# TEACHING WRITING PROCEDURE TEXT THROUGH DO IT YOURSELF (DIY) VIDEO AT THE SECOND SEMESTER OF THE ENGLISH LANGUAGE EDUCATION STUDY PROGRAM IAIN PALOPO

A Thesis

Submitted as Partial Fulfilment for the Attainment of S.Pd. Degree in English Language Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo



ENGLISH LANGUAGE EDUCATION STUDY PROGRAM TARBIYAH AND TEACHER TRAINING FACULTY STATE ISLAMIC INSTITUTE OF PALOPO 2022

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Supervised by:

- 1. Prof. Dr. Abdul Pirol, M.Ag.
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# ENGLISH LANGUAGE EDUCATION STUDY PROGRAM TARBIYAH AND TEACHER TRAINING FACULTY STATE ISLAMIC INSTITUTE OF PALOPO 2022

### THESIS APPROVAL

This thesis entitled "Teaching Writing Procedure Text Through Do It Yourself (DIY) Video at The Second Semester of English Language Education Study Program IAIN Palopo", which was written by Andi Husni A. Zainuddin, Reg. Number 18 0202 0022, a student of English Language Education Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute Palopo, has been examined and defended in Munaqasyah session which was carried out on November 11<sup>th</sup>, 2022. Coincided with Rabiul Akhir 16<sup>th</sup>, 1444 H, it is authorized and acceptable as fulfilment for undergraduate degree in English Language Education Study Program.

Palopo, 04th January 2023



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Stating exactly that:

- This thesis is originally my own work, not the result of plagiarism or duplication of the work of others that I acknowledge as my own work or thought.
- All parts of this thesis are my own works except the citations whose original sources have been reported. All mistakes or errors in it are my responsibility.

If later this statement is not true, I am willing to accept administrative sanctions for the act, then the academic degree that I have achieved can be revoked.

In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, 04 January 2023 Regards. Andi Hushi Zair addin

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## HALAMAN PERSETUJUAN TIM PENGUJI

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maka naskah skripsi tersebut dinyatakan sudah memenuhi syarat-syarat akademik dan layak diajukan untuk diujikan pada ujian munaqasyah.

Demikian untuk diproses selanjutnya.

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> Palopo, 31 Januari 2023 Researcher

Andi Husni A. Zainuddin NIM. 18 0202 0022

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#### ABSTRACT

Andi Husni A. Zainuddin, 2022. "Teaching Writing Procedure Text Through Do It Yourself (DIY) Video at the Second Semester of English Language Education Study Program IAIN Palopo" A thesis of English Language Education Study Program of Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. Supervised by Abdul Pirol and Rusdiansyah.

This research aims to determine whether the Do It Yourself video effectively improves writing skills in the procedure text at the second semester of the English Language Education Study Program IAIN Palopo. This research adopted the pre-experimental method. The sample consisted of thirty students. The Do It Yourself video was used as a medium in this research. The researcher collected the data through pre-test, treatment, and post-test. SPSS 22 edition was used to perform statistical analysis on the data. Investigation revealed that the mean post-test score is higher than the pre-test (47.80 < 81.36). Besides, the value of the t-count is higher than the value of the t-table. The result of the student's scores on the post-test became more elevated than opposed tests representing the treatment's effectiveness in helping the learners improve their writing skills. It could be summarized that using the Do It Yourself video significantly improved the students' writing skills, especially in writing procedure text. This research strongly emphasizes for the next researcher to examine the use of DIY videos for different skills imaginatively.

Keywords: Do It Yourself video, procedure text, teaching writing

#### **CHAPTER I**

## **INTRODUCTION**

#### A. Background

Writing is an essential ability. Nonetheless, it must be a complicated procedure. Students need to pay more attention when learning the rules or steps of a writing form. Writing is more complex and demanding than other skills because it requires mastery of grammatical and rhetorical devices and conceptual judgment tools. The teacher is an essential individual in teaching and learning.

Writing is done for several different purposes and different audiences. There are two types of text. They are factual texts and literary texts. Factual texts inform, instruct or persuade by giving facts and information. Examples of factual texts are factual description, factual recount, information report, procedure, procedural recount, explanation, exposition, and discussion. Literary texts entertain or elicit an emotional response by using language to create mental images. Examples of literary texts are literary description, literary recount, personal response, review, and narrative.

In this research, I chose procedure text because the population of this research had difficulties in writing procedure text. According to Anderson, a procedure text is a type of text that describes how to perform a task<sup>1</sup>. At the same time, Derewianka argues that procedure text is a kind of text designed to explain how something is achieved through a sequence of actions or steps<sup>2</sup>. The writer

<sup>&</sup>lt;sup>1</sup> Anderson, *Text Type in English 2*, (Malaysia: MacMillan, 2007).

<sup>&</sup>lt;sup>2</sup> Derewianka Beverly, *Exploring How Texts Work*, (Sydney: Primary English Teaching Association, 2004).

inferred that procedure text instructions to do something through a series of movements or phases from the two statements above.

Haycraft worded that for this purpose, a teacher should give many practices to improve students' ability in English. The teacher should be a model of English and be able to choose the materials and methodology in presenting the materials to reach the objective of the teaching and learning process. Using writing to teach can make the process students and teachers go through as they learn<sup>3</sup>.

According to the affirmations above, writing is much attention and a unique practice at work. Many students need more motivation and interest in learning to write text. As stated by Cakir, watching videos is good material that gives the student many ideas<sup>4</sup>. Based on the statement, the researcher takes the initiative to use the Do It Yourself video as media to reduce fatigue and increase students' interest in writing procedure text.

Do it yourself (DIY) is a video that went viral by the end of 2020. Now, it has been recognized all around the world, including in Indonesia. According to its name, it teaches viewers to be more independent about doing things without having to be a professional. This video's content shows how to make or fix items. For example, how to cook spaghetti, set motorcycle mirrors, fit broken door knobs, and so on. So, it is a direct influence to turn the teaching media towards writing procedure text.

<sup>&</sup>lt;sup>3</sup> Haycraft, An Introduction to English Language Teaching, (London: Longman, 1978).

<sup>&</sup>lt;sup>4</sup> S Cakir, "The use of video as an audio-visual material in foreign language teaching classroom," *The Turkish Journal of Educational Technology* 5, (2006).

The researcher has analyzed some research, such as 1. Devris Indra Yanuar, "The Effectiveness of Using Sequence Pictures for Teaching Writing Procedure Text,<sup>5</sup>" 2. Meutia Khanza and Tatu Zakiyatun Nufus entitled "The Effect of Scaffolding toward Students' Writing Procedure Text<sup>6</sup>" 3. Dwi Sulistyorini and Yusi Rahmawati<sup>7</sup> entitled "The Use of Instagram in Improving Students' Skill of Writing Procedure Texts" 4. M. Miftahul Huda entitled "Improving students' ability in writing procedure text trough demonstration (a classroom action research with of seventh-grade students of MTs Al Islam Jepara in the academic year of 2014/2015)<sup>8</sup>" and 5. Ummi Aisyah Siregar, Dr. Wisman Hadi, and Dr. Syahnan Daulay entitled "The Development of Procedure Text Learning Media in the Form of Animation for Students of Class VII in SMP/MTS<sup>9</sup>" The researcher found that none of the five types of research aboveused DIY video as a media learning in writing procedure text.

Also, the researcher has done a pre-observation at the second semester of the English Language Education Study Program IAIN Palopo and found that the

<sup>&</sup>lt;sup>5</sup> Devris Indra Yanuar, "The Effectiveness of Using Sequence Pictures for Teaching Writing Procedure Text," *Devris Indra Yanuar 94 Dialektika Journal* 3, no. 2 (2015): 94–109.

<sup>&</sup>lt;sup>6</sup> Meutia Khanza and Tatu Zakiyatun Nufus, "The Effect of Scaffolding toward Students' Writing Procedure Text," *English Language in Focus (ELIF)* 2, no. 1 (2019): 33, https://doi.org/10.24853/elif.2.1.33-42.

<sup>&</sup>lt;sup>7</sup> Dwi Sulistyorini and Yusi Rahmawati, "The Use of Instagram in Improving Students' Skill of Writing Procedure Text," *English Language and Literature International Conference (ELLiC)* 3 (2019): 179–85, https://jurnal.unimus.ac.id/index.php/ELLIC/article/view/4705/4232.

<sup>&</sup>lt;sup>8</sup> M. Miftahul Huda, "Improving students' ability in writing procedure text trough demonstration (a classroom action research with of seventh grade students of MTs Al Islam Jepara in the academic year of 2014/2015)," *Walisongo Institutional Repository*, (2015).

<sup>&</sup>lt;sup>9</sup> Ummi Aisyah Siregar, Wisman Hadi, and Syahnan Daulay, "The Development of Procedure Text Learning Media in the Form of Animation for Students of Class VII in SMP/MTS," *Journal of Education and Practice* 8, no. 35 (2017): 96–104, https://iiste.org/index.php/.

students are uninterested in writing procedure text. The students feel extremely difficult and tedious to write procedure text.

For those reasons, the researcher would like to increase students' writing skills in procedure text by using adorable videos as media for learning writing procedure text. In this case, it was a Do It Yourself Video.

### **B.** Research Question

Based on the background above, the researcher formulated the question of this research: "Can DIY videos effectively improve students' writing procedure text at the second semester of English Language Education Study Program IAIN Palopo?".

#### C. Research Objective

Relevant to the research question, this research aims to determine the effectiveness of DIY videos' implementation in improving students' writing skills, especially in procedure text in the second semester of the English Language Education Study Program IAIN Palopo.

### **D.** Research Significances

The significances of this research are:

- 1. For teachers, this research would like to give information on how to teach writing procedure text using DIY videos.
- 2. It could improve students' writing skills, especially in procedure text.

3. For other researchers, it could be a reference for the researcher to improve students' writing skills, especially in procedure text.

## E. Research Scope

The research scope focused on improving students' writing skills, especially in procedure text, through watching DIY videos at the second semester of the English Language Education Study Program IAIN Palopo.

### F. Operational Definition

Based on the title above, the researcher gave definitions as follows:

### 1. Teaching Writing

Teaching writing is an activity that provides writing ideas essential to writing teaching.

## 2. Procedure Text

Procedure text is the text that discusses how to make things equipped with materials, tools, and everything that is needed in making it.

#### 3. Do It Yourself (DIY) Video

Do it yourself (DIY) video is a tutorial video on making things, fixing things, doing things, and other ways in which it enhances the independent nature of audiences.

#### **CHAPTER II**

#### LITERATURE REVIEW

#### A. Previous Study

In this research, the researcher discovered the following literature that was relevant to this research:

Ai Solihah, Ari Rustandi<sup>10</sup>, Miftachur Rohibah, Editha Gloria Simanjuntak, Sudirman<sup>11</sup>, Richard T. Boon, Christina Stagliano<sup>12</sup>, and Tika Damayanti<sup>13</sup> have conducted research that aims to increase students' reading comprehension ability of procedure text. They used pictures, the story-mapping technique, and the Think Pair Share technique in their research. The result of their research was that the value of the post-test is higher than the pre-test, which means the mastery of reading procedure text of students increased significantly.

Suci Kaniadewi, Wachyu Sundayana, Pupung<sup>14</sup>, Yuniarti Maya, Erikson Saragih<sup>15</sup>, and Cahyani Wulandari<sup>16</sup> have investigated research to improve

<sup>&</sup>lt;sup>10</sup> Ai Solihah and Ari Rustandi, "Improving Reading Skill of Procedure Text Trough Picture Walk," *PROJECT (Professional Journal of English Education)* 3, no. 2 (2020): 195, https://doi.org/10.22460/project.v3i2.p195-201.

<sup>&</sup>lt;sup>11</sup> Miftachur Rohibah, Editha Gloria Simanjuntak, and Sudirman, "Increasing Students' Reading Comprehension Ability trough Think Pair Share Technique in Porcedure Text," *U-JET* : *Unila Journal of English Teaching* 2, No. 2 (2013).

<sup>&</sup>lt;sup>12</sup> Christina Stagliano and Richard T Boon, "The Effects of a Story-Mapping Procedure to Improve the Comprehension Skills of Expository Text Passages for Elementary Students With Learning Disabilities," *Learning Disabilities: A Contemporary Journal* 7, no. 2 (2009): 35–58, http://eric.ed.gov/ERICWebPortal/recordDetail?accno=EJ874132.

<sup>&</sup>lt;sup>13</sup> Tika Damayanti, "The Effect of Applying PWIM (Picture Word Inductive Model) Strategy on The Students' Achievement in Writing Procedure Text," *UMSU Repository*, (April, 2017).

<sup>&</sup>lt;sup>14</sup> Suci Kaniadewi, Wachyu Sundayana, and Pupung Purnawarman, "Improving Students' Speaking Ability in Reporting Procedural Text By Using Videos," *Journal of English and Education* 5, no. 1 (2017): 13–19.

<sup>&</sup>lt;sup>15</sup> Yuniarti Maya and Erikson Saragih, "The Utilization of Animation in the Theory of Procedure Text Writing for Vi-Grade SD Methodist-2 Medan Students," *Advances in Language and Literary Studies* 12, no. 2 (2021): 70, https://doi.org/10.7575/aiac.alls.v.12n.2.p.70.

students' ability in procedure text. At the end of the research, the researchers concluded that the statistical computation of independent t-test on post-test scores in  $T_{obt}$  is higher than  $T_{crit}$ . The research also showed that video as media improved students' skills in procedural texts.

Nabielah Luaily Fauziyah, J. Priyanto Widodo, Shierly Novalita Yappi<sup>17</sup>, Audi Yundayani, Susilawati, and Chairunnisa<sup>18</sup> have conducted research that aimed to increase students' writing skills in procedure text. They utilized the Canva for Education application in their research. At the end of the research, the researchers found that students had several positive effects on their writing abilities. They were passionate about learning due to using Canva for Education.

The researcher differentiated this research from the previous research above. The differences between this research with the other researchers were the skill, the media, and the data sources. The analysis above prioritized reading skills. The third research concerned speaking skills, and this research focused on writing skills. Besides, the media of research above-used picture walk, think pair share, random videos, animated video, canva for education application, a storymapping procedure, and wordwall application; meanwhile, this research used Do It Yourself (DIY) videos. Also, the data sources of the analysis above were junior high school, senior high school, elementary school, and elementary students with

<sup>&</sup>lt;sup>16</sup> Cahaya Wulandari, "The Effect of Applying Vlog Procedure Text to Improve Students' Writing Skill," *UMSU Repository*, (October, 2019).

<sup>&</sup>lt;sup>17</sup> Nabielah Luaily Fauziyah, J Priyanto Widodo, and Shierly Novalita Yappi, "The Use of 'Canva for Education ' and the Students ' Perceptions of Its Effectiveness in the Writing Procedure Text," 2016, 6368–77.

<sup>&</sup>lt;sup>18</sup> Audi Yundayani, Susilawati, and Chairunnisa, "Investigating the Effect of Canva on Students' Writing Skills," *Journal of English Education* 7, no. 2 (2019): 169–76, https://doi.org/10.25134/erjee.v7i2.1800.Received.

learning disabilities. The data source of this research was the university, specifically the second semester of the English Language Education Study Program IAIN Palopo students.

### **B.** Some Pertinent Ideas

### 1. Teaching Writing through Video

The teacher must know how to be a good writer if the teacher wants to teach writing effectively through video. According to Surah Al-Qalam (68:1), Allah swt. said:

أَ وَ الْقَلَمِ وَ مَ ا يَسْطُرُ وْ أَ

The meaning: "Nun. By the pen and that which they write (in addition to that)."

This verse directs us to write. Ibnu Katsir, as referred to in his detailed interpretation of Ibnu Jarir, the first of which Allah created from his creatures was qalam or pen. Then Allah ordered him (qalam) to write down everything that would happen until the end of the day.

Also, Boardman and Frydenberg stated that good writers think, plan, write a draft, think, rewrite, think, and rewrite until they are satisfied. In addition, good writers follow six key processes. You can repeat each step in as many instances as you need to. The six steps are assessing the assignment, generating ideas, organizing ideas, writing the first draft, and rewriting the final draft<sup>19</sup>.

In the first step, assessing the assignment, every college or university class will have a variety of writing projects. The first stage in the writing process is to figure out precisely what the professor expects from a given assignment. Knowing

<sup>&</sup>lt;sup>19</sup> Boardman and Frydenberg, *Writing to Communicate*, (New York: Person Education, Inc, 2002).

the source of information is also crucial. Ideas, knowledge, and thinking should be the sources of information.

In the second step, the writer generates the ideas. This step intends to create as many ideas as possible about a specific topic. It can be accomplished in a variety of ways. Brainstorming and freewriting are two of the most effective methods. The goal of brainstorming is to generate many ideas and write them down. It can be done individually or in groups; all photographs must be noted. It is not the time to judge how wonderful or horrible they are. Freewriting, on the other hand, is similar to brainstorming. It begins with a word or phrase and then scrawls down anything connected to the subject. The most crucial component of freewriting is not to allow yourself to stop writing.

In the third step, the writer organizes the ideas. We need to be aware of two methods for collecting our ideas. The topic outline and tree diagrams are shown below. Outlining the points is one technique to arrange your thoughts. To write a topic online, we must first determine the primary idea of the paragraph. Then, at the top of the document, we should record those concepts as a sentence or a few words. We only need a few words to assist us in recalling what we are going to write. An outline, like brainstorming and freewriting, is intended only for us. Aside from that, some individuals prefer a tree diagram, which is a more visible outline structure. We begin with the fundamental idea and then expand to support

it.

In the fourth step, the writer writes the first draft. We can start writing our first draft with ideas and an organizing framework. Before considering their work finished, good writers should read it carefully to make modifications and errors.

The fifth step is rewriting. Rewriting is essential in the writing process since it incorporates all components, including ideas, vocabulary, punctuation, syntax, style, and the quality of expression in a concluding paragraph. Revising and editing are two independent procedures in rewriting. The first step in rewriting is revising. We can begin rewriting right after writing or lay our paragraph aside and return to it later. Editing is another component of rewriting. We double-check the spelling, capitalization, punctuation, vocabulary, and grammar when we edit. Because we are following guidelines, editing is relatively mechanical. Combining these two components of rewriting to express what we want the readers to understand effectively is the key to becoming a great writer.

Writing the final draft is the last step in the writing process. Remember that you can go back and forth between any of the steps. Remember to format our final document in paragraph format. Make sure to include a title. To improve their writing, students must follow the six processes of writing. The six processes of writing outlined above assist students and other writers in writing since they begin with gathering ideas and progress to the creation of paragraphs properly. As a result, the focus is on the writing instead of the final product. Students can complete their writing projects if they can gather their ideas or thoughts and write them down on paper. Their writing ability has dramatically increased because writing requires exceptional competence and much practice. After knowing how to be a good writer, we must understand that the video criteria could increase the student's interest in learning. According to Tucker, Standards, computations, and ratings must be used to assess the video's quality. Because it is critical to preview the videos with the teacher's aims, the video must be evaluated<sup>20</sup>.

As for the opinion of Botirca, there are several criteria for selecting an original video for use in the classroom. The teacher must first establish an appropriate film to encourage the kids. Second, the video should be suitable for students of various levels. Third, the classroom and video content should be relevant to the students' ages and linked to their learning topic. Finally, before students watch the video, the teacher should carefully examine the tape for words and audio that need to be previewed. These criteria will support the student's comprehension of the information delivered on video<sup>21</sup>.

Another opinion from Woolfit<sup>22</sup> stated that the teacher must purposefully play a video clip to students. Making students engaged in learning, directing students to obtain experience studying through videos, assisting students in practice, and raising students' motivation are all targets. It also aimed to provide students practice in giving criticism, choosing a topic, leading to a discussion on the subject, and assigning a real job for students to execute to demonstrate their accomplishments.

<sup>&</sup>lt;sup>20</sup> C. Tucker, *Teacher Guide to Using Videos*, (MindShift, 2013).

<sup>&</sup>lt;sup>21</sup> M.O. Botirca, *Teaching English with Video*, (University Din Pitesti, Pitesti, Romania, 2007).

<sup>&</sup>lt;sup>22</sup> Z. Woolfitt. "The effective use of video in higher education," *Lectoraat Teaching, Learning and Technology: Inholland University of Applied Science*. (p. 38). (2015) : Retrieved from https://www.inholland.nl/

Also, Tucker identified the essential ways for teachers to evaluate the videos with their goals: identifying movies with a precise topic to be discussed is the first step<sup>23</sup>. Tucker believes that the best instruction begins on the first day of class. Similarly, the video should start by establishing the topic and goals. Second, the video's content should be accurate. The content must be relevant to the needs of the students. Finally, the video should strike a balance between instructional and entertaining information. Teachers may come across engaging videos that include media, music, and movement that attract students' interest and provide little content. However, many videos in the program need more vitality, enthusiasm, and variety. The best option is to identify and resolve both issues. Fourth, visuals, demonstrations, music, and written information should be used to enhance the knowledge delivered.

After knowing how to be a good writer and the characteristics of a good video, a teacher needs to know how to solve writing problems. Richard & Renandya said that the difficulty exists from the requirement to produce and arrange ideas using suitable terminology, sentence structure, and paragraph organization, as well as to convert those thoughts into a legible document. We can apply and choose some appropriate writing methods to overcome the problems<sup>24</sup>. Thanatkun Tangpermpoon said three characteristics of the writing approach: product-based, process-based, and genre-based<sup>25</sup>.

<sup>&</sup>lt;sup>23</sup> C. Tucker, *Teacher Guide to Using Videos*, (Mind Shift, 2013).

<sup>&</sup>lt;sup>24</sup> Richard and Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: Cambridge University Press, 2002).

<sup>&</sup>lt;sup>25</sup> Thanatkun Tangpermpoon, "Integrated Approaches to Improve Students Writing Skills for English Major Students" *ABC Journal* 28, No. 2 (June 10 2012).

Several names have been called the product-based approach: the controlled-to-free approach, the text-based approach, and the guided composition<sup>2627</sup>. Writing in the product-based approach is viewed as a simple linear model of the writing process that proceeds systematically from pre-writing to composing and correcting<sup>28</sup>. However, Hairston and Raimes found that product-based writing cannot be described as linear or neat as generally believed<sup>2930</sup>.

Process-based writing is how writers work on their writing tasks from the beginning to the end of the written product. O'Brien defines the concept of this technique as an activity in which teachers encourage students to regard writing as a discovery of meaning and ideas rather than a grammar exercise<sup>31</sup>. In a learning activity, teachers can explore student thoughts and develop their writing by using 5 step writing process model of Hewins: pre-writing, first-draft composing, feedback, second-draft writing, and proofreading.

The genre-based approach is language and literacy education that combines an understanding of genre and genre teaching in the writing class<sup>32</sup>. According to Badger and White, writing in the genre-based approach is regarded

<sup>&</sup>lt;sup>26</sup> T. Silvia, Second language composition instruction: Developments, issues, and directions in ESL. In B. Kroll (Ed.) Second Language Writing: Research Insights for the Classroom. (New York: Cambridge University Press, 1990), 11-36.

<sup>&</sup>lt;sup>27</sup> Ann Raimes, *Techniques in Teaching Writing*, (Oxford: Oxford University Press, 1983), 1-30.

<sup>&</sup>lt;sup>28</sup> Christopher Tribble, *Writing*, (Oxford: Oxford University Press, 1990), 37-44.

<sup>&</sup>lt;sup>29</sup> M Hairston, "The winds of change : Thomas Kuhn and the revolution in the teaching writing", *College Composition and Communication* 28, (1982).

<sup>&</sup>lt;sup>30</sup> Ann Raimes, *Techniques in Teaching Writing*, (Oxford: Oxford University Press, 1983), 1-30.

<sup>&</sup>lt;sup>31</sup> Teresa O' Brian, "Writing in a foreign language : Teaching and learning," *Integrated approaches to improve students writing skills For English Major Students Language Teaching* 37, (2004).

<sup>&</sup>lt;sup>32</sup> Hammond, Jennifer and Beverly Derewianka, *Genre. In Carter, R. And Nunan, D. The Cambridge Guide to Teaching English to Speakers of Other Language*, (Cambridge University Press, 2001), 186-193.

as an extension of the product-oriented process since learners can study a wide variety of writing patterns<sup>33</sup>.

The three approaches complement each other based on the strengths and drawbacks outlined in the previous section. Teachers should begin teaching writing with one direction and then adapt it by combining the qualities of various approaches in the class. Teachers can also use social contact or assign students to work in groups or pairs. Students will strengthen their writing and critical thinking skills by working in groups or couples and receiving feedback from their partners and instructors. Teachers continue to stay on pace to assist students in self-correcting their writing. Teachers will pay close attention to students' writing progress from start to finish<sup>34</sup>.

After learning the characteristics of a good writer, a good video that could increase student learning interests, and approaches that can be used to address problems often present in writing, a teacher will potentially succeed in teaching writing through videos.

#### 2. Constructing of Procedure Text

A procedure text is a piece of writing that explains how to make or accomplish something in a series of steps or instructions. Cooking recipes, directions for finding a location, a rules game, a tool manual, and a science experiment are all examples of procedure texts. On the other hand, the procedural

<sup>&</sup>lt;sup>33</sup> R Badger and G White, "A process genre approach to teaching writing," *ELT Journal* 54, No. 2, (2000).

<sup>&</sup>lt;sup>34</sup> Melinda Prawati, Sofian and Endang Susilawati, "Teaching Writing Procedure Text trough Demonstration," *Neliti : Jurnal Pendidikan dan Pembelajaran Untan*, (March 6, 2013).

texts employed in this study are cooking recipes and step-by-step instructions for accomplishing things<sup>35</sup>. Before knowing how to construct procedure text, it is better to know the essential parts of procedure text. There are two critical parts that students have to consider. They are the generic structure and language features of procedure text.

The objective, ingredients or material, and method or steps are the three parts of a procedure text's generic structure. The procedural text's goal or purpose outlines what someone wishes to accomplish. It is indeed frequently specified in the text's title. In addition, materials or ingredients are items that must be prepared. Finally, the method or steps describe making or doing something in a specific order<sup>36</sup>.

The procedure text has some characteristics on it. Mark and Cathy propose those characteristics. They state that procedure texts can be recognized based on some language features below <sup>37</sup>:

- a. The use of technical language.
- b. Sentences begin with verbs and are stated as commands; for example, use the word "open" in the sentence; *open the projector compartment using the screwdriver*!

<sup>&</sup>lt;sup>35</sup> Mark Anderson and Chaty Anderson, *Text Type in English 2*, (Malaysia: MacMillan, 2007), 67.

<sup>&</sup>lt;sup>36</sup> Mark Anderson and Chaty Anderson, *Text Type in English 2*, (Malaysia: MacMillan, 2007), 67.

<sup>&</sup>lt;sup>37</sup> Mark Anderson and Cathy Anderson, *Text Types in English 3*, (South Yarra: Mc Millan Education Ltd, 2003), p. 52

- c. The use of time words or numbers tells the order of the procedure. Time words are also called sequencers, for example, first, second, then, after that, the next step is, next, and finally.
- d. The use of adverbs to tell how the action should be done. Adverbs of manner are frequently used. Instance; *Next, gently press the stop button to stop the washing machine!*

After knowing the necessary parts, the teacher should know how to construct the procedure text. Creating procedure text entails a few phases. The introduction and goal of the operation are stated in the first sentence. Following that, a list of materials required is described. Finally, the activity's steps are outlined. A method usually consists of the following elements: (1) the activity's goal. It is the part of the exercise where you tell your reader what they will accomplish. (2) The required materials. Ingredients, tools, and equipment are all possibilities. (3) Actions should be taken to achieve the aim. It is the most critical phase of the procedure. (4) Final thoughts. We should add a conclusion. According to Mark and Cathy, the steps for constructing a procedure text are an introductory statement that gives the aim or goal, a list of materials needed, and a sequence of steps in the order they need to be done<sup>38</sup>.

<sup>&</sup>lt;sup>38</sup> Mark Anderson and Cathy Anderson, *Text types in English 3*, (South Yarra: Mc Millan Education Ltd, 2003), 28.
Here is an example of the procedure text to seriously grasp the procedure text:

# **DIY MINI CALENDAR DESK**

# Goal: how to make a mini calendar desk

# **Materials:**

- 1. Watercolor/Color pencils/Crayon
- 2. Paintbrush
- 3. Stationery
- 4. Perforator
- 5. Ruller
- 6. Scissors
- 7. Ring binder
- 8. Mini wooden easel
- 9. Watercolor paper

# Steps:

- Firstly, draw a line pattern on the watercolor paper that will be divided into four parts.
- Secondly, cut three watercolor papers into four parts of the same size. So it will become twelve parts for twelve months.
- 3. Next, remove the lines remaining on the paper to make it look more orderly.
- Prepare the 2022 calendar as a pivotal date. Then, draw column lines for the calendar date using a pencil on the underside. Do the same step for the following eleven papers.

- 5. Next, write the name of the month, day, and date of the 2022 calendar sample using a pencil.
- 6. After that, bold all the handwriting using a marker or ballpoint. Then, remove all the lines remaining on the watercolor paper. Do the same step for the following eleven papers.
- Draw your favorite things on the upper side using a paintbrush and watercolor.
- Perforated the top of the paper to enter the ring binder. Do the same for the following eleven papers.
- 9. Enter the twelve papers into the ring binder.
- 10. Finally, put the calendar on the mini wooden easel.

### 3. General Concept of DIY (Do It Yourself) Video

DIY was accepted for the first time in North America. Popular Mechanics (1902) and Mechanix Illustrated (1928) were magazines that let readers stay updated on functional, practical skills, techniques, tools, and materials. Because many readers resided in rural areas, much of the reading material first focused on their needs, such as agriculture, cattle, and other small-town issues. With the rise of people conducting home renovation projects, construction projects, and smaller crafts in the 1950s, DIY became popular. Artists declared self-made opposition to mass manufacturing and mass culture. Books and television series promoting the DIY movement and building and decorating skills began to appear in the 1960s and 1970s. With the rise of the internet in the 1990s, the DIY

movement saw the impact of the digital age. Millennials combine technology and creativity as they take on more DIY projects in 2017<sup>39</sup>. Increased internet connectivity has led to more homes using DIY approaches such as computers, and the internet has become more widespread. People can share their works and advise others to recreate DIY techniques in their homes using platforms like YouTube or Instagram<sup>40</sup>.

DIY is a way of constructing, modifying, or repairing something without the assistance of a professional. It is designed for the self-directed activity that leads to self-building, assembling, and self-generating tasks without professional help. It means that instead of employing a professional to complete a task or purchasing items from a store or an artisan, you choose to complete the assignment or manufacture the products yourself without the assistance of a professional. Specifically, DIY is a consumer activity that, among other things, allows people to make or buy something and extends strategies for avoiding terrible product experiences beyond negative word-of-mouth and complaining. Also, DIY allows people to redistribute household budget items, build and enhance their identities, and broadens notions of material values by suggesting that new values can be derived through crafting material goods<sup>41</sup>.

<sup>&</sup>lt;sup>39</sup> Elisa, "A History of Do It Yourself (DIY)," February 7<sup>th</sup>, 2018, mystonetack.com. Accessed on March 16<sup>th</sup>, 2022.

<sup>&</sup>lt;sup>40</sup> Joel Comm, "Why the Huge Do-It-Yourself Market Is Just Getting Started Turning self-sufficiency into big business," May 19th, 2017, inc,com. Accessed on March 16th, 2022.

<sup>&</sup>lt;sup>41</sup> Marco Wolf and Shaun McQuitty, "Understanding the do-it-yourself consumer: DIY motivations and outcomes," *Academy of Marketing Science* 1, (December 2011).

Nonetheless, this does not prohibit you from seeking assistance from other sources. Things still count as doing it yourself if you use a YouTube lesson, a book, or a blog article to discover guidance or get your project started properly. DIY is about gaining the knowledge and the abilities you will need to perform everything you ordinarily pay someone else to do. Understandably, the term "DIY" is applied to a wide range of undertakings, including everything from repairing a hole in the wall to manufacturing your bath bombs. This type of DIY craft is plentiful and infinite because it grows. We can make anything from our passions, such as crafts, beauty, and skincare. It can also include life hacks or techniques such as haircutting, sewing, and cake designing. It may also involve maintaining your investments, clearing clogged drains, repairing roofs, and constructing a shelter with cost-effective goals because performing services in metropolitan areas are expensive, causing a person to do things on his own, and much more.

As the online age expands, DIY develops creativity highly. It is easy to apply DIY products via the internet initially intended for primary needs, becoming a product that can add aesthetic value. It is also not just a fad of idle time, although seemingly impractical (compared to purchase), but there are several advantages to doing this work<sup>42</sup>:

- a. Add to creativity
- b. Adding insight
- c. Saves expense

<sup>&</sup>lt;sup>42</sup> Brittney Morgan, "So, What Does DIY Actually Even Mean?", July 27<sup>th</sup>, 2018, housebeautiful.com. Accessed on March 1<sup>st</sup>, 2022.

- d. A uniquely crafted item
- e. Self-reliant
- f. A feeling of satisfaction and pride about our handiwork

### C. Conceptual Framework

The researcher took 30 students from the second semester of the English Language Education Study Program IAIN Palopo to become a sample of this research and then did a pre-test, treatment, and post-test. In the first meeting, the students did a pre-test. Next, the researcher explained the material about the topic, which was procedure text, to the students. Then, the students wrote procedure text according to the DIY videos the researcher delivered in front of the class. Then, the researcher gave corrections to students' writing. Finally, in the last meeting, the students did a post-test.

Chart 2.1. Conceptual Framework



# **D.** Hypothesis

Based on the theory stated above, the hypothesis of this research was formulated as follows:

H<sub>a</sub>: DIY videos increase students' writing procedure text skills at the second semester of the English Language Education Study Program IAIN Palopo.

H<sub>0</sub>: DIY videos do not increase students' writing procedure text skills at the second semester of the English Language Education Study Program IAIN Palopo.

# **CHAPTER III**

# **RESEARCH METHOD**

### A. Research Design

In this research, the researcher applied the pre-experimental method, especially One-Group Pretest-Posttest Design that only needs an experiment group for the pre-test and post-test. Furthermore, it aimed to describe students' writing skill improvement, specifically on procedure text at the second semester of the English Language Education Study Program IAIN Palopo.

This research design pattern was described as follows:

# $\mathbf{O}_1 \mathbf{XO}_2$

Where:

O1: Pre-test for experimental class

O2: Post-test for experimental class

X: Treatment

# **B.** Variables

The research variables consisted of the following:

- 1. The independent variable of this research was the Do It Yourself video.
- 2. The dependent variable of this research was students' writing procedure text skills.

# C. Population and Sample

The population of this research was the second semester of the English Language Education Study Program IAIN Palopo, which consisted of 80 students. In determining this sample, the researcher used the purposive sampling technique suggested by Sugiyono, where a definite sampling was determined. The selection of a group of subjects in purposive sampling was based on specific traits that were believed to be closely related to previously known population traits. In other words, sample units contacted were adjusted to particular criteria that were applied according to the purpose of the research<sup>43</sup>. According to Cohen, Manion, and Morrison, the larger the sample, the larger the population, but there is a minimum number of models that researchers must bring, as many as 30 samples<sup>44</sup>. Consequently, the sample for this research consisted of thirty students enrolled in the second semester of the English Language Education Study Program at IAIN Palopo during the academic year 2021/2022.

### **D.** Research Instrument

The research instruments consisted of a writing procedure text test. The writing procedure test aimed to get information about students' improvement before and after teaching the learning process. The writing procedure test consisted of a pre-test and a post-test. A pre-test measured the students' writing skills before the teacher's treatment, especially procedure text. Post-test measured the students' writing skills, specifically in procedure text after giving treatments.

<sup>&</sup>lt;sup>43</sup> Sugiyono, *Metode Penelitian*, (Bandung: Alfabeta, 2001).

<sup>&</sup>lt;sup>44</sup> Louis Cohen, Lawrence Manion, and Keith Morrison, *Case Studies, Research Methods in Education*, 2018, https://doi.org/10.4324/9781315456539-19.

# E. The Procedure for Collecting Data

The procedures for collecting data in this research were as follow:

## 1. Pre-test

The pre-test did before the treatment. In this case, the researcher asked the students to write a procedure text "DIY room decor" test individually without using video. Then, the students collected their pre-test after doing it. The test ran for 30 minutes.

### 2. Treatment

After giving a pre-test, the treatment was given to the students. The treatment was carried out in four meetings. Each meeting took 90 minutes, so the total time for all sessions was 360 minutes. It was done in two weeks. The details of this step were as follows:

#### a. The first meeting

- 1) The researcher introduced the students to the procedure text and do-ityourself videos.
- 2) The researcher then allowed the students to ask me questions about the topic.
- Finally, the researcher showed the example of DIY videos and read the procedure text of the video.

### b. The second meeting

- 1) First, the researcher gave an apperception to the students.
- 2) Then, the researcher showed a DIY video, "pencil case," to the students.

- 3) The researcher then asked the students to write two columns: verb and noun. Verb column for the steps of the procedure text and noun column for the materials of the procedure text of the video.
- 4) Next, the students wrote the procedure text of the video.
- 5) Then, the students collected their writing procedure text for the researcher.
- 6) Finally, the researcher discussed students' writing with the students.

### c. The third meeting

- 1) First, the researcher gave an apperception to the students.
- 2) Then, the researcher showed a DIY video, "wall decor," to the students.
- 3) The researcher then asked the students to write two columns: verb and noun. Verb column for the steps of the procedure text and noun column for the materials of the procedure text of the video.
- 4) Next, the students wrote the procedure text of the video.
- 5) Then, the students collected their writing procedure text for the researcher.
- 6) Finally, the researcher discussed students' writing with the students.

# d. The fourth meeting

- 1) First, the researcher gave an apperception to the students.
- 2) Then, the researcher showed a DIY video called "rack hook" to the students.
- 3) The researcher then asked the students to write two columns: verb and noun. Verb column for the steps of the procedure text and noun column for the materials of the procedure text of the video.

- 4) Next, the students wrote the procedure text of the video.
- 5) Then, the students collected their writing for the researcher.
- 6) Finally, the researcher discussed students' writing with the students.

# 3. Post-test

After giving treatment, the researcher provided a post-test, "DIY home decor," to identify whether the students' writing skills were explicitly increased on procedure text through watching DIY videos after treatment. The form of the post-test was the same level as the pre-test.

# F. The Technique of Data Analysis

To examined the data, the researcher took the following steps:

# 1. Classifying the Score

The objective score is classified into five scales and the components involved<sup>45</sup>.

- a. *Content* is the substance of writing, the idea expressed.
- b. *Organization* is the purpose of organization material in writing from beginning to end.
- c. *Vocabulary* is all the words used by the students.
- d. Grammar is the correct use of syntactic patterns and structural words.
- e. *Mechanics* is the use of the graphic convention of the language.

<sup>&</sup>lt;sup>45</sup>J.B Heaton, "Writing English Language Test," System, 1990, https://doi.org/10.1016/0346-251x(90)90037-6.

No.	Score	Classification Criteria						
1	27-30	Very Good	Precise, focused, exciting detail, complete, rich, well focused, the main idea stands out, and secondary opinions only usurp less attention.					
2	15-26	Good	Clear the focus, even though the overall result may be less captivating. Support is attempted but may be limited, obvious, insubstantial, or too general.					
3	12-14	Fair	Lack of logical sequence and development ideas confusing or disconnected, lacking purpose or theme.					
4	9-11	Poor	Not fluent, does not communicate, and information is minimal.					
5	5-8	Very Poor No organization, not enough to evaluate because there is no meaningful						

# Table 3.2 Scoring of Organization

No	Score	Classification	Criteria					
1	18-20	Very Good	Fluent expression, ideas clearly stated. Supporter logical sequencing, well-organized, means the order structure or presentation is compelling and moves					

No	Score	Classification	Classification Criteria					
		the reader through the text. Good introduction, placement of detail, and a firm conclusion						
2	15-17	Good	The reader can readily follow what's said, but the organization may sometimes need to be more effective and apparent, or the main idea stands out logically by incomplete sequencing.					
3	12-14	Fair	Lack of logical sequencing, and the development could be more fluent. In addition, the writing needs more direction, ideas, and detail.					
4	9-11	Poor	No communication transition is fragile, leaving the connection between ideas fuzzy, incomplete or bewildering.					
5	5-8	Very Poor	Poor No organization, not enough to evaluate, confusing the sender					

# Table 3.3 Scoring of Vocabulary

No	Score	Classification	Criteria						
1	18-20	Very Good	Adequate words, choice, and usage, specific and accurate						
2	15-17	Good	The acceptable range of occasional errors of						

No	Score	Classification	Criteria					
			word/idiom, choice, and usage. Language communication rarely captures the reader's imagination; while the overall meaning is relatively straightforward, some words may need more precision.					
3	12-14	Fair	The writer struggles with eliminating vocabulary, grouping words					
4	9-11	Poor	Many errors in words/idioms, choice, and usage. Language is so vague and abstract, so redundant, devoid of detail that only the broadest, many repetitions, often words do not feat the text: verbs are weak and view in number: is, are, was, were, and dominated					
5	5-8	Very Poor	Almost the words used are wrong, colorless, insufficient to evaluate, and much incorrect spelling.					

# Table 3.4 Scoring of Grammar

No	Score	Classification	Criteria				
1	23-25	Very Good	Practical complex construction with few errors of				
			agreement, tense, number, word, order/function				

			pronoun, preposition					
2	20-22	Good	Practical but straightforward construction minor problem in complex construction several errors of tense, word error, function, pronouns, and prepositions, but the meaning is seldom cored.					
3	16-19	Fair	A significant problem in simple construction frequent errors of hostile, agreement, tense, word, order/function, pronouns, preposition, and fragment. Does not communication					
4	9-15	Poor	Dominated by error grammar. Cannot understand and evaluate					

# Table 3.5 Scoring of Mechanics

No	Score	Classification	Criteria
1	5	Very Good	Demonstration of mastery of convention, not problems with spelling, punctuation, capitalization, paragraph
2	4	Good	Few errors in spelling, punctuation, capitalization, paragraphing
3	3	Fair	Some errors in spelling, punctuation, capitalization, paragraphing

No	Score	Classification	Criteria				
4	2	Poor	Many errors in spelling, functions, capitalization, paragraphing				
5	1	Very Poor	Illegible Writing				

# 2. Classified the students' scores into the following criteria:

Classification	Score
Very Good	86-100
Good	76-85
Fair	66-75
Poor	56-65
Very Poor	0-55
	Very Good Good Fair Poor

 Table 3.6 Scoring Classification

3. Calculated the mean score, standard deviation, significance test, and standard value.

The researcher calculated the mean score, standard deviation, test of significance, and standard value using SPSS 22 and used  $t_{table}$  distribution to choose the score of  $t_{count}$  (t<sub>o</sub>). Besides knowing whether the pre-test and post-test were significantly different and also to see the acceptability of the hypothesis, the researcher used the criteria of hypothesis acceptability, which were:

If:  $t_o \ge t_t =$  Reject the null hypothesis

If:  $t_o < t_t =$  Received null hypothesis



### **CHAPTER IV**

# FINDINGS AND DISCUSSION

# A. Findings

This chapter provided the statistically analyzed and tabulated data, including the pre-test and post-test scores of students, the classification of pre-test and post-test scores, and the mean and standard deviation of pre-test and post-test scores. The pre-test and post-test were to accumulate the learner's writing skills corresponding to the pre-experimental method. The researcher employed DIY (Do It Yourself) video as a teaching tool when using this method. The following represent the research's findings:

# 1. The Result of Students' Writing Test in the Pre-Test

The researcher has done the pre-test before doing the treatment. The researcher implemented DIY videos in the treatment, and a pre-test was conducted. Students were instructed to compose a narrative text on the given subject. Before administering treatments using DIY videos, the researcher analyzed the pre-test results of the students based on multiple factors, including content, organization, vocabulary, grammar, and mechanics, which resulted in the data presented in the table below:

N-	Students	Criteria					T-4-1 C	<b>CI :C :</b>
No		Content	Organization	Vocabulary	Grammar	Mechanic	Total Score	Classification
1	S1	5	5	5	16	2	33	Very Poor
2	S2	12	12	14	19	3	60	Poor
3	S3	12	15	14	19	4	64	Poor
4	S4	9	9	8	9	2	37	Very Poor

Table 4.1 The Students' Pre-Test Score

N	G4 1 4			Criteria			<b>T</b> ( ) (	Classification	
No	Students	Content	Organization	Vocabulary	Grammar	Mechanic	Total Score		
5	S5	15	15	15	20 4		69	Fair	
6	S6	14	14	11	13	3	55	Very Poor	
7	<b>S</b> 7	15	15	11	18	4	63	Poor	
8	S8	5	5	8	9	2	29	Very Poor	
9	S9	16	15	12	9	2	54	Very Poor	
10	S10	12	15	9	9	3	48	Very Poor	
11	S11	11	10	11	11	2	45	Very Poor	
12	S12	9	9	9	13	2	42	Very Poor	
13	S13	5	5	8	10	2	30	Very Poor	
14	S14	5	5	8	9	2	29	Very Poor	
15	S15	11	12	11	16	2	52	Very Poor	
16	S16	12	9	9	16	3	49	Very Poor	
17	S17	11	9	9	19	3	51	Very Poor	
18	S18	12	12	12	16	2	54	Very Poor	
19	S19	5	5	5	8	2	25	Very Poor	
20	S20	20	15	15	20	4	74	Fair	
21	S21	15	14	9	9	2	49	Very Poor	
22	S22	20	14	15	20	4	73	Fair	
23	S23	9	9	9	9	2	38	Very Poor	
24	S24	9	9	5	9	2	34	Very Poor	
25	S25	9	9	5	9	2	34	Very Poor	
26	S26	9	14	9	9	2	43	Very Poor	
27	S27	5	5	5	5	2	22	Very Poor	
28	S28	20	15	17	22	2	76	Good	
29	S29	12	11	13	15	2	53	Very Poor	
30	S30	12	9	12	13	3	49	Very Poor	
	Total			Mean Score			47.8	Very Poor	

The table above shows that the students' pre-test scores are displayed. The lowest score on the pre-test was 22, while the highest score was 76. The students' pre-test scores were categorized according to specific criteria: content, organization, vocabulary, grammar, and mechanics. Based on the classification, it demonstrated the outcome of writing the score before implementing the treatment using Do It Yourself videos as the media; the cumulative mean score for writing ability on the pre-test for all students is 47.8, classified as a "Very Poor" score.

Classification	Score	Pre-	-Test		
		Frequency	Percentage		
Very Good	86-100	0	0		
Good	76-85	1	3,3 %		
Fair	66-75	3	10%		
Poor	56-65	3	10%		
Very Poor	0-55	23	76,4%		

Table 4.2 Students' Frequency and Percentage in Pre-Test

Based on the data in table 4.2, it shows that there are no students who achieved "Very Good" with a score range of 86-100, which calculates to 0%, and one student achieved "Good" with a score range of 76-85 with the percentage 3,3%, there are three students achieved "Fair" score with range 66-75 that calculate into 10%, there are three students who achieved "Poor" score with range score 56-65 which figure into 10%, and there are 23 students who completed "Very Poor" with range score 0-55.

# 2. Students' Post-Test Score

After implementing the Do It Yourself videos in the treatment, a post-test was given. Students were instructed to compose a procedure text according to the topic. After applying to Do It Yourself video treatments, the researcher discovered the post-test results of the students based on numerous characteristics, including content, organization, vocabulary, grammar, and mechanics, which were analyzed and resulted in the following table.

NY									
No	Students	Content	Organization	Vocabulary	Grammar	Mechanic	Total Score	Classification	
1	S1	22	18	15	23	3	81	Good	
2	S2	20	18	17	18	2	75	Fair	
3	S3	27	18	18	23	4	90	Very Good	
4	S4	27	18	18	21	4	88	Very Good	
5	S5	27	19	18	23	4	91	Very Good	
6	S6	17	17	17	22	3	76	Good	
7	<b>S</b> 7	22	17	17	23	4	83	Good	
8	<b>S</b> 8	25	18	15	20	3	81	Good	
9	S9	27	17	18	23	4	89	Very Good	
10	S10	22	17	17	19	2	77	Good	
11	S11	22	14	14	23	3	76	Good	
12	S12	20	18	18	21	4	81	Good	
13	S13	27	19	18	23	3	90	Very Good	
14	S14	27	15	18	23	5	88	Very Good	
15	S15	20	17	17	22	4	80	Good	
16	S16	22	14	14	20	3	73	Fair	
17	S17	24	18	18	22	3	85	Good	
18	S18	16	17	16	19	3	71	Fair	
19	S19	25	19	18	23	3	88	Very Good	
20	S20	27	17	18	23	3	88	Very Good	
21	S21	23	18	17	22	4	84	Good	
22	S22	22	17	16	17	4	76	Good	
23	S23	22	15	18	22	2	79	Good	
24	S24	22	14	17	23	3	79	Good	
25	S25	27	17	19	23	3	89	Very Good	
26	S26	12	12	12	20	2	58	Poor	
27	S27	23	18	18	23	4	86	Very Good	
28	S28	23	15	18	20	3	79	Good	
29	S29	27	18	18	23	3	89	Very Good	
30	S30	16	17	16	19	3	71	Fair	
	Total			Mean Score			81.36	Good	

 Table 4.3 The Students' Post-test Score

The findings presented in table 4.3 demonstrate that administering a posttest to the students increases their writing skills, especially procedure text. It is shown by the fact that the students' mean score on the post-test was 81.36 points, which is a score that is considered to be in the "Good" range. It is proof that the students have progressed as a result of the treatment that they received.

Classification	Score	Post-Test				
Clussification	Store	Frequency	Percentage			
Very Good	86-100	11	36,7%			
Good	76-85	14	46,7 %			
Fair	66-75	4	13,3%			
Poor	56-65	1	3,3%			
Very Poor	0-55	0	0			

**Table 4.4 Students' Frequency and Percentage in Post-Test** 

According to the data presented in table 4.4, it can be seen that 11 students achieved "Very Good" with a score range of 86-100, which calculates to 36,7%, and 14 students achieved "Good" scores under the range score 76-85, which figures into 46,7%, there are four students who achieved "Fair" scores with the range score 66-75, which calculates into 13,3%, there is one student who earned "Poor" with a range score 56-65, which figures into 3,3%, and there are no students who achieved "Very Poor" with a range score 0-55.

### 3. The Statistic Analysis of Pre-Test and Post-Test Results from

a. The Paired Sample T-Test of Pre-Test and Post-Test

Table 4.5 The Paired Sample Statistic Test of Pre-test and Post-test

		Mean	Ν	Std. Deviation	Std. Error Mean
	Pre-test	47.80	30	14.951	2.730
Pair 1	Posttest	81.37	30	7.504	1.370

The results of the paired sample statistic test score are shown in the data in the above table. According to the data obtained, N equals 30, representing the total number of students. The pre-test standard deviation is 14.951 points, whereas the mean score on the exam is 47.80. In addition, the post-test standard deviation is 7.504, and the post-test mean score is 81.37.

b. The Paired Sample Correlations of the Pre-Test and Post-Test

**Table 4.6 The Paired Sample Correlation of Pre-Test and Post-Test** 

			N		Correlation	Sig.
Pair 1	Pretest & Posttest			30	091	.633

Table 4.6 displays the results of the correlation analysis between the pretest and post-test. The correlation between the two variables is 0.091, and the degree of significance is 0.633. These results reveal a correlation between students' writing abilities before and after treatment.

### c. The Paired Sample Test of Pre-Test and Post-Test

			Pa	ired Diffe	rences				
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper		t	Df	Sig. (2- tailed)
Pair 1	Pretest - Posttest	-33.567	17.328	3.164	-40.037	-27.096	-10.610	29	.000

Table 4.7 The Paired Sample Test of Pre-Test and Post-Test

The researcher discovered that in table 4.7, the paired sample test illustrates the value of  $t_0$  (t-<sub>count</sub>) is 10.610 with the df (degree of freedom) value 29 while the  $t_t$  (t-<sub>table</sub>) for the standard of significant level 0,05 (5%) on df = 29 is 2.045. It means the value of the t-count is higher than the value of the t-table.

Furthermore, the table above shows the significant (2-tailed) value = 0,000, which means smaller than 0,05 (the value for the standard of significant level). Therefore, the weight in table 4.7 proves that the research Ha (alternative hypothesis) is accepted, and the H<sub>0</sub> (null hypothesis) is rejected. The result confirms that the Do It Yourself video effectively improved the writing procedure text for the second semester of the English Language Education Study Program IAIN Palopo.

# B. Discussion

This research aimed to determine the effectiveness of the Do It Yourself video in improving students writing skills at the second semester of the English Language Education Study Program IAIN Palopo. In this research, the researcher applied a pre-experimental class. The experimental class designed to evaluate students' writing skills through the Do It Yourself video found that students' test results after the treatment stage were significantly different. It was clear that the average score on the pre-test was only 47.80, which is categorized as a "very poor" score, but after taking the post-test, it rose to 81.36, which is classified as a "good" score. The improvement in students' writing could be seen from the results of the post-test, which showed that the results of students' writing improved in various aspects, such as organization, vocabulary, grammar, content, and mechanics. However, the researcher found implementing the Do It Yourself video suitable for students needing to improve writing skills, especially in procedure text.

During the treatment, the researcher encountered several problems in class. First, students still lacked knowledge of the procedure text, so the presented material was explained in as much detail as possible. Next, some students lacked vocabulary, so the researcher allowed them to use a (digital) dictionary to look up the definition of a word they did not know. Also, some students required more video viewings, so the researcher played it three times.

The Do It Yourself video as a medium would be more effective if it was done in stages, such as when showing a Do It Yourself video; the teacher may have to stop it to stimulate students' thinking. The teacher then instructed the students to write the procedure text for the video. Students must took notes on the video clues to quickly arrange the procedure text. After watching the video, the researcher gave the students a few minutes to recall and write down the clues. In this part, the students participated actively. Next, the teacher played the video three times. Finally, students wrote the procedure text of the video.

In addition, by watching the Do It Yourself video, the students could develop their ideas in writing procedure text. Furthermore, watching the Do It Yourself video was an efficient way for the students to practice their writing skills. Finally, the researcher discoverd that the Do It Yourself video was appropriate for the student's requirement to improve their writing skills.

According to the test results, the student's writing improved after treatment, both in terms of writing aspects and the generic structure of the procedure text. Before the treatment, the student's writing was unstructured, with unclear orientation, complications, and resolutions. In contrast, after the treatment, the students could distinguish generic structures of procedure text and then put them together in a complete procedure text form. In addition, the student's vocabulary has grown significantly, and the content is explicit. In terms of grammar, students were also more structured when writing procedure text in the past tense.

The researcher conducted several results. The first is the positive impact of integrating video into learning. This research was in line with Kretsai Woottipong, who stated that video could be a valuable tool for language learning. This section will discuss the advantages this tool provides, including the provision of real-life communication samples, motivation for language learning, and promotion of language acquisition<sup>46</sup>. Also, Berk proposed that while the use of videos in EFL and ESL teaching is not new, this study found that the presentation of the video can influence the development of learners' English proficiency, particularly in writing procedure text<sup>47</sup>. This research showed that teaching writing using Do It Yourself video materials enhances students' writing procedure text ability due to the combination of visual images and sound, which stimulates students' interest.

The second is the Do It Yourself video became an innovative way for writing teachers to utilize technology to provide attractiveness to students. Moore and Filling argued that teaching using video technology results in more exciting activities as video technology could trigger the students' curiosity more through video shows than written material<sup>48</sup>. In this research, the video showed students' interest in learning while watching it.

The third is the Do It Yourself video enhanced students' knowledge about how to make home decorations. They were eager to write the procedure text of the video because they wanted to try to make the decoration at home. This research was in line with the previous research findings. Jupri stated that the students had positive attitudes toward the presentation of the videos as they watched the videos of the foods and drinks that they were familiar with in their daily life. This course could even change the students' attitudes from reluctant writers to becoming keen

<sup>&</sup>lt;sup>46</sup> Kretsai Woottipong, "Effect of Using Video Materials in the Teaching of Listening Skills for University Students," *International Journal of Linguistics* 6, no. 4 (2014): 200, https://doi.org/10.5296/ijl.v6i4.5870.

<sup>&</sup>lt;sup>47</sup> R.A. Berk, "Multimedia Teaching with Video Clips: TV, Movies, YouTube, and mtvU in the College Classroom," *International Journal of Technology in Teaching and Learning* 5, No. 1, (2009): 1-21.

<sup>&</sup>lt;sup>48</sup> Moore, N. S., and Filling, M. L. "iFeedback: Using Video Technology for Improving Student Writing." *Journal of College Literacy & Learning (JCLL)*, no.38 (2012): 3–14.

writers. This course can also teach the students to love writing, especially when interviewed. They said they wanted to write more procedure texts by asking the teacher to play different videos<sup>49</sup>.

The fourth is that the students were severe enough in writing procedure text. This seriousness can be explained by the student's desire to write. They were powerful enough to write the procedure texts as well as they could. Some of their writings contained minor errors during the first viewing, but the error gradually decreased after the second or third viewing. When they encountered problems with specific lexicons, they went straight to their (digital) dictionary. It is consistent with Kweldju's contention that students still needed to consult their dictionary and memorize the words at this stage<sup>50</sup>.

The fifth is when students watched the DIY video, and they were very enthusiastic because students were waiting for the clues of the verb in the video for them to note. Also, the students looked forward to the next meeting for the researcher's latest DIY video. It is consistent with Siska, Nisa, Dini, Intan, and Ani; students are enthusiastic about the following learning, they are delighted when learning videos are presented, they can understand learning materials more

<sup>&</sup>lt;sup>49</sup> Jupri Jupri, "Using Video Recipe To Improve the Junior High School Students' Ability in Writing Procedure Text," *Journal of Languages and Language Teaching* 6, no. 2 (2019): 108, https://doi.org/10.33394/jollt.v6i2.1262.

<sup>&</sup>lt;sup>50</sup> Siusana Kweldju, "Guessing as a Word- Solving Strategy: Contributing a Little for Understanding a Text with Unfamiliar Low Frequency Words," *TEFLIN Journal* 9, No. 1 (1998): 81—95.

efficiently, and they can follow and observe the learning video from beginning to end<sup>51</sup>.

The last is the Do It Yourself video increased students' stimulation and provided feedback when students watched the video. According to Dinita Naufalatan, AB Prabowo KA, and Jafar Sodiq, students will first know which part to write by watching videos. Then, they can watch the action and hear the language of the video to write down what they see and hear. Using videos to teach writing procedure text can help students become more interested and motivated. In the classroom, the teaching-learning process is also more diverse. They will experience something new and distinct from what they participated in in the previous class<sup>52</sup>. Katchen also stated that when used appropriately, video is quite beneficial for learners and teachers as long as they are considered only as mere entertainment. Still, carefully chosen films can be a helpful and highly motivational teaching tool for practicing listening skills and stimulating speaking and writing<sup>53</sup>.

According to the above statements, the Do It Yourself video was an effective learning medium for writing class, particularly in procedure text. It was obvious in students' post-test reactions. In the post-test, students were not

<sup>&</sup>lt;sup>51</sup> Siska Maulani et al., "Analisis Penggunaan Video Sebagai Media Pembelajaran Terpadu Terhadap Motivasi Belajar Siswa," *Jurnal Pendidikan Dan Teknologi Indonesia* 2, no. 1 (2022): 539–46, https://doi.org/10.52436/1.jpti.134.

<sup>&</sup>lt;sup>52</sup> D Naufalatan, ABPK Adi, and ..., "Using Tutorial Video on YouTube in Teaching Writing Procedure Text through Zoom at the Seventh Grade Students of SMP Mardisiswa 2 Semarang," ... *Conference on Applied* ..., 2021, 412–19, http://conference.upgris.ac.id/index.php/allure/article/view/2031%0Ahttp://conference.upgris.ac.id /index.php/allure/article/download/2031/1066.

<sup>&</sup>lt;sup>53</sup> J.E. Katchen, "Using authentic video in English language teaching: Tips for Taiwan's teachers," *Proceedings of the 2002 KATE (The Korea Association of Teachers of English) International Conference*, (1996: 256-259).

confused when writing. Also, students' writing was more structured. Furthermore, the writing's content was clearer. The video made students more focused when writing the procedure text for the video, so this media increased students' writing procedure text. This media is also new in improving students' enthusiasm for learning. Aside from that, the video increased students' knowledge of how to make something without purchasing it.



### **CHAPTER V**

# **CONCLUSION AND SUGGESTIONS**

### A. Conclusion

The Do It Yourself video can help students improve their writing skills. The researcher's findings show that the student's test scores improved after they were treated with the Do It Yourself video. The Do It Yourself video has a lot of positive effects on students; those are: the video energizes students' interest through the use of visual images and sound, the footage sharpens students' focus, the video heightens students' seriousness, and the video expands students' knowledge of how to make home decorations. As a result, the students' post-test scores are higher than their pre-test scores, indicating that the treatment stage was successful in helping the students improve their writing abilities. Furthermore, due to the efficiency of the Do It Yourself video in enhancing students' writing abilities, its usage might be accepted as an appropriate medium for improving writing skills.

# **B.** Suggestions

Some suggestions are made to participants who are intimately involved in this research. The recommendations are based on the research findings. Here is a list of some of them:

# 1. For the teacher

Based on this research, the author suggests that as a teacher, you should create a fun teaching and learning process, especially in this new normal era, where students' stress levels are rising due to the government's restrictive policy. Do It Yourself videos can be a reference media in learning, but it is preferable if the teacher creates their video. Also, teachers should be well-versed in using video and how to best capitalize on its inherent benefits in a learning environment. Furthermore, the video content should be appropriate for the student's level of English proficiency. The content topics should be tailored to their interests and prior knowledge to motivate them to learn.

## 2. For the students

Students should pay attention to the materials and be less noisy in the classroom. Students should be more active than teachers in the teaching-learning process. In addition, students are expected to practice writing as much as possible in their spare time. Students are expected to practice writing, particularly procedure text, as much as they can in their free time by watching the Do It Yourself video and paying attention to procedure text's generic structure and language features.

# 3. For the further researcher

The researcher suggests another technique for the following research in writing procedure text to compare later results. Furthermore, the researcher hopes that the reader or other researchers will use this research as a reference for alternative and exciting ways to teach and learn English, mainly writing skills. The researcher also hopes that this research will be replicated by other researchers using different research objects and methods. Also, the researcher suggests that other researchers should creatively explore writing and speaking skills, such as listening and speaking, using the Do It Yourself video.



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# APPENDIX I: SOAL PRE-TEST WRITING PROCEDURE TEXT

## PRE-TEST WRITING PROCEDURE TEXT

Instructions:

- 1. You have 60 minutes to do this pre-test.
- 2. Write your name, class, and register number on the answer sheet!
- 3. Write procedure text with the topic "DIY room decor" using your own words (minimal one paragraph).



# APPENDIX II: SOAL POST-TEST WRITING PROCEDURE TEXT

## POST-TEST WRITING PROCEDURE TEXT

Instructions:

- 1. You have 60 minutes to do this post-test.
- 2. Write your name, class, and register number on the answer sheet.
- 3. Write procedure text with the topic "DIY home decor" using your own words (minimal one paragraph).



# APPENDIX III: QR CODE OF DIY VIDEOS FOR TREATMENT

# QR CODE OF DIY VIDEOS FOR TREATMENT



# APPENDIX IV: IZIN PENELITIAN







PEMERINTAH KOTA PALOPO DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU Januar A. K.H.M. Hanyin Ni, 5 Kota Palopa - Sultaval Salisan Tabot: (0471) 12608



#### **IZIN PENELITIAN** NOMOR : 926/IP/D/PMP TSP//11/2022

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#### MEMBERIKAN IZIN KEPADA

Nama Jenis Kelemin Alamat Pekerjaan NM

: Perempuan
: JL Kartini Kota Palopo
: Mahasimus
: 18 0202 0022

: ANDI HUSNEA, ZAINUDDIN

Meksud den Tujuen mengadakan penetitian dalam rengke penulisan Stelpsi dengan Judul -

TEACHING WRITING PROCEDURE TEXT THROUGH DY I DO IT YOURSELFI VIDEO AT THE THIRD SEMESTER OF ENGLISH LANGUAGE EDUCATION STUDY PROGRAM IAIN PALOPO

Lokasi Penelitian	INSTITUT AGAMA ISLAM NEGERE (AIN) PALOPO
Lamanys Penelitan	: 02 Agustus 2022 s.d. 02 September 2022

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesustah melaksanakan kegiatan penelitan kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Keta Palopo.

2. Mensati somua peraturan perundang-undargan yang bertaku, serta menghormati Adal Istodal setempat

- Peneltian lidak menyimpang dari makaud Jon yang diberikan
   Menyerahkan 1 (satu) exampler foto copy hasil penelitian kepada Dinas Penenaman Modal dan Pelayanan Terpadu Satu Pintu Kata Palopo.
- 5 Sunat izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata lidak menaati ketertuanketentuen lenadut di atm
- Demkian Surat Ipin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya

Diterbitkan di Kola Palopo Pada tanggal : 02 Agustus 2022

a.n. Kepala Dinas Penanaman Modal dan PTSP Repaira Badang Pengkajian dan Persiosesan Perizinan PTSP

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# APPENDIX V: PPP LESSON PLAN FOR EACH TREATMENT

CLASS/LEVEL	THE THIRD SEMESTER/BASIC
ТОРІС	Procedure Text
OBJECTIVES	Students should be able to write procedure text according to the video.
VOCABULARIES	First, second, next, step, cut, put, take off, apply, last.
MATERIALS	Video
TIME	90 minutes
POTENTIAL PROBLEM	1. Mixed ability
	2. Distracted behavior
	3. Lack of vocabulary

## **PPP LESSON PLAN TREATMENT 1**

**Present:** Get SS ready to discuss the topic (activate background knowledge).

Review language, and if needed, teach a new language.

Present Activities	Interaction	Time
<ul> <li>Greetings and Introducing Self</li> <li>Teacher greetings the students.</li> <li>The teacher asks about the student's condition.</li> </ul>	T-Ss	7 minutes
• The teacher introduces herself.		
<ul> <li>Attendance List and Praying</li> <li>The teacher mentions the students' names one by one.</li> <li>The teacher asks students to lead the prayer before starting the class.</li> </ul>	T-Ss	5 minutes
<ul> <li>Attention grabber</li> <li>The teacher instructs students. If the teacher says "attention, " students say "attention, attention, attention,"</li> <li>The teacher gives an example of the attention</li> </ul>	T-Ss	3 minutes

grabber.	

**Practice:** Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember, S-S interaction is significant.

Practice Activities	Interaction	Time
Presentation		
The teacher explains the material about procedure	TTT	45 minutes
text and introduces a DIY video to the students.		

**Produce:** Production activities allow students to use new vocabulary to construct new dialogues and conversations.

Production Activities	Interaction	Time
Students explain the procedure text.	STT	30 minutes



# PPP LESSON PLAN TREATMENT 2

CLASS/LEVEL	THE THIRD SEMESTER/BASIC	
ТОРІС	Procedure Text	
OBJECTIVES	Students should be able to write procedure text according to the video.	
VOCABULARIES	First, second, next, step, cut, put, take off, apply.	
MATERIALS	Video	
TIME	90 minutes	
POTENTIAL PROBLEM	1. Mixed ability	
	2. Distracted behavior	
	3. Lack of vocabulary	

**Present:** Get SS ready to discuss the topic (activate background knowledge).

Review language	1 ' C	1.1.41.	
$\mathbf{K} \in \mathbf{V} \in \mathbf{W}$ is a module of	e and it nee	eded teach a he	-w language
Iteview languag	c, and it not		w lunguage.

Present Activities	Interaction	Time
Greetings and Introducing Self		
• Teacher greetings the students.	T-Ss	5 minutes
• The teacher asks about the student's condition.		
Attendance List and Praying		
• The teacher mentions the students' names one by		
one.	T-Ss	5 minutes
• The teacher asks students to lead the prayer		
before starting the class.		
Warm-up		
• Students will do a "arrange the sentences"	S-S	10 minutes
activity.	6-6	10 mmutes
• Before doing the activity, the teacher divides		

students into groups.		
• Then, students sit according to their groups.		
• Next, the teacher gives each group an envelope of		
unstructured procedure text.		
• Then, students open the envelope and arrange the		
sentences into the correct procedure text.		
• Finally, one delegation of each group read the		
result.		
Review		
The teacher reviews the topic in the previous	TTT	10 minutes
meeting.		

**Practice:** Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember, S-S interaction is significant.

Practice Activities	Interaction	Time
• First, the teacher shows a DIY video to the		
students.		
• After that, the teacher asks the students to write		
the procedure text of the video.	STT	40 minutes
• After writing the procedure text, the students	511	40 mmutes
collect their writing for the teacher.		
• Finally, the teacher gives corrections to students'		
writing with the students.		

**Produce:** Production activities allow students to use new vocabulary to construct new dialogues and conversations.

Production Activities	InteractionTimeSTT20 minute	Time
Students write the correct arrangement of the	STT	20 minutes
procedure text.		

CLASS/LEVEL	THE THIRD SEMESTER/BASIC
ТОРІС	Procedure Text
OBJECTIVES	Students should be able to write procedure text according to the video.
VOCABULARIES	First, second, next, step, cut, put, take off, apply, next.
MATERIALS	Video
TIME	90 minutes
POTENTIAL PROBLEM	4. Mixed ability
	5. Distracted behavior
	6. Lack of vocabulary

# **PPP LESSON PLAN TREATMENT 3**

**Present:** Get SS ready to discuss the topic (activate background knowledge).

Review language, and if needed, teach a new language.

Present Activities	Interaction	Time
Greetings and Introducing Self		
• Teacher greetings the students.	T-Ss	5 minutes
• The teacher asks about the student's condition.		
Attendance List and Praying		
• The teacher mentions the students' names one by		
one.	T-Ss	5 minutes
• The teacher asks students to lead the prayer		
before starting the class.		
Warm Up		
• Students will do a "whisper" activity.	S-S	10 minutes
• Before doing the activity, the teacher divides		

students into groups.		
• Then, students make a line according to their		
group.		
• Next, the teacher whispers to the first person a		
sentence (procedure text), and the first person		
whispers to the second person, and so on.		
• Finally, the last person will write the sentence on		
the paper.		
Review		
The teacher reviews the topic in the previous	TTT	10 minutes
meeting.		

**Practice:** Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember, S-S interaction is significant.

Practice Activities	Interaction	Time
• First, the teacher shows a DIY video to the students.		
• After that, the teacher asks the students to write		
the procedure text of the video.	STT	40 minutes
• After writing the procedure text, the students	511	40 mmutes
collect their writing for the teacher.		
• Finally, the teacher gives corrections to students'		
writing with the students.		

**Produce:** Production activities allow students to use new vocabulary to construct new dialogues and conversations.

Production Activities	he	Time
Students write the correct arrangement of the	STT	20 minutes
procedure text.	~	

# **PPP LESSON PLAN TREATMENT 4**

CLASS/LEVEL	THE THIRD SEMESTER/BASIC
ТОРІС	Procedure Text
OBJECTIVES	Students should be able to write procedure text according to the video.
VOCABULARIES	First, second, next, step, cut, put, take off, apply.
MATERIALS	Video
TIME	90 minutes
POTENTIAL PROBLEM	<ol> <li>Mixed ability</li> <li>Distracted behavior</li> <li>Lack of vocabulary</li> </ol>

**Present:** Get SS ready to discuss the topic (activate background knowledge). Review language, and if needed, teach a new language.

Present Activities	Interaction	Time
Greetings and Introducing Self		
• Teacher greetings the students.	T-Ss	2 minutes
• The teacher asks about the student's condition.		
Attendance List and Praying		
• The teacher mentions the students' names one by		
one.	T-Ss	5 minutes
• The teacher asks students to lead the prayer		
before starting the class.		
Warm Up	S-S	13 minutes
• Students will do a "run and write" activity.	6-6	15 minutes

• Before doing the activity, the teacher divides		
students into groups.		
• Then, students choose who is going to be the		
writer. Finally, the writer prepares pen and paper.		
• Next, all the students except the writer goes		
outside and read separate sentences.		
• After reading the sentences, all students come		
inside and tell the writer what they have already		
read outside. This part is repeated over time.		
• Finally, when the time is over, students arrange		
the sentences into the correct structure of the		
procedure text.		
Review		
The teacher reviews the topic in the previous	TTT	10 minutes
meeting.		

**Practice:** Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember, S-S interaction is significant.

<ul> <li>students.</li> <li>After that, the teacher asks the students to v the procedure text of the video.</li> <li>After writing the procedure text, the stud collect their writing for the teacher.</li> </ul>	Interaction	Time
• First, the teacher shows a DIY video to the		
students.		
• After that, the teacher asks the students to write		
the procedure text of the video.	STT	40 minutes
• After writing the procedure text, the students	511	40 mmutes
collect their writing for the teacher.		
• Finally, the teacher gives corrections to students'		
writing with the students.		

**Produce:** Production activities allow students to use new vocabulary to construct new dialogues and conversations.

Production Activities		
Students write the correct arrangement of the procedure text.	STT	20 minutes



# LEMBAR VALIDASI INSTRUMEN PRE-TEST DAN POST-TEST

Judul: Teaching Writing Procedure Text through Do It Yourself (DIY) Video at Third Semester of English Language Education Study Program IAIN Palopo

#### A. Petunjuk Pengisian

- 1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi dan bahasa.
- Beritah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
- 3. Pedoman skala penilaian adalah sebagai berikut :
  - 1 : tidak layak
  - 2 : kurang layak
  - 3 : cukup layak
  - 4 : layak
  - 5 . saugat layak
- Anda dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lemhar ini.

#### B. Penilaian Kelayakan

No	KOMPONEN PENILAIAN	SKALA PENILAI				AN
		1	2	3	4	5
1	Kejelasan setiap butir soal.					-
2	Kejelasan petunjuk pengisian soal,	1				v
3	Ketepatan soal dengan kompetensi dasar.	1		2		V
4	Butir soal berkaitan dengan materi.	1		-	-	V
5	Tingkat kebenaran butir.	1			Í	v
6	Butir soal berisi satu gagasan yang lengkap.	1				-
7	Kata-kata yang digunakan tidak bermakna ganda.		2			V
8	Bahasa yang digunakan mudah dipahami.	-	-		V	

9	Bahasa yang digunakan efektif.	
10	Penulisan sesuai dengan EYD.	

#### C. Komentar

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#### D. Saran

Kesimpulan Pretest dan post-test Instrumen k <del>assiowe</del> r ini (lingkari salah satu pililian)
1. Tidak dapat digunakan
2 Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut

Palopo, 29 Juli 2022

Validator, 7 C

Dr. Masruddin, M.Hum. NIP. 19800613 200501 1 005

# LEMBAR VALIDASI INSTRUMEN PRE-TEST DAN POST-TEST

Judul: Teaching Writing Procedure Text through Do It Yourself (DIY) Video at Third Semester of English Language Education Study Program IAIN Palopo

# A. Petunjuk Pengisian

- Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi dan bahasa.
- Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
- 3. Pedoman skala penilaian adalah sebagai berikut :
  - 1 : tidak layak
  - 2 : kurang layak
  - 3 : cukup layak
  - 4 : layak
  - 5 . saugat layak
- 4. Anda dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

#### B. Penilaian Kelayakan

en l	THE POST OF THE ALL N	SK	SKALA PENILAIAN					
No	KOMPONEN PENILAIAN	1	2	3	4	5		
1	Kejelasan setiap butir soal.	1			-	8		
2	Kejelasan petunjuk pengisian soal.				-			
3	Ketepatan soal dengan kompetensi dasar.	10			v			
4	Butir soal berkaitan dengan materi.				~			
5	Tingkat kebenaran butir.	1			1			
6	Butir soal berisi satu gagasan yang lengkap.							
7	Kata-kata yang digunakan tidak bermakna ganda.			~				
8	Bahasa yang digunakan mudah dipahami.			1				

9	Bahasa yang digunakan efektif.	
10	Penulisan sesuai dengan EYD.	1

### C. Komentar

	1
*****	3
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	••

# D. Saran

Kesimpulan
Instrumen pre-test dan post-test ini (lingkari salah satu pilihan)
1. Tidak dapat digunakan
2: Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut

Palopo, 05 Agustus 2022 Validator, Uh, Fadlivah R Muin, S.Pd.I., M.Pd. NIDN. 2001018701

# APPENDIX VII: SURAT KETERANGAN VALIDASI INSTRUMENT PRE-TEST DAN POST-TEST

# SURAT KETERANGAN VALIDASI INSTRUMENT PRE-TEST DAN POST-TEST

Yang bertanda tangan dibawah ini :

Nama	Dr. Marroddin, M. Hum. 11 Marchill Dalopo
Instansi	: Dr. Marroddin, M.Hum. : IAIN (Institut Agama Islam Negeri) Palopo
Jabatan	- Dozen

Telah membaca instrumen penelitian berupa soal pre-test dan post-test yang akan digunakan dalam penelitian skripsi dengan judul "Teaching Writing Porcedure Text through Do It Yourself (DIY) Video at The Third Semester of English Language Education Study Program IAIN Palopo" oleh peneliti :

Nama : Andi Husni A. Zainuddin

NIM : 18 0202 0022

Prodi : Pendidikan Bahasa Inggris

Setelah membaca instrumen yang telah dibuat, maka adapun saran dan masukan untuk sual pre-test dan pro-test tersebut adalah :

Demikian surat keterangan in dibuat agar dapat digunakan dalam pengumpulan data di lapangan.

Palopo, 29 Juli 2022

Validator,

Dr. Masruddin, M.Hum, NIP. 19800613 200501 1 005

# SURAT KETERANGAN VALIDASI INSTRUMENT PRE-TEST DAN POST-TEST

Yang bertanda tangan dibawah ini :

Nama : Fadliyah R. Muin, S.Pd.I., M.Pd.

Instansi : IAIN (Institut Agama Islam Negeri) Palopo

Jabatan : Dosen

Telah membaca instrumen penelitian berupa soal pre-test dan post-test yang akan digunakan dalam penelitian skripsi dengan judul "Teaching Writing Porcedure Text through Do It Yourself (DIY) Video at The Third Semester of English Language Education Study Program IAIN Palopo" oleh peneliti :

Nama : Andi Husni A. Zainuddin

NIM : 18 0202 0022

Prodi : Pendidikan Bahasa Inggris

Setelah membaca instrumen yang telah dibuat, maka adapun saran dan masukan untuk soal pre-test dan pro-test tersebut adalah :

Demikian surat keterangan in dibuat agar dapat digunakan dalam pengumpulan data di lapangan.

Palopo, 05 Ay who 2022 Validator, Fadliyah R. Muin, S.Pd.I., M.Pd. 200\018701

# APPENDIX VIII: LEMBAR VALIDASI INSTRUMENVIDEO PENELITIAN

#### LEMBAR VALIDASI INSTRUMEN VIDEO PENELITIAN

Judul Penelitian: Teaching Writing Procedure Text through DIY (Do It Yourself) Video at The Third Semester of English Language Education Study Program IAIN Palopo

Video yang digunakan pada penelitian ini merujuk pada cara membangun, memodifikasi, atau memperbaiki sesuatu tanpa bantuan seorang profesional. Video ini dirancang untuk kegiatan mandiri yang menuntun pada pekerjaan membangun diri, merakit, dan menghasilkan sendiri tanpa perlu bantuan profesional atau profesional. Menurut Botirea (2007), ada beberapa kriteria dalam memilih video untuk digunakan di kelas. Sebagai permulaan, guru harus memilih film yang tepat untuk dibawakan ke siswa. Kedua, video hendaknya pantas bagi siswa sesuai tingkatannya. Ketiga, isi kelas dan video hendaknya pantas untuk usia siswa dan terhubung dengan topik yang mereka pelajari. Akhirnya, sebelum siswa menyaksikan video, guru hendaknya dengan cermat memeriksa rekarnan untuk kata-kata dan audio yang perlu dibahas. Kriteria ini akan mendukung pemaharnan siswa tentang informasi yang disampaikan di video.

Berdasarkan hal tersebut, di mohon penilaian dan validasi dari Bapak/Ibu sebagai ahli di bidang pendidikan matematika terhadap video pembelajaran tersebut. Penilaian Bapak/Ibu sangat penting di dalam pengembangan video pembelajaran untuk menghasilkan video pembelajaran yang baik dari segi kualitas dan sesuai dengan karakteristik pembelajaran yang dihawakan peneliti.

Penilaian menggunakan "Skala Penilaian" dengan rentang skor sebagai berikut:

- Skor l berarti sangat kurang jelas/scsuai/memenuhi/menarik/dipahami/mendukung.
- Skor 2 berarti kurang jelas/sesuai/memenuhi/menarik/dipahami/mendukung.
- Skor 3 berarti jelas/sesuai/memenuhi/menarik/dipahami/mendukung.
- Skor 4 berarti sangat jelas/sesuai/memenuhi/menarik/dipahami/mendukung.

Berilah tanda cek (√) pada kolom "Skala Penilaian" yang bersesuaian dengan item aspek yang akan dinilai dan divalidasi

	Skala Penilaian				
Aspek Validasi		2	3	4	
ISI VIDEO	-			-	
Kejelasan tujuan pembelajaran.				~	
Video berisi rangsangan agar siswa merespon video (menyiapkan alat tulis, menyimak materi, menjawab pertanyaan).	2			~	
Konten yang disajikan sesuai dengan pokok bahasan.	6			~	
Kesesuaian ilustrasi yang disajikan dengan materi.	0			V	
TAMPILAN VIDEO				-	
Tampilan video yang menarik.		1	1	1	
Menumbuhkan minat siswa dalam belajar.		1		L	
Ketepatan musik atau lagu pengiring video.		1		L	
Kualitas gambar pada video.		-	1	V	
Kualitas suara pada video.	-		1	V	

Berdasarkan penilaian atau validasi Bapak/Ibu di atas, maka berilah tanda cek (√) pada pilihan dibawah ini yang menunjukkan penilaian secara umum dari aspek kelayakan dan validitas video yang digunakan pada penilitian. Video ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan

Dapat digunakan

(3.)Dapat digunakan dengan perbaikan sebagai berikut

Memberikan clues pada video berupa kata kerja (verb) agar siswa lebih Fokus pada video.

> Palopo, 29 Ouli 2022 Validator,

Dr. Masruddin, M.Hum, NIP. 19800613 200501 1 005

# LEMBAR VALIDASI INSTRUMEN VIDEO PENELITIAN

Judul Penelitian: Teaching Writing Procedure Text through DIY (Do It Yourself) Video at The Third Semester of English Language Education Study Program IAIN Palopo

Video yang digunakan pada penelitian ini merujuk pada cara membangun, memodifikasi, atau memperbaiki sesuatu tanpa bantuan seorang profesional. Video ini dirancang untuk kegiatan mandiri yang menuntun pada pekerjaan membangun diri, merakit, dan menghasilkan sendiri tanpa perlu bantuan profesional atau profesional. Menurut Botirea (2007), ada beberapa kriteria dalam memilih video untuk digunakan di kelus. Sebagai permulaan, guru harus memilih film yang tepat untuk dibawakan ke siswa. Kedua, video hendaknya pantas bagi siswa sesuai tingkatannya. Ketiga, isi kelas dan video hendaknya pantas untuk usia siswa dan terhubung dengan topik yang mereka pelajari. Akhirnya, sebelum siswa menyaksikan video, guru hendaknya dengan cermat memeriksa rekaman untuk kata-kata dan audio yang perlu dibahas. Kriteria ini akan mendukung pemahaman siswa tentang informasi yang disampaikan di video.

Berdasarkan hal tersebut, di mohon penilaian dan validasi dari Bapak/Ibu sebagai ahli di bidang pendidikan matematika terhadap video pembelajaran tersebut. Penilaian Bapak/Ibu sangat penting di dalam pengembangan video pembelajaran untuk menghasilkan video pembelajaran yang baik dari segi kualitas dan sesuai dengan karakteristik pembelajaran yang dibawakan peneliti.

Penilaian menggunakan "Skala Penilaian" dengan rentang skor sebagai berikut:

- Skor 1 berarti sangat kurang jelas/sesuai/memenuhi/menarik/dipahami/mendukung.
- Skor 2 berarti kurang jelas/sesuai/memenuhi/menarik/dipahami/mendukung.
- Skor 3 berarti jelas/sesuai/memenuhi/menarik/dipahami/mendukung.
- Skor 4 berarti sangat jelas/sesuai/memenuhi/menarik/dipahami/mendukung.

Berilah tanda cek (√) pada kolom "Skala Penilaian" yang bersesuaian dengan item aspek yang akan dinilai dan divalidasi

Aspek Validasi		Skala Penilaian			
		2	3	4	
ISI VIDEO					
Kejelasan tujuan pembelajaran.			1		
Video berisi rangsangan agar siswa merespon video (menyiapkan alat tulis, menyimak materi, menjawab pertanyaan).		~			
Konten yang disajikan sesuai dengan pokok bahasan.		V	1	Ļ	
Kesesuaian ilustrasi yang disajikan dengan materi.		1			
TAMPILAN VIDEO				_	
Tampilan video yang menarik.			~		
Menumbuhkan minat siswa dalam belajar.			1		
Ketepatan musik atau lagu pengiring video.			1		
Kualitas gambar pada video.				1	
Kualitas suara pada video.				1	

Berdasarkan penilaian atau validasi Bapak/Ibu di atas, maka berilah tanda cek (√) pada pilihan dibawah ini yang menunjukkan penilaian secara umum dari aspek kelayakan dan validitas video yang digunakan pada penilitian. Video ini (lingkari salah satu pilihan)

I. Tidak dapat digunakan

2. Dapat digunakan

3.)Dapat digunakan dengan perbaikan sebagai berikut

Penarubalkan Konnponen jang Mandukung Skill WRIting

Palopo, 05 Agustos 2022 Validator. Fadlivad R. Muin, S.Pd.I., M.Pd. NIDN, 2001018701

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- Skor 2 berarti kurang jelas/sesuai/memenuhi/menarik/dipahami/mendukung.
- Skor 3 berarti jelas/sesuai/memenuhi/menarik/dipahami/mendukung.
- Skor 4 berarti sangat jelas/sesuai/memenuhi/menarik/dipahami/mendukung.
Berilah tanda cek (√) pada kolom "Skala Penilaian" yang bersesuaian dengan item aspek yang akan dinilai dan divalidasi

(A	Skala Penilaian			
Aspek Validasi			3	4
ISI VIDEO				-
Kejelasan tujuan pembelajaran.		1		~
Video berisi rangsangan agar siswa merespon video (menyiapkan alat tulis, menyimak materi, menjawab pertanyaan).				~
Konten yang disajikan sesuai dengan pokok bahasan.		1	1	~
Kesesuaian ilustrasi yang disajikan dengan materi.			1	~
TAMPILAN VIDEO		-		-
Tampilan video yang menarik.	1	1	1	1.
Menumbuhkan minat siswa dalam belajar.		1	1	10
Ketepatan musik atau lagu pengiring video.		1	+	1
Kualitas gambar pada video.		1	1	U
Kualitas suara pada video.	-	+-	-	V

Berdasarkan penilaian atau validasi Bapak/Ibu di atas, maka berilah tanda cek ( $\sqrt{}$ ) pada pilihan dibawah ini yang menunjukkan penilaian secara umum dari aspek kelayakan dan validitas video yang digunakan pada penilitian. Video ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan

2. Dapat digunakan

3. Dapat digunakan dengan perbaikan sebagai berikut

Palopo, 09 Agustus 2022 Validator.

Fadlingh R. Muin, S.Pd.I., M.Pd. NIDN. 2001018701

# APPENDIX IX: SURAT KETERANGAN VALIDASI INSTRUMENT VIDEO

## SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini :

Nama	Dr. Masruddin, M. Hum.
Instansi	: IAIN (Institut Agama Islam Negeri) Palc
Jabatan	: Dosen
	and a state of the

Telah membaca instrumen penelitian berupa video yang akan digunakan dalam penelitian skripsi dengan judul "Teaching Writing Porcedure Text through Do It Yourself (DIY) Video at The Third Semester of English Language Education Study Program IAIN Palopo" oleh peneliti :

Nama : Andi Husni A. Zainuddin

NIM : 18 0202 0022

Prodi : Pendidikan Bahasa Inggris

Setelah membaca instrumen yang telah dibuat, maka adapun saran dan masukan untuk gulah setelah tersebut adalah :

memberi kan	clues	berupa	kała	kerja	(verb)	pada
Vi deo						
••••••				·····		
				100000000000000000000000000000000000000		

Demikian surat keterangan in dibuat agar dapat digunakan dalam pengumpulan data di lapangan.

Palopo, 29 Juli 2022

Validator,

Dr. Masruddin, M.Hum. NIP. 19800613 200501 1 005

## SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini :

Nama	: Fadliyah R. Muin, S.Pd.I., M.Pd.
Instansi	: IAIN (Institut Agama Islam Negeri) Palopo
Jabatan	: Dosen

Telah melihat instrumen penelitian berupa video yang akan digunakan dalam penelitian skripsi dengan judul "Teaching Writing Porcedure Text through Do It Yourself (DIY) Video at The Third Semester of English Language Education Study Program IAIN Palopo" oleh peneliti :

Nama : Andi Husni A. Zainuddin

NIM : 18 0202 0022

Prodi : Pendidikan Bahasa Inggris

Setelah melihat instrumen yang telah dibuat, maka adapun saran dan masukan untuk video tersebut adalah :

······	dapa	t di	guuakal	n denga	in perb	airean te	RTampir	
100000	22000000	32232673	100100					
		1.11	ANK (1946)	SIST (O) 1	0.059777772	10020		22222222222222222

Demikian surat keterangan in dibuat agar dapat digunakan dalam pengumpulan data di lapangan.

Palopo, 05 Acjustus 2022

Validator. Fadliyah R. Muin, S.Pd.I., M.Pd. NIDN, 2001018701

## SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini :

Nama	: Fadliyah R. Muin, S.Pd.L. M.Pd.
Instansi	: IAIN (Institut Agama Islam Negeri) Palopo
Jabatan	: Dosen

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Nama : Andi Husni A. Zainuddin

NIM : 18 0202 0022

Prodi : Pendidikan Bahasa Inggris

Setelah melihat instrumen yang telah dibuat, maka adapun saran dan masukan untuk video tersebut adalah :

Demikian surat keterangan in dibuat agar dapat digunakan dalam pengumpulan data di lapangan.

Palopo, 09 Aquetus 2022

Validator.

ah R. Muin, S.Pd.I., M.Pd. NIDN. 2001018701

# APPENDIX X: HASIL PRE-TEST WRITING PROCEDURE TEXT

Instructions:

- 1. You have 60 minutes to do this pre-test.
- 2. Write your name, class, and register number on the answer sheet.
- Write procedure text with the topic "DIY room decor" using your own words (minimal one paragraph).

Name 3 M. Rauhun him : 2102020048 <1455 ; 28

Stop what by shap DIY room decat First you buy the thin to be decorated secondly, you install the decor that you bought war her, Funtsh

Instructions:

- 1. You have 60 minutes to do this pre-test.
- 2. Write your name, class, and register number on the answer sheet.
- 3. Write procedure text with the topic "DTY room decor" using your own words (minimal one paragraph).

LUSI INTAN PERNANDA

BIG 2 C

2102020026

DIY Pencil Case with Bottle. Auto Couls = bottle Frife Glue Gunn Seassor One Zipper

Goals !

- Cut the boltle

- Take 2 bottom part of bottle Take a Zipper and add some glue Attached Zipper into one bottle bottom Part

Instructions:

- 1. You have 60 minutes to do this pro-test.
- 2. Write your name, class, and register number on the answer shoet.
- 3. Write procedure text with the topic "DIY room decor" using your own words (minimal one paragraph),

: Ayu prahiwi Nome · PEN TEB closs Reg. Number: 210,202031

Diry How to make peur holder from these es cream

Material: 1. Stick is created

+. Give

- step 1: Provide the cream sticks according to your mean A: SATCH the ice cream attacks one by one until they

  - 3. If the Ice cream stick already has volume. Pencil case can be used

÷

Instructions:

- 1. You have 60 minutes to do this pre-test.
- 2. Write your name, class, and register number on the answer sheet.
- Write procedure text with the topic "DIY room decor" using your own words (minimal one paragraph).

Name : Muh. AFIF Muslih NIM : 2102620030 Class : 22

DIY poor Decor

First, Vai have to prepare your material Second, make a the west rancoung/on Thurd, start to build a top lamp hias The last, Try it happing that it work

Instructions:

- 1. You have 60 minutes to do this pre-test.
- 2. Write your name, class, and register number on the answer sheet.
- Write procedure test with the topic "DIY room decor" using your own words (minimal one paragraph).
- 2. Name : Alda Haryansa Class : PBI 2B Register Number : 2102020011
  - 3. DIY Wall Decor

Tools : papers printer Scissors double tape

Goal: To make on aesthetic corner in your room

Stepsi This DIY is actually really simple and easy to make. You just have to prepare all the tools that have been mention before. Also if you want to make your own version, you can look for the ideas on Pinterest. So, the first thing is, you have to for the ideas on Pinterest. So, the first thing is, you have to look for some pictures on goggle or pinterest. Then, download it. look for some pictures on goggle or pinterest. Then, download it. After that, put the downloaded picture on Ms. Word. After that, print it. To stick the pivture on the wall, you can use double tape and to make in to shape you could cut it based on your preference. Then do it, again and again according to your style.

Instructions:

- 1. You have 60 minutes to do this pre-test.
- 2. Write your name, class, and register number on the answer sheet.
- 3. Write procedure text with the topic "DIY room decor" using your own words (minimal one paragraph).

TENRI ALYANI 2102020025 20

HOW TO MAKE Photo Frame

- First, prepare tools and materials like kays, lem, kettas kado, karbon.
- second, cut wood by the right size and merge then, gester the stick the cardboard as a photographic prod. and then, stick the photo and kertas kartion & finnally, the photo prame ready.

Instructions:

- 1. You have 60 minutes to do this pre-test.
- 2. Write your name, class, and register number on the answer sheet.
- Write procedure text with the topic "DIY room decor" using your own words (minimal one paragraph).

Dicha Ananda Provinci

PBI ]] B 2102020212

DIT " Wall stickes"

- 1. First, buy the desired stickers to stick on the wall .
- 2. then, put glue on the sticker -
- 3. the then, arrounge the stikers well before sticking -
- 4. now, sticker is ready to stick.

Instructions:

- 1. You have 60 minutes to do this pre-test.
- 2. Write your name, class, and register number on the answer sheet.
- Write procedure text with the topic "DIV room decor" using your own words, (minimal one paragraph).

# Resky AL Zikry 2B 2102020057

DIY room Decor

How to make pencil stand, First you need pencil and some stick fa. and now you will add some randoms colours. That's ALL ?)

ų,

Instructions:

1. You have 60 minutes to do this pre-test.

- 2. Write your name, class, and register number on the answer sheet.
- Write procedure text with the topic "DIY room decor" using your own words (minimal one paragraph).

ame - UNUL AZAMI (2102020061)

251 - 151 20

## DIY Tissue holder

logedients = toudbox, suissors, voler, glue and hape.

Shep by shep i make tirst - make a patern on advoard

the tizsu holder. After that not eastbord then glue patern that her been .

Instructions:

- 1. You have 60 minutes to do this pre-test,
- 2. Write your name, class, and register number on the answer sheet.
- Write procedure text with the topic "DIY room decor" using your own words (minimal one paragraph).

Name : Andi Esse Nura 2120h

Class PBI 28

Rig Number : accounty proposed

DIY How to make flower vase

- Matrial Bottle
  - Water - Fluwer
  - Llower
- step 3 :. The first, prepare water and bottle. The second prepare the flowers you would to decouste, and the last put the water in the bottle and but the planets.

Instructions:

- 1. You have 60 minutes to do this pre-test.
- 2. Write your name, class, and register number on the answer sheet.
- Write procedure text with the topic "DIY room decor" using your own words (minimal one paragraph).

NUR ANISAH EIMM WAHYU

BIE 2C 2102020075

## P

# DIY PAPER LAMP

Take some paper cups and cut the risus. Now on the top circumperence more to the distance of 1.5 cm Now apply a type strip at the bettom of the cup, tout use take live as the reference and with straight line from the top to the take line. Aurranging the flowers preces in a sphere body leave the top open. Pass a build and secure it. Now place that cup incide and cover with another flowers defign. Thus, your flower lawp Dry is completed

Instructions

- 1. You have 60 minutes to do this pre-test.
- 2. Write your name, class, and register number on the answer sheet.
- 3. Write procedure text with the topic "DTY room decor" using your own words

(minimal one paragraph).

APDIAN 23 21020200507

DIY Photo Frame Tools :- Paper -String - Photo - give - different painf - SHICKY fore - rular

Stup : First, measure edges of PhotoFor Frames any type of colors The Final Stop is affach a stand or handle

Instructions:

- 1. You have 60 minutes to do this pre-test.
- 2. Write your name, class, and register number on the answer sheet.
- Write procedure text with the topic "DIY room decor" using your own words (minimal one paragraph).

NAME: MUSHAWWIR H CLASS: 2B NIM = 2102020074



Instructions:

- You have 60 minutes to do this pre-test.
- Write your name, class, and register number on the answer sheet.
- 3. Write procedure text with the topic "DIY room decor" using your own words (minimal one paragraph)

Name : Fini Anggrachi (lins : 11/A NM : 2102020020 . DIY Photo France [2015: - Paper - futur

- Ster :- Fust, manual elger of flore for frames any type of colors. - The funt (the is affact as stand

Or handle to the back

Jame	intan Murani	-
class	PBI 2A	-
NIM	102020006	_
	" DIY room decor "	_
F	rst clean the Previous room, then get	
rid	of the literns into the room after that prepare	
	tools or moterious that will be used for deporation	٩,
	n make a sketch or Picture in the room, continue to	
an cale	an the tools and movements that have been	
	pored earlier, once Finished room decoration	-
		_
	in and tidy up the room to make it look neat and	_
Nec	iutiful in view.	_
		_
		-
_		
		_
		-
		-
		-

#### Instructions:

- 1. You have 60 minutes to do this pre-test.
- 2. Write your name, class, and register number on the answer sheet.
- Write procedure text with the topic "DIY room decor" using your own words (minimal one paragraph).

MUH. GILANK S  $\mathbb{I}/A$ 2102020078 DIY ROOM DECOR

Tools : - PAPER

- Ruler

STEP: FIRST, MEASURE edges of photo for frames any type of colors. The finat Step 15 attach a Stand or handle to the back.

Instructions:

- 1. You have 60 minutes to do this pre-test.
- 2. Write your name, class, and register number on the answer sheet.
- Write procedure text with the topic "DIY room decor" using your own words (minimal one paragraph).

. I wreasure rages of Photo for Frames any type of adors The Final step is attach a stand or hundle to the back.

Instructions:

- 1. You have 60 minutes to do this pro-test.
- 2. Write your name, class, and register number on the answer sheet.
- Write procedure text with the topic "DIY room decor" using your own words (minimal one paragraph).

Yana Sein Big 20 2102020077 DIY Wall decar A pair of suscisors old ch A few color Repars ghuê Pan Southa siked dope STEP the co-with a piece of cloth, a clean the co-with a piece of cloth, z. take the co-and place place in On the colour paper z. at last out - out poper together z. at last out - out poper together 1. Now add double Fided tope on Ends of the CP and arrange them S. Shase are few example on new how to make different arragements 6. and there you go, your smilly wall - there-

Instructions:

- You have 60 minutes to do this pre-test.
- Write your name, class, and register number on the answer sheet.
- 3. Write procedure text with the topic "DIY room decor" using your own words (minimal one paragraph).

Ardiva Norazila. M \* BIG 20 2102.020015

Step :

- + Burtersly wall harging cropt with paper 2. Immersive St wall harging cropt with paper 3. placed room decorphism with paper

- 4. war well decorotion

Instructions:

1. You have 60 minutes to do this pre-test.

2. Write your name, class, and register number on the answer sheet.

Write procedure text with the topic "DIY room decor" using your own words (minimal one paragraph).

Nome: Thatib Ambalio Clos: B16 2C Regimer: 21 02 02 00 55

## DIY Lampion

fast, prepare the waterials, you need a large, a cable, a give

Some rose of fluread and to one balloon. Secondly, flew the balloon ofter that put some glue to balloon, then roll the thread assurd balloon that has put goine glue, then pop the balloon then want with dry, ofter dry, the thread will shap loke a ball. langoon, put the lawy provale the lawyon and todow the layon with has done.

	sakuna Nurvi Falwa 2101020020
	(B) 2C
1	How to make 'rak tali'
1	ingredients (moterial :
_	- wood
	- rope
1	- dritt
	- 2 setrup had besar
	- Cal (optional)
	steps / methods
Ť.	- pirst, prepare the wood according to the size you wont - second, drill the end of the wood - and then, masukean strup pengant dim luborg two wat
	Jengan tali. - Finally, Daint untuk mempercuntik (oppional)
_	
-	
4	
-	
-	
-	
-	
-	

How to make a flower Wase from used Plastic bottles

first of all, cut the plastic bottle into two parts. after that cut the line nearly. When you have finished making the cut, place the bottle upside down. press firmly so that the piece expands. then tuck the tip into the inner side of the section next to it. after that do all the cuts around the plastic botte.

Name: Dhini Class: BIG 2C Nim: 2102020005

Instructions:

- 1. You have 60 minutes to do this pre-test.
- 2. Write your name, class, and register number on the answer sheet.
- Write procedure text with the topic "DIY room decor" using your own words (minimal one paragraph).
- Nama : Zaski Paroli
- Kolas : BIG 2 C
- NIM : 21 0202 0008

How to make Binghan foto

- 1. cut the kayu mended 4
- 2. ranguaikan q kayu into square
- 3. and then, pate poly i usungnya using noil
- 9. Binghoi kayu, roady to use

Instructions;

- 1. You have 60 minutes to do this pre-test.
- 2. Write your name, class, and register number on the answer sheet.
- 3. Write procedure text with the topic "DIY room decor" using your own words (minimal one paragraph).

Nama: Mashum Mas'adi

Felos : BiG ZA

NIM : 21 0202 0092 "Dry How To wate Rok book "

- 1. A Papers the motorial
- 2: cut the wood Judie of bargian
- 3. Sediction Polen de and Pala Lala bust seens session Young di inginikan 4. and thun give a cosour. 3. and Role book, ready to use.

Instructions:

- 1. You have 60 minutes to do this pre-test.
- 2. Write your name, class, and register number on the answer sheet.
- Write procedure text with the topic "D1Y room decor" using your own words (minimal one peragraph).
- None : Adia Zaskia NIM : 2102.020046 Class : Bus 10 C

" Has to make in paper low p?

Tools - Paper - seissors. - Paint

Steps : . property the paper

- paper scissons to bize.

- Currico paper shape accuroing do the shape of the Lamp - Pre - Formal paper laws promot

Instructions:

1. You have 60 minutes to do this pre-test.

2. Write your name, class, and register number on the answer sheet.

Write procedure text with the topic "DIY room decor" using your own words (minimal one paragraph).

Name MULLAMONORD FAUZAAN ISMALL K

Class + Bis 2A

Nim : 21 0202 06 80

How to make take

the first one is vierpore the orienterial true wood, that Glar and the tudy hommer, show and then Cut the uscock with the source gize for the log, and one at the larger sizers for the isp of the hobble, and the larger sizers for the a hobble.

Instructions:

- 1. You have 60 minutes to do this pre-test.
- 2. Write your name, class, and register number on the answer sheet.
- Write procedure text with the topic "DIY room decor" using your own words (minimal one paragraph).

Answer: 2: Atline Andier Putri /20 / 2102020068 3." how to more pencil case" The First, supplian still, lem, gunting, Kertas mingak, spille), and then The second, make a circle Dengan stik, and lem bagrannya. and after that, hims the puncil case deryon wergegnerson Kortas minigut and spidol your teent desception.

Instructions:

- 1. You have 60 minutes to do this pre-test.
- 2. Write your name, class, and register number on the answer sheet.
- 3. Write procedure text with the topic "DIY room decor" using your own words. (minimal one paragraph).

Answer :

Name : Wilda CLASS : BLE I C Num : 2102020023

# MARKE HOW TO MAKE PENCIL CASE

## 240 3

Materials : Bottle, Cutter, glue, tape, scistor

How to make .

: prepare used bottlos there a

: Cus the center of the bottle 2

liking a catheret

2 : then out the relation anonding to the size of the **bottle** 

9: Algol decounte the bette using vibbon and gue 11 Wing stuc

to and become on wolthe ponor houder from a better.

Nome : Zabra Mukia NIM : ZIOZOZOO76 Class : BIG 2B

How to make Newspaper frome

- 1. Prepare your carkens and number
- 2. Cuz the Cattons
- 3. pewsper wave as destred form
- 4. Put Kogulher Whe give of a Newspaper Hook for mover like Unken!
- 5. The numeroour prome is ginigh
Instructions:

- 1. You have 60 minutes to do this pre-lest.
- 2. Write your name, class, and register number on the answer sheet.
- 3. Write procedure text with the topic "DIY room decor" using your own words (minimal one paragraph).
- Nome: Finglia Aukia
- Class : De 23
- NIM : 21020200 73
- How To Make DIY wall bunging
- 1. Cut the cord. First you will need to measure out and cut an the cord for your protect
- 2. Altach Cord to shock
- Create bizingle luster Square knows
- 4. Goival builts

3.

S. Finitioning Off with square busts and benyy lenses.

# APPENDIX XI: HASIL POST-TEST WRITING PROCEDURE TEXT

Name: M Praihan Nim : 21030200.48 Class : 210

# DIY Pencil Case

Goal : How to make a pencil case

Moternals : 1. Box

2 Scissors

3 Glue

9. Paint maker/ Prowing pen

- stops : . First, Find a bolk, and cut the labels from Cleoon sheets of construction paper.
  - . Second, Glue them on your box using a glue stick
  - · And then, use decorotive popers, stikers, poin morkers/Drawing Rm, or hand-drown drawn designs to embellish your box
  - · Finally, Fill the box and you're done !

	No
	Date
	Plant
	noma : lusi intan Pornanda
	(2102020026)
	Closs : Big -2c
$\Box$	ply pencil cases From Plastic bottles
	moterials and Tools:
	-2 =1 PA Pieces of the exact same plastic
	bottle
	-1 zipper, choose the big tooth and the size
$\square$	of the bottle di ameter ameter
	-give gun
$\Box$	-Scissor
$\square$	How to make:
	. Start by cutting the Plastic bottle as desired
$\square$	measure how high you want the
m	cutout to be.
ET I	measure the zipper according to the
=+	neck of the bottle cut . If it's too long cut
	the zipper on the danking part, not the
	Zipper lock.
3	glue the zipper on the inside of the
	bottle heck using hot glue make sure
	you give the outside of de the to the
	inside of the neck of the bottle.
3 4.	Next, glue the other side of the
7	zipper to the bottle cop.
76	
2 5.	Done.
3	
7	
	"IBCAN

Instructions

You have 60 minutes to do this post-test.

Write your name, class, and register number on the answer sheet.

3. Write procedure text with the topic "DIY home decor" using your own words (minimal one paragraph).

Name : Ayu provition 61000 : 19161 24 Register Number: 2103039081

> PHOTO FRAME DIY

Gaal! How to make a Photo France

1. cardboard or construction paper Waterials:

- 9. SCISSOU
- s. Markers, chayons, pros, or related pencils

4. Gur

S. Stickers.

Phote / Picture 8 .

Steps : L. cut a piece of candboard or construction paper into a rectangle Thiss will be the size of the frame.

- 2. Cul a rectangle out of the middle of the cardboard. The rectangle is size should be slightly smaller than the photo
- 3. paint the frame. paint of all one color, or paint patterns and figures on the frame. You can also use markets, brayons pens. Or colored pencels to decorate the frame
- have on paper decorations. Cut thopes out of paper. Astarts: hearts, animals, letters, or sylubols are just serve ideas. and give them onto the frame.
- get creative with your decorations, anything else you 5. can tuink of a we truse decorations onto tur frame
- 6. Make the back of the frame. Cot a rectangle out of another prece of paper. This rectains to chould be similatly smaller than the whole fromme, so that easily covers the genter manue trame of the tiamic
- 7. Give this new versiongle to the back of the traine.
- o such the picture its the transe. Ship it in through the side you left open on the back of the fraine 9. Fruished

Instructions:

- 1. You have 60 minutes to do this post-test.
- 2. Write your name, class, and register number on the answer sheet.
- Write procedure text with the topic "DIY home decor" using your own words (minimal one paragraph).

Nome: Muh. Afif Musih class; \* PBI 2A NIM : 2102020036

DIY Beautiful Vases

Goal: How to make beautiful Vases

Materials :

J. Glass bottle 2. Glass Points of 3. Tone ribbons of paint 4. Flowers 5. Large syringe

Step :

- 1. The first thing to do is gather a few bottles or jars and, if they are transparent, you have to decide which color you want to use. It can be a single color that goes to white gradient, or gradient between various adars
- 2. Then, as a first chep, properly cleanse the bottles, inside and cut, then let them day. Another options insted of glass paint would be the tempera and wall pointing, is you perfore.
- 3. Dilute the paint with a little water to flow into the bottle batter, and absorb it with a large syringe. Now we start covering the bottle with paint.
- 4. Once done, leave the bottles upside down and It will take subral hours to drain any excess of point. You can do this by using absorbent puper
- 5. Now, that you've remared the excess of point, let the bottles day for is hours.
- This step should be repeated for each tettle. 6. How have last step you can take the rithers, and lie them make accurat the tettles to add come often style to them. You can use dealthouse is raile the rithers gid once that everything is dry, you can start placing the flowers in the bottles ar arrange them to the why you to ble it.

Instructions:

- 1. You have 60 minutes to do this post-test.
- Write your name, class, and register number on the answer sheet.
- 3. Write procedure text with the topic "DIY home decor" using your own words (minimal one paragraph).

: Alda Haryansa : BK 21B MAME 7658 Repister number : 210202000 DIY Flaver Pot Goal : How to make a simple flower pot · Flored your Materials :- Leptoner tape roll · Used CD • Fake flower . peorle · Wed yarn • Flannel . Que gur

Steps :

G ----

- 1) First, roll the leftower tape roll with wood yourn until its covered wing glace gun
- 2) Second, cover the used to with flannel using glue gun as well. Make sure
  - of the surface is covered by the flarmel.
- 2) Then, Stick the tape roll on to used tD with glue gun. 4) Next, do not forget to shape your floral fram in to the same size of the tape roll. After that, put it in.
- s) You could decorate the flower pot using pearly and shick it with
- glue your on the ylower pot. 6) Finally, the lost steps plugge the jake flower into the flower from.

Instructions:

1. You have 60 minutes to do this post-test.

2. Write your name, class, and register number on the answer sheet.

 Write procedure text with the topic "DIY home decor" using your own words (minimal one paragraph).

NAME : TENG ALYANI

Class : 20

Nim . 210202000

DIY

How to make wall Hangings prove Straws

Tools and Matenals .

1. Coloriol plastic straws

2. Used caraboard

3. Paper glue

4. Scissors and Cotler

S. Shationary

Chip :

- first, wake a circle using stationery on used cordboard. And then seissors

- Second, Using the old cardbord, arrang the plastic straw so that they could the cardboard. Do not forget to give

- ighte so that it can be firmly alloched to the cardhoase - ithen, try to cover all the cardboard to make it looks neater, let dry.

- Fundly, the wall decoration is complete.

Instructions:

- 1. You have 60 minutes to do this post-test.
- 2. Write your name, class, and register number on the answer sheet.
- Write procedure text with the topic "DIY home decor" using your own words (minimal one paragraph).
- Dieha Ananda Profilioi PB1 20

2102020012

DIY Pencil box

- Goals: How to make a peneil box
  - Materials: -Box Stigets Scissor

-Colue - Paint maker

- Steps :
  - 1. Find a bax.

2. Red of any labels.

- 8. Cut new labels from clean sheets of construction paper.
- 4. Then, glue them on your box using a glue stick.
- 5. Use decorative papers. stickers, point makers, or hand - drawn drawn design to purt embellish your box.
- 6. Fill the box and you're done!

"Good Luck"

	Dite:
-	* <del>Couls</del> -:
	Name: Resky ALZIKry
	class: 2B
	Register number: 2102020057
	Goals : How to make picture Frame
	Tools and Materials: 2) used cardboard
	2) give
	3) wrapping paper
	4) seissors
	How to make :
_	1) First, cut out the cord board with a rectangle the
-	size of the photo or less
_	2) Trim the cordboard cutouts using a cutter
1	3) wrap the cordboard in wrapping paper
1	4) Then, make Five more recignates. Cordboord Lealth
1	this is adjusted to the length and with of the First cardboard
	5) Wrap the Five boxes using wrapping paper
	6) Give the Fair rectangular boxes on the edge of the Cardboard First.
	7) & Then, stick the Last piece of cardboard behind the frame of buffer
)	B.) Wait For it to dry
1	The Frame is ready to use to clip the photo
1	-
1	
-	- IBE

No.

Instructions:

- 1. You have 60 minutes to do this post-test,
- Write your name, class, and register number on the answer sheet.
- Write procedure text with the topic "DTY home decor" using your own words (minimal one patagraph).

Manne - Und 1990 - Section

CLASS & SOL (I) L

Int Elaway the Bastonis

Goal . Here to water Preser Vace Reserveds

makeneds : - throug weight cardboard has with disametribus wouldn't to style "tall of

louge and 1500

. HEARY doing way eccepter.

- a caused build paper twicer
- two or whome four flowert to put in the where - they que que
- something to devorate the bin with print and printbushes, with.
- - adjusive piper. which type, and points are all options.

: I cut the plays of the lot of the box SUG

- . We note of the long suber up Clanning 5 when not the back ).
- s had and with opprave off the of the top extende torner.
- 4 August on the populate rate of the box.
- t. Use him but glue gue to athach a toil of paper roll to each whe of side of the box up square line text where it gets

Wher I as chamb.

- E. Print the box grey ( as whatever ollor you preser ) let day.
- z. Use the of has gloregue to stellarly the twine to the lidges of the box. Shad
- of one of the curds of the floor and slowly work your way around the edges.

B. This the ends of the huma educe you decode to in order to start a new line water sure the ends are glued down security. Frenchber to do the edges, at the top and bettern of the travilet gainer tuber rounds it has a finished low 9. Add your faces flowers and books.

Nome : Andi tsie Nurzazah 01-55 \$ 28 981 fighter which : 2102020054

" Day Home Desce"

" Wall-gad "

DIY WAY 6rd

Goal : thus to make a wall grid

Materians : & Used Hur Paper

2. Glue sheet

- 2. for glue
- 4. cat
- S. Skewers

Reps : 1. Prepare paper

63

2. Ford into four parts

3. Cut each Fast

4. Unon, Take a stewer

5. Aphabhail full one piece of paper into a skinutor

6. Then give with give

I after the give drive and the paper

8 -Studies pull the showers do the same with all the preces of paper

\$9. But a pirces of paper hegelber with hot glass make up

to to pieces

9, but a paper ralls legislice, make up to 9 preces

10. Start Sitting Paper placement.

1). Alight the long calls of paper to form a solution

12. Actual with Studier roll in apposite direction

15. Glue with hot Glue

ly. Appertural, prepare wood port with a chare of colors according to laster

15. And the last, want for it to dry, the wall gold is ready te Use [

### Post Test Writing Procedure Text

#### Inti uctions

- 1. You Have 60 Minutes to do this post test
- 2. Write Your name, class, and Register number on the answer sheet
- 3. Write procedure taxt with the topse "Dir Lowe Decor" Using your own words

Mame: Nur Anisal emps walye

Class 1 PBI 2C

MIM : 2.102020075

## DIY Frower pot

Moterial 5 :

1. Proclic berries (medrum, large, small)

- 2. Sriscore or Cutter
- 3. Acrylic Cat
- N. HUS + O draw

How to steps :

- Make character parterns has paper, can make parterns for animols, clours, flower, etc.

- If you have made a pattern on hus, then cut it out and parts in

on the bottle

cut the bortle following the pasted pattern

- After the bottle After that colouring the bottle with Acrilic cat
- . to wate it more interesting, Additional detail such as
- eyes, mose , etc (for animal drawing pattorns)

				No		
				Date :		
ARDIAN				1	•	-
DIY	Penail	box	_			-
Motivials						_
h. an empety b. a sharp		bable o	f Minim	l booker		
c. a pice	of white	or edg	nefut p	aper		
A. Source pains A. Source Alur						
				-	-3 16	
trest, wash	Her blan	المليط ما	Li da	an Un		
	se it.	HC. POIDI	a day take	pure H's	Citan	
second, cut	7111111	te into	two laster	es the case	7 1/01	-
use sharp out	and the second se	18	2000 00000	(s · pr to	C YOU	
next, wrop to	and the second se	toith .	a Great	or White	05	-
colorful pap	er · if	HOU LICT	Alatin De	per, use		
to Arowing		J. VJA	hermi bu	the fase	lower t	
finally, your	and the second se	AT 25 XM	aly to	u.s.r .		
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					APERLINE	

Instructions:

1. You have 60 minutes to do this post-test.

2. Write your name, class, and register number on the answer sheet.

3. Write procedure text with the topic "DIY home decor" using your own words (minimal one paragraph).

Mushawwir Haming

2B 2102020074

How to make evall hangings from newspapers

Materialis Tools

- Colored Newspoper - Glue on Pouble riked tage

· Steps

Ē

- First of all, choose a colored newspaper

- Then, fold it want to make a gam out of paper

-Then, unite each end of the gan so that it forms a circle

- Make sure the attachment between the gans is not too gave apart to make it look reat

- Then, attack it to the wall using glue or double-sided tops

- Is you seel it doesn't stick persectly, you can use nails to stick it on the wal

Tor Doulal

No.:	Tor Dave
0	Nama & Rini Anggraeni
$\bigcirc$	Kelas 2 11/A
	Nim : 2102020620
0	
)	DIY PENCIL CASE
	Goal & How to make a pencil case
1	Materials : 1. A box
)	2. A paper in any Colurs
	3- Glue
	9. Colurful markers, stickers, buttons,
	glilters.
	Steps & 1. Cover the box with the paper.
	2. Cut a paper in any color.
_	3. Show the pencil case to your friend
-	and be proud of it. 4. Glue the decoration in every place
	you prefer in the paper.
	s. Find a box that fits with your
0	preference, either longer or shorter
-	depends on whether you will insert
	a ruler in your pencil case
	or not.
	· · · · · · · · · · · · · · · · · · ·

11	Goars: How to make flawer vore
11	Moteriair. Ice cream stick
	glue
	Auter
	Penal Colors
	Dry flowers
8	itys: E
1	.) cut every see cream sticks base on your will.
د.	) Use ruler to measuring sticks base on your whi
2.	Ande all these sticks and preupore pencil colors
	or a point.
9.	) put the ice cream sheer on the floor and the
	to draw them one by one as the color you wo
5.1	Leave them alone in under the sunught
6.)	appher to ofter that, gather an these sticks
1	and glue them together.
7.)	moke sure to create good form as you like
1	to get a better impression design.
8.)	and then, leave it for a few hours
	and put some glue over again to sticks som
	flowers, this will make your design Looks
-	Impression for the user.
ø.)	and the vare frower ready to use it !
X	nna: Inton Xur Anni
	Lar : UI A Big
	1 : 2/0 2020 00 G m
1	and the second se

Aller Aussi Aus

M Nur frida seguire Nama 20 closs 2102020046 buy Photo Frame 10015 - Paper - string - photo - grue - different fount - sucky tape - nuller. 1 fust. cut a piece of cardboard or construction poper into a rectangle 2. second. cut a rectangle but of the middle of the cardboard 3 Fhen, point the trame 4 next, glue on paper decovations. cut shapes our of poper. next, make get creative with your decorations 5 6. Then, glue this new rectangle to the back of the trame. 7. then, give this new rectangle to the back or the frame and slide the picture into the frame. 8. Finally, pinish you have done make your photo frame.

.

CS

Yana	Sein
( conset	264
T	) 17 Wall Houging with Straws
Moteriar	
-	Straws
-	SCIESOF
	Candle
	Pin
	- lighter
stips	
1. first	arrange some staws, then glue it by Johing
	soferly pin that has been headed.
- 1A	
2. the	second step is to when flowers shalles
2. fin	second step is to note flowers stalles a holf-pulp straw up to one-third of starw
2. fin cut th	Second Step is to Note Flowers stalles a holp-pulp straw up to one-third of starw an roll the cut spection down
2. fin cut th 8. the	Second Step is to Note Flowers stalles a holp-pulp strow up to one-third of storw en roll the cut spection down third step is to make hows them should
2. fine cut th 3. the UB	Second Step is to Note placers stalles a halp-pulp straw up to one-third of starw en roll the cut spection down third step is to note haves then shout he scisors so that the out part, and then
2. fin cut th B. the UN co	Second Step is to index flowers stalled a holp-pulp strow up to one-third of storw en roll the cut spection down third step is to make hows them should ing scisors on that the cut part, and then ombrine the flower and leaves. Make twelve of this
2. fin cut th B. the UN co	Second Step is to Note Flowers stalles a holp-pulp strow up to one-third of storw en roll the cut spection down third step is to make hows them should
2. fin cut th 3. the UBI co 1. AN	Second Step is to indee placers stalles a halp-pulp straw up to one-third of starw en roll the cut spection down third step is to make haves then shout ing scisors on that the out part, and than publicing the flower and leaves. Make twelve of thi the last put the flowers on the
2. fin cut th 3. the UBI co 1. AN	Second Step is to note placers stalles a halp-pulp straw up to one-third of starw en roll the cut spection down third step is to make haves then shout ng scisors on that the out part, and than ombrine the flower and heaves. Make twelve of thi the last put the flowers on the
2. fin cut th 3. the UBI co 1. AN	Second Step is to indee placers stalles a halp-pulp straw up to one-third of starw en roll the cut spection down third step is to make haves then shout ing scisors on that the out part, and than publicing the flower and leaves. Make twelve of thi the last put the flowers on the
2. fin cut th 3. the UBI co 1. AN	Second Step is to indee placers stalles a halp-pulp straw up to one-third of starw en roll the cut spection down third step is to make haves then shout ing scisors on that the out part, and than publicing the flower and leaves. Make twelve of thi the last put the flowers on the

	NAMA : Ardiva Nurazila
5	ANMA STRATA NOTAZILA
5	NIM : 2102020015
5	KELAS : BIG 20
5	"How to make well paper por bedroom"
$\supset *$	took and makenals
	paper
$\supset$ -	bruch
	ruler
	paper give
	A 12 AS
7*	8 beps
	piretly, prepare the wollpoper with the thore
	and color that you like in advance, and also
	the book needed
-(	secondly, clean you bedroom walls from
	all kinds ex stains and nails, and also
	their marks
	TIFdly, patch all the holes and preled
	area in your walls using specialby putty
	For walls, arterwards, spread the
	parts covered by the putty with u
	sord paper
0	
0	noxt by aring the meter measure the lenght
-	Indere vy anny a that a the

Date : and with of your bedrain walls. work measurements on your wallpaper, but avoid wating a fi righ that is too thick. The next thing you need to do is drow a stronght Une from above to the bottom of your walls as a guide in installing your wallpaper. Then, cost your bedroom walls with a wallpaper glue. We a raller wall bruch to the gue can spread evenly, permitter bo. apply the wallpoper give once to reduce the risk of woillipper gets bos wet and WARKLY Finally, the step you have been woiling for: stick your wallpaper , stick it showing, pollow five straight live that you have drown earlier. Offer you finish sticking. floation the wallpoper using a pabric. )

135.

Noive Abdul Multihold Norm 200200055 Choss: PTRI 20 Good : How to worke a worker lawp Workeralt: -1 controver the sheets - cutter - 2 poin connector - block wenter - 3 poin connector - block wenter - 400: glue gam - paper sheets - 2 poin connector - block wenter - build holder - 1 woode strett - 2 poin connector - block wenter - build holder - cutors scin write and t an chip ou the first control prece - cut orse during very cutter - as place the give wing bet gluegam on treard contrologent - as gluenn - place the prot contrologent cutous on the second one as gluen build there on the gap of the cutout wode - flore the first contrologent prece - context the there on the gap of the cutout wode - globe the first contrologent prece - context the wints to the ladbourd prece - connect the context of the labor to a the pan wind - force the wints to the ladbourd prece - connect the context of the labor to a the pan context on the second one - globe the first and place with the cutous on the pan concet - connect the context on the gap with the cutous for - the context the cutous the first on the gap - connect the context of the labor to a the first - connect the context of the labor of the labor - connect the context of the labor to a the first - connect the gap sheets and from prece - connect the paper water to an the gap - connect the paper water to form the paper - connect the paper water to paper - connect the paper water to part on the paper - context the paper water on the paper - context the paper water to a the part on the paper - context the paper water on the paper - context the paper water on the paper - context the paper cutous on the top on the led builts - context the paper cutous on the top on the led builts - chen your work to an the paper of over the cutous on the led builts - chen your work to an the paper of over the cutous the led builts is the top on the led builts in the cutous the led builts in the cutous the cutous the led builts in the cutous the the le		Dala
Mrm 2002000055 Choss : PB1 20 Bout : Mow to wate a wight lawp Workedal : - 1 controver an the sheets - 2 poin connector - back water - 2 poin connector - block water - built holder - 4 wooden strett - built holder - 4 wooden strett - built holder - built holder - built holder - collored builts Steps :- cut 07 cm cardboard squeers make it 3 preces - mark 3 cm create and 1 cm chap on the first - control drafty very cutter - apply het glace wing bet glacean on treard contoboard prece - cut accer drafty very cutter - apply het glace wing bet glacean on treard contoboard prece - fibre the first cardboard autour on the second one as glave a come on the gap of the cutout wode - fibre the first cardboard prece - connect the wins to the faile helder - connect the wins to the faile helder - connect the other and draw water to a the faile for - take a paper sheet a faile with the card and break on the paper - connect the other and draw water to a the faile for - take a paper sheet a faile water to a the faile faile for the paper - connect the other end of the wine to a the faile faile - connect the other end of the cutout to a the faile faile - connect the other end of the wine to a the faile faile for - take a paper sheet a and draw verden love on the paper - cher a faile here back for and draw verden love on the paper - cher a faile water and draw verden love on the paper - cher a failer the lawer for the conter on the paper - cher a failer wooden strekes and strew or to a the faile of - connect the paper become is a schere - cher a failer wooden strekes and strew or to a conter and a face - cher a failer the lawer on the paper - cher a failer the lawer become is a schere - cher a failer wooden strekes and strew or to a conter and a face - cher the factor a back is and strew or to a conter and a face - card a four wooden strekes and strew or to a conter and a face - card a face cutowa is a schere - card a face cutowa is a schere - card a face cutowa on the todan-	Manue Abiled Anitherite	
Choss : PTEL 23 (14) May to worke a way in lange Good : How to worke a way in lange - Good : How to worke a way in lange - Good builts Cutter - Good one coord - 2 poin Connector - block worker - bood hullor - bood hullor - bood hullor - colored hullor - colored hullor - town 3 can corde and t run Envip on the first - colored hullor - the cord have using when any the first - colored hullor - the cord hullor - the cord hullor - the cord hullor - colored hullor - the cord hullor - the cord hullor - colored hullor - colored hullor - the cord hullor - colored hullor - the cord hullor - colored hullor - colored hullor - colored hullor - colored hullor - control the first cordboard autout on the second one as glass - flore the first cordboard autout on the second one - flore the first cordboard - flore the first cordboard - flore the first cordboard prece - flore the first the first cordboard - globe the first the first cordboard - globe the first the first cordboard - globe the first first cordboard - globe the first herd cordboard - globe the bullo Herder in the gap its the cutrout wode - connect the core out - connect the other and of the wire to a the first councet - take a graph sheet and staw random lover on the gap - check the lade herder in Store is a cordon love on the gap - check the lade ballor to a core of the prece - check of the lader ballor of the core		and the second
Boul : How to worke a wegine law Boul : How to worke a wegine law Moderial C: - 1 controver in sheets - cutter - that any connector - block wanter - 2 poin connector - block wanter - build halfer - 4 wooden streker - colored hubber Steps: - cut v3 cm cardboard squeres make it 3 pieces - mark 3 cm cardboard squeres make it 3 pieces - mark 3 cm cards and 1 cm chup on the first controver prece - cut accer draphy very cutter - apply fast and 1 cm chup on the first controver and the gap of the cutout wode - More a work on the gap of the cutout wode - More a constant the gap of the cutout wode - More a constant the gap of the cutout wode - More the first controver on the second ove - as glow het aller there and prece with the centre for the work the cutos to the law of the work on the gam and - place the cutos to the law of the cutout wode - a poly het aller there and be and bedre - a poly het aller there and be the gap of the cutout wode - a poly het aller there and be law - block the the cutos to the law - connect the cutos to the law of bedre - connect the cutos to the law of the any and on the gap - connect the other and the work to a the for the part - take a gaps sheet and the work it in each angle of - take a gaps where hashes it form prece - check and make stocks and show the in each angle of - cond the law body to cutout on the part - condition the paper become is stored and any the lay		
Good : How to wroke a work law sheets - cutter - flot give gran - paper sheets - 2 poin connector - block warter - book hullor - book hullor - colored hullor - cut accordingly very cutter - flore the first cardboard autout on the second are - flore the first cardboard autout on the second are - flore the first cardboard autout on the second are - flore the first cardboard autout on the second are - flore the first cardboard autout on the second are - flore the first cardboard autout on the second are - flore the first cardboard autout on the second are - flore the first cardboard autout on the second are - flore the first cardboard autout wode - dented the first cardboard prece with the caute for - the write to come out - connect the writes to the faile better - connect the write to the faile better - connect the other and the write to a two first and are - faile a block water and the wird to a two first and the paper - card all the failer becard and the paper - card all the paper becard and the paper - card all the paper becard of the are paper - card all the paper becard and the first to each angle of - faile the leader wooden stocks and stock it to each angle of - card the failer cutout on the top and there a two and he led to - card the failer cutout on the top and the led to - card the failer cutout on the top and the led to - card the failer cutout on the top and the led to		and the second sec
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- flot glue gun - pager sheets - 2 point connector - block inputer - builts holder - 4 wooden stroker - collowed builts - collowed prece - cut accerdingly vorm cuttor - apply but glue using but gluegans on incord condisoand - cut accerdingly vorm but gluegans on incord condisoand - cut accerdingly vorm but gluegans on incord condisoand - as shown - place a curve on the god of the cutout wode - as shown - place a come on the god of the cutout wode - as shown - place a come on the god of the cutout wode - as shown - place the glue on autobrend - place the come out - connect the come out - connect the come out - connect the words holder on the god viring but glue - connect the other and of the word to a the form Connector - take a graps sheets and draw random lover on the god - glue off the pager wood of the word in acch angle of - connect the gaps wheels a cybone - connect the gaps wheels a cybone - connect the gaps wheels and snow random lover on the god - connect the gaps wheels and snow random lover on the god - connect the gaps wheels and snow random lover on the god - connect the gaps wheels are shown in a cybone - connect the gaps wheels and snow random lover on the god - connect the gaps wheels are built holder - connect the gaps wheels are built holder - connect the gaps cutout on the top and torn on the led by - cet the ' collared builts in built holder - cet the factor builts in built holder	waterials 1 contraint the sheets - cutter	
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- build hallber - 4 wooder stretter - colored builds Steps: cut of can cardeboard squeener make it 3 preces - there is som corde and t can shop on the first condeboard prece - cut accer draphy very cutter - apply part gran wing her granger on treard condeboard prece - flore the pirst cardboard autour on the second are as glasm - place a curve on the gap of the cutout wode - digits her give on addored prece with the centre for the unce to core out - connect the arrest of the lader - connect the other eard of the lader - connect the other and draw routen love on the page - connect the other eard of the lader - connect the other eard of the wire to a two pro connects - date a page sheets and draw routen love on the page - connect the other when of the page of the cutous on the page - connect the lader wat of the lader - connect the page sheets and draw routen love on the page - connect wooden stores and show preces - connect the page wheels and show routen love on the page - connect the page work of the lader - connect the page wheels and show on the led by - connect and body wanter work of the page of the page - connect the page wood stores and show on the led by - connect the page wood stores on the top or the led by - connect the page wood stores on the top or the led by - connect the page wood stores on the top or the led by - connect the page wheels on the top or the led by - connect the page wood stores on the top or the led by - connect the page wheels on the top or the led by - connect the page wheels on the top or the led by - connect the page wood on the top or the led by	- 2 pour connector - block warted	
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- Apply but give words but givegins on their constant puece - flore the prot cardbeard autour on the second one as given - place a usine on the gap of the current wode - dively but give on antibored - dively but give on antibored - diver the third cardboard prece with the centre for the unred to come out - connect the units to the balls helder - connect the units to the balls helder - connect the units florder in the gap using bot give - connect the units to the balls helder - connect the units florder in the gap using bot give - connect the units florder in the gap using bot give - connect the other and draw voution liner on the pape - take a paper sheets and draw voution liner on the pape - child the paper because is signare - child the paper because is signare - child the paper because is a signare		
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- set the returned builds to built helder - set the paper cutout on the top and them on the hed bu	Fake A four wooden' stocks and snok it	th each right of
- set the restrict builts to built hereast	Paper	17
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then your night lamp or veady to use !!	place the paper cutout on the top ont	there on the led but
	then your night lang or neady to use	×

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Sakina Huru Fatwo			
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DIY Flower	Decoration		
Beal : How to make we	I FLOWER DECC	ration	
) Materials: 1. scissor			
2. 6100			
D s.cone proper			
Steps : 1. First, buy	Cake paper a	of various col	ors.
2. cut the	micidie part	of the coke	poper.
) and cut	the edges to	form on c	one ven
shape .			
2. After the a	middle part 1	s removed, 11	nen the
) Folding pi		10 W 100	
4. Fold the	cake paper 1	Nº to 4-16 FOI	ds.
For only pr	rt of the Pla	wer is 4 F	ords.
5. create a	plower shar	e accordine	to your
wishes.			10.8
6. After that			the
begin to	pin a uniq	ve Flower.	
2. After ever	ything is a	rranged neath	y me
next step	is to smoo	th the edge	es of the
paper	10200	15.45 ( <b>1</b> )	-
8. After that	, It can be	used as a	a good
wall de	coration.		
g. Finished .	is now the	trme for	prowers
to be pl	aced on th	ne wall with	h o
Solution .			
240 W W 255			

Instructions:

1. You have 60 minutes to do this past-test.

2. Write your name, class, and register number on the answer sheet.

3. Write procedure text with the topic "DIY home decor" using your own words (minimal one paragraph).

Name: Ohini

class: BIG 20

Register number: 2102020005

#### ingredient

" How to make a charabler flower pot"

1. Free size used plastic bottles (medium, large, or small)

- 2. Scissors or cutter
- 3. acrysic cal-
- 4. HVS to draw

#### How to make;

8. 9. 10.

- 1. Make character patterns on hus poper, mama can make patterns for animals, dolls, flowers, etc.
- 2. If you have made a pattern on hus, then cut it out and paste in on the bottle
- 3. cut the bottle following the pasted Pattern
- 1. After the bottle with acrylic
- 5. Lo make it more interesting additional defails such as eyes, nose, etc. for animal drawing patterns.

Nama : Zaski pardi Felas : Biq 2 C Nim : 21 0202 008B

Goal : How do walk be painted Materials : Masking tope, duct tape. Newpaper. ladder. sandpaper. putty. bruch, water can, paint tub and roller.

steps : 1. prepare tools

2. cloon the wall

3. cover the unpainted part

4. stir the paint Before use

S. Mis point with water sore or solvent

6 - Give Base color

7. use small Brush

8. Use the zigzag ternix technique.

#### Namel : Machum Naradi

Kelos BIG 2A

: 21 0202 0042 Nim

"DIY Pencil case"

Maleriaus & looks :

- 2 Piecer of the Same plastic bottler last.
- 1 zipper, choose the big look and the size of the Lottle disweter
- 1 Glue
- Scissols

Stept ;

- 1) cut the plastic bottle. Measure how high you want kedae the culout to be.
- 2) Measure the zipper acording to the neck of the bottle cut. if it's too long, cut the zipper on the dauguing part,
- 3) Glue the zipper on the inside of the bottle neck using
- hat give make sure yourgive the outside of the zipper to the inside of the neck of the bottle
- 4) Next, give the other side of the zipper to the bottle cap.

C5 LORD TRANSFORME

104 -test Writing processure text

Nome : Aulia Zantia Nim : 2102020046 Class : Bi6 2 C Oly Poper Long Shope

Creal :

How to make a paper Lamp Shake"

Mohericale - Inference or porthomous temp choose

- 2. Murbled Foger
- 3. Fiblen bus type or other trim for the objes
- t. Spray asherine
- 5. 6me
- c Kwast paper
- 7- Grisnors
- 8. Crapt Knipp
- + Clothaspira

Ships : 1. Créate a traglate by rolling your strate across a pièce of kraft parar, bracing the outline as you go:

- 2. Cut out the template leaving at least on inch of extra paper on each hi
- 3. Checks to make sure that the bourplast is longe enough by unappling it around the shade.
- Y. If the template covers the shade completely, have it on the back side of your occording paper and cut out.
- 5. Group how the local side of the occorative paper and the shade with a leight could got admittive.
- C. Altoch the proper to the shade, smarting it book as you go.
- 7. Use glue to secure the edge
- 1. The any overlying with a capt leave
- 3. Elue a storp of kins trim when tape, or other trin around the dop ance bottom.
- la. Use clothespins to held for this in place as it dries -

	BIG 2A. D.I.Y Pencil Box
-	
14	Materiau
-	Box
1	que Sasors
-	Paint make
P.	Procedure
11	- Find a box
-	- peel Off any labels
-	- use decorative papers, Stiekers, paint marker
	hand-drawn de egos to embellish your BOC
-	- fill the box and you're done!
-	Jee Clore
1	
-	
-	
4	
-	

#### Instructions:

- 1. You have 60 minutes to do this post-test.
- 2. Write your name, class, and register number on the answer sheet.
- 3. Write procedure text with the topic "DIY home decor" using your own words (minimal one paragraph).

: Athra Andura Putri

: PB1 22 closs

NAML

: 210202,0068 Reapster Number

DIY PUNCI box

Goal : How to make a pencil box

Materials: - An empty plastic bottle of mineral wonin

- Glue

- A sheet of colored paper, (red and white or drugs color - Sharp Emife

steps : 1. First, ensure the battle is clean when you use it.

2. Then, cut the bottle bild 2 parts

3. Use the back of a while paper, then give the give, then strek to the bossile.

A Finally decolose the bottle with your name or by Drawing on colored paper.

Now, the puncil box is ready to use !

NAME	4	Wilda	
TIANS		DIG I C	
Num		210207 0023	

Teols and moderial in making From origani Paper

Here are the poor and materials that must be prepared.

1. Paper Folding

2. SELESONS

3. poncu

4. Eraser

r. such

6. Glue gun

7. small ball - shaped beads

8. A large serving usedle

Steps in Maxing Mindow curtains from origani paper

Here are the steps that must be done

1. sketch a butterfly on origonni paper

2. cut the paper according to the paytern made.

3. Make 10 origani butterflies

4. JAIRE the thread as a widow Environ, don't porget to aflack it to the (large) needle, prepare the beads to. Don't forget to the the ends of the rope.

or thread the beard onto the needle and thread it the eard of thread.

6. Blue the origanic betterfly using glue gun adjust the dispot

7. Defer that frote again one by one until the end of the vote

8. Band the bufferfix to that it loops were it is flying g. and this is the result my friend, the budering departies is ready to be used in the badrown mindur.

CS Incom

	135.
	Date :
Nume 2	hru Mukin
NIM · LIC	020262676
Class Bi	628
Name: How	to write Nameplake hanger
1. Carbon	5. Paper know (brown)
2. Clear Plaster	6. wall thread & Juke Prope
3. Scislors & cultur	7. Stationery
9. Repar glue	8. puur 9. Ussolin visip
51	
	bound of Server who 2 Parts with
Offerunt Sizes	
	Caroboard Using wooden of the Caroboa
	the lept and wight ends of the cardboard
A. Thun, Insert Ele and a	F the burrap rope in the Onelboard hole @
5. Allo make a hole	in the long small caroboard, thun
Connect the long	y and medium-steel continued wir
a burlup rope.	a
	Lover Poper to form a through , budy pours
7. This Fold bolls on	a fall it is may
and the second se	1 CAN'N
ALL ALL	again.
8. Pusta the folded	Paper on the carbon that has
been shaped on fl	right and left sides, two purces.
3. The name Rose h	orger has been completed paperly
Section 200	TAPEKLI

Instructions:

- 1. You have 60 minutes to do this post-test
- 2. Write your rume, class, and register number on the answer sheet.
- Write procedure text with the topic "DLY home decor" using your own words (minimal one paragraph).

	1002
Name: Fingle Adelia	1. Mau tope
Chart : 20	2. Shel
NIM : 2102020073	3 Sciences

How to Make a Machanie Diy Wax wanging

- 1. Firstly, Cut the cond. You wanted he manuse out and as the cond to your presed
- 2. Secondly, Albert Cord to still
- 3 Create Trange Using Square Hicks and Date
- 4. Make a speak feets
- 5 finctury cet with square loose and being built

# APPENDIX XII: DOCUMENTATIONS

**PRE-TEST** 

















#### **POST-TEST**



#### **CURRICULUM VITAE**



Andi Husni A. Zainuddin, was born on 17<sup>th</sup> December 2000 in Palopo. Her father's name is Andi Zainuddin and her mother's name is Mariati. She lives at Jl. Kartini Lorong 1 No. 8, Palopo City. She started her study in Elementary School (SDN 12 Langkanae) in 2006 and she

graduated in 2012. After that, she continued her study at SMPN 7 Palopo in 2012 and graduated in 2015. Then, she continued her study at SMAN 6 Palopo, graduating in 2018. After that, in 2018, she continued her study at the State Islamic Institute (IAIN) of Palopo and took English Language Education Study Program. She finished her study in 2022. At the end of her study at the State Islamic Institute (IAIN) of Palopo, she wrote a thesis entitled "Teaching Writing Procedure Text Through Do It Yourself (DIY) Video at The Second Semester of English Language Education Study Program IAIN Palopo."