



## Developing Writing Skills through Video-Based Contextual Teaching and Learning

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### Abstract

*This research aims at developing writing skill of the tenth-grade students of MA Muhammadiyah Palu through Contextual Teaching and Learning video-assisted based. Another aims at student's achievement in developing writing skill because the process of CTL video-assisted based. The subjects of this research were the students at the tenth grade of MA Muhammadiyah Palu that consisted of 15 students. This research was Classroom Action Research (CAR) covering plan, action, observation and reflection. This research was carried out into two cycles. The first cycle focused on explanation of the materials through the seven principles of CTL; 1. Constructivism, 2. Inquiry 3. Questioning, 4. Learning Community, 5. Modeling, 6. Reflection and 7. Authentic Assessment. The second cycle was focused on the examples of language features in procedure text. The data of this research were obtained from observation, field notes and writing test. The individual test results in cycle 1 showed that 40% of the students had not reached the criteria of success because they had not been able to write procedure text, while the results of the cycle 2 87% of the students showed that the implementation of the CTL video-assisted based was able to develop students' writing skills. Students' problems in writing procedure text can be diminished by implementing CTL video-assisted based.*

**Keywords:** Contextual Teaching and Learning, Video, Writing

### 1. Introduction

One of the language skills in English is writing. Writing ideas or opinions down on paper is a form of communication. Writing allows us to express our thoughts in language, convey information in written form, and help the reader comprehend what we are writing about. Students can impart knowledge and share information with others through writing. For example, when the students write procedure text, it is an activity to share something which gives benefit to others. Procedure text is a text that provides instructions, knowledge, or support to the reader on how to do a task. Oshima (1999: 20) states that Writing is the act or profession of putting words on paper, such as in books, novels, or articles. To explain our ideas, thoughts, and feelings, we can spend extra time to consider and select the right words. If the intended meaning of the writing cannot be clearly

expressed, editing or modification can still be done. Writing is a developing skill. This implies that you have already thought about what you are going to write when you first start writing something down. Following that, you read what you have written again and make any necessary edits and revisions.

Writing is a crucial component of communication, because good writing can help students to communicate with others and clarify with others than through face to face or telephone. Writing is one of many aspects which you need to work on. Of course, your ability in writing must be good because it can be something consideration whether you are accepted for employment or not.

According to Indonesia's Senior High School Curriculum from 2013, students must be able to identify generic structure, language features and social functions related to the procedure text, because the reseracher focused on procedure text. According to the context, teachers expect students to be able to ask and answer questions about simple and brief food recipes.

Based on researcher's experiences as English teacher at MA Muhammadiyah Palu, the researcher frequently discovered challenges that many students encounter when learning to write procedure text. First, the students' vocabulary is poor, for instance, they misunderstood the words' meaning. Second, the students were unable to organize the steps in a procedure text, for instance, they had trouble in determining which step was the first and which was the next. Third, the students' capacity to write correctly and clearly is poor, for instance, when the students write spoon, they often just write "spun". They also frequently omit the comma, semicolon, and capitalization when writing words. Last, the students assumed that writing was a difficult assignment, therefore the ability of learners in creating procedure text was still lacking. This is in line with Astria and Maisaroh (2021), who claim that this circumstance could occur as a result of the boring instructional strategy, methodology, or approach. Two major obstacles that students face when writing procedural texts are articulating ideas and having a propensity to write passively and uninterested. Thus, it can be said that in order to solve these problems and enable students to participate more fully in the writing process, an appropriate approach is required.

Zakia (2011) reported her research about Improving Student's Reading Comprehension of Descriptive Text Through Contextual Teaching Learning (CTL) (Action Research at Second Grade of Bakti Mulya 400 Junior High School Jakarta). She found that the implementation of contextual teaching learning can improve student's comprehension in understanding reading descriptive text. The improvement can be seen from the quantitative study; test result (pre-test and post-test) and questionnaire result, and qualitative study; observation and interview result. From the previous study have demonstrated the effectiveness of the Contextual Teaching and Learning strategy in enhancing students' writing skill. Contextual teaching and learning is one of the approach that the current research uses to improve students' writing skill in procedure texts. This is why the researcher used video-assisted Contextual Teaching and Learning to study how to improve the writing skills of tenth grade students at Muhammadiyah Palu.

Using Contextual Teaching and Learning is one of the approach to solve issues this study raises. The researcher applied the Contextual Teaching and Learning (CTL)

approach to overcome the issues in making procedure text. Contextual Teaching and Learning (CTL), as defined by Johnson (2002), is a method of education that aims to give students a deeper understanding of the academic material they are studying by relating academic subjects to the context of their daily lives—that is, to the context of their individual, social, and cultural circumstances. So, CTL tries to assist students in making connections between the course material and the context of their everyday lives. It shows that during the teaching and learning process, the teacher draws links between the course material and the students' actual situations. By employing a contextual teaching and learning approach, students can actively engage in the teaching and learning process. By placing students in real-life situations, CTL can work to expand knowledge in addition to being engaged in the teaching and learning process. By drawing on their prior involvement in the teaching and learning process, they will find it easy to comprehend and apply the subject. Students ought to be expected to build their knowledge using this approach based on their experience relating to their daily lives.

Video was another media that the researcher selected to assist in teaching and learning process. The researcher chooses a video to help students improve their writing skill. The term “video” refers to a category of multimedia that includes technological goods that continuously synchronize audio or sound effects with sophisticated graphics, moving images, animated images, or moving text. According to Harmer (2003: 282), one of the key benefits of using videos for language learning is that viewers can see the language as well as hear it. Videos greatly influence the method and content of language acquisition, especially in terms of interest and motivation. Because general meaning and moods are typically expressed by expression, gesture, and other visual cues, for instance, this greatly aids comprehension. For this reason, the video helped the students comprehend the subject matter required to create procedure text while keeping their interest. The students will find it easy to arrange each step because they get inspiration from the video. Considering the aforementioned statements, the researcher decided to study about “Developing writing skill of the tenth grade students at MA Muhammadiyah Palu through Contextual Teaching and Learning video-assisted based”.

## **1.1 Research Question**

Based on the background, the researcher formulated research question as follows: “How does Contextual Teaching and Learning video-assisted based develop the writing skill of the tenth grade students at MA Muhammadiyah Palu?”

## **2. Method**

### **2.1. Research Design**

The researcher used Classroom Action Research (CAR) to carry out this study. Action research, according to Kemmis and McTaggart (1988), takes place through a dynamic and complementary process that includes the following four crucial phases: planning, action, observation, and reflection. By applying contextual teaching and learning, MA Muhammadiyah Palu's tenth grade students which consist of 15 students would be able to improve their writing skills.

The tests were used by the researcher in each cycle to gather quantitative data. Observation checklist and fieldnote also used by the researcher when collecting qualitative data. There were four stages to each cycle: planning, action, observation, and reflection. The tests were provided to the students so that their progress could be tracked. Both the first cycle and the second cycle had three meetings overall.

Consequently, there were six meetings in total for this study.

To assess the test result, which was put as the criteria for students' skill in writing procedure texts, the researcher adapted the scoring rubric used by Brown (2007). The researcher next attempted to determine the percentage of students that met the Minimal Mastery Level Criteria (KKM), taking consideration of the English subject's 75-point score at MA Muhammadiyah Palu.

## **2.2. The Criteria of the Action Success**

When classroom action research (CAR) meets or exceeds the predetermined criteria, it is deemed successful; when it falls short of the predetermined criteria, it is deemed unsuccessful. In this study, the researcher will be successful if 80% of the students meet the minimal level criterion (KKM) aim. According to the school's policy (MA Muhammadiyah Palu), the KKM for English subjects is 75 (seventy five), and this is the minimum required mark. The next Classroom Action Research (CAR) action will be terminated if the action success criterion has been met, but if it has not, an alternate action will be carried out in the subsequent cycle.

## **3. Result**

### **3.1. Findings**

This research used Mc. Taggart's classroom action research model (1988). The researcher carried out two learning cycles during its implementation, each cycle consisting of steps for acting, planning, observing, and reflecting. Based on the outcomes of tests, field notes and observation checklists, all data were gathered.

#### **3.1.1. Cycle One**

##### **a) Plan**

Successful classroom action research (CAR) is defined as the lesson plan was organized in accordance with the writing assignment, test, attendance list, observation checklist, and camera in this step by the researcher as she produced the teaching learning design.

##### **b) Actions**

Three meetings made up the action; from the first to the third meeting, the teacher used contextual teaching and learning that was supported by videos. The students took an exam at the fourth meeting. The students' activity will be described as follows:

##### **1. First Meeting**

The first meeting was conducted on Thursday, April 6th, 2023 at MA Muhammadiyah Palu. The lesson was started at 10.30- 12.00 a.m. The meeting was adjusted to the schedule of the class. The implementation of CTL in this cycle is as the following:

##### **Constructivism**

In the main activities, teacher explained the definition, social function, generic structure, and language features of procedure text. Next, teacher showed a video about "how to do ablution". The video shown by the teacher is a video from YouTube. Then, the teacher downloaded the video and put it in PowerPoint Presentation. Afterwards, teacher asked the students to write the information when they watched the video.

##### **Inquiry**

Students find out the various generic structures and language features used in the procedure text of how to do ablution.

### Questioning

Students were given opportunity to ask questions that have not been understood to the teacher regarding examples of procedure text.

### Learning Community

Teacher divided the students into group, each group consist of 3 people. Next, teacher asked the students to make procedure text with theme sweet food eaten upon breaking the fast (fruit ice soup) based on their experience and look for generic structures and language features in the text. Then, teacher went around and helped students in trouble.

Because the time was up, teacher made the task as their homework. The last activities, teacher together with the students made a conclusion about the lesson they have learned. After that, teacher closed the meeting by praying and greeting.

## 2. Second Meeting

The second meeting was conducted on Monday, April 10th, 2023 at MA Muhammadiyah Palu. The lesson was started at 07.15- 08.45 a.m. The teacher reviewed the previous material before the new lesson began. The students were asked what did they remembered in the previous meeting. Some students remembered the material start from the definition, the purpose, the generic structure and the language features of procedure text. The teacher continued the material in the previous meeting with the following step:

### Learning Community

Teacher asked all groups to collect their task and all of the groups presented their task. Then, other groups were given the chance to correct the task from the group that have presented. Next, teacher gave appreciation to all of the groups.

## 3. Third meeting

The third meeting was conducted on Thursday, April 13th, 2023 at MA Muhammadiyah Palu. The lesson was started at 10.30- 12.00 a.m. The teacher continued the material with the following steps:

### Modeling

In main activity, teacher showed a video about "how to pray". Then, teacher asked the students to write the information when they watched the video.

### Inquiry

Students find out the various generic structures and language features used in the procedure text of how to pray.

### Authentic Assessment

Teacher gave the students task individually to write procedure text according to what they have made or did and students were free to choose the topic. Then, teacher went around and helped students in trouble. The last activities, the teacher informed to all students that she will give a test in the next meeting, teacher together with the students made a conclusion about the lesson they have learned, and teacher closed the meeting by praying and greeting.

## 4. Test

The fourth meeting was conducted on Monday, April 17th, 2023 at MA Muhammadiyah Palu. The lesson was started at 07.15- 08.45 a.m. The teacher gave test to students. After finishing the writing, the teacher asked them to collect their result. The

result of the students' score of writing procedure text in cycle 1 presented in the table 3.1. It can be seen as follows:

**Table 3.1 The Students' Score of Writing Procedure Text in Cycle 1**

No	Initial	Generic Structure			Language Features			Score	Note
		Goal	Material	Steps	Mechanic	Vocabulary	Grammar		
1.	AS	3	3	3	2	2	2	83	Passed
2.	D	3	3	3	2	2	2	83	Passed
3.	FMR	3	1	2	1	2	2	61	Failed
4.	FE	1	1	2	1	2	2	50	Failed
5.	FS	3	3	2	1	2	2	72	Failed
6.	IJ	3	3	2	2	2	2	77	Passed
7.	MH	3	3	2	1	2	2	72	Failed
8.	MR	1	1	3	1	2	1	50	Failed
9.	MW	3	3	3	2	3	2	88	Passed
10.	NL	3	3	3	2	3	2	88	Passed
11.	R	3	1	2	1	2	2	61	Failed
12.	RAP	3	1	3	2	2	2	72	Failed
13.	RZ	3	3	3	2	2	2	83	Passed
14.	WS	1	1	3	1	2	1	50	Failed
15.	YN	3	3	2	1	2	2	72	Failed
Total Score								1062	
Mean Score								70.8	

Based on table 3.1, only six students or (40%) of those who took the test during this cycle achieved the minimum passing grade (KKM) target score. Since the aim of action success was 80% of students passing the Minimum Passing grade Criteria (KKM), the teacher still needed six students or (40%) who could pass the KKM.

#### c) Observation

The student collaborator assisted the teacher in the observation step by watching the students learn. This is to know what transpired in the classroom throughout the entire lesson, from beginning to end. The collaborator observed the activities taking place during the contextualized teaching and learning process that was supported by video. The collaborator employed an observation checklist that was created prior to the start of this research to observe them. The outcome of the observation was examined to determine the merits and demerits of the action. Because the students were given a test for the first cycle, the collaborator did not watch the teaching and learning process during the fourth meeting. This test was crucial for determining how much better the students were at writing procedure texts and identifying generic structure, language features after receiving instruction and creating procedure texts-related materials. The cycle 1 observation data were shown as follows:



**Table 3.2 Observation Checklist on Students' Performance in Cycle 1**

No	Observe Item	Description	CATEGORIES	Meetings			
				1	2	3	
1.	Learners' Activeness	The students are active and follow teacher's instruction during teaching and learning process	L	F/	7	6	4
				%	47%	40%	27%
			M	F/	5	5	6
				%	33%	33%	40%
			H	F/	3	4	5
				%	20%	27%	33%
2.	Learners' Comprehension	The students can understand the teacher's instruction	L	F/	2	1	-
				%	13%	6%	-
			M	F/	3	4	3
				%	20%	27%	20%
			H	F/	10	10	12
				%	67%	67%	80%
3.	Learners' Response	The students have good fast response to the teacher or their classmate	L	F/	7	4	3
				%	47%	27%	20%
			M	F/	5	6	5
				%	33%	40%	33%
			H	F/	3	5	7
				%	20%	33%	47%
4.	Learners' Enthusiasm	The students are enthusiastic in learning and they are joyfull to be in English class	L	F/	7	4	3
				%	47%	27%	20%
			M	F/	5	6	5
				%	33%	40%	33%
			H	F/	3	5	7
				%	20%	33%	47%

Source: Modified from Bailey (2005)

**Note:**

L= Low      M= Medium      H= High

The instructional observation concentrated on four key areas of student performance. During the execution of the action in each meeting, they were the students' engagement, comprehension, and excitement. The results showed that, although it was

still only slightly improved, student performance increased from the first to the third meetings of cycle 1. Some students achieved High category in numerous areas of this observation, while others held on their Middle category and Low category places.

**Table 3.3 Observation Checklist on Researcher’s Performance in Cycle 1**

Teaching Stage	Observation Items	Meetings		
		1	2	3
Observation	a) Teacher asks the students to observe the video.	√	X	√
	b) Teacher asks the students to mention some informations about the video.	√	X	√
	c) Teacher explains the various generic structures and language features used in the procedure related to the video that has been played.	√	X	√
Question	d) Teacher gives the students opportunity to ask questions that have not been understood regarding examples of procedure text.	√	√	√
Exploration	e) Teacher asks the students to write a procedure text and they are given the freedom to write procedure text based on their experience in making or doing something.	√	X	√
	f) Teacher asks the students to look for generic structures and language features in the text.	√	X	√
Generalization	g) Teacher together with the students makes a summary/conclusion about the lessons they have learned.	√	√	√
	h) Teacher gives feedback or reinforcement to the students related to their performance.	√	√	√

Note:

√ : Conducted

X : Unconducted

The result of the observation on researcher performance in cycle 1 showed that in the second meeting, the researcher did not apply some activities during the teaching and learning process in the second meeting. The researcher did not ask the students to observe the video, did not ask the students to mention some informations about the video, and did not explain generic structures and language features used in the procedure text. In the teaching stage of exploration, the researcher did not ask the students to write procedure text and did not ask the students to look for generic structures and language



features. It is because the researcher asked the groups to present or read their task in front of their friends.

d) Reflection

The teacher and collaborator talked about the first cycle's strong and weak points in this stage. There are various issues that many students confront when trying to complete the task of producing a process manual. They continued to struggle with the usage of the simple present tense and with the recognition of conjunctions, action verbs, and imperative sentences. It is evident from the student writing findings that the researcher has attached. The researcher made the decision to raise the skills of students in producing procedure text in next cycle after considering all of the data explanations above.

### 3.1.2 Cycle Two

Based on the outcomes of the first cycle, the second cycle was conducted. The findings indicated that the student's writing skills were still lacking in quality and that additional steps would be necessary before the next cycle might result in some writing skills improvement for students. Second cycle was done on May, 4th 2023 until 15th 2023. The steps were:

a) Revised Plan

In the amended plan, the researcher enhanced the teaching method, organized the lesson plan based on the subject matter, conducted tests, and created an observation checklist. The researcher provided a thorough explanation of the subject matter in this cycle, including the usage of the simple present tense, conjunctions, action verbs, and imperative sentences in procedure text.

b) Action

The teacher employed contextual, video-assisted learning to conduct three meetings of the teaching and learning process in this step. The students took an exam at the fourth meeting. The students' activity will be described as follows:

1. First Meeting

The first meeting was conducted on Thursday, May 4th, 2023 from 10.30-12.00 a.m. at MA Muhammadiyah Palu. In this meeting the researcher focused on the generic structure and language feature, the procedures are explained as follows:

Constructivism

Teacher explained about the material, although it had been explained in cycle 1 and explained the generic structure and language feature by sharing the example of procedure text "how to put on your new shoes" The video that the teacher showed is a YouTube video. The teacher then downloaded the video and pasted it into a PowerPoint presentation. Next, teacher asked the students to write the information when they watched the video.

Inquiry

Students find out the various generic structures and language features used in the procedure text of how to put on your new shoes.

Questioning

Students were given the chance to ask questions that have not been understood to the teacher.

Learning Community

Students worked in pair and wrote procedure text based on their experience and students collect their result. Next, teacher and students discussed the result of student's writing.

## 2. Second Meeting

The second meeting was conducted on Monday, May 8th, 2023 from 07.15-08.45 a.m. at MA Muhammadiyah Palu. The teacher reviewed the previous material before starting the lesson. Students were asked what they remember from the last meeting. Many students remembered the definition, purpose, general structure, and language features of the procedure text. The teacher continued the material in the previous meeting with the following step:

### Modeling

Teacher showed a video about "how to wash your hands properly". Then, teacher asked the students to write the information when they watched the video.

### Inquiry

Teacher asked the students to find out the generic structures and language features used in the procedure text of how to wash your hands properly.

### Questioning

Students were given the chance to ask questions that have not been understood to the teacher.

### Authentic Assessment

Students were asked to write a procedure text and they were given the freedom to write procedure text based on their experience in making or doing something. After students finish doing their task, they can submit it to the teacher.

## 3. Third Meeting

The third meeting was conducted on Thursday, May 11th, 2023 from 10.30-12.00 a.m. at MA Muhammadiyah Palu. In this meeting, the teacher reviewed again the previous material before starting the lesson. Students were asked what they remember from the last meeting. The teacher carried on the material in the previous meeting with the following step:

### Authentic Assessment

Teacher showed a video about "how to wash clothes by hands" to make the students more understand the example of procedure text. After that, teacher asked the students one by one to determine the generic structures and language features used in the procedure text of how to wash clothes by hands and other students were told to wait outside the classroom. It doesn't take much time because the teacher just have 15 students. After all of the students have finished being called by the teacher, the teacher informed to all students that she will give a test in the next meeting.

The teacher also gave the students assignment to make video about procedure text. The students were told to write down the procedure text in their book before take the video. Before students are given the assignment of making a video, the teacher showed examples on YouTube to make them understand how it works. Students were given one week to complete the assignment.

## 4. Test

This meeting took place at MA Muhammadiyah Palu on Monday, May 15, 2023 from 7:15 to 8:45 a.m. The teacher tested every student present at the meeting. The

students took a test to evaluate their progress and success in the study of writing procedure texts utilizing contextual teaching and learning with video support. The results of the students' performance on the cycle 2 writing procedure text are shown in table 3.4. This is how it appears:

**Table 3.4 The Students' Score of Writing Procedure Text in Cycle 2**

No	Initial	Generic Structure			Language Features			Score	Note
		Goal	Material	Steps	Mechanic	Vocabulary	Grammar		
1.	AS	3	3	3	3	3	2	94	Passed
2.	D	3	3	3	3	3	2	94	Passed
3.	FMR	3	2	3	2	2	2	77	Passed
4.	FE	3	2	2	2	2	2	72	Failed
5.	FS	3	3	3	3	2	2	88	Passed
6.	IJ	3	3	3	2	2	2	83	Passed
7.	MH	3	3	3	2	3	3	94	Passed
8.	MR	3	2	2	2	2	2	72	Failed
9.	MW	3	3	3	3	3	2	94	Passed
10.	NL	3	3	3	3	3	2	94	Passed
11.	R	3	3	3	2	2	2	83	Passed
12.	RAP	3	3	3	2	3	2	88	Passed
13.	RZ	3	3	3	2	3	2	88	Passed
14.	WS	3	2	3	2	2	2	77	Passed
15.	YN	3	3	3	3	2	2	88	Passed
Total Score								1286	
Mean Score								85.7	

Based on Table 3.4, only two students (13%) who took the second cycle test did not achieve the desired score of the Minimum Passing grade Criteria (KKM), according to the results of the research. Additionally, the second cycle saw the achievement of the researcher's established successful indicator. Only six (40%) of the first cycle's students and thirteen (87%) of the second cycle's students met the KKM's minimum passing grade criteria. This is regarded as a positive development in the students' performance. As a result, this research was discontinued because the researcher's goal had been reached.

c) Observation

In the first cycle, the elements that were seen during the teaching and learning process were exactly the same. Cycle 2 observation data were shown as follows:

**Table 3.5 Observation Checklist on Students' Performance in Cycle 2**

No	Observe Item	Description	CATEGORIES	Meetings		
				1	2	3
1.	Learners' Activeness	The students are active and follow teacher's instruction during teaching and learning process	F/	3	2	2
			%	20%	13%	13%
			F/	6	5	5
			%	40%	33%	33%

			<b>H</b>	F/ %	6 40%	8 54%	8 54%
			<b>L</b>	F/ %	-	-	-
2.	Learners' Comprehension	The students can understand the teacher's instruction	<b>M</b>	F/ %	-	-	-
			<b>H</b>	F/ %	15 100%	15 100%	15 100%
			<b>L</b>	F/ %	3 20%	2 13%	1 6%
3.	Learners' Response	The students have good fast response to the teacher or their classmate	<b>M</b>	F/ %	6 40%	5 33%	4 27%
			<b>H</b>	F/ %	6 40%	8 54%	10 67%
			<b>L</b>	F/ %	2 13%	-	-
4.	Learners' Enthusiasm	The students are enthusiastic in learning and they are joyfull to be in English class	<b>M</b>	F/ %	6 40%	5 33%	4 27%
			<b>H</b>	F/ %	7 47%	10 67%	11 73%

Source: Modified from Bailey (2005)

Note:

H= High

M= Medium

L= Low

The observation items were focused on four main points of students' performance. They were students' activeness, comprehension, response, and enthusiasm during the implementation of the action in each meeting. The statistics showed that even if there are still one or two students who are on a low scale, student performance has improved from the first to the third sessions of cycle 2. Most of the students in this observation fell into the High category in a number of areas.

**Table 3.6 Observation Checklist on Researcher's Performance in Cycle 2**

Teaching Stage	Observation Items	Meetings		
		1	2	3
Observation	a) Teacher asks the students to observe the video.	√	√	√
	b) Teacher asks the students to mention some informations about the video.	√	√	√

	c) Teacher explains the various generic structures and language features used in the procedure related to the video that has been played.	√	√	√
Question	d) Teacher gives the students opportunity to ask questions that have not been understood regarding examples of procedure text.	√	√	√
Exploration	e) Teacher asks the students to write a procedure text and they are given the freedom to write procedure text based on their experience in making or doing something.	√	√	X
	f) Teacher asks the students to look for generic structures and language features in the text.	√	√	√
Generalization	g) Teacher together with the students makes a summary/conclusion about the lessons they have learned.	√	√	√
	h) Teacher gives feedback or reinforcement to the students related to their performance.	√	√	√

Note:

√ : Conducted

X : Unconducted

The researcher did not implement any activities during the teaching and learning process in the third meeting based on the findings of the observation checklist from cycle 2 of the study. The students were not required to write procedure text by the researcher. It is because the researcher made sure that each student understood what was being taught by asking them to individually identify the generic structures and linguistic aspects utilized in the method text for hand-washing clothes.

#### d) Reflection

This behavior demonstrated how the students felt about the video-assisted contextual teaching and learning. In this study, it was shown that students were taking their education more seriously and were more motivated to take and pass the test. The results of the observation checklists from the second cycle show that the teacher's activities during the teaching and learning process were good.

## 4.2 Discussion

Based on the aforementioned data, it can be concluded that using contextual teaching and learning with video assistance was successful in enhancing the students' ability to write procedure texts in the tenth grade at MA Muhammadiyah Palu. It was discovered after conducting and evaluating the research's numerical data that the students' achievement rose from cycle 1 to cycle 2. The mean score rose from 70.8 in cycle 1 to 85.7 in cycle 2. The result of this research related to the researcher of Zakia (2011) found that the use of CTL in writing procedure text developed the students writing skill. They were able to write and identify the generic structures and language features.

The five writing components that were evaluated were indicated in the research's scope. They were mechanics, vocabulary, structure, and content. In cycle 1 of this study, 6 students (or 40%) were found to have passed the test, whereas 9 students (or 60%) were found to have failed it. In contrast, in cycle 2, there were two students (13%) who failed the test and 13 students (87%) who passed it. The ability of the tenth grade students at MA Muhammadiyah Palu to write procedure texts can therefore be improved by adopting contextual teaching and learning supported by video. There were a few things that made contextual teaching and learning supported by video effective in enhancing students' writing skill.

According to Berns & Erickson (2001), contextual teaching and learning is a theory of teaching and learning that enables teachers to connect subject matter material to actual circumstances. For instance, the teacher might invite the class to write a procedure text based on something they have ever created or performed. The kids won't be confused when deciding what to write, as a result. The knowledge that the students gain can be applied to real-life situations or events.

The researcher chose video as a media to support the teaching and learning process. One of the key benefits of video, according to Harmer (2003), is that students may see the language in addition to hearing it. Video have highly powerful impact on both the process and the content of language learning, particularly in terms of interest and motivation.

Video-assisted based also helps the reseacher to overcome the problems faced by students. There are several benefits that the students got from watching the video. First, watching videos can help children learn more words since they are used to hearing and seeing terminology related to materials, tools, and creating or performing an action. When the students saw the film as part of the treatment, the researcher requested them to record some information. After that, the researcher wrote down what the students read as they were instructed to read aloud from their notes. This exercise is meant to improve students' spelling and pronunciation. Second, video aids students in improving the structure and content of their writing. The students learned how to organize their thoughts when writing a procedure text after seeing the movie. Additionally, students learned how to write procedure text. In other words, watching videos enables students to enrich their knowledge and effectively develop their thoughts.

In the last meeting of cycle 2, the researcher gave assignment to the students to make a video about procedure text. The students were given the freedom to choose the theme. In order to make it simpler for the students to capture the video, the researcher also advised the students to write the procedure text in their books before recording it.

This study's findings demonstrated that every piece of information discovered and covered in this chapter relates to the study's goal. The student's achievement was positively impacted by contextual teaching and learning that was supported by video. It implies that the MA Muhammadiyah Palu students in the tenth grade should improve their writing skills, particularly in writing procedure text.

#### 4. Conclusion

The use of CTL video-assisted teaching and learning in cycles 1 and 2 altered the students in a positive way during the teaching and learning process. The students difficulty in writing before using contextual teaching and learning video-assisted based, they assumed that writing was a boring activity, lack of vocabulary, they were unable to organize the steps, and their capacity to write correctly and clearly is poor. However, following the implementation of contextual teaching and learning supported by video-based in the teaching learning process by the researcher, the students showed the significant progress in their writing skill. The students' mean score were 70.8 in Cycle 1, and 85.7 in Cycle 2. This demonstrates how using contextual teaching and learning with video support was able to develop the students' writing skill.

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