



**THE EFFECTIVENESS OF SCIENTIFIC APPROACH IN TEACHING
PROCEDURE TEXT USING VIDEO TO IMPROVE SPEAKING SKILL
FOR GRADE 9 STUDENTS OF SMPN 32 SEMARANG**

Final Project

Submitted in partial fulfillment of the requirements
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By

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I certify that this final project is definitely my own work. I am completely responsible for the content of this final project. Other researchers' opinions or findings included in the final project are quoted or cited in accordance with ethical standards.

Semarang, 11 June 2024

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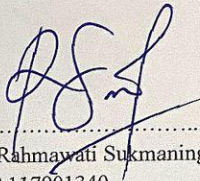
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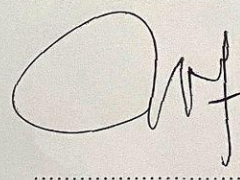
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MOTTO

“Don’t just sit there. Do something. The answers will follow.”
-Mark Clear, The Subtle Art of Not Giving A F*ck

DEDICATION

The final project is dedicated to :

1. My beloved parents, my mother Vita Yuni Astuti, SE. and my father Bambang Eddi Siswanto, SE.
2. My sisters and my little brother, Ayu, Ica and Zahir.
3. All my friends, especially Bimo Rio Prastiawan

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ABSTRACT

Nabila, Ananda Latifah Azhar Rachma.2024. The Effectiveness of Scientific Approach in Teaching Procedure Text Using Video to Improve Speaking Skill for Grade 9 Students of SMPN 32 Semarang. Final Project. English Study Program. Faculty of Language and Arts Education. University of PGRI Semarang. Advisor I : Dr. Dyah Nugrahani, S.Pd., M.Hum. Advisor II : Ririn Ambarini, S.Pd., M.Hum.

The study was conducted to determine the effectiveness of scientific approach and video media to improve students' speaking skill. The aim was to find out significant differences between the experimental class that received treatment and the control class that did not receive treatment. The research was conducted for 4 days at SMPN 32 Semarang with a population of all ninth grade students. Meanwhile, the samples were from IXF as the experimental class and IXG as the control class. There are 30 students in each class who participated. The research is quantitative research and used quasi-experimental method. Instrument of the study was oral test and collected the data used pre-test and post-test. Technique of data analysis used IMB SPSS version 25. After 4 days of treatment, the average student learning outcomes were very significant. The Mean score of control class is 63.2 and experimental class is 80.9. The average score of the control class is lower than the experimental class, which means that the control class showed a slight improvement after the learning process without using a scientific approach and video media. Meanwhile, the experimental class showed significant improvement after the learning process using a scientific approach and video media. The results have been processed through SPSS and produced significant differences between the control class and the experimental class. So, it can be concluded that a scientific approach and video media are effective to improve students' speaking skill.

Keyword: Scientific approach, Video, Procedure Text

TABLE OF CONTENTS

	Page
APPROVAL.....	i
DECLARATION	ii
RATIFICATION.....	iii
MOTTO	iv
DEDICATION	v
ACKNOWLEDGEMENT	vi
ABSTRACT	ix
LIST OF TABLES	xii
LIST OF DIAGRAMS	xiii
LIST OF APPENDICES	xiv
CHAPTER I INTRODUCTION.....	1
A. Background of the Study.....	1
B. Reason for Choosing the Topic.....	6
C. Statements of the Problem	6
D. Objectives of the Study	7
E. Significances of the Study.....	7
F. Definition of Key Terms	8
G. Research Hypothesis	9
H. Outline of The Research.....	9
CHAPTER II REVIEW OF THE RELATED LITERATURE.....	11

A. Previous Studies	11
B. Review of Related Theories	15
CHAPTER III RESEARCH METHODOLOGY.....	22
A. Research Design.....	22
B. Variable of the Research	23
C. Subject of the Study	23
D. Instrument of the Research.....	24
E. Method of Data Collection.....	24
F. Technique of Data Analysis	25
CHAPTER IV RESEARCH FINDING AND DISCUSSION.....	27
A. Research Findings	27
B. Discussion.....	43
CHAPTER V CONCLUSION AND SUGGESTIONS	48
A. Conclusion	48
B. Suggestion.....	49
BIBLIOGRAPHY	51
APPENDICES	55

LIST OF TABLES

Table 3.1 The Scoring Categories of Achievement	25
Table 3.2 The Scoring Categories of Speaking Test.....	26
Table 4.1 Data Pre-test and Post-test of Control Class	28
Table 4.2 Students' Category Score of Control Class	30
Table 4.3 Data Pre-test and Post-test of Experimental Class.....	32
Table 4.4 Students' Category Score of Experimental Class	34
Table 4.5 The Normality Test Results of The Experimental and Control Class	37
Table 4.6 The Homogeneity Test Result.....	41
Table 4.7 Independent Sample T-test.....	42

LIST OF DIAGRAMS

Diagram 4.1 Diagram of Normality Test Results from The Pre-Test of Control Class	38
Diagram 4.2 Diagram of Normality Test Results from The Pre-Test of Experimental Class	39
Diagram 4.3 Diagram of Normality Test Results from The Post-Test of Control Class	39
Diagram 4.4 Diagram of Normality Test Results from The Post-Test of Experimental Class	40

LIST OF APPENDICES

Appendix 1 Instrument of Pre-Test	56
Appendix 2 The Students' Pre-Test Score in Control Group	57
Appendix 3 The Students' Pre-Test Score in Experimental Group	58
Appendix 4 Lesson Plan of Control Group	59
Appendix 5 Lesson Plan of Experimental Group	61
Appendix 6 Instrument of Post-Test	64
Appendix 7 The Students' Post-Test Score in Control Group	65
Appendix 8 The Students' Post-Test Score in Experimental Group	66
Appendix 9 Surat Permohonan Izin Penelitian dari Universitas PGRI Semarang.....	67
Appendix 10 Surat Permohonan Izin Penelitian dari Dinas Pendidikan Kota Semarang.....	68
Appendix 11 Surat Tanda Telah Melaksanakan Penelitian di SMPN 32 Semarang.....	69
Appendix 12 Kartu Bimbingan Dosen 1	70
Appendix 13 Kartu Bimbingan Dosen 2	72
Appendix 14 Berita Acara Sidang	74
Appendix 15 Documentation of Control Class	75
Appendix 16 Documentation of Experimental Class	76

CHAPTER I

INTRODUCTION

The chapter presents introduction about the research. It contains background of the study, reason for choosing the topic, statements of the problem, objectives of the study, significants of the study, definition of key terms, research hypothesis, and outline of the research.

A. Background of the Study

Language is one of the important things to communicate with other people. Without language, people have difficulty understanding what other people mean and of course difficult to build a social relationship. There is a lot of country, city, and region in the world and they have their own languages, so it means there are a lot of various languages in the world. To communicate with foreigners, the world needs an international language, and it is used as a communication media for people between one country with another country. It is also used to establish relations between the Indonesian government and the governments of other countries. English has been selected as an international language because of its extensive usage in nearly every country (Yusmalinda & Astuti, 2020a, p. 76). Since English is an international language, some countries require their generation to learn English, including Indonesia as a developing country. Of course, this is not easy for Indonesians to learn about English, remember that the Indonesian language is a first language and English is a second language. Acquiring a second language is more difficult than

mastering our native language and necessitates a great deal of effort (Yasinta Anwar, Arso Setyaji, and Ririn Ambarini.Pdf, 2023,n.d., p. 18). Sometimes we can also find a regional language in each region of Indonesia. In this case, the researcher conducted research in Java Island, whereas the student also study Java language. This is not easy, especially for young learners who are learning three languages at the same time, besides learning more about the Indonesian language and Java languages they must learn about English language.

There are four skills in English if we want to learn about it. There are reading, listening, writing, and speaking. Each of these skills has its portion difficulties and can not just mastered in one aspect. It link one each other. From the fourth skill in English, it is divided into two parts. Speaking and writing are productive skills while listening and reading are receptive skills (Putera et al., 2022, p. 251). The fourth of these skills is still divided into several sub-skills to make it easier in focusing to our comprehension of those skills. Young learner is difficult to master English if they do not understand about sub-skills, while the sub-skills consists of grammar, pronunciation, and vocabulary skills (Neno & Erfiani, 2018, p. 171). Young learners can not master speaking skill if they just master pronunciation, it also requires grammar skill and vocabulary skills to make speaking sound confident without hesitation.

Since speaking is a productive skill and the sub-skill is more complete than the fourth other skill, so speaking is the hardest skill to

learn. Speaking related to active products something by oral organs. (Ambarini, Ririn.2016.Pdf, n.d., p. 2) English language learners are able to use more complex sentences in speaking to express opinions and share their thoughts. However, it is difficult to effectively communicate ideas, knowledge, or information through speaking without regular practice. Speaking ability in Indonesia remains low or lacking due to various reasons, such as fear of making mistakes, shyness, doubt, and lack of confidence when speaking English in front of others (Lestari et al., 2022a, p. 313). Without motivation and fun media during teaching English will decrease the motivation of students to practice speaking.

There are genres of text in English, such as descriptive text, recount text, procedure text, narrative text, news item text, and many else. All of those text can be disclosed as needed. Same as when we study at school and our teacher asks to read the text. The one that is important to learn by the student is procedure text. Besides the procedure text can give information a direction on how to do or how to make something for other people, it can also be found in our daily life whether at school or at home to help us complete our work. It can be presented in the style of a culinary recipe in a publication, on packaging for noodles and other food products, instructional manuals, or electronic device guides, among other formats (Ma'id et al., 2018, p. 3). Procedure text is a sequence of ways to do or make something that must be completed to the end. Commonly, the structure of the procedure text is Goal, Material or ingredients as needed,

and the last step how to do it. None of the steps may be forgotten or change the sequence or it will be a problem. Procedure text has language features like another text. It uses simple present tense, and sometimes imperative sentences. Uses adverbial sequences such as first, second, then, next, finally, and so on, and uses command, and action verbs such as boil, take, cut, etc.

Learning media is like communication in the learning process between learning materials and the student. The teacher uses media to make the learning materials more easily understood by the students. It can be easier because media is always related to visual illustration. The student can figure out information through audio and visual directly by looking at media. By using media, language teaching is more interesting and attractive (Lestari et al., 2022b, p. 313). Commonly, students are more attracted to what they see than what they listen to. And then, if the learning process feels fun, the student will be motivated to practice speaking English. According to procedure text, the suitable media for procedure text is video. We can know how to do it directly from the speaker's says and gestures. Of course, we know how to pronounce it from listening to the speaker.

There are many various approaches for teachers to teach the student. Every teacher has their own approach version which is suitable for the student. The approach of teaching is a technique that will be used by teachers to transfer knowledge. Therefore, the learning process will be

successful and structured. But not all approaches can be taught now. with the passage of time, curriculum has changed according to the government policy, and every curriculum has an applicable approach that must be used in school. In "kurikulum merdeka", the current curriculum named in Indonesia, the teacher should focus on students' reasoning, so the center of the learning process is the student also known as student-center. It is called the scientific approach. The scientific approach involves a systematic collection of data through observation or experimentation, interpreting and analyzing data, developing hypotheses, and testing then to establish causal relationships (Ma'id et al., 2018, p. 3). Through the implementation of a scientific methodology, students are equipped with the skills to engage in critical, creative, and innovative thinking.

Based on the reseacher's experience while carrying out internship program activities as the teacher (PPL) in a junior high school in Semarang, the researcher found a problem in the student's speaking ability when the researcher asked the student to read the text louder in front of the class. Although the researcher had given an example of how to pronounce it, the students still found it difficult to imitate it. Students feel less confident due to lack of practice, insufficient vocabulary, and fear of negative evaluation (Aeni et al., 2017, p. 164). So the problem of why the students can not speak fluently is because of the lack of motivation of students to practice English, and the learning media is less attractive. To solve the problem the researcher chooses a scientific approach and video

from procedure text as a media to learning the student.

B. Reasons for Choosing the Topic

The reasons why the researcher chooses the topic "The Effectiveness of Scientific Approach in Teaching Procedure Text Using Video to Improve Speaking Skill for Grade 9 Students of SMP N 32 Semarang" are :

1. The scientific approach is a technique from *Kurikulum Merdeka* that is applied to the current curriculum. The researcher applied it to the school that had not implemented the scientific approach, namely SMPN 32 Semarang.
2. Video is audiovisual media that is easy to get in era 4.0. It shows the visualization full of color and also a clearly audible sound. So the media can be understood easily by students.
3. Speaking is an important skill in mastering English. It's difficult to learn without the right media so the researcher thought about pairing the skill with video media.

C. Statements of the Problem

Based on the background of the study above, the statement of the problem is formulated as :

1. How are students' speaking ability without being taught using video and scientific approach in procedure text?
2. How are students' speaking ability taught using video and scientific approach in procedure text?
3. Is there any significant difference between and after teaching using a

scientific approach and video?

D. Objectives of the Study

Based on the statement of the problem, the research is aimed to :

1. To find out student's speaking ability without being taught using video and scientific approach in procedure text.
2. To find out student's speaking ability are taught using video and scientific approaches in procedure text.
3. To find out whether using a scientific approach and video media can improve the student's ability in speaking procedure text or not.

E. Significances of the Study

After conducting research experiments, the researcher hopes that the research results will be useful and relevant.

1. Theoretically, the result of the research can be used as a new technique and alternative in teaching procedure text.
2. Practically, the result of the research aimed to be useful and relevant practically for students, English teachers, and the researcher.
 - a. For the students, the study is aimed to make the students think that Speaking is important, both in study at school and in real life, and also can improve their speaking ability, especially for procedures.
 - b. For English teachers, it will be important for teachers to use scientific approaches and video as a media in their teaching to improve students' ability in speaking.
 - c. For a researcher, it can be an experience for researcher in finding

solution to problems in looking for more effective and creative learning methods.

- d. For the reader, the result of the research is aimed to be a reference to enlarge and enrich their knowledge.

F. Definition of key terms

The aim of key terms is to make limitations for the researcher so the researcher can be focused on the research and not make mistakes or do something that deviates from the title of the research.

1. Scientific Approach

The scientific method refers to the techniques of investigation of one or several phenomena or symptoms, acquiring new knowledge, or correcting and integrating previous knowledge. the technique teaches students to do their own analysis so that it makes students think critically.

2. Procedure Text

A procedure is a text that instructs readers on how to perform, utilize, or create something (Fatimah, 2011). Procedure text makes the students think creatively and trains them on how to perform something.

3. Speaking Skill

Speaking is about how to speak well so it can be understood by another person. Speaking is one of the difficult skills to learn. It concerns the knowledge of sounds, structures, vocabularies, and cultural subsystems of language.

4. SMPN 32 Semarang

SMPN 32 Semarang is one of the schools from the government that has not yet used a scientific approach as a technique in *Kurikulum Merdeka*. So the researcher thinks of trying it to the school.

G. Research Hypothesis

Based on the problem and the objectives of the study, the researcher can make the hypothesis as follows :

1. Null hypothesis (Ho)

There is no significant difference between teaching speaking with using a scientific approach and video or not.

2. Experimental hypothesis (Ha)

There is a significant between teaching speaking with and without using a scientific approach and video.

H. Outline of the Research

The researcher divides the final project into five chapters, such as:

Chapter I is the introduction. The chapter consists about background of the study, reason for choosing the topic, statements of the problem, objectives of the study, significances of the study, definition of key terms, and the hypothesis of the research.

Chapter II is a review of the related literature. The chapter consists about previous study and review of related theories.

Chapter III is the methodology of research. The chapter consists about research design, variable of the research, subject of the study, instrument, method of data collection, and method of data analysis.

Chapter IV is the research finding and discussion. The chapter consists about research finding and discussion from the research finding.

Chapter V is conclusion and suggestion. The chapter consists about the conclusion of the research and suggestions based on the result of the research.

CHAPTER II

REVIEW OF RELATED LITERATURE

The chapter presents review of related literature that can supporting the research. It contains several previous study thas are similar in their experiments and several review of related theories to strengthen the researcher's grounding in experimentation.

A. Previous Study

The same study that elaborates the procedure text was by Ahyauddin Ma'id Azwandi Arono 2018, the titled "The Effect of Scientific Approach Based on Tutorial Video on Students' Reading Comprehending of Procedure Text (A Quasi-Experimental Research at Grade VIII of SMPN 4 Kota Bengkulu)". He Said that the object of the research was an eight-grade student. The study used tutorial video to improve student's reading ability in procedure text. The research design of the study is quantitative research. It was conducted as a quasi-experimental by giving pre-test, treatment, and post-test into two classes, it was experimental class and control class. Teacher teaches the student step by step according to five steps in scientific approach based on a tutorial video for 4 days. The Researcher used a reading test to know the differences. After the treatment process carried out by the researcher, there are two results from the research. first, the tutorial video's scientific approach had a significant impact on students' overall comprehension, and the second the tutorial video's scientific approach

influenced students' reading comprehension in different areas, including identifying general information, locating specific details, synthesizing information, and deriving meaning texts.

The next previous study that elaborates on procedure text was by Anisa Juni Fidriani, Entika Fani Prastikawati, and AB Prabowo Kusumo Adi 2021 with the title "Video Vlog as Teaching Media in Improving the Students' Speaking Ability in Procedure Text XI AKL 2 from SMK N 01 Pati". The researcher chosen eleventh-grade students as the object of the research. They used video vlog as their learning media to improve students' speaking ability. The type of the study is a quantitative method and it was conducted as a quasi-experimental by given pre-test, treatment, and post-test into two classes, they were experimental class and control class. The Researcher used oral speaking test to know the differences. The pre-test was carried out by students created a procedure text and read it one by one in front of the class, while the post-test was carried out by students created a procedure text in video form. The result was that the class who received the treatment had a significant increase in their learning outcomes. It was proven that teaching speaking with the use of a video vlog was more effective than teaching speaking without it.

And the other previous study that elaborate about procedure text was by Renda Lestari, Winda Trisnawati, and Umul Fatihatun Nisa 2022 with the title "The Effectiveness of Learning Procedure Text in

Speaking practice by Using Video Vlog at SMPN 7 Muara Bungo”. The researcher was analyzed grade 9 in class 9.3 as the object of the research. The methodology of the research is quantitative research that was conducted as an quasi-experimental. The data collection used descriptive analysis speaking test. The description state that there are weaknesses and strengths in teaching speaking using video vlog. The weakness was that students will forget about the assignment to make video because they prefer to play games than do the task, and there is not enough mobile memory to create videos. While the strength was that students can do their assignment everywhere. It can be at school, home, or wherever students want, and students feel more confident when taking their tests. The result was that the study carried out was unsuccessful, where the final result showed that the t-count was lower than the t-table. There was still an increase in student speaking, although it is not significant.

Next previous study was by Fajar Prayoga, Cucu Sutarsyah, Hery Yufrizal from University of Lampung with the title “Developing Oral Presentation Based on Scientific Approaches to Improve Students’ Speaking Skills 2020”. The population of the research was second grade students of SMA Muhammadiyah 2 Bandarlampung. The methodology of the research is quantitative research that was conducted as an true experimental by given interview into two groups. They were experimental class and control class from XI IPA 1 and XI IPA 2 as the

object. The researcher used interview as the speaking test to collect the data. Then, the treatments used in the experimental class are only taught through oral presentations using a scientific approach technique. The study revealed that employing a scientific methodology can significantly enhance students' speaking proficiency by providing them with thorough preparation through various interventions prior to presenting the material. It means oral presentation based on scientific approaches has more advantages than conventional oral presentation in affecting students' speaking skills.

Last but not least previous study was by Suci Kaniadewi, Wahyu Sundayana, and Pupung Purnawarman from Indonesia University of education 2017 with the title "Improving Students' Speaking Ability in Reporting Procedural Text by Using Videos". The population of the research was of SMP Pasudan 6 Bandung. The methodology of the research is quantitative research based on the experimental design. It was conducted as a quasi-experimental by giving pre-test, treatment, and post-test into two classes, it was experimental class and control class. The researcher chose VII C as the experimental class because this class has students who have potential for this research. The data collection used questionnaire and speaking test as the instrument. The speaking test was conducted in monologue. The result was that teaching procedural text by using video as learning media was effective to improve students' speaking ability. There was a significant in student

learning outcomes between the experimental group and the control group. Then the result of questionnaire showed a positive response from students towards the use video as a learning media in teaching procedural text.

According to the previous studies above, all of them have one independent variable and dependent variable. In the first previous study, the variable was a scientific approach in teaching procedural text to improve students' reading abilities. The second and third previous study variables were teaching procedural text using video vlog as a media to improve speaking ability. The fourth previous study variable was developing oral presentation based on scientific approach to improve students' speaking abilities. The last previous study variable was improving students' speaking ability in reporting procedural text by using video.

While other previous study concern in one independent variable and one dependent variable, the researcher is interested in combining two independent variable and one dependent variable. Therefore, the researcher presented to research the effectiveness of scientific approach using video media to improve speaking skill in procedure text.

B. Review of related theories

1. Scientific Approach

a. Definition of Scientific Approach

(Prayoga et al., n.d., p. 5) scientific approach is one of the learning approaches in 2013 curriculum, the approach applies science principles through analyzing the knowledge and the student as subject of learning. (Ma'id et al., 2018, p. 3) explained the scientific approach is a method used to investigate one or more phenomena or symptoms, acquire new knowledge, or correct and integrate existing knowledge. Scientific approach is a learning method that uses scientific steps and rules in the learning process (UIN Kiai Haji Achmad Siddiq Jember & Wahono, 2023a, p. 64).

b. Teaching Scientific approach

(Ma'id et al., 2018, p. 3) the scientific approach was utilized in teaching certain types of text to junior high school students, including narrative, procedure, recount, report, and descriptive. And then it can also be implemented in the use of tutorial creative video to improve student's reading comprehension. There are five steps involved in learning the scientific approach. (Zaim, 2017, p. 34) said that the scientific approach to teaching and learning involves observing, asking questions, using logic, conducting experiments, and creating connections across all subjects.

From the information above it can be conclude that scientific approach is a technique that important in learning process, it is also used in "Kurikulum Merdeka" the curriculum names in Indonesia 2023. By method student-centre, the teacher just guiding the student to explore the

material to improve their comprehending. The procedures of scientific approach are observing, questioning, experimenting, associating, and communicating.

2. Video Media

a. Definition of Video

According to (Cahyati, 2018, n.d., p. 6) a video is a blend of visual motion and audio that carries informational content. While according to (Maya & Saragih, 2021, p. 72) the term “video” originates from the latin word “video-vidivisum” meaning “to see”, video serves as a medium for delivering educational content. Then according to (Andriani et al., 2021, p. 27) stated that video is a combination of illustrations, sound, graphics and text. Video is one of the multimedia that can make the learning process interesting (UIN Kiai Haji Achmad Siddiq Jember & Wahono, 2023a, p. 64).

b. Teaching using video

According to (Jupri, 2019a, p. 114) Video recipe presentation triggers the student’s interest, pleasure, enthusiasm and curiosity towards the learning process. Showing videos that include images, animations, audio, and text can assist students in developing their potential to create, communicate, and imagine (UIN Kiai Haji Achmad Siddiq Jember & Wahono, 2023a, p. 64). Video is one of the interesting learning media in teaching speaking. According to (Kaniadewi et al.,

n.d., p. 15) As students watch videos, they naturally acquire the skills to express themselves and engage in interactions without feeling pressured, as videos offer an engaging method of learning.

3. Procedure Text

a. Definition of procedure text

According (Jupri, 2019b, p. 109) Procedure text is a text that contains a sequence of ways to make or to do something. While (Lating, 2022, p. 462) procedure text is a text that shows a series of step by step for manufacturing or performing something.

b. Teaching procedure text

(Fidriani et al., 2021, p. 39) said the procedure text starts with the goal, followed by the ingredients or materials needed, and ends with a step-by-step explanation of how to complete the task.

4. Speaking Skill

a. Definition of Speaking

According (Tristiana & Swondo, n.d., p. 149) speaking is activity of people to show the ideas, feeling, or something that in mind to get the response from other people by spoken language. Speaking make an easy way to understand all the information about the material. While (Prayoga et al., n.d., p. 2) Speaking aims to provide efficiency in communication and the teacher want the students to be able to use

language properly and correctly according to the aims. Then according to (Yasinta Anwar, Arso Setyaji, and Ririn Ambarini.Pdf, 2023,n.d., p. 18) speaking serves multiple purposes, including: 1) informative, where the goal is for the listener to understand the speaker's message. 2) invitational, where the speaker extends an invitation for approval or evaluation to the listener. 3) Dispositional talks are more convincing than solicitations as they aim to align on attitudes, values, or beliefs. 4) activation.

From the explanation above, it can be concluded that speaking is an important ability for everyone that requires motor sensors in the oral organs to express ideas, exchange information, and share knowledge. By speaking we can understand each other, find out all the information efficiently, and the learning process can be carried out comfortably.

b. Components of speaking

There are elements of speaking that the students must master. There are pronunciation, grammar, vocabulary, fluency, and Comprehension.

1) Pronunciation

According (Marbes & Idayani, 2022, p. 111) the process of producing the sounds of words, known as pronunciation, is closely linked to phonological processes, which encompass the

rules and elements of grammar that determine variations in sound patterns within a language. Pronunciation is important sub skill of speaking. If the speaker makes a mistake in pronounce, it can cause misunderstanding for listeners. So pronunciation is the sound of a word to be pronounced correctly.

2) Grammar

According (Saraswati, n.d., pp. 29 & 30) Grammar is words put together according to grammatical rules that has a meaning, and these words are conveyed by sound. By grammar, wish it can helps the readers, listeners, and the viewers to understand the sentences or utterances that the researcher or speaker produces. Another meaning is grammar refers to group of words or vocabulary that has been arranged according to grammatical rules in grammar.

3) Vocabulary

According (Rahmawati, 2021, p. 3) Vocabulary is a collection of words or phrases that are usually arranged sequentially and translated. The simple meaning from vocabulary is group of word that has meaning in every word and it can be arrange to be sentences.

4) Fluency

(Marbes & Idayani, 2022, p. 111) explained that fluency is the

ability to communicate effectively, accurately, and smoothly. Fluency is how to speak effectively without confusing to choose the vocabulary or grammar again.

5) Comprehension

(Yusmalinda & Astuti, 2020b, p. 81) said that when students demonstrate procedure text into a performance, it means they are able to comprehend and understand the text, especially if they perform without text. Which is they should to speak about the procedure text without reading the text

CHAPTER III

METHODOLOGY OF THE RESEARCH

The chapter presents the research methods used in the experiment. It contains of research design, Variable of the research, subject of the study, instrument, method of data collection, and technique of data analysis.

A. Research Design

The research used quantitative research as a methodology of the research to find out the students' ability in improving speaking based on "The Effectiveness of Scientific Approach in Teaching Procedure text Using Video to Improve Speaking Skill for Grade 9 Students of SMP N 32 Semarang".

The researcher chosen experimental method, specifically a quasi-experimental design, that involved a pre-test, treatment, and post-test. The method is used to identify and compare the significant differences in student ability to speak procedural text when taught with and without the use of a scientific approach and video as a media tool. To compare the significant differences, the researcher divided into two groups. Group A as experimental class and group B as control class. Only the experimental group receives the treatment.

Group A O -----X-----O

Group B O -----O

B. Variable of the Research

According to Creswell (2012:93) a variable is a characteristic or attribute of a person or entity that can be assessed or observed that varies between persons or organizations under study. It means variable is identified to designing quantitative research. There are two type variable in the research, independent and dependent variables. It can be describe as follows :

1. The independent variable is teaching procedure text using scientific approach and video as media
2. The dependent variable is improving students' speaking ability.

C. Subject of the Study

The research population is several groups within the subject. According to (*Harahap, n.d., p. 139*) population is a group of object that will be analyzed in a research. He said that the population is all the element subject in the research. The population of the research is all students at the ninth grade of SMPN 32 Semarang.

While the sample is a small group of people that the researcher studied to understand and make conclusions about a larger group of people (Cresswell, 2009; Kothari C.R, 2004). The sample is used as the representative of the population in a small quantity, but in the same quality. Because the researcher just took two classes that divide into group A and group B, So the sample of the research was two classes, there were class IX F and class IX G of SMPN 32 Semarang that consists of 60

students.

Because the population of the research is big enough, so the researcher needed to take sampling to determine the sample. Sampling is a technique to choose the sample of the research from the population. To know how the research is effective or not, the sample should be chosen randomly. So the researcher chosen cluster sampling as the technique of sampling, which is that the researcher should choose the sample randomly. (*Harahap, n.d., p. 139*) said that cluster sampling is a sampling technique in population to choose the sample randomly which the sample has similar quality and quantity. There are 9 classes of the ninth grade in SMPN 32 Semarang and the researcher took two class students in ninth grade students, there were class IX F and class IX G of SMPN 32 Semarang that consists of 30 students in each class.

D. Instrument

An instrument is a tool that is used to measure and ensure that the two variables are related to each other. According to (*Harahap, n.d., p. 139*) state that the instrument is a tool that is used to test or to measure the both variables. The researcher chosen an oral test to measure these two variables.

E. Method of Data Collection

Data is the most important element in research. Without the data cannot be analyzed and will not produce new discoveries or proof of variables. The researcher collected the data using speaking test. The pre-test was carried

out by providing a procedural text and then the researcher asked them to read it in front of the class one by one. While the post-test was carried out by giving assignment to students to create a procedural text and communicate it in video form.

F. Technique of Data Analysis

Because the research used quantitative research to find out the students' ability in improving speaking based on "The Effectiveness of Scientific Approach in Teaching Procedure text Using Video to Improve Speaking Skill for Grade 9 Students of SMP N 32 Semarang". So the processing the data used SPSS 25.

Table 3.1 The Scoring Categories of Achievement

Categories	Score
Great	90 – 100
Good	80 – 89
Enough	70 – 79
Inadequate	60 – 69
Failed	< 60

Table 3.2 The Scoring Categories of Speaking Test

Categories	Score
Pronunciation	20
Vocabulary	20
Fluency	20
Grammar	20
Comprehending	20

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

The chapter contains of research findings and discussions regarding data obtained through experiments carried out by researcher to solve the statements of the problem.

A. Research Findings

The researcher has collected data through pre-test and post-test from both classes, which is in IX F class as an experimental class who was received the treatment and IX G class as a control class who was not received the treatment, for four day. Because the research is concern in speaking ability, so the pre-test and the post-test in the form of the oral test. The pre-test consisted of a text that the researcher had been provided and all the students should to read it one by one in front of the researcher. it was to determine the extent of the student's speaking ability. The result was the two classes, both the control class and the experimental class most of the students still have low abilities. Thats mean the researcher has same quality of the sample. According to the sequence of data collection, after taking a test at the beginning. The students in the class who got the scientific approach and fun videos as a media had a great time and learned a lot, and the control class without treatment that did not use scientific approach and video as a media carried out cooperatively and successfully. After doing the treatment, the researcher gave a post-test. The post-test consisted of created a procedural text and presented it in video form with a

minimum duration is 1 minute and maximum 3 minutes, then all the students should sent it one by one to the researcher. Both of the test have same scoring categories as shown in the table 3.2. The post-test was carried out to determine how far students understood the material that had been presented by the researcher and to determine the significant differences in the result of classes who received the treatment and those who did not receive.

1. Data Results of Control Class

The control class was from IXG class of SMPN 32 Semarang. It has 30 students who were taught without by scientific approach and video as a learning media. The data were collected from all students from both the pre-test and post-test. Result of the test are presented in the table 4.1 below:

Table 4.1 Data Pre-test and post-test of Control Class

No	Student's code	Pre-test	Post-test
1	C-01	51	62
2	C-02	67	70
3	C-03	56	68
4	C-04	52	61
5	C-05	50	60
6	C-06	70	72
7	C-07	54	66
8	C-08	58	68
9	C-09	62	65
10	C-10	60	68
11	C-11	51	56
12	C-12	54	59
13	C-13	61	70
14	C-14	52	65
15	C-15	64	71

16	C-16	58	67
17	C-17	50	51
18	C-18	49	51
19	C-19	58	68
20	C-20	54	69
21	C-21	63	64
22	C-22	52	53
23	C-23	51	62
24	C-24	57	63
25	C-25	60	62
26	C-26	50	56
27	C-27	52	64
28	C-28	50	59
29	C-29	49	64
30	C-30	53	62
	Mean Score	55,6	63,2
	Minimum Score	49	51
	Maximum Score	70	72

From the table 4.1 above, it can be conclude that all of the students had been done pre-test and post-test with a variety score. The score was achieved from the process learning without using scientific approach and video media. And the result, the average score of pre-test was 55.6 while the average score of post-test was 63.2. Then, the minimum score of pre-test was 49 and the maximum score was 70. Meanwhile, the minimum score of post-test was 51 and the maximum score was 72.

It can be seen that there was a slight development between the pre-test and post-test in the control class. The mean score increased from 55.6 to 63.2. The increase was 7.6 and 14% in percentage form. Then, the minimum score increased from 49 to 51. The increase was 2 and

4% in percentage form. The last, the maximum score increased from 70 to 72. The increase was 2 and 3% in percentage form.

2. Categorizing the Students' Score of Control Class

After collecting pre-test and post-test score from the control class, the average score was calculated, then looked for the highest and lowest scores. The next step is categorizing the scores. Categories are divided into five types. It can be seen in table 4.3 below:

Table 4.2 Students' Category Score of Control Class

No	Score	Category	Σ		%	
			Pre	post	pre	post
1	Great	90 – 100	0	0	0%	0%
2	Good	80 – 89	0	0	0%	0%
3	Enough	70 – 79	1	4	3%	13%
4	Inadequate	60 – 69	7	19	23%	63%
5	Failed	< 60	22	7	73%	23%

Based on the table 4.3 above, the researcher found the percentage of the score both the pre-test and post test from control class. It can be seen start from pre-test column then post-test column. Most students are in a position of failed. The total percentage is 73% containing 22 students. Then the second highest position is in the inadequate. The total percentage is 23%

containing 7 students. The last from pre-test is in the enough category. The total percentage is 3% containing only 1 students. Next from post-test column. There was not much increase in the post-test category. Total percentage in failed is 23% containing 7 students. Total percentage in inadequate is 63% containing 19 students. And the last total percentage in enough category is 13% containing 4 students.

The failed category decreased from 22 to 7. It means there are 15 fewer students from this category. The decline occurred because some of them managed to move up to the higher level category. Next the inadequate category increased from 7 to 19. There were 15 students who progressed and only 12 students succeeded in advancing to this category. The last, enough category increased from 1 to 4. It means that the remaining 3 students who were progressing have successfully advanced to this category.

After looking at the data results from the control class, It can be concluded that there was not significant both pre-test and post-test. Even though the difference was not significant, there was an increase in student's understanding of the material after the researcher explained it with regular learning methods and the students still enjoy the lesson because researcher add ice breaking before starting the lesson. The researcher found that there was a slight improvement in student's speaking ability in control class.

3. Data Results of Experimental Class

The experiment class was from IXF class of SMPN 32 Semarang. It has 30 students who were taught used scientific approach and video as a media. The data were collected from all students from both the pre-test and post-test. Result of the test are presented in the table 4.2 below:

Table 4.3 Data Pre-test and post-test of Experimental Class

No	Student's code	Pre-test	Post-test
1	C-01	56	83
2	C-02	63	84
3	C-03	57	78
4	C-04	50	90
5	C-05	53	79
6	C-06	68	80
7	C-07	59	75
8	C-08	70	89
9	C-09	61	81
10	C-10	53	78
11	C-11	57	80
12	C-12	70	77
13	C-13	49	82
14	C-14	52	75
15	C-15	53	90
16	C-16	61	78
17	C-17	55	86
18	C-18	52	75
19	C-19	50	83
20	C-20	63	77
21	C-21	55	79
22	C-22	70	80
23	C-23	66	75
24	C-24	52	90
25	C-25	52	78
26	C-26	49	84
27	C-27	55	77

28	C-28	56	81
29	C-29	59	77
30	C-30	50	86
	Mean Score	57,2	80,9
	Minimum Score	49	75
	Maximum Score	70	90

From the table 4.2 above, it can be seen that all of the students in experimental class had been done pre-test and post-test. It has a different score from the control class. The score was achieved from the process learning with using scientific approach and video media. And the result, the mean of pre-test score was 57.2 while the mean of post-test score was 80.9. Then, the minimum of pre-test score was 49 and the maximum score was 70. Meanwhile, the minimum of post-test score was 75 and the maximum score was 90. From the data description, it can be conclude that there was a good influence from the effect of using a scientific approach and video media.

It can be seen that there was a lot of development between the pre-test and post-test in the experimental class. The mean score increased from 57.2 to 80.9. The increase was 23.7 and 41% in percentage form. Then, the minimum score increased from 49 to 75. The increase was 26 and 53% in percentage form. The last, the maximum score increased from 70 to 90. The increase was 20 and 29% in percentage form.

4. Categorizing the Students' Score of Experimental Class

After collecting pre-test and post-test score from the

experimental class, the average score was calculated, then looked for the highest and lowest scores. The next step is categorizing the scores of the experimental class. Categories are divided into five types. It can be seen in table 4.4 below:

Table 4.4 Students' Category Score of Experimental Class

No	Score	Category	Σ		%	
			Pre	post	pre	post
1	Great	90 – 100	0	3	0%	10%
2	Good	80 – 89	0	13	0%	43%
3	Enough	70 – 79	3	14	10%	47%
4	Inadequate	60 – 69	6	0	20%	0%
5	Failed	< 60	21	0	70%	0%

Based on the table 4.4 above, after the researcher found the percentage of the score both the pre-test and post test from control class, the next is from experimental class. It can be seen start from pre-test column then post-test column. Most students are in a position of failed. The total percentage is 70% containing 21 students. Then the second highest position is in the inadequate. The total percentage is 20% containing 6 students. The last from pre-test is in the enough category. The total percentage is 10% containing 3 students. The pre-test scores for the experimental class have similar number in each pre-test category of control class. It

means both control class and experimental class have similar speaking abilities in pre-test. Next from post-test column. There are good different categories in the post-test, namely is 0% in failed and inadequate category. Total percentage in enough category is 47% containing 14 students. Next total percentage in good category is 43% containing 13 students. And the last total percentage in great category is 10% containing 3 students.

The failed category decreased from 21 to 0. All students in this category move to a higher level category. Next the Inadequate category increased from 6 to 0. All students in this category also move to a higher level category. The enough category increased from 3 to 14. There were 11 students who have advanced to this category. The good category increased from 0 to 13. There were 13 students who have advanced to this category. The last, the great category increased from 0 to 3. There were 3 students who have advanced to this category.

After looking at the data results form the experimental class, it can be concluded that there was significant both pre-test and post-test. Even though the great category only contains 3 students, there was a significant decrease in the failed and inadequate categories of students in understanding the material after the researcher explained it with scientific approach and video as the learning media and the students also gave a positive response to the learning

process. The researcher found that there is a significant improvement of the student's speaking ability in experimental class.

5. Data Analysis

The researcher analyzed the students' score from experimental and control class by using IMB SPSS version 25 with three steps. First step was normality test to looked for the pre-test and post-test are normally distributed, then homogeneity test to looked for that the data was homogeneous, and last t-test formula to looked for the significant difference between students' speaking ability in the control class and experimental class. The researcher used independent sample t-test. The independent sample t-test is used to determine whether there is a difference in the mean of two unpaired samples statistically. After the data has been thoroughly analyzed, the result will answer the research question or not. The results of the analysis data are provided below:

a. Normality Test

The normality test is in the first step when the researcher want to analyzed the data, because it is to find out that the data is normally distributed or not. The normality test of independent sample t test using data from the post-test score. The researcher used Lilliefors Significance Correlation in IMB SPSS version 25. The requirement to

determine whether the data is normally distributed is to look at the significance. If Sig. is higher than $\alpha = 0.05$ (5%) so the data is normally distributed. The normality test results from the research can be seen as follows:

Table 4.5 The Normality Test Results of the Experimental and Control Class

Tests of Normality							
	CLASS	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
ENGLISH LEARNING OUTCOME	Pre-Test Control	,178	30	,017	,905	30	,011
	Post-Test Control	,117	30	,200*	,948	30	,152
	Pre-Test Experimental	,145	30	,106	,902	30	,010
	Post-Test Experimental	,143	30	,122	,908	30	,013

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

the table 4.5 above, it can be concluded that all of the test were normally distributed. It can be seen from the Sig. column from Shapiro-Wilk. The significance of pre-test from control class is $0.011 > 0.05$ and experimental class is $0.010 > 0.05$. Both of them was higher than ($>$) the degree if significance $\alpha = 0.05$ (5%). So it can be concluded that the data pre-test of both the control class and the experimental class was normally distributed. Whereas, the significance of post-test from control

class is $0.152 > 0.05$ and experimental class is $0.013 > 0.05$. Both the significance show that the number was higher than ($>$) the degree of significance $\alpha = 0.05$ (5%). So it can be concluded that the data post-test of both the control class and the experimental class was normally distributed. A diagram illustrating that all tests were normally distributed is in the image below :

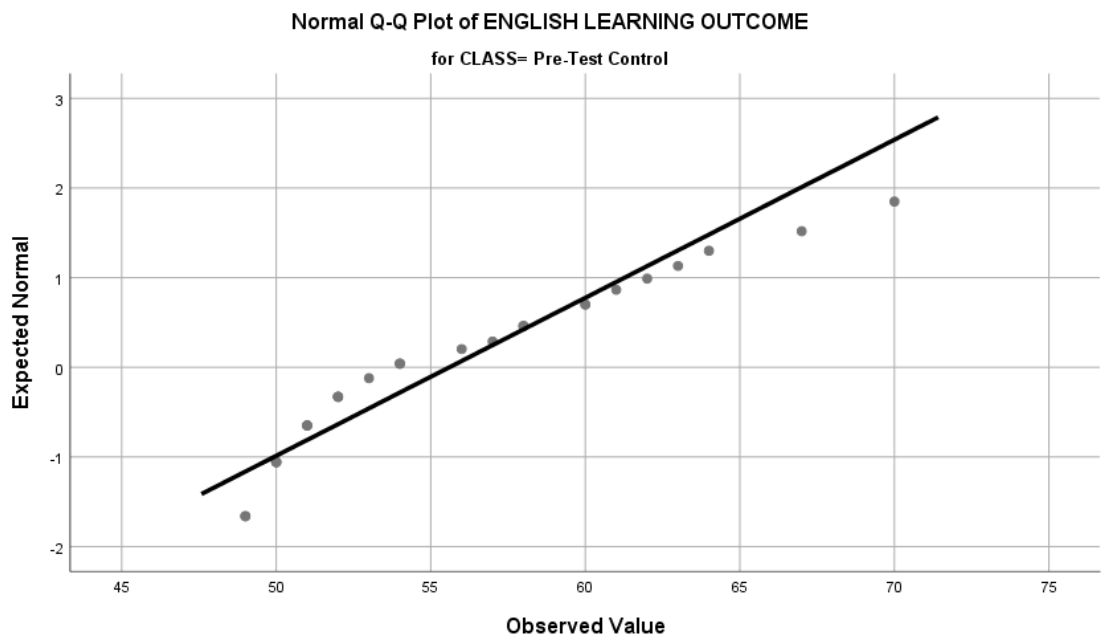


Diagram 4.1 Diagram of Normality Test Results from The Pre-Test of Control Class

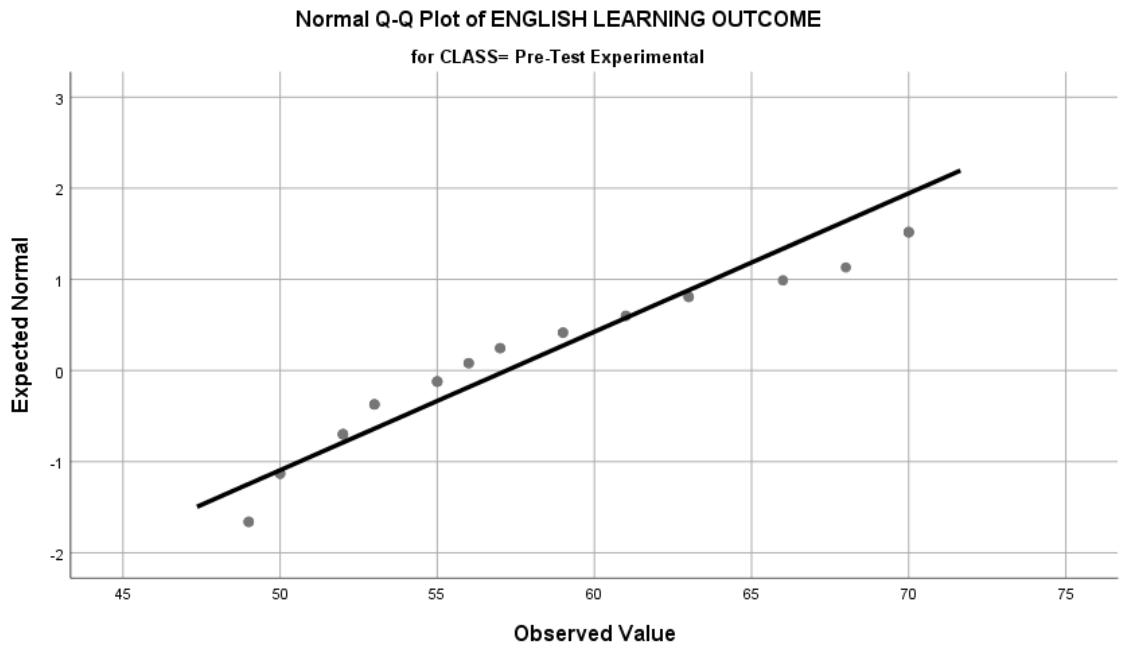


Diagram 4.2 Diagram of Normality Test Results from The Pre-Test of Experimental Class

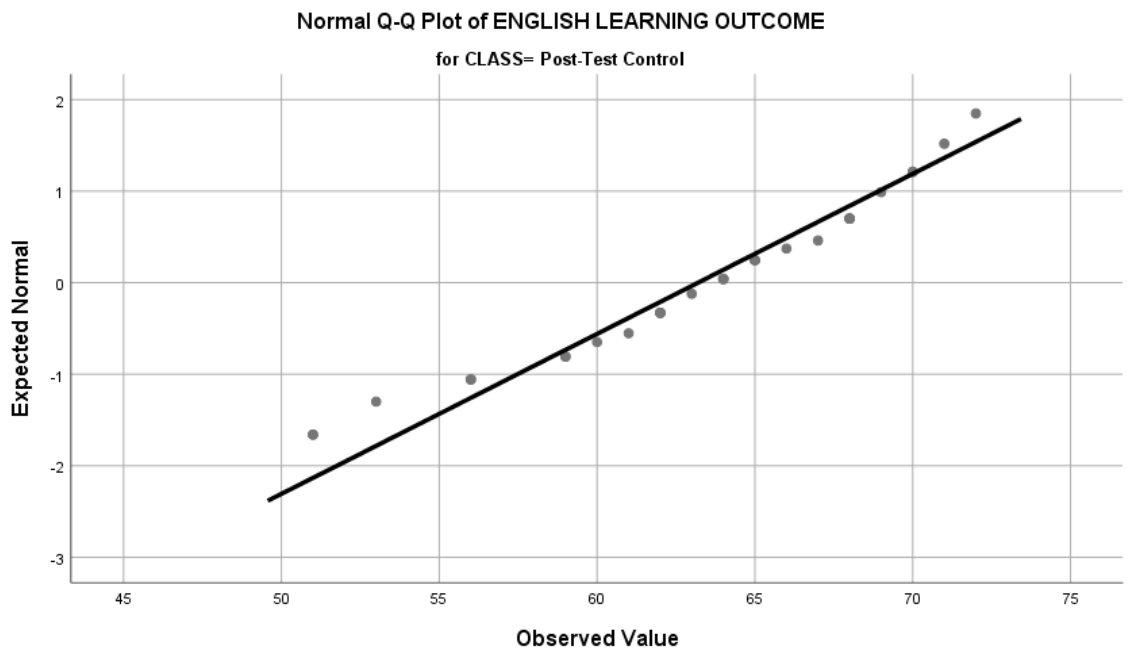
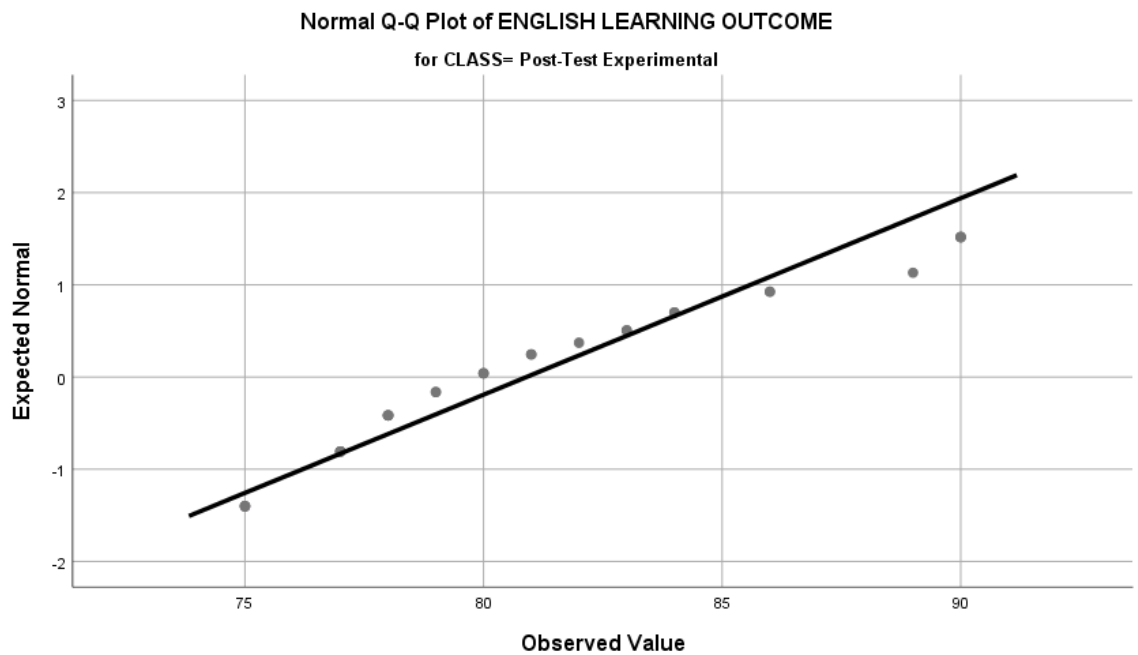


Diagram 4.3 Diagram of Normality Test Results from The Post-Test of Control Class



**Diagram 4.4 Diagram of Normality Test Results from The
Post-Test of Experimental Class**

b. Homogeneity Test

The second step after the researcher knew that the test was normally distributed is do the homogeneity test. The homogeneity test aims to find out whether the data is homogeneous or not. Homogeneous is the difference in data variation from the two classes, so it means to find out whether the two classes' data has different variations or not. The researcher used Levene statistic in IMB SPSS version 25. The requirement to determine whether the data is homogeneous is to look at the significance. If Sig. is higher than $\alpha = 0.05$ (5%) so the data is homogeneous. The results can be seen as follows:

Table 4.6 The Homogeneity Test Result

		Levene			
		Statistic	df1	df2	Sig.
ENGLISH	Based on Mean	1,232	3	116	,301
LEARNING	Based on Median	,847	3	116	,471
OUTCOME	Based on Median and with adjusted df	,847	3	108,8 03	,471
	Based on trimmed mean	1,120	3	116	,344

From the table 4.10 above, it can be seen on significant column. The significant shows that all of the category is above the homogeneity test calculation. The significance based on mean is $0.301 > 0.05$, based on median is $0.471 > 0.05$, then based on median and with adjust df is $0.471 > 0.05$, the last based on trimmed mean is $0.344 > 0.05$. All of them were higher than ($>$) the calculation if significance $\alpha = 0.05$ (5%). So it can be conclude that both of the variance classes has differences or the sample of the population was homogeneous.

c. Hypothesis Test

After the data was proven to be normally distributed and the sample of population was homogeneous, the last step is to carry out the t-test. T-test aims to find out whether the differences between students' speaking ability in control and experimental class. The researcher used the independent sample t test. The

independent sample t-test is used to determine whether there is a difference in the mean of two unpaired samples statistically. The requirement to determine whether the data is significant is to look at the value of Sig.(2-tailed). If the value is lower than ($<$) Sig.(2-tailed) $<$ 0.05, then there is a significant difference between the two classes. After carrying out the t-test, the problem of the research can answer whether the scientific approach and video media can improve students' speaking abilities or not. The result can be seen as follows:

Table 4.7 Independent Sample t-test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
ENGLISH LEARNING OUTCOME	Equal variances assumed	,794	,377	-13,103	58	,000	-17,700	1,351	-20,404	14,996
	Equal variances not assumed			-13,103	55,868	,000	-17,700	1,351	-20,406	14,994

From the table 4.11 above, it can be seen that the significant in Sig.(2-tailed) column. The value from equal variances assumed is Sig.(2-tailed) 0.000 $<$ 0.05 and equal variances not assumed is Sig.(2-tailed) 0.000 $<$ 0.05. So it can be concluded that there is

a significant difference in the average student learning outcome in result the post-test between the control class and experimental class.

B. Discussion

In this case, the researcher discusses the results of the research findings that has been presented above in more detail. The results of the pre-test dan post-test, both control class and experimental class have been analyzed. Based on table 4.1 from control class, it can be seen that the mean of pre-test is 55.6 and based on table 4.2 from experimental class, the mean of pre-test is 57.2 before do the treatment and regular learning. Both have almost the same average score comparison. It means, the student's speaking ability is at the same level before the lesson was given. Not only that, even the lowest and highest scores from both classes also have the same score. The lowest score is 49 and the highest score is 70. It shows that each class has students with the same lowest and highest levels. After the lesson was given according to their class, the control class received regular learning and experimental class received the scientific approach and video media, the post-test was analyzed and produced different results. Based on table 4.1 from control class, it can be seen that the mean of post-test is 63.2, the lowest score is 51, and the highest score is 72. Meanwhile, based on table 4.2 from experimental class, the mean of post-test is 80.9, the lowest score is 75, and the highest score is 90. It shows that each class improves the results of different score. therefore, IX F as a control class who was taught without a scientific approach and

video media has a slight improvement in students' speaking abilities. While IX G as an experimental class who was received the scientific approach and video media has a significant increase.

Through analysis using IBM SPSS version 25, all tests have been analyzed for normality and homogeneity. Based on table 4.5, It can be seen that the Shapiro-Wilk significance of the control class pre-test is 0.011 and experimental class is 0.010. Meanwhile, the Shapiro-Wilk significance of the control class post-test is 0.152 and experimental class is 0.013. Both the significance show that the number was higher than the degree of significance $\alpha = 0.05$ (5%). So it can be concluded that the data pre-test and post-test of both the control class and the experimental class was normally distributed. After knowing that the data was normally distributed, the researcher found out the variance of the data with homogeneity test. Based on table 4.10, it can be seen that the significance based on mean is 0.301, based on median is 0.471, then based on median and with adjusted df is 0.471, the last based on trimmed mean is 0.344. All of them were higher than the calculation of significance $\alpha = 0.05$ (5%). So it can be concluded that both of the variance classes have differences or the sample of the population was homogeneous. After the data was normally distributed and homogeneous, it conducted the independent sample t test. From the table 4.11, The value from equal variances assumed is Sig.(2-tailed) 0.000 and equal variances not assumed is Sig.(2-tailed) 0.000. So it can be concluded that the alternative hypothesis (H_a) is accepted and the

null hypothesis (Ho) is rejected. Since the (Ha) is accepted and the (Ho) is rejected, So the problem of the research has been answered that the scientific approach and video media are effective in improving students' speaking abilities.

The research findings are similar to several theories that used by researchers. The researcher taught experimental class using scientific steps and rules in the learning process as (UIN Kiai Haji Achmad Siddiq Jember & Wahono, 2023b, p. 64) said. There are five steps, observing, asking, collecting information, associating, and communicating or presenting. In this case, the students presenting by video. The learning media used by researcher was video recipes. It is considered fun and can arouse students' enthusiasm like theory from (Jupri, 2019c, p. 144).

The research finding is similar with a study done by Anisa Juni Fidriani, Entika Fani Prastikawati, and AB Prabowo Kusumo Adi 2021. In their study, it stated that the use of video can improve student's speaking skill because video media makes the learning process more fun and easy to learn to develop their skills, especially in speaking. They mentioned that the students feel comfortable and relaxed, even they wanted to use variation in the video such as 3C videos. They argue that the video can be played repeatedly until students can imagine the words on their own. And then, another similarities reaserch by Fajar Prayoga, Cucu Sutarsyah, Hery Yufrizal (2020). In their study, it was stated that the use of scientific approach can improve student's speaking skill because it can make the

students easy to get new vocabulary. They argue that using of scientific steps makes it easier to comprehend the video when observing and give a positive impact on students' preparation during several treatments before discussing the material/topic.

The difference between this research and previous studies is in the variables used by researcher. If previous studies paired scientific approach variable with speaking ability variables and video learning media with speaking ability, in this research the independent variables were combined and produced significant results. Students in the experimental class who received treatment completed the post-test in video form more quickly than students in the control class. They who are taught using scientific steps are more structured in carrying out their assignments. They know the order of what must be done first so that their preparation is more thorough. Apart from being faster, those who receive treatment have better speaking results because they can practice imitating pronunciation through videos that can be played repeatedly.

The experiment has answered the research problem that the significant differences resulting from the pre-test and post-test between the control class and the experimental class show that the scientific approach and video media are effective in improving students' speaking skills. A scientific approach that trains students to think creatively and critically can be balanced with interesting videos. With visuals that provide interesting excerpts and clear sounds in English pronunciation, it is able to give

students a memory of how to pronounce it as well as motivate them to continue learning through other video media. And then through scientific steps, students can easily understand the video and expand their vocabulary, and can be better prepared to communicate the results of their observations.

CHAPTER V

CONCLUSION AND SUGGESTIONS

The chapter contains of conclusions and suggestions from the researcher regarding the previous chapters that were discussed. The conclusion contains the core statements from the discussion and suggestions containing several opinions that can be used as material for improvement in research and English Language Education in the future.

A. Conclusion

Based on all the data presented in the previous chapter, the following conclusions can be drawn:

1. IX G class as the experimental class who was taught using scientific approach and video media got a significant improvement. It can be seen in table 4.2. The mean score of post-test from 57.2 to 80.9. That means students experienced a lot of improvement in their grades after treatment, so it could result in an increase of as much as 41%.
2. IX F class as the control class who was not received the scientific approach and video media, or it means it conducted the regular learning got a insignificant improvement. It can be seen in table 4.1. The mean score of post-test from 55.6 to 63.2. That means students experienced little improvement in their grades after treatment, so it could result in an increase of as little as 14%.
3. There was a significant difference in students' speaking ability who were taught using scientific approach and video media and without

using that. It can be seen from the data of independent sample t-test shows that the result of significant value was 0.000 which was less than $\alpha = 0.05$ (5%), therefore the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted since the p-value or sig (2-tailed) 0.000 is lower than $\alpha = 0.05$ (5%). So it can be concluded that using scientific approach and video media was effective to improve students' speaking ability.

B. Suggestion

The fact that classes taught using a scientific approach and video media have better speaking skills than those who was not receive the approach and media, Suggestions offered to teachers, students and researcher:

1. For English teachers

The result of the research has a big influence for English teachers, because it relates to effective ways of teaching students to improve their speaking skills. Therefore, the researcher suggests that English teachers apply the scientific approach and use learning media that are interesting to students so that they can motivate students to learn English. Therefore, teaching and learning activities will be more effective and enjoyable.

2. For students

One treatment does not guarantee the stability of student learning outcomes, so researcher suggests that students must remain diligent in studying to balance their learning outcomes. Then, even though the

results of the treatment were not completely successful for all students, the experiment still requires the help of cooperation between students. Students must pay attention when the teacher is teaching and help each other to motivate other friends to learn english in their own way.

3. For the next reseachers

For next researchers, it is recommended to use this research as reference material in further research. The aim is to increase insight involving other skills by using a scientific approach and video as a learning media. One thing that researchers can recommend is developing students' listening skills from the perspective of social learning theory and behaviorist theory.

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APPENDICES

Appendix 1 Instrument of Pre-Test

HOW TO MAKE FRIED RICE



To make fried rice, you need:

Ingredients	Tools
<ul style="list-style-type: none">• A plate of white rice• 2 eggs• Some salt• 2 cloves of onions• 3 cloves of garlic• ½ stick of leeks• Chili• Pepper• Cooking oil• Soy sauce• Complementary material (optional)	<ul style="list-style-type: none">- Frying pan- Knife- Stove- Spoon- Spatula- Plate

Steps

1. Slice the onions, garlic, chili, and leeks
2. Prepare a frying pan and pour the cooking oil
3. Heat the frying pan by using a medium flame
4. After the cooking oil is hot, put the onions, garlic, and chili
5. Stir all the materials until ripe and fragrant
6. Put the supplementary materials according to your taste
7. Use spatula to stir until evenly cooked
8. Put the eggs and scramble until cooked

Appendix 2 The Students' Pre-Test Score in Control Group

No	Nama	Aspek Penilaian					Total
		Pronoun	Vocab	Fluency	Grammar	Compre	
1	C-01	4	4	3	20	20	51
2	C-02	8	9	10	20	20	67
3	C-03	5	6	5	20	20	56
4	C-04	3	4	5	20	20	52
5	C-05	3	4	3	20	20	50
6	C-06	10	10	10	20	20	70
7	C-07	4	5	5	20	20	54
8	C-08	5	7	6	20	20	58
9	C-09	7	7	8	20	20	62
10	C-10	7	7	6	20	20	60
11	C-11	3	3	5	20	20	51
12	C-12	4	5	5	20	20	54
13	C-13	6	6	9	20	20	61
14	C-14	3	4	5	20	20	52
15	C-15	7	8	9	20	20	64
16	C-16	5	5	8	20	20	58
17	C-17	3	4	3	20	20	50
18	C-18	3	3	3	20	20	49
19	C-19	4	7	7	20	20	58
20	C-20	5	5	4	20	20	54
21	C-21	7	7	9	20	20	63
22	C-22	3	5	4	20	20	52
23	C-23	4	4	3	20	20	51
24	C-24	5	6	6	20	20	57
25	C-25	6	6	8	20	20	60
26	C-26	3	4	3	20	20	50
27	C-27	4	4	4	20	20	52
28	C-28	3	4	3	20	20	50
29	C-29	3	3	3	20	20	49
30	C-30	3	4	6	20	20	53

Appendix 3 The Students' Pre-Test Score in Experimental Group

No	Nama	Aspek Penilaian					Total
		Pronoun	Vocab	Fluency	Grammar	Compre	
1	C-01	5	5	6	20	20	56
2	C-02	7	7	9	20	20	63
3	C-03	5	6	6	20	20	57
4	C-04	3	3	4	20	20	50
5	C-05	4	4	5	20	20	53
6	C-06	9	9	10	20	20	68
7	C-07	6	6	7	20	20	59
8	C-08	9	10	11	20	20	70
9	C-09	7	7	7	20	20	61
10	C-10	4	4	5	20	20	53
11	C-11	5	6	6	20	20	57
12	C-12	10	10	10	20	20	70
13	C-13	3	3	3	20	20	49
14	C-14	5	3	4	20	20	52
15	C-15	4	5	4	20	20	53
16	C-16	6	6	9	20	20	61
17	C-17	5	5	5	20	20	55
18	C-18	4	4	4	20	20	52
19	C-19	3	4	3	20	20	50
20	C-20	8	6	9	20	20	63
21	C-21	5	5	5	20	20	55
22	C-22	10	10	10	20	20	70
23	C-23	8	9	9	20	20	66
24	C-24	4	4	4	20	20	52
25	C-25	4	4	4	20	20	52
26	C-26	3	3	3	20	20	49
27	C-27	5	5	5	20	20	55
28	C-28	5	6	5	20	20	56
29	C-29	5	6	8	20	20	59
30	C-30	3	3	4	20	20	50

Appendix 4 Lesson Plan of Control Group

RENCANA PELAKSANAAN PEMBELAJARAN (R P P)

Nama Sekolah : SMPN 32 Semarang
Mata Pelajaran : Bahasa Inggris
Kelas /Semester : IX /1 (satu)
Tema Materi : Procedure Text
Alokas Waktu : 2x40 menit (2JP)

A. TUJUAN PEMBELAJARAN

1. Menerapkan teks prosedur (procedure text)
2. Menggunakan ungkapan menyatakan urutan prosedur (procedural) melakukan sesuatu secara lisan.
3. Menyusun teks ungkapan menyatakan urutan prosedur (procedural) dalam melakukan suatu tindakan.

B. MEDIA ALAT DAN SUMBER BELAJAR

- 1) Media / Alat
 - Proyektor
 - Papan tulis
- 2) Sumber Belajar
 - Buku Guru dan Buku Siswa Kelas VIII Bahasa Inggris, *When English Rings a Bell*, Kementerian Pendidikan dan Kebudayaan, Jakarta : 2014
 - Power point tentang “Procedure Text”

C. ALUR KEGIATAN PEMBELAJARAN

	Deskripsi Kegiatan	Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none">- Guru memberi salam dan mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.- Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan penilaian yang akan dilakukan.- Guru menyampaikan cakupan materi dan uraian kegiatan yang akan diajarkan.	5 menit

Kegiatan Inti	<ul style="list-style-type: none"> - Guru mengajarkan materi prodesur teks menggunakan proyektor - Peserta didik diberi penugasan yaitu membuat teks prosedur secara mandiri. - Peserta didik mempresentasikan hasil membuat teks prosedur ke dalam bentuk video yang menarik. - Bersama guru memberi feedback pada video yang telah dibuat oleh peserta didik 	70 menit
Kegiatan Penutup	<ul style="list-style-type: none"> - Guru dan peserta didik secara bersama-sama membuat kesimpulan dan refleksi pada materi yang sudah dipelajari pada pertemuan ini. - Guru menutup kegiatan dengan salam. 	5 menit

D. PENILAIAN HASIL PEMBELAJARAN

- Penilaian sikap : Observasi.
- Penilaian pengetahuan : Tes lisan dan Penugasan.
- Penilaian ketrampilan : Melakukan interview/wawancara kepada peserta didik lain

Semarang, 11 Juni 2024

Mengetahui,

Guru Pamong SMPN 32 Semarang

Mahasiswa Magang

Slamet Wiyono

Ananda Latifah Azhar

NIP. 196805292002121006

Rachma Nabila

NIM 19420056

Appendix 5 Lesson Plan of Experimental Group

RENCANA PELAKSANAAN PEMBELAJARAN (R P P)

Nama Sekolah : SMPN 32 Semarang
Mata Pelajaran : Bahasa Inggris
Kelas /Semester : IX /1 (satu)
Tema Materi : Procedure Text
Alokas Waktu : 2x40 menit (2JP)

A. TUJUAN PEMBELAJARAN

4. Menerapkan teks prosedur (procedure text)
5. Menggunakan ungkapan menyatakan urutan prosedur (procedural) melakukan sesuatu secara lisan.
6. Menyusun teks ungkapan menyatakan urutan prosedur (procedural) dalam melakukan suatu tindakan.

B. MEDIA ALAT DAN SUMBER BELAJAR

3) Media / Alat

- Proyektor
- Papan tulis

4) Sumber Belajar

- Buku Guru dan Buku Siswa Kelas VIII Bahasa Inggris, *When English Rings a Bell*, Kementerian Pendidikan dan Kebudayaan, Jakarta : 2014
- Power point tentang “Procedure Text”
- Video tentang “*How to Make Something*”

C. ALUR KEGIATAN PEMBELAJARAN

	Deskripsi Kegiatan	Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none">- Guru memberi salam dan mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.- Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan penilaian yang akan dilakukan.	5 menit

	<ul style="list-style-type: none"> - Guru menyampaikan cakupan materi dan uraian kegiatan yang akan diajarkan. 	
<p>Kegiatan Inti</p> <p>Orientasi peserta didik pada masalah</p>	<p>Mengamati (<i>Integrasi ICT</i>)</p> <ul style="list-style-type: none"> - Peserta didik menyimak kertas yang berisi teks prosedur “<i>How to Make Friedrice</i>” yang telah diberikan oleh guru. - Peserta didik mengamati teks prosedur dan berlatih membaca teks tersebut. - Peserta didik mengidentifikasi struktur teks prosedur dan kaidah kebahasaannya. 	20 menit
<p>Mengorganisasi</p> <p>Membimbing penyelidikan</p>	<p>Menanya (<i>critical thinking and problem solving</i>)</p> <ul style="list-style-type: none"> - Dengan bimbingan guru, peserta didik termotivasi untuk bertanya mengenai fungsisosial, struktur teks dan unsur kebahasaan ungkapan menyatakan urutan cara membuat nasi goreng (<i>procedure text “How to Make Friedrice”</i>) 	10 menit
<p>Membimbing penyelidikan</p>	<p>Mengeksplorasi (<i>critical and creative thinking</i>)</p> <ul style="list-style-type: none"> - Peserta didik mengeksplere teks prosedur lain melalui video-video yang ditayangkan oleh guru Secara individu, peserta didik menemukan kata kerja aktif yang ada di dalam video. 	20 menit
<p>Mengembangkan dan menyajikan hasil karya</p>	<p>Mengasosiasi</p> <ul style="list-style-type: none"> - Peserta didik saling mengkoreksi jawaban kata kerja yang sudah mereka temukan dengan teman lainnya serta mengkoreksi cara membaca yang benar kepada guru. - Peserta didik diminta untuk membuat teks prosedur secara mandiri. 	10 menit

Menganalisis dan mengevaluasi proses pemecahan masalah	Mengomunikasikan <ul style="list-style-type: none"> - Siswa mempresentasikan hasil membuat teks prosedur ke dalam bentuk video yang menarik. - Bersama guru memberi feedback pada video yang telah dibuat oleh peserta didik 	10 menit
Kegiatan Penutup	<ul style="list-style-type: none"> - Guru dan peserta didik secara bersama-sama membuat kesimpulan dan refleksi pada materi yang sudah dipelajari pada pertemuan ini. - Guru menutup kegiatan dengan salam. 	5 menit

D. PENILAIAN HASIL PEMBELAJARAN

- Penilaian sikap : Observasi.
- Penilaian pengetahuan : Tes lisan dan Penugasan.
- Penilaian ketrampilan : Melakukan interview/wawancara kepada peserta didik lain

Semarang, 11 Juni 2024

Mengetahui,

Guru Pamong SMPN 32 Semarang

Mahasiswa Magang

Slamet Wiyono

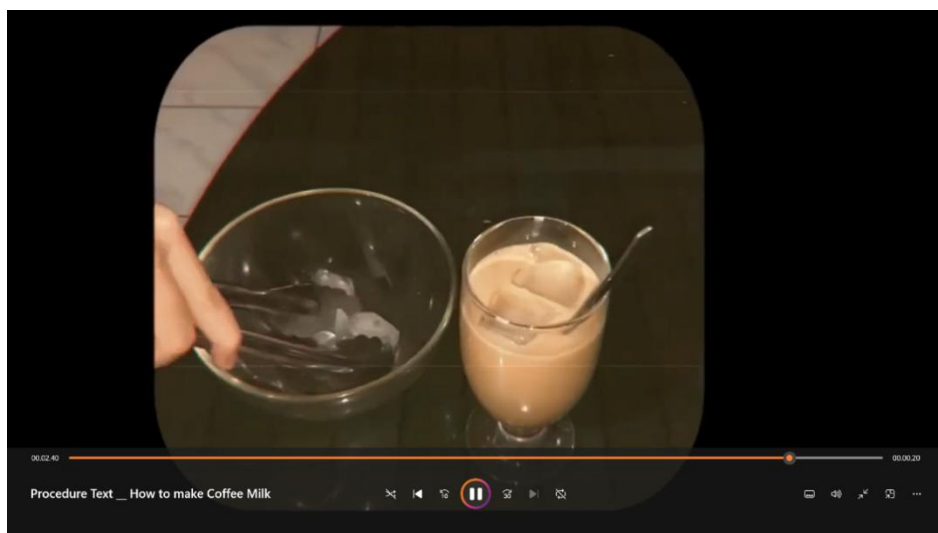
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Rachma Nabila

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Appendix 6 Instrument of Post-Test



Appendix 7 The Students' Post-Test Score in Control Group

No	Nama	Aspek Penilaian					Total
		Pronoun	Vocab	Fluency	Grammar	Compre	
1	C-01	7	7	8	20	20	62
2	C-02	9	10	11	20	20	70
3	C-03	9	7	12	20	20	68
4	C-04	6	6	9	20	20	61
5	C-05	6	7	7	20	20	60
6	C-06	10	10	12	20	20	72
7	C-07	8	9	9	20	20	66
8	C-08	7	9	12	20	20	68
9	C-09	8	8	9	20	20	65
10	C-10	9	10	9	20	20	68
11	C-11	5	5	6	20	20	56
12	C-12	6	6	7	20	20	59
13	C-13	9	8	13	20	20	70
14	C-14	8	7	10	20	20	65
15	C-15	9	10	12	20	20	71
16	C-16	8	9	10	20	20	67
17	C-17	4	6	5	16	20	51
18	C-18	4	6	5	16	20	51
19	C-19	10	9	9	20	20	68
20	C-20	9	10	10	20	20	69
21	C-21	7	9	8	20	20	64
22	C-22	5	7	6	15	20	53
23	C-23	8	7	7	20	20	62
24	C-24	7	8	8	20	20	63
25	C-25	6	7	9	20	20	62
26	C-26	5	6	5	20	20	56
27	C-27	8	8	8	20	20	64
28	C-28	6	7	6	20	20	59
29	C-29	9	8	7	20	20	64
30	C-30	6	8	8	20	20	62

Appendix 8 The Students' Post-Test Score in Experimental Group

No	Nama	Aspek Penilaian					Total
		Pronoun	Vocab	Fluency	Grammar	Compre	
1	C-01	15	15	13	20	20	83
2	C-02	13	16	15	20	20	84
3	C-03	11	14	13	20	20	78
4	C-04	15	18	17	20	20	90
5	C-05	12	15	12	20	20	79
6	C-06	11	16	13	20	20	80
7	C-07	10	11	14	20	20	75
8	C-08	16	17	16	20	20	89
9	C-09	12	16	13	20	20	81
10	C-10	11	15	12	20	20	78
11	C-11	10	16	14	20	20	80
12	C-12	12	12	13	20	20	77
13	C-13	12	15	15	20	20	82
14	C-14	11	13	11	20	20	75
15	C-15	15	18	17	20	20	90
16	C-16	10	15	13	20	20	78
17	C-17	13	18	15	20	20	86
18	C-18	10	11	14	20	20	75
19	C-19	12	17	14	20	20	83
20	C-20	10	15	12	20	20	77
21	C-21	10	15	14	20	20	79
22	C-22	10	14	16	20	20	80
23	C-23	10	12	13	20	20	75
24	C-24	14	19	17	20	20	90
25	C-25	10	14	14	20	20	78
26	C-26	12	17	15	20	20	84
27	C-27	11	14	12	20	20	77
28	C-28	12	15	14	20	20	81
29	C-29	10	14	13	20	20	77
30	C-30	13	17	16	20	20	86

Appendix 9 Surat Permohonan Izin Penelitian dari Universitas PGRI Semarang



UNIVERSITAS PGRI SEMARANG

FAKULTAS PENDIDIKAN BAHASA DAN SENI

Program Studi :

- Pendidikan Bahasa dan Sastra Indonesia
- Pendidikan Bahasa Inggris
- Pendidikan Bahasa dan Sastra Daerah

Alamat :

Jalan Gajah Raya Nomor 40
Telepon (024) 8316377 – Faksimile (024) 8448217
Semarang - 50125

Nomor : 181/IP/FPBS/1/2024

Semarang, 11 Januari 2024

Lampiran : 1 (satu) berkas

Perihal : **Permohonan izin penelitian**

Yth. Kepala SMPN 32
di Semarang

Kami beritahukan dengan hormat, bahwa mahasiswa kami :

N a m a : Ananda Latifah Azhar Rachma Nabila

N P M : 19420056

Fak. / Program Studi : FPBS / Pendidikan Bahasa Inggris

akan mengadakan penelitian dengan judul :

The Effectiveness Of Scientific Approach In Teaching Procedure Text Using Video To Improve Speaking Skill For Grade 9 Students Of SMPN 32 Semarang

Sehubungan dengan hal tersebut, kami mohon Bapak/Ibu berkenan memberikan izin kepada mahasiswa tersebut untuk melakukan penelitian.

Atas perkenan dan kerjasama yang baik, kami ucapkan terima kasih.



Dekan,
Siti Musarokah, S.Pd., M.Hum.

NPP: 107801314

Appendix 10 Surat Permohonan Izin Penelitian dari Dinas Pendidikan Kota Semarang



PEMERINTAH KOTA SEMARANG DINAS PENDIDIKAN

Jalan Dr. Wahidin No. 118, Semarang – 50254 Telp. (024) 8412180, Fax. (024) 8317752
Laman www.disdik.semarangkota.go.id; Posel disdik@semarangkota.go.id

SURAT IZIN KEPALA DINAS PENDIDIKAN KOTA SEMARANG

Nomor : B/19254/421.7/1/2024

TENTANG IZIN PENELITIAN

DASAR : Surat Ketua Program Studi Pendidikan Bahasa Inggris Ibu Dr. Rahmawati S., S.Pd., M.Pd. Fakultas Pendidikan Bahasa dan Seni Universitas PGRI Semarang Nomor : 181/IP/FPBS/1/2024 tanggal 11 Januari 2024 Perihal Permohonan izin penelitian, dengan ini Kepala Dinas Pendidikan Kota Semarang, dengan ini Kepala Dinas Pendidikan Kota Semarang,

MEMBERIKAN IZIN

Kepada mahasiswa :

Nama : Ananda Latifah Azhar Rachma Nabila
NIM/ NIP/ NIDN : 19420056
Perguruan Tinggi : Universitas PGRI Semarang
The Effectiveness Of Scientific Approach In Teaching Procedure
Judul : Text Using Video To Improve Speaking Skill For Grade 9 Students Of SMPN 32 Semarang
Tempat Penelitian : SMPN 32 SEMARANG

Dengan memperhatikan hal-hal sebagai berikut ;

1. Saat Penelitian tidak mengganggu proses kegiatan belajar mengajar di tempat Penelitian,
2. Menaati peraturan dan ketentuan yang berlaku di tempat Penelitian,
3. Hasil Penelitian tidak dipublikasikan untuk mencari keuntungan/ kepentingan lain,
4. Kegiatan Penelitian dilaksanakan pada 01 Februari 2024 sampai dengan 05 Februari 2024
5. Menyampaikan laporan kepada Kepala Dinas Pendidikan Kota Semarang segera setelah selesai melakukan Penelitian.

Demikian surat izin Penelitian ini, untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Semarang
Pada tanggal : 23 Januari 2024
Kepala Dinas Pendidikan Kota Semarang



Dr. Bambang Pramusinto, SH,S.IP,M.Si



Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh Balai Sertifikasi Elektronik (BSrE) BSSN.

Appendix 11 Surat Tanda Telah Melaksanakan Penelitian di SMPN 32 Semarang



PEMERINTAH KOTA SEMARANG
DINAS PENDIDIKAN
SMP NEGERI 32 SEMARANG

Jl. Ki Mangunsarkoro No. 1, Telp. 8412113 Semarang,
email : smp32semarang@yahoo.com

Kode Pos 50136

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor : 088/070/II/2024

Dasar surat dari Universitas PGRI Semarang, Nomor : 181/IP/FPBS/I/2024, tanggal 11 Januari 2024, perihal : Izin Penelitian.

Sehubungan dengan hal tersebut di atas dengan ini Kepala SMP Negeri 32 Semarang, menerangkan :

Nama : Ananda Latifah Azhar Rachma Nabila
NIM : 19420056
Program studi : FPBS/ Pendidikan Bahasa Inggris
Tahun akademik : 2023/2024
Perguruan Tinggi : Universitas PGRI Semarang

Bahwa mahasiswa yang namanya tersebut di atas benar-benar telah mengadakan/melaksanakan Penelitian dengan Judul “ *THE EFFECTIVENESS OF SCIENTIFIC APPROACH IN TEACHING PROCEDURE TEXT USING VIDEO TO IMPROVE SPEAKING SKILL FOR GRADE 9 STUDENTS OF SMPN 32 SEMARANG* “

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Semarang, 7 Februari 2024

Kepala Sekolah

Dra. Army Winarsih M.Pd.
NIP. 196407231988032009

Appendix 12 Kartu Bimbingan Dosen 1



KARTU BIMBINGAN FINAL PROJECT MAHASISWA UNIVERSITAS PGRI SEMARANG

Nama : Ananda Latifah Azhar Rachma Nabila
 NPM : 19420056
 Fakultas/Prodi : FPBS/Pendidikan Bahasa Inggris
 Dosen Pembimbing I : Dr. Dyah Nugrahani, S.Pd., M.Hum. ✓
 Dosen Pembimbing II : Ririn Ambarini, S.Pd., M.Hum.

No	Waktu bimbingan	Materi yang dikonsultasikan	Tanda tangan Pembimbing I
1	1/3 2023	Topic	
2	11/4 2023	ACC mare	
3		Siapkan proposal	
4	21/9 2023	Diskusi proposal	
5	27/9 2023	Revisi - proposal	
6	11/10 2023	Rwin - diskusi	
7	4/1 2024	Acc proposal	
8	26/3 2024	Revisi	
9	23/4 2024	revisi	
10	3/5 2024	Revisi	



KARTU BIMBINGAN FINAL PROJECT
MAHASISWA UNIVERSITAS PGRI SEMARANG

11	15/5 2024	ACC - Siap Singkir	
12	16/5 2024	Bine Artikel	
13			
14			
15			
16			
17			
18			
19			
20			

Appendix 13 Kartu Bimbingan Dosen 2



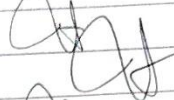
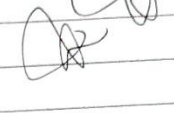
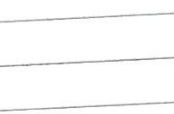
KARTU BIMBINGAN FINAL PROJECT MAHASISWA UNIVERSITAS PGRI SEMARANG

Nama : Ananda Latifah Azhar Rachma Nabila
 NPM : 19420056
 Fakultas/Prodi : FPBS/Pendidikan Bahasa Inggris
 Dosen Pembimbing II : Ririn Ambarini, S.Pd., M.Hum.

No	Waktu bimbingan	Materi yang dikonsultasikan	Tanda tangan Pembimbing I
1	2 / 3 / 2023	Pengajuan Judul	
2	28 / 3 / 2023	Revisi judul	
3	14 / 4 / 2023	Acc Judul	
4	25 / 9 / 2023	Pengajuan Proposal	
5	29 / 9 / 2023	Revisi Proposal	
6	8 / 1 / 2024	Acc Proposal	
7	17 / 1 / 2024	Bimbingan Bab 1	
8	25 / 1 / 2024	Revisi Bab 1	
9	29 / 1 / 2024	Acc Bab 1	
10	12 / 2 / 2024	Bimbingan Bab 2	
11	22 / 2 / 2024	Revisi Bab 2	
12	27 / 2 / 2024	Acc Bab 2	
13	5 / 3 / 2024	Bimbingan Bab 3	
14	18 / 3 / 2024	Revisi Bab 3	
15	28 / 3 / 2024	Acc Bab 3	
16	1 / 4 / 2024	Bimbingan Bab 4	
17	16 / 4 / 2024	Revisi Bab 4	
18	29 / 4 / 2024	Acc Bab 4	



KARTU BIMBINGAN FINAL PROJECT
MAHASISWA UNIVERSITAS PGRI SEMARANG

19	2/5/2024	Bimbingan Bab 5	
20	8/5/2024	Revisi Bab 5	
21	17/5/2024	Ace Bab 5	
22			
23			
24			
25			

Appendix 14 Berita Acara Sidang



YAYASAN PEMBINA LEMBAGA PENDIDIKAN PERGURUAN TINGGI PGRI SEMARANG
FAKULTAS PENDIDIKAN BAHASA DAN SENI
UNIVERSITAS PGRI SEMARANG
Kampus : Jalan Sidodadi Timur Nomor 24 Semarang Indonesia. Telp. (024) 8448217, 8316377
Faks. (024)8448217 Website: www.upgris.ac.id

BERITA ACARA UJIAN SKRIPSI

Pada hari ini Kamis 13 Juni 2024, berdasarkan susunan tim penguji skripsi :

1. Nama : Siti Musarokah, S.Pd., M.Hum.
Jabatan : Ketua
2. Nama : Dr. Rahmawati Sukmaningrum, S.Pd., M.Pd.
Jabatan : Sekretaris
3. Nama : Dr. Dyah Nugrahani, S.Pd., M.Hum.
Jabatan : Anggota (Penguji I)
4. Nama : Ririn Ambarini, S.Pd., M.Hum.
Jabatan : Anggota (Penguji II)
5. Nama : Dr. AB Prabowo KA, S.Pd, M.Hum
Jabatan : Anggota (Penguji III)

Dengan ini menyatakan bahwa mahasiswa yang tersebut di bawah telah diuji skripsinya.

Nama : Ananda Latifah Azhar Rachma Nabila : FPBS
N.P.M : 19420056 Program Studi : Pendidikan Bahasa Inggris
Program Pendidikan : Strata 1

Judul skripsi :

THE EFFECTIVENESS OF SCIENTIFIC APPROACH IN TEACHING PROCEDURE TEXT USING VIDEO TO IMPROVE SPEAKING SKILL FOR GRADE 9 STUDENTS OF SMPN 32 SEMARANG

Nilai :

Demikian berita Acara Ujian skripsi dibuat untuk diketahui dan dipergunakan seperlunya oleh pihak-pihak yang berkepentingan.

Ketua,


Siti Musarokah, S.Pd., M.Hum.

Sekretaris,


Dr. Rahmawati Sukmaningrum, S.Pd., M

Penguji I,


Dr. Dyah Nugrahani, S.Pd., M.Hum.

Penguji II,


Ririn Ambarini, S.Pd., M.Hum.

Penguji III,


Dr. AB Prabowo KA, S.Pd, M.Hum

Mengetahui,

Dekan,


Siti Musarokah, S.Pd., M.Hum.
NPP/NIP 107801314



Appendix 15 Documentation of Control Class



Appendix 16 Documentation of Experimental Class

