fm}\right)$$
$$= 50.5 + 5\left(\frac{12-5}{6}\right)$$
$$= 50.5 + 5(-3)$$
$$= 50.5 + 15$$

35.5

7. Modus

No	Interval	F	Fk
1	40-45	14	14
2	46-50	1	15
3	41-55	0	15
4	56-60	5	20
5	61-65	4	24

L $\quad = 50.5$

$d_1 \quad = 1$

$d_2 \quad = 5$

I $\quad = 5$

So:

$M_o \quad = L+ \dfrac{d_1}{d_{1+d_2}}i$

$\quad = 50.5 + \dfrac{1}{1+5}5$

$\quad = 50.5 + 0.17(5)$

$\quad = 51.52$

B. Result of Normality Test of X IPA in Pre Test

1. The score of X IPA class in pre-test from low Score to high score:

36	44	44	44	46	46	46	46	51	51	56	56
56	56	56	60	60	60	60	60	60	60	60	60

2. High $\quad = 60$
   Low $\quad = 36$
   Range $\quad$ = high-low
   $\qquad = 60-36$
   $\qquad = 24$
3. Total of class $\quad = 1+3.3 \log(n)$
   $\qquad\qquad = 1+3.3 \log (24)$
   $\qquad\qquad = 1+3.3 (1.38)$

$$=1+4.55$$
$$=5.55/5$$

4. Length of classes $= \dfrac{range}{total\ of\ class} = \dfrac{24}{5} = 5.55/5$

5. Mean

Interval Class	F	X	x'	Fx'	X'²	Fx'²
36-48	1	38	+2	2	4	4
41-45	3	43	1	3	1	3
46-50	4	48	0	0	0	0
51-55	2	53	-1	-2	-1	-2
56-60	14	58	-2	-28	4	56
i = 5	24	-	-	-25	-	61

$Mx = M^1 + i\dfrac{\sum fx^1}{N}$

$\quad = 48+5\left(\dfrac{-25}{24}\right)$

$\quad = 53+5(-1.04)$

$\quad = 53+(-5,2)$

$\quad = 42,8/43$

$SD_t = i\sqrt{\dfrac{\sum fx^1}{N} - \left(\dfrac{\sum fx\prime}{n}\right)^2}$

$\quad = 5\sqrt{\dfrac{61}{24} - \left(\dfrac{-25}{24}\right)^2}$

$\quad = 5\sqrt{2.54 - (1.04)^2}$

$\quad = 5\sqrt{0.67 - (1.08)}$

$\quad = 5\sqrt{1.46}$

$\quad = 5 \times 1.20$

$\quad = 6$

Table of Normality Data Test with Chi Quadrate Formula

Interval of Class	Real Upper Limit	Z-Score	Limit of Large of the Area	Large of Area	f_h	f_0	$\left(\dfrac{f_0 - f_h}{f_h}\right)$
56-60	60.5	2.91	0.4982				
				0.017	0.40	14	34
51-55	55.5	2.08	0.4812				
				0.08	1.92	1	0.042
46-50	50.5	1.25	0.3944				
				0.23	0.52	4	6.69
41-45	45.5	0.41	0.1591				
				-0.18	4.32	3	-1.69
36-40	40.5	-0.41	0.34090				
				0.27	0.52	1	0.92
	35.5	-1.25	0.10565				

	x^2	33.96

Based on the table above, the researcher found that $x^2_{count} = 33.96$ while $x^2_{table} = 11.070$ cause $x^2_{cunt} < x^2_{table}$ (33.96<11.070) with degree of freedom (dk)= 6-1 = 5 and significant level $\alpha = 5\%$. So distribution of X IPA class(pre-test) is normal.

6. Median

No	Interval	F	Fk
1	36-40	1	1
2	41-45	3	4
3	46-50	4	8
4	51-55	2	18
5	56-60	14	24

Position of Me in the interval of classes is number 4, that:

Bb   = 45.5
F   = 4
Fm   = 4
i   = 5
n   = 24
1/2n   = 12

$$Me = Bb + i\left(\frac{\frac{n}{2}-F}{fm}\right)$$
$$= 45.5 + 5\left(\frac{12-4}{4}\right)$$
$$= 50.5 + 5(2)$$
$$= 50.5 + 10$$
$$= 64.5$$

7. Modus

No	Interval	F	Fk
1	36-40	1	1
2	41-45	3	4
3	46-50	4	8
4	51-55	2	18
5	56-60	14	24

L   = 45.5

d_1 = 1

d_2 = 2

I   = 5

So:

$$M_o = L + \frac{d_1}{d_{1+d_2}} i$$

$$= 45.5 + \frac{1}{1+5} 5$$

$$= 45.5 + 0.33(5)$$

$$= 45.5 + 1.8$$

$$= 47.5$$

Appendix 6

HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of the X Agama class as experimental class sample by using direct method and variant of the X IPA as control class by using conventional method are used homogeneity test, which the formula:

$$S^2 = \frac{n\sum xi^2 - n\sum xi}{n(n-1)}$$

Hypothesis :

H_o : $\delta_2^1 = \delta_2^2$

H_1 : $\delta_1^2 \neq \delta_2^2$

A. **Variant of the X Agama class is:**

No	Xi	Xi^2
1	40	1600
2	40	1600
3	42	1764
4	42	1764
5	42	1764
6	42	1764
7	43	1849
8	45	2025
9	45	2025
10	45	2025
11	45	2025

12	45	2025
13	45	2025
14	45	2025
15	46	2116
16	56	3136
17	56	3136
18	56	3136
19	60	3600
20	60	3600
21	65	4225
22	65	4225
23	65	4225
24	65	4225
$\sum$	1116	61904

n = 24

$\sum xi = 1116$

$\sum xi^2 = 61904$

So:

$$S^2 = \frac{n\sum xi^2 - n\sum xi}{n(n-1)}$$

$$= \frac{24(61904) - (1116)^2}{24(23)}$$

$$= \frac{1485696 - 1245456}{552}$$

$$= \frac{240240}{552}$$

$$= 435.217$$

B. Variant of the X IPA is:

No	Xi	Xi^2
1	36	1296
2	44	1936
3	44	1936
4	44	1936
5	46	2116
6	46	2116
7	46	2116
8	46	2116
9	51	2601
10	51	2601
11	56	3136

12	56	3136
13	56	3136
14	56	3136
15	56	3136
16	60	3600
17	60	3600
18	60	3600
19	60	3600
20	60	3600
21	60	3600
22	60	3600
23	60	3600
24	60	3600
$\sum$	1276	68850

n = 24
$\sum xi$ =1276
$\sum xi^2$ =68850
So:

$$S^2 = \frac{n\sum xi^2 - n\sum xi}{n(n-1)}$$

$$= \frac{24(68850) - (1276)^2}{24(23)}$$

$$= \frac{24224}{552}$$

$$= 43.88$$

The formula was used to test hypothesis was:

1. X Agama and X IPA

$$F = \frac{TheBiggestVariant\ 60}{TheSmaalestVariant}$$

$$= \frac{435.217}{83.88}$$

$$= 51.88$$

After doing calculation, the researcher found that F_{count}= 51.88 with α 5% and dk =24 and 24 from the distribution list F, researcher found that F_{table}= 2024, cause $F_{count} < F_{table}$(51.88<2.024). So, there is no different the variant between the X Agama class and X IPA class. It means that the variant is homogeneous.

Appendix 7

RESULT OF NORMALITY IN POST-TEST

A. Result of Normality Test of X Agama in Post Test

1. The score of X Agama class in pre-test from low Score to high score:

79	79	79	79	79	79	79	79	79	79	79	79
79	79	80	80	81	81	81	82	83	83	86	88

2. High   =88
   Low   = 79
   Range   = high-low
               = 88-79
               =9

3. Total of classes   = 1+3.3 log(n)
                        =1+3.3 log (24)
                        =1+3.3 (1.38)
                        =1+4.55
                        =5.55/5

4. Length of classes $= \dfrac{range}{total\ of\ class} = \dfrac{9}{5} = 1.8/2$

5. Mean

Interval Class	F	X	x'	Fx'	X'^{2}	Fx'^{2}
78-80	17	78.5	+2	34	4	68
81-82	3	81.5	+1	-3	1	3
83-84	2	83.5	0	0	0	0
85-86	1	85.5	-1	-1	-1	-1
87-88	1	87.5	-2	-2	4	4
i=2	24	-	-	28	-	74

$$Mx = M^1 + i\frac{\sum fx^1}{N}$$
$$= 83.5 + 2\left(\frac{28}{24}\right)$$

$= 83.5+2(1.16)$

$= 53+2.36$

$=85.82/86$

$$SD_t = i\sqrt{\frac{\sum fx^1}{N} - \left(\frac{\sum fx\prime}{n}\right)^2}$$

$$= 2\sqrt{\frac{74}{24} - \left(\frac{28}{24}\right)^2}$$

$$= 2\sqrt{3.08 - (1.16)^2}$$

$$= 2\sqrt{3.08 - 1.34}$$

$$=2\sqrt{1.74}$$

$$=2\times1.31$$

$$=3.62$$

Table of Normality Data Test with Chi Quadrate Formula

Interval of Class	Real Upper Limit	Z-Score	Limit of Large of the Area	Large of Area	f_h	f_0	$\left(\frac{f_0 - f_h}{f_h}\right)$
87-88	88.5	0.95	0.3286				
				0.25	6	1	-0.83
85-86	86.5	0.19	0.0753				
				-0.20	-4.8	1	-1.20
83-84	84.5	-0.57	0.28434				
				0.19	4.56	2	-0.56
81-82	82.5	-1.33	0.09176				
				0.07	1.68	3	0.78
79-80	80.5	-2.09	0.01831				
				0.01	0.24	1	69.83
	78.5	-2.86	0.00212			7	
						x^2	68.02

Based on the table above, the researcher found that $x^2{}_{count} = 68.02$ while $x^2{}_{table} = 11.070$ cause $x^2{}_{cunt} < x^2{}_{table}$ (68.02<11.070) with degree of freedom (dk)= 6-1 = 5 and significant level α = 5%. So distribution of X Agama class(post-test) is normal.

6. Median

No	Interval	F	Fk
1	78-80	17	17
2	81-82	3	20
3	83-84	2	22
4	85-86	1	23
5	87-88	1	24

Position of Me in the interval of classes is number 4, that:

Bb   = 82.5

F   = 2

Fm	= 20
i	= 2
n	= 24
1/2n	= 12

$$Me = Bb + i\left(\frac{\frac{n}{2}-F}{fm}\right)$$

$$= 82.5 + 2\left(\frac{12-2}{20}\right)$$

$$= 82.5 + 2(0.5)$$

$$= 82.5 + 1$$

$$= 83.5$$

7. Modus

No	Interval	F	Fk
1	78-80	17	17
2	81-82	3	20
3	83-84	2	22
4	85-86	1	23
5	87-88	1	24

L = 82.5

d_1 = 1

d_2 = 1

I = 2

So:

$$M_o = L + \frac{d_1}{d_{1+d_2}} i$$

$$= 82.5 + \frac{1}{1+1} 2$$

$$= 82.5 + (2)0.5$$

$$= 82.5 + 1$$

$$= 83.5$$

2. **Result of Normality Test of X IPA in Post Test**
   1. The score of X IPA class in pre-test from low Score to high score:

46	46	46	46	51	51	53	53	54	54	54	54
54	56	56	56	56	56	58	58	59	59	59	59

2. High   =59

   Low   = 46

   Range   = high-low

            = 59-46

            =13

3. Total of classes   = 1+3.3 log(n)

                    =1+3.3 log (24)

                    =1+3.3 (1.38)

                    =1+4.55

                    =5.55/5

4. Length of classes $= \dfrac{range}{total\ of\ class} = \dfrac{13}{5} = 2.6/3$

5. Mean

Interval Class	F	X	x'	Fx'	X'^{2}	Fx'^{2}
46-48	4	47	+2	8	4	16
49-52	2	50	+1	2	1	2
52-54	7	53	0	0	0	0
55-57	5	56	-1	-5	-1	-5
58-60	6	59	-2	-12	4	24
i = 3	24	-	-	-7	-	37

$Mx = M^1 + i\dfrac{\sum fx^1}{N}$

$= 48 + 5\left(\dfrac{-25}{24}\right)$

$= 53 + 5(-1.04)$

$= 53 + (-5,2)$

$= 42,8/43$

$SD_t = i\sqrt{\dfrac{\sum fx^1}{N} - \left(\dfrac{\sum fx\prime}{n}\right)^2}$

$= 5\sqrt{\dfrac{61}{24} - \left(\dfrac{-25}{24}\right)^2}$

$= 5\sqrt{2.54 - (1.04)^2}$

$= 5\sqrt{0.67 - (1.08)}$

$= 5\sqrt{1.46}$

$= 5 \times 1.20$

$= 6$

Table of Normality Data Test with Chi Quadrate Formula

Interval of Class	Real Upper Limit	Z-Score	Limit of Large of the Area	Large of Area	f_h	f_0	$\left(\dfrac{f_0 - f_h}{f_h}\right)$
58-60	60,5	1.21	0.0832				
				-0.18	4.32	6	-238
55-57	57.5	0.73	0.2673				

Interval							
				0,17	4.08	5	-0,50
52-54	54.5	0.24	0.0948				
				-0.31	7.44	7	1,94
49-51	51.5	-0.24	0.40517				
				0.17	4.08	2	-0,50
46-48	48.5	-0.73	0.23270				
				0.23	5.52	4	-0.27
		-2.84	0.00226				
						x^2	-1.71

Based on the table above, the researcher found that x^2_{count} = -1,71 while x^2_{table} = 11.070 cause $x^2_{cunt} < x^2_{table}$ (-1.71<11.070) with degree of freedom (dk)= 6-1 = 5 and significant level α = 5%. So distribution of X IPA class(post-test) is normal.

6. Median

No	Interval	F	Fk
1	46-48	4	4
2	49-51	2	6
3	52-54	7	13
4	55-57	5	18
5	58-80	6	24

Position of Me in the interval of classes is number 4, that:

Bb = 51.5
F = 6
Fm = 7
i = 3
n = 24
1/2n = 12

$$
\begin{aligned}
\text{Me} &= \text{Bb} + i\left(\frac{\frac{n}{2}-F}{fm}\right) \\
&= 51.5 + 3\left(\frac{12-6}{7}\right) \\
&= 51.5 + 2(0.85) \\
&= 51,5 + 2,55 \\
&= 54.05
\end{aligned}
$$

7. Modus

No	Interval	F	Fk
1	46-48	4	4
2	49-51	2	6
3	52-54	7	13
4	55-57	5	18
5	58-80	6	24

L = 51.5

$$d_1 \qquad = 5$$

$$d_2 \qquad = 2$$

$$I \qquad = 3$$

So:

$$M_o \qquad = L + \frac{d_1}{d_{1+d_2}} i$$

$$= 51.5 + \frac{5}{5+2} 2$$

$$= 51.5 + 0.17(3)$$

$$= 51.5 + 2.13$$

$$= 53.63$$

Appendix 8

HOMOGENEITY TEST (POST-TEST)

Calculation of parameter to get variant of the X Agama class as experimental claas sample by using direct method and variant of the X IPA as control class by using conventional method are used homogeneity test, which the formula:

$$S^2 = \frac{n \sum xi^2 - n \sum xi}{n(n-1)}$$

Hypothesis :

$$H_o \qquad : \delta_2^1 = \delta_2^2$$

$$H_1 \qquad : \delta_1^2 \neq \delta_2^2$$

A. Variant of the X Agama class is:

No	Xi	Xi^2
1	79	6241
2	79	6241
3	79	6241
4	79	6241
5	79	6241
6	79	6241

7	79	6241
8	79	6241
9	79	6241
10	79	6241
11	79	6241
12	79	6241
13	79	6241
14	79	6241
15	80	6400
16	80	6400
17	81	6561
18	81	6561
19	81	6561
20	82	6724
21	83	6889
22	83	6889
23	86	7396
24	88	7744
$\sum$	67280	155499

n = 24
$\sum xi$ = 1931
$\sum xi^2$ = 155499

So:

$$S^2 = \frac{n\sum xi^2 - n\sum xi}{n(n-1)}$$

$$= \frac{24(1931) - (155499)^2}{24(23)}$$

$$= \frac{(3731976) - (3728761)}{552}$$

$$= \frac{3215}{552}$$

$$= 5.82$$

B. **Variant of X IPA is**:

No	Xi	Xi^2
1	46	2116
2	46	2116

3	46	2116
4	46	2116
5	51	2601
6	51	2601
7	53	2809
8	53	2809
9	54	2916
10	54	2916
11	54	2916
12	54	2916
13	54	2916
14	56	3136
15	56	3136
16	56	3136
17	56	3136
18	56	3136
19	58	3364
20	58	3364
21	59	3481
22	59	3481
23	59	3481
24	59	2481
$\sum$	1294	67280

n = 24
$\sum xi$ =1294
$\sum xi^2$ =67820

So:

$$S^2 = \frac{n\sum xi^2 - n\sum xi}{n(n-1)}$$

$$= \frac{24(67280) - (1294)^2}{24(23)}$$

$$= \frac{-59716}{552}$$
$$= -108.18$$

The formula was used to test hypothesis was:

1. X Agama and X IPA
$$F = \frac{TheBiggestVariant\ 60}{TheSmaalestVariant}$$

$$= \frac{5.82}{-108.18}$$

$$= -0.05$$

After doing calculation, the researcher found that $F_{count}= -0.05$ with α 5% and dk =24 and 24 from the distribution list F, researcher found that $F_{table}= 2024$, cause $F_{count} <F_{table}(-0.05<2.024)$. So, there is no different the variant between the X Agama class and X IPA class. It means that the variant is homogeneous.

Appendix 9

COMPARISON SCORE OF STUDENTS' WRITING ABILITY IN PRE-TEST AND POST-TEST

A. **Comparison Score of Students' Writing Ability in Pre-test (Experimental and Control Class)**

No	Initial Name	Result Pre-test Experiment Class	Initial Name	Result Pre-test Control Class
1	AH	40	AY	36
2	IS	40	ISR	44
3	BA	42	MS	44
4	FL	42	NP	44
5	NA	42	DS	46
6	W	42	NA	46
7	AS	43	RR	46
8	DA	45	T	46
9	EK	45	M	51
10	PA	45	SGY	51
11	MP	45	AFK	56
12	MHK	45	HA	56
13	SA	45	RF	56
14	UA	45	S	56
15	FA	46	MI	56
16	FA	56	AA	60

17	JA	56	AT	60
18	RSH	56	DA	60
19	NA	60	EA	60
20	M	60	LH	60
21	AL	65	ND	60
22	EAP	65	PS	60
23	FR	65	RP	60
24	IA	65	WA	60

A. Comparison Score of Students' Writing Ability in Post-test (Experimental and Control Class)

No	Initial Name	Result Post-test Experiment Class	Initial Name	Result Post-test Control Class
1	AS	79	AYH	46
2	AH	79	ISR	46
3	AL	79	MS	46
4	BA	79	RR	46
5	DA	79	NP	51
6	EK	79	NA	51
7	IS	79	HA	53
8	JA	79	TH	53
9	PA	79	DS	54
10	MP	79	EA	54
11	MHK	79	RF	54
12	MAS	79	SG	54
13	NA	79	S	54
14	RSH	79	LH	56
15	FL	80	M	56
16	FAN	80	PS	56
17	IAS	81	RP	56
18	UA	81	T	56
19	WT	81	DA	58
20	NA	82	NDU	58
21	SA	83	AFK	59
22	UA	83	AA	59
23	FA	86	AT	59
24	EAP	88	MI	59

Appendix 10

t-test of The Both Average in Pre-test

The formulation was used to analyze hypothesis test of the both averages was t-test, that:

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{(n_2-1)S_1^2 + (n_2-1)S_2^2}{n_2+n_2-2}\right)\left(\frac{1}{n_1}+\frac{1}{n_1}\right)}}$$

$$= \frac{35.5 - 43}{\sqrt{\left(\frac{(24-1)435,217 + (24-1)43.88}{24-24-2}\right)\left(\frac{1}{24}+\frac{1}{24}\right)}}$$

$$= \frac{-7.5}{\sqrt{\left(\frac{23(435.217) + 23(43.88)}{46}\right)(0.04+0.04)}}$$

$$= \frac{-7.5}{\sqrt{\left(\frac{9000.751}{46}\right)(0.08)}}$$

$$= \frac{-7.5}{\sqrt{(195.668)(0.08)}}$$

$$= \frac{-7.5}{\sqrt{15.563}}$$

$$= \frac{-7.5}{3.956}$$

=-1.895

Based on researcher calculation result of homogeneity test of the both averages, researcher found that t_{count} that =-1,895 with apportunity (1-α)=1-5%=95% and dk=n_1+n_2-2=20+20-2=38, t_{table}=2.012. So t_{count}< t_{table} (-1.895<2.021) and H_o is accepted, it means no different the average between X Agama class as experiment class and X IPA as control class in this researcher.

Appendix 11

T-test of The Both Average in Post-test

The formulation was used to analyze hypothesis test of the both averages was t-test, that:

$$\text{Tt} = \frac{M_1 - M_2}{\sqrt{\left(\frac{(n_2-1)S_1^2 + (n_2-1)S_2^2}{n_2 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_1}\right)}}$$

$$= \frac{86 - 54}{\sqrt{\left(\frac{(24-1)5.82 + (24-1)(-108.18)}{24 - 24 - 2}\right)\left(\frac{1}{24} + \frac{1}{24}\right)}}$$

$$= \frac{32}{\sqrt{\left(\frac{23(5.82) + 23(-108.18)}{46}\right)(0.04 + 0.04)}}$$

$$= \frac{32}{\sqrt{\left(\frac{133.86 + (-248.14)}{46}\right)(0.08)}}$$

$$= \frac{32}{\sqrt{\left(\frac{-2354.28}{46}\right)(0.08)}}$$

$$= \frac{32}{\sqrt{(-51.18)(0.08)}}$$

$$= \frac{32}{\sqrt{4.0944}}$$

$$=\frac{32}{2.02}$$

$$=15.84$$

Based on researcher calculation result of homogeneity test of the both averages, researcher found that t_{count} that $=15.84$ with apportunity $(1-\alpha)=1-5\%=95\%$ and $dk=n_1+n_2-2=20+20-2=38$, $t_{table}=2.012$. So $t_{count}> t_{table}$ $(15.841>2.021)$ and H_a is accepted, it means there was the different the average between X Agama class as experiment class and X IPA as control class in this researcher.

Appendix 12

INDICATOR OF WRITING IN PRE-TEST

(EXPERIMENTAL CLASS AND CONTROL CLASS

A. Assessment Indicator of Writing in Pre-Test in Experimental Class

No	Initial Name	Indicator of Writing					Total
		Content	Organization	Vocabulary	Grammar	Mechanic	
1	AH	15	7	7	8	2	40
2	IS	15	7	7	8	2	40
3	BA	16	8	8	8	2	42
4	FL	16	8	8	8	2	42
5	NA	16	8	8	8	2	42
6	W	16	8	8	8	2	42
7	AS	16	9	8	8	2	43
8	DA	16	9	9	9	2	45
9	EK	16	9	9	9	2	45
10	PA	16	9	9	9	2	45
11	MP	16	9	9	9	2	45
12	MHK	16	9	9	9	2	45
13	SA	16	9	9	9	2	45
14	UA	16	9	9	9	2	45
15	FA	16	10	9	9	2	46
16	FA	20	10	10	10	3	56
17	JA	20	10	10	10	3	56
18	RSH	20	10	10	10	3	56
19	NA	20	13	13	11	3	60
20	M	20	13	13	11	3	60
21	AL	20	13	13	16	3	65
22	EAP	20	13	13	16	3	65
23	FR	20	13	13	16	3	65
24	IA	20	13	13	16	3	65

B. Assessment Indicator of Writing in Post-Test in Experimental Class

No	Initial Name	Indicator of Writing					TOTAL
		Content	Organization	Vocabulary	Grammar	Mechanic	
1	AS	27	18	14	15	5	79
2	AH	27	18	14	15	5	79
3	AL	27	18	14	15	5	79
4	BA	27	18	14	15	5	79
5	DA	27	18	14	15	5	79
6	EK	27	18	14	15	5	79
7	IS	27	18	14	15	5	79
8	JA	27	18	14	15	5	79
9	PA	27	18	14	15	5	79
10	MP	27	18	14	15	5	79
11	MHK	27	18	14	15	5	79
12	MAS	27	18	14	15	5	79
13	NA	27	18	14	15	5	79
14	RSH	27	18	14	15	5	79
15	FL	27	18	15	15	5	80
16	FAN	27	18	15	15	5	80
17	IAS	27	18	16	15	5	81
18	UA	27	18	16	15	5	81
19	WT	27	18	16	15	5	81
20	NA	27	18	17	15	5	82
21	SA	27	18	18	15	5	83
22	UA	27	18	18	15	5	83
23	FA	27	18	18	18	5	86
24	EAP	27	18	20	19	5	88

A. Assessment Indicator of Writing in Pre-Test in Control Class

No	Initial Name	Indicator of Writing					TOTAL
		Content	Organization	Vocabulary	Grammar	Mechanic	
1	AY	13	7	9	5	2	36
2	ISR	14	9	9	10	2	44
3	MS	14	9	9	10	2	44
4	NP	14	9	9	10	2	44
5	DS	16	9	9	10	2	46
6	NA	16	9	9	10	2	46
7	RR	16	9	9	10	2	46
8	T	16	9	9	10	2	46
9	M	16	13	10	11	2	51
10	SGY	16	13	10	11	2	51
11	AFK	20	13	9	11	3	56
12	HA	20	13	9	11	3	56
13	RF	20	13	9	11	3	56
14	S	20	13	9	11	3	56
15	MI	20	13	9	11	3	56
16	AA	20	13	13	11	3	60
17	AT	20	13	13	11	3	60
18	DA	20	13	13	11	3	60
19	EA	20	13	13	11	3	60
20	LH	20	13	13	11	3	60
21	ND	20	13	13	11	3	60
22	PS	20	13	13	11	3	60
23	RP	20	13	13	11	3	60
24	WA	20	13	13	11	3	60

B. Assessment Indicator of Writing in Post-Test in Control Class

No	Initial Name	Indicator of Writing					TOTAL
		Content	Organization	Vocabulary	Grammar	Mechanic	
1	AYH	16	10	9	9	2	46
2	ISR	16	10	9	9	2	46
3	MS	16	10	9	9	2	46
4	RR	16	10	9	9	2	46
5	NP	20	10	9	9	3	51
6	NA	20	10	9	9	3	51
7	HA	20	10	9	11	3	53
8	TH	20	10	9	11	3	53
9	DS	20	10	9	12	3	54
10	EA	20	10	9	12	3	54
11	RF	20	10	9	12	3	54
12	SG	20	10	9	12	3	54
13	S	20	10	9	12	3	54
14	LH	20	10	11	12	3	56
15	M	20	10	11	12	3	56
16	PS	20	10	11	12	3	56
17	RP	20	10	11	12	3	56
18	T	20	10	11	12	3	56
19	DA	20	13	10	12	3	58
20	NDU	20	13	10	12	3	58
21	AFK	20	13	11	12	3	59
22	AA	20	13	11	12	3	59
23	AT	20	13	11	12	3	59
24	MI	20	13	11	12		59

Appendix 13

Chi-Square Table

dk	Significant level					
	50%	**30%**	**20%**	**10%**	**5%**	**1%**
1	0,455	1,074	1,642	2,706	3,841	6,635
2	1,386	2,408	3,219	4,605	5,991	9,210
3	2,366	3,665	4,642	6,251	7,815	11,341
4	3,357	4,878	5,989	7,779	9,488	13,277
5	4,351	6,064	7,289	9,236	11,070	15,086
6	5,348	7,231	8,558	10,645	12,592	16,812
7	6,346	8,383	9,803	12,017	14,067	18,475
8	7,344	9,524	11,030	13,362	15,507	20,090
9	8,343	10,656	12,242	14,684	16,919	21,666
10	9,342	11,781	13,442	15,987	18,307	23,209
11	10,341	12,899	14,631	17,275	19,675	24,725
12	11,340	14,011	15,812	18,549	21,026	26,217
13	12,340	15,119	16,985	19,812	22,362	27,688
14	13,339	16,222	18,151	21,064	23,685	29,141
15	14,339	17,222	19,311	22,307	24,996	30,578
16	15,338	18,418	20,465	23,542	26,296	32,000
17	16,338	19,511	21,615	24,769	27,587	33,409
18	17,338	20,601	22,760	25,989	28,869	34,805
19	18,338	21,689	23,900	27,204	30,144	36,191
20	19,337	22,775	25,038	28,412	31,410	37,566
21	20,337	23,858	26,171	29,615	32,671	38,932
22	21,337	24,939	27,301	30,813	33,924	40,289
23	22,337	26.018	28,429	32,007	35,172	41,638
24	23,337	27,096	29,553	33,196	35,415	42,980
25	24,337	28,172	30,675	34,382	37,652	44,314
26	25,336	29,246	31,795	35,563	38,885	45,642
27	26,336	30,319	32,912	36,741	40,113	46,963
28	27,336	31,391	34,027	37,916	41,337	48,278
29	28,336	32,461	35,139	39,087	42,557	49,588
30	29,336	33,530	36,250	40,256	43,773	50,892

Appendix 14

Z-Table

z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
2.0	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
2.1	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
2.2	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
2.3	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
2.4	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936

2.5	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952
2.6	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964
2.7	0.4965	0.4966	0.4967	0.4968	0.4969	0.4970	0.4971	0.4972	0.4973	0.4974
2.8	0.4974	0.4975	0.4976	0.4977	0.4977	0.4978	0.4979	0.4979	0.4980	0.4981
2.9	0.4981	0.4982	0.4982	0.4983	0.4984	0.4984	0.4985	0.4985	0.4986	0.4986
3.0	0.4987	0.4987	0.4987	0.4988	0.4988	0.4989	0.4989	0.4989	0.4990	0.4990
3,1	0,4990	0,4991	0,4991	0.4991	0,4992	0,4992	0,4992	0,4992	0,4993	0,4993
3,2	0,4993	0,4993	0,4994	0,4994	0,4994	0,4994	0,4994	0,4995	0,4995	0,4995
3,3	0,4995	0,4995	0,4995	0,4996	0,4996	0,4996	0,4996	0,4996	0,4997	0,4997
3,4	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4998
3,5	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998
3,6	0,4998	0,4998	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
3,7	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
3,8	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
3,9	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000

Appendix 15

Percentage Points of the t Distribution

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279

40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

Appendix 16

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