

**THE EXPERIMENT STUDY OF UTILIZING A WHATSAPP
GROUP AS AN INFORMAL CHANNEL TO TEACH WRITING
RECOUNT TEXT**

THESIS

Submitted in Partial Fulfillment of the Requirement
for the Degree of Bachelor of Education
in English Language Education



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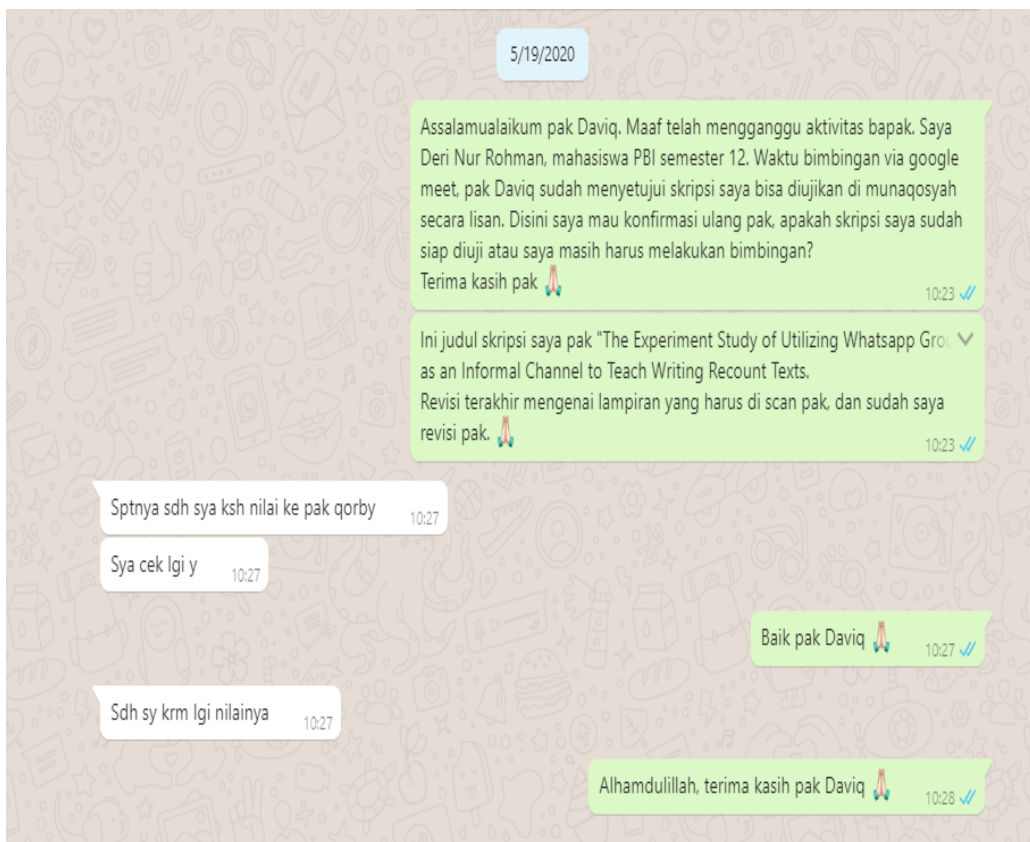
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To
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Assalamu 'alaikum wr. wb.

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Wassalamu 'alaikum wr. wb.

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MOTTO

**“THERE IS NO *IMBA* PERSON IN THIS WORLD.
ALL PEOPLE ARE THE SAME, WHICH MAKE DIFFERENT
ARE INTENTION, DETERMINATION, AND EFFORT”**

- Ujang

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ABSTRACT

Title : **The Experiment Study of Utilizing a Whatsapp Group as an Informal Channel to Teach Writing Recount Text**
Writer : **Deri Nur Rohman**
NIM : **1403046063**

With the rapid progress of technology and its effectiveness in several areas, especially for educational purposes, some teachers are learning more in-depth for applying technology in their teaching and learning process to build up their students' language abilities in writing. In this era, writing is not only based on the paper, but also through social media. There are several studies reveal that social media such as Facebook, Twitter, Instagram, and Line, they could be applied as one of the media to overcome difficulties in writing. It makes the writer interested in conducting a research by utilizing Whatsapp in teaching writing. The objective of this research explained the utilizing the Whatsapp group as an informal channel to teach writing recount texts at the tenth-grade students in SMK Muhammadiyah Purwakarta. The method of this research was the quantitative approach and applied the quasi-experimental design. The students' population at the tenth grade of SMK Muhammadiyah Purwakarta were 103 students, and the samples were 25 students of the experimental class and 20 students of the control class. This research conducted through the following procedures; the first was conducting pre-test to experimental and control class. Next, doing treatment in the experimental class, and the last, performing post-test to experimental and control class. Referring to the research findings, it revealed that the post-test average of the experimental class was 73.44, and the control class was 65.4. The t_{count} acquired was 3.393 while the t_{table} was 2.017. It meant Whatsapp gave a positive contribution to students' achievement in composing recount text. The implication of this research provided useful information about how the procedures or ways to teach writing through social media Whatsapp for the readers, and also to increase students' interest in writing.

Keywords: Utilizing, Whatsapp group, recount text.

CHAPTER I

INTRODUCTION

This chapter talks about the background of the study, research question, objective of the study, significance of the study, and limitation of the study.

A. Background of the Research

Writing is one of four language skills learners should encourage to master, and it includes productive skills. Productive skills in writing means produce something by composing or creating a piece of text to communicate.¹ Writing has an essential role for the learners in the school, even in the social community. Because communication can be done not only through verbal communication but also through written text. It is a reason for how beneficial writing is for the students.²

Nevertheless, writing considered the most difficult language skill for learners because it involves the ability to master grammar, vocabulary, and spelling.³ Besides, they are confronted with various difficulties in transferring ideas and construct some clauses in a

¹ Ma'rifatul Fadhillah, 'The Effectiveness of Written "Peer Review" Towards English 3 Students' Writing Skill', *Vision: Journal for Language and Foreign Language Learning*, 6.1 (2017), 61 <<https://doi.org/10.21580/vjv6i11585>>.

² Ida Yulianawati, 'Self-Efficacy and Writing: A Case Study at A Senior High School in Indonesian EFL Setting', *Vision: Journal for Language and Foreign Language Learning*, 8.1 (2019), 79–101 <<http://dx.doi.org/10.21580/vjv8i13470%0ASelf-Efficacy>>.

³ Kasihani K.E Suyanto, *English for Young Learners* (Jakarta: PT Bumi Aksara, 2010).

written text.⁴ Also, the limitation of time teaching in the classroom. It makes the learners feel the anxiety to practice writing. To overcome these difficulties, technology can be utilized as a supplementary tool in teaching writing.⁵

Based on the explanation above, the writer sums up writing is one of the essential skills for the learners besides listening, reading, and speaking because, by writing, they can communicate with others through written text as well as possible. On the other hand, for the students of junior and senior high school, there are some materials that have related to writing. So it would be better if they learn writing seriously.

In this century, technology has become an essential thing, especially in the educational field, where it has made the new transformation teaching model in English language teaching. Technology has become one of the tools that can make the teaching and learning process more interactive where students and teachers can

⁴ Nadiah Ma'mun, 'Grammatical Intricacy on Students' Writing', *Vision: Journal for Language and Foreign Language Learning*, 6.1 (2017), 30 <<https://doi.org/10.21580/vjv6i11619>>.

⁵ Astiti Dwi Handayani, Bambang Yudi Cahyono, and Utami Widiati, 'The Use of Instagram in the Teaching of EFL Writing: Effect on Writing Ability and Students' Perceptions', *Studies in English Language Teaching*, 6.2 (2018), 112 <<https://doi.org/10.22158/selt.v6n2p112>>.

be better at improving collaboration and communication inside or outside the classroom.⁶

With the rapid progress of technology and its effectiveness in several areas, especially for educational purposes, some teachers are learning more in-depth for applying technology in their teaching and learning process to build up their students' language abilities in writing.⁷

Pupung revealed that in this era of technology, writing is not only based on paper, but also it can be done through social media.⁸ It can be proven from a study conducted by Warda and Wijaya integrated Instagram in the teaching and learning process. They used Instagram to improve students' skills in writing descriptive text. In the teaching and learning process, they asked the students to upload their photos on Instagram and write the description on Instagram.

⁶ Ummy Khoirunisya' Masyhudianti, Hanita Masithoh, and Khoirunnisa Khoirunnisa, 'A Teacher'S Beliefs and Practices of Using Video To Teach Speaking: A Case Study At Sma As-Salam Surakarta', *Vision: Journal for Language and Foreign Language Learning*, 7.1 (2018), 11 <<https://doi.org/10.21580/vjv7i12398>>.

⁷ Is'haq Al-Naibi, Maryem Al-Jabri, and Iman Al-Kalbani, 'Promoting Students ' Paragraph Writing Using EDMODO: An Action Research', *TOJET: The Turkish Online Journal of Educational Technology*, 17.1 (2018), 130-43 <<https://files.eric.ed.gov/fulltext/EJ1165773.pdf>>.

⁸ Pupung Purnawarman, Susilawati Susilawati, and Wachyu Sundayana, 'The Use of Edmodo in Teaching Writing in a Blended Learning Setting', *Indonesian Journal of Applied Linguistics*, 5.2 (2016), 242 <<https://doi.org/10.17509/ijal.v5i2.1348>>.

Next, a similar study from Rahmah applied Facebook as a learning tool in writing. The students are asked to join group Facebook, and the researcher gave a topic to the students and asked them to write on the Facebook group.

From the clarification above, nowadays people live whereas technology has developed widely. It makes people do something more comfortable, and it's better if they use it not only for entertainment. They can utilize it for educational purposes. Furthermore, for the teachers, they can find another media in conducting the teaching and learning process in improving students' writing skills, for example, utilizing social media in their teaching and learning process.

In this case, the writer tries to utilize social media to cover limited time in teaching in the classroom and overcome students' difficulty in writing by using Whatsapp. Several types of research that stated Whatsapp is one of the media that could apply in the teaching and learning process, especially in writing. One of the examples is from Asiani Dumanauw, Gatot Sutapa, and Urai Salam from Tanjungpura University, Pontianak. They aimed to examine the application of Whatsapp to teach writing recount text, and the result pointed out that there was a significant difference in students' achievement in writing after applying Whatsapp.

There are some additional treatments between the research above and the current research. In the previous one, the researcher only asked the students to write based on the topic which was given

by the researcher on the WhatsApp group. Meanwhile, the current research not only asked the students to practice writing recount text but also provided an additional explanation about recount text, including generic structure, social function, and language of features on the WhatsApp group. Next, the writer also supplied some quizzes which have related to recount text to make the students more comfortable to learn and practice recount text.

Furthermore, almost all students at SMK Muhammadiyah Purwakarta, especially at X RPL, have a smartphone and active on social media, especially Whatsapp, but they just use it for entertainment. It is the reason why the writer chooses Whatsapp as an alternative media to teach recount text. Besides, the researcher decides recount text because it is one of the genres that must be mastered by students in senior high school. Furthermore, it helps them to interpret their experience in the context of the past. So, it will make students nearer with their daily life context.⁹ From the explanation above, the writer tries to do this research entitled “**The Experiment Study of Utilizing a Whatsapp Group as an Informal Channel to Teach Writing Recount Text.**”

B. Question of the Research

Based on the background of the study above, the writer formulates the problem as follow:

⁹ Hanita Masithoh and Sayyidatul Fadlilah, ‘Grammatical Cohesion Found in Recount Texts of “Pathway To English” X Grade Curriculum 2013 General Program By Erlangga’, *Vision: Journal for Language and Foreign Language Learning*, 6.1 (2017), 107 <<https://doi.org/10.21580/vjv6i11586>>.

How is the effectiveness of utilizing a WhatsApp group to teach writing recount text?

C. The Objective of the Research

Based on the research question, the aim of this research as follow:

To find out the effectiveness of utilizing the WhatsApp group as an Informal Channel to teach writing recount text.

D. Significances of the Research

Based on the objective research above, the significances of the study as follow:

1. Theoretically

The finding of the study will give new knowledge about utilizing a Whatsapp group to teach recount text as an informal channel.

2. Pedagogically

The result of the research will provide information about an alternative media that can use in teaching recount text for the students.

3. Practically:

a. For students:

The application of Whatsapp will reduce students' anxiety in writing. Moreover, this result can make the process of learning writing is easier for them and increase their interest in writing, especially in recount text.

b. For English teachers:

Hopefully, this research can give as a reference for the teachers in conducting the teaching and learning process. They can take advantage of the Whatsapp group in teaching writing. Next, they also can evaluate whether this media is better to apply in the classroom or not.

c. For the next researcher:

The researcher hopes, this research can be a reference for a future researcher in researching writing.

E. Limitation of the Research

In this research, the writer wants to limit this research by focusing on utilizing a Whatsapp group as an informal channel to teach writing recount text. Then this research conducted to the students of tenth grade at SMK Muhammadiyah Purwakarta in the academic year of 2019/2020.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer presents some previous researches and literature reviews related to this research.

A. Previous Research

Regarding the topic discussed in this research, there some studies that have done related to this topic, there are:

1. A thesis by Alifatun Niswa¹⁰ Which entitled “The Effectiveness of Using Two Stray to Teach Writing of Narrative Text (An Experimental Research at Eight Grade Students of MTs N 02 Semarang in the Academic Year of 2015/2016).

The background of the study is the students feel confused when they arrange sentences or paragraphs. They must use appropriate grammar, vocabulary, punctuation, and spelling. Besides, students encountered problems in implementing correct steps in writing narrative text.

The researcher was interested in using Two Stay to teach narrative text because it allows for students to explain ideas, discussions, and interactions with others. The researcher gave a test to gather the data. There were two tests they are pre-test and post-test. This research was experimental research with a quantitative approach.

¹⁰ Alifatun Niswa, ‘The Effectiveness of Using Two Stray Two Two Stray to Teach Writing of Narrative Text (An Experimental Study with the 8th Grade Students of MTsN 02 Semarang in the Academic Year of 2015/2016’ (UIN Walisongo Semarang, 2016).

The result showed that there was a significant difference in the achievement between the students who learned narrative text used Two Stray and students who were taught narrative without using Two Stray. The class which given treatment using Two Stray got a higher score that was 77.75 compared with the control class, which did not get the service got 75.91. So Two Stray was effective media in teaching the narrative text.

Next, there are differences between the previous research and the current research. They are research subjects and media. The last study used Two Stray in teaching recount text and the students of the junior high school as a research subject, meanwhile the current research used Whatsapp group as media in teaching recount text and the students of the senior high school as a research subject. The similarity between the previous study and the current research is both studies use experimental research and a quantitative approach.

2. A thesis by Futia Mursela¹¹ Which entitled “The Effect of Peer Feedback Through Instagram on Students’ Writing Recount Text (A Quasi-experimental Study at Tenth Grade Students of SMA Triguna Utama Tangerang Selatan in Academic Year 2018/2019)”.

The background of the study is the students still have the difficulties of constructing simple writing. Next, the limitation of time in teaching makes the teacher felt tough to teach writing. The last, the

¹¹ Futia Mursela, ‘The Effect of Peer Feedback Through Instagram on Students’ Writing Recount Text (A Quasi-Experimental Study at the Grade Students of SMA Triguna Utama Tangerang Selatan in the Academic Year of 2018/2019)’ (UIN Syarif Hidayatullah Jakarta, 2018).

students feel bored towards the conventional way of teaching writing. Therefore, she wanted to prove that use peer feedback through Instagram is an excellent alternative medium in teaching recount text. The researcher gave a test to gather the data. There were two tests they're pre-test and post-test.

This research was experimental research with a quantitative approach. The result showed that there was a significant difference in the achievement between the students who studied recount text used peer feedback through Instagram, and the students who were taught recount text without using peer feedback. The class which got treatment using peer feedback through Instagram got a higher score that was 86.1 compared with the control class, which was not given the treatment got 67.83.

Next, there is a difference between the previous research and the current research. It is a media in conducting the teaching and learning process. The previous research used peer feedback through Instagram as media in the teaching and learning process; meanwhile, the current study used the Whatsapp group as media in the teaching and learning process. The similarities between the previous research and the current research are experimental research is used by the former and current researcher. Next, both of the researchers choose recount text as a research focus, and students of the senior high school as a research subject.

3. A thesis by Putri Aisah Ningsih,¹² Which entitled “The Effectiveness of Teaching Writing Recount Text by Using Facebook” (A Quasi-Experimental Study at Tenth Grade Students of SMA Negeri 4 Kota Tangerang Selatan).

The background of the study is the teacher who teaches recount text-only use students’ textbook for teaching, and the students only do exercise from the book. Therefore, it makes students less comprehend the materials. Furthermore, the teacher usually uses the traditional technique for teaching writing recount text. Next, many students have a Facebook account, so the researcher assumed Facebook would be an effective medium for teaching writing recount text.

This research was experimental research with a quantitative approach. The result showed that there was a significant difference in the achievement between the students who learned recount text used Facebook and the students who were taught recount text without using Facebook. The class which received treatment using Facebook got a higher score that was 82.5 compared with the control class, which was not given the treatment got 69.

Next, there is a difference between the previous research and the current research. It is a media in conducting the teaching and learning process. The previous research used Facebook as a medium

¹² Putri Aisyah Ningsih, ‘The Effectiveness of Teaching Writing Recount Text by Using Facebook (A-Quasi Experimental Study at Tenth Grade Students of SMA Negeri 4 Kota Tangerang Selatan)’ (UIN Syarif Hidayatullah Jakarta, 2015).

in the teaching and learning process. Meanwhile, the current study used the Whatsapp group as media in the teaching and learning process. The similarities between the previous research and the current research are experimental research is used by the last and current researcher. Next, both of the researchers choose recount text as a research focus, and students of the senior high school as a research subject.

4. A Journal from Gisty Listiani¹³ Which entitled “The Effectiveness of Instagram Writing Compared to Teacher-Centered Writing to Teach Recount Text to Students with High and Low Motivation” (The Case of Eight Grade Students in SMP Kesatrian 1 Semarang in the academic year of 2015/2016).

The background of the study is the students don't understand the structure and language feature of recount text. Next, they also lack knowledge in using correct grammar and the way of arranging a good recount text. To solve those problems, she used social media as a medium to teach recount text because it will provide several supporting aspects to enhance students' writing ability.

This research applied experimental research with 40 participants. Those students divided into an experimental and control group. The result showed that there was a significant difference in the

¹³ Gisty Listiani, ‘The Effectiveness of Instagram Writing Compared to Teacher Centered Writing to Teach Recount Text to Students with High and Low Motivation (The Case of Eight Grade Students in SMP Kesatrian 1 Semarang in the Academic Year of 2015/2016)’ (State University of Semarang, 2016).

achievement between the students who taught recount text used Instagram and the students who were taught recount text without Instagram. The class which given treatment using Facebook got a higher score that was 73 compared with the control class which didn't the treatment got 67.15

Next, there are some differences between the previous research and the current research. They are media in conducting the teaching and learning process. The previous research used Instagram as media in the teaching and learning process.

Meanwhile, the current research used Whatsapp as media in the teaching and learning process. Next, the previous study used students of junior high school as a research subject, and the current research will use the students of senior high school as a research subject. Furthermore, the similarity between the previous study and the present research is experimental research is used by the former and current researcher. Next, both of the researchers choose recount text as a research focus.

B. Theoretical Review

In this chapter, the writer provided some related topics to build a comprehension frame of thought of this research. The related issues to be discussed are:

a. Technology in Language Teaching and Learning

Currently, people cannot be able to live with technology. The progress of technology in this era has affected the people in daily life. It can be proven, the internet, television, computer, and cell phones

are the example of tools from technology which has already bounded us, and they cannot separate from people's life.¹⁴

Technology can be a useful tool in personal, academic, and even professional life. For example, people who want to add information they can get information through the internet, buy something without meeting the seller and keep in touch with others. Because of those reasons, technology has become a vital tool. It means people must be adept at maximizing technology in some aspects. As time goes on, technology will develop and become an essential thing in the future.¹⁵

The new era gives new defiances to modern teachers. The implementation of English teaching and learning has been drastically changed with the extraordinary entry of technology. It supplies various options in making teaching and learning more exciting and more productive in terms of improvements.¹⁶

¹⁴ Muhammad Nafi Annury, 'Childhood and Literacy (a Critical Study of Media Education As Contemporary Culture)', *Vision: Journal for Language and Foreign Language Learning*, 4.1 (2017), 73 <<https://doi.org/10.21580/vjv4i11634>>.

¹⁵ Judy Lever-Duffy & Jean B. Mc Donald, *Teaching and Learning with Technology* (Boston: Pearson Education, Inc, 2011).

¹⁶ S Shyamlee and M Phil, 'Use of Technology in English Language Teaching and Learning: An Analysis', *A Paper Presented at the 2012 International Conference on Language, Medias and Culture IPEDR Vol.33 (2012)* ©(2012) IACSIT Press, Singapore, 33.2012 (2012), 150–56 <<http://www.ipedr.com/vol33/030-ICLMC2012-L10042.pdf>>.

Technology is now generally accepted as an essential educational and auxiliary tool across a range of teaching and learning contexts. It can make the teachers autonomous to build up their learning situation, and also increase learners' interest and motivation in learning.¹⁷ Ismail also revealed that the regeneration technologies have inevitably brought to an indivertible modification in the teaching and learning process in four areas. The first, the change of the methods in teaching and learning process, next, redesigning the content of what is taught and learned, furthermore, the alteration of educational institutions, structures, and costs. The last is reinforcing the relationships among students, teachers, and educational institutions.¹⁸

Based on the clarification above, the writer sums up that since the technology discovered, people have utilized it in various aspects, especially in the fields of education. Technology has an essential role in education. Several discoveries prove that technology makes the teaching and learning process more enjoyable, comfortable, and straightforward. Next, the teachers must be able to apply technology in the learning process because the teacher is one of the keys students' achievements in the learning process.

¹⁷ Alqahtani Mofareh A, 'The Use of Technology in English Language Teaching', *Frontiers in Education Technology*, 2.3 (2019), p168 <<https://doi.org/10.22158/fet.v2n3p168>>.

¹⁸ Ismail Cakir, *Current Trends in ELT* (Turkey: NUANS, 2016).

b. Mobile-Assisted Language Learning (MALL)

Nowadays, technology has grown rapidly and can't separate from our daily life. By following the language learning context, both language teachers and learners can take benefit from the advancement of information technology. In the last decade, the number of mobile phone users has improved significantly, particularly in developing countries. Mobile devices, including mobile phones, smartphones, and tablets, have become valuable educational equipment, playing an essential role in learning activities. It has carried a development in the number of research publications examining the application of technology in language teaching and learning. It is called mobile assisted language learning (MALL).¹⁹

MALL offers with the use of mobile technology in language learning. Students do not always have to study a second language in a classroom. They may have the opportunity to learn it when they desire and where they are.²⁰

Mobile-assisted language learning (MALL) is different from computer-assisted language learning (CALL) because it emphasizes the continuity or spontaneity of access and interaction across various contexts of use. Mobile learning (M-learning) defined the acquisition of knowledge with the aid of any service or facility regardless of time

¹⁹ Ngo Cong Lem, 'A Review of Research in Mobile Assisted Collaborative Language Learning', *VNU Journal of Foreign Studies*, 34.4 (2018) <<https://doi.org/10.25073/2525-2445/vnufs.4282>>.

²⁰ Tayebeh Mosavi, 'Mobile-Assisted Language Learning', *International Journal of Distributed and Parallel Systems*, 45.1 (2019), 1–22 <<https://doi.org/10.17161/iallt.v45i1.8547>>.

and space. The utilization of M-learning has gained importance in the field of English language teaching.

Tayebinik and Puteh stated that mobile learning applications in language learning have advantages, and potential should not overlook. It holds great possibilities for this type of technological device for pedagogical context. Norbrook and Scott also claimed that mobile language learning motivates and enhances learning because of the portability and immediacy of mobile devices.²¹

From the explanation above, the writer resumes that MALL is one of the results of technological developments that have developed rapidly. The mobile phone used for communication and entertainment, but it will be better to use it in the scope of education. The educators should try to apply it in the teaching and learning process, especially in writing, because many researchers have been attempting to apply it and got some advantages after using the mobile phone inside or outside the classroom.

c. The Application MALL in Teaching Writing

Writing in a second language and foreign-language as one of the skills that are difficult to achieve for language learners because it is complicated, especially for those who want to produce a well-written text.

Writing is confirmed to be a helpful skill. It means that people write to deliver a message and to distribute information, thoughts, and

²¹ Pei-hsun Emma Liu and Wen-chi Vivian Wu, 'Exploring the Effectiveness of LINE for EFL Vocabulary and Reading', *International Journal of Learning, Teaching and Educational Research*, 15.13 (2016), 71–83.

ideas with other people. Besides, it is a developing skill and diverse from other language skills. As successful writing regarded to be a problem for EFL learners, a solution is needed to discover some ways of teaching that can assist the learners in their writing skills.²²

MALL can build the classroom situation more interactive and exciting since this device can provide instant and right away information to bring up for discussion. As a consequence of these factors and many others, mobile learning is receiving great popularity everywhere, even in developing countries. MALL has many valuable benefits and gives a boost to the learners to write anytime. MALL also provides the chance for learners to communicate with their peers and educators through written text messages on different social applications.²³

Barton & Lee claimed that one of the ways to boost writing skills, mobile devices can be applied by the learners and teachers, especially in self-editing. Peer editing may also be gainful for the learners to analyze the written result. Furthermore, commenting on some photos or people's events on social media through mobile

²² A Abu, R Karim, and Farah Natchiar Mohd Khaja, 'Theoretical Perspectives and Practices of Mobile- Assisted Language Learning and Mind Mapping in The Teaching of Writing in ESL Classrooms', *Journal of English Teaching Adi Buana*, 02.April (2017), 1–12.

²³ Arlina Ahmad Zaki and Melor Md Yunus, 'Potential of Mobile Learning in Teaching of ESL Academic Writing', *English Language Teaching*, 8.6 (2015), 11–19 <<https://doi.org/10.5539/elt.v8n6p11>>.

phones, it trusted can develop the learner's ability to write even reading.²⁴

From the explanation above, the writer concludes that recently MALL is one of the media that can be used in the teaching and learning process, especially in writing. Lately, smartphones are often used by people, especially by teachers and students. They are also active in using it. Good teachers will always try to find solutions to the difficulties students face in learning. Therefore, MALL can become one of the media that can implement in teaching writing.

d. Teaching Recount Text by Using Whatsapp

Teaching defines as offering the chances for the learners to listen, think, take, set goals, and feedback from the teacher then recover through the skill that they attempt to control.²⁵ A good teacher always tries to construct a good situation in the teaching and learning process. Teachers want all of the students' present routine in the class, listen to him or her, and try to understand the material.²⁶

When assisting students to be better writers, teachers have several fundamental tasks to do. Especially when students are trying to write, whereas they may be unwilling to express and have difficulty finding ways of expressing themselves. There are some tasks which

²⁴ Ismail Cakir, *Current Trends in ELT*, (Turkey: NUANS, 2016).

²⁵ H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (America: Pearson Education, Inc, 2004).

²⁶ M.E.S Elizabeth & Digumarti Bhaskara Rao, *Methods of Teaching English* (India: Discovery Publishing House, 2004).

teachers have to do before, during, and after student writing are the following:

The first one is demonstrating. Teachers have to be able to pull about writing habits and genres in specific types of writing to get students' attention. The second is motivating and provoking. Teachers can assist the students until getting ideas. Praising them with value assignment and convincing them what fun write is. Teachers come to class with setting up some thoughts about the topic, so the students can quickly get an idea in writing.

The next one is supporting. Teachers should be supportive when the students are writing in the class. It means teachers always available and ready to help them in overcoming difficulties. The next one is responding. Teachers give suggestions for improvement and tell the students how well it is going so far. Besides, the teachers also make a review of their effort and suggest how to improve it.

The last one is evaluating. Teachers need to assess students' work. When the teachers value students of writing for academic purposes, they can show where the students wrote well and where they made mistakes, understanding the students' achievement and may give those grades. Then, teachers marked students' work so they can see on the errors and try to revise them.²⁷

Furthermore, there are some genres of the English text that should be studied by students, especially in senior high school; one of them is recount text. Recount text defines as a text that describes an

²⁷ Jeremy Harmer, *How to Teach Writing* (England: Pearson, 2004).

event that has happened. It focuses on a sequence of events, all of which relate to the occasion. It also included attitude and feeling, usually made by a writer about the facts.²⁸

Knap and Walkins, in their book, revealed that recount text tells about a sequence of events include place, time, and character in which a story needs an orientation.²⁹ Besides, Nurmala and Nurfitria revealed that in recount text, the writers could write all past events not only retell about factual or historical facts but also from their personal story. So, when the writers are writing about the finished event, personal experience, evidence-based, or past events that have happened is called by recount text.³⁰

Unfortunately, there are some problems faced by learners in writing in recount text. Those are grammar, organization, content, and vocabulary. Lina and Muhd Hafizh stated that the most severe problem of high school students in writing recount text is in the area of grammar. It came up when students write recount text, which applied past tense with the regular and irregular verbs. The next problem is organization. It happened when the students composed the text paragraph coherently. Furthermore, the next issue came out in the

²⁸ Joko Priyana, *SCAFFOLDING English for Junior High School Students* (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional, 2008).

²⁹ Peter Knapp & Megan Watkins, *Genre, Text, Grammar Technologies for Teaching and Assessing Writing* (Australia: A UNSWM Press Book, 2005).

³⁰ Nurmala Hendrawaty and Nurfitria Ambarwati, 'Using Clustering Technique Towards Students' Writing Skill in Recount Text, *DEIKSIS*, 09.03 (2017), 350–59.

part of content and vocabulary. It took place when students demonstrated to state the main idea in composing recount text.³¹

So it should be found some solutions to destroy students' difficulties in writing, especially for the teachers. Nowadays, there are some social network applications that people found in daily life, for instance, is Whatsapp. Whatsapp is a quick messaging application for smartphones. In addition to text messaging, users can deliver images, videos, and audio media messages to others. It allows them to use their Internet connection to send messages to each other. Whatsapp is also available for almost all smartphones.³²

Whatsapp messenger has the advantage features. They are; it allows the user to exchange videos, text messages, images, and voice notes. Next, it supports the interactions of up to 50 group members. Then, unlimited messages, it means the number of messages the user can share is unlimited. After that, offline messaging. It means the messages which have entered automatically saved when the device is off. Finally, Whatsapp user must not remember passwords or usernames as it works via phone numbers.³³

³¹ Lina et al Marza, 'Teaching Writing Recount Text to Junior High-School Students by Using Facebook Peer-Comment', *Journal of English Language Teaching*, 1.2 (2013), 688.

³² Said F Fattah, 'The Effectiveness of Using WhatsApp Messenger as One of Mobile Learning Techniques to Develop Students' Writing Skills', *Journal of Education and Practice*, 6.32 (2015), 115–27.

³³ Sonia Gon and Alka Rawekar, 'Effectivity of E-Learning through Whatsapp as a Teaching Learning Tool', *MVP Journal of Medical Sciences*, 4.1 (2017), 19 <<https://doi.org/10.18311/mvpjms/0/v0/i0/8454>>.

Praveen Sam claimed that Whatsapp could be applied not only to keep in touch with friends but also to study and even learn a new language. For instance, learn English. The students can learn English faster, better, and more pleasure by joining a Whatsapp group with other students and teachers. Then the teachers can share small exercises and ask students to complete them by using one of the Whatsapp's features. In this way, students can read the tasks and try to answer them. So, it can improve their English language skills.³⁴

From the explanation above, the writer summarizes that Whatsapp is one of the examples of the technological development of this era, where it is one of the applications that often used by people to communicate with others. In this case, Whatsapp can be used by the teacher as one of the aids in the teaching and learning process, especially in teaching writing because of limited time in teaching.

³⁴ D. Praveen Sam, 'Learning beyond the Classroom through WhatsApp: An Informal Channel to Motivate Learners to Stay Connected', *Asian Journal of Research in Social Sciences and Humanities*, 6.9 (2016), 1826 <<https://doi.org/10.5958/2249-7315.2016.00910.2>>.

CHAPTER III

RESEARCH METHOD

This chapter talks about some methods of research. It includes research design, place and time of the study, population, and sample of the study, variable and indicator of the study, data collection technique, the analytical technique scoring of writing recount text, and hypotheses.

A. Research Design

This research refers to quantitative research approaches. Margono claimed that quantitative research is a process to obtain knowledge that uses data in the form of a number, and it applies as a tool for finding information.³⁵ While the type of research used in this research was a quasi-experimental design. Sugiyono stated that experimental research is a research used to look for the effect of specific treatments on others under controlled conditions.³⁶ A similar opinion is expressed by Creswell, who defines experimental research as research that aims to test the impact of treatment or intervention on a procedure based on its strengths or weaknesses.³⁷

According to Creswell, there are several kinds of experimental research designs, namely pre-experimental design, true-

³⁵ Margono, *Metodologi Penelitian Pendidikan* (Jakarta: Rineka Cipta, 2010).

³⁶ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2010).

³⁷ John W Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* (America: Sage Publications, Inc, 2009).

experimental design, factorial design, and quasi-experimental design. The model used in this research was quasi-experimental, where the experimental and control classes are not randomly selected. Then the experimental and control classes were given a pre-test, and only the experimental class got the treatment.³⁸

The Design of the Quasi-Experimental Design as follows:

Table 3.1

The Design of Experimental Research

Experimental class	O ₁	X	O ₂
Control class	O ₃	-	O ₄

Where:

O₁ = pre-test for the experimental group

O₂ = post-test for the experimental group

O₃ = pre-test for the control group

O₄ = post-test for the control group

X = treatment

B. Place and Time of the Research

This research was conducted in November in the first semester in the academic year of 2019/2020 and SMK Muhammadiyah Purwakarta, which located at Jl. Campaka-Subang, Kec Purwakarta, Kabupaten Purwakarta as a place of conducting research.

³⁸ John W Creswell *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* (America: Sage Publications, Inc, 2009).

Table 3.2
The Activities of the writer

No	Activities	Date
1	Preliminary research, asking permission to the headmaster, meeting vice chairman of curriculum, and English teacher.	4 November 2019
2.	Conducting pre-test in the control class	5 November 2019
3.	Conducting pre-test in the experimental class	6 November 2019
4.	Conducting treatment in the control class	12 November 2019
5.	Conducting treatment in the experimental class	13 November 2019
6.	Conducting post-test in the control class	19 November 2019
7.	Conducting post-test in the experimental class	20 November 2019

C. Population and Sample of the Research

The population is a generalization area consist of objects subjects that have certain qualities and characteristics determined

by researchers to be studied and then draw conclusions.³⁹ The population of this research was the students of SMK Muhammadiyah Purwakarta at the tenth grade in the academic year 2019/2020. There are four classes in the tenth grade. They are X RPL, X TPM I, X TPM II, and X TKR with the total numbers of tenth-grade students at SMK Muhammadiyah 103 students.

Table 3.3

The Number of Population at Tenth Grade Students SMK Muhammadiyah Purwakarta

X RPL	25 Students
X TPM I	20 Students
X TPM II	23 Students
X TKR	35 Students
Total	103 Students

To determine the sample from the population, in this research, the writer used a purposive sampling technique. This technique took the subject/sample is not from strata, random, or area, but it took on consideration of a specific purpose.⁴⁰ Then, the writer used two classes that choose as the samples. The researcher used class X TPM I as a control class with the number of students who were 20 students and X RPL as an experimental class with the number of students 25. So, the total samples from the population took 45 students.

³⁹ Sugiyono, *Statistik Untuk Penelitian* (Bandung: Alfabeta, 2004).

⁴⁰ Sugiyono, *Statistik Untuk Penelitian*.

D. Variable and Indicator

Variable is the object of research or something that becomes a concern of the research and make conclusions.⁴¹

1. The Independent Variable (X)

It is a variable that affects or becomes the cause of changes or the emergence of the dependent variable.⁴²

This research was the experiment study of utilizing the Whatsapp group as an informal channel as an independent variable.

Table 3.4

Independent Variable and Indicator

Independent Variable	
Variable	Indicator
The Experiment Study of Utilizing a Whatsapp Group as an Informal Channel	a. The teacher gave additional information about utilizing technology in learning English. b. The teacher provided material about recount text, including social function, generic structure, and language feature. c. The teacher provided some

⁴¹ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D.*

⁴² Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D.*

	<p>new vocabulary and quiz for the students on the Whatsapp group.</p> <p>d. The students asked to practice writing on the Whatsapp group.</p>
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2. The Dependent Variable (Y)

It is a variable that affected due to the existence of an independent variable. Here, to teach writing recount text as the dependent variable in this research.⁴³

Table 3.5

Dependent variable and indicator

Dependent Variable	
Variable	Indicator
To teach writing recount text	a. The students can compose a recount text well by their own words.

⁴³ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D.*

E. The Technique of Data Collection

The writer used some instruments for collecting the data in this research; they are:

a. Test

The test is an instrument or tool for collecting data about the ability of a research subject.⁴⁴ According to Arikunto, the test is a series of questions or exercises and other devices used to measure the skills, knowledge, intelligence, ability, or talent possessed by individuals or groups.⁴⁵ In this research, the writer used the test as one of the ways to obtain the data, and it also has the function to see students' ability how far the students can compose a recount text. Here, the test did to the control and the experimental class. Then, the test also was divided into two parts; they are:

1. Pre-test

The writer conducted a pre-test before conducting a treatment by utilizing the Whatsapp group as a medium in the teaching and learning process. The pre-test did for experimental and control class. This test aimed to see the students' ability to compose recount text. In conducting a pre-test, the students wrote on the piece of paper with the theme holiday.

⁴⁴ Wina Sanjaya, *Penelitian Pendidikan: Jenis, Metode, Dan Prosedur* (Jakarta: Kencana, 2013).

⁴⁵ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Bina Aksara, 2013).

2. Post-test

The writer did a post-test in the experimental and control class after giving them a treatment to see the students' achievement in writing recount text. In conducting the post-test, the students wrote the best experience in their life by considering the social function, generic structure, and language features of recount text.

b. Documentation

The documentation method used to look for data concerning matters or the variable that took the form of the note, transcript, book, newspaper, magazine, inscription, records of a meeting agenda, etc.⁴⁶ In this case, the writer used documentation as one of the ways to collect data for obtaining information, for example:

1. Students' attendance list

It has a function to recognize the students' names in the experimental and control class and also to check students' attendance during research.

2. List of the teaching schedule

After getting the students' attendance list, the writer also needs the list of teaching schedule, to know, when the writer should come and leave the experiment and control class.

3. The result data of research

After researching at SMK Muhammadiyah Purwakarta, the writer made a list of the table containing the students' scores in pre-

⁴⁶ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Bina Aksara, 2013).

test and post-test to make the readers more comfortable to get information. After creating students' scores in the table, the writer also gave a small explanation about the result of the research.

4. Some pictures

Here, the writer also provided some pictures which have related to the research; for example, the photos when the writer conducted pre-test, treatment, and post-test to prove that the research is real, not fictive study.

F. The Technique of Data Analysis

The writer analyzed the data by giving the test to the students, and it needed some steps in processing the data. They are:

1. The technique of scoring test

In this research, the writer used the test as an instrument. The instrument of the study was a tool used by the writer for collecting data to get a better result. To know the effectiveness of utilizing the Whatsapp group to teach recount text, the writer gave a written test to the students. The written test did into two parts; they are pre-test and post-test. The form of written test was an instruction to make a recount text based on the students' experience.

Because it was a written test, the writer used a writing rubric to score the students' writing. It divided into five criteria, which are content, organization, vocabulary, the language in use (grammar), and mechanics. Furthermore, each measure rated into four scales of rating scores adapted from Sara Cushing Weigle. Then, to get the mean of

students' writing score, the researcher had to calculate all components of writing as follows⁴⁷

Item analysis	Score	Criterion of scoring
Content	30-27	Excellent to very good: knowledgeable substantive, through the development of the thesis, relevant to the assigned topic.
	26-22	Good to Average: some knowledgeable of subject-adequate range, limited development of thesis: mostly relevant to the topic, but lacks detail.
	21-17	Fair to poor: limited knowledgeable of subject-little substance, inadequate development of the topic
	16-13	Very poor: does not show knowledgeable of

⁴⁷ Sara Cushing Weigle, *Assessing Writing* (New York: Cambridge, 2002).

		subject-non substantive, non-pertinent, OR not enough to evaluate
Organization	20-18	Excellent to very good: fluent expression ideas clearly state; well organized; logical sequencing; cohesive.
	17-14	Good to Average: somewhat choppy loosely organized but main ideas stand out
	13-10	Fair to poor: not fluent- ideas confused or disconnected
	9-7	Very poor: does not communicate-no organization
Vocabulary	20-18	Excellent to very good: sophisticated range- effective word/idiom choice and usage; the word from mastery; appropriate register
	17-14	Good to Average:

		adequate range occasional of word /idiom form, choice, usage, but the meaning is not obscure.
	13-10	Fair to poor: limited range-frequent errors of word/idiom form, choice, usage, meaning confused.
	9-7	Very poor: essentially translation-little knowledge of English vocabulary.
Language In use (grammar)	25-22	Excellent to very good: effective complex, few errors of agreements, grammar construction.
	21-18	Good to Average: effective but simple constructive in grammar.
	17-11	Fair to poor: a major problem is a simple/complex construction in grammar.

	10-5	Very poor: virtually no mastery of sentence construction rules
Mechanic	5	Excellent to very good: demonstrates mastery of construction
	4	Good to Average: occasional errors of spelling, punctuation, capitalization.
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization.
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, and paragraphing.
Total of score	1-100	

2. Pre-test

After assessing students' work, the next step to conduct data analysis. It did through some steps. The first one is the normality test.

It used whether both groups had normal distribution or not. The normality test with Chi-square was used by the writer to find out the distribution data. The steps were as follows:

1. Determine the ranger (R) means the largest reduced the smallest.
2. Determine the many class interval (K) with the formula:

$$K = 1 + (3,30 \log n)$$

3. Determine the length of the class, using the formula:

$$P = \frac{\text{range}}{\text{number of class}}$$

4. Make a frequency distribution table
5. Determine the class boundaries (bc) of each class interval
6. Calculate the average \bar{X} , with the formula:

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

7. Calculate variants, with the formula:

$$S = \sqrt{\frac{\sum f_i (x_i - \bar{x})^2}{n-1}}$$

8. Calculate the value of Z, with the formula:

$$Z = \frac{x - \bar{x}}{s}$$

x = Limit class

\bar{x} = Average

s = Standard

9. Define the wide area of each interval
- 10 Calculate the frequency expository (Ei)
11. Make a list of the frequency of observation (Oi). With the frequency expository as follows:

Class	Bc	Z	P	L	Ei	Oi	$\frac{O_i - E_i}{E_i}$
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12. Calculate the chi-square (x^2), with the formula:

$$x^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Where:

x^2 = Chi-square

O_i = Frequency from sample

E_i = Frequency obtained from the sample

K = Number of class interval

13. Determine $dk = k - 1$, where k is the number of class interval and $\alpha = 5\%$

14. Determine the value of X_{table}^2

15. Determine the distribution normality

If $X_{count}^2 > X_{table}^2$ so the data was not normal distribution and the other way if the $X_{count}^2 < X_{table}^2$ so the data was a normal distribution.⁴⁸

The next step is the homogeneity test. It used to find whether the experimental group and control group taken from the population had relatively the same variant or not. The steps to measure homogeneity are as follows:

1. Count variants both experimental group and control group with the formula:

⁴⁸ Sugiyono, *Statistik Untuk Penelitian*, (Bandung:Alfabeta, 2004).

$$S_1^2 = \frac{\Sigma(x - \bar{x})^2}{n_1 - 1} \text{ and } S_2^2 = \frac{\Sigma(x - \bar{x})^2}{n_2 - 1}$$

Where:

S_1^2 = Variant of the experimental class

S_2^2 = Variant of the control class

n_1 = The number of students in the experimental class

n_2 = The number of students in the control class

2. Determine $F = \frac{Vb}{Vk}$

Where :

Vb: Bigger Variant

Vk: Smaller Variant

Determine $dk = (n_1 - 1) : (n_2 - 1)$

If $F_{count} > F_{table}$ the data was not homogenous and the other way, if the $F_{count} < F_{table}$ the data was homogeneous.⁴⁹

The last step is conducting the test of the average. It has the function to examine students' average score in the experimental and control group

3. Post-test

After analyzing the result of the pre-test, the next step is analyzing data in the post-test. The steps were used the same as the analysis in the pre-test; they are normality, homogeneity, and average test.

⁴⁹ Sudjana, *Metode Statistika* (Bandung: Tarsito, 1996).

4. Hypothesis test

The last step in analyzing data was the hypothesis test. It means to examine the average score of whether the experimental and control class have a different average. The resulting test was analyzed statistically. In this research, the writer used t-test to differentiate if the students' result of utilizing the Whatsapp group and without utilizing the Whatsapp group was significant or not, and the formula is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

With

$$S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

Where:

S = Standard deviation

\bar{x}_1 = The mean score of the experimental group

\bar{x}_2 = The mean score of the control group

n_1 = The number of experimental group students

n_2 = The number of control group students

S_1^2 = The standard deviation of the experimental group

S_2^2 = The standard deviation of both groups

If the score obtained was higher than the t-table score by using $\alpha = 5\%$ of significance, H_0 was rejected. It means H_a was accepted.⁵⁰

G. Statistical Hypothesis

Here, the writer wanted to prove the hypotheses, the data obtained from the experimental class, and the controlled class calculated by using the t-test formula with the assumption as follows:

If $t_{\text{count}} > t_{\text{table}}$, the alternative hypothesis (H_a) was accepted, and the null hypothesis (H_0) rejected. It meant that there was an effect and significant difference between the result of utilizing the Whatsapp group and without utilizing the Whatsapp group in teaching recount text at the tenth grade of students SMK Muhammadiyah Purwakarta.

If $t_{\text{count}} < t_{\text{table}}$, the hypothesis (H_a) rejected, and the null hypothesis (H_0) was accepted. It means that there was no effect and significant difference between the result of utilizing the Whatsapp group and without utilizing the Whatsapp group at the tenth grade of students SMK Muhammadiyah Purwakarta.

⁵⁰ Sugiyono, *Statistik Untuk Penelitian* (Bandung:Alfabeta, 2004).

CHAPTER IV

RESEARCH FINDING

In this chapter, the writer presents the data which is taken from SMK Muhammadiyah Purwakarta at tenth grade in the academic year of 2019/2020. There are 45 students as the sample of this research that decided to be two classes, one class as an experimental class and a non-experimental class. The data collected from documentation and test.

A. The Effectiveness of Utilizing a Whatsapp Group as an Informal Channel to Teach Writing Recount Texts

The writer conducted research at SMK Muhammadiyah Purwakarta from 5 November until 20 November 2019. The writer used experimental in this research, and there are two classes that the writer used to get data, they were experimental and control class. In the experimental class, the writer utilized a Whatsapp group in the teaching and learning process. While in the control class, the writer used picture series in the teaching and learning process.

The writer used the test for two classes; there were pre-test and post-test. The pre-test applied before doing the learning process, and the post-test did after the teaching and learning process has finished. The writer chose X TPM class as a control class and X RPL as an experimental class.

The writer gave pre-test and post-test for students. The pre-test was conducted on 5 November 2019 in the control class and on 6

November 2019 in the experimental class. In doing the pre-test, the students got a worksheet, and they had to write based on the topic from the writer.

The writer did a treatment in the experimental and control class only one time, and it has a duration of 90 minutes in the classroom. For the treatment, it did on 12 November 2019 in the control class. The writer provided some picture series in the control group to make students easier to get ideas in writing.

The next day, on 13 November 2019, the writer conducted treatment in the experimental class also. The writer asked the students to bring their smartphone to the class so that the writer could send the material and quiz easily and quickly. Here, the writer also conducted treatment outside the classroom by sending some vocabulary, quizzes, and content, which has related to recount text on the Whatsapp group. So, the students could keep learning without considering time and place.

After giving pre-test and treatment in the experimental and control class, the writer provided a post-test to both classes. For the experimental class, the post-test was given on 20 November 2019, meanwhile for the control class on 19 November 2019. The students got a new worksheet, and they wrote a story based on the topic from the writer. They had to write the best experience in their life.

After both classes conducted pre-test, treatment, and post-test, the writer counted their work to get the result of this research

and analyzed it to prove the truth of the hypothesis that has designed. Data processing begins with the first phase include analysis of normality, homogeneity, and test of average.

The result of students' pre-test and post-test in the table below:

Table 4.1
The Result of Students' Pre-test and Post-test

No	Source of Variance	Pre-test control	Pre-test experiment	Post-test control	Post-test experiment
1	N	20	25	20	25
2	Σ	1.116	1.347	1.308	1.836
3	Average	55.8	53.88	65.4	73.44
4	Variance (S^2)	62.48	73.11	40.25	79.92
5	Std. Deviation (S)	7.90	8.55	6.34	8.94
6	Max	74.00	75.00	75.00	85.00
7	Min	43.00	42.00	54.00	55.00

1. Pre-test

a. Normality test

Firstly, the writer analyzed the normality test of the pre-test in control and experimental class to know the data normally distributed or not normal. To get distribution data, the writer used the normality test with Chi-Square.

H_0 : The data of normal distribution.

H_a : The data not normal distribution.

With criteria, H_0 accepted if $X^2_{count} < X^2_{table}$

Table 4.2

The Result of Normality Pre-test of Experimental and Control Class

No	Class	Test	X^2_{count}	X^2_{table}	Criteria
1	Experimental	Pre-test	3.96	11.07	Normal
2	Control	Pre-test	9.95	11.07	Normal

Based on the result of the table above, it revealed that X^2_{count} both of the classes were lower than X^2_{table} , so H_0 was accepted. It meant that the distribution of data experimental and control class were normal.

b. Homogeneity Pre-test

The homogeneity test did know whether the group sample that took from the population was homogeneous or not.

H_0 : Homogeny variance $\sigma_1^2 = \sigma_2^2$

H_a : Non-Homogeny variance $\sigma_1^2 \neq \sigma_2^2$

With criteria, H_0 accepted if $F_{count} < F_{table}$ with $\alpha = 5\%$ and $df = k-1$

Table 4.3

The Result of Homogeneity Pre-test of Experimental and Control Class

No	Class	Test	Variance	N	F_{count}	F_{table}	Criteria
1	Experimental	Pre-test	73.11	25	1.17	2.11	Homogeneous
2	Control	Pre-test	62.48	20			

Based on the result above, it showed that F_{count} was lower than F_{table} . So, H_0 accepted. It concluded that the data pre-test from

the experimental and control class had the same variance of homogeneous.

c. Test of the Average

To check the difference of average between experimental and control class, the writer used to t-test.

Table 4.4
The Average Similarity Pre-test of Experimental and Control Class

Source of Variance	Experimental	Control	Criteria
Sum	1.347	1.116	Identical
N	25	20	
Average	53.88	55.80	
Variance (S ²)	73.11	62.48	
Std. Deviation (S)	8.55	7.90	

$$S = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}} = 8.271$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}} = -0.7738$$

H₀ accepted if t_{count} was lower than t_{table}. Based on the calculation above, by α = 5%, and df = 25+20-2= 43, t_{table} was obtained = 2.017 and t_{count} = -0.7738. So, H₀ accepted. It meant that

there was no significant difference in the average pre-test between the experimental and the control class.

2. Post-test

It did see students' achievement in writing after getting treatment and answering the hypotheses, the data from both classes were used by the writer, whether utilizing Whatsapp group was effective to teach writing recount text or not. The post-test analysis contained the normality test, homogeneity test, and hypothesis test.

a. Normality test

H₀: The data of normal distribution.

H_a: The data not normal distribution.

With criteria, H₀ accepted if $X^2_{count} < X^2_{table}$

Table 4.5

The Result of Normality Post-test of Experimental and Control Class

No	Class	Test	X^2_{count}	X^2_{table}	Criteria
1	Experimental	Post-test	9.65	11.07	Normal
2	Control	Post-test	6.16	11.07	Normal

Based on the result of the table above, it stated that X^2_{count} both the classes were lower than X^2_{table} , so H₀ was accepted. It summed that the distribution data post-test of the experimental and control class was normal.

b. Homogeneity test

H₀: Homogeny variance $\sigma_1^2 = \sigma_2^2$

H_a: Non-Homogeny variance $\sigma_1^2 \neq \sigma_2^2$

With criteria, H_0 accepted if $F_{\text{count}} < F_{\text{table}}$ with $\alpha = 5\%$ and $df = k-1$

Table 4.6

The Result of Homogeneity Post-test of Experimental and Control Class

No	Class	Test	Variance	N	F_{count}	F_{table}	Criteria
1	Experimental	Post-test	79.92	25	1.98	2.11	Homogeneous
2	Control	Post-test	40.25	20			

Based on the result above, it obtained that F_{count} was lower than F_{table} . So, H_0 accepted. It meant that the data post-test from the experimental and control class had the same variance of homogeneous.

c. Test of the Average

This test made to know whether there was a difference average on the post-test of the experimental and control class. The data used to test the hypothesis was the post-test score from both classes. To check the difference on average, the writer used the t-test.

Table 4.7

The Average Similarity Post-test of Experimental and Control Class

Source of Variance	Experimental	Control
Sum	1.836	1.308
N	25	20
Average	73.44	65.4

Variance (S ²)	79.92	40.25
Std. Deviation (S)	8.94	6.34

$$S = \sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2}} = 7.899$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}} = 3.3933$$

H_a accepted if t_{count} was higher than t_{table}. Based on the calculation above, the result from the average post-test of the experimental class, which was taught by utilizing the Whatsapp group was 73.44. While the average post-test of the control class, which learned without utilizing the Whatsapp group was 65.4. With df 25+20-2 = 43 and α = 5%, so t_{table} was obtained = 2.017 and t_{count} = 3.393. So, H_a accepted. It means that there was a significant difference between the experimental and control class.

3. Hypothesis

A hypothesis test intended to process the data that had collected from the experimental and control class after getting treatment. The purpose hypothesis proved the acceptance or rejection of the assumption that had been planned by the writer. To prove it, the writer used the t-test.

Based on the final data calculation of the average difference test showed that the average post-test score of the experimental class was 73.44, while the average post-test from the

control class was 65.4. The final result after calculating by using the t-test revealed that $t_{\text{count}} = 3.393$ and $t_{\text{table}} = 2.017$. If $t_{\text{count}} > t_{\text{table}}$ with $df = n_1 + n_2 - 2$ and $\alpha = 5\%$ means H_0 was rejected and H_a was accepted. It means that there was significantly different between the experimental and control class.

For answering the research question, how is the effectiveness of utilizing the Whatsapp group as an Informal Channel to Teach Writing Recount Text, there was a difference score between experimental with control class. The result of the post-test of the experimental class was 73.44, which was higher than the control class 65.4. It meant that utilizing the Whatsapp group is an effective way to teach recount text.

1. The students' achievement of pre-test

Based on the result of the pre-test, both experiment and control classes are normal distribution and homogeneous. Also, the result of the calculation of the pre-test obtained $t_{\text{count}} -0.7738$, while $t_{\text{table}} 2.017$. Because $t_{\text{count}} < t_{\text{table}}$ ($-0.773 < 2.017$). It means that there was not different average, both experiment and control class before the treatment.

2. The students' achievement of the post-test

Based on the result of calculation showed that obtained $t_{\text{count}} 3.393$ while $t_{\text{table}} 2.017$. Because $t_{\text{count}} > t_{\text{table}}$ ($3.393 > 2.017$). It means that there was a difference in the post-test average between experiment class, which has been taught by utilizing the Whatsapp group and control class, which studied without the Whatsapp group.

From the result above, the writer summed up that utilizing the Whatsapp group as an informal channel is an effective way to teach writing recount text.

CHAPTER V

CONCLUSION, RECOMMENDATION, AND CLOSING

In this chapter, the writer concludes the result of the research. The writer gives recommendations for the school, teacher, students, the reader, and also for the next researcher.

A. Conclusion

The conclusion of this research drew based on the results of the data analysis in the previous chapter. There was a comparison between the experimental class and the control class. The average score pre-test for the experimental class was 53.88 and 73.44 for the post-test. Besides, the average score pre-test for the control class was 54.95 and 65.4 for the post-test.

From the explanation above, there was an improvement in students' achievement in writing after utilizing the Whatsapp group. The result shows that the experimental class score is higher than the control class.

B. Recommendation

The writer would like to give a recommendation related to this result of the research as follow:

1. The School

The school should pay more attention to facilitating the teaching and learning process in the school, whether for the teachers or students. The more complete and excellent facilities, the more the

teachers' performance and students' achievement in the teaching and learning process.

2. The Teachers

The teachers have a very significant role in students' achievement in the teaching and learning process. Therefore they should be creative and keep looking media, which is useful and exciting for students. Also, teachers should try to utilize technology in their teaching and learning process.

3. The Students

The students should be able to take advantage of technological development to improve their knowledge and skills, especially in English.

4. The Readers

By reading this thesis, the readers can get new information about utilizing social media in the teaching and learning process. It is utilizing the Whatsapp group.

5. The Next Researchers

The next researchers can enrich their knowledge after reading this thesis, and it can be a reference for them to do other research.

C. Closing

In the name of Allah, who the most merciful and the most beneficence. All praises due to Him, the master of the universe who gives the writer some pleasure healthy until the writer can complete this thesis. The writer realizes that this thesis is far from being perfect because of limited conditions, competence, and knowledge.

Constructive suggestions and advice are accepted. Finally, the writer hopes this thesis will be useful for us in every condition and situation.
Amin.

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Appendix 1

LIST OF THE STUDENTS' NAME IN THE CONTROL CLASS

No	Name	Code
1.	Abdul Amar	CC-1
2.	Agung Syamsudin	CC-2
3.	Aldi Saputra	CC-3
4.	Batara Yuda	CC-4
5.	Farhan Bara	CC-5
6.	Hambali Permana	CC-6
7.	Handi Dwi Permana	CC-7
8.	Heri Irawan	CC-8
9.	Heril Makta Kusuma	CC-9
10.	Ikhwan Rifqi Permana	CC-10
11.	Jamaludin	CC-11
12.	Muhammad Basri	CC-12
13.	Muhammad Sodikin	CC-13
14.	Muhammad Reyes Kurnia	CC-14
15.	Ratna Wijaya	CC-15
16.	Sain	CC-16
17.	Sandi Priatna	CC-17
18.	Sopiyan	CC-18
19.	Yuda Rizki	CC-19
20.	Zainul Qudsi	CC-20

Appendix 2

LIST OF THE STUDENTS' NAME IN THE EXPERIMENTAL CLASS

No	Name	Code
1.	Aisah Gandari Rahmah	EC-1
2.	Anggi Oktaviani	EC-2
3.	Astuti Nur Fadillah	EC-3
4.	Ayu Febrianti	EC-4
5.	Dani Setiawan	EC-5
6.	Dede Harifah	EC-6
7.	Dede Herawati	EC-7
8.	Delia Rahayu	EC-8
9.	Desi	EC-9
10.	Dian Nurhikmah	EC-10
11.	Dian Puspitasari	EC-11
12.	Evi Nurapipah	EC-12
13.	Gina Apriliyani	EC-13
14.	Halida Palidasari	EC-14
15.	Indri Ameliani	EC-15
16.	Marcella Angelica Maulida Putri	EC-16
17.	Melawati	EC-17
18.	Rangga Satya Lesmana	EC-18
19.	Rani Pratiwi	EC-19
20.	Retno Fahlawati	EC-20
21.	Roni Sianturi	EC-21
22.	Susilawati	EC-22
23.	Syifa Nurfadillah	EC-23
24.	Tika Pertikasari	EC-24
25.	Wina Widiawati	EC-25

Appendix 3

LIST OF STUDENTS' SCORE IN THE CONTROL CLASS

No	Name	Pre-test	Post-test	Code
1.	Abdul Amar	52	55	CC-1
2.	Agung Syamsudin	43	75	CC-2
3.	Aldi Saputra	55	62	CC-3
4.	Batara Yuda	54	61	CC-4
5.	Farhan Bara	52	60	CC-5
6.	Hambali Permana	62	71	CC-6
7.	Handi Dwi Permana	74	75	CC-7
8.	Heri Irawan	47	54	CC-8
9.	Heril Makta Kusuma	55	72	CC-9
10.	Ikhwan Rifqi Permana	49	58	CC-10
11.	Jamaludin	60	60	CC-11
12.	Muhammad Basri	50	70	CC-12
13.	Muhammad Sodikin	47	69	CC-13
14.	Muhammad Reyes Kurnia	57	62	CC-14
15.	Ratna Wijaya	61	70	CC-15
16.	Sain	58	68	CC-16
17.	Sandi Priatna	50	68	CC-17
18.	Sopiyan	56	70	CC-18
19.	Yuda Rizki	62	61	CC-19
20.	Zainul Qudsi	72	67	CC-20

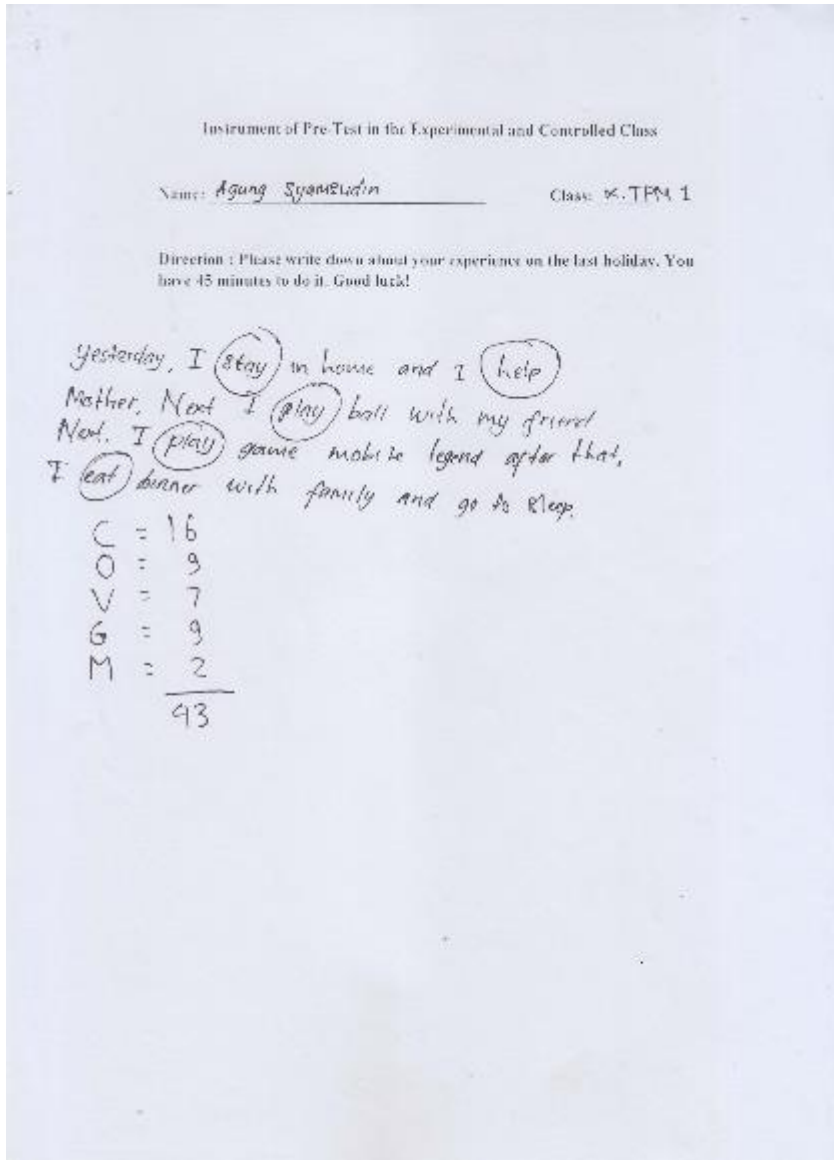
Appendix 4

LIST OF STUDENTS' SCORE IN THE EXPERIMENTAL CLASS

No	Name	Pre-test	Post-test	Code
1.	Aisah Gandari Rahmah	56	75	EC-1
2.	Anggi Oktaviani	44	80	EC-2
3.	Astuti Nur Fadillah	75	82	EC-3
4.	Ayu Febrianti	52	85	EC-4
5.	Dani Setiawan	50	55	EC-5
6.	Dede Harifah	42	58	EC-6
7.	Dede Herawati	66	75	EC-7
8.	Delia Rahayu	58	80	EC-8
9.	Desi	50	75	EC-9
10.	Dian Nurhikmah	46	82	EC-10
11.	Dian Puspitasari	55	80	EC-11
12.	Evi Nurapipah	48	80	EC-12
13.	Gina Apriliyani	48	70	EC-13
14.	Halida Palidasari	45	76	EC-14
15.	Indri Ameliani	55	65	EC-15
16.	Marcella Angelica Maulida Putri	54	70	EC-16
17.	Melawati	64	71	EC-17
18.	Rangga Satya Lesmana	55	80	EC-18
19.	Rani Pratiwi	50	81	EC-19
20.	Retno Fahlawati	70	80	EC-20
21.	Roni Sianturi	61	71	EC-21
22.	Susilawati	47	55	EC-22
23.	Syifa Nurfadillah	54	80	EC-23
24.	Tika Pertikasari	60	72	EC-24
25.	Wina Widiawati	42	58	EC-25

Appendix 5

The Result of Students' Pre-test in the Control Class



Instrument of Pre-Test in the Experimental and Controlled Class

Name: ALDI. Baruna

Class: X IPA 1

Direction: Please write down about your experience on the last holiday. You have 45 minutes to do it. Good luck!

C = 17
O = 13
V = 10
G = 13
M = 2

55

on last Saturday, I feel Fun because the School is free, so I can playing Football in the morning with my friend. We play at Cikumpay Field and meet other team there. So we play exhibition match. The result 1-2, I team is win.

Instrument of Pre-Test in the Experimental and Controlled Class

Name: HANDI DWI PERMANA

Class: 3 TPM 1 (one)

Direction : Please write down about your experience on the last holiday. You have 45 minutes to do it. Good luck!

C = 21
O = 17
V = 16
G = 17
M = 17
74

~~holiday at my village~~

holiday at my village

went to my village last holiday with my friends. we stayed there days in my house. There was nice and cozy. During the day we walked in the mountain and saw a beautiful river and meadows.

After that we went to the restaurant. we had ice cream. we had a good time. The weather was beautiful we relaxed very well.

Appendix 6

The Result of Students' Pre-test in the Experimental Class

Instrument of Pre-Test in the Experimental and Controlled Class

Name: Dede Haryati Class: X R2

Direction : Please write down about your experience on the last holiday. You have 45 minutes to do it. Good luck!

Last week I'm go to event family to play together
Brother and sister so we speaking together
with mother and the father so we visit to grand mother
to help prepare eat to eat together
after that we visit go.??

C	=	14
O	=	20
G	=	10
L	=	10
O	=	10
M	=	2
<hr/>		
		42

Instrument of Pre-Test in the Experimental and Controlled Class

Name: Roni Siantu Fi

Class: X 22

Direction : Please write down about your experience on the last holiday. You have 15 minutes to do it. Good luck!

My last holiday is different with my friends. I stay at home, doing my activity. For example, in the morning, eat breakfast with my family, next watching anime on Goms next take a bath.

In the afternoon, I'm prayidzuhur, next calling my friends to playing mobile legends together until dusk. Next, I'm go back to home to help my mother to clean home or prepare the food.

In the night, I go hang out until tired and last, take a sleep.

$$\begin{array}{r} C = 17 \\ O = 15 \\ V = 11 \\ G = 12 \\ M = 12 \\ \hline 61 \end{array}$$

Instrument of Pre-Test in the Experimental and Controlled Class

Name: Arshad Nur Rizki

Class: X RPL

Direction: Please write down about your experience on the last holiday. You have 45 minutes to do it. Good luck!

Last holiday, I wanted to spend my vacation, but I was so confused because I don't know where I should go. So I tried to call my friend. I got suggestion to visit Gunung Kelud. I clear with parents.

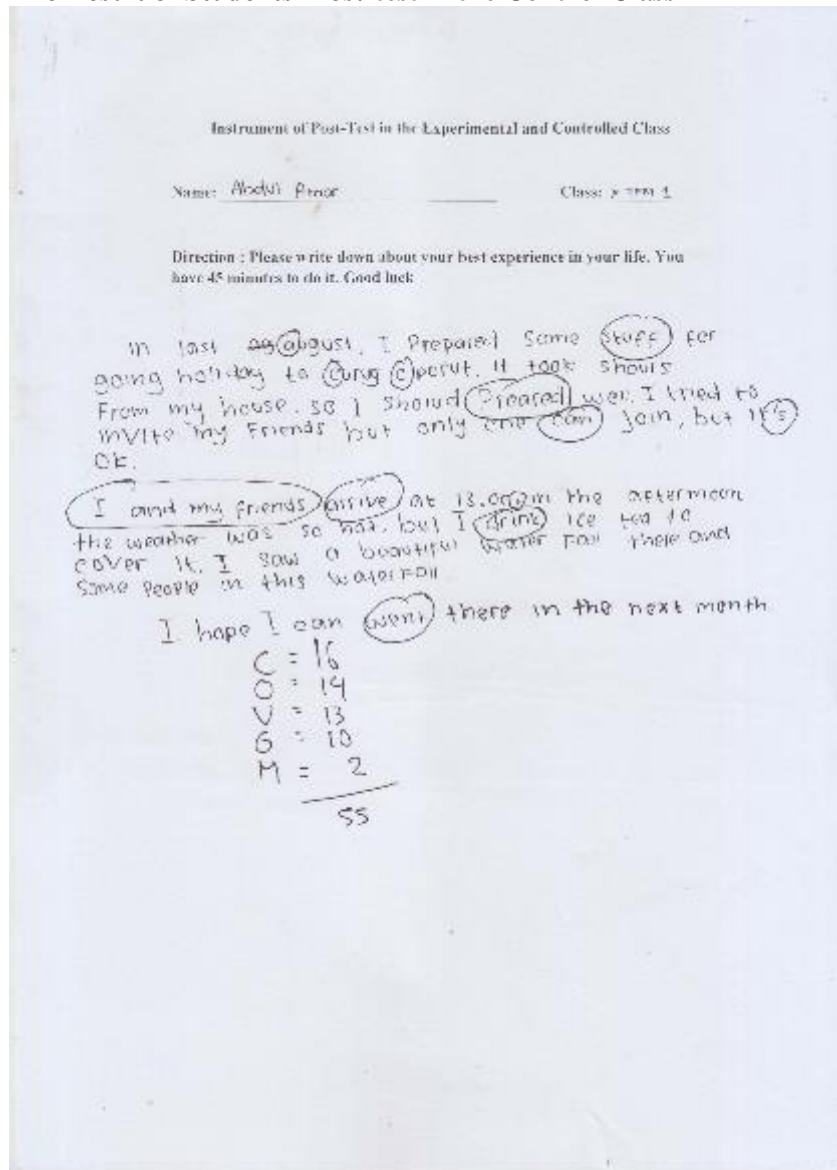
The next day, we went there with my parents. We rode two motorcycles and used time for 3-4 hours. It was long trip but we enjoyed the trip.

Finally, we arrived there and the place was crowded so many people. Water here. I was thick we went here so far. Beautiful view and great the fresh air and took a photo and upload in social media.

$$\begin{array}{r} C = 20 \\ O = 17 \\ V = 17 \\ G = 18 \\ M = 3 \\ \hline 75 \end{array}$$

Appendix 7

The Result of Students' Post-test in the Control Class



Instrument of Post-Test in the Experimental and Controlled Class

Name: HANDI DWI PERMANA

Class: X TPM1

Direction : Please write down about your best experience in your life. You have 45 minutes to do it. Good luck

One week ago on weekend, my classmate invited me to join an events it was to climb some mountain in Puhwatatta. I was happy but afraid too because it's the first time I climb a mountain.

On ^{the} Saturday, I prepared some stuffs for climbing for example, food drinks, noodle, blanket and medical in the afternoon, my friends pick me up to go to gather place we climb the mountain after plaf isra. During the trip, I just didn't do any things, just walked behind my friend

and finally, we reached the top of mountain I was tired and sleepy but I'm feeling lucky I can go to gether with my friends.

$$C = 20$$

$$O = 17$$

$$V = 12$$

$$G = 18$$

$$M = 3$$

$$75$$

Appendix 8

The Result of Students' Post-test in the Experimental Class

Instrument of Post-Test in the Experimental and Controlled Class

Name: Dani Setiawan _____ Class: X RPA

Direction : Please write down about your best experience in your life. You have 45 minutes to do it. Good luck

Playing Foot ball !!!

One day I was playing Football with Friends and competing with the village next door and my village won the match.

And next week again I compete again with kocawang city and in the first round I lose and at the end of the round I win the match with my score 3-1 with my team I'm very happy because winning the match.

13000
- 15
- 13
- 15
- 10
- 2

55

Instrument of Post-Test to the Experimental and Controlled Class

Name: Ayu Rebranda

Class: X RPL

Direction: Please write down about your best experience in your life. You have 45 minutes to do it. Good luck

When I joined in SMK Muhammadiyah, there was an event some new students should join. It was named motion celebration where the students should joined in the school for two days. Start from Friday until Sunday.

The event started in Friday night, the students gathered in the field and introduce them self one by one. Next event was playing a game. The game was remembering all students name. It was interesting game.

In the Saturday morning, we saw some performs from extra in SMK Muhammadiyah, like belah mejan and others, they were awesome.

Next, in the night, we listening the material mission and within SMK Muhammadiyah. It was so bored. The last task a song

I was so happy to join the events. I had many friends.

$$\begin{array}{r} C = 25 \\ O = 18 \\ A = 18 \\ V = 25 \\ M = 4 \\ \hline 85 \end{array}$$

Appendix 9
Documentation in the Control Class





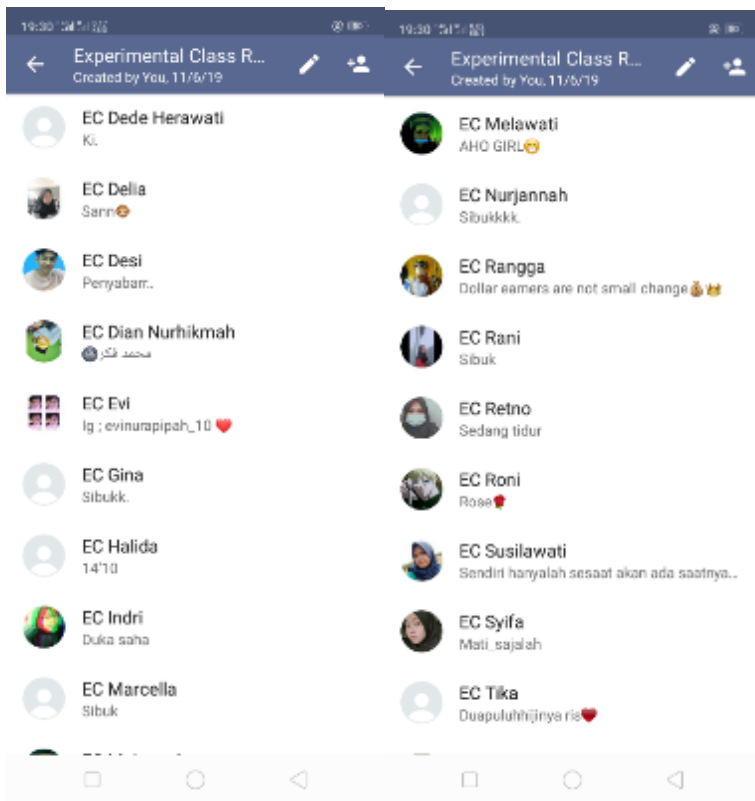
Appendix 10
Documentation in the Experimental Class





Appendix 11
Treatment outside the Classroom





Vocabulary Building Part 1

Verb

1. Apologize = meminta maaf
2. Appear = muncul
3. Arrive = sampai
4. Attend = menghadiri
5. Announce = mengumumkan

Noun

1. Town = Kota
2. Schedule = jadwal
3. Wallet = dompet
4. Accident = kejadian
5. Lake = Danau

Adjective

1. Famous = terkenal
2. Kind = baik
3. Disappointed = kecewa
4. Diligent = rajin
5. Lazy = malas

Oke class, don't forget to write the vocabularies on your note book 🔥

19:11 ✓

Vocabulary Building Part 2

Verb

1. Buy = membeli
2. Sell = menjual
3. Borrow = meminjam
4. Bring = membawa
5. Live = tinggal

Noun

1. Bag = tas
2. Marker = spidol
3. Plant = tumbuhan
4. Animal = hewan
5. Grass = rumput

Adjective

1. Cruel = jahat
2. Cute = imut
3. Friendly = ramah
4. Greedy = serakah
5. Jealous = cemburu

Oke class, don't forget to write the vocabularies on your note book 🔥

20:11 ✓

Vocabulary Building Part 4

Verb

1. Do = melakukan
2. Drive = mengendarai
3. Find = mencari
4. Feel = merasakan
5. Forget = melupakan

Noun

1. Movie = film
2. News = berita
3. Newspaper = koran
4. Government = pemerintah
5. Society = masyarakat

Adjective

1. Excited = menarik
2. Young = muda
3. Old = tua
4. Strong = kuat
5. Weak = lemah

Oke class, don't forget to memorize and write the vocabularies on your note book 🔥

19:06 ✓

Quiz 1

Please fill the blank with am, is, and are correctly

1. She ___ at home.
2. My friends ___ sick.
3. They ___ korean.
4. She ___ my mother.
5. Tom ___ a carpenter.
6. I ___ from Purwakarta.
7. Euis ___ an English teacher.
8. Today ___ hot.
9. Ujang ___ my brother.
10. We ___ Sundanese.

Please send the answer directly to me not in the group, thank you class.

20:03 ✓

Quiz II
Please fill the blank with was and were correctly

1. I ___ in Purwakarta last summer.
2. We ___ at situ buleud last sunday.
3. Tina ___ at home yesterday.
4. I ___ bored yesterday.
5. The cat ___ scared.
6. Asep ___ in Brazil last month.
7. My parents ___ sick yesterday.
8. They ___ very hungry yesterday.
9. Euis ___ busy on last sunday.
10. We ___ at school yesterday.

Please send the answer directly to me not in the group, thank you class.

19:04 ✓

Tenses adalah bentuk kata kerja dalam b.Ingggris untuk menunjukan waktu terjadinya suatu kejadian

1. Simple present tense, tenses yang digunakan untuk menyatakan fakta, kebiasaan, atau kejadian yang terjadi.

Rumus
Kalimat nominal : S + to be + noun/ adjective
Contoh : Euis is cute.
Kalimat verbal : S + v1 + O
Contoh : I always go to school in the morning.

Catatan : untuk subjek he/she/it, setelah verb ditambah huruf s atau es
Contoh : She wakes up at 06.00 AM.
He goes to school with his father.

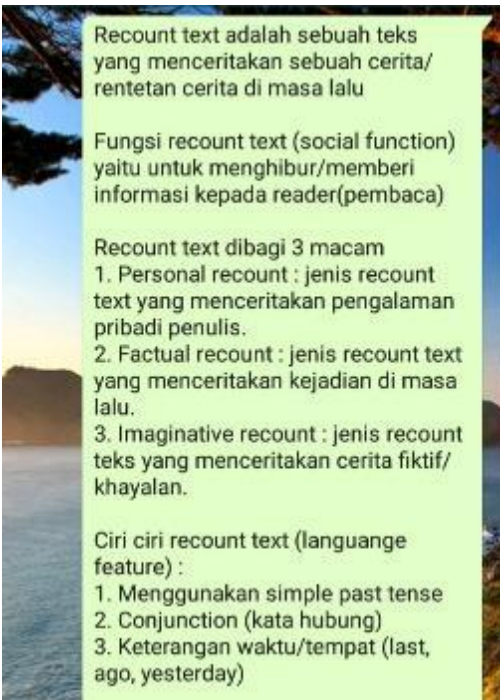
Biasanya dalam simple present tense juga, terdapat kata, always, usually, seldom, never dll.

17:29 ✓

2. Present continuous tense, tenses yang digunakan untuk menyatakan kejadian yang sedang berlangsung.
Rumus:
S + to be + Ving
Contoh : We are studying English together in the class now. 17:30 ✓
3. Simple past tense, tenses yang digunakan untuk menunjukan kejadian di masa lalu.
Rumus:
Kalimat nominal :
S + was/were + noun/adjective
Catatan : untuk subjek (I, he, she, It) gunakan was, sedangkan untuk subjek (you, they, dan we) gunakan were.
Contoh :
Deri was a student at MAN Purwakarta.
They were beautiful and handsome students.
Kalimat verbal :
S + v2 + O
Yesterday, we went to Sadang.
Catatan : biasanya dalam simple past tense terdapat kata (last, ago, yesterday) dll. 17:31 ✓

Berikut beberapa kata yang bisa kalian gunakan untuk mengganti kata next ketika ingin menulis sebuah cerita/pengalaman:

1. Afterwards
Contoh : in the morning, I went to the school with my friends. Afterwards, I met my english teacher on the street.
2. Furthermore
Contoh : in the evening, I did my homework. Furthermore, I got a dinner with my family.
3. In addition
Contoh : last week, I visited to situ buleud with my family. In addition, we went to see sri baduga waterfall.
4. Thereafter
Contoh : Last holiday, I saw darso in Purwakarta. Thereafter, i took a photo with him.
5. Moreover
Contoh : Two weeks ago, I went to Borubudur with my teachers. Moreover, I saw some tourists there
Semoga bermanfaat 🙏 18:59 ✓



Recount text adalah sebuah teks yang menceritakan sebuah cerita/ rentetan cerita di masa lalu

Fungsi recount text (social function) yaitu untuk menghibur/memberi informasi kepada reader(pembaca)

Recount text dibagi 3 macam

1. Personal recount : jenis recount text yang menceritakan pengalaman pribadi penulis.
2. Factual recount : jenis recount text yang menceritakan kejadian di masa lalu.
3. Imaginative recount : jenis recount teks yang menceritakan cerita fiktif/ khayalan.

Ciri ciri recount text (language feature) :

1. Menggunakan simple past tense
2. Conjunction (kata hubung)
3. Keterangan waktu/tempat (last, ago, yesterday)



Susunan recount text (generic structure)

1. Orientation : Pengenalan informasi tentang who, where, when, and what
2. Events : rentetan cerita diceritakan secara berurutan
3. Re orientation : kesimpulan/akhir dari cerita, biasanya terdapat opini/ komentar si penulis mengenai cerita.

12:33 ✓

Appendix 12

LESSON PLAN CONTROL CLASS

School : SMK Muhammadiyah Purwakarta
Subject/Skill : English/Writing
Class/Semester : X/I
Time Allocation : 2 x 45 Minutes
Material : Recount Text

A. Core Competences

CC3. Understanding, applying, and analyzing factual, conceptual, procedural, and metacognitive knowledge based on curiosity about science, technology, art, culture, and humanities with human, national, state, and civilization insights related to the causes of phenomena and events , and apply procedural knowledge in specific fields of study according to their talents and interests to solve problems.

CC4. Exploring, associating, and communicating in the realm of concrete and abstract domains related to the development of what they learn in school independently, act effectively and creatively, and be able to use methods according to scientific principles.

B. Basic Competences and Indicators of Competence Achievement

Basic Competences	Indicators
3.7 Analyzing social function, structure of the text, and language features of recount text oral and written by giving and asking information the use of technology and tips, based on based on the using context	3.7.1 Students are able to clarify social function, generic structure, and language features of recount text.
4.7 Composing recount text oral and written text by giving and asking information the use of technology and tips based	4.7.1 Students are able to compose recount text with the right structure and

on the social function, text structure and elements of language which is true and contextual.	language features
---	-------------------

C. Learning Aims

In the end of teaching and learning process:

1. Students are able to identify the social function, generic structure, and the language feature well after observing the example of recount text.
2. Students are able to compose a recount text well after following the teaching and learning process.

D. Learning Material

1. Material for Regular Learning

My Holiday

Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colorful flowers and a small pool. In the morning, my friend and I saw Mount Batok. The scenery was very beautiful.

We rode on horseback carefully. It was scary, but it was fun. Then we went to get closer look at the mountain. We took pictures of beautiful scenery there. After that we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

a. Definition and Social Function of Recount Text

Recount text is a kind of text that describe about something happened in our life orderly. The social function of recount text is to retell sequence events in the past for the purpose of informing and entertaining.

b. Language Features

The language features usually found in a recount are:

- 1) Proper nouns, the use of proper nouns is to identify those involved in the text
- 2) Descriptive words, giving details about who, what, when, where and how
- 3) Past tense, the use of past tense is to retell the sequence events
- 4) Words showing the orders of events (for example: *first, next, then*)

c. The generic structure of recount text is:

- 1) Orientation, a beginning paragraph that describes background information about who, what, where and when
- 2) Sequence of events, a series of paragraph that retell the events in the order in which they happened
- 3) A concluding paragraph or generally mentioned as Re-Orientation, it may include a personal comment (not always necessary).

2. Material for Remedial Learning

a. Definition and Social Function of Recount Text

b. The Language Features of Recount Text

c. The Structure of Recount Text

3. Material for Enrichment Learning

Recount text is divided into 3 kinds, they are:

1) Personal recount

It talks about personal experience/event of the writer in the past.

2) Factual recount

It talks about telling the facts in the past.

3) Imaginative recount

It talks about an event/experience which is from imagination.

E. Learning Method

Approach : Scientific Approach.

Method : Discussion, Cooperative Learning.

F. Learning Media

1. Tools : Whiteboard, Board marker, and Laptop.
2. Media : Pictures.

G. Learning Activities

Activity	Description	Time Allotments
Introduction	<ul style="list-style-type: none">- The teacher enters to the class and greet the students- The teacher leads the prayer before teaching and learning begins.- The teacher gives several questions that have a relationship with the material will be delivered.- The teacher presents motivation about the benefit that the students will get after learning.- The teacher explains the learning aims to the students.	10 minutes
Core Activities	<p style="text-align: center;">Observing</p> <ul style="list-style-type: none">-The teacher provides papers that contain a text and asks the students to read it in pairs.- The teacher explains about social function, generic structure, and language features of recount text.	15 minutes
	<p style="text-align: center;">Questioning</p> <ul style="list-style-type: none">-The teacher gives opportunities for the	5 minutes

	students to ask some questions related to the text.	
	<p style="text-align: center;">Experimenting</p> <p>-The teacher provides a jumbled sentences about recount text and ask the students to arrange it, then answer the questions which related with the text.</p> <p>- The teacher makes small group and asks the students recognize social function, generic structure, and language features based on the text.</p> <p>- The students share their findings to other groups in front of the class.</p>	30 minutes
	<p style="text-align: center;">Associating</p> <p>-The students are asked to compose a story based on the pictures which have provided by the teacher.</p>	10 minutes
	<p style="text-align: center;">Communicating</p> <p>-The students share their work to other group to get feedback from them.</p>	10 minutes
Closing	<p>-The students are asked to make a resume about what they have got in the teaching and learning process.</p> <p>-The teacher gives motivation to the students.</p> <p>-The teacher closes the meeting.</p>	10 minutes

H. Learning Assessment

1. Attitude

Instrument: Observasi Sikap Jujur

Scoring Rubric:

Observasi Sikap Jujur

Petunjuk:

Lembaran ini diisi oleh guru untuk menilai sikap social peserta didik dalam kejujuran. Berilah tanda cek (√) pada kolom skor sesuai sikap jujur yang ditampilkan oleh peserta didik, dengan kriteria sebagai berikut:

4 = Selalu, apabila selalu melakukan sesuai pernyataan

3 = Sering, apabila sering melakukan sesuai pernyataan dan kadang kadang tidak melakukan.

2 = Kadang-kadang, apabila kadang-kadang melakukan dan sering tidak melakukan.

1 = tidak pernah, apabila tidak pernah melakukan.

Nama Peserta Didik : _____

Kelas : _____

Tanggal Pengamatan : _____

Materi Pokok : _____

No	Aspek Pengamatan	Skor			
		1	2	3	4
1.	Tidak nyontek dalam mengerjakan ujian/ulangan/tugas.				
2.	Tidak melakukan plagiat (mengambil/menyalin karya orang lain tanpa menyebutkan sumber) dalam mengerjakan setiap tugas.				

3.	Mengungkapkan perasaan terhadap sesuatu apa adanya.				
4.	Melaporkan data atau informasi apa adanya.				
5.	Mengakui kesalahan atau kekurangan yang dimiliki.				
Jumlah skor					

Petunjuk Penskoran:

Skor akhir menggunakan skala 1 sampai 4

Perhitungan skor akhir menggunakan rumus:

$$\frac{\text{skor diperoleh}}{\text{skor maksimal}} \times 4 = \text{skor akhir}$$

Contoh:

Skor diperoleh 14, skor maksimal 20, maka skor akhir

$$\frac{14}{20} \times 4 = 2,8$$

Konversi Nilai

Konversi Nilai Akhir		Predikat (Pengetahuan & Keterampilan)	Klasifikasi Sikap dan Ekstrakurikuler
Skala 0-100	Skala 1-4		
86-100	4	A	SB
81-85	3.66	A-	
76-80	3.33	B+	B
71-75	3.00	B	
66-70	2.66	B-	

61-65	2.33	C+	C
56-60	2.00	C	
51-55	1,66	C-	
46-50	1,33	D+	K
0-45	1	D	

2. Knowledge

Instrument: Comprehension Question

- 1) What did the writer do in the last month?
- 2) How long the writer stay in Yogyakarta?
- 3) Why did the writer keep staying at home in the first day?
- 4) What did the writer do in the first day?
- 5) Where was the location that visited by the writer?

Scoring rubric: Score acquired x 20 = final score

3. Skill

Instrument: Written text

The students are asked to compose a story based on the pictures which have provided by the teacher

Kriteria	Skor 4	Skor 3	Skor 2	Skor 1
Ide Penulisan	Ide yang dipilih, ide sangat sesuai dengan genre yang dipilih, ide dikembangkan dengan tepat dan terarah.	Hanya memenuhi 3 dari 4 ketentuan yang diterapkan.	Hanya memenuhi 2 dari 4 ketentuan yang ditetapkan.	Hanya memenuhi 1 atau bahkan tidak memenuhi sama sekali ketentuan yang telah di

				tetapan.
Organisasi	Teks sesuai dengan genre yang dipilih, ketentuan dan ciri-ciri genre yang dipilih diikuti dengan sempurna, ide penulisan dan informasi yang disajikan sangat relevan, isi teks sangat mudah dipahami.	Hanya memenuhi 3 dan 4 ketentuan yang ditetapkan.	Hanya memenuhi 2 dari 4 ketentuan yang ditetapkan.	Hanya memenuhi 1 atau bahkan tidak memenuhi semua kriteria yang diterapkan.
Tata bahasa	Tidak ada kesalahan tata bahasa, makna dan isi teks dapat dipahami dengan jelas.	Ada beberapa kesalahan kata bahasa namun tidak terlalu berpengaruh	Sering ditemukan kesalahan tata bahasa, namun makna dan isi teks masih dapat dipahami.	Banyak sekali kesalahan tata bahasa sehingga makna dan isi teks sulit dipahami
Perbendaharaan Kata	Kalimat-kalimat yang	Hanya memenuhi	Hanya memenuhi	Hanya memenuhi

	digunakan sangat efektif, menggunakan variasi lexical dengan benar, menguasai bentuk kata dan idiom dengan benar dan efektif, istilah-istilah digunakan dengan benar	3 dari 4 ketentuan yang ditetapkan	i 2 dari 4 ketentuan yang ditetapkan	i 1 atau bahkan tidak memenuhi semua kriteria yang ditetapkan
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Penilaian

No	Nama Siswa	Perolehan Skor				Jumlah Skor
		Kriteria 1	Kriteria 2	Kriteria 3	Kriteria 4	
1.	Ujang	4	3	3	2	12
2.	Asep	4	3	3	4	14
3.	Euis	3	4	4	3	14

Rumus perhitungan nilai siswa, sebagai berikut:

$$\frac{\text{Skor diperoleh}}{\text{skor maksimal}} \times 100 = \text{skor akhir}$$

$$\text{Ujang} = \frac{12}{16} \times 100 = 75$$

4. Activity for Remedial Learning

Write down your activity on yesterday, underline the past verb, and give a sign the generic structure.

5. Activity for Enrichment Learning

Please choose one of the kinds recount text, and compose it as well as possible. Don't forget to consider the generic structure and language feature.

Exercise

1. In order to make a good story, arrange the paragraphs bellow into a correct paragraph and don't forget answer the question correctly!

My First Time in Yogyakarta

In the first morning, we were still too tired after a long trip from Semarang to Yogyakarta. So we decided to stay at home to recharge our energy. I walk around the neighborhood with my sister just to experience how it is like to be in Yogyakarta. There were too many house, I think, which made the space between a house and the other was so small, even the road was also small that only bicycle and motorcycle can go through.

We were really tired, but this was truly an unforgettable experience, hopefully we can go back to Yogya to spend vacation time there

My family and I went to my grandmother's house in Yogyakarta last month. It was my first trip to this city. We went there two days after my sister's graduation ceremony in Semarang. We arrived at Yogyakarta at night. We spent a week staying in my grandmother's house which is 5 minutes away by foot to Malioboro street.

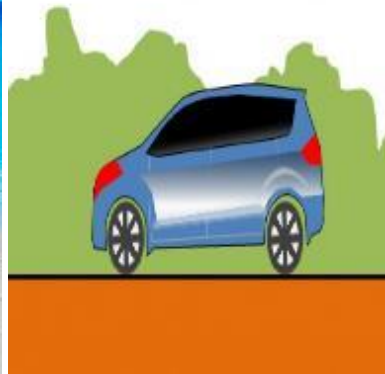
On the third day, we went to Taman Sari and Keraton Ngayogyakarta Hadiningrat to see some historical building in Yogyakarta. We took a lot of picture there. We also took some picture of the building so we can check it again at home. We found some place providing Yogya traditional food around the building and we jumped in right away.

On the second day, all of us went to Malioboro street. We saw so many merchant with various of product which they claim to be a traditional product of Yogyakarta. I bought some wooden figurine and T-shirt with the word "Yogyakarta" printed on it, while my sister bought some leather handbag. My mom and dad were busy choosing some merchandise to be brought home when we go back.

Please, answer the question based on text above!

- 1) What did the writer do in the last month?
- 2) How long the writer stay in Yogyakarta?
- 3) Why did the writer keep staying at home in the first day?
- 4) What did the writer do in the first day?
- 5) Where was the location that visited by the writer?

2. Please, make a story based on the pictures with your own words and apply generic structure of recount text!





LESSON PLAN EXPERIMENTAL CLASS

School : SMK Muhammadiyah Purwakarta
Subject/Skill : English/Writing
Class/Semester : X/I
Time Allocation : 2 x 45 Minutes
Material : Recount Text

A. Core Competences

CC3. Understanding, applying, and analyzing factual, conceptual, procedural, and metacognitive knowledge based on curiosity about science, technology, art, culture, and humanities with human, national, state, and civilization insights related to the causes of phenomena and events , and apply procedural knowledge in specific fields of study according to their talents and interests to solve problems.

CC4. Exploring, associating, and communicating in the realm of concrete and abstract domains related to the development of what they learn in school independently, act effectively and creatively, and be able to use methods according to scientific principles.

B. Basic Competences and Indicators of Competence Achievement

Basic Competences	Indicators
3.7 Analyzing social function, structure of the text, and language features of recount text oral and written by giving and asking information the use of technology and tips, based on based on the using context	3.7.1 Students are able to clarify social function, generic structure, and language features of recount text.
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on the social function, text structure and elements of language which is true and contextual.	language features
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C. Learning Aims

In the end of teaching and learning process:

1. Students are able to identify the social function, generic structure, and the language feature well after observing the example of recount text.
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D. Learning Material

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We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

a. Definition and Social Function of Recount Text

Recount text is a kind of text that describe about something happened in our life orderly. The social function of recount text is to retell sequence events in the past for the purpose of informing and entertaining.

b. Language Features

The language features usually found in a recount are:

- 1) Proper nouns, the use of proper nouns is to identify those involved in the text
- 2) Descriptive words, giving details about who, what, when, where and how
- 3) Past tense, the use of past tense is to retell the sequence events
- 4) Words showing the orders of events (for example: *first, next, then*)

c. The generic structure of recount text is:

- 1) Orientation, a beginning paragraph that describes background information about who, what, where and when
- 2) Sequence of events, a series of paragraph that retell the events in the order in which they happened
- 3) A concluding paragraph or generally mentioned as Re-Orientation, it may include a personal comment (not always necessary).

2. Material for Remedial Learning

a. Definition and Social Function of Recount Text

b. The Language Features of Recount Text

c. The Structure of Recount Text

3. Material for Enrichment Learning

Recount text is divided into 3 kinds, they are:

- 1) Personal recount
It talks about personal experience/event of the writer in the past.
- 2) Factual recount
It talks about telling the facts in the past.
- 3) Imaginative recount
It talks about an event/experience which is from imagination.

E. Learning Method

Approach : Scientific Approach.

Method : Discussion, Cooperative Learning.

F. Learning Media

1. Tools : Whiteboard, Board marker, and Laptop.

2. Media : Smartphone, Whatsapp

G. Learning Activities

Activity	Description	Time Allotments
Introduction	<ul style="list-style-type: none">- The teacher enters to the class and greet the students- The teacher leads the prayer before teaching and learning begins.- The teacher gives several questions that have a relationship with the material will be delivered.- The teacher presents motivation about the benefits of utilizing technology in learning context.- The teacher explains the learning aims to the students.	10 minutes
Core Activities	<p style="text-align: center;">Observation</p> <ul style="list-style-type: none">-The teacher invites the students to Whatsapp group.- The teacher provides a text on the Whatsapp group and ask the students to read it.- The teacher explains about social function, generic structure, and language features of recount text.	15 minutes
	<p style="text-align: center;">Questioning</p> <ul style="list-style-type: none">-The teacher gives opportunities for the students to ask some	5 minutes

	questions related to the text.	
	<p style="text-align: center;">Experimenting</p> <p>-The teacher provides a jumbled sentences about recount text on the Whatsapp group and ask the students to arrange it, then answer the questions which related with the text.</p> <p>- The teacher makes small group and asks the students recognize social function, generic structure, and language features based on the text.</p> <p>- The students share their findings to other groups in front of the class.</p>	30 minutes
	<p style="text-align: center;">Associating</p> <p>-The students are asked to compose short story based on their words and apply generic structure and language feature of recount text on the Whatsapp group.</p>	10 minutes
	<p style="text-align: center;">Communicating</p> <p>-The students share their work on the Whatsapp group to get feedback from them.</p>	10 minutes
Closing	<p>-The students are asked to make a resume about what they have got in the teaching and learning process.</p> <p>- The teacher gives motivation to the students.</p>	10 minutes

	The teacher reminds the students that there will be an additional meeting on the Whatsapp group.	
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H. Learning Assessment

1. Attitude

Instrument: Observasi Sikap Jujur

Scoring Rubric:

Observasi Sikap Jujur

Petunjuk:

Lembaran ini diisi oleh guru untuk menilai sikap social peserta didik dalam kejujuran. Berilah tanda cek (√) pada kolom skor sesuai sikap jujur yang ditampilkan oleh peserta didik, dengan kriteria sebagai berikut:

4 = Selalu, apabila selalu melakukan sesuai pernyataan

3 = Sering, apabila sering melakukan sesuai pernyataan dan kadang kadang tidak melakukan.

2 = Kadang-kadang, apabila kadang-kadang melakukan dan sering tidak melakukan.

1 = tidak pernah, apabila tidak pernah melakukan.

Nama Peserta Didik : _____

Kelas : _____

Tanggal Pengamatan : _____

Materi Pokok : _____

No	Aspek Pengamatan	Skor			
		1	2	3	4

1.	Tidak nyontek dalam mengerjakan ujian/ulangan/tugas.				
2.	Tidak melakukan plagiat (mengambil/menyalin karya orang lain tanpa menyebutkan sumber) dalam mengerjakan setiap tugas.				
3.	Mengungkapkan perasaan terhadap sesuatu apa adanya.				
4.	Melaporkan data atau informasi apa adanya.				
5.	Mengakui kesalahan atau kekurangan yang dimiliki.				
Jumlah skor					

Petunjuk Penskoran:

Skor akhir menggunakan skala 1 sampai 4

Perhitungan skor akhir menggunakan rumus:

$$\frac{\text{Skor diperoleh}}{\text{skor maksimal}} \times 4 = \text{skor akhir}$$

Contoh:

Skor diperoleh 14, skor maksimal 20, maka skor akhir

$$\frac{14}{20} \times 4 = 2,8$$

Konversi Nilai

Konversi Nilai Akhir		Predikat (Pengetahuan & Keterampilan)	Klasifikasi Sikap dan Ekstrakurikuler
Skala 0-100	Skala 1-4		
86-100	4	A	SB

81-85	3.66	A-	B
76-80	3.33	B+	
71-75	3.00	B	
66-70	2.66	B-	
61-65	2.33	C+	C
56-60	2.00	C	
51-55	1,66	C-	
46-50	1,33	D+	K
0-45	1	D	

2. Knowledge

Instrument: Comprehension Question

- 1) What did the writer do in the last month?
- 2) How long the writer stay in Yogyakarta?
- 3) Why did the writer keep staying at home in the first day?
- 4) What did the writer do in the first day?
- 5) Where was the location that visited by the writer?

Scoring rubric: Score acquired x 20 = final score

3. Skill

Instrument: Written text

The students are asked to compose short story based on their words and apply generic structure and language feature of recount text

Kriteria	Skor 4	Skor 3	Skor 2	Skor 1
Ide Penulisan	Ide yang dipilih, ide sangat sesuai dengan	Hanya memenuhi 3 dari 4 ketentuan	Hanya memenuhi 2 dari 4 ketentuan	Hanya memenuhi 1 atau bahkan

	genre yang dipilih, ide dikembangkan dengan tepat dan terarah.	yang diterapkan.	yang ditetapkan.	tidak memenuhi sama sekali ketentuan yang telah ditetapkan.
Organisasi	Teks sesuai dengan genre yang dipilih, ketentuan dan ciri-ciri genre yang dipilih diikuti dengan sempurna, ide penulisan dan informasi yang disajikan sangat relevan, isi teks sangat mudah dipahami.	Hanya memenuhi 3 dan 4 ketentuan yang ditetapkan.	Hanya memenuhi 2 dari 4 ketentuan yang ditetapkan.	Hanya memenuhi 1 atau bahkan tidak memenuhi semua kriteria yang diterapkan.
Tata bahasa	Tidak ada kesalahan tata bahasa, makna dan isi teks dapat dipahami dengan jelas.	Ada beberapa kesalahan kata bahasa namun tidak terlalu	Sering ditemukan kesalahan tata bahasa, namun makna	Banyak sekali kesalahan tata bahasa sehingga makna dan isi

		berpengaruh	dan isi teks masih dapat dipahami.	teks sulit dipahami
Perbendaharaan Kata	Kalimat-kalimat yang digunakan sangat efektif, menggunakan variasi lexical dengan benar, menguasai bentuk kata dan idiom dengan benar dan efektif, istilah-istilah digunakan dengan benar	Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan	Hanya memenuhi 2 dari 4 ketentuan yang ditetapkan	Hanya memenuhi 1 atau bahkan tidak memenuhi semua kriteria yang ditetapkan

Penilaian

No	Nama Siswa	Perolehan Skor				Jumlah Skor
		Kriteria 1	Kriteria 2	Kriteria 3	Kriteria 4	
1.	Ujang	4	3	3	2	12
2.	Asep	4	3	3	4	14
3.	Euis	3	4	4	3	14

Rumus perhitungan nilai siswa, sebagai berikut:

$$\frac{\text{Skor diperoleh}}{\text{skor maksimal}} \times 100 = \text{skor akhir}$$

$$\text{Ujang} = \frac{12}{16} \times 100 = 75$$

4. Activity for Remedial Learning

Write down your activity on yesterday, underline the past verb, and give a sign the generic structure.

5. Activity for Enrichment Learning

Please choose one of the kinds recount text, and compose it as well as possible. Don't forget to consider the generic structure and language feature.

Exercise

In order to make a good story, arrange the paragraphs bellow into a correct paragraph and don't forget answer the question correctly!

My First Time in Yogyakarta

In the first morning, we were still too tired after a long trip from Semarang to Yogyakarta. So we decided to stay at home to recharge our energy. I walk around the neighborhood with my sister just to experience how it is like to be in Yogyakarta. There were too many house, I think, which made the space between a house and the other was so small, even the road was also small that only bicycle and motorcycle can go through.

We were really tired, but this was truly an unforgettable experience, hopefully we can go back to Yogya to spend vacation time there

My family and I went to my grandmother's house in Yogyakarta last month. It was my first trip to this city. We went there two days after my sister's graduation ceremony in Semarang. We arrived at Yogyakarta at night. We spent a week staying in my grandmother's house which is 5 minutes away by foot to Malioboro street.

On the third day, we went to Taman Sari and Keraton Ngayogyakarta Hadiningrat to see some historical building in Yogyakarta. We took a lot of picture there. We also took some picture of the building so we can check it again at home. We found some place providing Yogya traditional food around the building and we jumped in right away.

On the second day, all of us went to Malioboro street. We saw so many merchant with various of product which they claim to be a traditional product of Yogyakarta. I bought some wooden figurine and T-shirt with the word "Yogyakarta" printed on it, while my sister bought some leather handbag. My mom and dad were busy choosing some merchandise to be brought home when we go back.

Please, answer the question based on text above!

- 1) What did the writer do in the last month?
- 2) How long the writer stay in Yogyakarta?
- 3) Why did the writer keep staying at home in the first day?
- 4) What did the writer do in the first day?
- 5) Where was the location that visited by the writer?



AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

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KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

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PEELITI : Deri Nur Rohman
NIM : 1403046063
JURUSAN : Pendidikan Bahasa Inggris
JUDUL : Utilizing A Whatsapp Group As An Informal Channel to Teach Writing Recount Text.

HIPOTESIS:

- a. Hipotesis Uji Homogenitas Data Tahap Awal

$$H_0: \sigma_1^2 = \sigma_2^2$$

$$H_1: \sigma_1^2 \neq \sigma_2^2$$

- b. Hipotesis Uji Homogenitas Data Tahap Akhir

$$H_0: \sigma_1^2 = \sigma_2^2$$

$$H_1: \sigma_1^2 \neq \sigma_2^2$$

- c. Hipotesis Perbedaan Rata-Rata Data Tahap Awal

$$H_0: \mu_1 = \mu_2$$

$$H_1: \mu_1 \neq \mu_2$$

- d. Hipotesis Perbedaan Rata-Rata Data Tahap Akhir

$$H_0: \mu_1 = \mu_2$$

$$H_1: \mu_1 \neq \mu_2$$

HASIL DAN ANALISIS DATA

Pretest Experiment		Posttest Experiment		Pretest Control		Posttest Control	
Mean	53,89	Mean	73,64	Mean	56,8	Mean	65,4
Standard Error	1,720089	Standard Error	1,707997	Standard Error	1,767544	Standard Error	1,418672
Median	54	Median	75	Median	55	Median	67,5
Mode	50	Mode	80	Mode	52	Mode	70
Standard Deviation	8,550439	Standard Deviation	8,939985	Standard Deviation	7,904605	Standard Deviation	6,344496
Sample Variance	73,11	Sample Variance	79,92333	Sample Variance	62,48421	Sample Variance	40,25263
Sum	1347	Sum	1836	Sum	1116	Sum	1308
Count	25	Count	25	Count	20	Count	20



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Jl. Pahlawan 1001, Ngasri, Kota Semarang, 50131 Telp. (021) 7580190 Fax. (021) 7071111 Email: ais@aismuhammadiyah.com

Uji Homogenitas Data Tahap Awal

F-Test Two-Sample for Variances

	Experiment	Control
Mean	53,88	55,8
Variance	73,11	62,48421
Observations	25	20
df	24	19
F	1,170056	
P(F<=f) one-tail	0,867216	
F Critical one-tail	2,114103	

Keterangan:

Sig. = 0,367 > 0,05, maka H_0 diterima artinya kedua kelas tersebut memiliki varians yang sama (Homogen).

Uji Homogenitas Data Tahap Akhir

F-Test Two-Sample for Variances

	Experiment	Control
Mean	73,44	52,4
Variance	79,92833	40,25263
Observations	25	20
df	24	19
F	1,985543	
P(F<=f) one-tail	0,065537	
F Critical one-tail	2,114143	

Keterangan:

Sig. = 0,065 > 0,05, maka H_0 diterima artinya kedua kelas tersebut memiliki varians yang sama (Homogen).

Uji Perbedaan Rata-rata Data Tahap Awal

t-Test: Two-Sample Assuming Equal Variances

	Experiment	Control
Mean	53,88	55,8
Variance	73,11	62,48421
Observations	25	20
Pooled Variance	68,41888	
Hypothesized Mean Difference	0	
df	43	
t Stat	-0,77376	
P(T<=t) one-tail	0,221854	
t Critical one-tail	1,681071	
P(T<=t) two-tail	0,443708	
t Critical two-tail	2,016692	



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Jl. Prof. Dr. H. Sriwa Kiri 01 Ngusri Lorok Ngusri Semarang, 50619 Telp. 064-758096 Fax. 024-7610177 email: ais@muhammadiyah.com

Keterangan:

Sig = 0.443 > 0.05, maka H_0 diterima artinya bahwa tidak ada perbedaan rata-rata antara nilai siswa kelas Experiment dan nilai siswa kelas Control

Uji Perbedaan Rata-rata Data Tahap Akhir

t Test: Two-Sample Assuming Equal Variances

	Experiment	Control
Mean	73,44	65,4
Variance	79,92333	40,25263
Observations	25	20
Pooled Variance	62,39442	
Hypothesized Mean Difference	0	
df	43	
t Stat	3,392629	
P(t >=) one-tail	0,000748	
t Critical one-tail	1,681071	
P(t >=) two-tail	0,001495	
t Critical two-tail	2,016682	

Keterangan:

Sig = 0.001 < 0.05, maka H_0 ditolak artinya bahwa ada perbedaan rata-rata antara nilai siswa kelas Experiment dan nilai siswa kelas Control

Semarang, 17 Maret 2020

Kepala Laboratorium



Faden Isriwanti, S.Si., M.Kom

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
LEMBAGA PENELITIAN DAN PENGABDIAN
KEPADA MASYARAKAT (LP2M)
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PIAGAM
Nomor : B-126/Un.10.W.L.I-PP/33.06/03/2018

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M) Universitas Islam Negeri (UIN) Walisongo Semarang, mengumumkan bahwa

Nama : **DERI NUR ROHMAN**
NIM : **1403046063**
Fakultas : **ILMU TARBİYAH DAN KEGURUAN**

Telah melaksanakan kegiatan Kuliah Kerja Nyata Mandiri, Inisiatif Terprogram (KKN MIT) Angkatan ke-5 Semester Causi Tahun Akademik 2017/2018 dari tanggal 12 Januari 2018 sampai tanggal 25 Februari 2018 di Kelurahan Sendangmatya, Kecamatan Tembalang, Kota Semarang, dengan nilai:

..... **87** (..... **4,0 / A**)


Semarang, 14 Maret 2018

[Signature]

Appendix 17

**MINISTRY OF RELIGIOUS AFFAIRS**
STATE ISLAMIC UNIVERSITY WALISONGO
LANGUAGE DEVELOPMENT CENTER
Jl. Prof. Dr. Sahal Wahid, Gedung 8 Heriyo, No. 10, Klaten 57132
telp. 0271-844333 ext. 411

Certificate
Number : B-4136/HK.201/PS/PP.303/10/2017

This is to certify that

DERI NUR ROHMAN
Date of Birth: December 20, 1996
Student Reg. Number: 1403046063

the TOEFL Preparation Test

Conducted by
Language Development Center
of State Islamic University (UIN) "Walisongo" Semarang
On October 25th, 2017
and achieved the following scores:

Listening Comprehension	: 45
Structure and Written Expression	: 51
Reading Comprehension	: 41
TOTAL SCORE	: 437

October 30th, 2017


Muhammad Saifullah, M.Ag.
NIP. 19650211996031003

Certificate Number : 120172137
* TOEFL is registered trademark by Educational Testing Service.
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شهادة

B-0899/Ujn.10.0.73/PP.00 9/03/2018

يشهد مركز تنمية اللغة جامعة وائي سونجو الإسلامية الحكومية بأن

الطالب : DERTI NUR ROHMAN :

تاريخ و محل الميلاد : Purwakarta, 28 Desember 1996 :

رقم القيد : 1403046063 :

قد نجح في اختبار معيار الكفاءة في اللغة العربية (IMKA) بتاريخ ٨ مارس ٢٠١٨

بتقدير : **عقيل (٣٠٨)**

وحررت له الشهادة بناء على طلبه.

سماواتج، ١٥ مارس ٢٠١٨

مديرا



المفتوح محمد سيف الله الحاج

تلف : ١٩٧٠٠٣٣١١٩٩٠٣١٠٠٣

ممتاز : ٤٥٠ - ٥٠٠
جيد جدا : ٤٠٠ - ٤٤٩
جيد : ٣٥٠ - ٣٩٩
مقبول : ٣٠٠ - ٣٤٩
راسب : ٢٩٩ - وأدناه

رقم الشهادة : 220180520



Appendix 19

CURRICULUM VITAE

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2. MTsN Purwakarta, graduated in 2011
3. MAN Purwakarta, graduated in 2014
4. English Language Education Department of Education and
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Semarang, 18 May 2020

Deri Nur Rohman
NIM. 1403046063