LEARNING IMPROVINGS EFL STUDENT'S ABILITY TO WRITE RECOUNT TEXT THROUGH VIDEOS: AN EXPERIMENTAL STUDY

THESIS

Submitted by:

<u>NURUL FATHILLAH</u>

NIM. 180203160

Student of Fakultas Tarbiyah dan Keguruan

Department of English Language Education

FAKULTAS TARBIYAH DAN KEGURUAN

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by:

Nurul Fathillah
NIM. 180203160

Students of *Faculty Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

Main Supervisor,

Drs. Lukmanul Hakim, M.A

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Board of Examiners,

Chairperson,

Drs. Lukmanul Hakim, M.A

Secretary,

Fithriyah, M.Pd

Member,

Rita Hermida, M. Pd

Member,

Faishal Zakaria, S.Pd.I., M.A., Ph.D

Certified by:
The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh

Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D
NIP. 197301021997031003

Declration of Originality

Saya yang bertandatangan di bawah ini:

Nama : Nurul Fathillah

NIM :180203160

Tempat/tanggal lahir : Lamnga, 15 februari 2000

Alamat : Lamnga, Mesjid Raya, Aceh Besar

Menyatakan dengan sesungguhnya bahwa skripsi saya yang berjudul:

Learning Improvings EFL Student's ability to write Recount text through videos: An experimental Study

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan susungguhnya.

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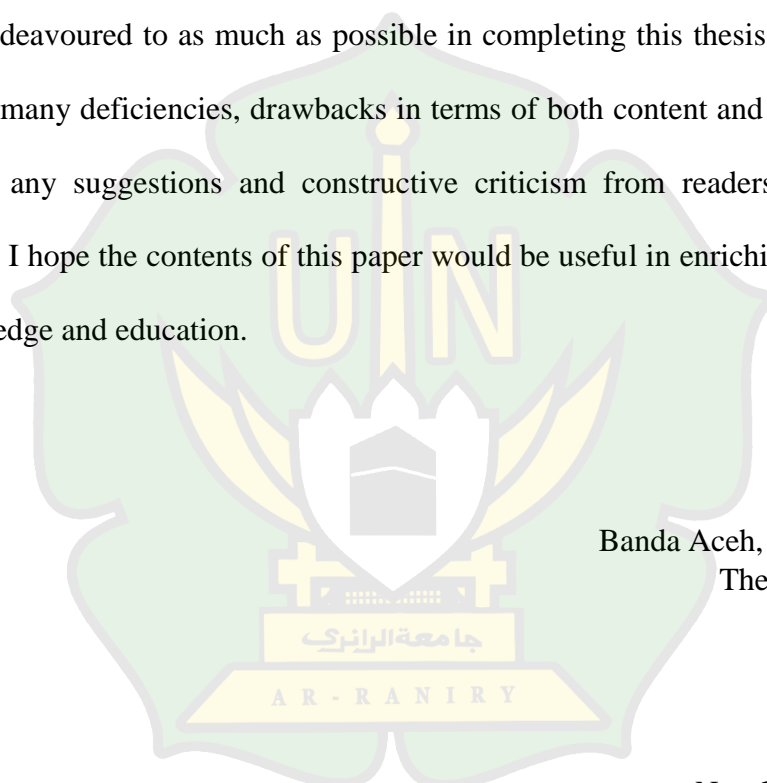
Nurul fathillah

ii

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The Writer,

Nurul Fathillah
NIM. 180203160

iv

ABSTRACT

Name	:	Nurul Fathillah
NIM	:	180203160
Faculty	:	Faculty of Tarbiyah and Keguruan
Major	:	Department of English Language Education
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Keyword	:	Writing, recount text, video

The purpose of this study was to investigated the effectiveness of using videos as a teaching tool to enhance English as a Foreign Language (EFL) students' writing skills, specifically in composing recount texts. This study used a Quasi-Experimental non- equivalent design. The population in these study was class X Darul Ihsan Islamic boarding school. The samples consisted of 31 students' of class Xs as the experimental class and Xa as the control class. The experimental class was taught giving vand the controlideo class was taught using the conventional method. The instrument used in this study was the difference in students' Learning recount text by video scores of 77,35 for the experimental class, and 71,19 for the control class. Data analysis using Independent sample T-Test. The sign value (2-tailed) is 0,003 < 0,05. Based on these results, it can be concluded that the hypothesis Null (Ho) is rejected and the alternative hypothesis (Ha) is accepted. Based on the findings obtained, students' Learning recount text by video in the experimental class were higher than the control class.

TABLE OF CONTENT

Contents

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

This chapter explains why we conduct the survey and discusses several points such as background of the research, research questions, purpose of the research, significance of the research, and the terminology.

A. Background of the Research

Language is a tool for everyone to communicate in interacting in various ways so that others understand what we want. As stated by Harmer (2004, p.31) English has four skills that must be learned, namely listening, speaking, reading and writing. Writing is the most difficult part of the four language skills. Writing is one of the skills that students must master in language learning, especially for students studying English as a foreign language (EFL). Writing is also the process of expressing ideas in written form using the right words and presented in written form. In addition, writing is a process of pouring ideas or ideas into a writing so that the writing can be conveyed properly to the reader.

The development of writing skills in English as a Foreign Language (EFL) is a critical component of language acquisition. One type of text that is often taught in English language learning is recount text, based on Coogan (2006) recount text is

written to retell event with the purpose of either informing or entertaining their audience or readers (or both). From the definition above, it can be concluded that recount text is one type of texts that retells some events in the past in order to inform and entertain the reader which aims to retell an event or experience in the past chronologically and clearly. Recount texts require students to use proper structures, including time recognition, past tense usage, and logical organization of ideas. However, although recount text is one of the commonly studied text types, many EFL students experience difficulties in writing this text.

According to Hyland, K (2003), Some of the main challenges EFL students face in writing recount texts include difficulties in organizing ideas chronologically, the use of limited vocabulary, and the understanding and proper application of tenses, especially the past tense. In addition, students' lack of motivation and engagement in learning also become obstacles in the learning process of writing. This shows the need for more effective and interesting teaching methods to improve students' writing skill.

In recent years, the utilization of audiovisual media, such as videos, has proven to be an effective tool in language learning of Richards, J. C., & Renandya, W. A. (2002). Videos not only provide a visual context that enriches students' understanding, but also offer real examples of language use in relevant situations. Through videos, students can see and hear natural ways of speaking, noticing facial expressions, intonation and other details that may not be expressed in written text alone. In addition, videos can provide inspiration that helps students in writing, as they can

observe stories or experiences told by others, which they can then imitate or adapt in their writing

According to Mayer (2005) One potential solution to enhancing students' writing abilities is through the use of multimedia, particularly videos. Videos offer a dynamic combination of visual and auditory input that can help learners grasp language patterns and narrative techniques more effectively. By engaging with videos, students can observe real-life examples of recounting events, which could serve as models for their own writing. Moreover, videos provide context-rich content that can help learners better understand the sequence of events, emotions, and descriptive language needed to produce effective recount texts.

Previous studies have demonstrated the benefits of multimedia in language learning, showing that videos can improve various aspects of language acquisition, such as vocabulary acquisition, listening skills, and speaking fluency. However, there is limited research focusing on the specific impact of videos on writing skills of Sweller (2011). particularly in the context of writing recount texts. Videos are not only a source of content but also a source of motivation, as they often engage students in ways that traditional teaching methods may not.

Based on the description above, the researcher is interested in conducting the research to investigate the effectiveness of using videos as a teaching tool to enhance English as a Foreign Language (EFL) students' writing skills, specifically in composing recount texts and conducting this research at vocational high school in

Darul Ihsan boarding school, Aceh Besar.

B. Research Questions

Based on the above consideration, it is necessary to formulate the research question as follows: Does use of videos effectively improve ELF students' ability to write recount texts?

C. The Aims of the Study

Based on the research questions above, this study aims to find out the following: to explore the effect of using videos on EFL students' recount text writing ability.

D. Significance of the Study

a. Teacher

The result of this study is useful for English teachers at vocational high school in Darul Ihsan boarding school to get information about teaching writing recount text by using videos.

b. Student

The result of this research maybe able change students" point of view of Videos as a media in improving writing skill on recount text. This research can help students in improving their skill on writing recount text by using videos.

c. Other Researchers

For further researchers who are interested in teaching writing recount text using videos at Junior High School level can get the basic information from this study to do the further research, and for researcher who wants to make videos as one of variables

E. Terminology

In order to make it clear, it is necessary to clarify some terms used in this study that relate to the title of this research, as follows:

1. Writing

Broadman (2002: 4) explains that writing is an ongoing process that involves thinking, organizing, reconsidering, and reorganizing. Effective writing demands proficiency in vocabulary, spelling, grammar, punctuation, and selecting content and words that are suitable for the audience, topic, and situation. However, the ability to think critically and to organize thoughts effectively is essential for expressing ideas clearly in well-structured sentences with strong coherence and cohesion. This is why many people and students find writing challenging.

2. Recount text

According to Hyland (2003), recount text is a genre with the social function of retelling events, either to inform or entertain. In this study, recount text refers to a text used to assess the students' writing skills in composing recount texts through the use of video in the second year of study.

3. Video

Videos offer opportunities for formative assessment. Teachers can evaluate students' writing based on their understanding of the video content and provide constructive feedback on their written work, enhancing their learning experience Mayer (2002)

CHAPTER II

REVIEW OF LITERATURE

In this chapter, Literature review related to this research and several essential theories are discussed: including writing definition, writing purposes, writing models,

A. Writing

1. Definition of Writing

Writing is an essential skill for students to acquire, as it plays a crucial role in academic and global communication. It is a competency that students need to develop within an educational environment. Writing is one of efficient tool to reinforce other language skills. Nunan (2003, p.88) implies the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. In conclusion, writing is a tool that involves cognitive effort, from generating ideas to express or to convey ideas or questions clearly, a writer must be capable of crafting effective writing that is easily understood by the reader. This involves developing and organizing ideas, selecting precise vocabulary, and using appropriate grammatical structures and sentences. Additionally, the writer should create a structure that suits the subject matter and intended audience.

Writing is a thinking process where ideas are generated and focused on more

relevant ideas, so it is not only a simple matter of transcribing language into writing symbols (Habibulloh A, 2017; Martarini & Sastaparamitha, 2020).

A writer must be capable of producing clear and effective writing that the reader can easily comprehend by developing and organizing ideas, selecting precise vocabulary, and using correct grammatical structures and sentences. Additionally, they should create a structure that aligns with the subject and the intended audience. Writing ability is a skill that combines various language competencies, such as grammar and vocabulary. Moreover, writing is about the writer's capacity to convey their ideas effectively, meaning the writer must be able to develop and structure their thoughts clearly.

The writing process is a systematic approach designed to help individuals create effective written content. It typically involves several stages, each serving a specific purpose in crafting a well-structured and polished piece of writing. The writing process refers to how a writer follows the various stages of writing. According to the nature of writing, there are four key stages: planning, drafting, editing, and producing the final version. The writer must first consider the topic they wish to write about. Harmer (2004, p.11) explain some stage about process writing. These stages include :

1. Planning

During the planning stage, the student generates a list of ideas related to the topic and organizes what to include in the first draft. This step requires attention to three main considerations: the purpose of the writing, the intended audience, and the

structure for arranging facts, ideas, or discussions.

2. Drafting

Once the list of ideas is ready, students move on to drafting their first version of the text. At this stage, the focus is on writing down ideas without worrying too much about errors.

3. Editing

After completing the first draft, students enter the editing phase, where they refine their work. The aim is to identify areas that need improvement. Feedback from peers and teachers, either oral or written, plays a crucial role in this stage, helping students correct mistakes and revise the content. This phase is key for ensuring the consistency of the text and generating new ideas, while also encouraging students to fix errors in their writing.

4. Final Version

In the final stage, students revise their drafts based on feedback from classmates and teachers. The revised version should reflect a more polished and coherent text, as the student has already gone through editing and correction steps. Brown (2001, p. 384) emphasizes that the writing process is typically divided into three stages: pre-writing, drafting, and revising. The pre-writing phase helps generate ideas, which can be achieved through various methods such as reading,

brainstorming, research, or free writing. Drafting and revising are then considered the core stages of the writing process in traditional writing instruction.

2. Writing Purposes

The purpose of writing encompasses a variety of intents and motivations that guide authors in their craft. Understanding these purposes is essential for effective communication and can significantly influence the style, tone, and structure of a piece. According to McMahan Elizabet (1996, p. 8) mentions the purposes of writing as follows:

1. To Inform: This is one of the most common purposes, where the writer aims

to convey factual information. Examples include news articles, textbooks, and instructional manuals. The goal is to present information clearly and accurately to educate the audience14.

2. To Entertain: Writing can also serve to amuse or engage readers through storytelling, humor, or creative expression. This purpose often overlaps with others, as entertaining narratives may also inform or persuade13.

3. To Persuade: In persuasive writing, the author seeks to convince the reader

to adopt a particular viewpoint or take action. This includes opinion pieces, advertisements, and argumentative essays24.

4. To Explain: Expository writing aims to clarify concepts or processes. The

writer gathers information and presents it logically to help the audience understand a topic thoroughly13.

5. To Express: This purpose focuses on sharing personal thoughts and feelings. Expressive writing includes journals, poetry, and personal essays that allow authors to communicate their inner experiences13.

6. To Explore or Learn: Exploratory writing encourages reflection on complex

topics that may not have clear answers. Writers engage with their thoughts and invite readers to join them on this journey of discovery13.

7. To Evaluate: This involves assessing the quality or significance of something, such as critiques or reviews, where the writer provides an analysis based on specific criteria4.

8. To Mediate: Mediating writing seeks to bridge differing viewpoints or facilitate understanding between parties in conflict

B. Recount text

1. *Definition of recount text*

Writing encompasses various types or genres, one of which is recount text, commonly taught in junior high schools. According to Anderson, Recount is a piece of writing that retells past events, usually in the order in which they happened, with the purpose of providing the audience with a description of what occurred and when as stated by Mark Anderson & Kathy Anderson (1998 p. 24).

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Another source explains that "Recount is used to retell events with the intention of informing or entertaining. Since its main goal is to recount events, it utilizes Past Tense and focuses on a specific participant." This means that recount text is a type of writing that narrates past events in chronological order, aiming to describe what happened at a particular time through a sequence of events, often in an engaging manner.

2. *Generic structure recount*

The basic structure of a recount text consists of three main parts: orientation, events, and re-orientation or conclusion (optional).

Orientation

The orientation provides background information about the story. It introduces the reader to the characters involved, as well as the details of what happened, when, and where. This part typically appears in the first paragraph.

Events

Following the orientation, the events describe the sequence of actions that occurred. The events are the most crucial part of a recount text because they form the core of the story. These events are presented in a series of paragraphs, narrating all the past occurrences.

Re-orientation or Conclusion

In this section, the writer may choose to provide a conclusion or not. The re-orientation serves as a closure to the events, summarizing the story or offering a final reflection. This part is optional, as some recounts may only include the orientation and the sequence of events, without a conclusion. If included, the conclusion or comment typically appears in the final paragraph, after the events have been described.

3. *Language feature*

The language features of recount text include:

1. Focus on individual or group participants

Recount texts emphasize the actions of either an individual or a group of people. They are typically written using either the first-person or third-person point of view. When written in the first person, the recount reflects the perspective of the person who is telling the story.

2. Using past tense

Past tense verbs are used to describe actions that took place in the past. While different linguists may define past tense in various ways, Betty Schrampfer (1989, pp. 24–29) outlines four types of past tense: (a) Simple Past, (b) Past Progressive, (c) Past Perfect, and (d) Past Perfect Progressive.

3. Using material (action) processes

Material processes refer to actions or events involving physical activities. These

processes indicate that an entity performs an action, which may affect another entity in the process.

Focus on the temporal sequence of events (temporal conjunctions)

Conjunctions are words used to link words, phrases, clauses, or sentences. In recount texts, temporal conjunctions help establish the sequence of events, such as "last year," "on the weekend," or "then." These words help to organize the events in chronological order.

C. Video

1. Definition of video

One of the media that can be used in education to learn English is video. Video is considered an audiovisual medium because it provides both audio and visual information. Additionally, videos can assist students in better absorbing the material being communicated, while also serving as a source of motivation for learning. According to Deakin (2014), video is a popular tool for engaging learners and enhancing the learning experience. As a result, students find it easier to understand and retain the information presented in videos.

Videos can also help learners organize what they will write after watching, as they do not just listen, but can also observe the gestures of characters in the video. Harmer (2003: 290) argued that videos can enhance simulations by offering feedback,

allowing students to watch themselves and assess their performance. Furthermore, the presence of a video makes the learning experience feel more realistic for students. It is important to ensure that students remain active when watching video materials. Based on the explanation above, video is a medium that effectively conveys messages or information, incorporating visual elements, symbolic codes, language, images, literacy, and emotional experiences.

2. The Advantages of Video in Teaching Writing

Teaching media, such as videos, can enhance the learning process by making it easier for students to grasp the writing process, particularly when it comes to generating ideas (Harmer, 2001, p. 282). The video method offers several advantages, including:

a. Visualizing language

One of the main benefits of using videos is that students can not only hear the language but also see it in context.

b. Cross-cultural awareness

Videos provide students with a unique opportunity to experience situations beyond their classroom, offering valuable insights into different contexts and cultures.

c. Creative potential

Videos empower students to create something memorable and enjoyable, fostering creativity in their learning.

d. Motivation

Many students show increased interest when they can both hear and see the language in use, which boosts their motivation to engage with the content.

3. Video as a teaching media

Video is a digital recording of images, including movies and animations, and can also refer to any electronic media format that uses motion pictures to convey information. Video is an excellent tool for stimulating various types of intelligence, such as verbal (linguistic), visual (spatial), and musical (rhythmic). Additionally, it engages both hemispheres of the brain, stimulating both the logical and creative sides. Through dialogue, plot, visuals, images, sounds, and their relationships, video effectively activates the entire brain.

There are several advantages of using video as a teaching tool, especially in challenging contexts:

a. Presenting visual information

Video is effective in conveying visual information that may be difficult to communicate through other methods.

b. Time and place travel

Videos not only allow students to "travel" to different locations, but they also enable travel through time, offering a broader range of experiences.

c. Demonstrating manual skills or physical processes

Video can be used to demonstrate specific skills or physical processes, either at

normal speed, in slow motion, or sped up to highlight relationships, principles,

or practices.

CHAPTER III

RESEARCH METHODOLOGY

This chapter provides the method taken by the researcher in the study. It includes research design, research participants, methods of data collection and analysis. The explanations need to be clarified because they demonstrate how was conducted this research.

A. Method and Research Design

1. Research Method

According to (Creswell, 2012), a quasi-experiment is an experimental situation in which the researcher assigns, but not randomly, participants into groups because the experiment cannot artificially create groups for the experiment. Next, the researcher used both the Pretest and Posttest design. Creswell explains that the pre-test provides a measure of several attributes or characteristics to be assessed for participants in previous experiments they receive treatment.

2. Research Design

This type of research is Quasi Experimental Research. This research was conducted to investigate the effectiveness of using videos as a teaching tool to enhance English as a Foreign Language (EFL) students' writing skills results.

The way to investigate the effectiveness of using videos as a teaching tool to enhance English as a Foreign Language (EFL) students' writing skills between groups experiment with the control group. In the experimental group, the learning was used learning used video. While in the control group, the learning used was learning conventional method. The researcher applied the Pretest Posttest Nonequivalent Control Group Design, which is a design that given a pretest before treatment, as well as a posttest before subjected to treatment in each group.

The following are the steps to construct a quasi experimental non-equivalent control group design:

Table 3.1 Research Design Pretest posttest Design

Group	Pre-Test	Treatment	Post-Test
Experiments	O_1	X	O_2
control	O_3	X_0	O_4

(Fraenkel et al., 2012)

Note:

O_1: Pre-test of experiment class

O_2: Post-test of experiment class

O_3: Pre-test of control class

O_4: Post-test of control class

X: Treatment

X_0: No treatment

B. Time and Place of the research

The place was needed as locating of the research to gain the data in the research. To explore the effect of flipped classroom on improving student learning independent in reading comprehension. The researcher does the research at Darul Ihsan Islamic Boarding school as the place of research. The location at Siem, Darussalam, Aceh Besar.

C. Population and Sample

1. Population

The population is the entire subject of the study, defined as all members of any well-defined class of people, events, or subjects (Arikunto, 2011). The population in this study are students of class X Darul Ihsan Islamic boarding school. In this study, two class need which became the experimental group and the control group. Each class consists of thirty one students. The researcher chose this school because the problems faced in the school in accordance with the title that the researcher adopted. The reason for this class being the subject of research is based on the results of researcher observations to English teachers that student learning outcomes in class Xs and Xa. Most students are bored when learning English so that it affects learning outcome they. In addition, the English subject teacher in carrying out activities the teaching and learning process does not apply an attractive model for students.

2. Sample of the Research

The sample is part of the number and characteristics posses by the population. If the population is very large and researcher cannot study all of these populations, for example due to limited time and energy, the researcher uses samples taken from the population, for which samples taken from the population must be truly representative.

Sample is a sub-group of the target population and selection from the individuals who represent the whole population that the researcher plans to study for generalizing about the target population (Creswell, 2012). Furthermore, (Fraenkel & Wallen, 2012) added that the smaller group of population called sample or the group on which information is obtained in the research study.

3. Technique Sampling

In this study the sampling was done by purposive sampling technique. This purposive sampling technique was used based on the consideration that the two sample groups had the same average ability. Researchers take samples at Darul Ihsan Islamic Boarding School. There are 31 students Xs and 31 students Xa
The total number are 62 students. Researcher used two groups as samples, namely the experimental group Xs, and the control group Xa

Table 3.3 Sample of the Research

No	Group	Class	Total Male
1	The experimental Group	Xs	31
2	The control group	Xa	31
Total			62

D. Research Variabel

Variable is something that the researcher would be investigating. According to (Fraenkel, J.R & Waellen, 2012) the variable is a concept a noun that stands for variation within a class of subjects such as gender, color, motivation, chair, eye, achievement, or running speed. Based on the title of this research, there were two variables:

1. Independent Variable

The Independent variable is the one affecting another variable. In this research teaching in students' English achievement model will an independent variable because it affected the students' English achievement.

2. Dependent Variable

Dependent Variable is the one affected by another variable. In this research students' English achievement a dependent variable.

E. Technique of Collecting Data

The researcher was do the pre-test and post-test for all of the samples. The pretest is giving for the control and experimental class. The data were be collected by giving the test to the students. One of the most important steps doing research is collecting data to find out the result of the research. The procedures of data collection followed some steps. The data for this research were collected from the score of the pretest and posttest. In order to know whether using Flipped classroom model in EFL students English Achievement at Darul Ihsan Islamic Boarding School.

The pre-test were be gives to the class before treatment to see how far students have English learning Achievement. After the receiving the pre-test then the experimental group will receive treatment the strategy were be applied. Meanwhile the control group were have a traditional treatment (conventional treatment based on the steps that usually done by the teacher). After receiving treatment, the experimental and control group were be given post-test. It's aim to see the extend to which students' English Achievement.

1. Test

The test used to measure how many percents the purpose can achieve once the teaching process. The test is a method of measuring a person's ability or knowledge in a gave domain. In this research, the researcher used a writing ability in essay test. In the beginning of this research, the researcher held pre-test in both experimental class and control class at the tenth grade of Darul Ihsan Islamic Boarding School to know their English competences. After knowing the result of the pre-test, the researcher

gives the treatment to the experimental class only without giving it to the control class. After the treatment to the experimental class, the researcher gives post-test to both experimental class and control class. Then, the result of pre-test and post-test compare.

a. pretest

The pre-test is conducted to know the students' English achievement before the treatment. It was be in the control class and experimental class to find out the students' quality before treatment.

b. posttest

The purpose of administering the post-test were be to measure the students 'ability in developing their English achievement after the received the treatment. By analyzing the student's post-test scores, the researcher could measure the significant difference in students' achievement between the experimental and control groups. The topics tested in the post-test were the same as this in the pre-test because both of them were be used to measure the students ' English achievement and to know whether there were a positive influence of using Flipped Classroom model towards students' English achievement not. After conducting a pre-test and post-test for the two groups, the researcher scored the student's pre-test and post-test and arranged the scores into the rank order.

F. Research Instrument

1. Writing Test

The researcher uses writing essay test as an instrument to collect the data. There are two kind instruments in this study, they are: instrument for experimental group, and also for control group. The researcher gives some question those students writing essay test. For example: Choose from several titles below, and make a story about the title!

Topic:

My Holiday

Eid al-Fitr

To assess the students writing essay test. Then, use the pre-test and post test. The pre-test issused to determine students abilities before using treatment and the post-test is used to determine the effectiveness of Flipped Classroom models is the experimental class.

G. Research Procedure

Data collection methods are techniques or methods that researcher use to collect data. Data collection in this study uses several techniques, namely:

1. Pre-test

a. Writing Test

First, before student learning using video, the students were given the pre-test both the experimental and control group. The pre-test itself was used to know the students ability in writing recount text. Researcher gives some the title of

the story, and the students write what content is in accordance with the title gives by the researcher. The researcher was give this topic because the researcher believed that is was easy for them to write a Recount Text.

2. Treatment

   a. Writing test

   After the pre-test, the researcher gives the treatments for three meetings to do the control and experimental class. There different treatments between two groups but with same amount of time and same topics, using video learning the experimental group and without video learning for the control group.

1) Treatments for control group

In the control group, the researcher gives the treatment but without give videos learning. In this group the researcher taught conventional treatment based on the steps that usually done by the teacher of Darul Ihsan Islamic Boarding School when teaching in the classroom, and the teaching process are:

- The researcher explains some points of the learning English to the students.

- The researcher gives the topic

- The researcher asked the students

- The last the researcher analyzed the students English Achievement

2) Treatment for Experimental Group

In this group, the researcher did the research in Xs grades by using videos learning. Beside the following treatments were particularly conducted to the experimental group.

Then steps were as follows:

Treatment I Topic: Recount Text

- The researcher explains first about recount text
- The researcher makes a group discussion
- The researcher asked about material that has given.

Treatment II Topic: My Holiday

- In the treatment II the researcher did review about the material.
- The researcher asked topic and discuss together the difficult point in the video learning.
- The researcher gives some of the tittle and the students based on the topic.

Treatment III

- In the third treatment the researcher discus
- Then instructing students to create an English lesson entitled My Holiday in their own language
- After that they concluded the meaning of the story they has made.

Treatment IV

- The fourth treatment, the researcher discus with students about the material that the researcher given

- The material contained told about experiences that have happened in the past an example is My Holiday

- In the control class, the researcher explains and given examples of the subject, followed by discussion.

Treatment V

- In the fifth treatment in the experimental class, students were asked to create 5 discussion groups.

- Then students' fill the questions that have been gives by the researcher

- While in the control class, the researcher instructed students to learning english text with the same title in the experimental class

- The researcher concluded all material given about flipped classroom.

- After that, the researcher given Essay test with the title Idul Fitr like the activities they did in the treatment before.

a. Writing Test

1. Experimental Group

The experimental group in this study were students of Class Xa at Darul Ihsan

Boarding School. The experimental group use learning video to write recount text Test. Then, design this method in group. In conducting treatment, the teacher must know what was do in the experimental class, there are several step teaching reading test in using flipped classroom.

They are as follows:

- Students can read recount text

- Students can identify the generic structure of recount text

- The teacher give an example of a recount text that is displayed

- Students read the examples of recount text that are displayed

- Students and tearcher discuss the material about recount text

- Students make a 4 groups discussion and then students work to determine the generic structure and content of the text in the form of identification recount text

2. Control Group

Based on Jacob et al Julia (2014,p.33), more common than comparing a treatment group to a group receiving no treatment (true control group) is situation in which researcher compare group receiving different treatments. These are called comparison group. The majority of educational experiments study the differences in the result of two or more treatments rather than the differences in the result of one treatment versus no treatment at all.

There were some steps done by the teacher in the control class:

- Students can read recount text

- Students can identify the generic structure of recount text

- The teacher explains the material about recount text

- The teacher asks students to discuss with their classmates

- Students give questions to the teacher about the material

- The teacher asks students to make an example of recount text

3. Post-test

After giving treatments, both of class were given the post- test in order to know the effect of using videos on EFL students' recount text writing ability on the students' in writing Essay test. Topic of the posttest was different as in the treatment. After doing the posttest, the last procedures that have to be done was analysis the students writing task. The analysis finish to know the result of whether are any significance differences between the students who use learning video to recount text and the students who not use the videos learning. Then, the researcher analyzed the score of the data.

H. The technique of Data Analysis

Data analysis is the last step in the procedure of the experiment, in this case, processing the data. The data processing is the step to know the result of both the experimental class and the control class and also their differences.

1. Writing test

The researcher was conducted writing test to design a good test and it was administered to the students who belong to neither the experimental not the control groups. By using the students score of the writing, the researcher did item analysis and an analysis to find out the validity and reliability of the test. The choosing of the instrument had been done by considering : validity, reliability, the degree of test difficulty as follows :

A. Validity

Validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretations. It means that validity is a measurement which shows the levels of validity or the real of the instrument. A valid instrument has a good validity. To measure that the test has good validity, this research used the content validity and item validity.

Validity is the most important consideration in developing and evaluating measuring instruments. Validity can be defined as the extent to which an instrument measured what it claimed to measure (Aryetal, 2010). This validity test uses the Pearson Product Moment correlation, which is the correlation between questions with a total score. The validity test was carried out with the help of SPSS version 25. The test uses a significance level (∞) = 0.05 which is commonly used and the number of samples (n) = 31 respondents so that the r-table is 0.339.

If r-count > r-table then the questions is valid If r-count < r-table then the questions is invalid

Table 3.5 Validity pretest

NomorSoal	Pearson Correlation (r Tabel)	R Tabel	Nilai Sig.	Keterangan
Question 1	0,607	0,339	0,000	Valid
Question 2	0,520	0,339	0,021	Valid
Question 3	0,405	0,339	0,024	Valid
Question 4	0,466	0,339	0,003	Valid
Question 5	0,443	0,339	0,013	Valid
Question 6	0,429	0,339	0,016	Valid
Question 7	0,381	0,339	0,035	Valid
Question 8	0,567	0,339	0,001	Valid
Question 9	0,582	0,339	0,001	Valid
Question 10	0,485	0,339	0,006	Valid

Based on the "Correlation" output, it is known that the calculated r-value (Pearson Correlation Item Question 1) is 0.607> r table 0.339, so as the basis for making decisions in the validity test, it can be concluded that Question1 is valid. in addition, it is known that the value of Sig. (2-tailed) for Question 1 is 0.00 < 0.05. So as the basis for decision-making in the validity test, it can be concluded that Question 1 is valid.

Because the questions in Question 1 are valid, they can be used as an accurate data collection tool in a study. Likewise, with Question 2 and so on. Where according to the results of data processing from SPSS in the table above, it is known that there are ten questions and all of them are valid because the r-value> than r- table (0,339).

Table 3.6 Validity posttest

NomorSoal	Pearson Correlation (r Tabel)	R Tabel	Nilai Sig.	Keterangan
Question 1	0,486	0,339	0,004	Valid
Question 2	0,454	0,339	0,007	Valid
Question 3	0,675	0,339	0,000	Valid
Question 4	0,378	0,339	0,028	Valid
Question 5	0,470	0,339	0,005	Valid
Question 6	0,377	0,339	0,028	Valid
Question 7	0,393	0,339	0,022	Valid
Question 8	0,635	0,339	0,000	Valid
Question 9	0,617	0,339	0,000	Valid
Question 10	0,412	0,339	0,015	Valid

Based on the "Correlation" output, it is known that the calculated r-value (Pearson Correlation Item Question 1) is 0.486 > r table

0.339, so as the basis for making decisions in the validity test, it can be concluded that Question1 is valid. In addition, it is known that the value of Sig. (2-tailed) for Question 1 is 0.00 <0.05. So as the basis for decision-making in the validity test, it can be concluded that Question 1 is valid.

Because the questions in Question 1 are valid, they can be used as an accurate data collection tool in a study. Likewise, with Question 2 and so on. Where according to the results of data processing from SPSS in the table above, it is known that there are ten questions and all of them are valid because the r-value> than r- table (0,339).

(Cohenetal, 2002). Reliability tests were carried out on instruments that had previously been declared valid. Avariable is said to be validif the answers to the questions are always consistent. To measure reliability by using statistical testis Cronbach Alpha. A variable is said to be reliable if it has a Cronbach Alpha value of

more than 0.6. To test the reliability of the instrument, the analysis was carried out

with the help of SPSS version 25. The results of reliability testing for the questions

results can be seen in Table:

Table 3.7 Reliability Pretest

Reliability Statistics	
Cronbach's Alpha	N of Items
0.621	10

The table above shows that the N of items (the number of questions for the pre-test)

are ten items with a Cronbach's Alpha value of 0.621 >

0.60. So as the basis for decision-making in the reliability test, it can be concluded

that the ten questions are reliable or consistent.

Table 3.8 Reliability Posttest

Reliability Statistics	
Cronbach's Alpha	N of Items
0.637	10

The table above shows that the N of items (the number ofm questions for the post-

test) are ten items with a Cronbach's Alpha value of 0.637 >

0.60. So as the basis for decision-making in the reliability test, it can be concluded

that the ten questions are reliable or consistent.

2. Hypothesis Test

The steps to test the hypothesis were:

a. Normality test

The researcher used normality test to know whether the data in the experimental class and control class have normal distribution or not. In this research, the researcher used statistical computation by using SPSS (Statistical Program for Social Science) for normality test. The hypotheses for the normality test are formulated as follows:

Ho: The data do not have normal distribution

Ha :The data have normal distribution While the criteria acceptance or rejection of normality test are:

Ho: Is rejected if Sig > α = 0,05

Ha :Is accepted Is rejected if Sig< α = 0,05

b. Homogeneity Test

After the normality test, the researcher determined the homogeneity of the test. This test is intended to test whether the data obtained from the sample homogeneus or not. In this research, the researcher used statistical computation by using SPSS (Statistical Program for Social Science) for homogeneity of the test. The test of homogeneity employed Levene statistic test. The hypotheses for the homogeneity test are formulated as follows.

Ho : the variance of the data is not homogeneous

Ha : the variance of the data is homogeneous

While the criteria acceptance or rejection of homogeneity test are:

Ho is rejected if Sig. < α = 0,05 Ha is accepted if Sig. > α = 0,05

c. T-test Statisticical Analysis

In order to determine whether there is a significant difference between the students'
English achievement of experimental and the control groups, the t-test formula
applied

However, the standard should be computed before counting the t-test.

After getting the result of the t-test, the hypotheses of the study are tested by the
following criteria:

- Rejecting null hypothesis (Ho) and accepting alternative hypothesis (Ha) if
  ttable was higher than tvalue (ttable < tvalue)

- Accepting null hypothesis (Ho) and rejecting alternative hypothesis (Ha) if
  tvalue was higher than ttable (tvalue < ttable).

d. Paired Sample T-test

Last in the Paired T-test, in unrelated of two samples, the researcher was be compared
or find out the difference mean score. According to Halvanes and Caputi also used to
know whether there are effects or not. The post-test conducted by given a question
and the students give their answers with focus.
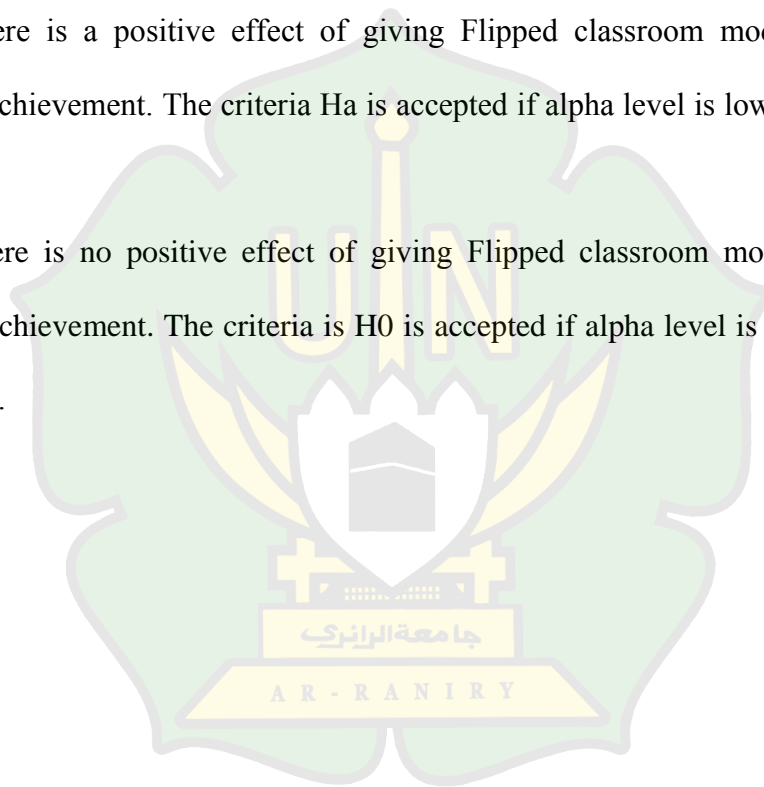
I. HypothesisTesting

The hypothesis testing was used to prove whether the hypothesis propose in this

research is accepted or not. The hypothesis of this research was there is a positive effect of giving videos learning on students' English achievement

The hypothesis was also statically tested by using statistical computerization (SPSS 25), in which the significance is determined by $p < 0.05$. Therefore, the hypothesis which can be stated is as follows:

Ha : There is a positive effect of giving Flipped classroom model on students' English achievement. The criteria Ha is accepted if alpha level is lower than $0.05 (\alpha < 0.05)$.

H0 : There is no positive effect of giving Flipped classroom model on students' English achievement. The criteria is H0 is accepted if alpha level is higher than $0.05 (\alpha > 0.05)$.

CHAPTER IV

RESULT AND DISCUSSION

In this chapter, the researcher presents the result and discussion that included of the description of data, data analysis, the result of normality and homogeneity testing, hypothesis testing and discussion.

Result

In this study, the data was obtained using students' reading comprehension as a test before the researcher examined the outcomes of the data. In the experimental and control classes, students test scores were acquired from the pre-test and post-test. The pre-test was completed before therapy, and the post-test was completed following treatment. The pre-test and post-test were administered to both the experimental and control groups. The data were examined using SPSS Statistics Version 25 when it was obtained. This chapter will contain a description of the complete analysis.

1. **The Description Pre-Test and Post-Test**

   The test was described and assessed before and after therapy in this section. Before treatment, students in the experimental and control classes were given a pre-test. After treatment, the students in the experimental and control classes

given a post- test.

a. The Descriptive Analysis of Students' Reading Comprehension of Pre-Test and Post- Test in Control Class and Experimental Class

The findings of the descriptive analysis on the data of students' reading comprehension pre- test and post-test values are shown in the tables below:

Table 4.1 Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest (experiment class)	31	55	82	69.29	6.749
Posttest(experiment class)	31	60	90	77.35	8.040
Pretest (control class)	31	54	80	64.06	6.816
Posttest (control class)	31	59	88	71.19	7.591

Based on the table above in the experimental class that uses a sample (N) of 31 students, the minimum pre-test value is 55 and the maximum value is 82 therefore that it gets an average of 69,29. Meanwhile the minimum post-test value is 60 and the maximum value is 90 thus that it gets an average of 77,35. Also, in the control class that uses a sample (N) 31 students, the minimum pre-test value is 54 and the maximum value is 80 therefore that it gets an average 64,06. Meanwhile the

minimum post-test value is 59 and the maximum 88 therefore that it gets an average 71,19.

b. The Result of Students' Reading Comprehension Pre-Test and Post-Test Score in Control Class

The following table shows the results of categorizing students' reading comprehension scores in the control class:

Table 4.2

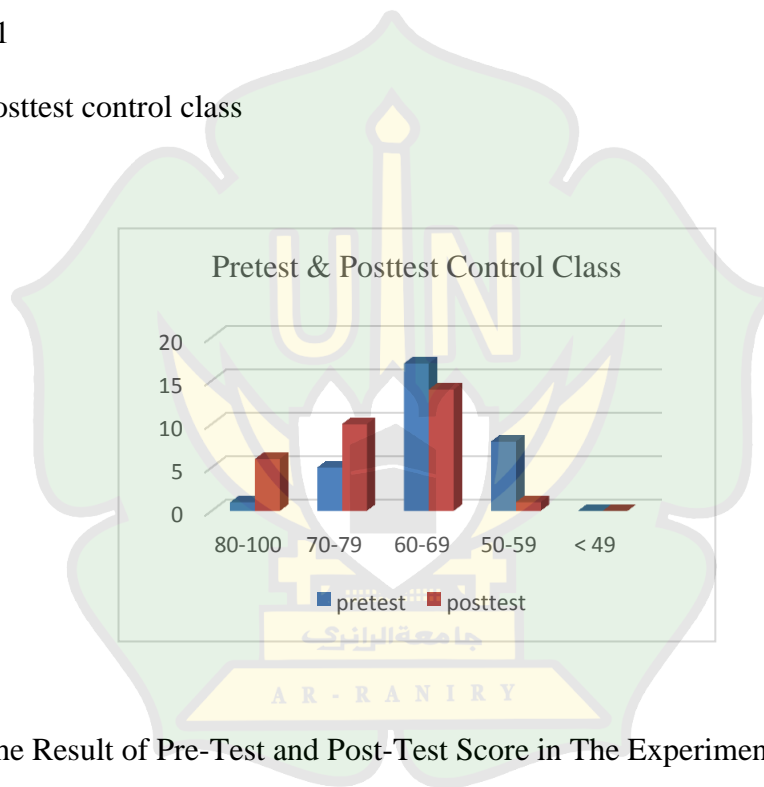**The result pretest-posttest in Control Class**

Interval Score	Qualification	Pretest		Posttes t	
		Frequency (students)	Percentage (%)	Frequency (students)	Percentage (%)
80-100	Excellent	1	3,2%	6	19,4%
70-79	Very Good	5	16,1%	10	32,3%
60-69	Good	17	54,8%	14	45,2%
50-59	Low	8	25,8%	1	3,2%
< 49	Fail	0	0,0%	0,0	0,0%

In the control class, the results of the reading comprehension scores on the post-test increased and were higher than the pretest. This can be seen in the pretest, namely 0 students (0%) got a failed qualification score, 8 students (25.8%) got a low qualification score, 17 students (54.8%) got a good qualification score, 5 students (16.1%) got a very good qualification score, and 1 student (3.2%) got excellent qualification score. While the results of the students' reading comprehension scores on the post-test were 0 students (0%) got a failed qualification score, 1 student (3.2%)

40

got a low qualification score, 14 students (45.2%) got a good qualification score, 10 students (32.3%) got very good qualification scores, and 6 students (19.4%) got excellent qualification scores. As a result of these findings, the qualifications of students' grades increased. In addition, the following figure depicts the results of students' pre-test and post-test scores in the control class:

Figure 4.1

Pretest-posttest control class

Pretest & Posttest Control Class

c. The Result of Pre-Test and Post-Test Score in The Experimental Class

The following table shows the results of categorizing scores in the Experimental class:

Table 4.3

Result of pretest-posttest experimental class

Interval		Pretest	Posttest

Score	Qualification	Frequency (students)	Percentage (%)	Frequency (students)	Percentage (%)
80-100	Excellent	1	6,5%	16	51,6%
70-79	Very Good	16	51,5%	11	35,5%
60-69	Good	11	35,5%	4	12,9%
50-59	Low	1	6,5%	0	0%
< 49	Fail	0	0,0%	0,0	0,0%

In the experimental class, the results of the scores on the post-test increased and were higher than the pretest. This can be seen in the pretest. Namely, 0 students (0%) got a failed qualification score, 1 student (6.5%) got a low qualification score, 11 students (35.5%) got a good qualification score, 16 students (51.5%) got a very good qualification score, and 1 student (6.5%) got an excellent qualification score. While the results of the students' achievement scores on the post-test were 0 students (0%) got a failed qualification score, 0 students (0%) got a low qualification score, 4 students (12.9%) got a good qualification score, 11 students (35.5 %) got very good qualification scores, and 16 students (51.6%) got excellent qualification scores. As a result of these findings, the qualifications of students' grades increased. In addition, the following figure depicts the results of students' pre-test and post-test scores in the experimental class:

Figure 4.2

Pretest-posttest experimental class
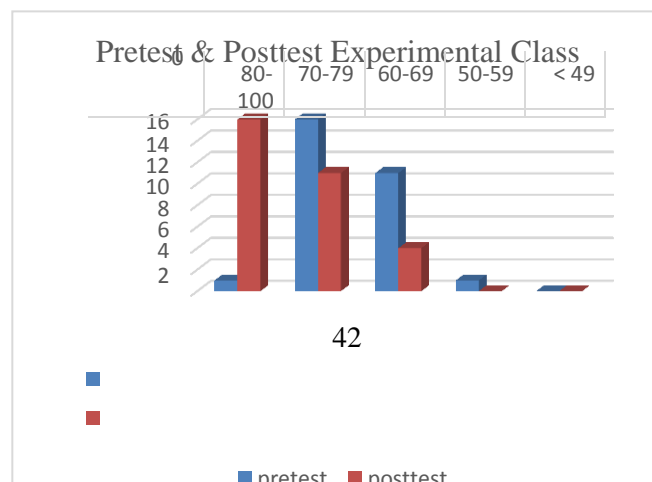
pretest	1	16	11	1	0.0
posttest	16	11	4	0	0.0

2. The Normality Test

The normality test demonstrates that the sample data originates from a population with a consistent distribution. To determine the normality in this study, the researcher employed statistics calculation SPSS Statistics version 25. According to (Santoso, 2014), the data is said to be normally distributed (symmetrically) in the Shapiro Wilk test if the value of Sig. Greater than 0.05.

    a. Experimental Class Pre-Test Normality Test Results

      The output table for the Shapiro Wilk normality test contained in the "Test of Normality" table for the pre-test learning outcomes of students in the experimental class and control class is as follows:

Table 4.4

Normality test of Experimental class

Tests of Normality							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
students _score	experiment class	0.140	31	0.127	0.972	31	0.589
	control class	0.143	31	0.109	0.958	31	0.255
a. Lilliefors Significance Correction							

From the output, the value of Sig. for the experimental class is 0.589, and the value of

Sig. for the control class is 0.255. Because the value of Sig. for the two classes >
0.05, then as the basis for decision making in the Shapiro Wilk normality test above,
it can be concluded that the learning outcomes data or students' pre-test scores for the
experimental class and control class are normally distributed. Besides that, it would
be described in the histogram diagram below

Figure 4.3 Histogram experimental class
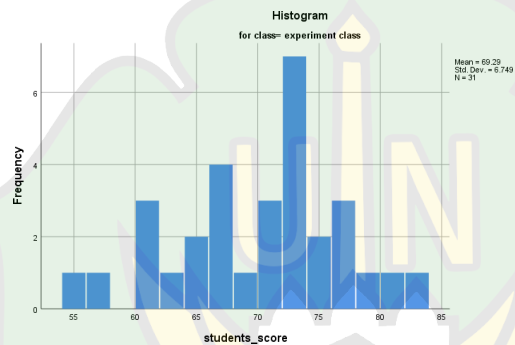
b. Control Class Pre-Test Normality Test Results

The output table for the Shapiro Wilk normality test contained in the "Test of
Normality" table for the post-test learning outcomes of students in the experimental
class and control class is as follows:

Table 4.5 Normality test of Control class

Tests of Normality							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
studen ts_scor e	experiment class	0.145	31	0.095	0.952	31	0.180
	control class	0.135	31	0.158	0.964	31	0.365

From the output, the value of Sig. for the experimental class is 0.180, and the value of Sig. for the control class is 0.365. Because the value of Sig. for the two classes > 0.05, then as the basis for decision making in the Shapiro Wilk normality test above, it can be concluded that the learning outcomes data or student post-test scores for the experimental class and control class are normally distributed. Besides that, it would be described in the histogram diagram below:

Figure 4.4 Histogram Control class
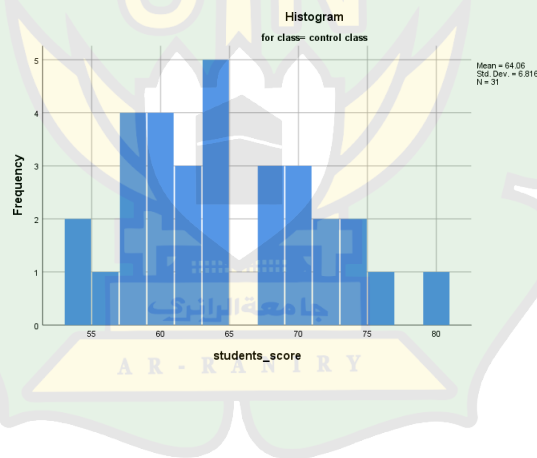
3. The Homogenity Test

The homogeneity test aims to test the similarity of control group variants and experimental groups. The test used is One-Way Anova test. The results are presented in the following table:

Table 4.6 Homogenity test result

Test of Homogeneity of Variances		Levene Statistic	df1	df2	Sig.
students_score	Based on Mean	0.513	1	60	0.477
	Based on Median	0.371	1	60	0.545
	Based on Medianand with adjusted df	0.371	1	59.754	0.545
	Based on trimmed mean	0.540	1	60	0.465

Based on the output table "Test of Homogeneity of Variances" above, it is known that the significance value (Sig.) of the Learning Outcomes variable in the experimental class and control class students is 0.477. Because of the value of Sig. $0.477 > 0.05$, then as the basis for making

decisions in the homogeneity test above, it can be concluded that the variance of the data on learning outcomes in the experimental class and control class students is the same or homogeneous.

4. T-Test Statistical Analysis

a. Paired Sample T-Test

In paired sample t-test, the researcher was compared the mean score of students' pre-test and post-test in each group. It was because the researcher would to know or to compare the mean score between two related group.

The results as follows:

- Paired Sample T-Test in Experiment Class

The following table shows the results of the paired sample ttest in the control class:

Table 4.7

Samples statistics of Experimental Class

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	69.29	31	6.749	1.212
	posttest	77.35	31	8.040	1.444

According to the table, the mean score in the pre-test was 69,29 with a standard deviation of 6,749 and the mean score in the post-test was 77,35 with a standard deviation of 8,040. As can be observed from all of the data, there was a significant difference in mean score between the pre-test and post-test, with the mean score in the post-test was higher than the pre-test. Another table as follows below:

47

Table 4.8

Paired Samples test of Experimental Class

		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	pretest – posttest	-8.065	3.696	0.664	-9.420	-6.709	-12.148	30	0.000

In paired sample test table showed a lot of data information about the difference mean score between pre-test and post-test. Besides that, the results of data above very important because it could be proven whether there was difference mean score between pre-test and pos- test after given the treatments. In making decision, if significance (2-tailed) lower than α= 0,05 there were difference mean score of related groups after given the treatment. So, from the data, because significance (2-tailed) was 0,000 lower than 0,05 there were the relationship of mean score of related groups after given treatments of there were difference mean Score in pretest and posttest.

- Paired Sample T-Test in Control Class

The following table shows the results of the paired sample t-test in the control class:

Table 4.9

Samples   statistics

of   Control

Class

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	64.06	31	6.816	1.224
	posttest	71.19	31	7.591	1.363

According to the table, the mean score in the pre-test was 64,06 with a standard

deviation of 6,816 and the mean score in the post-test was 71,19 with a standard

deviation of 7,591. As can be observed from all of the data, there was a significant

difference in mean score between the pre-test and post-test, with the mean score in

the post-test was higher than the pre-test. Another table as follows below:

4.10

Samples test of Control Class

Paired Samples Test								
				Paired Differences			T	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean		Lower	Upper			

Pair 1	pretest – posttest	-7.129	2.141	0.384	-7.914	-6.344	-18.542	30	0.000

In paired sample test table showed a lot of data information about the difference mean score between pre-test and post-test. Besides that, the results of data above very important because it could be proven whether there was difference mean score between pre-test and post-test after given the treatments. In making decision, if significance (2-tailed) lower than α= 0,05 there were difference mean score of related groups after given the treatment. So, from the data, because significance (2-tailed) was 0,000 lower than 0,05 there were the relationship of mean score of related groups after given treatments of there were difference mean Score in pretest and posttest.

b. Independent Sample T-Test

In order to find out whether or not there was significant difference in students' English achievement between the students who are learning in the Flipped classroom model and who were not, the result of post-test scores students' English achievement in the experimental class and control class were compared by using independent sample t-test. Detailed of the statistically testing presented as follows:

Table 4.11 Independent T-Test Statictics

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
students	experimen	31	77.35	8.040	1.444

_score	tclass				
	control class	31	71.19	7.591	1.363

Based on table showed that in the control class the average student score was 81,79 while in the experimental group obtained an average value of 86,12. The following is an independent t-test result that compares the mean score of the students in the control group and the experimental group.

Table 4.12 Independent samples test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
stude nts_s core	Equal varian ces assum ed	0.513	0.477	3.102	60	0.003	6.161	1.986	2.189	10.134
	Equal varian ces not assum ed			3.102	59.803	0.003	6.161	1.986	2.189	10.134

Based on table showed that the results of t- count were 3,102 and significance (2-tailed) was 0,002. Since, significance (2-tailed) is 0,003< 0,05, Ho is rejected, Ha

accepted so it can be concluded that there is an effect toward the results of students'

English achievement between those who are learning in Flipped classroom model and

those who are not.

5. Hypothesis Test

Based on the "Independent Samples Test" output table in the "Equal variances

assumed" section, the Sig value is known. (2-tailed) of 0.039 <0.05, so as the basis

for decision making in the independent sample t-test, it can be concluded that H0 is

rejected and Ha is accepted. Thus it can be concluded that there is a significant

(significant) difference between the average student learning outcomes in the

experimental class and the control class, which means that there is a significant

influence on students' English achievement among students who are given learning

with the flipped classroom model in the experimental class.

Discussion

Based on the output table "Test Homogeneity of Variance" above, it is known that

the significance value (Sig.) of the Learning Outcomes variable in the experimental

class and control class students is 0.477. Because of the value of Sig. 0.477 > 0.05, so

as the basis for making decisions in the homogeneity test above, it can be concluded

that the data variance of student learning outcomes in the experimental and control

classes is the same or homogeneous. A discussion of research results was conducted

to explain and describe this study's results. The discussion contains a review of the

findings related to research so that it can be seen to determine whether there is a significant effect of the class that learning recount text though videos on students' English achievement.

In this study, students who were taught using conventional learning got a significant increase but not as much as the increase in the experimental group who studied in the classroom with the flipped model. This can be seen from the mean value of the pre-test in the control group is 64.06, and the average value of the post-test in the control group is 71.19. While the students who were taught using flipped classroom, the average score of the pre-test was 69.29, and the average score of the post-test was 77.35. It can be concluded that if the average score obtained in the experimental group is higher than the average score obtained in the control group, the results show that the post-test of the experimental group is better at improving students' English achievement than the post- test of the control group. In addition, based on the results, the t-count is 3.102, and the significance (2-tailed) is 0.003. Because, significance (2-tailed) = 0.003 < 0.05. Ho is rejected, and Ha is accepted so that it can be concluded that there is an effect on students' achievement in learning English between those taught with the Flipped model and those who are not. This has similarities with previous findings by(Aycicek & Yelken, 2018), whose aim was to determine the effect of the reverse class model on student engagement in the classroom in teaching English which also uses one of the media in the form of video lectures. All video lectures in this study lasted approximately 18-20 minutes. The duration of the video lectures is shortened based on the recommendations given in the

literature because, as (DU et al., 2014) say, short videos (no more than 15 minutes) are helpful to ensure student understanding, which is also the basis for this time for researchers to adopt the use of learning videos that are less than 15 minutes long. The results showed a significant difference between the control and experimental classes. According to Ayçiçek & Tuğba, this is because, in the inverted classroom model, students can get the opportunity to have one-on-one interactions with teachers and friends and to study subject matter at different times regardless of space and time.

Furthermore, this model has several advantages for students in terms of ensuring that students are ready for lessons, making courses fun and productive, providing teacher guidance and teamwork, and motivating students by creating a competitive atmosphere in the classroom. Moreover, it can be said that the technology integrated into the flipped classroom supports individual learning, which helps to increase student success. As a result of these advantages, it is expected that the application of this model will positively influence the level of student engagement in the classroom.

Lodge McCammon, a Curriculum and Contemporary Media specialist at the Friday Institute for Educational Innovation, runs a workshop for teachers interested in using the reverse classroom method. McCammon advocates a paradigm shift in which as many lessons as possible are taught in an inverted environment. He instructs teachers who are interested in how to change their teaching, usually in lessons lasting about one to two months. Many teachers choose to continue with the reverse method during the school year. McCammon believes that using the method occasionally is

insufficient to measure student interest and increase engagement. He encourages teachers to turn over their classes as often as possible in his workshops. He also advocates an asynchronous learning environment where each student is involved in his project and runs at his own pace (Keengwe, 2014).

Based on the explanation above, it can be concluded that the reason for the flipped model has a significant influence on students' English learning achievement in the experimental group. First, it is caused by the provision of material in the form of learning videos that require students to study it. This helps students to investigate the concept first so that students can analyze their ability to understand the material. If there is a material that is still not understood, students can ask the teacher or their friends. This makes students more interested in learning and makes it easier for students because students can learn by video and an atmosphere with the ability to receive the material. Second, the teacher uses flipped instruction to reduce the number of direct instructions in learning so that time spent in class is more efficient and more focused on doing assignments and discussing material that has not been understood. This is evidenced by several previous studies regarding the learning recount text though video, which was applied in various learning classes and showed positive results.

Therefore, after learning, students understand the material better than before, so students become more confident in learning. In addition, the percentage of English learning achievement of experimental group students after treatment was higher than

the control group. Meanwhile, students in the control group were taught using conventional learning method, which teachers usually use. In the control group, students only study in class, and the teacher provides material, then students study in groups, do assignments, and discuss material while in the learning process. Therefore, the percentage of students' learning motivation in the control group is lower than in the experimental group.

Furthermore, it can be seen from the results of the categorization of student achievement scores on students' English learning achievement in the Experiment class, which teaches students using learning recount text though video, and the Control class, which teaches conventional learning:

In the control class, the results of the students' achievement scores on the post-test increased and were higher than the pretest. This can be seen in the pretest, namely 0 students (0%) got a failed qualification score, 8 students (25.8%) got a low qualification score, 17 students (54.8%) got a good qualification score, 5 students (16.1%) got a very good qualification score, and 1 student (3.2%) got an excellent qualification score. While the results of the students' English achievement scores on the post-test were 0 students (0%) got a failed qualification score, 1 student (3.2%) got a low qualification score, 14 students 45.2%) got a good qualification score, 10 students (32.3%) got very good qualification scores, and 6 students (19.4%) got an excellent qualification score. As a result of these findings, the qualifications of students' grades increased.

In the experimental class, the results of the students' English achievement

scores on the post-test increased and were higher than the pretest. This can be seen in the pretest. Namely, 0 students (0%) got a failed qualification score, 1 student (6.5%) got a low qualification score, 11 students (35.5%) got a good qualification score, 16 students (51.5%) got a very good qualification score, and 1 student (6.5%) got an excellent qualification score. While the results of the students' English achievement scores on the post-test were 0 students (0%) got a failed qualification score, 0 students (0%) got a low qualification score, 4 students (12.9%) got a good qualification score, 11 students (35.5 %) got very good qualification scores, and 16 students (51.6%) got

excellent qualification scores. As a result of these findings, the qualifications of students' grades increased.

Based on the explanation above, it can be concluded that students taught using conventional learning method get a significant increase but not as much as the increase in the experimental group who learns with learning recount text though video. learning recount text though video revealed the differences in students' English achievement in the control and experimental classes. This study also proves that learning recount text though video plays a role in improving the learning achievement of English language learning for class X Darul Ihsan Islamic Boarding School in the English learning process

CHAPTER V

CONCLUSSION AND SUGGESTION

In this chapter the researcher would make a conclusion and given some suggestions of the research based the result of study in the previous chapter below:

A. Conclussion

Based on the results and discussion in the previous chapter, the researchers found that this study showed a statistically significant effect effect of using videos as an instructional tool on EFL students' ability to write recount texts. This can be seen from the significance (2- tailed) results of 0.003. Because, significance (2-tailed) =0.003 < 0.05. Ho is rejected, and Ha is accepted so that it can be concluded that there is an effect on effect of using videos as an instructional tool on EFL students' ability to write recount texts between those taught in class with the Flipped model and those who are not. In addition, student learning independence can be seen from the mean score of the pre-test in the control group is 64.06, and the average score of the post-test in the control group is 71.19.

Meanwhile, the students taught in the class using the learning recount text though video had an average pre-test score of 69.29 and an average post-test score of 77.35. It can be concluded that if the average score obtained in the experimental group is higher than the average score obtained in the control group. The results show

that the post-test of the experimental group is better at improving students' independence learning than the post-test of the control group.

Based on the explanation above, it can be concluded that using videos as an instructional tool on EFL students' ability to write recount texts significantly affects writing in the experimental class first because the provision of material is in the form of videos about learning materials. This helps students to investigate the concept first so that students can investigate their ability to understand the material. If there is the material that is still not understood, students can ask the teacher or their friends.

B. Suggestion

Based on the conclusions above, there are several suggestions. First, students are expected to be more active in learning and listening to the direction and guidance of teachers in solving problems in learning materials. In addition, teachers must be creative in making or looking for learning videos and materials that will be used under the material in the syllabus or lesson plan design.

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Appendix A   Appointment Letter of Supervisor

63

Appendix B   Reccomendation Letter of Conducting Research

from Fakultas Tarbiyah dan Keguruan

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor   : B-5768/Un.08/FTK.1/TL.00/8/2024
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Kepala SMKS Darul Ihsan Kecamatan Darussalam Kabupaten Aceh Besar

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **Nurul fathillah / 180203160**
Semester/Jurusan : XII / Pendidikan Bahasa Inggris
Alamat sekarang : Lamnga

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *The Effect of Flipped Classroom on Students' Independent Learning in Reading Comprehension Class*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 31 Juli 2024
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,

Berlaku sampai : 13 September 2024

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

64

Appendix C: Attendence List of Eksperiment Class

NO	STUDENTS' NAME	MEETING					KET.
		1	2	3	4	5	
1	A A	√	√	√	√	√	
2	AG	√	√	√	√	√	
3	AL	√	√	√	√	√	
4	AF	√	√	√	√	√	
5	CM	√	√	√	√	√	
6	FG	√	√	√	√	√	
7	FM	√	√	√	√	√	
8	FR	√	√	√	√	√	
9	FB	√	√	√	√	√	
10	IA	√	√	√	√	√	
11	KF	√	√	√	√	√	
12	ZA	√	√	√	√	√	
13	MA	√	√	√	√	√	
14	MF	√	√	√	√	√	
15	MFA	√	√	√	√	√	
16	MA	√	√	√	√	√	
17	MJ	√	√	√	√	√	

18	MR	√	√	√	√	√	
19	MZ	√	√	√	√	√	
20	NA	√	√	√	√	√	
21	RA	√	√	√	√	√	
22	TA	√	√	√	√	√	
23	TI	√	√	√	√	√	
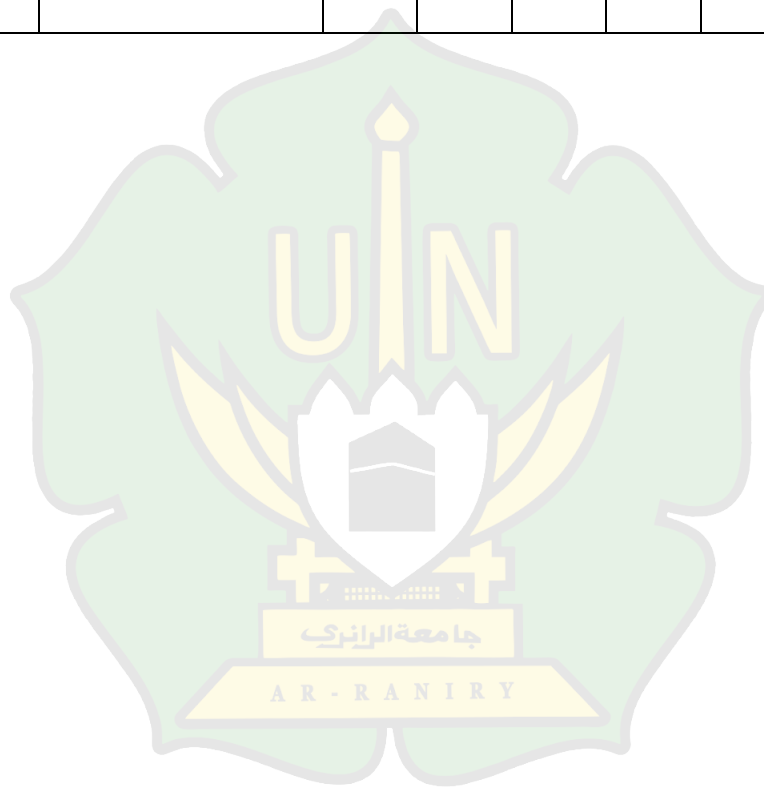
24	TM	√	√	√	√	√	
25	UG	√	√	√	√	√	
26	AR	√	√	√	√	√	
27	FA	√	√	√	√	√	
28	GK	√	√	√	√	√	
29	KA	√	√	√	√	√	
30	MA	√	√	√	√	√	
31	MF	√	√	√	√	√	
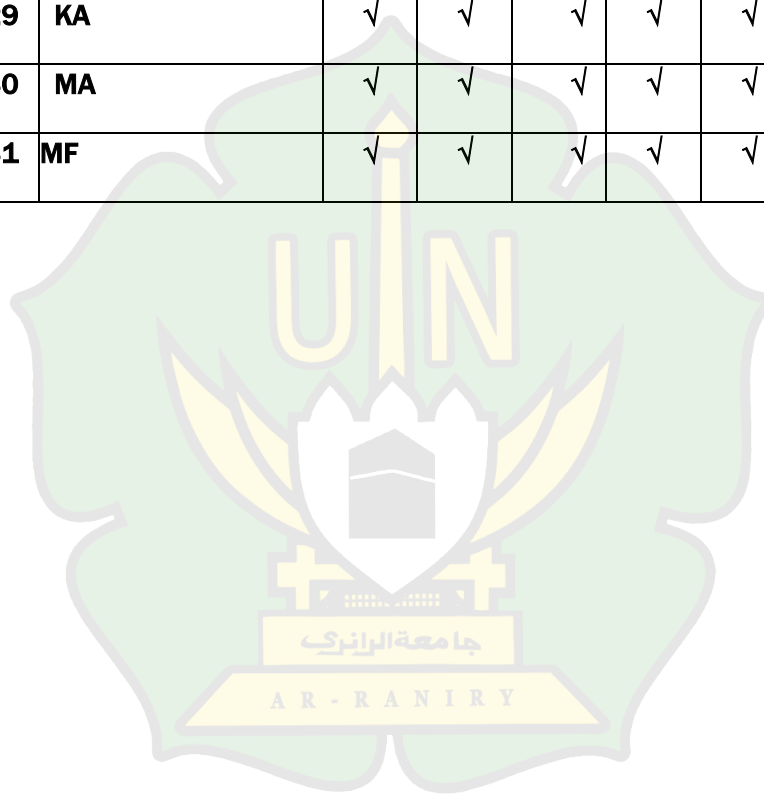
Appendix D : Attendence list of Control Class

NO	STUDENTS' NAME	MEETING					KET.
		1	2	3	4	5	
1	AA	√	√	√	√	√	
2	AA	√	√	√	√	√	

3	AAS	√	√	√	√	√	
4	AZ	√	√	√	√	√	
5	FA	√	√	√	√	√	
6	FK	√	√	√	√	√	
7	HR	√	√	√	√	√	
8	IP	√	√	√	√	√	
9	KH	√	√	√	√	√	
10	KM	√	√	√	√	√	
11	MA	√	√	√	√	√	
12	MA	√	√	√	√	√	
13	MN	√	√	√	√	√	
14	MF	√	√	√	√	√	
15	MA	√	√	√	√	√	
16	MAK	√	√	√	√	√	
17	MJ	√	√	√	√	√	
18	ML	√	√	√	√	√	

19	MD	√	√	√	√	√	
20	MN	√	√	√	√	√	
21	MK	√	√	√	√	√	
22	MZ	√	√	√	√	√	
23	MX	√	√	√	√	√	
24	NV	√	√	√	√	√	
25	NA	√	√	√	√	√	
26	RH	√	√	√	√	√	
27	RM	√	√	√	√	√	
28	SA	√	√	√	√	√	
29	SN	√	√	√	√	√	
30	SH	√	√	√	√	√	
31	YP	√	√	√	√	√	

APPENDIX E: THE RESULT OF THE PRE-TEST DAN POST-TESTEXPERIMENT CLASS

NAME	CLASS	PRE-TEST	POST-TEST
Students 1	Experiment	72	80

Students 2	Experiment	64	72
Students 3	Experiment	74	84
Students 4	Experiment	72	77
Students 5	Experiment	60	65
Students 6	Experiment	78	88
Students 7	Experiment	77	82
Students 8	Experiment	70	85
Students 9	Experiment	70	72
Students 10	Experiment	76	84
Students 11	Experiment	74	77
Students 12	Experiment	80	90
Students 13	Experiment	77	82
Students 14	Experiment	72	80
Students 15	Experiment	69	74
Students 16	Experiment	66	71
Students 17	Experiment	72	86
Students 18		63	71

	Experiment		
Students 19	Experiment	66	82
Students 20	Experiment	72	80
Students 21	Experiment	82	90
Students 22	Experiment	72	80

Students 23	Experiment	66	71
Students 24	Experiment	60	71
Students 25	Experiment	57	65
Students 26	Experiment	66	71
Students 27	Experiment	10	86
Students 28	Experiment	72	85
Students 29	Experiment	60	65
Students 30	Experiment	64	72
Students 31	Experiment	55	60
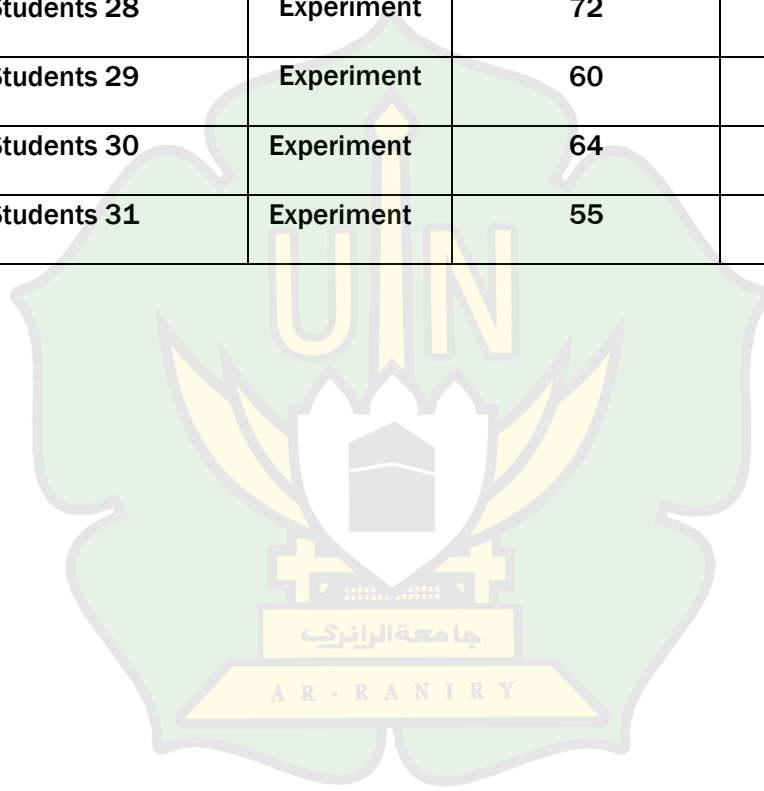
APPENDIX F: THE RESULT OF THE PRE-TEST DAN POST-TEST CONTROL CLASS

NAME	CLASS	PRE-TEST	POST-TEST
Students 1	Control	55	63
Students 2	Control	59	69
Students 3	Control	61	69
Students 4	Control	61	69
Students 5	Control	63	71
Students 6	Control	57	62
Students 7	Control	64	72
Students 8	Control	54	59
Students 9	Control	62	70
Students 10	Control	60	68
Students 11	Control	72	80
Students 12	Control	73	83
Students 13	Control	60	68
Students 14	Control	69	72
Students 15	Control	57	60
Students 16	Control	72	80
Students 17	Control	69	72
Students 18	Control	76	84
Students 19	Control	69	77
Students 20	Control	57	65
Students 21	Control	67	77
Students 22	Control	63	71
Students 23	Control	57	62
Students 24	Control	63	68
Students 25	Control	54	62
Students 26	Control	60	65
Students 27	Control	80	88

Students 28	Control	74	82
Students 29	Control	67	77
Students 30	Control	63	66
Students 31	Control	63	76

APPENDIX G : Lesson plan in Experimental Class

Rancangan Pelaksanaan Pembelajaran (RPP)
Nama sekolah   : Darul Ihsan Islamic boarding school
Mata Pelajaran   : Bahasa Inggris Kelas/ semester : X / II
Jenis Teks   : Teks Recount
Alokasi waktu   : 10 x 40 menit (5 pertemuan) – Experimental Group

Kompetensi Dasar :

menangkap makna secara konstektual terkait fungsi sosial, struktur teks, dan unsur

kebahsaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait

pengalaman pribadi di waktu lampau (personal recount).

Indikator Pencapaian Kompetensi :

merespon makna secara konstektual terkait fungsi sosial, struktur teks, dan unsur

kebahsaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait

pengalaman pribadi di waktu lampau (personal recount).

A. Tujuan Pembelajaran

Setelah pembelajarn peserta didik diharapkan untuk mampu :

- Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan teks personal

  recount lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan

  memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau

  sesuai dengan konteks penggunaanya.

- Menangkap makna secara konstektual fungsi sosial, terkait pengalaman

pribadi di waktu lampau.

- Menyusun teks personal recount lisan dan tulis terkait pengalaman pribadi di waktu lampau.

- Menganalisis dan mengevaluasi text (personal recount).

B. **Materi Pembelajaran Teks kontektual sederhana berupa** :

- Recount

- kompetensi tes

C. **Metode Pembelajaran :**

Diskusi, tanya jawab, penugasan dan presentasi hasil diskusi

D. **Langkah-langkah Kegiatan :**

Pertemuan I (2 Jam Pelajaran x 40 menit)

Kegiatan Pendahuluan

- Guru memberi salam

- Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdo'a, absensi, menyiapkan buku pelajaran.

- Guru mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang sudah dan akan dipelajari.

Kegiatan inti

- Guru mengenalkan materi yang akan di pelajari yaitu simple past tense.

- Peserta didik bertanya perbedaan simple present tense dan simple past tense.

- Guru menjelaskan pengertian dan formula dari simple past tense untuk kalimat verbal dan simple past tense with ―be‖.

- Guru menjelaskan perbedaan irregular verb dan regular verb.

- Guru menjelaskan time signal yang di pakai dalam simple past tense.

- Guru mempersilahkan peserta didik untuk membuat percakapan yang mengandung simple present tense dengan cara berpasangan.

- Peserta didik membuat percakapan pendek yang mengandung tenses simpe past tense secara berpasangan.

- Guru meminta peserta didik secara acak untuk membacakan hasil pekerjaanya ke depan kelas.

- Peserta didik membacakan hasil perkerjaannya ke depan kelas.

- Guru memberi umpan balik dan penguatan kepada peserta didik.

Kegiatan penutup

- Guru meminta peserta didik untuk menyimpulkan apa yang telah dipelajari hari ini dan memberikan umpan balik.

- Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

- Guru memimpin doa bersama dan mengucapkan salam penutup.

Pertemuan II (2 Jam Pelajaran x 40 menit)

Kegiatan Pendahuluan

- Guru memberi salam

- Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdo'a, absensi, menyiapkan buku pelajaran.

- Guru mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari.

Kegiatan inti

- Guru menjelaskan mengenai pengertian dan generic structure dari teks recount.

- Guru membacakan satu contoh bacaan teks recount yang ada didalam buku modul dan peserta didik menirukannya.

- Guru membahas bersama dengan peserta didik mengenai generic structure dari bacaan teks recount tersebut dengan menempelkan sticky notes dimodul.

- Guru meminta peserta didik untuk membacakan bacaan yang ada di dalam buku modul ke depan kelas secara berpasangan.

- Guru meminta peserta didik untuk membuat satu cerita dalam bentuk teks recount dan generic structurenya secara berkelompok dituliskan menggunakan sticky notes di lembaran (satu kelompok terdiri dari empat peserta didik).

- Peserta didik berdiskusi dan membuat cerita teks recount yang mereka buat bersama kelompoknya.

- Guru menekankan kembali bahwa cerita dalam teks recount menggunakan tenses simple past

- Guru meminta peserta didik mengumpulkan lembaran hasil diskusinya di pertemuan selanjutnya.

- Guru memberi umpan balik dan penguatan kepada peserta ddik.

Kegiatan penutup

- Guru meminta peserta didik untuk menyimpulkan apa yang telah dipelajari hari ini.

- Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

- Guru memimpin doa bersama dan mengucapkan salam penutup.

Pertemuan III (2 Jam Pelajaran x 40 menit)

Kegiatan Pendahuluan

- Guru memberi salam

- Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdo'a, absensi, menyiapkan buku pelajaran.

Kegiatan inti

- Guru bertanya kepada peserta didik siapa saja yang tidak membawa kamus Bahasa Inggris.

- Guru meminta peserta didik yang tidak membawa kamus Bahasa Inggris untuk menghafalkan 5 verb 1 dan 2 dan dibacakan kedepan kelas.

- Peserta didik yang tidak membawa kamus Bahasa Inggris maju kedepan sacara bergantian.

- Guru me-review mengenai pengertian dan generic structure dari teks recount bersama dengan peserta didik dengan cara mengajukan beberapa pertanyaan.

- Guru meminta masing-masing kelompok mengumpulkan lembaran hasil diskusi pertemuan sebelumnya.

- Guru meminta peserta didik maju sesuai urutan untuk mempresentasikan hasil diskusinya ke depan kelas.

- Peserta didik mempresentasikan hasil diskusinya kedepan kelas bersama kelompoknya

- Presenter (peserta didik yang mempresentasikan hasil diskusinya) membuka waktu untuk sesi tanya jawab.

- Guru mengklarifikasi jawaban-jawaban dari peserta didik yang mempresentasikan hasil diskusinya.

- Guru memberi umpan balik dan penguatan kepada peserta ddik.

Kegiatan penutup

- Guru meminta peserta didik untuk menyimpulkan apa yang telah dipelajari hari ini.

- Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

- Guru memimpin doa bersama dan mengucapkan salam penutup.

Pertemuan IV (2 Jam Pelajaran x 40 menit)

<u>Kegiatan Pendahuluan</u>

- Guru memberi salam

- Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdo'a, absensi, menyiapkan buku pelajaran.

<u>Kegiatan inti</u>

- Guru me-review tentang recount text dan generic structurenya bersama peserta didik dengan mengajukan beberapa pertanyaan untuk me-recall ingatan peserta didik mengenai materi tersebut.

- Guru meminta peserta didik untuk duduk berkumpul dengan kelompok yang sudah dibentuk.

- Guru membagikan teks-teks cerita recount text untuk masingmasing kelompok.

- Guru meminta siswa untuk berdiskusi tentang recount text yang sudah didapat bersama dengan kelompoknya.

- Guru meminta siswa untuk menjawab beberapa pertanyaan yang sudah tertulis di papan tulis bersama dengan kelompoknya di kertas lembaran dengan menggunakan sticky notes.

- Setelah peserta didik mengerjakan tugasnya, guru meminta perwakilan dari kelompok untuk mengambil nomor urut presentasi yang sudah diacak.

- Peserta didik membacakan hasil diskusinya ke depan kelas sesuai dengan nomer urutnya.

- Guru memberi umpan balik dan penguatan kepada peserta ddik.

Kegiatan penutup

- Guru meminta peserta didik untuk menyimpulkan apa yang telah dipelajari hari ini.

- Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

- Guru memimpin doa bersama dan mengucapkan salam penutup

Pertemuan V (2 Jam Pelajaran x 40 menit)

Kegiatan Pendahuluan

- Guru memberi salam

- Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdo'a, absensi, menyiapkan buku pelajaran.

Kegiatan inti

- Guru me-review tentang recount text dan generic structurenya bersama peserta didik dengan mengajukan beberapa pertanyaan untuk me-recall

ingatan peserta didik mengenai materi tersebut.

- Guru meminta peserta didik untuk duduk berkumpul dengan kelompok yang sudah dibentuk.

- Guru membagikan teks-teks cerita recount text untuk masing masing kelompok.

- Guru meminta siswa untuk berdiskusi tentang recount text yang sudah didapat bersama dengan kelompoknya.

- Guru meminta siswa untuk menjawab beberapa pertanyaan yang sudah tertulis di papan tulis bersama dengan kelompoknya di kertas lembaran dengan menggunakan sticky notes.

- Setelah peserta didik mengerjakan tugasnya, guru meminta perwakilan dari kelompok untuk mengambil nomor urut

- presentasi yang sudah diacak.

- Peserta didik membacakan hasil diskusinya ke depan kelas sesuai dengan nomer urutnya. Guru memberi umpan balik dan penguatan kepada peserta ddik.

Kegiatan penutup

- Guru meminta peserta didik untuk menyimpulkan apa yang telah dipelajari hari ini.

- Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan

82

berikutnya.

- Guru memimpin doa bersama dan mengucapkan salam penutup.

E. Bahan Ajar

- Buku Solatif (solusi siswa aktif) k13 edisi revisi 2017

- Modul pembelajaran Bahasa Inggris

- internet / youtube

F. Penilaian Proses dan Hasil Pembelajaran

Teknik Penilaian:

- Penilaian Sikap : Observasi/Pengamatan

- Penilaian Pengetahuan : Tes Tertulis*

- Penilaian Ketrampilan : Unjuk Kerja/Praktik

- Bentuk Penilaian:

- Observasi : Jurnal Guru

- Tes Tertulis : Lembar Kerja

- Unjuk Kerja : Praktik/Pedoman Penskoran

G. Instrumen Penilaian (terlampir)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Asal Sekolah   : Darul Ihsan Islamic boarding school.

Mata Pelajaran   : Bahasa Inggris

Kelas / Semester   :X / Genap

Materi Pokok   : Recount text Model : Conventional

Alokasi Waktu   : 10 x 45 menit (5 pertemuan) – Control Group

Kompetensi Dasar :

menangkap makna secara konstektual terkait fungsi sosial, struktur teks, dan unsur kebahsaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount).

Indikator Pencapaian Kompetensi :

merespon makna secara konstektual terkait fungsi sosial, struktur teks, dan unsur kebahsaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount).

   A. TujuanPembelajaran

- peserta didik mampu mengisi recount text yang diterapkan dengan Cloze Procedure secara baik dan benar.

- peserta didik mampu memahami bacaan recount text yang diterapkan dengan Cloze Procedure secara baik dan benar.

- peserta didik mampu menjawab pertanyaan berdasarkan recount text yang diterapkan dengan Cloze Procedure secara baik dan benar.

B. MateriPembelajaran

Teks kontekstual sederhana berupa:

- Naratif

- Kompetensi tes

C. Metode Pembelajaran: Cloze Procedure

D. Langkah-Langkah Kegiatan

Pertemuan I (2 Jam Pelajaran x 45 menit)

Kegiatan Pendauluan

- Guru memberi salam

- Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdo'a, absensi, menyiapkan buku

- pelajaran.

- Guru mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang

akan dipelajari.

- Guru menyampaikan cakupan materi dan penjelasan singkat mengenai kegiatan pemberlajaran pada pertemuan ini.

Kegiatan inti

- Guru menjelaskan mengenai pengertian dan generic structure dari recount text.
- Guru membagikanworksheet treatment I yang berbentuk Cloze Procedure text pada setiap peserta didik yang berupa bacaan recount text.
- Guru menjelaskan isi peserta didik dan menjelaskan apa yang harus dilakukan peserta didik
- Guru meminta peserta didik untuk membaca teks Cloze Procedure di dalam hati dan mengisikan kata-kata pada tempat yang telah disediakan.
- Guru memberikan waktu 15 menit untuk mengerjakan teks Cloze Procedur
- Setelah selesai mengerjakan, guru menuliskan jawaban yang benar di papan tulis. □ Guru meminta peserta didik untuk menjawab pertanyaan berdasarkan teks yang telah dilengkapi.

Kegiatan penutup

- peserta didik dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan

berikutnya.

- Guru memimpin doa bersama.

- Guru mengucapkan salam penutup

Pertemuan II (2 Jam Pelajaran x 45 menit)

Kegiatan Pendauluan

- Guru memberi salam

- Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdo'a, absensi, menyiapkan buku pelajaran.

- Guru mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari.

- Guru menyampaikan cakupan materi dan penjelasan singkat mengenai kegiatan pemberlajaran pada pertemuan ini.

Kegiatan inti

- Guru me-review materi dari pertemuan sebelumnya.

- Guru membagikanworksheet treatment II yang berbentuk Cloze Procedure text pada setiap peserta didik yang berupa bacaan recount text.

- Guru menjelaskan apa yang harus dilakukan peserta didik.

- Guru meminta peserta didik untuk membaca teks Cloze Procedure di dalam hati dan mengisikan kata-kata pada tempat yang telah disediakan.

- Guru memberikanwaktu 15 menit untuk mengerjakan teks

- Cloze Procedur

- Setelah selesai mengerjakan, guru menuliskan jawaban yang benar di papan tulis. Guru meminta peserta didik untuk menjawab pertanyaan berdasarkan teks yang telah dilengkapi.

Kegiatan penutup

- peserta didik dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

- Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

- Guru memimpin doa bersama.

- Guru mengucapkan salam penutup.

Pertemuan III (2 Jam Pelajaran x 45 menit)

Kegiatan Pendauluan

- Guru memberi salam

- Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdo'a, absensi, menyiapkan buku pelajaran.

- Guru mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari.

- Guru menyampaikan cakupan materi dan penjelasan singkat mengenai kegiatan pemberlajaran pada pertemuan ini.

Kegiatan inti

- Guru me-review materi dari pertemuan sebelumnya. .

- Guru membagikanworksheet treatment III yang berbentuk Cloze Procedure text padasetiap peserta didik yang berupa bacaan recount text.

- Guru menjelaskan isi peserta didik dan menjelaskan apa yang harus dilakukan peserta didik.

- Guru meminta peserta didik untuk membaca teks Cloze Procedure di dalam hati dan mengisikan kata-kata pada tempat yang telah disediakan.

- Guru memberikan waktu 15 menit untuk mengerjakan teks Cloze Procedur

- Setelah selesai mengerjakan, guru menuliskan jawaban yang benar di papan tulis. Guru meminta peserta didik untuk menjawab pertanyaan berdasarkan teks yang telah dilengkapi.

Kegiatan penutup

- peserta didik dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

- Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

- Guru memimpin doa bersama.

- Guru mengucapkan salam penutup.

Pertemuan IV (2 Jam Pelajaran x 45 menit)

Kegiatan Pendauluan

- Guru memberi salam

- Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdo'a, absensi, menyiapkan buku pelajaran.

- Guru mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari.

- Guru menyampaikan cakupan materi dan penjelasan singkat mengenai kegiatan pemberlajaran pada pertemuan ini.

Kegiatan inti

- Guru me-review materi dari pertemuan sebelumnya.

- Guru membagikanworksheet treatment IV yang berbentuk Cloze Procedure text padasetiap peserta didik yang berupa bacaan recount text.

- Guru menjelaskan isi peserta didik dan menjelaskan apa yang harus dilakukan peserta didik

- Guru meminta peserta didik untukmembacateks Cloze Procedure di dalam hati danmengisikan kata-kata pada tempat yang telah disediakan.

- Guru memberikan waktu 15 menit untuk mengerjakan teks Cloze Procedur

- Setelah selesai mengerjakan, guru menuliskan jawaban yang benar di papan tulis. ☐ Guru meminta peserta didik untuk menjawab pertanyaan berdasarkan teks yang telah dilengkapi.

Kegiatan penutup

- peserta didik dan guru melakukan refleksi terhadap

- kegiatan yang sudah dilaksanakan.

- Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

- Guru memimpin doa bersama.

- Guru mengucapkan salam penutup.

Pertemuan V (2 Jam Pelajaran x 45 menit)

Kegiatan Pendauluan

- Guru memberi salam

- Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdo'a, absensi, menyiapkan buku pelajaran.

- Guru mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari.

- Guru menyampaikan cakupan materi dan penjelasan singkat mengenai kegiatan pemberlajaran pada pertemuan ini.

Kegiatan inti

- Guru me-review materi dari pertemuan sebelumnya.

- Guru membagikanworksheet treatment V yang berbentuk Cloze Procedure text pada setiap peserta didik yang berupa bacaan recount text.

- Guru menjelaskan isi peserta didik dan menjelaskan apa yang harus dilakukan

peserta didik.

- Guru meminta peserta didik untuk membaca teks Cloze Procedure di dalam hati dan mengisikan kata-kata pada

- tempat yang telah disediakan.

- Guru memberikan waktu 15 menit untuk mengerjakan teks Cloze Procedur

- Setelah selesai mengerjakan, guru menuliskan jawaban yang benar di papan tulis.

- Guru meminta peserta didik untuk menjawab pertanyaan berdasarkan teks yang telah dilengkapi.

Kegiatan penutup

- peserta didik dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan

- Guru memimpin doa bersama.

- Guru mengucapkan salam penutup.

E. Bahan Belajar

- Detik-detik Ujian Nasional Bahasa Inggris, Intan Pariwara

- Kurikulum dan perangkatnya

F. Penilaian Proses dan Hasil Pembelajaran

Teknik Penilaian:

- Sikap : Observasi/Pengamatan

- Penilaian Pengetahuan : Tes Tertulis

Name :

Class :

1. Please, write and tell stories about your holiday/eid fitr using generic structure in recount text!

My Holiday

My family and I went to Jakarta two weeks ago. We visited many interesting places in Jakarta. We went to Monas. There were used an elevator to get to the top. We on enjoyed the beauty of Jakarta from there. Then, we took a bus way to Taman Mini Indonesia Indah. We visited the museum of science and technology. We also wacthed a film in Keong Mas Thearter. After that, we went to ancol. We saw people riding jeyt-sky. We rode a cable car there. Finally, we went home. We alll felt tired but happy.


Vacation to Surabaya

Last holiday, I went to Surabaya with my friend for vacation. We went there on a night bus. When we arrived in Lamongan, the bus stopped at a small restaurant for a rest. I got off the bus to get a cup of ginger tea, and my friend drank some cold

lemonade. Then I went to the toilet. It took only a few minutes. When I came out again, the bus was not there. It had gone! My friend was not there too. Feeling shocked and confused, I asked a waitress about the bus. She said that the bus departed about five minutes ago.

I tried to call my friend on my call phone, but the battery was running low. I could do anything but hope and pray. After several minutes, my wish came true. The bus came back! I got on the bus and walked to my seat.

I was so ashamed when everybody on the bus looked at me. I could feel my face turn red.
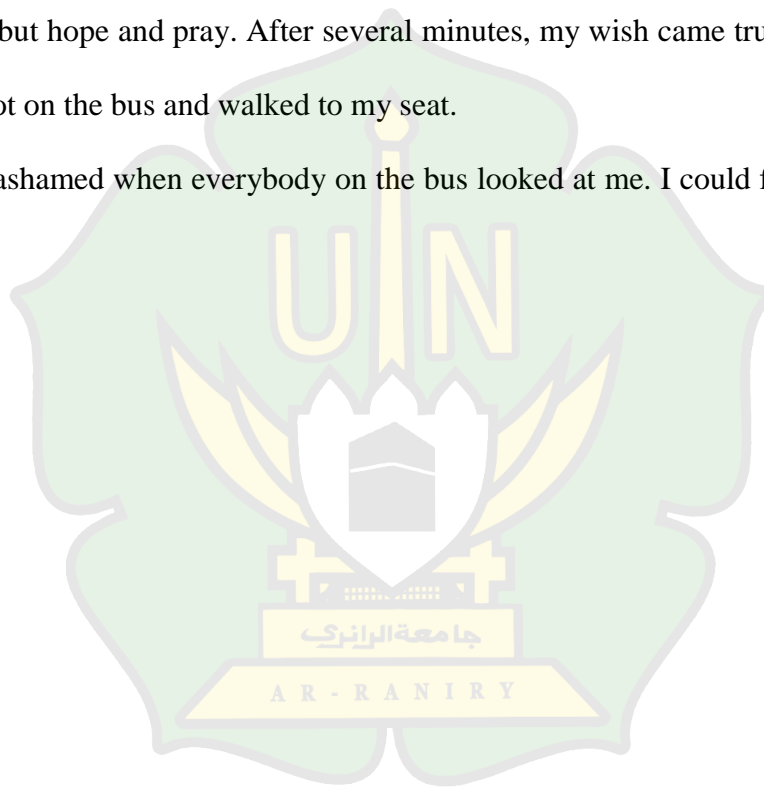
APPENDIX J: pretest and posttest questions

SOAL PRETEST AND POSTTEST

Name :

Class :

1. Please, write and tell stories about your summer vacation using generic structure in recount text!

2.

DOCUMENTATION