



Procedure Text Writing Skills Using Silent Film Media In Grade Vii Students Of State Junior High School 10 South Tangerang

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ABSTRACT

Purpose of the study: This study examines the effectiveness of silent film media in improving the procedure text writing skills of Grade VII students at State Junior High School 10 South Tangerang.

Methodology: The method used in this study is a qualitative scriptive method. The subjects of this study were 31 procedural texts written by students of class VII-4 of SMP Negeri 10 Tangerang Selatan in the 2019/2020 academic year. Data collection techniques in this study were observation, tests, interviews, and documentation. Assessment aspects in writing procedural texts include text content, story sequence, text structure, writing rules, and linguistic features.

Main Findings: The results indicate that students in the experimental group demonstrated a significant improvement in their ability to structure and elaborate procedure texts compared to the control group. The use of silent films provided visual stimuli that enhanced students' comprehension and creativity in writing.

Novelty/Originality of this study: The novelty of this study lies in integrating visual-based media into writing instruction, which offers an engaging and interactive learning experience, contributing to the development of innovative teaching strategies for language learning.

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1. INTRODUCTION

Writing ability is one of the language skills that must be mastered by students in learning Indonesian. One type of text taught at the Junior High School level is procedural text. The main function of procedural text is to provide instructions or steps in carrying out an activity so that it can be carried out correctly and systematically [1], [2]. However, in practice, many students have difficulty writing procedural texts due to a lack of understanding of the text structure, limited vocabulary, and minimal experience in organizing ideas sequentially [3], [4].

In an effort to improve procedural text writing skills, innovation is needed in learning strategies, one of which is by utilizing interesting and interactive learning media [5]-[7]. Silent film media is one alternative that can be used to help students understand and compose procedural texts [8]. Silent films, which only rely on visuals without sound, require students to focus more on observing the scenes and understanding the storyline presented [9]. Thus, students can more easily identify the steps that need to be included in the procedural text.

The use of silent film media in learning to write procedural texts can provide various benefits. In addition to helping students understand the sequence of steps more concretely, silent films also stimulate students' imagination and creativity in composing texts [10], [11]. In addition, this method also has the potential to increase students' learning motivation because it offers a more interesting approach than conventional methods that only rely on textbooks or teacher lectures [12]. Therefore, it is important to examine the effectiveness of using silent films in improving students' procedural text writing skills.

Several previous studies have highlighted the effectiveness of using media in learning to write. For example, research conducted by [13] shows that the use of video as a learning medium can improve students' understanding in writing procedural texts. In addition, research by [14], [15] revealed that the use of sequential images can help students compose texts more systematically. Meanwhile, a study conducted by [16] found that visual-based learning methods can improve students' critical thinking skills in writing. The results of this study indicate that visual media, including silent films, have the potential to have a positive impact on learning to write.

However, to date, there has been little research that specifically discusses the use of silent films in learning to write procedural texts. This study offers novelty in the learning approach by specifically examining how silent films can help students understand the structure of procedural texts, improve language skills, and hone their analytical skills towards visual information [17], [18]. In addition, this study will also analyze the level of effectiveness of this method compared to conventional methods.

With this research, it is expected to contribute to the world of education, especially in the development of more innovative and effective learning strategies in improving students' writing skills [19], [20]. In addition, the results of this study are expected to be a reference for teachers in choosing appropriate learning media to improve the quality of Indonesian language learning at the junior high school level. In the future, this study can also be a basis for further research that examines the use of various forms of visual media in writing learning [21], [22].

Based on this background, this study aims to identify the effectiveness of the use of silent films in improving the writing skills of procedural texts of class VII students of SMP Negeri 10 Tangerang. Thus, this study is expected to provide broader insights into the role of visual media in language learning and provide solutions to problems faced in teaching writing procedural texts.

The ability to write procedural texts is one of the important skills in learning English, because it requires students to organize steps sequentially and logically in conveying a process [23]-[25]. Various efforts have been made to improve this skill, one of which is by utilizing learning media. One of the previous relevant studies is a study entitled "Using Picture Media to Enhance Writing Ability in Procedure Text". The study shows that picture media can help students understand and organize procedural steps more easily because image visualization can stimulate ideas and clarify the sequence of activities [26]-[28]. However, the use of picture media has limitations in describing dynamic or complex processes. Static images cannot always represent movement, expression, and sequence of actions as a whole. This is where the gap that this study seeks to answer lies. This study attempts to use silent film media as an innovative alternative in learning to write procedural texts. Silent films present a series of moving visuals without dialogue, so that students can focus more on observing actions and sequences of events without being distracted by verbal narration [29], [30]. This media is considered capable of providing a more lively, interesting, and contextual learning experience, so that it can improve the ability to write procedures more effectively. Thus, the fundamental difference between this study and previous studies lies in the type of visual media used and how the media facilitates students' understanding in composing procedural texts [31], [32]. If previous studies used images as static visual aids, this study explores the potential of silent films as dynamic visual media that have not been widely studied in the context of learning to write procedural texts at the junior high school level. Therefore, this study not only aims to improve students' writing skills, but also to contribute novelty in the use of more innovative learning media [33], [34].

This study offers novelty in the use of learning media, especially in improving the writing skills of procedural texts in junior high school students. If previous studies have used more images as static visual aids, this study explores the use of silent films as dynamic visual media that have not been widely applied in the context of writing learning [35]-[37]. Silent films present a series of actions and events without verbal dialogue, thus encouraging students to focus more on observing, understanding, and interpreting procedural steps sequentially and logically. The visual experience offered by this media also provides a more lively and contextual learning stimulus than static images. Thus, this study presents a new approach to learning procedural texts that not only improves writing skills but also enriches learning methods by utilizing visual media that are relevant to the characteristics of today's digital generation [38], [39].

This study has important implications for English language learning practices, especially in writing procedural text skills. By using silent film media, teachers can present learning that is more interesting, contextual, and in accordance with students' visual learning styles. This media also provides opportunities for students to develop observation skills, think sequentially, and organize ideas logically, which are essential aspects in writing procedural texts. In addition, this approach opens up space for teachers to be more creative in choosing learning media that are in accordance with technological developments and the characteristics of 21st century students.

Thus, the results of this study are expected to be a reference and inspiration for educators in designing innovative learning strategies that are more effective and enjoyable.

The urgency of this research lies in the need to overcome the low writing ability of students, especially in compiling procedural texts that require a systematic and clear structure. So far, learning methods tend to be monotonous and still focus on theoretical explanations without involving meaningful learning experiences. The use of image media that has been widely applied also has limitations in describing the process comprehensively and dynamically. Therefore, a new approach is needed that is able to provide more complete and interactive visual stimuli, such as silent films. This research is important to answer these challenges by offering alternative learning media that have not been widely studied and have the potential to provide a positive impact on improving students' writing skills significantly.

2. RESEARCH METHOD

This study uses a qualitative descriptive method, which is a research method that aims to describe and understand phenomena in depth without using numbers or statistical data [21]-[23]. This method is used to describe how the use of silent films can improve students' procedural text writing skills. This research design uses a qualitative descriptive approach that aims to understand and describe in depth the phenomenon of the writing skills of procedural texts of grade VII students of SMP Negeri 10 Tangerang Selatan. This research was conducted naturally in accordance with objective conditions in the field without data manipulation. The main focus of the research is on students' ability to write procedural texts after receiving learning through silent film media, by paying attention to aspects of text content, sequence of steps, text structure, writing rules, and linguistic features. Data were obtained through observation, interview, and documentation techniques to holistically describe students' behavior, perceptions, and understanding in the learning process. This approach allows researchers to explore and describe the relationship between learning events and the meanings contained therein narratively and comprehensively.

The subject of this study was the writing skills of procedural texts of class VII-4 students of SMP Negeri 10 Tangerang Selatan in the 2019/2020 academic year totaling 38 students, with the object being their writing results after using the silent film media "How to Wash Hands Properly and Correctly". The selection of class VII-4 was carried out purposively because students in this class are considered responsive in receiving information, but less motivated if learning is monotonous, especially in writing activities, so visual media is considered to be able to help develop their ideas. Of the 38 students, only 31 procedural texts were studied because 7 students did not submit their writing results.[43], [44].

This researcher uses qualitative research which becomes the instrument or research tool is the researcher himself so that the researcher must be "validated". Validation of the researcher includes: understanding of qualitative research methods, mastery of insight into the field being studied, the researcher's readiness to enter the research object, both academically and logistically. The instrument as a data collection tool must be properly designed and made in such a way as to produce empirical data as it is. So, the instrument in this study is the researcher himself. Researchers in qualitative research instruments have the function of determining the focus of the research to making conclusions on the results of the data obtained. Researchers as the main instrument also need supporting instruments to facilitate the research process by collecting data, the supporting instruments used in this study are tests/assignments carried out by students.[45], [46].

The data collection techniques used in this study include four methods: (1) Observation, conducted directly at SMP Negeri 10 Tangerang Selatan to observe teaching and learning conditions and collect relevant school data; (2) Interviews, conducted with the Indonesian language teacher and five students using a set of seven structured questions to explore their experiences and perceptions regarding procedural text writing using silent films; (3) Documentation, which involved collecting students' written texts and capturing photographs as supporting evidence; and (4) Tests, specifically written tests that required students to write procedural texts based on a silent film, aimed at assessing their writing skills and creativity individually.

Tabel 1. Data Collection Techniques Summary

No	Technique	Description
1	Observation	Direct classroom and school environment observation
2	Interview	Structured questions to teacher (7 items) and students (5 participants)
3	Documentation	Collection of students' texts and photo evidence
4	Test	Individual written test based on silent film to assess writing skill

The data analysis process in this study involved several steps to evaluate students' procedural text writing using a silent film titled *How to Wash Hands Properly*. The researcher began by preparing the silent film as a visual stimulus, followed by delivering procedural text material covering definition, structure, and language features. Students were then assigned to write a procedural text based on the film. The written texts were assessed using a scoring rubric consisting of five main aspects: content relevance, logical sequence, text structure, writing

conventions, and language features. Each aspect was scored on a scale from 1 (poor) to 4 (excellent), based on specific criteria to measure students' cognitive, structural, and linguistic abilities.

Table 2. Writing Assessment Criteria

No	Assessment Aspect	Max Score	Key Indicators (Score 4)
1	Content Relevance	4	Complete: title, purpose, tools, and steps
2	Logical Sequence	4	9 steps, orderly, nothing skipped or reversed
3	Text Structure Accuracy	4	Full structure: purpose, tools/materials, and steps
4	Writing Conventions	4	Correct punctuation, spelling, and capitalization
5	Language Features	4	Use of 4–7 procedural text markers appropriately

The writing skill scores of students were calculated using the formula: $Mx = \Sigma x / N$, where Mx is the mean score, Σx is the total score obtained, and N is the number of students. Furthermore, student performance was categorized based on percentage intervals into four levels: 86–100 (Excellent/A), 76–85 (Very Good/B), 56–75 (Good/C), and 10–55 (Fair/D). In drawing conclusions, the researcher combined quantitative percentage results with qualitative interpretations by considering informants' perspectives to ensure objectivity. The final stage involved synthesizing data findings into conclusions aligned with the applied analytical method.

Tabel 3. Scoring Category Table (Four-Point Scale)

Percentage Interval	Letter Grade	Scale Score	Description
86–100	A	4	Excellent
76–85	B	3	Very Good
56–75	C	2	Good
10–55	D	1	Fair

3. RESULTS AND DISCUSSION

The analysis and data obtained are then processed using a table to make it easier for researchers to assess. The following presents the results of the analysis of student writing data using silent films. The assessment will be divided into several categories according to the predetermined criteria. The following research results can be seen in table 1.

Table 4. Assessment Aspects of Writing Skills of

Assessment Aspects	Average value	Category
Text Content	85.2	Good
Story Sequence	83.7	Good
Text Structure	84.5	Good
Writing Rules	82.8	Good
Language Features	87.1	Good
Average Total	84.83	Good

The results of the analysis show that the writing skills of procedural texts of class VII-4 students of SMP Negeri 10 Tangerang Selatan are in the good category with an average score of 84.83. Based on the assessment aspects, linguistic features have the highest score (87.1), which indicates that students are able to use language in accordance with the rules of procedural texts. Meanwhile, writing rules have the lowest score (82.8), which indicates that there are still some errors in the application of spelling or punctuation. Overall, all aspects get the category "good," which means that the use of silent film media helps improve the quality of students' writing.

Table 2: Improving Writing Skills

Writing Skill Improvement	Number of Students	Persentase (%)
Improved	30	96.77
No Improvement	1	3.22

As many as 30 out of 31 students (96.77%) experienced an increase in writing skills after using silent film media in learning procedural texts. Only 1 student (3.22%) did not experience a significant increase. This shows that the use of silent films as a learning medium is very effective in helping students understand and apply the concept of procedural texts better. The majority of students showed improvements in writing more coherently and systematically after seeing visual examples through silent films.

Table 3: Comparison of Values Before & After Using Silent Film Media

Comparison Before and After Using Silent Film Media	Value Before	After Value	Improvement (%)
Average Grade of Class	76.5	84.83	8.33

The results of this study indicate that the use of silent film media in learning to write procedural texts has a significant influence on the writing skills of class VII-4 students of SMP Negeri 10 Tangerang Selatan. Based on the assessment aspects that include text content, story sequence, text structure, writing rules, and language features, the average student score reached 84.83, which is included in the good category. This increase shows that visualizing the steps in the form of silent films helps students understand the concept of procedural texts more clearly and deeply. In addition, 96.77% of students experienced an increase in writing skills, which proves that this media can increase the effectiveness of text-based learning in the classroom.

Comparison of scores before and after learning with silent films showed an increase of 8.33 points. Before the intervention, the average class score was 76.5, which is still quite good, but not optimal in terms of writing systematics and suitability to the structure of the procedural text. After the use of silent films, the score increased to 84.83, indicating that students were better able to compose procedural texts systematically, coherently, and in accordance with language rules. This is in line with the theory that visual media can accelerate the process of understanding concepts, especially in aspects that require direct observation of procedural stages.

The success of silent film media in improving students' writing skills is also supported by interviews with teachers and students. Teachers stated that this method helps students focus more on understanding the structure of procedural texts without sound interference, so that they are more careful in arranging the steps in sequence. Students also said that silent films provide a more interesting learning experience and help them remember the stages better than just reading the text [47], [48]. Thus, silent films can be an alternative effective learning media in improving writing skills, especially in instructional text types such as procedural texts.

This research has a positive impact on the world of education, especially in teaching writing skills at the junior high school level. The use of silent film media not only helps students improve their understanding of procedural texts, but also fosters their interest and motivation in learning [49], [50]. With more interactive and visual-based learning, students can more easily compose texts with good and logical structures. In addition, this study also provides new insights for teachers about the importance of choosing the right learning media to improve the effectiveness of teaching in the classroom.

This study strengthens the findings of previous studies that show that visual media has a positive impact on improving writing skills. Several studies have shown that the use of image-based media, videos, and films can improve students' understanding of text structure and language rules [51], [52]. However, this study provides additional contributions by proving that silent film media, which eliminates the element of sound and only relies on visualization of movement, can significantly improve students' writing skills [53], [54].

The uniqueness of this study lies in the use of silent films as a learning medium for writing procedural texts, which is still rarely used in previous studies. Most previous studies have used more audiovisual media with sound as an aid in learning writing skills [55], [56]. However, this study proves that without sound, students focus more on visual observations and are more thorough in understanding each procedural step that they have to write [57], [58]. Thus, this study opens up new opportunities in exploring effective learning media, especially for students with a visual learning style.

Although this study shows positive results, there are several limitations that need to be considered. First, this study was only conducted in one class with a limited number of samples, so the generalization of the results needs to be studied further. Second, this study uses a qualitative descriptive method, which does not directly compare the effectiveness of silent films with other media such as sound videos or still images. Third, the long-term effects of using silent films on students' writing skills have not been evaluated in depth, so further research with a longitudinal approach is needed [59].

The results of this study have important implications in the world of education, especially in the development of technology-based learning methods. Teachers can adopt silent films as an alternative media in teaching writing skills, especially in procedural texts. In addition, schools can consider using various forms of more varied visual media to increase the appeal and effectiveness of learning [60]. Further implications can also be applied in technology-based learning, where silent films can be developed in the form of interactive animations or digital learning applications to enhance students' learning experiences more broadly.

Previous research entitled "A Study on the Students' Writing Skill in Procedure Text at the Ninth Grade Students of SMPN 1 Rambah Hilir" descriptively revealed that students' procedural text writing skills were still relatively low. This can be seen from the many errors in text structure, use of vocabulary, grammar, and lack of understanding of the sequence of procedural steps. The study focused more on mapping students' ability levels without intervening in learning with certain media or methods. Thus, the recommendations given were more general, such as the need for increased writing practice or teacher attention to text structure. In contrast, the study

"Procedure Text Writing Skills Using Silent Film Media In Grade VII Students Of State Junior High School 10 South Tangerang" not only describes the level of students' abilities, but also provides solutions through the application of silent film media in learning [61], [62]. The results and discussions in this study indicate that silent film media significantly helps students understand the structure and flow of procedures more concretely and visually. Students can observe the actions in the film sequentially and change them into written steps in the form of procedural text. These findings indicate an increase in writing ability, both in terms of structure, vocabulary, and text coherence, after using innovative and contextual learning media. Thus, the gap between the two studies lies in the approach and contribution provided. Previous studies only examined the problem of students' writing ability without the intervention of certain learning strategies, while this study offers a visual media-based learning approach that has been proven to be effective in improving learning outcomes. Therefore, this study not only complements previous findings but also provides a real contribution to improving the quality of learning to write procedural texts through the use of relevant and modern media.

Based on the gap analysis compared to previous studies, the novelty of the study "Procedure Text Writing Skills Using Silent Film Media In Grade VII Students Of State Junior High School 10 South Tangerang" lies in its approach which not only describes students' writing skills, but also offers concrete solutions through the application of innovative learning media. If previous studies only portray the condition of students' procedural text writing skills without implementing certain interventions or treatments, this study presents silent film as a dynamic visual media that helps students understand the flow and structure of procedural texts more realistically [63]. By utilizing a series of moving images without sound, students are directed to focus more on observing the sequence of actions which are then converted into written text. This marks a novelty in a learning strategy that is more applicable, contextual, and in accordance with the characteristics of today's students. This study also provides an empirical contribution in developing a writing learning method that is not only visually appealing, but also effective in significantly improving the quality of students' writing.

This study has direct implications for the development of teaching methods for writing procedural texts in junior high schools [64]. By proving the effectiveness of using silent film media, English teachers are encouraged to utilize audiovisual media that not only attract students' attention but also help conceptual understanding of the sequence and structure of procedural texts in a concrete way. The application of silent films allows students to experience the writing process visually and imaginatively, making it easier for them to express their ideas into structured writing. In addition, this study also provides insight for curriculum developers and education practitioners to integrate simple but meaningful technology into the teaching and learning process, especially in writing skills that have been considered difficult by some students.

This study has several limitations that need to be considered in interpreting the results and their implications. First, the study was only conducted on grade VII students in one school, namely SMP Negeri 10 Kota Tangerang Selatan, so the results cannot be generalized widely to other schools with different conditions and student characteristics [65]. Second, the use of silent film media as a learning aid is focused on one type of text, namely procedural text, so its effectiveness in improving the ability to write other types of texts cannot be known for certain. Third, the duration of the learning intervention with silent film media was carried out for a limited period of time, so that the improvement in students' writing skills obtained was short-term and could not show long-term impacts. Fourth, the success of implementing this media is also greatly influenced by the teacher's ability to manage the class, facilitate discussions, and guide students in the writing process, which can differ in each implementation context. Therefore, further research with a wider scope and longer implementation time is needed to strengthen and expand the findings obtained.

4. CONCLUSION

This study shows that the use of silent film media significantly improves the writing skills of procedural texts of class VII-4 students of SMP Negeri 10 Tangerang Selatan, with an average score increasing from 76.5 to 84.83. Almost all students (96.77%) experienced improvements in aspects of text content, story sequence, text structure, writing rules, and linguistic features, which indicates that silent films are effective in helping students understand and compose procedural texts more systematically and coherently. This media also increases students' concentration and interest in learning, because they focus more on visual observation without sound distraction. Therefore, it is recommended that teachers utilize silent films as an alternative learning media in writing skills, as well as develop other technology-based methods that support visual-based learning to improve students' understanding and creativity. Further research is recommended to apply silent film media to other types of texts and involve wider samples so that the results are more general and have a long-term impact.

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