

# **BAB I**

## **INTRODUCTION**

### **1.1 The Background of the Study**

Language becomes an important aspect in human life. It is how people communicate and interact with others. By the language people can share or communicate the ideas, feeling or opinion to another and has a meaningful. In everyday people using language to communicative like talk, share, and express their feeling with another people. Basically, language very important tool of communication. Without language people cannot communicate well and the people will not understand what will say by someone. The main aim of teaching English is to make it as an easy learn language and they can use it in daily life.

There are four major skills such as listening, speaking, reading and writing. Writing is one way to communicate in English by expressing the ideas through organizing our thought into good arrangement of written text. According to (Harmer 2004:31), writing has always formed part of the syllabus in the teaching of English. It indicates that writing should be taught in teaching and learning processes in the classroom. Writing is one of the English skill that has more important skill in or life because we can enrich our knowledge through writing and should be mastered by the students especially in junior high school.

Teaching writing also the most difficult language skill to be learned because writing needs hard thinking to procedure idea, think and words. The purpose of teaching English is to develop students" skill in writing English effectively in teaching writing skill, especially in hortatory exposition text. Hortatory exposition text is a text which clearly focused students on the purpose

of argument. That is putting forward a viewpoint and providing evidence to support it. Hortatory exposition text containing three component namely : thesis, arguments, recommendation. It also helpful student to learn writing hortatory exposition.

Based on the writer's experience during the program (PPL/PraktekPengalamanLapangan) in SMP Gajah Mada Medan, the writer found that most of the students get low or not understood in writing hortatory exposition text. it sees from their assignment's result was not satisfied. The problem students writing hortatory exposition text like many students were not able to formulate ideas from their mind into writing and next causes this is due lack of vocabulary and lack knowledge about the topic. Therefore, to improve teaching writing in classroom writer's believe, the things that should be improved by the using video media to help the teachers to deliver learning. The use of media gives valuable advantages in teaching and learning process is video clip. Using video clip can increase the students interesting in learning process. Teachers can make writing enjoyable for students to teach hortatory exposition is by using video clip improve their writing. Using video clip is not new in the field education. The rapid technological advancement supports the use of video clips in the young generation. The popularity of the risen video clips can be searched by the students as young generation in several sites such as youtube,yahoo, and google video. Based on the reason, the researcher want to conducted experimental teaching writing hortatory exposition in the title : The Effect Of Using Video Clip As Media Into Student's Writing Hortatory Exposition Text At SMP Gajah Mada Medan.

**Table 1.1.**  
**Students Score on Observation Eight Grade SMP Gajah Mada Medan**

No	Students' initial name	Content	Organization	vocabulary	Language use	Mechanics	Total score
1.	AS	10	5	5	10	15	45
2.	RB	10	5	5	10	10	45
3.	TR	20	5	5	10	10	50
4.	PG	10	5	5	10	15	45
5.	HJ	10	5	10	5	10	45
6.	DT	10	5	10	10	15	50
7.	DR	10	5	5	10	20	50
8.	GB	10	5	10	10	10	45
9.	DT	10	5	10	10	10	55
10.	VB	10	5	5	5	15	40
11.	TG	15	5	10	5	10	45
12.	YH	10	5	10	5	10	40
13.	TR	15	10	5	10	10	50
14.	TG	20	5	10	5	10	50
15.	GB	20	10	5	5	10	50
16.	N	10	5	10	5	10	40
17.	JM	15	10	5	5	10	45
18.	BN	10	10	5	10	10	45
19.	YN	15	15	5	5	15	55
20.	TS	10	10	5	10	15	50
							940

### 1.2 The Problem of the Study

Related of the background above, the study was intended to answer the following question “does using video clip as media affect students writing achievement of hortatory exposition?”

### 1.3 The Objective of the Study

In order the answer the question above, the objective of this study is to

find out there any significant using video clip as media affect students" achievement in writing hortatory exposition text.

#### **1.4 The Scope of the Study**

Writing is one of the four basic language skill learning English. There are many kinds of genre of writing, such as narrative text, report, spoof, review, discussion, procedure, anecdote, new item, description text, recount text, analytical exposition text, argumentation and hortatory exposition. There are many kinds of media in teaching writing. They are using pictures, flipcharts, coursebook, using role play and using video clip. From this case, the writer focused on using video clip on students" achievement in writing hortatory exposition text. generic of structure of hortatory exposition text are : thesis is the announcement on issue concern, argument is reason for concern, leading to recommendation, recommendation is statement of what ought or ought to happen.

#### **1.5 Significant of the Study**

The finding of study are expected for :

- 1) Theoretically : The result of the study is expected can be used as material and can be a teaching model as an alternative model for teaching writing.
- 2) Practically : The finding may be useful for the following practice.
  - a. For the English Teacher

The researcher hopes that the result of this study will be useful for the other teacher applying strategies for teaching hortatory exposition. So that the teacher can improve teaching writing to become efficient.

b. For the Student

It hopes that the student enjoying to study material and understand the lesson and improve their material hortatory exposition.

### **1.6 The Hypothesis**

The hypothesis set the recent study is as tentative answer of the research problem. The finding of study are expected for :

Ha : There is significantly using video clip affect students" writing hortatory exposition text.

Ho : There is no effect using video clip students" writing hortatory exposition text.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Theoretical Framework**

This research is planned to find out the effect of using video clip on students' achievement in teaching writing hortatory exposition text in conducting research the writer puts some explanation theories that related to this research. In this way, the theoretical framework is aimed to give a clear conceptual about this research.

##### **2.1.1 Writing**

Writing is one of the four language skills besides listening, speaking and reading. In language teaching. Writing can be defined as a process of transforming thought into written language (Tiwari, 2005:120). Writing is one of language skill used by people to convey their message, express idea, feeling, thought. Writing is process of outing their idea or thoughts in writing form in writing. Writing is also a piece of a written text about the topic in a writer in a context. Harmer (2007 :12) explains that writing is a complex activity which has some processes to be followed . Writing is the skill express ideas and feeling to other people in written symbols to make other people or readers understand the ideas conveyed. Sakolik (2003 : 98) says that writing is an activity that requires systematic steps to procedure a product. The process present with gathering ideas an products of writing contain complexity process in writing.

According to Siahaan (2008 :215) that writing is a psychological activity of the language user to put information in the written text. writing also as a process

of what is unknown that becomes knowing and not only conveying thought feeling, ideas, or opinion in written form but also fixing the vocabulary, spelling, grammar and sentence pattern. They can go through what they know in their minds and even consult dictionaries, grammar books or other reference material to help them.

### **2.1.2 Teaching writing**

Teaching writing is the teach where teacher does not teach about writing text in a piece of paper but teacher should know the improve achievement the student writing. Teacher not only give the material to student but also need to guide the students to explore and develop an imaginative and creativity student in writing. Coffin (2003 : 7) states that teaching writing, students writes in a response to a set assignment and to develop their own topic. Many students daunted by the act of writing it self. The teacher gives the students a topic to write and then explore their ideas and give a freedom to the students to express ideas. According to Harmer (2004:79) the reason of teaching writing for students of English foreign language include reinforcement, language development, learning style and most importantly grammatical structure.

To improve a student's writing ability, much attention has to be needed by a teacher as approaches to teaching writing through providing guide and feedback (Leki&Carson,1994). The teacher must help, encourage and guide the students to master writing and develop their creativity in writing. Especially writing hortatory exposition text. Many students daunted by the act of writing for students. It needs varied activities to implement at the classroom so that the students can develop their idea into better.

### 2.1.3 Types of Genre

Genre is an event of communication, in so far as it is aimed at achieving certain communicative purposes and serves as means of accomplishing such purposes. Genre are classified according to their social purpose and identified according to the stages they more through to attain their purposes. According to Knapp and Walkins (2005 :22) “genre is a term for grouping text together, representing how writers typically use language to reference so that the text can be made effectively by choosing and arranging text elements.

In genre, the text type will be explained in rhetorical structure and communication purpose of each the text type. The using of language also will be explained into sentence patterns. The writer concludes that genre is a form of the text which meaning.

According to Gerot and Wignell (1994 : 190), texts are divided into thirteen types of genre, there are.

#### 1. Report

Report text is to describe the way things in arounds environment are described and report genre usually tells the natural and not natural social phenomena social function of report text is to describe the way things are, with reference to arrange of natural and social phenomenon in our environment. The generic structure of report text is are general classification and description.

#### 2. News item

News item is a text that is used to inform the daily and real factual happening in human life and social function of news item is to inform the readers,



listeners or viewers about events of the day which are considered newsworthy or importance.

### 3. Analytical exposition

Analytical exposition is a part of exposition in general. This general will often involve the writer comparing opposite points of view and concluding with an arguments and conclusive argument. Social function of analytical exposition is to persuade the reader or listener that there is something had certainly need to get attention from reader and listener.

### 4. Anecdote

Anecdote is a text that used to share amusing incident with others .anecdote can include an extensive range of story and tales. Social function of anecdote is to share with others an account of unusual or amusing incident.

### 5. Recount

Recount is retelling of an event or an experience in the past. Recount text is usually factual and imaginative. The purpose of recount is to inform or entertain about the past activity to the listener or reader. The generic structure of recount are orientation, events, and reorientation. Social function of recount is to retells events for the purpose of informing and entertaining.

### 6. Narrative

Narrative is a text that used to entertain and amuse in different way. There are many types of narrative. They can factual, imaginary or both. Social function of narrative is to amuse, entertain and deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

## 7. Procedure

Procedure text is a text that is designed to describe how something of actions and steps. Procedure tells that users how to do something. Social function of procedure is to describe how something is accomplished through a sequence of actions or steps.

## 8. Descriptive

Descriptive is a text that used to describe the object of person or idea so that reader and listener can see the object of person or idea by his/her eyes physically social function of descriptive is to describe a particular person, place or thing. Descriptive genre can also be defined the way how things, smell, taste and sound.

## 9. hortatory exposition

Exposition is used to present a logical argument from point of the view social function of hortatory exposition is to persuade the reader or listener that something should or should not be the case.

## 10. Explanation

Explanation is often found in science, geography, and history text book. Genre of explanation is a explaining a process formation and also explanation genre is to explanation the process involved in the formation or work. Social function of explanation is to explain the process involved in the information or workings of natural or socio cultural phenomena.

## 11. Discussion

Discussion is a text which presents a problematic discourse. This problem will be discussed from different of view. The kind of the text commonly found in

philosophical historic and social text. social function of discussion is to present (at least) two points of view about an issue.

#### 12. Review

Review is a text which provides the view to criticize, evaluation a book in particular social function of review is to critique an art work or event for a public audience.

#### 13. Spoof

Spoof is a text which tell factual story that happened in the past time with unpredictable and funny ending. Spoof has generic structure as any others text, those are orientation, event, and twist. Social function of spoof is to retell an event with a humorous twist.

### **2.1.4 The process of Writing**

In producing a good written text, a writer has to exceed several stages, those stages can be referred to the process of writing. Harmer (2004 : 4) states that the writing process involves four stages. First, the writer plans what they are going to write. Second, the writer organizes and develops a sustained piece of writing. Third, the writer reads and reflects what the wrote, seeing problem with initial thoughts and refining them into more complete thoughts. Fourth, the writer produces a finished version of his work.

According to Juli and Outey (2006: 4-8), there are five of the writing process, they are

#### 1. Pre-writing

This involves providing experiences and comprehensible input that help students to build background. Encouraging kids to draw on their prior knowledge

and schema by making connections between what they already know and what they learning helps them develop as proficient writers. Through brainstorming and the use of graphic organizers. English language learners learn to organize their writing by discussing and visualizing before they start.

## 2. Drafting

This offer students the opportunity to get their ideas down. It may be in writer's notebook, on separate sheets of paper or on the computer. Students who struggle with handwriting often prefer to use a computer for the first paragraph. This eliminates the frustration they felt as writer and make it easier for reader to make sense of their work. When they are writing a draft, we ask writers to say the world they want to spell aloud slowly and listen to the sound they hear. Then ask them to writer down what they ear and move on with their writing. During editing special attention will be paid correct spelling.

## 3. Revising

We use small group lessons as an opportunity to teach writers about revision and how to use the revision checklist we created . To help our writers, we require that the first step of revision be rereading. We encourage them to reread their writing aloud to a revision partner or a small group and listen to the words they wrote as they read .then we ask that the partner reread the piece to the writer so that they can listen again. We encourage writers to choose their own partners for revision task and to pick someone with whom they are comfortable working. This creates a low-anxitey, risk- free enviroment and motivates writers to revisi.

## 4. Editing

We use small group to teach our written how to use the Editing Checklist and incorporate what they are learning about grammar and conventions in to their editing. It begins by giving student a copy of the list to staple into their writing folders for easy reference. We go through the entire list, one item at a time, thinking aloud as we work. In this way, every students understand how to use checklist and is accountable for editing their writing as well as that their peers. They are expected to have worked through this checklist with a partner before asking the teacher help.

## 5. Publishing

Publishing offers writers opportunities to take their writing out into the world. Taking advantages of class and school wide anthologies and literally magazines to collect student writing make it available to readers in class and school libraries. When kids take their writing, such as picture books, to younger student's classes to share, they get a response from others and response from published. Not all pieces of writing get published. Publishing offers writers opportunities in writing. Writing folders give kids a place to collect the pieces that they choose not to publish periodically, they can go back through the writing there to see if there they published so that they can make are pieces they want to revise or rework.

Based on the steps explained by some experts above, it can be reaffirmed that the process of writing includes : 1) prepare to write and collect the thoughts and ideas, 2) developing ideas, 3) writing the through draft, 4) editing and revising, 5) publishing the final result.

### **2.1.5 The purpose of Writing**

The rhetorical purpose of most writing is persuasive : the writer wants to make the readers believe that what the writer says is true. Ruby (2001: 18) states that there are some common purposes for writing they are :

1. Writing to inform, include facts and examples that teach your reader, write objectively, avoid including your opinion.
2. Writing to persuade, include reason and arguments to confidence readers to adopt your position.
3. Writing to entertain, include horror situation, anecdotes, or exaggerations that your audience will enjoy.

### **2.1.6 Components of Writing**

There are five major component of the writing process. Haris (1969;68-69) states that most teachers would agree in recognizing at least the following five general components of writing they are content, form, grammar, style, and mechanics.

The five component are :

1. Content : The substance of the writing the idea expressed.
2. Form : The organization of the content.
3. Grammar : The employment of grammatical forms a tactic patterns.
4. Style : The choice of structures and lexical items to particular to particular tone flavor to the writing.
5. Mechanics: The use of the graphic conventions of language.

## **2.2 Hortatory exposition**

Hortatory exposition text is the type of spoken or written text that has a social function and it is intended to explain the listener or the reader that something should or should not happen or be done. Hortatory exposition is a text which represents the attempt of the writer to have addresses do something or act in certain way. Doddy,et.all (2008 : 78 ) in Yola Journal state that hortatory exposition has be the social function to persuade reader or listener should or not should do something. So from the explanation above the writer conclude that the purpose of writing is to argue a case for a against a particular position or point of view and it proposes a suggestion at the and of the argumentation.

### **2.2.1 Generic Structure**

According to Siahaan and Napitupulu (2014;42), “Hortatory Exposition has some generic structure and significance of lexicogrammatical features”.

The generic structure of hortatory exposition text are:

1. Thesis

The contain of thesis is introduction to the main idea of a effect or event that will be raised or discussed.

2. Arguments

The contain of argument is the opinions of the writer that support the main idea. The more opinions the author write, the more attractive a hortatory exposition text, because readers tend to believe in an event if there are many opinions that support in it.

3. Recommendation

Recommendation contains a recommendation or solicitation writer to the reader.

### **2.2.2 The purpose of Hortatory Exposition**

This type of English text influences the reader to do something or act in a certain way. In hortatory exposition, there are some opinions about certain things to reinforce the main ideas of the text. The main communicative purpose of the hortatory exposition is to persuade the reader or listener that something should be or should not be the case.

### **2.2.3 The Example of Hortatory Exposition**

Hortatory exposition is a type of spoken or written text that is intended to show why something should or should not be done. The main function of hortatory exposition text is to persuade the readers or listener that something should or should not be the case. To strengthen the intention, the speaker or writer presents some arguments as the supporting idea. The example of hortatory exposition text below.

#### **Reading habit**

##### **Thesis**

Reading habit is poor among Indonesian because most people haven't realized the importance of reading.

##### **Arguments**

Reading is important to transform knowledge and technology. By reading, one knows the world. He or she will understand what he doesn't see by himself or herself. The lines of the paragraphs in article contain pieces of knowledge. The knowledge is needed to improve the quality of human's life. Technology



transformation from other country can only be done by reading a lot of various sources of literature. Valuable books in libraries and bookstores mean nothing if they are not read.

Realizing the importance of reading will make someone motivated to read. When we know that something is very important because it can give us valuable information, we will try to get or do the thing. For example, a businessman who always follows latest information or news will know what to do in his/her business. He will make a good decision to make a transaction. Most people in all developed countries have realized the importance of reading and they have good reading habits. In bus or train station, vehicles, waiting rooms, parks, people like reading. They enjoy reading which gives them valuable knowledge and inspiration.

A good understanding toward the importance of reading can be achieved by well organized and effective campaign. To plant an understanding in a generation's mind is not an easy job. It needs the hard work from all components of the nation, especially the government. A serious campaign which is organized by the central and local government can help common people wake up and stand to face real competition. The campaign can be done through various kinds of mass media such as TV, radio, booklets, bulletins, newspaper, magazines. It can also be conducted by teachers, parents, and all people who care.

### **Recommendation**

Therefore, a nation-wide effective campaign of the importance of reading by all components of the nation should be done, facilitated by the government, to

face the knowledge will be left in behind. To spend up better change in this country, a good reading habits is really important.

### **2.3 Media in Language Teaching**

Media is important in facilitating English learning. Using the media has many functions in communicating. We can use it to convey ideas, opinions about various things with other people. In education field, media is various components in learners" environment which support the learners to learn. By using appropriate media, teachers and students are helped to achieve the goal of the teaching moreover, the use of media can create a good atmosphere in the teaching and learning process.

Through the use of media, teaching and learning process is not always monotonous, but there are various and activities that many the motivation of students to think actively. Many kinds of media have been invented in this modern life. They can be used for helping the teacher convey the materials easier to the students in teaching process. Media can integrate the experience from the concrete things to the abstract ones. According to Arsyad (2013 : 3) "kata media berasal dari bahasa latin media yang secara harfiah berarti tengah, perantara atau pengantar" (the word media comes from the latin medius meaning middle, intermedia or introduction). Meanwhile, Ruby Susiliana & Riyana (2016 : 3) stated that media merupakan perantara atau pengantar ( media is a mediator or deliver).

Based on the definition above, it can be conclude that the media in teaching and learning process is defined as all the tools that is used in processing,

arranging and delivering visual or verbal information to the students in order to achieve the goal of purpose of teaching and learning process. Media will make students feel easier to remember the lesson when they learn a lesson. If media will make students feel easier developed by teacher, the media will serve as an interactive tool for students.

### **2.3.1 kinds of Media**

Media can integrate the experience from the concrete things to the abstract ones. It is important to help teachers to present materials and learners to understand the material. Besides media can increase the students' motivation because media can connect the interaction between learners and their environment in the classroom. Seels and Glasgow in Arsyad (2013 : 35) types of media based on technological developments are divided into 2 forms. They are traditional media and modern media technology.

#### 1. Traditional media

- 1) Operated visual frequently, examples projection opaque overheads, slides, filmstrips.
- 2) Unprojected visual, examples image, poster, photo, charts, graphs.
- 3) Audio, examples tape, disk recording.
- 4) Print, examples textbooks, modules, handouts.
- 5) Games, examples puzzles, simulation, board games
- 6) Realia, examples maps, dolls and the specimen.

#### 2. Modern Media Technology

- 1) Media based telecommunications, examples teleconferencing and distance learning.

- 2) Media based microprocessor, examples : computer-assited instruction, computer games, intelligent, tutoring systems, hypermedia, interactive, video, video compact disc.

Harmer (2007 : 176-187) states that there are several types of instructional media that can be used by teachers :

1. The Students Themselves

The students are the most usefull recources in the classroom. By using the students themselves, teacher can do many things in the classroom.

2. Realia

Realia is unmodified real things inside or outside the classroom which is used by the eacher for teaching process. Realia can be used as startung point to introduces the lesson and or understanding concept of the material.

3. Pictures

Pictures or graphic material refer to non-photographic and two dimensional materials which is utilized by the teacher to convey messages to the students. This kind of material includes drawings, charts, graphs, poster, cartoon. Pictures are utilized for several purposes explained that pictures can be used for multiple ways comprising. (1)drilling, (2)communication, (3)understanding, (4) ornamentations, (5) predicting, and (6) discussing.

4. Coursebook

Coursebook is a form of print media. It contains material or verbal information throgh print. It can also be used as bacis introductional gide by the teacher.

5. Boards

Boards refer to chalkboard, whiteboard and interactive whiteboard (IWB). Like pictures, board also are used for several purposes.

#### 6. Overhead projector (OHP)

By using overhead projectors, the students can see in front of the class the material which is written or drawn in a transparent. The transparent will be projected by using projectors.

#### 7. Flipcharts

Another instructional media that may be used by the teacher is flipchart. Flipcharts is an instructional media which contains big sheets of paper. It is mostly used to write down some important points in group discussion. Several benefits of flipcharts are portable, accessible, and easy to use.

#### 8. Computer-based Presentation Technology

Harmer (2007) said that this instructional media has two vital components. They are hardware and software. The hardware needed for this instructional media are computer and LCD projector. This instructional media combine both audio and audio visual material.

Wati (2016 : 5-8) states that there are six kinds of media they are visual, audio visual media, computer, microsoft power point, internet and multimedia.

##### 1. Visual media

Media visual merupakan sebuah media yang memiliki beberapa unsur berupa garis, bentuk, warna, dan tekstur dalam penyajiannya. Media visual dapat ditampilkan dalam dua bentuk, yaitu visual yang menampilkan gambar diam dan visual yang menampilkan gambar atau simbol bergerak. Ada beberapa media visual yang digunakan dalam pembelajaran, diantaranya adalah buku, jurnal,

peta, gambar dan sebagainya ( visual media is a media which has some elements such as line, form, color and composition in the presentation. Visual media can be showed in two form, they are visual which shows silent picture and visual which shows movement of a picture or symbol. There are some visual media which is used in learning, such as book, journal, map, picture, etc).

## 2. Audio visual

Media audia visual merupakan media yang dapat menampilkan unsur gambar dan suara secara bersamaan pada saat mengkomunikasikan pesan atau informasi (Audio visual media is a media which produce visual and audio elements together in a process of conveying the message).

## 3. Computer

Komputer merupakan sebuah perangkat yang memiliki aplikasi-aplikasi menarik yang dapat dimanfaatkan oleh guru atau siswadalam proses pembelajarn. Penggunaan meida pembelajaran berbasis komputer merupakan sebuah kegiatan yang menggunakan software atau perangkat lunak sebagai media untuk berinteraksi dalam proses pembelajaran, baik dikelas maupun di rumah ( Computer is a device which has interesting aplications that can be used by teacher or students in learning process. The use of computer based media is an activity which uses software as media interact in learning proces, whether in the classroom or at home).

## 4. Microsoft Power Point

Microsoft power point merupakan salah satu aplikasi atau perangkat lunak yang di ciptakan khusus untuk menangani perancangan presentasi grafis dengan

mudah dan cepat (Microsoft power point is one of applications or software which is created specially to handle designing or graphical presentation easily and fast)

#### 5. Internet

Internet merupakan salah satu media komunikasi yang banyak digunakan untuk beberapa kepentingan. Dalam proses belajar mengajar ini sangat membantu untuk menarik minat siswa terhadap materi pembelajaran yang disampaikan oleh guru (Internet is one of communication media which is usually used for some interest. In this media is helpful to take students' interest in learning material which is given by the teacher).

#### 6. Multimedia

Multimedia merupakan perpaduan berbagai bentuk elemen informasi yang digunakan sebagai sarana menyampaikan tujuan tertentu. Element informasi yang dimaksud tersebut diantaranya teks, grafik, gambar, foto, animasi, audio dan video (Multimedia is a combination of some information such as a tool to send special purpose. The element information such as text, graph, picture, photograph, animation, audio and video).

Based on the explanation above, it may be concluded that media consist of 5 kinds : first, visual media, the example would be : photos, pictures, posters, cartoons, graph. Second, audio media, the example would be : audio tapes, mp3, radio,. Third, audio visual, the examples would be : silent films, videos, tv, sound slides. Fourth, multimedia, the examples would be : animation multimedia is usually synonymous with computers- based learning. The last, media reality the examples would be : specimen. In this study, the research focuses in the use of video media, for improving the students's skill of writing hortatory exposition.

## **2.4 video clip in Language Teaching**

There are three points of discussion of video in language learning. They are definition of video clip, advantages and disadvantage of using video clip, and of using video clip, and techniques of using video clip.

### **2.4.1 Definition of video clip**

A video clip is a selection of and sequence of message in an audio-visual context that can portray setting, emotion, eye contexts, facial expressions, and gestures which can provide important visual stimuli for language practice and learning which have a duration of one to five (Canning and Wilson,2000:5). It means that video clip are multimedia consisting of verbal and non-verbal presentations that can enhance the teaching of language as video can provide great visual stimulation through their combination of illustrations, sounds, graphic, and text. Mixtures of sounds, pictures, mental images, perfections, figure, text and others can facilitate students' engagement in and improve the teaching and learning process. Video clips are different from other video because of the duration of time.

The use of video clips is not new in the field of education. The students like learning language through the use of video since 1970 (Canning and Wilson,2000;5 Harmer, 2001;283). The rapid technological advancement supports the use of video clips in the young generation. The use video clip gives valuable advantages in teaching process in the class and can increase the students interesting in learning. The popularity of the risen video clips can be searched by the students as young generation in several sites such as *you tube*, *yahoo video*, and *google video*.



### **2.4.2 The Advantages of Using Video Clip**

The advantages of using video clip in teaching learning process are presented below

1. When using video clip, students will not only listen to the language, but also see the language. For example, this greatly helps understanding. It usually conveys general meaning and emotions through facial expressions, gestures with oral language.
2. Useful if they want to see the typical British “body language” when inviting someone out, or how Americans speak to a waiter. Video tapes are also valuable, allowing students the opportunity to see the food that people in other countries eat and the clothes they wear. Not only do they learn the language, but they can also learn the culture of another country.

### **2.4.3 The Disadvantage of Using Video Clip**

The disadvantages of video in language learning are as follow.

1. We must ensure that students can watch and listen to video clips. If all students cannot watch and listen clearly, it will be difficult for them to capture information on video clips.
2. When teacher keeps stopping and starting to play the video clip, some students will feel frustrated and only show a little bit each time.

As a teacher, we have to choose the best video clip which is related with materials. Video clips has to have a good moral value in order to persuade and motivate students in doing positive something. To choose the best video very important to support the learning process in the class.

#### **2.4.4 The Technique of Using Video Clip**

Video clip is an interesting media that can be used in language teaching. The use of video clip can motivate and give experience to students since the students are interest to watch video and they can see how the language is used. It helps the teachers transfers the material that are related to the lesson and it can also give more detailed information about the object in the content. Video clip can be a very valuable tool for language learning.

Habibulloh (2007:5) states that generally video clip are divided into 3 main types or stages, previewing, viewing, post-viewing. The first step when the researcher entering the class, greeted the students and opened the lesson.

##### **1. Pre-viewing**

The researcher as the teacher asked the students about material that would be taught the hortatory exposition text. the research introduced topic related to hortatory exposition by introducing the generic structure. Then the teacher displayed a video hortatory exposition. The teacher asked students to identify ( thesis, arguments, re-orientation) that included video.

##### **2. Viewing**

The research gave worksheet to the students, the worksheet included the material that related to the video that would be played the researcher. The teacher explained to the students to work on the worksheet based on the video to be displayed. The researcher played a video that related to students" worksheet and asked the students to work on their worksheet.

##### **3. Post-viewing**

The researcher invited students to discuss together about the worksheet that has been finished. Then, the researcher asks things that students do not understand from the video. The teacher gives the response of the students' conclusions and the students listen to the teacher and at least make the conclusion about the material that has been taught.

#### **2.4.5 Video Clip as Media in Teaching Writing Hortatory Exposition Text**

As teachers of English subjects, we must create a pleasant impression in the teaching and learning process. If this situation can be created, students will have a good spirit and enjoyment in the teaching and learning process. They can successfully understand the material. There are several definitions of media proposed by some experts. According to Heinich Molenda, Rusel, & Smaldino (2002, p.10) media refers to a channel of communication. It is derived from the Latin word meaning "between" denoting anything carrying some information between sources and receivers including video, television, diagrams, printed material, computers, and instructors. Those all are considered as media when they carry messages with an instructional purpose. The purpose of media is to facilitate communication. Media, the plural form of the word medium, are something that lies in the middle (between two parties) or a tool (Anitah, 2012, p.1). Meanwhile, Arsyad (2013, p.3) says that media are understood as an outline of the human, material or events establishing the conditions making learners able to acquire the knowledge, skill, and attitudes. Media can be a form of audio, visual, and audio-visual.

## **2.5 Previous Research**

In this research, the writer takes two previous research the first from (Kholis, A. 2018) “The Effectiveness of using video and pictures in teaching writing hortatory exposition text”. She discussed about the effect of using video and pictures in teaching on students’ achievement in writing hortatory exposition text. The similar between kholis and the writer research are the instrument collecting data is same, using same research design which is experimental design research. The differences of this research are the writer will do this research at SMP N 2 Siborongborong school and it is different to Kholis research like sample, place and time is different. The result showed that the using video clip had gave contribution to ward the effect of teaching writing hortatory exposition.

The second is “the effect of using video clip as media into students” writing hortatory exposition text at the eight grade of SMP N 2 Siborongborong” by Sitta (2021).The contribution of this research as writer are know how the documentary video giving effectively contribution toward the improvement of students writing skill. The writer hopes that this study can help the teachers find best media to teach English , especially writing hortatory exposition that is by using video clip as media. The result will be used as reference in discussion the effect of using video clip as a media into students” writing hortatory exposition text.

## 2.6 Conceptual Framework

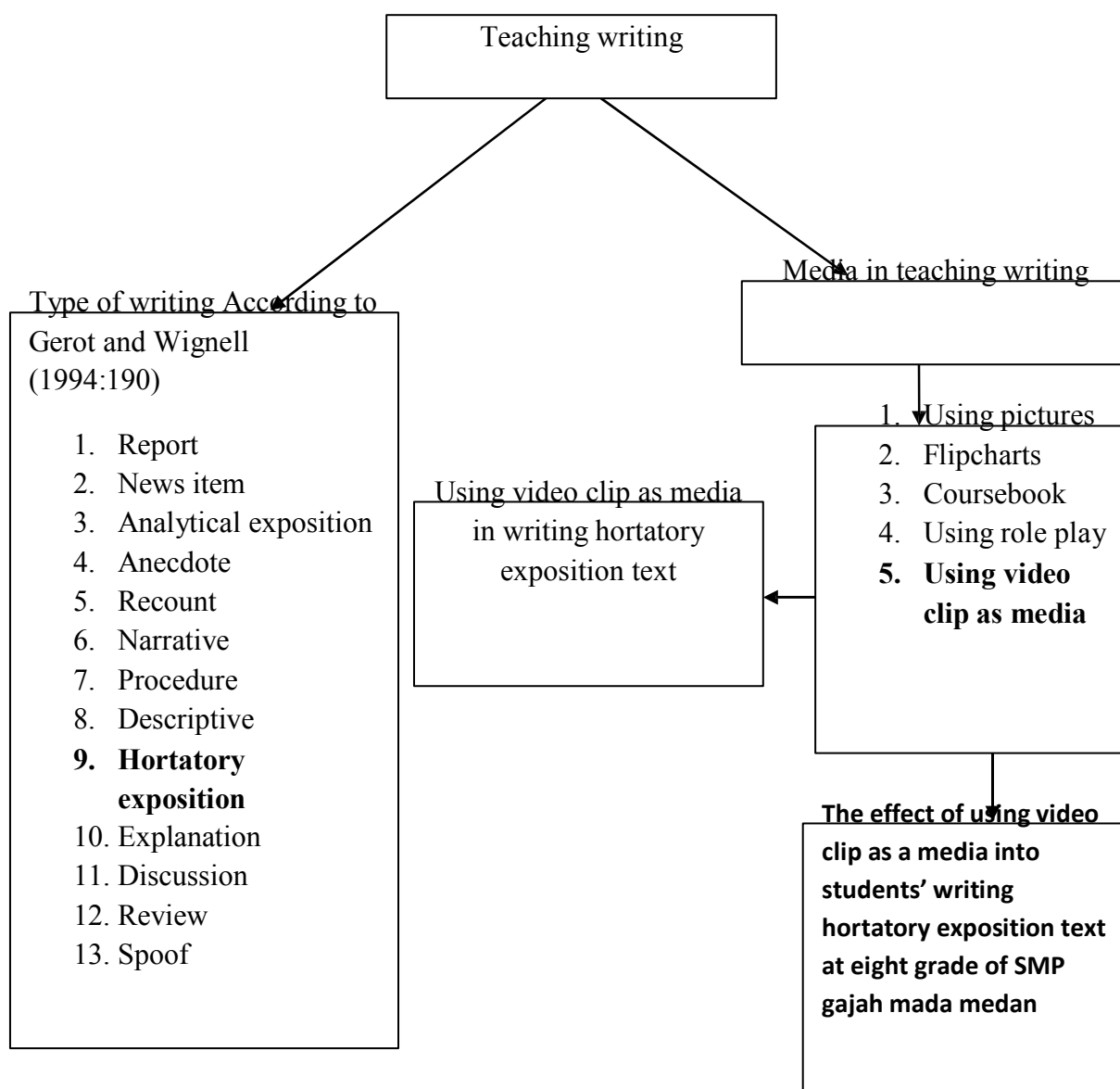
Writing is one of the important skill in English because it takes a parts as an important communication tools. People need to learn English writing because it is a process of transforming thoughts. Writing should be effectively organized and include the aspect in writing such as spelling and punctuation. In teaching English, there are some genres in writing. One of them is hortatory exposition text. hortatory exposition text is the type of spoken or written text that has a social function and it is intended to explain the listener or the reader that something should or should not happen or be done. Hortatory exposition text contains three components namely thesis, argument, and re-orientation.

Based on the researcher's experience in teaching practice and doing observation, students got difficulties in writing hortatory exposition text. in this case, the researcher hopes to able to choose appropriate media to teach about hortatory exposition text. one of the media that can be used is video clip. Teaching writing hortatory exposition text by using video clip is needed to help the students understanding and increase the effectiveness in writing hortatory exposition. It is also used to stimulate the students' motivation and students' interest in writing hortatory exposition.

Video which provides not only sounds but also pictures, gestures, face expression gives deeper understanding about what happen in that video. Uses sight and sound, in the same time video can help the students to understand what exactly the speakers mean in the video. In teaching writing hortatory exposition text by using video clip, students were asked to watch the video about the hortatory exposition text and the students saw the hortatory exposition text were

used. After watching video, the teacher asked the students to write their own hortatory exposition text. in conclusion, video helps the students in writing a text especially hortatory exposition text.

**Table 2.1 The Conceptual Framework of Research The Effect of Using Video Clip Into Students writing Hortatory Exposition**



**BAB III**  
**RESEARCH METHODOLOGY**

**3.1 Research Design**

This study used experimental quantitative research, experimental quantitative used to establish cause and effect by manipulating an independent variable to see its effect on a dependent variable. It is a design in which the writer manipulate at least one dependent variable and it is effect on one independent.

In conducting the experimental design , the sample used define into two groups to obtain the data, the researcher conduct two kinds activities they were experimental group and control group. In experimental group the writer used teach the students by using video clip and control group the writer teach the students without using video clip. The design of research design is as follows.

**Table 3.1 Research design**

Group	Pre Test	Treatment	Post Test
Experimental	O	X1	O
Control	O	X2	O

Notes :

X1 : The experimental group, where the sample was thought by using video clip

X2 : The control group, where the sample teach without using video clip

**3.2 Population and sample**

This study was conducted in SMP Gajah Mada Medan. The research is scientific if it has population and samples. The explanation about population and samples explained below.



### **3.2.1 Population**

Population is all element that are in the area of study. According to Best and Kahn (2006 : 13) “population is any group of individual that has one or more characteristics in common and that are of interest to the researcher. As we describe below, there are various ways to configure a population depending on the characteristics of interest”. Arikunto (2006:130) says that a population is a set of all research (or collection) of all elements possessing one or more attributes of interest. It means that population is a group of individual that share one or more characteristics from which data can be gathered and analyzed. The population of this research is the eight grade students of SMP Gajah Mada Medan. There are four classes, there are VIII-1 up to VIII-4. Each class consist of 10 students. The total number of students are 40 students.

### **3.2.2 Sample**

According to Arikunto (2013 : 174) sample is a part of the representation of population that was observed. The sample of this research are VIII-1 and VIII-2 students of students in SMP Gajah Mada Medan that consist of 40 students. Each class consist of 10 students. The research is an experimental research , so researcher needs to take two classes that will be an experimental and control class as the sample from two classes of the population. To determine the two classes, the researcher used purposive sampling technique. This technique was done by taking the subject/sample which is not based on strata, random or area but it is based on the consideration of a certain purpose. The consideration that the researcher tried to complete in preliminary research was the sample that will be chosen has to be homogeny, so that the research will be a good and valid research.

Because we know that something that can be compared is something that has the similar characteristic. The sample of this research was conducted class VII-1 and VIII-2, because based on the result of the summative test of the first second semester, these two classes gained similar average achievements and considered as homogeneous class. Each class consisted of 20 students. Students in class VIII-2 was taught without using video clip and considered as experimental group. While students in class VIII-1 was using video clip and considered as group.

### **3.3 Instrument of Collecting Data**

In this study , writing test used as the instrument to collect the data. The students were ask to writing hortatory exposition text based on the topic given by the teacher. In this case, the same test in pre-test and post-test were given to the both classes; experimental and control group. The writer was conducted the test to know the students ability in writing hortatory exposition.

### **3.4 The Procedure of Collecting Data**

In order to get the data in this study, there was three procedures used taken by the writer namely : pre-test, treatment (teaching presentation), and post-test.

#### **3.4.1 Pre-test**

The pre-test used given to the both classes (experimental and control group) before conducting the treatment. Teacher asked students to speaking

hortatory exposition based on the topic that was given by the teacher. This pre-test useful to know how the far the students knowledge to work the material namely hortatory exposition text. This pre-test has function to measure the mean score of the experimental and control group before receiving treatment.

### 3.4.2 Treatment

After the phase of pre-test has be down, the treatment was conducted in experimental group only. The students in experimental group were thought by writing meanwhile, the students in control group where though by teaching writing.

**Table 3.2 the teaching procedures in experimental group**

MEETING	Activities	
	Teacher's activities	Student's activities
<b>I P R E T E S T</b>	1. Opening activity : Teacher greets the students.	the students responds the teacher's greeting
	2. Main activity : Teacher gives a warming up to the students by asking their experience.	the students listen to the teacher's instruction and answer it
	3. Closing activity : The teacher close the class.	the students respond the teacher
<b>T R E A T M E N T</b>	1. Opening activity : Teacher greets the students.  The teacher divines the students into some groups randomly based on their ability in writing	The students respond the teacher's greeting  The students listen to the teacher's explanation.
	2. Main activity : Teacher explains the material about hortatory exposition text briefly.	Students listen to the teacher's explanation carefully

	<p>Teacher gives the example of hortatory exposition text.</p> <p>Teacher gives time to the students to ask about the material that taught.</p> <p>Teacher introduces the topic very clearly.</p> <p>Teacher gives students a time limit to solve problem.</p> <p>Encourage the students to share any idea, no matter how odd, that related to the problem. Remind them not to citizen each other's ideas in any way. Encourage them to build on each other's ideas. Do not stay on any one idea for too long.</p> <p>Write down their ideas as they offer them.</p> <p>The teacher instructs the students to complete their writing base on the class</p> <p>3. Closing activity : The teacher close the class.</p>	<p>The students explore the example</p> <p>The students ask some question</p> <p>The students respond the teacher in introducing the topic</p> <p>The students done the teacher's instruction.</p> <p>The students encourage sharing their idea</p> <p>The students write down their ideas</p> <p>The students do the teacher's instruction</p> <p>The students respond the teacher</p>
<p><b>III</b></p> <p><b>P</b></p> <p><b>O</b></p> <p><b>S</b></p> <p><b>T</b></p> <p><b>T</b></p> <p><b>E</b></p> <p><b>S</b></p> <p><b>T</b></p>	<p>1. Opening activity : Teacher greets the students</p> <p>2. Main activity : Teacher ask the students to write down a hortatory exposition text based on the topic given by the teacher.</p> <p>3. Closing activity : The teacher closes the class</p>	<p>The students respond the teacher's greeting</p> <p>The students write the hortatory exposition text.</p> <p>The students responds the teacher.</p>

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In control group, the students were taught by applying conventional method. The students asked to open their English book to get some information's about writing section. The teaching procedures in control group can be see as following :

**Table 3.3 the teaching procedure in controlgroup**

Meeting	Activity	
	Teacher's activity	Student's activity
<b>I P R E  T E S T</b>	<ol style="list-style-type: none"> <li>Opening activity : The teacher greets the students</li> <li>Main activity : Teacher gives a warming up to the students by asking their experience. Teacher asks the students to write down a hortatory exposition text based on the topic given by the teacher.</li> <li>Closing activity : The teacher closes the class</li> </ol>	<p>The students respond the teacher's greeting</p> <p>The studentlisten to the teacher's instruction and answer it</p> <p>The students write down a hortatory exposition</p> <p>The students respond the teacher's</p>
<b>II</b>	<ol style="list-style-type: none"> <li>Opening activity : Teacher greets the students.</li> <li>Main activity : Teacher explains the material about hortatory exposition text briefly.  Teacher gives the example of hortatory exposition text. Teacher gives time to the students to ask about the material that taught.</li> </ol> <p>Teachers asks the students</p>	<p>The students respond the teacher's greeting</p> <p>The students listen to the teacher's explanation carefully</p> <p>The students explore the example</p> <p>The student ask some</p>

	<p>to write a hortatory exposition text based on topic given.</p> <p>3. Closing activity : The teacher closing the class</p>	<p>questions</p> <p>The students write the hortatory exposition text The students respond the teacher's</p>
<p><b>P O S T  T E S T</b></p>	<p>1. Opening activity : Teacher greets the students</p> <p>2. Main activity : Teacher ask the students to write down a hortatory exposition text based on the topic gives by the teachers.</p> <p>3. Closing activity : The teacher closes the class</p>	<p>The students respond the teacher's greeting</p> <p>The students write the hortatory exposition text</p> <p>The students respond the teachers</p>

### 3.4.3 Post-test

After conducting the treatment, the teacher gave a post-test to each students in both experimental group and control groups in order to know their mean score of experimental group and control group after receiving treatment. The test used in post test is same with pre-test. The post test was used to know the effect of hortatory exposition text.

### 3.5 Scoring the test

To know the students ability in writing, there were some criteria that have been considered. According to Weigle (2002 : 113-116) writing is assessed on five aspects of writing namely, content, organization, vocabulary, language use and mechanics. However, in this study the public will be associated with the generis structure and language feature of hortatory exposition text, as describe in this following table.

**Table 3.4 The Criteria of Scoring the Test**

Categories	Score	Criteria
Content	30-27	Excellent to very good knowledgeable ; substantive ; through development of thesis relevant to assigned topic.
	26-22	Good average : some knowledge of subject ; adequate tang ; limited development of thesis ;mostly relevant to topic,but lack detail.
	21-17	Fair to poor; limited knowledge of
	16-13	Very poor; does not show knowledge of subject, non-substantive, not enough to evaluate.
Organization	20-18	Excellent to very good ; fluently expression , ideas, clearly stated/supported, succinct, well organized, logical sequencing, cohesive.
	17-14	Good to average ;somewhatchoopy,loosely organized but main ideas stand out, limited support,logical but incomplete sequence and develop.
	13-10	Fair to poor ; non-fluently, ideas confused or disconnected, lacks logical sequencing and development.
	9-7	Very poor;does not communicate, no organization, or not enough to evaluate
Vocabulary	20-18	Excellent to very good;sophisticate range;effective word/idiom choice and usage, word form mastery,appropriate.
	17-14	Good to average : adequate range,occasional errors of word/idiom form choice, usage, meaning confused or obscured.
	13-10	Fair to poor : limited range occasional errors of word/idiom form choice, usage, meaning confused or obscured.
	9-7	Very poor ; essentially translations; little knowledge of English of English vocabulary, idioms, word form, OR not enough to evaluate.
Language use	25-22	Excellent to very good: effective complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition.
	21-18	Good to average : effective but simple construction: minor problem in complex constructions : several errors of agreement, tense, number, word/order/function, article, pronouns, preposition but mening seldom obscured.
	17-11	Fair to poor: major problem in simple/complex

		constructions : frequent errors of negation, agreement, tense, number, word/order/function. Article, pronouns, prepositions and/ or fragments, run-ons, deletions; meaning confused obscured.
	10-5	Very poor: virtual no mastery of sentence construction rule ;dominated by errors; does not communicate; or not enough to evaluate.
Mechanics	05	Excellent to very good: demonstrate mastery of conventions; few errors of spelling punctuation, capitalization, paragraphing.
	04	Good to average :occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	03	Fair to poor: frequent errors of spelling punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured.
	02	Very poor: no mastery of conventions; donated by errors of spelling, punctuation, capitalization, paragraphing; handwriting; illegible; or not enough to evaluate.

### 3.6 The Validity of the Text

Validity is the extent to which an instrument measures what is supposed to measure. Best and Khan (2006 : 289) states that :”validity is that quality of a data gathering instrument or procedure that enables it to measure what it is supposed to measure”. A test must be able to measure what it is intended to measure. There are three types of validity namely : content validity, criterion related validity, and construct validity. According to Arikunto (2010 :211), there are two kinds of validity, they are : external validity is extent to which the result of a study can be generalized from a sample to a population. And content validity it refers to the appropriateness of the content of a instrument. In other words, do the measures (questions, observations, logs)



The writer is a good text to measure the students' knowledge of the test and writer try to give the writing test to the students. The writer makes the test in students' writing hortatory exposition text by using video clip.

### 3.7 The Technique of Analyzing the Data

To know the difference between the two groups, the writer used t-test as formula :

1. Calculating the scores of the pre-test and post-test in experimental and control group.
2. Tabulating the scores of the pre-test and pos-test in experimental and control group.
3. Comparing the score of the pre-test and post-test.
4. Testing hypothesis by using the formula of t-test.
5. Making the conclusion.

To know the mean of the students' score for each group, the following formula as applied.

$$- \frac{\Sigma}{n}$$

= the mean of the students

$\Sigma$  = the total score

= the number of student

To test the hypothesis, the T-test formula was used as the following:

$$\sqrt{\frac{\sum (X - \bar{X})^2}{n}}$$

Where :

= Total Score

= the mean of experimental group

= the mean of the control group

= the deviation square of experimental group

= the deviation square of control group

= the sample of experimental group

= the sample of control group