

**THE USE OF POWER POINT VIDEOS WITH PROJECT-BASED LEARNING TO
TEACH RECOUNT TEXT WRITING**

THESIS

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



By

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DEDICATION

This research is done because of many supports and motivations. I dedicate this thesis to:

1. My lovely mother and father (Mr. Jarwanto and Mrs. Sri Musholla) who always support, love, pray and brought me till I finish this research.
2. My beloved sisters Nur Setyowati, Septiyana Ramadhani and Raisha Yasmin Khoirunnisa.
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5. All my friends who always support me to finish this research

MOTTO

“sebaik-baik manusia adalah yang paling bermanfaat bagi manusia lain”

(HR. Thabrani and Daruquthni)

ABSTRACT

TITLE : THE USE OF POWERPOINT VIDEOS WITH PROJECT-BASED LEARNING TO TEACH RECOUNT TEXT WRITING

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The gap of this research was the use of power point video in the learning process, some previous research only used power point in their study. This study is aimed at explaining whether power point video with project-based learning to teach recount text writing is effective to improve the students' achievement. Based on previous research which used power point to teach speaking and reading, the researcher tries to use power point as media as media to teach writing. The method used in this research was quasi-experimental and the design was quantitative. The population of this study was eighth-grade students of SMP N 2 Patebon, Kendal. In this research, the researcher used two classes; 8-D as the experimental and 8-F as the control group. The experimental class was taught using power point video with project-based learning to teach recount text writing and the control class was not. In collecting the data, the researcher conducted a writing test which was divided into pre-test and post-test. The data collected were analyzed using a t-test. According to the result of statistical calculation, it could be seen that the average score of the experimental class was 78.04 and the average score of control class was 70.52. Furthermore, it was obtained that t_{count} is higher than t_{table} ($3.88 > 1.68$). So, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. It can be concluded that using power point video with project-based learning to teach recount text writing is significantly effective. This result can help a teacher to provide a better technique in teaching recount text and help students to increase their learning interest, and also to improve their achievement.

Keywords: Project-based learning, Power point video, Recount text, Writing skill.

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In the name of Allah, the Most Merciful, the Most Graciously. I would like to express gratitude to Allah SWT, the Lord of Lords, because of His help and blessing, I can finish this final project entitled The Use of Power Point Video with Project-Based Learning to Teach Recount Text Writing.

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Finally, the writer will happily accept constructive criticism in order to make this thesis better and she hopes this research can be helpful for everyone who needs additional reading related to the topic of this research.

Semarang, June 2021

The writer



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TABLE OF CONTENTS

THESIS STATEMENT	ii
ADVISOR NOTE.....	iii
RATIFICATION.....	iv
DEDICATION.....	iv
MOTTO	vi
ABSTRACT	vii
ACKNOWLEDGMENT	viii
TABLE OF CONTENTS	x
LIST OF TABLES	xii
LIST OF APPENDIXES	xiii
CHAPTER I	1
INTRODUCTION.....	1
A. Research Background.....	1
B. Research Question	3
C. The Objective of The Study	4
D. Research Scope.....	4
E. Significances of The Study	4
CHAPTER II.....	6
REVIEW OF RELATED LITERATURE	6
A. Literature Review	6
B. Previous Research.....	14
C. Hypothesis.....	19
D. Conceptual Framework.....	20
CHAPTER III	22
RESEARCH METHODOLOGY	22
A. Research Design	22
B. The Subject of Research.....	22
C. Variable and Indicators.....	24
D. Data Collection Technique.....	25
E. Data Analysis Technique.....	26
CHAPTER IV.....	34
RESEARCH FINDINGS AND DISCUSSION.....	34

A. Description of Theory	34
B. Data Analysis.....	35
C. Discussion of Research Findings.....	45
CHAPTER V	48
CONCLUSION AND SUGGESTION	48
A. Conclusion	48
B. Suggestion	49
C. Closing.....	50
REFERENCES.....	51
APPENDICES	52

LIST OF TABLES

Table 3.1	Table of time of study, 25
Table 3.2	Independent Variable and Indicators, 27
Table 4.1	Normality Result of Pre-Requisite Test, 35
Table 4.2	Homogeneity Result of Pre-Requisite Test, 35
Table 4.3	List of pre-test score of experimental and control class, 36
Table 4.4	Normality result of Pre-Test (Experimental Class), 37
Table 4.5	Normality Result of Pre-test (Control Class), 38
Table 4.6	Homogeneity Result of Pre-Test in Experimental and Control Class, 39
Table 4.7	List of Post-Test Score Experimental and Control Class, 40
Table 4.8	Normality Result of Post-Test (Experimental Class), 41
Table 4.9	Normality Result of Post-Test (Control Class), 42
Table 4.10	Homogeneity Result of Post-test in Experimental and Control Classes, 43

LIST OF APPENDICES

- Appendix 1* Students' Name List of Experimental and Control Class, 52
- Appendix 2* Normality Test, 54
- Appendix 3* Homogeneity Test, 61
- Appendix 4* Test of Average Similarity of Pre-test of the Experimental and Control Classes, 66
- Appendix 5* Test of the Significant Different of Post-test, 68
- Appendix 6* Instrument of the Research; Pre-Test, 70
- Appendix 7* Instrument of the Research; Post-Test, 71
- Appendix 8* Students' Result of Pre-Test Experimental Class, 72
- Appendix 9* Students' Result of Post-Test Experimental Class, 75
- Appendix 10* Students' Result of Pre-Test Control Class, 77
- Appendix 11* Students' Result of Post-Test Control Class, 79
- Appendix 12* Lesson Plan for Experimental Class, 81
- Appendix 13* Lesson Plan for Control Class, 87
- Appendix 14* Student's Worksheet, 92
- Appendix 15* Documentation of Research, 96

CHAPTER I

INTRODUCTION

This chapter covers the background of the research, the reason for choosing the topic, research question, objective of the research, limitation of the research and pedagogical significances of the study.

A. Research Background

The covid-19 pandemic entered in Indonesia on March 2nd, 2020 which was inaugurated with a statement of the government. Cause of this virus, the government provides an appeal for social distancing and avoids places where people gather and provide policies to work and study from home. The impact of the covid-19 pandemic affects various field. Especially in the field of education. The government has provided a policy to conduct school from home. By this policy all schools are forced to close and students are forced to learn from home.

The government takes a policy for online learning. Of course, many schools were initially not ready for an online learning system. Online learning is very different from face-to-face learning. Students claim to be more able to understand the material by face-to-face learning compared to online learning. Some students use their smartphone to play game or other things instead of studying online. However, in various ways schools must continue to hold teaching and learning activities.

The teacher must be precise when choosing the medium to teach the material. It because the condition of the students, they are far from the teacher. The teacher can't understand the conditions of the student one by one as in school. Precise here means that the medium is appropriate and suitable to the students and to the material. It can make them easier to understand the material. Especially in English learning that many students feel so difficult to master it.

Teaching English is stressed on mastering four basic skills: listening, reading, writing and speaking. Among those four skills, writing is the hardest skill for almost everyone who learns English. One of the factors which caused students' writing disabilities is the failure of the teaching writing. Many teachers only focus on the theory of writing

concept. They don't support their students to write as much as possible. As the results, the students get the teaching writing but they only master the theory, preposition, or the principle how to write but the never been really able to compose a good writing. Whereas, Allah SWT decrees on holy Quran about the importance of writing:

The verse told that God teaches how to write using pen to all human being. So that human can write, save and quote all the sciences and news. This verse also told us about the big benefit of small pen.¹

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝

*Proclaim! (or read) in the name of the Lord and cherisher, who created. Created man, out of leech like clot. Proclaim! And the lord is most bountiful. He who taught (the use) of the pen. Taught man that which he knew not.*²

The verse also mentioned the importance of reading. The English politician, Gordon Smith stated about the importance of writing and its relation with reading. Reading without writing is like having a treasure which is left to accumulate but unnoticed. Writing without reading like scooping water from dried well. Not read nor write, like poor people fall into a well full of water.³ So here reading and writing have a relationship each other.

During the pandemic, SMP N 2 Patebon takes a policy of learning from home. The alternative that is taken by the school is learning through google classroom. However, using google classroom isn't effective for teaching and learning English in eighth grade students of SMP N 2 Patebon. There are only 25% students who submitted the assignment via google classroom. It is even more effective to use WA group and use power point videos that were done by apprentice students during PPL (Teaching Internship) last year.⁴

In this case, using power point video is alternative media to teach English. The students that are object of this study were eighth grade students, so during the learning activity the researcher give the video and discussion the content that related to the material.

¹ Aidh al-Qorni, *Tafsir Muyassar 4*, (Jakarta: Qisthi Press, 2007), p.632.

² Al-Alaq, *Al-Qur'an Terjemah Indonesia -Inggris Juz 21-30*, (Qomari;2008), p.1304.

³ Mudrajad Kuncoro, *Mahir Menulis*, (Jakarta: Erlangga, 2009), p.3.

⁴ Based on writer's observation on WhatsApp with English teacher

The result of early observation shows that students were really interested to be taught through power point video. It is proven by the situation when the students ask the researcher to use power point video in every meeting in English learning. It means that using power point video to be a teaching medium can arouse students' motivation to learn and also it can fade their saturation in their learning activity.

Some previous research proved that PowerPoint is effective to be applied in teaching English learning. According to the research under the title "*The Effectiveness of Using Power Point as Media in Teaching Reading for The Second Grade Students of SMP 4 Depok Sleman Yogyakarta in The Academic Year of 2012/2013*" by Mita Dewi Astuti, stated that using PowerPoint as media could help students in reading skills. Meanwhile, in this research the writer tries to use PowerPoint video with project-based learning to help students in learning writing especially recount text.

Another researcher under the title '*The Use of Multimedia Power Point to Improve Students' Speaking Skills at The Eleventh Grade of SMA N 1 Air Joman*' by Iin Sundari, stated that using Power Point could help students in teaching-learning process. Especially, in speaking skill. In addition, students were active, enthusiastic, in learning and they were active in discussion. In the previous research, the writer used only Power Point text. Meanwhile, in this research the writer tries to use different way with Power Point Video to make students more interested in learning process during online learning.

Considering the matter above, it is needed for this study to be conducted. The researcher will conduct an experiment research on The Effectiveness of Using Power Point Videos with Project Based-Learning to Teach Recount Text Writing (An Experimental Study at The Eighth Grade of SMP N 2 Patebon in the Academic Year of 2020/2021).

B. Research Question

How is the effectiveness of using PowerPoint videos with project based-learning to teach recount text writing at the eighth grade of SMP N 2 Patebon in the academic year 2020/2021?

C. The Objective of The Study

The object of the study is to identify the effectiveness of using power point videos with project based-learning to improve students' ability in writing recount text at the eighth grade of SMP N 2 Patebon in the academic year of 2020/2021.

D. Research Scope

In this study the researcher tries to find out the effectiveness of using power point video as media to teach recount text. This study is experimental research. The experimental class will teach recount text by using power point videos and the other control class was taught by using lecture method. This study was only conducted SMP N 2 Patebon in the academic year of 2020/2021. The participants of this study are eighth grade students. This study is focusing on teaching writing, especially on recount text.

E. Significances of The Study

The result of this study is hoped will gives some positive contribution to the English learning process and benefit for teachers, students, school and other researcher.

1. Theoretically

The result of this study is expected to be a reference to improve the understanding of language issues about the use of PowerPoint videos with project-based learning during online learning.

2. Practically

a. For Teacher

By doing this research, it is a motivation to improve skills in choosing an appropriate and new learning strategy. This strategy is hoped can be starting step for English teacher to create a new innovation of English teaching.

b. For Students

The use of power point video is an interesting alternative for students. It can make students learn easily and joyful. The researcher hopes the students be more attractive, interested and enthusiasm through learning activity. Especially in writing recount text.

c. For School

The result of this research is hoped as a reference at SMP N 2 Patebon.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Literature Review

This research covers some points in the literature review. There are writing concept, general concept of teaching writing, genre, recount text, power point video and project-based learning.

1. The Concept of Writing

Writing is one of four skills in English. Writing is skill that expresses feeling using writing. Writing is included in productive skill productive skill is developing ideas through knowledge and vocabulary that had by the writer. In this skill, Students actually can produce language themselves based on their ideas through their knowledge and vocabulary. When students write a text, they can write based on their knowledge, idea or what in their mind.⁵

Writing is functional communication, making learners possible to create imagined world of their own design.⁶ It means that through writing, learners can express thought, feeling, ideas, and experiences or convey a specific purpose. The purpose of writing is to give some information. The other meaning of writer is a communication activity to convey literally information to other person using writing language as its medium.⁷

The ability to express the idea in writing from especially in foreign language with reasonable coherence and accuracy is a major achievement. Many native speakers of English never truly master the skill.⁸

In writing we have to arrange word, phrases and sentences grammatically and appropriate with its purpose. Harmer stated that “writing is a process and that we write is often heavily influenced by constraints of genres, these elements have to be present in learning activities”.⁹ It means that writing process is a process of pouring ideas or messages in writing.

⁵ Jeremy Harmer, *The Practice of English Language teaching Fourth Edition*, (English: Pearson Longman), p.265.

⁶ Richard Kern, *Literacy and Language Teaching*, (New York: Oxford University Press, 2000), p.172.

⁷ H. Dalman, *Keterampilan Menulis*, (Jakarta: Raja Grafindo Persada, 2014), p.3.

⁸ Marianne Celce-Murcia, *Teaching English as A Second Foreign Language*, (USA: Thomson Learning, 2001), 3rd ed. P.206.

⁹ Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 2004), p.6

2. General Concept of Teaching Writing

Writing (as one of four competences of listening, speaking, reading, and writing) has always been a part of the curriculum of English teaching. How to teach this skill, writing, is entirely different to other skill, listening, speaking, and reading. As we know that writing is a complex activity. Understanding this complexity is the key to effective teaching of writing. The important objective that writing teacher must hold is to help students become better writers by learning how to write in various genres using different register. The better writer here means their writing does not only include grammatically correct sentences, word choices, sentence variations, punctuation choices, and other cohesive and coherent linguistic instruments, but also methods for structuring and developing micro and macro argument.¹⁰

To make the goal, to help students become better writers, become true, teachers must carry out a number of important tasks. They are: Demonstrating, motivating, supporting, responding, and evaluating.

1) Demonstrating

In this case, teachers have to be able in explaining the students any types of writing and genre in detail, so students will aware of those types of writing and they will get easy to write what they want to write.

2) Motivating and provoking

Here what teachers must do is that they have to motivate students and provoke them when they get stuck and have no any ideas to finish their writing.

3) Supporting

The form of support which teacher must give to students is in motivating and provoking whenever students get difficulties in their writing. Teacher must help them to overcome the problem faced.

4) Responding

What the meaning responding here is teacher reaction toward students' writing result, including content and writing construction. Teacher usually will give

¹⁰ Bambang Warsita, *Teknologi Pembelajaran: Landasan Aplikasinya*, (Jakarta: Rineka Cipta, 2008), hlm. 208.

some suggestions when they find the weakness in students' writing and give reward or praised to them whose writing is quite good, so the students will feel appreciated by teacher.

5) Evaluating

Both students and teachers want to know students' achievement. The way teachers evaluate can be shown by giving mark when there are any mistakes at students' writing. Not only by giving mark but also teachers can give some advice to students' result.¹¹

We can conclude that to help students become good writer, teacher must hold 5 things which should be done when they teach students to write. They are demonstrating, motivating and provoking, supporting, responding, and evaluating.

3. Genre

Genre is used to refer to particular text type. It is a kind of text, defined in terms of its social purposes, also the level of context dealing with social purpose.¹² Genre are classified according to their social purposes and identified according to the stages they move through to attain their purposes.

There are fifteen types of genre but the writer chooses recount text as a material in this study. Recount is kind of genre used to amuse, to entertain and to deal with actual or various experience in different ways. Recount is kind of genre used to retell events for the purpose of informing or entertaining.

One of the main concerns of a theory known as "genre theory" is to discover and describe the major characteristic of kind of writing (or speaking), important for particular in both formal schooling and wider society.

4. Recount text

Recount text is a piece of text that retells past events, which is usually told in order in which they happened. The social function of Recount text is to retell events for the purpose of informing and entertaining. Events are usually arranged in a temporal sequence. Interpersonal meanings occur scattered throughout a text., if the are there at all. Recount are used is most subjects to show memory of a series of events as in

¹¹ Jeremy Harmer, *How to Teach writing*, (Essex: Longman, 2004). P.31.

¹² Anderson, *Text Types in English 1&2*, (South Yarra: mcmillan Education, 1997), p.1

account of a science excursion, everyday life in another time of culture. Personal letter to friends are often recounts of experience.¹³

There are three generic structures for constructing a written recount; orientation, events, and re-orientation. Orientation is information on the context of the recount. Events are paragraph which contain records of the events in temporal sequence. Then re-orientation is a closure of the text.¹⁴ It shows that orientation paragraph has function to lead the readers to the context. It is continued by sequence of events, which tells the context of the text. Then it is concluded in re-orientation.

The language features of recount text are; they use of nouns and pronouns to identify people, animals or things which are involved in the text. Then, use action verb to refer to the events like; went, helped, saw, etc. as a mark of past event, recount text is using past tense to retell the events for example; Jack was here, I wanted to go to the beach etc. the use of conjunction and time connectives to sequence the events. For example; and, but, then, after, before, next, etc. the other language feature of recount text is the use of adverbs and adverbial phrases to indicate place and time like; we slept at my uncle's home, we were so carefully, etc. last, use of the adjective to describe the noun like; beautiful, soft, black, etc.¹⁵

Here is the example of recount text.

¹³ Anderson, Text Types in English 1&2, (South Yarra: Mcmillan Education, 1997), p.1.

¹⁴ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sidney: GerdStabler, 1994).
P.194.

¹⁵ Allexander Mongot Jaya, English Revolution, (Jepara: Mawas Press,2008), p.6.

On Mother's Day

Lead Paragraph that provides orientation	<p>On Sunday it was Mother's Day. I woke up at 07.00. I wanted to make breakfast for mom. I wanted her to have breakfast in bed.</p> <p>I got a present for mom and wrapped it up. I put a bow on it.</p> <p>Then I went to the kitchen and made two pieces of toast. I put some butter and jam. I also made a cup of tea. Then I put everything on a tray.</p>
Recounting What Happened	<p>Then I bought the breakfast to mom's bed. I said "Happy Mother's Day, Mommy". She said, "Thank you so much"</p> <p>Then my dad came and said, "You don't need to cook on Mother's Day". So, we went to Pizza Hut for dinner.</p>

5. Power Point Videos

Microsoft power point is a full featured presentation program that allows you to create presentations using slides displayed by a computer, slides in 35 mm format, transparencies or paper.¹⁶ Further, Microsoft power point is desktop presentation software capable of creating different types of presentation such as slides, handouts, or even screen computer projection that is simple to use and provide powerful features for creating presentation.¹⁷ The slide of power point can be a handouts to be given to the audience or students.

Power point is a presentation program developed by Microsoft. It is included in the standard office suite along with Microsoft Word and Excel. The software allows user to create anything from basic slide shows to complex presentation.¹⁸ In this age of technology, distance make things easier. Power point is used in the realm of education, currently power point can also be used for learning media by using power point video.

¹⁶ Baseline Access, Training, and Support (BATS), 2005:1

¹⁷ Workstation & Microcomputer Division, 1991:1

¹⁸ K.S. Ivers & Barron A. E. 2002. Multimedia Project in Education; Designing, Producing, and Assessing. Connecticut: Teacher Ideas Press

Students are forced to study from home and teachers must provide special treatment so that students don't get bored.

The stage for teaching power point video is that the teacher has to make a power point containing recount text material. This power point has to include all of the materials of recount text. Then the power point is made into a video and inputted voice to make students understand more about recount text.

Teaching English using power point video is the way to make learning English more interesting during online learning. In this case students are created WhatsApp groups by teacher which contain teacher and students as member. Students enter and listen to the WhatsApp group at the hours scheduled by the school then the teacher open the lesson and provide a video link that has been uploaded on YouTube by the teacher.

The students are asked to summarize the material that has been conveyed by the teacher. Then photograph and sent the summary to the teacher via WhatsApp. At the end of the lesson, students are given questions and assignment regarding the recount text material.

6. The advantages of using PowerPoint Videos

In writing activity video power point can be used in building the creativity of the students in composing or summarizing the sequence. Video helps students call up existing schemata and therefore maximize their use of prior of background knowledge in the learning process.¹⁹ Video in teaching writing skill make students easy to understand the content. They are some advantages of using power point video as following:

(1) Interaction and engagement

Microsoft power point and slide presentation hold student attention through the use of video, graphics, and music. Because students today are so technologically advanced, tools that involve technology such as slide shows increase student involvement and interaction.

¹⁹ Michelle (2012)

(2) Ability to capitalize on modern media

Slide show tools allow teacher to incorporate text, video, audio, and photos from the internet easily.

(3) Integration of multiple sources

Using power point and slide shows, the teachers are able to integrate multiple sources in their classroom presentation.

(4) Availability of instruction

Father than handing absentee students written notes of a lesson they missed, the teachers enable to replay their lesson or presentation using a slide show.

(5) Cooperation and collaboration

Teacher can enable lessons and presentation simply using a file sharing system or flash drive. Furthermore, a student seeing more than one teacher's presentation is exposed to more than one point of view.²⁰

In this case, the use of power point video is recognized as a media that can be used effectively and engage learners and address their learning outcome, especially writing skill.

7. Project-Based Learning

Project-based learning (PJBL) is a learning method that requires the students into an activity to create a project related to their learning material. Project-based learning gives a big opportunity for the students to interact with their group and their environment in the way to build their knowledge. The teacher has to deliver the knowledge that wants to present in the project to the students.²¹

The strength of the implementation project-based learning can be explained below:²²

1. Increase students' learning motivation, motivates their ability to do

²⁰ Stover (2009)

²¹ Sonia Amamou and Lilia Cheniti-Belcadhi, 'Tutoring in Project-Based Learning', *Procedia Computer Science*, 126 (2018), 176–85

²² Majid, Abdul, and Chaerul Rochman, " *Pendekatan Ilmiah dalam Implementasi Kurikulum 2013*", Bandung: PT Remaja Rosdakarya, 2013.

important things, and they have to get an appreciation.

2. Increase students' ability to solve a problem
3. Create active students and successful to solve a complex problem
4. Students have a good ability in collaboration
5. Students get the motivation to develop and practice their communication competence
6. Increase students' skills to manage the source
7. Students get an experience to manage a project organization, create a schedule, and also other tools to do the task.
8. Students get learning experiences as a complex learning subject and created to help them develop as real life
9. Students involve taking information and show their knowledge, then they implemented in their life.
10. Create a fun learning activity, so the students enjoy the learning process.

The weakness of the implementation of Project-Based Learning can be explained below:

1. PJBL needs more time to solve the problem
2. PJBL needs more cost
3. Many instructors prefer in traditional class which is they become the main actor in their class
4. Need more tools
5. Students who less ability in trial and collect information will be difficult in the learning process
6. There is a student that is passive in the group
7. Each group will get a different topic in the class, which will make an apprehensive about students understanding of the whole topic.

Module of the implementation 2013 curriculum explained the steps of project-based learning activity, those are:²³

²³ Majid, Abdul, and Chaerul Rochman, "*Pendekatan Ilmiah Dalam Implementasi Kurikulum 2013*", Bandung: PT Remaja Rosdakarya, 2013

1. Start with the essential question

The learning activity started with the essential question that can bring students in an activity. The teacher gives a topic related to real life, then started with a deep investigation.

2. Design a plan for the project

The teacher and the students designed a plan for the project. The plan contains the rule play, choosing an activity that supports students to answer the essential question, and also the tool that needed to finish the project.

3. Create a schedule

There are five activities in this step. First, creating a timeline. Second, determine the dateline. Third, the teacher helps students to plan a new way. Fourth, the teacher guides students to do their plan. The last, students explain their plan.

4. Monitor the students and the progress of the project

The teacher becomes a tutor in the students' activity. To help the monitoring process, a rubric is needed to record all important activities.

5. Assess the outcome

Assessment is needed to measure students' achievement and students' comprehension. This also helps the teacher in arranging the next learning strategy.

6. Evaluate the experience

The learning activity is ended by an evaluation of the result of the project from both teachers and students. In this step, students have to tell their impression and experience as long as they did the project.

Based on the explanation above, teaching writing recount with project-based learning can be used by the teacher. It also can help students to make a project of writing.

B. Previous Research

There have been many researchers who attempt to conduct study about related topic. Here some studies concerning to writer's study:

First, Mita Dewi Astuti conducted a research entitled “*The Effectiveness of Using Power Point as Media in Teaching Reading for The Second Grade Students of SMP 4 Depok Sleman Yogyakarta in The Academic Year of 2012/2013*”. Her study is aimed at (1) describing the reading achievement scores for the students of SMP N 4 Depok Sleman Yogyakarta who are taught by using PowerPoint media and those who are taught by conventional media, and (2) seeking out the significant difference in English reading achievement between the second-grade students of SMP N 4 Depok Sleman Yogyakarta who are taught by using PowerPoint media and those who are taught by conventional media. The research was quantitative, true experimental research. The population of this research covered 144 year-eight students of SMP N 4 Depok Sleman Yogyakarta in the year of 2012/2013. The study applied the technique of random sampling. The data were obtained by using the print-based, multiple choice reading comprehension test developed by the researcher. The instruments were tried-out to test the validity and the reliability. From the try-outs, it was found that 30 items of instrument of the pre-test were valid and 30 items of that of post-test were also valid. The data were analyzed by using descriptive and inferential analysis techniques. The tests of normality and homogeneity were done before the test of hypothesis was administered. The data analysis shows that the levels of the students’ reading comprehension ability of the experimental group are categorized as very high. Then, the standard deviation (SD) of the pre-test of the experimental group is 2.25061 and that of post-test of the experimental one is 1.73325. The standard deviation of the post-test (1.73325) decreases as being compared with that of the pre-test (2.25061). It means that the experimental group becomes homogeneous. Further, the mean of the pre-test is 5.9630 and that of the post-test is 8.2130. So, the gain score mean of the experimental group is 2.25. It means that there is a progress from the pre-test to the post-test as much as 99.945%. With the use of t-test, there is a significant difference between the students who are taught by using PowerPoint and those who are taught by conventional media. The result shows that the value of the observed t-test of class VIII which is less than the t-table, i.e., $2.414 (t_0) < 67.168 (t_t)$ and the probably value or p (0.214) is higher than the level of significance 5% or 0.05. In accordance with those findings, the use of PowerPoint media

on reading skills is more effective than that of conventional ones to improve reading comprehension ability.²⁴

Second, Iin Sundari conducted a research entitled “*The Use of Multimedia Power Point to Improve Students’ Speaking Skills at The Eleventh Grade of SMA N 1 Air Joman*”. The aim of the research was to find out the used of multimedia power point to teach speaking skill. The subjects of this study were 30 students in the second grade of senior high school at SMA Negeri 1 Air Joman in the academic years 2018/2019. In doing the research, the technique of analyzing data was applied by using qualitative and quantitative data. The qualitative data was taken from interview, observation sheet, diary note, and photography. The quantitative data was taken from the test. The result of analysis showed that there was development on the students speaking skill. It showed from the mean of the pre-test was 56,8 the mean of post-test in first cycle was 73,07 and the mean of post-test in second cycle was 82,13. The percentage of the students’ score in the pre-test who got point up to ≥ 76 there were 4 of 30 students (13,33%) and the percentage of the students’ score in post-test of the first cycle who got point up to ≥ 76 there were only 15 of 30 (50%). It means there were was improvement about 36,7 %. Then, the percentage of the students’ score in the post test of the second cycle who got point up to ≥ 76 there were 25 of 30 students (83,33%). It means that the improvement was about 33,33%. From the data, it indicated that the use of multimedia power point in teach speaking skill was effective, and the data above can be concluded that the students speaking skill have been improved by the use of multimedia power point. In addition, the students were active, enthusiastic, in learning and they were active in discussion.²⁵

Third, Millah azmi conducted a research entitled “*The effectiveness of using monopoly game to enhance students’ writing skill of recount text*”. The objective of her study is to explain the effectiveness of using Monopoly Game to teach students’ writing skill of recount texts. The design of this research is an experimental study. The setting of this research is SMP Assuniyah Cirebon in the academic year of 2017/2018. The subject of this research was the eighth-grade students of SMP Assuniyah Cirebon. The number of the

²⁴ Mita Dewi Astuti, *The Effectiveness of Using Power Point as Media in Teaching Reading for The Second Grade Students of SMP 4 Depok Sleman Yogyakarta in The Academic Year of 2012/2013*

²⁵ Iin Sundari, *The Use of Multimedia Power Point to Improve Students’ Speaking Skills at The Eleventh Grade of SMA N 1 Air Joman*, 2018

subjects was sixty students from two classes, namely class VIIIA as an experimental class and VIIIB as a control class. The technique of collecting data was gotten from test and documentation. In this research, the researcher can get result of taking a pre-test and a post-test. The pre-test average of an experimental class was 50.33 and the one of the control class was 47.40. However, the average score of post - test for experimental class was 79.13 and control class was 67.50. The obtained t-test with $\alpha = 5\%$ $dk = 30+30-2 = 58$, the result of computation obtained t value = 5.598 and table=1.675. Based on the result of computation above that t value > t table (5.598>1.675). So, H_0 was rejected; H_a was accepted and there was a significant difference average between experimental and control classes. T-test score was higher than t-table. Based on the finding, researcher assumed that monopoly game is effective medium in teaching.²⁶

Fourth, Fateme Samiei Lari conducted a research entitled “*The Impact of Using PowerPoint Presentations on Students' Learning and Motivation in Secondary Schools*”. This study was carried out in Lar to investigate the effectiveness use of technology on teaching English (TEFL) process and if the learners prefer this new way of teaching over traditional instruction methods. Fifty-six female students of a secondary school in Lar were the subjects of this study. The subjects were split into two groups, (Experimental and Control). Each group was taught separately, one by using technology in class (e.g; video-projector, power-point, ...), the other through a traditional method such as textbooks. An independent sample t-test was carried out and showed that there was a significant difference between the means of the two groups. It represented that teaching based on the use of technology had a significant positive effect on learners' scores. Analyses showed that the experimental group learners performed better than the control group.²⁷

Fifth, José Miguel Santos Espino, and other. conducted a research entitled “*Video for teaching: classroom use, instructor self-production and teachers' preferences in presentation format*”. This study explores the use of digital videos in education, from the perspective of the teacher as an agent of technological integration. Secondary and university teachers were surveyed in a region-wide case study. Three topics were

²⁶ Millah Azmi, *The effectiveness of using monopoly game to enhance students' writing skill of recount text*, 2018.

²⁷ Fateme Samiei Lari, *The Impact of Using PowerPoint Presentations on Students' Learning and Motivation in Secondary Schools*,

specifically surveyed: common uses of digital video in teaching, instructor self-production of educational videos, and preferences in common presentation formats (chalk-and-talk, screen cast, PowerPoint, demonstration and white board writing). Results show that secondary teachers make more use of digital video and are more innovative than university teachers. Video self-production is scarce, though respondents declare a positive attitude, with time constraints and technical qualification as main reported obstacles. Preferences in video presentation formats reveal notable differences between secondary and university teachers for some formats. Preferences are also moderately influenced by the teacher's knowledge field, and by experience with ICT and video production.²⁸

Sixth, Gia Lenn L. Mendoza, and other. Conducted a research entitled “*Effectiveness of Video Presentation to Students' Learning*”. This study was conducted to identify the effectiveness of video presentation to students' learning. This was derived due to the changes and updates the world has to offer on enhancing student's wisdom. Instructors and even students rely or use educative videos to learn, compare and understand concepts. The use of video is only beginning to meet the needs of today's and tomorrow's learners. Using videos in teaching is not new. It was proposed that videos are effective when used to develop information literacy, using a student survey to measure the effectiveness of video lectures. Video based materials boost students' creativity and cooperation. Access to video can help motivate students and create a distinctive context for their learning experience. Questionnaires were administered to 224 students of Benguet State University to measure effectiveness of video presentation to student's learning. From the outcomes, it was found out that there is no significant difference on students' perceptions of the effectiveness of video presentation to students' learning when grouped according to sex. Moreover, results revealed that a significant difference exists among students' perceptions of the effectiveness of video presentation when grouped according to their academic level. Furthermore, it is revealed that the level of effectiveness of video presentation to students learning is highly effective.²⁹

²⁸ José Miguel Santos Espino, *Video for teaching: classroom use, instructor self-production and teachers' preferences in presentation format*,

²⁹ Gia Lenn L. Mendoza, *Effectiveness of Video Presentation to Students' Learning*,

C. Hypothesis

Hypothesis is assumption which is made to explain something that often to be cropped to check it.³⁰ The hypothesis set for the recent study is as tentative answer of the research problem. It comprises alternate hypothesis (H_a) and null hypothesis (H_0). Alternate (H_a) as the hypothesis that states the relationship between experimental treatment that the researcher expects to emerge. On the other hand, the null hypothesis shows no relationship expect to emerge. So, in this particular investigation, the hypothesis can easily be formulated as follows:

- H_0 : PowerPoint video isn't significantly effective to be applied in teaching recount text writing with project-based learning for eighth grade students of Junior High School.
- H_a : PowerPoint video is significantly effective to be applied in teaching recount text writing with project-based learning for eighth grade students of Junior High School.

Based on the theory and rationale, the hypothesis of the research as follows:

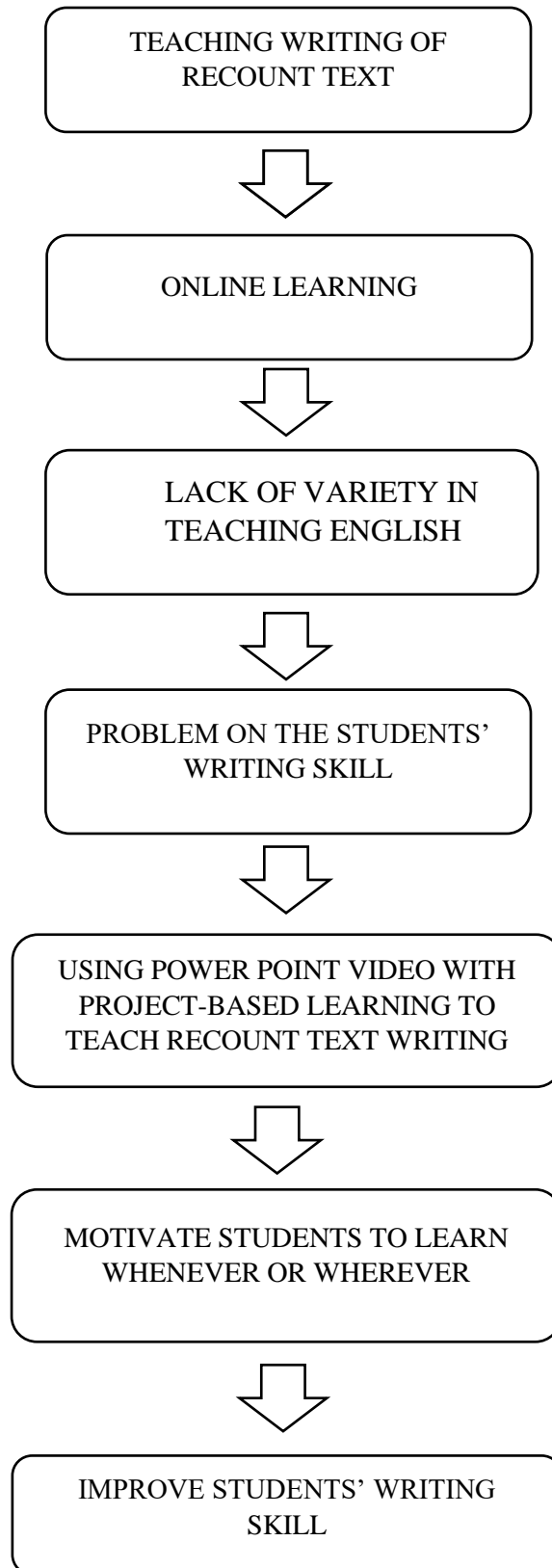
“PowerPoint video is significantly to be applied in teaching recount text writing with project-based learning for eighth grade students of Junior High School.”

³⁰ Sudjana, *Metodo Statistika* (Bandung: Tarsito, 2005).

D. Conceptual Framework

Learning media is one means to motivate students in learning at SMP N 2 Patebon, learning resource which is used by students only hand book and module. During pandemic, teacher have to make variety of learning process, so that the students don't feel bored. Knowing this problem, researcher tries to use power point video as a new media for increasing students' motivation. By increasing students' motivation, students' achievement will increase instead.

CONCEPTUAL FRAMEWORK



CHAPTER III

RESEARCH METHODOLOGY

The researcher would like to present the research method. It covers with the research design, data, and source of data, research instrument, data collection technique and data analysis technique.

A. Research Design

The success of research depends on choosing the research method. According to the aim of this research, the researcher applying quantitative research. Quantitative research is a research method that uses several dates to find the result of the knowledge. Quantitative research is a term used to measure a hypothesis using some steps or tests.³¹

There are two kinds of quantitative research; experimental and non-experimental research. According to Sugiono's book, there are four types of experimental research; pre-experimental, true-experimental, factorial experimental, and quasi-experimental.³² In this research, the researcher applies a quasi-experimental research design. Quasi-experimental is a development from a true-experimental design. There are two types of quasi-experimental design, those are time-series design and nonequivalent control group design.³³ In this study, the researcher uses a control group design which compares two groups, they are experimental group and control group. Both groups are given the same pretest and post-test but different treatment. Experimental research involves a study of the effect of the systematic manipulation of one variable(s) on another variable.³⁴ The researcher analyzed using power point video collaborated with project-based learning in teaching recount text writing.

B. The Subject of Research

The population in this research is all of the eighth-grade students of SMP N 2 Patebon Kendal in the academic year of 2020/2021. The population is a group of individuals (or a group of organizations) with some common defining characteristics that

³¹ Anne Burns, 'Collaborative Action Research for English Language Teachers', *Cambridge University Press*, 2005.

³² Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2018).

³³ Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D*.

³⁴ Donald Ary and others, *Introduction to Research in Education*, eight (Cambridge University Press, 2016).

the researcher can identify and study.³⁵ The population consists of an object or subject that has certain qualities and characteristics determined by the researcher to be learned and then conclude. The population not only talks about the number of objects or subjects that will be learned but also includes all characteristics of objects or subjects that will be thorough.³⁶

As a result, I use two classes which have similar characteristics as the participant of this research. They are as the experimental class and the control class.

1. Subject and Place of the Research

This study conducted at SMP N 2 Patebon which is located at Jalan Sunan Abinawa, Patebon, Kendal. The subject of this study is the eighth grades in the academic year of 2020/2021.

2. Time of The Research

This research was conducted from May 1st to May 22nd 2021 on the second semester in the academic year of 2020/2021. It is counted since the proposal is submitted until the end of the research.

Table 3.1
List of Time of Study

No.	Activity	Month/Week			
		May			
		1 st	2 nd	3 rd	4 th
1.	Experimental Class				
	a. Pre-Test	√			
	b. Trearment		√		
	c. Post Test			√	
2.	Control Class	√			
	a. Pre-Test		√		
	b. Trearment			√	
	c. Post Test				

³⁵ John W Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, ed. by Karen Mason, fourth (University of Nebraska-Lincoln, 2012).

³⁶ Sugiono, *Statistika Untuk Penelitian* (Bandung: Alfabeta, 2017).

C. Variable and Indicators

A variable is a construct or a characteristic that can take on different values or scores. Researchers study variables and the relationships that exist among variables. There are two types of variables that are used in this study; they are independent and dependent variables. Independent variables are variables that come from the dependent variable. Independent variable influences the dependent variable. In other words, the independent variable influences the outcome of the research. In experimental studies, the treatment is the independent variable and the outcome is the dependent variable.³⁷

a. Independent variable (x)

Sugiyono said that, independent variable can be called stimulus, predictor, or antecedent. Independent variable is variable which has the influence or the cause of the change or make the existence of dependent variable. So, the independent variable in this research is the implementation of using power point video with project-based learning to teach recount text writing.

b. Dependent variable (y)

Dependent variable is variable that measures the influence of the independent variable.³⁸ The dependent variable in this study is the students' ability in writing recount text.

1. Indicators

Based on the variable above, we can make indicators that support the variables. The schema of indicators variables is stated as below:

³⁷ Ary and others.

³⁸ Larry B Christensen, *Experimental Methodology*, (Massachusetts: University of South Alabama, 2001), 8th Ed, p.145.

Table 3.2
Indicators of Variable

Variable	Indicators
(Independent Variable) The implementation of using power point video with project-based learning to teach recount text writing.	<ul style="list-style-type: none"> • The teacher prepares the video of power point and upload the video on YouTube • The teacher guides students to watch the video • Guiding the students to make the notes about the material (summarize the material on video) • Guiding the students to understand about the orientation, events and re-orientation based on the example of recount text on video • Students make a project of writing and create a recount text in a piece of paper according to their experience on holiday
(Dependent Variable)	Students' ability in writing recount text
Sub-Variable	Indicators
<ul style="list-style-type: none"> • Students' ability in understanding recount text 	<ul style="list-style-type: none"> • Identifying the social function and language features of recount text writing • Mentioning the generic structure of recount text • Identifying communicative purpose of recount text
<ul style="list-style-type: none"> • Students' ability in writing recount text 	<ul style="list-style-type: none"> • Creating recount text writing

D. Data Collection Technique

The type of this research was quantitative research. In this study the writer uses two ways in collecting data, they were as follow:

1. Test

Test is an instrument to collect the data that gives response about the question in the instrument, and the students have to show their ability.³⁹ In another word test means a question which is used to measure competence, knowledge, intelligence, and ability of talent which is process by individual or group to collect data.⁴⁰ Wiersma and Jurs define test as “a set of items or questions to be presented to one or more students under specified conditions.”⁴¹

The writer gathers the data by analyzing the test based of the material of recount text. The researcher will give the test twice (pre-test and post-test) in both experimental and control class.

Before The researcher explain the recount text material by using power point video, the research gives pre-test to experimental and controlled class in same way. It will be given before the experimental run.

Then post-test will give to the experimental and controlled class. The test is in order to know students' understanding and score on writing recount text after they are taught in a different way.

2. Documentation

Documentation is a piece of written or printed material that provides a record of evidence or even an agreement, ownership, identifications etc. Documentation is the accumulation, classification, and dissemination of information.⁴² It refers to the archival data that helps the writer to collect the needed data. In this study the documentation is used to get the data that related to the subject research such as students name list.

E. Data Analysis Technique

After collecting the data, the researcher will analyze the data. It used to answer the question of the research. The data analysis method used in this research is quantitative.

³⁹ Purwanto, *Evaluasi Hasil Belajar*, (Yogyakarta: Pustaka Belajar, 2009), p.65.

⁴⁰ M. Chabib Thoha, *Teknik Evaluasi Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2001), p.43.

⁴¹ William Wiersma an Stephen G. Jurs, *Educational Measurement and Testing*, (Massachusetts: Allyn an Bacon, 1990). 2nd Ed, p.8.

⁴² John Eastwood, *Concise Oxford Dictionary*, 8th Ed. (London: Oxford University Press, 2004), p.256.

Quantitative is concerned with the amount or number. There are two kinds of test that were held in this research, those are:

1. Pre-Requisite Test

The pre-requisite test is the test to know the legality of the population; it uses the normality and homogeneity test. Before the researcher determines the sample, the researcher conducted the homogeneity test by choosing 2 classes from SMP N 2 Patebon Kendal. The data analysis carried out to find out the homogeneity of the population. The formula as follows:

A) Normality Test

In this study, the normality test used to know whether the data from two-classes are normally distributed or not. To find out the distribution data, the researcher will use the Chi-Square formula. Step by step Chi-Square test is as follow:

- 1) Determine the range (R), the largest data reduces the smallest.
- 2) Determine the many class intervals (K) with the formula:

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

- 3) Determine the length of class, using the formula:

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

- 4) Make a frequency distribution table Xi
- 5) Determines the class boundaries (bc) of each class interval.
- 6) Calculating the average Xi (x), with the formula:

$$x = \frac{\sum x_i}{n}$$

- 7) Calculate variants, with the formula:

$$s = \frac{\sum (x_i - x)^2}{n - 1}$$

- 8) Calculate the value of Z, with the formula:

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

Z: limit class

x: average

S: standard deviation

- 9) Define the wide area of each interval
- 10) Calculate the frequency expository (Ei), with the formula: $E_i = n \times \text{wide area}$ with the n number of samples.
- 11) Make a list of frequency of observation (Oi), with the frequency expository as follows:

Class	Bc	Z	P	L	Ei	Oi	$\frac{O_i - E_i}{E_i}$
-------	----	---	---	---	----	----	-------------------------

- 12) Calculate the Chi-Square, with the formula:

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

Which:

χ^2 : chi-square.

O_i : frequency from the sample.

E_i : frequency which hoped from the sample.

K : number of class interval

- 13) Determine $dk = k-1$ and $\alpha = 5\%$
- 14) Determining the value of χ^2_{table}
- 15) Determining the distribution normality with test criteria:

If $\chi^2_{\text{count}} > \chi^2_{\text{table}}$ so the data is not normal distribution and the other way if the If $\chi^2_{\text{count}} < \chi^2_{\text{table}}$ so the data is a normal distribution.

B) Homogeneity test

The use of the homogeneity test is to find out whether the data from the two classes have the same variant or not. The steps are followed:

- 1) Calculate variants both class (experimental and control class), with the formula:

$$s_1^2 = \frac{\sum(x - \bar{x})^2}{n_1 - 1} \text{ and } s_2^2 = \frac{\sum(x - \bar{x})^2}{n_2 - 1}$$

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 $F = \frac{v_b}{v_k}$

Where:

Vb: bigger variant

Vk: smaller variant

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

4) Determine F_{table} with $\alpha = 5\%$

5) Determining the distribution homogeneity with test criteria:

If $F_{count} > F_{table}$ so the data is not homogeneous and the other way if the $F_{count} < F_{table}$ so the data is homogeneous.

2. Hypothesis Test

A. Analysis of Pre-test

Before determining the statistical analysis technique used, the first is, examine the normality and homogeneity test of data. To get the normality and homogeneity, the researcher will use the pre-test score. The pre-test will give before the treatments.

The researcher determines the statically analysis technique whether both groups have normal distribution or not. If the data have normal and homogeneity distribution, the treatment (experimental class) and (control class) can be conducted in both classes.

1) Normality test

In this study, the normality test is used to know whether the data from experimental and control classes are normally distributed or not. Here, the researcher will use the Chi-Square formula. The normality test using Chi-Square to find out the distribution data. Step by step Chi-Square test is as follow:

- a) Determine the range (R), the largest data reduces the smallest.
- b) Determine the many class intervals (K) with formula:

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

- c) Determine the length of class, using the formula:

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

- d) Make a frequency distribution table xi

- e) Determines the class boundaries (bc) of each class interval.

- f) Calculating the average \bar{X} (\bar{x}), with the formula:

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

- g) Calculate variants, with the formula:

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

- h) Calculate the value of Z, with the formula:

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

Z: limit class

\bar{x} : average

S: standard deviation

- i) Define the wide area of each interval

- j) Calculate the frequency expository (E_i), with the formula: $E_i = n \times \text{wide area}$ with the n number of samples.

- k) Make a list of frequency of observation (O_i), with the frequency expository as follows:

Class	Bc	Z	P	L	E_i	O_i	$\frac{O_i - E_i}{E_i}$
-------	----	---	---	---	-------	-------	-------------------------

- l) Calculate the Chi-Square, with the formula:

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

Which:

χ^2 : chi-square.

O_i : frequency from the sample.

E_i : frequency which hoped from the sample.

K : number of class interval

m) Determine $dk = k-1$ and $\alpha = 5 \%$

n) Determining the value of X^2 table

o) Determining the distribution normality with test criteria:

If $X^2_{\text{count}} > X^2_{\text{table}}$ so the data is not normal distribution
and the other way if the $X^2_{\text{count}} < X^2_{\text{table}}$ so the data is a
normal distribution.

2) Homogeneity Test

The use of a homogeneity test is to find out whether the data from the two classes have the same variant so that the hypothesis can be tested by t-test or not. The steps are followed:

a) Calculate variants both class (experimental and control class), with the formula:

$$s_1^2 = \frac{\sum(x-\bar{x})^2}{n_1-1} \text{ and } s_2^2 = \frac{\sum(x-\bar{x})^2}{n_2-1}$$

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

b) Determine $F = \frac{v_b}{v_k}$

Where:

V_b : bigger variant

V_k : smaller variant

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

d) Determine F_{table} with $\alpha = 5 \%$

e) Determining the distribution homogeneity with test criteria:

If $F_{\text{count}} > F_{\text{table}}$ so the data is not homogeneous and the other
way if the $F_{\text{count}} < F_{\text{table}}$ so the data is homogeneous.

B. Analysis of Post-Test

This test aims to find out the result after the treatment and to know there is a significant difference or not of using the guiding question technique in student's writing skill of recount text. The steps are as follow:

1) Normality test

The normality test is used to know the normality data that will be analyzed whether both groups have normal distribution or not after the treatment. Normality second steps will be the same as the normality test on the initial data.

2) Homogeneity test

The homogeneity test is to know the two classes have a similar variance or not after getting the treatment. If the two classes have similar so it is homogeneous. Homogeneity second step will be the same as the homogeneity test on the initial data.

3. Average Test

In this research, the result of the homogeneity test will be scoring by using an analytical scale. The researcher will use a T-test formula to know the differences score between students who are taught using guiding questions technique and without the guiding question technique. The formula is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With

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

Where:

- \bar{x}_1 : The mean score of the experimental class
- \bar{x}_2 : The mean of the control class
- n_1 : The number of experimental class
- n_2 : The number of control class
- s_1^2 : The standard deviation of experimental class

s_2^2 : The standard deviation of both class with $\alpha = 15 \%$ and $dk = n_1 = n_2 - 2$

If $t_{count} > t_{table}$ so H_0 is rejected and there is a significant difference of average value from both of groups. If the $t_{count} < t_{table}$ so H_0 is accepted and there is no significant difference of average value from both of groups.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses the data that was collected during the experimental research. The first analysis focuses on the homogeneity of the sample; the second analysis represents the result of the pre-test and post-test that had done both in the experimental and control group.

A. Description of Research

To explain the use of power point video with project-based learning to teach recount text writing in the eighth grade of SMP N 2 Patebon in the academic year 2020/2021, the research analyzed quantitative data. The researcher conducted this research on the 1st May – 22nd of May 2021. After conducting the research, the researcher got the data of research findings that are obtained by using the test both in the experimental and control class. The subjects of this research were divided into two classes; experimental class (8-D) and the control class (8-F) with the number of students in both classes are 25 students.

Before the activities were conducted, the researcher determines the materials and lesson plan of learning. Learning in the experimental class was conducted by using power point video with project-based learning. The teacher prepares video power point that has been made than uploaded it on YouTube. Then the students watched the video and understand the content about recount text. The teacher guided the students to make a project of writing recount text.

While in the control class teaching learning process was not conducted by using power point video with project-based learning. Students were given material in pdf form. Then teacher guided students to understand the material. The students had to make a project of writing recount text.

The test was given to the students. The test was given before and after following the learning process that was provided by the researcher. After data were collected, the researcher analyzed them to prove the truth of hypothesis that had been formulated.

B. Data Analysis

1. The Data Analysis of Pre-requisite Test

This discussion covers normality and homogeneity.

a. Normality Test

A normality test is used to know whether the data is normally distributed or not. To find the distribution data is used normality test.

The criteria:

Ho accepted if $x^2_{count} < x^2_{table}$

Ha rejected if $x^2_{count} > x^2_{table}$

With $\alpha = 5\%$ and $Df = K-1$

Table 4.1

The normality result of Pre-requisite Test

Class	X2 count	X2 table	Criteria
8-D	6,641	11,07	Normal
8-F	4,228	11,07	Normal

Based on the analysis above, it can be seen that X^2 count of both classes is lower than X^2 table (X^2 count $<$ X^2 table), so Ho accepted. The conclusion is distribution data both classes are normal.

b. Homogeneity Test

The homogeneity test is used to know whether the class that is taken from the population is homogeneous or not.

Ho = $\sigma_1 = \sigma_1$

Ha = $\sigma_1 \neq \sigma_1$

Table 4.2

Homogeneity Result of Pre-Requisite Test

Class	Variance(S^2)	N	Df	F count	F table	Criteria
8-D	76.083	25	24	1.32	1.98	homogeneous
8-F	57.727	25	24			

According to the formula above, it is obtained that:

$$F = \frac{Vb}{Vk} = \frac{76,083}{57,727} = 1.32$$

Based on computation above it is obtained that F count is lower than the F table. So, H_0 accepted. It can be concluded that data from 8-D and 8-F have the same variance or homogeneous.

2. The Data Analysis of Pre-Test and Post Test

The research was done to know the normality, homogeneity, and average test of initial data in the experimental class and control class.

a. Analysis of Pre-test

1) List of the experimental and control class

Table 4.3

List of pre-test score of experimental and control class

Experimental (VIII D)			Control (VIII F)		
No.	Kode	Nilai	No.	Kode	Nilai
1	E-1	60	1	C-1	45
2	E-2	35	2	C-2	30
3	E-3	40	3	C-3	55
4	E-4	35	4	C-4	45
5	E-5	45	5	C-5	30
6	E-6	50	6	C-6	35
7	E-7	50	7	C-7	40
8	E-8	60	8	C-8	45
9	E-9	30	9	C-9	50
10	E-10	40	10	C-10	40
11	E-11	50	11	C-11	45
12	E-12	40	12	C-12	50
13	E-13	45	13	C-13	40
14	E-14	40	14	C-14	35
15	E-15	40	15	C-15	55
16	E-16	50	16	C-16	50
17	E-17	30	17	C-17	30
18	E-18	45	18	C-18	40
19	E-19	50	19	C-19	50
20	E-20	50	20	C-20	55
21	E-21	45	21	C-21	38
22	E-22	45	22	C-22	30
23	E-23	30	23	C-23	45
24	E-24	45	24	C-24	45

25	E-25	40	25	C-25	40
SUM		1090	SUM		1063
AVERAGE		43.6	AVERAGE		43,5
S ²		65.67	S ²		63.4
S		8.10	S		7.96

2) The Normality of Pre-test of experimental class and control class

The normality test is used to know whether the data obtained is normally distributed or not. After gained the score of pre-test in control and experimental class, the researcher calculated the normality test of the data. The analysis of normality test in experimental class is as follow:

Ho: The data of normal distribution

Ha: The data of un normal distribution

Ho accepted if $\chi^2_{\text{count}} < \chi^2_{\text{table}}$

Ha rejected if $\chi^2_{\text{count}} > \chi^2_{\text{table}}$

First, the researcher analyzed the normality of the experimental class. The analysis of the experimental class is as follow:

Table 4.4

The result of Normality Pre-test of experimental class

No	Interval Class	Limit Class	Z _i	P(Z _i)	L	O _i	E _i	$\frac{(O_i - E_i)^2}{E_i}$
1	30-34	29.5	-1.740	0.459	0.090	3	2.245	0.254
2	35-39	34.5	-1.123	0.369	0.176	2	4.393	1.304
3	40-44	39.5	-0.506	0.194	0.149	6	3.733	1.376
4	45-49	44.5	0.111	0.044	0.311	6	7.773	0.405
5	50-54	49.5	0.728	0.267	0.144	6	3.600	1.601
6	55-60	54.5	1.345	0.411	0.071	2	1.770	0.030
		60.5	2.086	0.481				
Sum						25		4.715

With $\alpha = 5\%$ dk = 6-1, obtained $\chi^2_{\text{table}} = 11.07$ and $\chi^2_{\text{count}} = 4.715$. $\chi^2_{\text{count}} < \chi^2_{\text{table}}$. So, the distribution list was normal.

Secondly, the researcher analyzed the normality of the control class. The analysis of the control class is as follow:

Table 4.5
The result of Normality Pre-test of control class

No	Interval Class	Limit Class	Z _i	P(Z _i)	L	O _i	E _i	$\frac{(O_i - E_i)^2}{E_i}$
1	30-33	29.5	-1.636	0.449	0.078	4	1.940	2.187
2	34-38	33.5	-1.133	0.371	0.178	3	4.455	0.475
3	39-43	38.5	-0.505	0.193	0.144	5	3.606	0.539
4	44-48	43.5	0.123	0.049	0.323	6	8.070	0.531
5	49-53	48.5	0.751	0.274	0.142	4	3.559	0.055
6	54-59	53.5	1.380	0.416	0.067	3	1.685	1.026
		59.5	2.133	0.484				
Sum						25		2.625

With $\alpha = 5\%$ dk = 6-1, obtained $\chi^2_{\text{table}} = 11.07$ and $\chi^2_{\text{count}} = 2.625$. $\chi^2_{\text{count}} < \chi^2_{\text{table}}$. So, the distribution list was normal.

3) Homogeneity Test of Pre-test

The homogeneity test is used to know whether the group sample that was taken from the population is homogeneous or not.

Hypothesis

$$H_0 = \sigma_1 = \sigma_2$$

$$H_a = \sigma_1 \neq \sigma_2$$

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

The statistic formula which is used to test the homogeneity of the sample is the F test. The formula is as follow:

$$F = \frac{\text{biggest variance}}{\text{smallest variance}}$$

The data of the research:

$$\sum(x - \bar{x})^2 = 1572 \quad n_1 = 25$$

$$\sum(x - \bar{x})^2 = 1520 \quad n_2 = 25$$

$$s_1^2 = \frac{\sum(x-\bar{x})^2}{n_1-1} = \frac{1572}{24} = 65.66$$

$$s_2^2 = \frac{\sum(x-\bar{x})^2}{n_2-1} = \frac{1520}{24} = 63.34$$

Based on the formula, it is obtained:

$$F = \frac{v_b}{v_k} = \frac{65.667}{63.343} = 1.04$$

Table 4.6

Homogeneity Result of Pre-test in Experimental and Control Class

Class	S ²	N	Df	Fcount	Ftable	Criteria
Experimental	65.667	25	24	1.04	1.98	Homogeneous
Control	63.343	25	24			

From the calculation of variance in experimental class and control class, it is known the biggest variance is 65,667 and the smallest variance is 63,343. So, $F = \frac{v_b}{v_k} = \frac{65.667}{63.343} = 1.04$

By using $\alpha = 5 \%$ and dk numeration = $n_1-1 = 25-1=24$, dk numeration = $n_2-1 = 25-1 = 24$. It was found $F(0,05) = 1.98$. since the $F_{count} (1.04) < F_{table} (1.98)$. so, H_0 is accepted. It means that both classes had similar variance and homogeneous.

b. Analysis of Post-test

It was done to answer the hypothesis of this research. The data used are the result of the post-test of both classes. The experimental class taught by using power point video with project-based learning and the control class taught without using power point video with project-based learning. The post-test analysis contains the normality test, homogeneity test, and hypothesis test.

Table 4.7**List of Post-test Score of Experimental and Control Classes**

Experimental (VIII D)			Control (VIII F)		
No.	Kode	Nilai	No.	Kode	Nilai
1	E-1	85	1	C-1	62
2	E-2	75	2	C-2	70
3	E-3	70	3	C-3	75
4	E-4	75	4	C-4	70
5	E-5	75	5	C-5	65
6	E-6	80	6	C-6	60
7	E-7	75	7	C-7	75
8	E-8	90	8	C-8	75
9	E-9	75	9	C-9	65
10	E-10	80	10	C-10	70
11	E-11	95	11	C-11	75
12	E-12	65	12	C-12	78
13	E-13	75	13	C-13	85
14	E-14	80	14	C-14	75
15	E-15	80	15	C-15	60
16	E-16	65	16	C-16	65
17	E-17	78	17	C-17	78
18	E-18	70	18	C-18	70
19	E-19	85	19	C-19	70
20	E-20	78	20	C-20	65
21	E-21	85	21	C-21	70
22	E-22	70	22	C-22	65
23	E-23	80	23	C-23	75
24	E-24	85	24	C-24	65
25	E-25	80	25	C-25	80
SUM		1951	SUM		1763
AVERAGE		78.04	AVERAGE		70.52
S²		51.54	S²		42.09
S		8.83	S		6.49

2) The Normality of Post-test of experimental class and control class

The normality test is used to know whether the data obtained is normally distributed or not. After gained the score of the post-test in control and experimental class, the researcher calculated the normality test

of the data. The analysis of normality test in experimental class is as follow:

Ho: The data of normal distribution

Ha: The data of un normal distribution

Ho accepted if $\chi^2_{\text{count}} < \chi^2_{\text{table}}$

Ha rejected if $\chi^2_{\text{count}} > \chi^2_{\text{table}}$

First, the researcher analyzed the normality of the experimental class. The analysis of the experimental class is as follow:

Table 4.8
The result of Normality Post-test of experimental class

No	Class	Bc	Zi	P(Zi)	L	O _i	E _i	$\frac{(O_i - E_i)^2}{E_i}$
1	65-70	64.5	-1.886	0.470	0.117	5	2.929	1.465
2	71-75	70.5	-1.050	0.353	0.215	7	5.374	0.492
3	76-80	75.5	-0.354	0.138	0.272	7	6.808	0.005
4	81-85	80.5	0.343	0.134	0.217	4	5.414	0.369
5	86-90	85.5	1.039	0.351	0.108	1	2.701	1.072
6	91-95	90.5	1.736	0.459	0.034	1	0.845	0.028
		95.5	2.432	0.492				
Jumlah						25		3.431

With $\alpha = 5\%$ dk = 6-1, obtained $\chi^2_{\text{table}} = 11.07$ and $\chi^2_{\text{count}} = 3.431$.

$\chi^2_{\text{count}} < \chi^2_{\text{table}}$. So, the distribution list was normal.

Secondly, the researcher analyzed the normality of the control class.

The analysis of the control class is as follow:

Table 4.9**The result of Normality Pre-test of experimental class**

No	Class	Bc	Zi	P(Zi)	L	O _i	E _i	$\frac{(O_i - E_i)^2}{E_i}$
1	60-64	59.5	-1.699	0.455	0.132	3	3.301	0.027
2	65-69	64.5	-0.928	0.323	0.322	6	8.051	0.522
3	70-74	70.5	-0.003	0.001	0.229	6	5.724	0.013
4	75-79	74.5	0.613	0.230	0.187	8	4.666	2.383
5	80-84	79.5	1.384	0.417	0.068	1	1.689	0.281
6	85-90	84.5	2.155	0.484	0.015	1	0.364	1.112
		90.5	3.080	0.499				
Jumlah						25		4.340

With $\alpha = 5\%$ dk = 6-1, obtained $\chi^2_{\text{table}} = 11.07$ and $\chi^2_{\text{count}} = 4.340$.

$\chi^2_{\text{count}} < \chi^2_{\text{table}}$. So, the distribution list was normal.

3) The homogeneity of Post-test

The homogeneity test is used to know whether the group sample that was taken from the population is homogeneous or not.

Hypothesis

$$H_0 = \sigma_1 = \sigma_2$$

$$H_a = \sigma_1 \neq \sigma_2$$

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

The statistic formula which is used to test the homogeneity of the sample is the F test. The formula is as follow:

$$F = \frac{\text{biggest variance}}{\text{smallest variance}}$$

The data of the research:

$$\sum(x - \bar{x})^2 = 1236 \quad n_1 = 25$$

$$\sum(x - \bar{x})^2 = 1010 \quad n_2 = 25$$

$$s_1^2 = \frac{\sum(x - \bar{x})^2}{n_1 - 1} = \frac{1236}{24} = 51.54$$

$$s_2^2 = \frac{\sum(x-\bar{x})^2}{n_2-1} = \frac{1010}{24} = 42.09$$

Based on the formula, it is obtained:

$$F = \frac{vb}{v_k} = \frac{51.549}{42.093} = 1.224$$

Table 4.10
Homogeneity Result of Post-test in Experimental and Control class

Class	Variance(S^2)	N	Df	F count	F table	Criteria
8-D	51.549	25	24	1.22	1.98	homogeneous
8-F	42.093	25	24			

From the calculation of variance in experimental class and control class, it is known the biggest variance is 65,667 and the smallest variance is 63,343. So, $F = \frac{vb}{v_k} = \frac{52.549}{42.093} = 1.22$

By using $\alpha = 5\%$ and dk numeration = $n_1-1 = 25-1=24$, dk numeration = $n_1-1 = 25-1 = 24$. It was found $F_{(0,05)} = 1.98$. since the $F_{\text{count}} (1.22) < F_{\text{table}} (1.98)$. so, H_0 is accepted. It means that both classes had similar variance and homogeneous.

c. Hypothetical Test

1) The data Analysis of Hypothesis Test

a) Testing the similarity of the average of pre-test of the experimental and control class

This test was used to know whether there was a different average on the pre-test of the experimental and control class. The data which were used to test the hypothesis was the pre-test score both of classes. To test the difference in the average used t-test. So, the t-test formula:

$$t = \frac{X_1 - X_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad s = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2}}$$

The data of the research:

$$X_1 = 78.04 \qquad X_2 = 70.52$$

$$s_1^2 = 37.13 \qquad s_2^2 = 32.90$$

$$n_1 = 25 \qquad n_2 = 25$$

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

$$s = \sqrt{\frac{(25-1)37.13 + (25-1)32.90}{25+25-2}}$$

$$= 6.84$$

So, the computation t-test:

$$t = \frac{X_1 - X_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} = t = \frac{78.04 - 70.52}{6.84 \sqrt{\frac{1}{25} + \frac{1}{25}}} = 3.88$$

Ha was accepted if $t_{\text{count}} > t_{(1-\alpha)(n_1+n_2-2)}$. based on the computation above, it was obtained that the average post-test of the experimental class who were taught by using power point video with project-based learning was 78.04 and standard deviation (S) was 7.18. while the average of post test of the control class who were taught without using power point video with project-based learning was 70.52 and standard deviation (S) was 6.49 with df $25 + 25 - 2 = 48$ by $\alpha = 5\%$, So, obtained Ttable = 1.68 from the result calculation t-test $t_{\text{count}} = 3.88$. it means that t_{count} (3.88) is higher than ttable (1.68).

So, Ho is rejected and Ha is accepted it is significantly different between teaching recount text writing using power point video with project-based learning and without using power point video with project-based learning. It can be said that teaching

recount text writing using power point video with project-based learning is effective.

C. Discussion of Research Findings

The description of data collected, using power point video with project-based learning to teach recount text writing showed that the students were interested. It was supported by the frequency and rate percentage of the result of the students' score of pre-test and post-test. The students' score after giving power point video with project-based learning as media and method in teaching recount text writing was better than before the treatment given to the students.

Based on the finding result, the students of SMP N 2 Patebon Kendal score percentage in writing of recount text before using power point video with project-based learning were very low. It was showed in pre- test out of 25 students, both experimental and control class, none of them got excellent. The highest score for experimental class is only 1 student who got 60 and 7 students got the lowest score 30. There is also only 1 student of control class who got the highest score 60 and 3 students got the lowest score 30. It means the students got problems in writing include content, organization, vocabularies, grammar, and mechanics. Students also difficult to develop their ideas, and the main problem is they feel boring in the writing class.

To solve the problem above, the use of media is important. One of media that can be used is power point video. Video helps students call up existing schemata and therefore maximize their use of prior of background knowledge in the learning process.⁴³ They can motivate students to take a part in learning process. Especially in learning writing.

From some reason above the researcher had applied teaching-learning process using power point video. After giving treatments, the students writing ability of recount text improved based on the analysis of students' ability. Students were given power point video as the media in the treatment because the researcher thought that power point will help students to give a clear illustration in the video. Students will easily understand the material, so students will also easily create their recount text. In this research, the researcher chose a

⁴³ Michelle (2012)

project-based learning as the method to teach recount text writing because the researcher thought that by watching the video, it will help students increase their understanding.

The improvement was proved by students' score percentage in the post-test. The result of this research was obtained the average score of the experimental class was 78.04 which was higher than the result of control class was 70.52. The average score of the experimental class was 78.04 and the standard deviation (S) was 7.18. Teaching students' writing skill of recount text in experimental class by using power point videos with project-based learning can make class condition alive during the process of giving the treatment. It is appropriate with the advantages of power point video that stated by stover, he said that power point video hold student attention through the use of video, graphics, and music. Because students today are so technologically advanced, tools that involve technology such as slide shows increase student involvement and interaction.⁴⁴

During the teaching-learning process, students were actively doing step by step of instruction to get information about the material. The use of project-based learning helped students to express their creativity by creating the project. They had to write related to their experience on holiday. That experience also helped students to increase their creativity. The students' involvement was also high and they showed great attention and enthusiasm to the lesson. It can be seen on the average score of the experimental class which better than the control class. The average score of the control class was 70,52 and the standard deviation (S) was 6,49. Based on the result of calculation of t-test is obtained $t_{\text{count}} = 3.88$ and $t_{\text{table}} = 1.68$. It is showed that $t_{\text{count}} > t_{\text{table}}$ ($3.88 > 1.68$). So, H_a is accepted. It means teaching recount text writing using power point video with project-based learning is significantly effective to improve students' achievement.

⁴⁴ Stover (2009)

CHAPTER V

CONCLUSION AND SUGGESTION

In the previous chapter, the researcher had discussed the introduction of the study, the review of related literature, the method of the research, the findings, and discussion. This final chapter presented the conclusion and suggestion were derived from analyses of the study and also the closing.

A. Conclusion

In this research, the researcher conducted experimental research. Based on the result of this research at SMP N 2 Patebon Kendal in the academic year 2020/2021, it could be concluded that using power point video with project-based learning is significantly effective to teach recount text writing. It proved by the result of the test. The result of the calculation using t-test showed that $t_{count} = 3.88$ and $t_{table} = 1.67$ with $\alpha = 5\%$ if $t_{count} > t_{table}$ with $df = n_1 + n_2 - 2$. It showed that $t_{count} > t_{table}$ ($3.88 > 1.67$). so H_0 is rejected and H_a is accepted. It means there is a significant difference between the students' writing skill of recount text who were taught using power point video with project-based learning in class VIII-D and who were not taught using power point video with project-based learning in class VIII-F. Teaching students' writing skill of recount text in experimental class by using power point videos with project-based learning can help students to learn by video. It is appropriate with the advantages of power point video. It interests student attention through the use of video, graphics, and music. Because students today are so technologically advanced, tools that involve technology such as slide shows increase student involvement and interaction.⁴⁵

The average post-test score of the experimental class was 78.04 and the average post-test score of control class was 70.52. It means that the experimental class (VIII-D) was better than the control class (VIII-F). Teaching recount text writing using power point video with project-based learning is significantly effective to improve students' achievement.

⁴⁵ Stover (2009)

B. Suggestion

Based on the conclusions above, here are some suggestions to the teacher, and researcher to gain an effective teaching-learning process.

1. For the teachers

- a. The teacher must be more creative to create an interesting and enjoyable teaching-learning process. It means the teacher might choose variations media which appropriate in teaching writing to increase the students' writing skills.
- b. English teachers can use power point video to help teachers to maintain the teaching-learning process, from the preparation until the assessment step could be a reference as an effective way or strategy to teach students' writing skills.

2. For the students

- a. The students have to stay focus on the teachers' explanations.
- b. The students must have the motivation to practice writing.
- c. Students can use their last activities as a source of learning, especially in using power point video.

3. For the headmaster

A media of power point video may be an alternative way in the teaching writing skills especially in a genre such as a recount text which needs comprehension. Using power point video is a good innovation during pandemic. It can improve quality and productivity in writing skills by taking part in modifying the English teaching-learning curriculum that will be implemented in those institutions based on the basic competence started in the national curriculum. The headmaster has to support a good media that is done by the teacher. It can encourage students to study at home during pandemic.

4. For the other researcher

This study has added to the inventory of research concerning with effectiveness of using power point video with project-based learning to teach recount text writing. But the weakness of this study is students can't do their task

seriously. The researcher had to give special treatment such as sending a message to some students to do the task. However, it is still possible to carry out further study using different focuses, method of study, and subjects. The result of this research is expected that can encourage other researcher to conduct further study dealing with using power point video in other skill areas as reading, speaking or listening.

C. Closing

Thus, this is served to the readers. The researcher realized that it is not perfect. Any suggestions and criticisms from the readers are hoped to make it perfect. The researcher hopes that it can be useful to the readers.

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APPENDICES

Appendix 1

EXPERIMENTAL GROUP

No.	Name	Sex	
1.	AF	Female	E-1
2.	ADA	Male	E-2
3.	AS	Male	E-3
4.	AZ	Male	E-4
5.	AAD	Female	E-5
6.	ARA	Female	E-6
7.	CA	Female	E-7
8.	DAF	Male	E-8
9.	FDA	Male	E-9
10.	IA	Female	E-10
11.	KFAT	Male	E-11
12.	LCS	Female	E-12
13.	MBH	Male	E-13
14.	MRA	Male	E-14
15.	MNM	Male	E-15
16.	MR	Male	E-16
17.	NHN	Female	E-17
18.	NID	Female	E-18
19.	SB	Female	E-19
20.	SFR	Female	E-20
21.	SYS	Female	E-21
22.	SNSIS	Female	E-22
23.	TAW	Female	E-23
24.	TS	Female	E-24
25.	ZNK	Female	E-25

CONTROL GROUP

No.	Name	Sex	Code
1.	AF	Male	D-1
2.	ATH	Male	D-2
3.	AVA	Male	D-3
4.	AZS	Female	D-4
5.	APN	Male	D-5
6.	CBA	Female	D-6
7.	SH	Male	D-7
8.	ENS	Female	D-8
9.	FN	Female	D-9
10.	FWP	Male	D-10
11.	ISF	Female	D-11
12.	KANR	Female	D-12
13.	MAI	Female	D-13
14.	MFK	Male	D-14
15.	MIES	Male	D-15
16.	MR	Male	D-16
17.	MAS	Male	D-17
18.	MA	Female	D-18
19.	MDS	Female	D-19
20.	NMA	Female	D-20
21.	PSD	Female	D-21
22.	SR	Female	D-22
23.	SRF	Female	D-23
24.	WSK	Female	D-24
25.	ZNK	Female	D-25

Appendix 2

Normality Test

Hypothesis

H_0 = The data have normal distribution

H_a = The data have not normal distribution

Hypothesis Test

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

Criteria

H_0 is accepted if $\chi^2_{count} < \chi^2_{table}$

Information

Bk = lower class limit -0,5 or upper class limit + 0

$$Z_i = \frac{Bk - X}{s}$$

$P(Z_i)$ = Z_i score in the below of standard normal curve from O to Z

The large of area = $P(Z_i) - P(Z_2)$

E_i = the large of area $\times N$

$O_i = f_i$

For $\alpha = 5\%$, with $dk = 6 - 1 = 5$ is got χ^2 table = 11.07

Normality Test of Pre-Requisite Test of Experimental Class (VIII D)

Hypotesis Test					
The Highest Score	=	95			
The Lowest Score	=	65			
Range Score (<i>R</i>)	=	95-60 =	35		
Total Class (<i>BK</i>)	=	1 + 3,3 log 25 =	5.6132		
Class Lenght (<i>P</i>)	=	35/6 =	5.83333	≈ 6	
lper table to compute Mean and Deviation Stand:					
No	X	rata2	$\bar{X} - \bar{X}$	$(\bar{X} - \bar{X})^2$	
1	92	79	13	169	
2	70	79	-9	81	
3	78	79	-1	1	
4	72	79	-7	49	
5	84	79	5	25	
6	92	79	13	169	
7	68	79	-11	121	
8	95	79	16	256	
9	65	79	-14	196	
10	80	79	1	1	
11	86	79	7	49	
12	80	79	1	1	
13	84	79	5	25	
14	84	79	5	25	
15	84	79	5	25	
16	70	79	-9	81	
17	72	79	-7	49	
18	72	79	-7	49	
19	86	79	7	49	
20	80	79	1	1	
21	88	79	9	81	
22	70	79	-9	81	
23	70	79	-9	81	
24	88	79	9	81	
25	70	79	-9	81	
Σ	1980			1827	
$Mean (\bar{X}) = \frac{\Sigma}{N} = \frac{1980}{25} = 79.20$					
$standard Deviation (s = \sqrt{\frac{\Sigma(X_1 - \bar{X})^2}{N - 1}} = 8.725$					

Normality Test of Pre-Requisite Test of Control Class (VIII F)

<u>Hypotesis Test</u>					
The Highest Score	=	92			
The Lowest Score	=	60			
Range Score (<i>R</i>)	=	92 - 60	32		
Total Class (<i>BK</i>)	=	1 + 3,3 log 25	=	5.6132	
Class Lenght (<i>P</i>)	=	32/6	=	6	≈ 6
lper table to compute Mean and Deviation Stand:					
No	X	rata2	$\bar{X} - \bar{X}$	$(\bar{X} - \bar{X})^2$	
1	70	77	-7	49	
2	68	77	-9	81	
3	84	77	7	49	
4	70	77	-7	49	
5	92	77	15	225	
6	80	77	3	9	
7	78	77	1	1	
8	80	77	3	9	
9	75	77	-2	4	
10	76	77	-1	1	
11	84	77	7	49	
12	78	77	1	1	
13	76	77	-1	1	
14	60	77	-17	289	
15	90	77	13	169	
16	70	77	-7	49	
17	76	77	-1	1	
18	70	77	-7	49	
19	84	77	7	49	
20	76	77	-1	1	
21	72	77	-5	25	
22	70	77	-7	49	
23	84	77	7	49	
24	84	77	7	49	
25	86	77	9	81	
Σ	1933			1388	
$Mean (\bar{X}) = \frac{\Sigma}{N} = \frac{1913}{25} = 77.32$					
$standard Deviation (s) = \sqrt{\frac{\Sigma(X_1 - \bar{X})^2}{N - 1}} = 7.605$					

Normality Test of Pre-test of Experimental Class (VIII D)

<u>Hypotesis Test</u>					
The Highest Score	=	60			
The Lowest Score	=	30			
Range Score (<i>R</i>)	=	60-30 =	30		
Total Class (<i>BK</i>)	=	1 + 3,3 log 25 =	5.6132		
Class Lenght (<i>P</i>)	=	30/6 =	5		
lper table to compute Mean and Deviation Stand:					
No	X	$X - \bar{X}$	$(X - \bar{X})^2$		
1	60	60	3600		
2	35	35	1225		
3	40	40	1600		
4	35	35	1225		
5	45	45	2025		
6	50	50	2500		
7	50	50	2500		
8	60	60	3600		
9	30	30	900		
10	40	40	1600		
11	50	50	2500		
12	40	40	1600		
13	45	45	2025		
14	40	40	1600		
15	40	40	1600		
16	50	50	2500		
17	30	30	900		
18	45	45	2025		
19	50	50	2500		
20	50	50	2500		
21	45	45	2025		
22	45	45	2025		
23	30	30	900		
24	45	45	2025		
25	40	40	1600		
Σ	1090		49100		
$Mean (\bar{X}) = \frac{\Sigma}{N}$		$= \frac{1090}{25} =$	43.600		
tandard Deviation (s=		$\sqrt{\frac{\Sigma(X_1 - \bar{X})^2}{N - 1}}$	45.231		

Normality Test of Pre-test of Control Class (VIII F)

<u>Hypotesis Test</u>					
The Highest Score	=	55			
The Lowest Score	=	30			
Range Score (<i>R</i>)	=	55-30 =	25		
Total Class (<i>BK</i>)	=	1 + 3,3 log 25 =	5.6132		
Class Lenght (<i>P</i>)	=	25/6 =	4.16667	≈ 5	
lper table to compute Mean and Deviation Stand:					
No	X	$\bar{X} - \bar{X}$	$(\bar{X} - \bar{X})^2$		
1	45	45.00	2025.00		
2	30	30.00	900.00		
3	55	55.00	3025.00		
4	45	45.00	2025.00		
5	30	30.00	900.00		
6	35	35.00	1225.00		
7	40	40.00	1600.00		
8	45	45.00	2025.00		
9	50	50.00	2500.00		
10	40	40.00	1600.00		
11	45	45.00	2025.00		
12	50	50.00	2500.00		
13	40	40.00	1600.00		
14	35	35.00	1225.00		
15	55	55.00	3025.00		
16	50	50.00	2500.00		
17	30	30.00	900.00		
18	40	40.00	1600.00		
19	50	50.00	2500.00		
20	55	55.00	3025.00		
21	38	38.00	1444.00		
22	30	30.00	900.00		
23	45	45.00	2025.00		
24	45	45.00	2025.00		
25	40	40.00	1600.00		
Σ	1063		46719.00		
$\text{Mean } (\bar{X}) = \frac{\Sigma}{N} = \frac{1063}{25} = 42.520$					
$\text{standard Deviation } (s) = \sqrt{\frac{\Sigma(X_1 - \bar{X})^2}{N - 1}} = 44.121$					

Normality Test of Post-test of Experimental Class (VIII D)

Hypothesis			
$H_0 =$	The data have normal distribussion		
$H_1 =$	The data have not normal distribussion		
Hypothesis Test			
$X^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$			
Criteria			
H_0 is accepted if $X^2_{count} < X^2_{table}$			
Hypotesis Test			
The Highest Score	=	95	
The Lowest Score	=	65	
Range Score (R)	=	90-65	30
Total Class (BK)	=	$1 + 3,3 \log 25$	= 5.6132
Class Lenght (P)	=	$30/6$	= 5
Iper table to compute Mean and Deviation Stand:			
No	X	$\mathbf{x - \bar{X}}$	$\mathbf{(x - \bar{X})^2}$
1	85	85.000	7225.000
2	75	75.000	5625.000
3	70	70.000	4900.000
4	75	75.000	5625.000
5	75	75.000	5625.000
6	80	80.000	6400.000
7	75	75.000	5625.000
8	90	90.000	8100.000
9	75	75.000	5625.000
10	80	80.000	6400.000
11	95	95.000	9025.000
12	65	65.000	4225.000
13	75	75.000	5625.000
14	80	80.000	6400.000
15	80	80.000	6400.000
16	65	65.000	4225.000
17	78	78.000	6084.000
18	70	70.000	4900.000
19	85	85.000	7225.000
20	78	78.000	6084.000
21	85	85.000	7225.000
22	70	70.000	4900.000
23	80	80.000	6400.000
24	85	85.000	7225.000
25	80	80.000	6400.000
Σ	1951		#####
$Mean (\bar{X}) = \frac{\Sigma}{N} = \frac{1951}{25} = 78.040$			
tandard Deviation (s=	$\sqrt{\frac{\Sigma(x_1 - \bar{X})^2}{N - 1}}$		79.972

Normality Test of Post-test of Control Class (VIII F)

Hypotesis Test			
The Highest Score	=	85	
The Lowest Score	=	60	
Range Score (<i>R</i>)	=	85-60 =	25
Total Class (<i>BK</i>)	=	1 + 3,3 log 25 =	5.6132
Class Lenght (<i>P</i>)	=	25/6	4.16667
lper table to compute Mean and Deviation Stand:			
No	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	62	62.000	3844.000
2	70	70.000	4900.000
3	75	75.000	5625.000
4	70	70.000	4900.000
5	65	65.000	4225.000
6	60	60.000	3600.000
7	75	75.000	5625.000
8	75	75.000	5625.000
9	65	65.000	4225.000
10	70	70.000	4900.000
11	75	75.000	5625.000
12	78	78.000	6084.000
13	85	85.000	7225.000
14	75	75.000	5625.000
15	60	60.000	3600.000
16	65	65.000	4225.000
17	78	78.000	6084.000
18	70	70.000	4900.000
19	70	70.000	4900.000
20	65	65.000	4225.000
21	70	70.000	4900.000
22	65	65.000	4225.000
23	75	75.000	5625.000
24	65	65.000	4225.000
25	80	80.000	6400.000
Σ	1763		#####
Mean			
$Mean (\bar{X}) = \frac{\Sigma}{N}$	=	$\frac{1763}{25}$	= 70.520
standard Deviation			
$s = \sqrt{\frac{\Sigma(X_1 - \bar{X})^2}{N - 1}}$	=		72.266

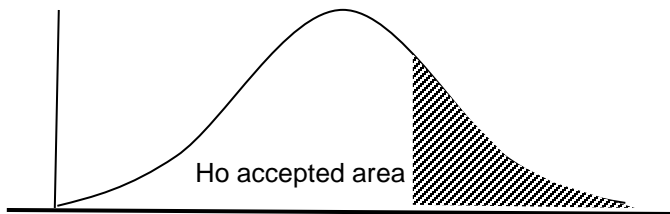
Appendix 3

Homogeneity Test

To test the homogeneity, the formula is:

$$F = \frac{\text{Bigger Variant}}{\text{Smaller Variant}}$$

Ho is accepted if $F < F_{\frac{1}{2}a}(v_1, v_2)$



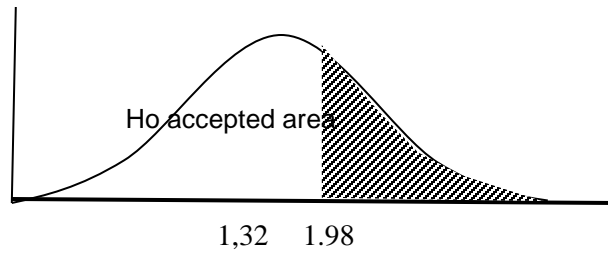
Homogeneity Test of Pre-requisite Test
Helper Table of Homogeneity

No	VIII D	VIII F			
1	92	70			
2	70	68			
3	78	84			
4	72	70			
5	84	92			
6	92	80			
7	68	78			
8	95	80			
9	65	75			
10	80	76			
11	86	84			
12	80	78			
13	84	76			
14	84	60			
15	84	90			
16	70	70			
17	72	76			
18	72	70			
19	86	84			
20	80	76			
21	88	72			
22	70	70			
23	70	84			
24	88	84			
25	70	86			
Σ	1980	1933			
n	25	25			
\bar{X}	79.200	77.320			
Varians	76.083	57.727			
Standard Deviation	8.723	7.598			

According to the table above, it is obtained that

$$F_{\text{count}} = \frac{V_b}{V_k} = \frac{76.083}{57.727} = 1.32$$

With $\alpha = 5\%$ and $dk = 24$ obtained $F_{\text{table}} = (0,05), (24,24) = 1.984$



Because $F_{count} < F_{table}$, H_0 was accepted and both groups had same variant or homogeneous.

Homogeneity Test of Pre-test
Helper Table of Homogeneity

No	VIII D	VIII F				
1	60	45				
2	35	30				
3	40	55				
4	35	45				
5	45	30				
6	50	35				
7	50	40				
8	60	45				
9	30	50				
10	40	40				
11	50	45				
12	40	50				
13	45	40				
14	40	35				
15	40	55				
16	50	50				
17	30	30				
18	45	40				
19	50	50				
20	50	55				
21	45	38				
22	45	30				
23	30	45				
24	45	45				
25	40	40				
Σ	1090	1063				
n	25	25				
\bar{X}	43.600	42.520				
Varians	65.667	63.343				
Standard Deviation	8.103	7.959				

According to the table above, it is obtained that

Homogeneity Test of Pre-test
Helper Table of Homogeneity

No	VIIID	VIIIF				
1	85	62				
2	75	70				
3	70	75				
4	75	70				
5	75	65				
6	80	60				
7	75	75				
8	90	75				
9	75	65				
10	80	70				
11	95	75				
12	65	78				
13	75	85				
14	80	75				
15	80	60				
16	65	65				
17	78	78				
18	70	70				
19	85	70				
20	78	65				
21	85	70				
22	70	65				
23	80	75				
24	85	65				
25	80	80				
Σ	1951	1763				
n	25	25				
\bar{X}	78.040	70.520				
Varians	51.540	42.093				
Standard Deviation	7.179	6.488				

According to the table above, it is obtained that

Appendix 4

Test of Average Similarity of Pre-test of the Experimental and Control Classes

Hypothesis:

$$H_0 = \mu_1 = \mu_2$$

$$H_1 = \mu_1 \neq \mu_2$$

Hypothesis Test

Untuk menguji hipotesis digunakan rumus:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Dengan

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

Ho diterima apabila $-t_{(1-\alpha)(n_1+n_2-2)} < t < t_{(1-\alpha)(n_1+n_2-2)}$

Appendix 5

Test of the Significant Different of Post-test

Hypothesis:

$$H_0 = \mu_1 \leq \mu_2$$

$$H_1 = \mu_1 > \mu_2$$

Hypothesis Test

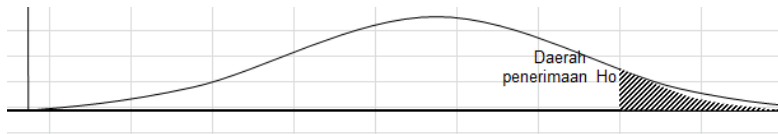
Untuk menguji hipotesis digunakan rumus:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Dengan

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

Ho diterima apabila $t > t_{(1-(n_1+n_2-2))}$



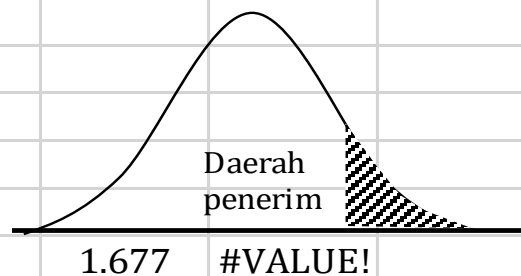
Sumber Variasi	Kelas Eksperimen	Kelas Kontrol
Jumlah	0	0
n	0	0
	\bar{X} VIIID	VIIIF
Varians (s^2)	85.00	62.00
Standart deviasi	75.00	70.00

Berdasarkan rumus di atas diperoleh:

$$s = \sqrt{\frac{(25 - 1)37,13 + (25 - 1)32,90}{25 + 25 - 2}} = 8.57$$

$$t = \frac{78,04 - 70,52}{6,84 \sqrt{\frac{1}{25} + \frac{1}{25}}} = \#VALUE!$$

Pada $\alpha = 5\%$ dengan $dk = 25$ $t_{tabel} = 1.677$



Appendix 6

Instrument for Pre-test

1. Please write down your full name, your student' number and class on the top right of your paper
2. Make a recount text based on your last activity on Sunday
3. Please write at least three paragraphs and three sentences in each paragraph.
4. Don't forget that the text uses past tense.
5. Time allotment is 45 minutes
6. Good luck!

Appendix 7

Instrument for Post-test

1. Please write down your full name, your student' number and class on the top right of your paper!
2. Please compose a recount text based on your experience on holiday.
3. Please write at least three paragraphs and three sentences in each paragraph.
4. Don't forget that the text uses past tense.
5. Time allotment is 45 minutes.
6. Good luck!

Appendix 8

No. _____
Date _____

Nama: catur Ariningtyas
no. absen: 07
kelas : 8D

I wake up at 6am. Then I take a shower to refresh my body. After bathing I exercise.
I help my mother wash the dishes. Then I wash my dirty clothes, and leave them in the hot sun.
During the day I take a nap. after I wake up I take the clothes that are dried in the sun. then fold the clothes and arrange the clothes neatly in the wardrobe.
Because I was menstruating I accompanied my family to break their fast. After I finished I played with my friend.

C = 20
O = 10
V = 7
G = 10
M = 3

50

PEACE TO ACHIEVE GOAL

90

Nama = Dinkas Adi P.
Kelas = 8D
No = 8

Vacation with My family at borobudur temple

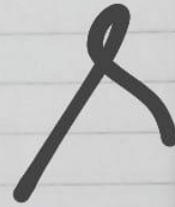
3 Years ago My family and I went on vacation to borobudur temple. My Family consists of father, mother, sister and brother. We leave the house at around 05.30 and arrive there at around 08.00.

Before arriving at our destination, we stopped by the shop to buy some snacks, after that we continued our journey until we got to our destination. When I got there, somehow My heart felt very happy to see many people who were on vacation with their families, I didn't want to be out done by my family and I immediately went up to the top of the borobudur temple through many steps until it reached the top of the borobudur temple. Arriving at the top, what a ~~best~~ beautiful view of the green environment and residential areas that we could see, after that we went down and took a photo together.



After we were satisfied, we went home. on the way home we stopped by the shop and the food stall to eat together, after being full we continued our journey home until we got home. After I got home, I immediately lay down on the bed and fell asleep.

how happy my heart was when it was on vacation with my family even though it has been years since I will continue to remember it.



Appendix 9

Date: _____

35

Nama: Ahmad Zakaria
Kelas: 8D
No. Absen: 4

ON Sunday I wake up at 3:30 a.m for dawn. At 4:20 a.m I prayed in congregation in a mushola near my house, after praying in mushola I go home and go to sleep. I wake up at 9:45 a.m. I wake up and sweep at 9:55 a.m and after sweeping, I wash the dishes at 10:20 a.m and after washing the dishes, I play the cellphone.

At 12:40 a.m I took a shower, after taking a shower, I Prayed Dhuhur. After Prayed I go to sleep. I wake up at 4:10 p.m and I go to take shower and after a shower, I prayed asr and after pray asr, I play the cellphone until 17:35 pm

At 17:41 p.m I break the fast and after I break my fast I do pray Maghrib. After pray Maghrib I play the cellphone and snack, until the Isha call prayed. After the ~~prayed~~ Isha call to prayed. I go to Mushola and pray Isha and was the lowest, after the prayed. I go to home to eat after eating I go to sleep

No.

Date.

Walk path to Chlorophyll garden.


Last February my friends and I went to the chlorophyll forest. We leave at 08.00 and ride bicycles as well as sports.

We ride bicycles together and enjoy the natural beauty that exists when we are on the road, like rice fields and mountains that are visible from a distance. And after we reach the forest, we sit for a while and drink water. Next, we continue to walk to see the beautiful plants in the park.

And after that we went home, it turned out that next to the park there ~~was~~ was a large building, it turned out that the building was a hospital for people who had the corona virus. Luckily, when we walk we adhere to health protocols, namely wearing masks. After arriving home, I immediately took a shower and changed into a new outfit.

Honestly, this road makes me happy, because I can meet friends and have fun together.

Nama : Municha Atsna

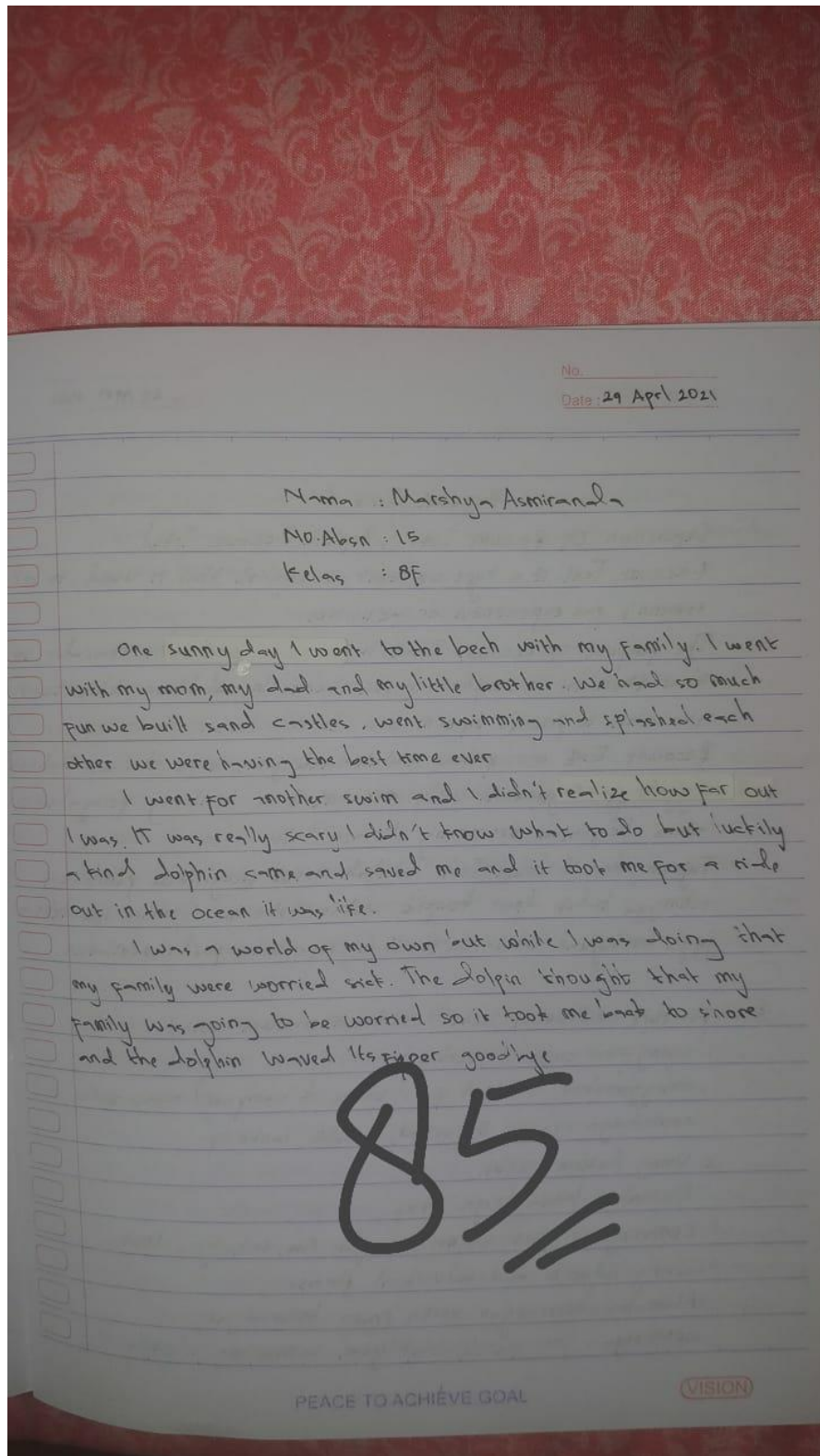
No. : 

Kelas : 0F

70 //

VISION

Appendix 10



No.

Date 22 April 2021

Sunday is the day my family gathers. Every Sunday my family and I do activities. Sometimes I go to visit grandma's house.

I went from 8:00 am to 4:00 pm.

There I played with brothers. There I enjoyed warm company. Usually, apart from Sunday, I was lonely, there were no friends. And my mother and father work all.

My brother is also the same frequency as me, for example, we often play online games together. And on Sunday, sometimes I also often make meals with my family, for example, making cakes. So Sunday is a day of togetherness in my life, and I am very happy.

Name : Municha Atsna

NO. : 22

Class : 8F

40

VISION

That day, I am go to the beach Noebum with my family. I swam on that beach, and I play buoys with my family. The weather is getting hotter, because the day is getting late our family also decided to take a rinse bath.

It feels fresh after showering, plus the fresh breeze from the sea. Not satisfied enough, we also captured this happy moment with a photo. nor is it complete if we don't taste the local food in this area. We also tried to taste the food that is here.

✱ satisfied with today we went home. It was great because our family could ~~travel~~ ~~together~~ travel together.

45

VISION

Sabtu, 1 Mei 2021

95

Nama: Laurenzia Christy S

Nb: 13

Kelas: 8D

Experience On Holiday

Last January looked like my lucky month. I participated in an anthology writing event, with the theme Rindu. The results of yesterday's event really made me disbelieve.

During this holiday I spent the time writing when I finished the assignments. When I followed the competition, my aunt always helped me in grading and typing. I really had to thank her. Before writing, I usually had to determine an interesting story line, a story will be better when it has a good story mandate. After finishing the storyline, I asked my aunt's opinion. If it was good, I would start typing the script and send it.

A few weeks after the submission of the stories, the winners announced. I did not realize that I could win the competition and be in second place. That night I was shocked and could not believe it. I can not forget about the last semester's holiday experience!

PEACE TO ACHIEVE GOAL

VISION

PEACE TO ACHIEVE GOAL

Appendix 12

**LESSON PLANNING (RPP) – EXPERIMENTAL CLASS
(RPP DARING)**

School : SMPN 2 Patebon
Subject : English
Class/Semester : VIII/2
Theme : Holiday
Material : Recount Text
Allocation Time : 2x45 Minutes (2 Meetings)

A. BASIC COMPETENCE

1. Understanding of knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and eye-catching events.
2. Exploring, associating, and communicating in the concrete realm (using, parsing, assembling, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other similar sources in point of view / theory.

B. BASIC COMPETENCE AND INDICATORS

Basic Competence	Indicator
3.11 Identifies social functions, text structure, and linguistic elements of oral and written involves personal recount text by giving and requesting information related to personal experiences in the past, short, and simple, accordance with the context of their use.	3.11.1 Identifies social functions of oral and written involves personal recount text. 3.11.2 Identifies text structure of oral and written involves personal recount text. 3.11.3 Identifies linguistic elements of oral and written involves personal recount text.

<p>4.11 Recount text.</p> <p>4.11.1 Capturing contextual meaning related to social functions, text structure, and linguistic elements of oral and written recount text, very short, and simple, related to personal experiences in the past.</p> <p>4.11.2 Arranging oral and written recount text, very short and simple, related to personal experience in the past by paying attention to social functions, text structure, and linguistic elements correctly and in context.</p>	<p>4.11.1.1 Creating oral recount text based on power point video served by the teacher by paying attention to social functions, text structure, and linguistic elements.</p> <p>4.11.2.1 Creating written recount text related to personal experience in the past by paying attention to social functions, text structure, and linguistic elements.</p>
--	--

C. Learning Objectives

1. First Meeting

By the end of the lesson, students will have been able to compose a sentence of simple past tense using grammatical correct.

2. Second Meeting

By the end of the lesson, students will have been able to design a project of writing with recount text using grammatical correct.

3. Third Meeting

By the end of the lesson, students will have been able to compose a project of writing with recount text using grammatical correct.

D. Learning Steps

First meeting

1. Introduction

- a. Students get information about learning activities at home through the WhatsApp Group
- b. Prepare yourself to take part in learning at home (Cellphones connected to the internet and stationery)

- c. Pray
- 2. Core activities
 - a. Teacher gives instruction to read the text about past tense that send by the teacher (attachment 1)
 - b. Teacher ask students to observe the text to find some information about 5W+1H
 - c. Teacher gives question about simple past tense from
 - d. Teacher asks students to do a task (attachment 2)
- 3. Closing
 - a. Teacher does reflection by evaluating the whole learning activity
 - b. Teacher informs the next material for next meeting
 - c. Teacher close the class by praying

Second-third meeting

- 1. Introduction
 - a. Students get information about learning activities at home through the WhatsApp Group
 - b. Prepare yourself to take part in learning at home (Cellphones connected to the internet and stationery)
 - c. Pray
- 2. Core Activities
 - a. Students understand video shows from YouTube about Recount Text (<https://rIIX4y9SncA>)
 - b. Students observe the video by telling what information on the video
 - c. Students are given the opportunity to ask question
 - d. Students and teacher through WhatsApp Group discuss the material and writing project
 - e. Teacher asks students to determine a theme of writing project. (Holiday, unforgettable experience, etc.)
 - f. Teacher asks students to collect the project in the next meeting.
 - g. Teacher asks students to start creating the project of recount text.

3. Closing

- a. Teacher does reflection by evaluating the whole learning activity
- b. Teacher informs the next material for next meeting
- c. Teacher close the class by praying

E. Assessment

1. Form : written test
2. Technique : Students write their past activities
3. Aspect : Content, grammar, organization, vocabulary, mechanic
4. Scoring guidance : Content + Grammar + organization + vocabulary + mechanic

Category	Score	Criteria
Content	30-27	Excellent to very good: knowledgeable, substantive, through development of thesis, relevant to assigned topic.
	26-22	Good to average: some knowledge of subjects; adequate range; limited development of thesis; mostly relevant to topic; but lacks detail.
	21-17	Fair to poor: limited knowledge of subjects; little substance; inadequate development of topic.
	16-13	Very poor: does not show knowledge of subjects; non-substantive; not pertinent.
Organization	20-18	Excellent to very good: fluent expression; ideas clearly stated/supported; succinct; well-organized; logical sequencing; cohesive.
	17-14	Good to average: somewhat choppy; loosely organized but main idea stand out; limited support; logical but incomplete sequencing.
	13-10	Fair to poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development.

	9-7	Very poor: does not communicate; no organization.
Vocabulary	20-18	Excellent to very good: sophisticated range; effective words choice and usage; appropriate register; word forms mastery.
	17-14	Good to average: adequate range; occasional errors of word or idiom form, choice, usage but meaning not obscured.
	13-10	Fair to poor: limited range, frequent errors of word or idiom form, choice, usage; meaning confused or obscured.
	9-7	Very poor: essentially translation; little knowledge of English vocabulary, idioms and word form.
Grammar	25-22	Excellent to very good: effective complex construction; few errors of agreement, tense, number, word function, article, pronouns, prepositions.
	21-18	Good to average: effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word function, articles, pronouns, prepositions but meaning seldom obscured.
	17-11	Fair to poor: major problems in complex/simple constructions; frequent errors of negation, agreement, tense, number, word function, articles, pronouns, prepositions, and fragments, run-ons, deletions; meaning confused or obscured.

	10-5	Very poor: virtually no mastery of sentence construction rules; dominated by errors; does not communicate.
Mechanics	5	Excellent to very good: demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to average:occasionally errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused.
	2	Very Poor: no mastery of conventions; dominated by errors of spelling, punctuation, capitalization etc. paragraphing; handwriting illegible; too many uses of “and”.

Kendal, May 2021

Acknowledged by:

The Headmaster

The Researcher

Agus Suwanto, S.Pd., M.Pd

NIP 19671102 199412 1 004

Dwi Sura Aprillia

NIM 1703046067

LESSON PLAN – CONTROL CLASS

(RPP DARING)

School	:	SMPN 2 Patebon
Subject	:	English
Class/Semester	:	VIII/2
Theme	:	Holiday
Material	:	Recount Text
Time Allocation	:	2x45 Minutes (2 Meetings)

1. Basic Competence

1. Understanding of knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and eye-catching events.
2. Exploring, associating, and communicating in the concrete realm (using, parsing, assembling, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other similar sources in point of view / theory.

2. Learning Objectives

1. First Meeting

By the end of the lesson, students will have been able to compose a sentence of simple past tense using grammatical correct.

2. Second Meeting

By the end of the lesson, students will have been able to design a project of writing with recount text using grammatical correct.

3. Third Meeting

By the end of the lesson, students will have been able to compose a project of writing with recount text using grammatical correct.

3. Learning Steps

First meeting

1. Introduction

- d. Students get information about learning activities at home through the WhatsApp Group
- e. Prepare yourself to take part in learning at home (Cellphones connected to the internet and stationery)
- f. Pray

2. Core activities

- a. Teacher gives instruction to read the text about past tense that send by the teacher (appendix 14)
- b. Teacher ask students to observe the text to find some information about 5W+1H
- c. Teacher gives question about simple past tense from
- d. Teacher asks students to do a task (appendix 14)

3. Closing

- 1. Teacher does reflection by evaluating the whole learning activity
- 2. Teacher informs the next material for next meeting
- 3. Teacher close the class by praying

Second-third Meeting

1. Introduction

- a. Students get information about learning activities at home through the WhatsApp Group
- b. Prepare yourself to take part in learning at home (Cellphones connected to the internet and stationery)
- c. Pray

2. Core activities

- a. Students understand the material about Recount Text on PDF form.
- b. Students are given the opportunity to ask question.
- c. Students and teacher through WhatsApp Group discuss the material and writing project
- d. Teacher asks students to determine a theme of recount text based on their story. (eg. Holiday, unforgettable experience, etc.)

- e. Teacher guides the students to tell their experience in paper, and start to make recount text.
- f. Teacher asks students to collect the project in the next meeting.
- g. Teacher asks students to start creating the project of recount text.

3. Closing

- a. Teacher does reflection by evaluating the whole learning activity
- b. Teacher informs the next material for next meeting
- c. Teacher close the class by praying

4. Assessment

- 1. Form : written test
- 2. Technique : Students write their past activities
- 3. Aspect : Content, grammar, organization, vocabulary, mechanic
- 4. Scoring guidance : Content + Grammar + organization + vocabulary + mechanic

Category	Score	Criteria
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	16-13	Very poor: does not show knowledge of subjects; non-substantive; not pertinent.
Organization	20-18	Excellent to very good: fluent expression; ideas clearly stated/supported; succinct; well-organized; logical sequencing; cohesive.

	17-14	Good to average: somewhat choppy; loosely organized but main idea stand out; limited support; logical but incomplete sequencing.
	13-10	Fair to poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development.
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	13-10	Fair to poor: limited range, frequent errors of word or idiom form, choice, usage; meaning confused or obscured.
	9-7	Very poor: essentially translation; little knowledge of English vocabulary, idioms and word form.
Grammar	25-22	Excellent to very good effective complex construction; few errors of agreement, tense, number, word function, article, pronouns, prepositions.
	21-18	Good to average: effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word function, articles, pronouns, prepositions but meaning seldom obscured.

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	4	Good to average: occasionally errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused.
	2	Very Poor: no mastery of conventions; dominated by errors of spelling, punctuation, capitalization etc. paragraphing; handwriting illegible; too many uses of “and”.

Kendal, May 2021

Acknowledged by:

The Headmaster

The Researcher

Agus Suwanto, S.,Pd., M.Pd

NIP 19671102 199412 1 004

Dwi Sura Aprillia

NIM 1703046067

Appendix 14

Students' Worksheet

(1)

Name :
Class :
Student
Number :

Instruction:

1. Create four sentences using *Simple Past Tense* (Two verbal sentences and two nominal sentences).
2. Change into positive, negative and interrogative for each sentence.

1. Verbal (+)
Sentence (-)
(?)
2. Verbal (+)
Sentence (-)
(?)
3. Nominal (+)
Sentence
(-)
(?)
4. Nominal (+)
Sentence
(-)
(?)

(2)

- A. Fill in the blank by paying attention to the use of *simple past tense*!

Last holiday I (go) 1..... to Surabaya visiting my grandmother and grandfather. I had to go there because the (last) 2..... holiday I was not there. I (miss) 3..... them so much because I lived with them when I was a child. After graduated from junior high school, I (follow) 4..... my parents living at Jakarta.

Unfortunately, I did not (get) 5..... any ticket of either train or plane so that I (go) 6..... to Surabaya by bus. It (be) 7..... so tiring because the traffic (be) 8..... too crowded and stagnant. Normally, the trip needs around 24-28 hours but my trip at that time (need) 9..... 40 hours from Jakarta to Surabaya. That (make) 10..... me mad.

The madness and tiredness during the trip had gone after I met my grandma and grandpa. I was so happy knowing them in healthy condition.

(3)

Name :
Class :
Student Number :

Instruction:

1. Read the texts below.
2. Arrange it in a correct order.
3. Rewrite the text in a piece of paper.

1.	It was a pity event and I hoped it would never happen again.
	I asked to the fruit seller. She said that there was a thief tried to steal someone's wallet. But someone saw him and shouted loudly. Suddenly some people hit him.
	Three days ago, I went to the traditional market to buy some fruits and vegetables. In the market, I saw police and a lot of people.
2.	We climbed slowly and enjoy the night there. After 7 hours walking in the dark, we reached the top of the mountain. We were not alone. There were a lot of people. We waited the sun rises by cooking some food and making hot drink. After seeing the sun raised, we had to go back home.
	Two days ago, I went to Merapi mountain. It was the first time I climbed the mountain.

	After all, that was my great experience I had ever have.
3.	When we returned home, we were tired but happy.
	Yesterday my family went to the zoo to see elephant and other animal. When we go to the zoo we went to the shop to buy some food to give to the animal.
	First we went to the nocturnal house where we saw birds and reptiles which only come out at night. Before lunch we went for a ride on the elephant. During lunch we fed some birds in the park.
4.	I parked my motorcycle at the parking area and I walked slowly at the hall of the theatre. I took my ticket on my wallet and go to the information section to ask about how to use the ticket. Unfortunately, I missed it. The ticket was already expired 2 days before.
	Last week I went to the theatre. It was the only theatre at my town. I had 1 free ticket to watch a movie. I had no idea about the movie.
	I went home and I was very disappointed about that.

(4)

NAME :
.....
CLASS :
.....
STUDENT :
NUMBER :
TITLE :
.....
.....
.....

Instruction:

1. Write recount text related to your individual experiment.
2. Don't forget to pay attention to generic structure and language feature.
3. Write the text on the paper.

(Orientation)

.....
.....
.....
.....

(Event)

.....

.....

.....

.....

.....

.....

(Reorientation)

.....

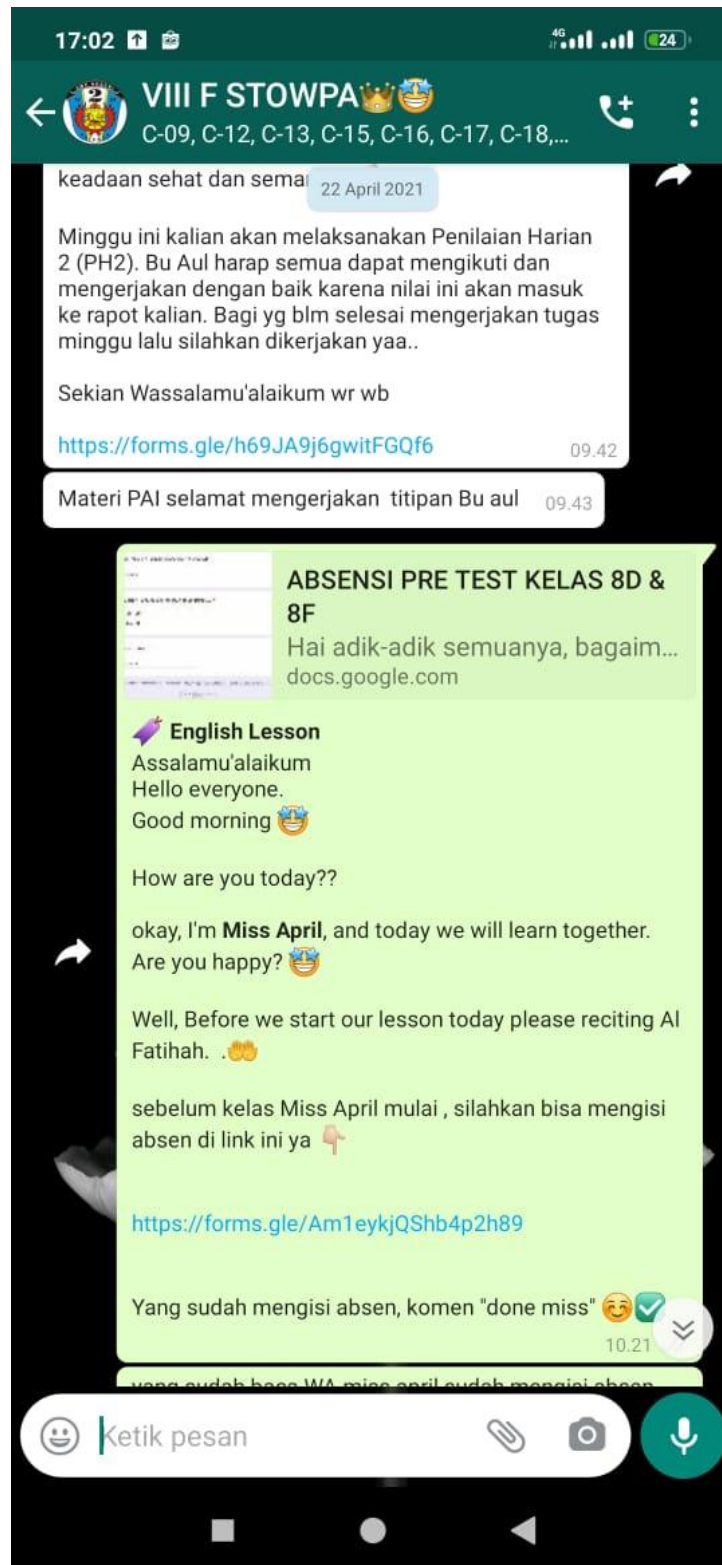
.....

.....

DOCUMENTATION



(Picture of student do the task from home)



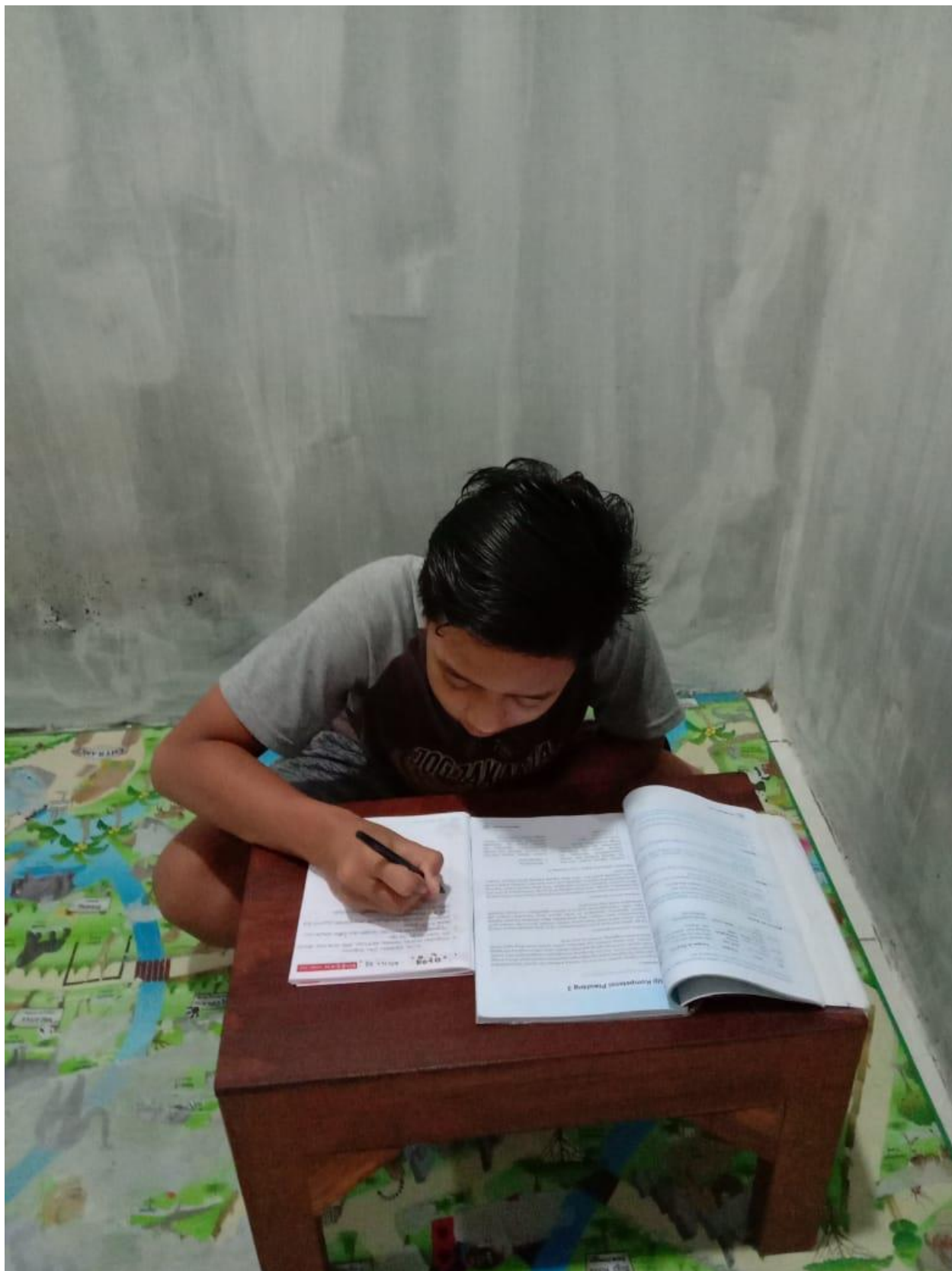
(Online Learning of Control Class)



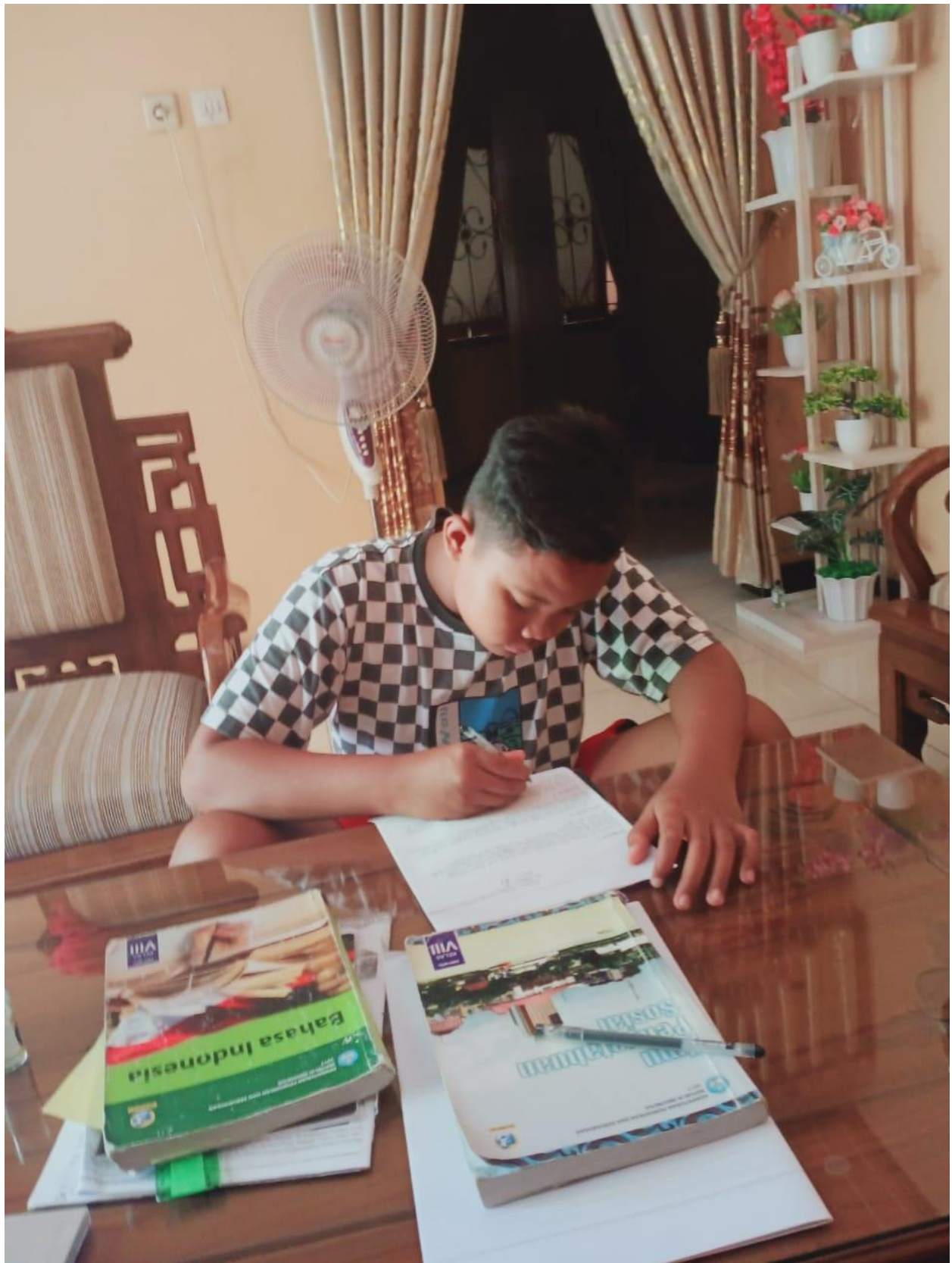
(Online Learning of Experimental Class)



(Picture of the student do the task from home)



(Picture of the student do the task from home)



(Picture of the student do the task from home)



(Picture of the student do the task from home)



(Picture of the student do the task from home)



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UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
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Jalan Prof. Hamka Km.2 Semarang 50185 Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor: B-1074/Un.10.3/K/PG.00/04/2021

19 April 2021

Lamp : -

Hal : Izin Riset

a.n. : Dwi Sura Aprillia

NIM : 1703046067

Yth.

Kepala Sekolah SMPN 2 Patebon
di Tempat

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : Dwi Sura Aprillia

NIM : 1703046067

Alamat : Jl. Bendungan Juwero RT 04 RW 04, Desa Triharjo, Kec.
Gemuh, Kab. Kendal

Judul skripsi : *The Use of Power Point Videos with Project-Based
Learning to Teach Recount Text Writing*

Pembimbing : Dr. Siti Tarwiyah, M.Hum

Mahasiswa tersebut membutuhkan data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon Mahasiswa tersebut di ijinkan melaksanakan riset selama 2 Minggu, mulai tanggal 24 April 2021 sampai dengan tanggal 8 Mei 2021

Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr. disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.

a.n. Dekan,

Wakil Dekan Bidang Akademik



Dr. Mahfud Junaedi, M.Ag

NIP. 19681212 199403 1003

(Letter of Research Permission)



PEMERINTAH KABUPATEN KENDAL
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 2 PATEBON

Jalan Raya Sunan Abinawa Patebon Kendal ☎ (0294) 3686228, Kode Pos 51351
e-mail : smp2ptb@gmail.com

SURAT KETERANGAN
Nomor : 421.3/120/SMP

Dengan ini, saya yang bertanda tangan di bawah ini:

Nama : **Agus Suwanto, S.Pd, M.Pd**
NIP : 19671102 199412 1 004
Jabatan : Plt. Kepala SMP N 2 Patebon

Menerangkan bahwa:

Nama : **DWI SURA APRILLIA**
NIM : 1703046067
Universitas : UIN Walisongo Semarang

Yang bersangkutan diatas benar – benar telah melaksanakan penelitian di SMP N 2 Patebon terhitung mulai tanggal 1 Mei 2021 s.d 22 Mei 2021 guna penyelesaian tugas akhir / skripsi yang berjudul :

” The Use of PowerPoint Video with Project-Based Learning to Teach Recount Text Writing ”

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Patebon, 12 Juni 2021
Plt Kepala SMP N 2 Patebon,

Agus Suwanto, S.Pd, M.Pd
NIP. 19671102 199412 1 004

Scanned by TapScanner

(Letter of Research)



(Ask Permission to the Headmaster of SMPN 2 Patebon. Mr. Agus Suwanto)

PENELITI : Dwi Sura Aprillia

NIM : 1703046067

JURUSAN : Pendidikan Guru Bahasa Inggris

JUDUL : THE USE OF POWER POINT VIDEO WITH PROJECT-BASED LEARNING TO TEACH RECOUNT TEXT WRITING

HIPOTESIS:

a. Hipotesis Uji Homogenitas Data Tahap Awal

$$H_0: \sigma_{12} = \sigma_{22}$$

$$H_1: \sigma_{12} \neq \sigma_{22}$$

b. Hipotesis Uji Homogenitas Data Tahap Akhir

$$H_0: \sigma_{12} = \sigma_{22}$$

$$H_1: \sigma_{12} \neq \sigma_{22}$$

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

Uji Homogenitas Data Tahap Awal

F-Test Two-Sample for Variances

	<i>Eksperimen</i>	<i>Kontrol</i>
Mean	43.6	42.52
Variance	65.66666667	63.34333333
Observations	25	25
df	24	24
F	1.036678419	
P(F<=f) one-tail	0.465209155	
F Critical one-tail	1.983759568	

Keterangan:

Sig. = 0.465 > 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

	<i>Eksperimen</i>	<i>Kontrol</i>
Mean	78.04	70.52
Variance	51.54	42.09333333
Observations	25	25
df	24	24
F	1.22442192	
P(F<=f) one-tail	0.311927647	
F Critical one-tail	1.983759568	

Keterangan:

Sig. = 0.311 > 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

	<i>Eksperimen</i>	<i>Kontrol</i>
Mean	43.6	42.52
Variance	65.66666667	63.34333333
Observations	25	25
Pooled Variance	64.505	
Hypothesized Mean Difference	0	
df	48	
t Stat	0.475425062	
P(T<=t) one-tail	0.318320254	
t Critical one-tail	1.677224196	
P(T<=t) two-tail	0.636640509	
t Critical two-tail	2.010634758	

Keterangan:

Sig. = 0.636 > 0.05, maka H_0 diterima artinya bahwa tidak terdapat perbedaan rata-rata nilai Kelas Eksperimen dan Kelas Kontrol

Uji Perbedaan Rata-Rata Data Tahap Akhir t-

Test: Two-Sample Assuming Equal Variances

	<i>Eksperimen</i>	<i>Kontrol</i>
Mean	78.04	70.52
Variance	51.54	42.09333333
Observations	25	25
Pooled Variance	46.81666667	
Hypothesized Mean Difference	0	
df	48	
t Stat	3.885729842	
P(T<=t) one-tail	0.000156146	
t Critical one-tail	1.677224196	
P(T<=t) two-tail	0.000312292	
t Critical two-tail	2.010634758	

Keterangan:

Sig. = 0.000 < 0.05, maka H_0 ditolak artinya bahwa ada perbedaan antara rata-rata nilai Kelas Ekperimen dan Kelas Kontrol

Semarang, 07 Juni 2021



Deden Istiawan, S.Si.,M.Kom
Kepala Laboratorium

CURRICULUM VITAE

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Educational/ Qualifications

❖ Formal Education

2004-2010	SDN 1 Triharjo Gemuh
2010-2013	SMPN 1 Gemuh Kendal
2013-2016	SMAN 1 Gemuh Kendal
2017-Present	UIN Walisongo Semarang

❖ Non-Formal Education

2016	Ponpes Sunan Abinawa Pegandon Kendal
2018	English Academy Pare Kediri
2017-Present	Ponpes Daarun Najaah Jerakah Semarang