# THE EFFECT OF POWERPOINT MEDIA ON STUDENTS' WRITING SKILL AT GRADE VIII MTs. YPKS PADANGSIDIMPUAN A THESIS

MIN

Submitted to the State Institute for Islamic Studies Padangsidimpuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Islamic Education (S.Pd) in English Department

Written By:

TUKMA WANITA SIREGAR Reg. No. 16 203 00037

## ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN 2022



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	at Grade VIII MTS, YPKS Padangsidimpuan

#### ABSTRACT

This research focused on the effect of powerpoint media on students writing skill at grade VIII MTS YPKS Padangsidimpuan. The students problems in writing were 1) English is hard to use in society for communication, there are students do not desire to write, 2) English teacher only give the lesson just from one book to the students, 3) The methods using by teacher is inappropriate that make the students are lazy to study and 4) The media uses by the teacher is inapproproate that makes the students are not interested or bored in writing.

The purpose of this research was to examine wheter there is significant effect powerpoint media on students writing skill at grade VIII MTS YPKS Padangsidimpuan. The formulation of this research were 1) how is the students writing skill before using powerpoint media at grade VIII MTS YPKS Padangsidimpuan, 2) how is students' writing skill after using powerpoint media at grade VIII MT'S YPKS Padangsidimpuan, 3) is there any significant effect of using powerpoint media at grade VIII MT'S YPKS Padangsidimpuan, 3) is there any significant effect of using powerpoint media at grade VIII MT'S YPKS Padangsidimpuan, 3) is there any significant effect of using powerpoint media at grade VIII MT'S YPKS Padangsidimpuan?

This research used one group pre-test and post-test design. The instrument of this research was writing test (pre-test and post test). The population of this research was 119 VIII grade students of MTs YPKS Padangsidimpuan. Two classes were choose randomly as the sample. The sample were class VIII-4 (22 students) as experimental class and class VIII-3 (25 students) as control class. The data of this research were collected by using t-test formula.

The result shows that the mean score of experimental class after using Powerpoint Media was higher than control class. The mean score of experimental class in pre-test was 55,22 and the mean score of control class in pre-test was 63,38. Meanwhile, the mean score of experimental class in post-test after using Powerpoint Media was 79,04 and the mean score of control class in post-test without a treatment was 63,8. Moreover, from t-test, it was found that leount (2.0141) was higher than table (3,5858). Therefore, the Alternative Hypothesis (Ha) of this research was accepted and the Null Hyphotesis (Ha) was rejected. It could be concluded that there is the effect of Powerpoint Media at Grade VIII Mts YPKS Padangsidimpuan.

#### Keywords: Powerpoint Media, Writing Skill

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	Menulis Siswa Kelas VIII MTS YPKS Padangsidimpuan

#### ABSTRAK

Penelitian ini fokus pada pengaruh media powerpoint kemampuan menulis siswa kelas VIII di MTs YPKS Padangsidimpuan Masalah masalah siswa di dalam menulis adalah 1) Bahasa Inggris sangat sulit diaplikasikan dalam komunikasi, ada beberapa siswa yang tidak mampu untuk menulis, 2) Guru hanya memberikan materi pembelajaran dari buku kepada siswa 1) metode yang digunakan oleh guru kurang sesuai sehingga membuat siswa malas untuk belajar, dan 4) media yang digunakan oleh guru kurang sesua sehingga membuat siswa malas untu menulis.

Tujuan dari penelitian ini adalah untuk menguji apakah ada pengaruh signifikan dari media powerpoint terhadap kemampuan menulis siswa kelas Vill MTS YPKS Padangsidimpuan. Rumusan masalah dalam penelitian ini adalah 1) bagaimana kemampuan menulis siswa sebelum menggunakan media powerpoint pada kelas VIII MTS YPKS Padangsidimpuan, 2) Bagaimana kemampuan menulis siswa setelah menggunakan media powerpoint pada kelas VIII MTS YPKS Padangsidimpuan, 3) Apakah ada pengaruh yang signifikan dalam penggunaan media powerpoint terhadap kemampuan menulis siswa pada kelas VIII MTS YPKS Padangsidimpuan, 3) Apakah ada pengaruh yang signifikan dalam penggunaan media powerpoint terhadap kemampuan menulis siswa pada kelas VIII MTS YPKS Padangsidimpuan.

Penelitian ini menggunakan desain satu kelompok pre-test dan post-test. Instrumen yang digunakan dalam penelitian ini adalah tes menulis (pre-test dan post-test). Populasi dalam penelitian ini adalah 119 siswa kelas VIII MTS YPKS Padangsidimpuan. Dua kelas dipilih secara acak sebagai sampel. Sampelnya adalah kelas VIII-4 (22 siswa) dan kelas VIII-3 (25 siswa) sebagai kelas kontrol. Data penelitian ini dikumpulkan dengan menggunakan rumus uji t.

Hasil penelitian menunjukkan bahwa skor rata-rata kelas eksperimen setelah menggunakan media powerpoint lebih tinggi daripada kelas kontrol. Skor rata-rata kelas eksperimen di pre-test adalah 55,22 dan skor rata-rata kelas kontrol di pre-test adalah 63,38. Sedangkan, skor rata-rata kelas eksperimen di post-test setelah menggunakan adalah 79,04 dan skor rata-rata kelas kontrol di post-test tanpa perlakuan adalah 63,8. Selain itu, dari uji-t ditemukan bahwa thitung (2,0141) lebih besar daripada tubel (3,5858). Oleh karena itu, hipotesis alternatif (Ha) dari penelitian ini diterima dan hipotesis nol (Ha) ditolak. Dapat disimpulkan bahwa ada pengaruh Media Powerpoint terhadap Kemampuan Menulis Siswa Kelas VIII MTS YPKS Padangsidimpuan.

Kata Kunci: Media Powerpoint, Kemampuan Menulis

#### ACKNOWLEDGEMENT

Firstly, the researcher would like to convey his grateful to Allah SWT. The most Creator and Merciful who has given researcher the health, time and chance for finishing the thesis entitled "*The Effect of PowerPoint Media on Students' Writing Skill at Grade VIII MTs YPKS Padangsidimpaun*". Besides, Shalawat and Salam be upon to the prophet Muhammad SAW that has brought the human from the darkness era into the lightness era.

It is a pleasure to acknowledgement the help and contribution to all lecturers, institution, family and friends who have contributed in different ways. Therefore, in this chance the writer would like to express the deepest gratitude to the following people:

- 1. Mrs. Rayendriani Fahmei Lubis, M.Ag., as the first advisor who has guided me for finishing this thesis, who have been the great advisors and gave me much knowledge, idea and suggestion sincerely and patiently during the progress of writing this thesis.
- 2. Mrs. Sokhira Linda Vinde Rambe, S.Pd, M.Pd as my second advisor who has guided, supported, advised, and suggested the writer with great patience to finish this thesis as well.
- 3. The Rector of IAIN Padangsidimpuan.
- 4. The Dean of Tarbiyah and Teacher Training Faculty
- All lecturers especially to English lecturers and all the cavities academic of IAIN Padangsidimpuan who had given so much knowledge and helped during I studied in this institute.
- 6. My beloved parents and my lovely siblings who always give me a lot of love, affection, attention, prayers and big spirit how to be patient and survive in any condition by my own self, who always give me motivation to achieve my dream, and who have been my inspiration.
- Headmaster of MTs YPKS Padangsidimpuan who has given me permission to carry out the research.
- 8. My greatest friends Suryana, Manda, Putri, Lija, Dini, Sri and all of my friend in English Department especially TBI-1, TBI-2, TBI-3 who help me

to finishing my thesis until today and helpful each other. Thank you for all the things done to everyone who gave helps whether mention or not to finish my thesis.

Nothing in the world is perfect, the researcher realize that there are still many shortcomings in this thesis. Therefore, the researcher would be very grateful for correction to improve this thesis.

Padangsidimpuan, April 2022

Researcher

Tukma Wanita Siregar Reg. No. 16 203 00037

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#### **CHAPTER I**

#### **INTRODUCTION**

#### A. Background of the Problem

Indonesia is one of the countries using English as a foreign language. As a foreign language, learning English is not easy as learning Indonesian, because it has different structure, pronounciation, and others. However, all languages have the same four skills to master.

In learning English, there are four skills should be mastered, they are listening, speaking, reading, and writing. Listening and speaking are included in receptive skills while speaking and writing are considered to be productive skills. From those four skills, the researcher only focus on writing. Writing is one of basic language skills should be learnt beside reading, speaking, and listening in language learning. It involves the application of grammatical knowledge which are including sentence patterns, vocabulary, diction, and cultural understanding of target language.

Writing is how person communicates his or her thoughts and feelings by visible signs, understandable not only for himself but also for all other people.<sup>1</sup> It means that when one writes, she or he cam express her or his feelings and thoughts, from words into sentences and sentences into paragraphs which have meaning.

<sup>&</sup>lt;sup>1</sup> Septa Aryanika, "The Correlation Between the Students' Writing Motivation and the Writing Ability," *English Education 9*, no.1 (2016)

Compare to speaking, writing is more difficult because the typical characteristic of written language is more complex than spoken language. Since writing deals with how people use language to communicate, people who want to write have to consider many things such as ideas to write and time needed to write the ideas. In writing, we also need to use structures and revisions in order than the products of writing can be transferred to the readers.

In line with the importance of writing, the Indonesian government has categorized English as the first foreign language and being one of the fundamental subjects is taught in all levels of education from junior high school up to university level. The mastery of writing English in junior high school becomes one of the primaries focuses on English subject. As quoted in 2013 curriculum, one of the goals of teaching English at Junior High School is students are expected to develop students; writing skill in any types of writing. So, good writing and famialirity with any text types are one of the learning outcomes of learning English in junior high school.

In junior high school, writing can be developed through various types of text such as descriptive text, narrative text, recount text, report text, and so on. Descriptive text is a new subject that will be learned by the first-year students in Junior High School. Descriptive is containing two components identification by which a writer describes a person, or animal, the identification is to identify the object to describe. As the topic discussed, descriptive text requires creative thinking when describing a person, thing, or animal to make readers or listeners imagine it. However, many students consider making good writing of the descriptive text is difficult because it is a new subject for students in learning English. On the other hand, the students usually faced difficulty in writing descriptive text because it must use present tense which is complicated for them and they have the little vocabulary in writing especially in writing a descriptive text.

Several factors can be mentioned the link with problems that students confronted. From the writer's interview with teacher in MTs YPKS Padangsidimpuan, the students face some problem. First, English was hard to use in society for communication, there are students not desire to write. Second, the teacher only give the lesson just from one book to the students. Third, the methods using by teacher is unappropriate that make students are lazy to study. And the last, the media that uses by the teacher is unappropriate that make the students not interested or bored in writing.<sup>2</sup>

In this case, the teacher should use the appropriate media for teaching writing. It should be interesting so that the students can enjoy the learning. To overcome this problem the researcher choose powerpoint media, because the media is attractive and can be used to facilitate delivering course material for writing descriptive text. The specific reason why researcher chooses this powerpoint to make more students interested in studying.

 $<sup>^2</sup>$ Lily Arwani, <br/> Private Interview on July  $21^{\text{st}}$ 2021 in Jln.<br/>Sutan Soripada Mulia, Padangsidimpuan

In view of above discussion the writer interested in conducting and experimental research of which purpose is to investigate the students' writing skill using powerpoint as the media. So the researcher take entitled "The Effect of Powerpoint Media on Students' Writing Skill at Grade VIII MTs. YPKS Padangsidimpuan".

#### **B.** Identification of the Problem

Based on background of the problem above, the researcher identifies the problem as follows:

- English is hard to use in society for communication, there are students do not desire to write.
- 2. English teacher only give the lesson just from one book to the students.
- 3. The methods using by teacher is inappropriate that make the students are lazy to study.
- 4. The media uses by the teacher is inapproproate that makes the students are not interested or bored in writing.

#### C. Limitation of the Problem

Based on the identification of the problem, the researcher focuses on applying media especially using powerpoint on students' writing skill. Powerpoint presentation can be used in the classroom for initial teaching, for students project, for practice, for games, for reviews, and for rests. Powerpoint is an easy program for both teacher and students to learn and it helps the students to understand the material more asy by displaying the images, texts, material more interest and colorful. The researcher will only limit the effect of using powerpoint media on students' writing descriptive text at grade VIII MTs. YPKS Padangsidimpuan.

#### D. Formulation of the Research

The formulation of the research are:

- 1. How is the students' writing skill before using powerpoint media at grade VIII MTs. YPKS Padangsidimpuan?
- 2. How is the students' writing skill after using powerpoint media at grade VIII MTs. YPKS Padangsidimpuan?
- 3. Is there any significant effect of using powerpoint media on students' writing skill at grade VIII MTs. YPKS Padangsidimpuan?

#### E. Aims of the Research

Here the researcher find that the aims of the research as follows:

- To know the students' writing skill before using powerpoint media at grade VIII MTs. YPKS Padangsidimpuan.
- To know the students' writing skill after using powerpoint media at grade VIII MTs. YPKS Padangsidimpuan.
- To examine wheter there is significant effect of using powerpoint media on students' writing skill at grade VIII MTs. YPKS Padangsidimpuan.

#### F. Significances of the Research

The result of the research is expected to be useful:

 For headmaster, to give suggestion to English teacher to will be more learners' skill in English especially writing descriptive text.

- 2. For teacher, the result of this research will give one suitable media that can be used by teachers to get successful learning. This research is expected to provide information, which may have practical us well atheoretical values for English language teacher. Theoretically, the result of this research will add what has been found in the area of English teaching in foreign language. The result of this research will inform English language teachers in their attempts to decde which of the best method in teaching writing.
- 3. For students, using appropriate method in learning will make students enjoy to study and it make their motivation will be more in learning, because one of the important factor to get successful learning is using appropriate method. For educational world, will be more quality of education especially in English by using appropriate method in teaching English.
- 4. For other researcher, the result of this research is hoped to help the other research who wants to conduct further research in the same topic. This research can give then information about teaching media, especially using PowerPoint on students' writing descriptive text. So, it makes them easier in their research.

#### G. The Definition of Operational Variables.

1. Writing Skill

In this research writing skill stands as variable. Writing is a communicative act. It depends upon the awareness of the social expectation". This means as communicative act, writing can develop social relationship and social expectation because writing is one of the tools in communication.

2. Media

Media is the channel of communications between teacher and the students in teaching and learning. Media serve a variety of rules in education. Their primary role is known as teaching aid-something a teacher uses to make a lesson clearer or more interesting. Another role of media is facility students learning process, media are used as stimulus to grow students interst, enthusiasm, and motivation on what is being presented in a particular lesson. Media are not the factor that can determine the success of the teaching and learning process because through media the students motivation in learning can be increased.

3. PowerPoint

PowerPoint is a presentation program developed by Microsoft. It is included in the standard office suite along with Microsoft Word and Exel. The software allows users to create anything from basic slide shows to complex presentation. PowerPoint is often used to create business presentations, but can also be used for education on informal purpose. The presentation are comprised of slides, which may contain text, image, and other media, such as audio clips and movie. Sound effect and animated transitions can also be included to add extra appeal to the presentation.

#### H. Outline of the Thesis

The systematic of this research is divided into five chapter. Each chapter consist of many sub chapters are follow: Chapter one, consisted of introduction, they are: the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the objectives of the research, and the significances of the research.

Chapter two consits of the desription of writing descriptive text, PowerPoint technique, the related findings, the conceptual framework, and the hypothesis.

Chapter three consists of methodology of the research which is divided into sub chapter; the place and time of the research, the research methodology, the population and sample, the research instrument, procedure of data collection, technique of analyzing data.

Chapter four consists of data description, hypothesis testing, discussion and the treaths of the research.

Chapter five consists of the conclusion about the result of this research and suggestion that are given by the research.

#### **CHAPTER II**

#### THEORITICAL DESCRIPTION

#### A. Theoretical Description

#### 1. Writing

#### a. Definition of Writing

Writing process is a completely process because writing process needs cognitiveabilities in recognizing some segments of language to produce a reaquifed writing. In general process, writing process is done through two stages: exploring ideas and processing the ideas into readable text.

According to Harmer writing is an activity to help students solve the problem with their thought by focusing on accurate language use and developing language in written form.<sup>3</sup> Writing is a thinking process in the sense that one writers to externalize one's thought, both as a way to express those thoughts to others.<sup>4</sup>

#### **b.** Process of Writing

A process is a sequence of operational by which something is done. Writing process refers to everything a writer does from the moment he or she starts thinking about what to write until the final copy is completed. According to Harmer, "writing process is the stages a writer goes through in order to produce something in its final

<sup>&</sup>lt;sup>3</sup> Jeremy Harmer, *How to Teach Writing* (Essex: Pearson Education Limited, 2004).

<sup>&</sup>lt;sup>4</sup> Muhammad Siddique and Manvender Kaur Sarjit Singh, "Effectiveness of Cooperative Learning in Enhancing Students' Essay Writing Skills in Pakistani Colleges," *International Journal of Humanities and Social Science Invention* 5, no. 8 (2016).

written form. This process may, of course, be affected by the content (subject matter) of the writing, and the medium such as pen, and paper.<sup>5</sup> Writing process is a step how to express the idea or thought into written form.

Before doing writing activity, the students should look at the steps of doing writing to produce a good writing product. Writing process should be done in chronological order, from the first step until the last step. Cynthia and frydenberg state that "there are six steps in writing process: 1) analyzing the assignment, 2) Brainstorming, 3) organizing your ideas, 4) writing the draft, 5) rewriting the draft and 6) writing the next (or final) draft".<sup>6</sup> In addition, Edward and friends state that the process of writing occurs in several stages:

- 1. Prewriting is a stage of process that includes exploring topics, choosing a topic, and beginning to gather and organize details before you write.
- 2. Drafting is a stage that involves getting your ideas down on paper in roughly the format you intend for the finished work.
- 3. Revising is a stage in which you rework your first draft to improve its content and structure.
- 4. Editing and proofreading involve correcting errors in grammar, spelling, and mechanics.
- 5. Publishing and presenting are the stage of writing process in which a writer shares a final draft with an audience through speaking, listening, or representing activities.<sup>7</sup>

<sup>&</sup>lt;sup>5</sup>Harmer, *How to Teach Writing*.

<sup>&</sup>lt;sup>6</sup>Cynthia A. Boardman and Jia Frydenberg, *Writing to Communicate*, Third Edit (New York: Pearson Education, 2008), p.31.

<sup>&</sup>lt;sup>7</sup>Edward E. Wilson and Friends, *Writing and Grammar: Communication in Action* (USA: Prentice-Hall, 2001), p.15.

In conclusion, the process of writing is the stages that writers have to trough to in sequence to produce the result of writing in written form. The stages should be in chronological from the first stage until the last stage.

#### c. The Purpose of Writing

Writing has many purposes or objectives. The purposes is not only to share opinion or to copy something that is in someone's mind, but the purpose of writing can be to console the reader, to inform a new information and also it can be to examine a process of something. According to Edward and friends, "the purpose of writing is may be *persuasion* (to convince, defend, or argue an opinion) or *exposition* (to explain, analyze, or examine a concept orprocess).<sup>8</sup> Besides, Jacobs categorizes the purpose of writing into three categories, the categories are:

1) To inform

In giving information, a written generally explains or describes an idea, a process, an even, a belief, a person, a place, or thing. The writer also gives the facts and explains its causes.

2) To persuade

The language style is used in category is obviously different with the previous category. In this category, a writer tries to change

<sup>&</sup>lt;sup>8</sup>Wilson and Friends, Writing and Grammar: Communication in Action.

his/her audience or behave differently. In this sense, the writer appeals to readers; logic or emotion.

3) To entertain

One written has its own language style. The writer gives some efforts to make the readers laugh, smile, fascinated, surprised, or even angry.<sup>9</sup> It means to make the reader happy when they read the text.

Based on the explanation above, the researcher concludes that the purpose of writing is to inform, to persuade and to entertain. It also gives more information to the reader about the writer's opinion, idea and feeling.

#### d. Characteristic of Writing

When the students or the writer begin their writing, the must know the elements of writing that are very important to make the result is good. Some of the experts give their opinion about the characteristic of writing. Boardman States that "there are three characteristic in writing a good text or paragraph, they are coherence, cohesion, and unity".<sup>10</sup> In addition to organization, writing in English must consist of these elements. The explanation of these three characteristics as follows below:

<sup>&</sup>lt;sup>9</sup>Amzah, Nanning, and Nurfadillah, "Improving Writing Ability of the Eleventh Year Students of MAN 1 Parepare by Using Dice Game," *Journal of English Education and Development* 1, no. 1 (2017): p.39-40, https://scholar.google.co.id.

<sup>&</sup>lt;sup>10</sup>Yuli Astuti, Ari Wibowo, and Nursalim, "The Effectiveness of Picture Sequence Towards Students' Ability in Using Conjuction at the Eight Grade of MTs Negeri Model Kota Sorong in the Academic Year 2016/2017," *Jurnal Interaction* 5, no. 2 (2018): p.53, https://scholar.google.co.id.

#### 1) Coherence

According to Alice the Latin verb *coherence* means "hold together". For coherence in writing, the sentence must hold together; that is, the movement from one sentence to the next must be logical and smooth."<sup>11</sup> Another statement, Boardman says that "a paragraph has coherence when the supporting sentences are ordered according to a principle. The sentences are put in order that the reader can understand your ideas easily.<sup>12</sup> In conclusion, the writing can called coherence if the sentences are hold together, related each other, and must be logical from one sentence to others.

2) Cohesion

Another characteristic of a good paragraph is cohesion. Boardman states that "when a paragraph has cohesion, all the supporting sentences connect to each other in their support of the topic sentence. The methods of connecting sentences to each other are called cohesive devices. Four important cohesive devices are connectors, define articles, personal pronouns, and demonstrative pronouns".<sup>13</sup> When the writer writes paragraph or text, he should know the cohesion of paragraph, because this part

<sup>&</sup>lt;sup>11</sup>Alice Oshima and Ann Hogue, *Writing Acadenic English*, Fourth Edi (New York: Pearson Education, 2006), p.21.

<sup>&</sup>lt;sup>12</sup>Boardman and Frydenberg, Writing to Communicate.

<sup>&</sup>lt;sup>13</sup>Boardman and Frydenberg.

is very important for writing, so that the result of the writing will be good.

3) Unity

An important element of a good paragraph is unity. This is the final characteristic of well-written paragraph. According to Alice "unity means that a paragraph discusses one and only one main idea from beginning to end".<sup>14</sup> A text is called unity if all supporting sentences should relate to the topic sentence. As usual, the good paragraph only one main idea and only one topic sentence. It can be in the beginning of paragraph or at the last paragraph of a text.

Based on the explanation above, the researcher can conclude that a good writing should have three characteristics above which all the sentences relate each other so that the reader can understand the text easier.

#### e. Writing Assessment

Writing assessments are very needed to use especially in learning process. By writing assessment, the teacher will be easier to give the value of students' writing product. According to Jacobs, there are five components of writing assessment in written test that must know by the writer, they are:

<sup>&</sup>lt;sup>14</sup>Oshima and Hogue, Writing Acadenic English.

- 1) Content: idea or content
- 2) Organization: coherence, general to specific, specific to general chronological order and spatial pattern.
- 3) Vocabulary: the choice of structure and lexical items to give a particular flavor for the writing.
- 4) Language use: language use writing involves correct usage end points of grammar such as verb, noun, and arrangement of grammar.
- 5) Mechanics: the use of is due to capitalization, punctuation, and spelling appropriately.<sup>15</sup>

In assessing writing, there are some methods that should be known by the examiner or writing corrector. According to Brown, there are three scoring methods for responsive and extensive writing, "at responsive and extensive levels of writing, three major approaches to scoring writing performance are commonly used by test designers: holistic, primary trait, and analytical".<sup>16</sup> It means that when the teacher scores the students writing test, the teacher should know these three scoring method.

In assessing writing, there are some methods that should be known by the examiner or writing corrector. According to Brown, there are three scoring methods for responsive and extensive writing, "at responsive and extensive levels of writing, three major approaches to scoring writing performance are commonly used by test designers: holistic, primary trait, and analytical".<sup>17</sup> It means that when the teacher

<sup>&</sup>lt;sup>15</sup>Nuri Yanni Harahap, "The Effect of Picture Sequences Strategy on Students' Writing Procedure Text Ability ( A Study at the Eleventh Grade Students of MAN Sipagimbar )," *Jurnal Linear (Language Intelligence and Educational Research)* 1, no. 2 (2018): p.130, https://scholar.google.co.id.

<sup>&</sup>lt;sup>16</sup>H. Douglas Brown, *Language Assessment: Principle and Classroom Practice* (New York: Person Education, 2004).

<sup>&</sup>lt;sup>17</sup>Brown.

scores the students writing test, the teacher should know these three scoring method.

In holistic scoring, each point on a holistic scale is given a systematic set of descriptors, and the reader-evaluator matches an overall impression with the descriptors to arrive at a score. For example, the first descriptor across all score categories may address the quality of task achievement, the second may deal with organization, the third with grammatical or rhetorical considerations, and so on.<sup>18</sup> In conclusion, the teacher makes the table of scoring with the description it may consist of the quality of task achievement, organization, etc.

In primary trait scoring focuses on "how well students can write within a narrowly defined range of discourse". This type of scoring emphasizes the task at hand and assigns a score based on the effectiveness of the text's achieving that one goal. For example, if the purpose of function of an essay is to *persuade* the reader to do something, the score for the writing would rise or fall on the accomplishment of that function.<sup>19</sup> It means that this scoring method, the teacher focuses on how well the students can write about the test that the teacher gives.

The last type is analytical scoring, there are six major elements of writing that are scored, and it enables students to home in on weakness

<sup>&</sup>lt;sup>18</sup>Brown, Language Assessment: Principle and Classroom Practice.

<sup>&</sup>lt;sup>19</sup>Brown.

and to capitalize on strengths. Brown and Bailey designed an analytical scoring scale that specified five major categories and description of five different levels in each category; ranging from "unacceptable" to "excellent".<sup>20</sup>In conclusion, the teacher scores the students writing assignment consists of five elements of scoring level. The result of the scoring can be students' weakness or students' strengths.

Based on the scoring methods description above, the researcher uses analytical scoring, because it is simple and can make the teacher or researcher know the students' ability whether their weakness or strengths.

The order in which the five categories (organization, logical development of ideas, grammar, punctuation/spelling/mechanics, and style and quality of expression) are listed may bias the evaluator towards the greater importance of organization and logical development as opposed to punctuation and style.<sup>21</sup> In summary, the categories and levels of scoring in writing are:

 Table. 1

 The Rubric of Analytical Scoring in Writing Assessment

Categories	Maximal score
Content	30
Organization	20

<sup>20</sup>Brown. <sup>21</sup>Brown.

Vocabulary	20
Syntax	25
Mechanics	5
Total	100

#### 2. Descriptive Text

#### a. Defenition of Descriptive Text

According to Pardiyono, descriptive text is type of written text which has the specific function to give description about an object (human or non human).<sup>22</sup> It means, from all theories of description text the writer make conclusion that descriptive text is a text to retell about person, thing, and place.

Descriptive is text containing two components identification and description by which a writer describes a person, or animal the identification is to identify the object to describe. The description describes parts, qualities, and characteristics: of the part of the object the function of description is to describe a particular person, place, or thing. Then, text can be divided into description text, procedure text, narrative text, recount text, and report text. However descriptive text means to describes things, people, place specifically.

<sup>&</sup>lt;sup>22</sup> Eka Rahmaniah, Clarry Sada, and Dewi Novita, "Teaching Descriptive Text Writing By Using PowerPoint Presentation," 2012, https://sholargoogle.co.id.

#### b. Generic Structure of Descriptive Text

Hammond stated that "Descriptive writing has two generic structure they are identification and description".

- Identification : introduction of thing, place, or person to be describe
- 2) Description : description of the parts, qualities, and characteristics of the thing, person, or place being discussed.
   Descriptive text is relation verb "to be" and " has/have"

#### c. Language Feature

Besides that support formed usually found in a descriptive text also has language features that support formed a descriptive text. Gerot and Wignel state that the language features usually found in a descriptive text are:

- Focus on specific participant. In describing something in written descriptive must focus only one subject, for example: Borobudur temple, a cat, my new house, and so on.
- The use of simple present tense. In which usually found the passive voice in the descriptive text especially when describes about particular place.
- The use of attributive and identifying process. It is about the use of have and has.
- 4) The use of frequent and classifiers in nominal group, like attractive and beautiful.

From the explanation above, the researchers can conclude that there are some requirements dealing with the language of descriptive text. A descriptive text must have specific characters: using present tense, using attributive, and identifying process, focusing on specific participant, and using descriptive adjective to build up nominal group.

#### d. Example of Descriptive Text

|--|

These sentence are in the simple present tense.

a) Noun

They are found in (1) the topic of description: a classroom, and (2) the parts of the classroom: door, windows, tables, pictures, chairs, and walls.

b) Adjective

They are used to describe the characteristics of the topic and the parts. They characteristics can be the size (big), color (brown), or the quality (clean). For example: the adjectives 'big' and 'clean' describe the classroom. The adjective 'brown' describes 'the doors' and 'the windows'.

Vocabulary for describing someone, such as:

- 1. Tall, short, big, thin, fat, slim
- 2. Hair, face, nose, cheeks, mouth, lips
- 3. Curly, straight, long, short, wavy, black, grey
- c) Language Focus
  - 1. Verb be : is, am, are
  - 2. Verb have : have. Has
  - 3. Verb do : do. Does
  - 4. Simple present tense
- d)

Noun phrases

There are combination of adjectives and noun. (e.g.: big and clean class classroom, two brown doors)

## 3. PowerPoint

### a. Defenition of PowerPoint

PowerPoint is a presentation program developed by Microsoft. It is included in the standard office suite along with Microsoft Word and Excel. The software allows users to create anything from basic slide shows to complex presentation.

Microsoft office PowerPoint was first designed by Bob Gaskin helped by software designer, Dennis Austin, under the name of presenter for forethought. The present versions are Microsoft office PowerPoint 2007 release in November 2006 this newest version had major changes of user interface and better graphic capabilities.<sup>23</sup>

Powerpoint presentations is a kind of multimedia presentation that consist of text, graphic, pictures, sound and video which can be used

<sup>&</sup>lt;sup>23</sup> Mega Adyana Movitaria and Yosi Shandra, "Improving Teachers' Ability in Video Based Learning by Using Microsoft PowerPoint Application Through Workshop," *Research & Learning in Elementari Education* 4, no. 4 (2020): 1423–28, https://sholargoogle.co.id.

to convey the material in teaching and learning process.<sup>24</sup> According to Kmalvand, powerpoint knowledge representation in the sine qua non of communication in academic setting<sup>25</sup>. In other word powerpoint is not just used in learning and teaching process, but also can used to create business presentations and education on informal purpose.

Microsoft PowerPoint is a desktop presentation software capable of creating many different types of presentation such as slide, handouts, even on screen computer projection that is simple to use and provides powerful features for creating presentations. The development of PowerPoint starts from the very simple version with simple use and features to the more modern one with more complete use features. Powerpoint is an excellent program that offers animation. Fisher says powerpoint is a type of presentation software that allows one to show coloured, bold text and images with a simple animation and sound.<sup>26</sup>

Corbeil's study revealed that students preferred being taught by powerpoint rather than conventional text-book and blackboard and they learnt better when their attention is captured via highlighting, colorful fonts, and visual effects. Then Rajabi and Ketabi stated that

<sup>&</sup>lt;sup>24</sup> Rahmaniah, Sada, and Novita, "Teaching Descriptive Text Writing By Using PowerPoint Presentation."

<sup>&</sup>lt;sup>25</sup> Nava Nourdad and Elnaz Tim Aghayi, "A Comparative Study on the Effect of Instruction through PowerPoint Presentation and Whiteboard on EFL Learners' Essay Writing Ability," *Modern Journal of Language Teaching Methods* 2 (2016), https://scholargoogle.co.id.

<sup>&</sup>lt;sup>26</sup> Fatima Suliman Odeh Abu Mansour, "The Impact of Using PowerPoint Presentations on Students' Achievment and Information Retention in Teaching English Language at Public Schools in Amman" (Middle East University, 2019), https://scholargoogle.co.id.

powerpoint presentation enhancing learners application of cohesive devices to their academic writing. Their findings confirmed the role of powerpoint in developing productive language skills namely speaking and writing.<sup>27</sup>

PowerPoint presentation usually begin with a title a slide that may contain the name of the topic of the presentation and sometimes will contain the name (s) of the presenter (s). The title slide is followed by content slides that contain information usually in the form of text often in the form of a bulleted list and sometimes graphics. Example of graphics that may be contained in a PowerPoint presentation include charts, graphs, diagrams, screenshots, photos, movie and animations.

PowerPoint is especially popular applications because many early childhood educations professional already have experience with its use as instructional technology.

It is able to assist learning process because it allows the education professional to:<sup>28</sup>

 Manipulate a variety of pictures, colors, sounds, animation, slide, design, or slide transition within a presentation to promote interest and motivation.

<sup>&</sup>lt;sup>27</sup> Nourdad and Aghayi, "A Comparative Study on the Effect of Instruction through PowerPoint Presentation and Whiteboard on EFL Learners' Essay Writing Ability."

<sup>&</sup>lt;sup>28</sup> Febri Hendrazal, "The Use of PowerPoint as Teaching Media Toward Students Ability in Writing At Tenth Grade of SMA N 11 Jambi Academic Year 2017/2018" (Batanghari University, 2018), https://scholargoogle.co.id.

 Deliver information in clear, structured format, while keeping, children engage in the lesson.

During this generation in millennial learners, who are heavily stimulated by visual and active involvemend, there are need to create innovative, demagogically innovative teaching and learning outcomes. Multiple ways of using technology is teaching and learning have been utilized to creatively deliver and organize course content interactive educational game, video clips, hand on website, outline assessment, outline course management system, simulation and interactive, power point slides are all example of methodsin which educators attempts to make effective use of technology to actively millennial learners and address their learning styles.

## b. Procedure of using PowerPoint

Powerpoint gives you the ability to create a powerful visual aid that can help make your presentation the best it can be. Getting the most out of powerpoint takes some time but, but with a little experimental, you can have a unique and effective presentation, According to Theriault there are some procedures to make a creative presentation as follows:

- 1) Plan your presentation carefully
- 2) Text size
- 3) Avoid too much text
- 4) Contrast
- 5) Template

- 6) Make sure that you speak at a normal pace
- 7) A picture can be worth
- 8) Avoid using red and green combinations
- 9) Do not use more than two text colours
- 10) Use clip and graphics
- 11) Add motions, sounds or music.<sup>29</sup>

The first step is plan your presentation carefully, the key for any successful teaching is to have clear slides. Regard to the general rules of presentations, the key to a successful presentation is to have a clear structure and generally not more than five topic areas. The second is text size, text must be read from all students specially those who sit in the back. The third is avoid too much text, this rule reveals that a slide should not have more than six words a line and no more than six lines per a slide. The fourth is contrast, the contrast should be minimized since too much light in the dark background may strain the eyes. The fifth is template, do not change templates often, it will distract attention. Next make sure that you speak at a normal pace means do not allow the show to present the text quickly. Then, a picture can be worth, use graphs to enhance the presentations. After that, avoid using green and red combinations for emphasis-the most common form of color blindness prevents separation of reds and greens. The ninth, do not use more than two text colors in a presentation unless there is a serious reason for that. The tenth, use clip and graphics only if they support the content. The last is add motions, sounds, or music only

<sup>&</sup>lt;sup>29</sup> Suliman Odeh Abu Mansour, "The Impact of Using PowerPoint Presentations on Students' Achievment and Information Retention in Teaching English Language at Public Schools in Amman."

when necessary. Excessive movement within or between the slides can interpret the message.

## c. The characteristic of PowerPoint

PowerPoint is useful tool for producing multimedia presentation materials combining text with image, sounds, and links to the Web. The software can also be used to produce handouts. PowerPoint can also increase participant interest in, and learning of, the subject matter. When create a presentation using PowerPoint or other presentation tool, the presentation is made up of a series of slides.

PowerPoint used to support a lecture, slide can assist you in providing a visual outline of your content and help students' focus their attention on what is being said. Powerpoint and other presentation tools come with a library of clip art, diagrams, and graphs.<sup>30</sup> Additionally, you can insert your own image files into the presentation.

## d. The Advantages and Disadvantages of PowerPoint

1) The Advantages of PowerPoint

Here are some advantages based on Szabo et.al as follows:

- a) Productive learning activity.
- b) Improves learning
- c) Producers visual effects and deeper impression.
- d) Keep the attention of the students more compared to the traditional methods of teaching.
- e) Raises audience interest.
- f) Stimulate students to learn more.

<sup>&</sup>lt;sup>30</sup> Nia Anggraini Subroto, "The Effect of Teaching Writing Through PowerPoint As Media on the Seventh Grade Students of SMP Muhammadiyah 1 Milati in the Academic Year of 2012/2013" (State University of Yogyakarta, 2013), https://scholargoogle.co.id.

- g) Result in more precise and systematic presentation.
- h) Equips teaching with some motivating features such as graphics, animations, and sounds.
- i) Speeds up the information transfer.
- j) Helps in explanations of complex illustrations.<sup>31</sup>

There are some advantages of powerpoint. It encourages and supports teaching and learning process by facilitating the material presentation. The template provided is designed to default to good presentation criteria such as the number of lines of information in each slide and appropriate font sizes. The use of the default templates can improve the clarity and the arrangement of a presentation. It helps the teacher avoid the common use of excessive text often found on OHV (Over Head Projector). PowerPoint is able to perform a variety of manipulations, such as editing text before printing it out, and the teacher can add new slides for adding new materials.

2) The Disadvantages of PowerPoint

There are several factors associated with the using of

PowerPoint, among other are:

- a) Simplifiers or hinders the complexity of certain ideas from being conveyed due to its excessively schematic nature.
- b) May impede direct comprehension of the contents by probable indiscriminate use of color, animation and sound.
- c) Is and aid to the speaker but not to the audience.
- d) Is an inefficient tool for displaying tables and graphs due to its low resolution.
- e) Lowers the communicative quality of the presentation.
- f) Weakens verbal and spatial reasoning.<sup>32</sup>

<sup>&</sup>lt;sup>31</sup> Nourdad and Aghayi, "A Comparative Study on the Effect of Instruction through PowerPoint Presentation and Whiteboard on EFL Learners' Essay Writing Ability."

<sup>&</sup>lt;sup>32</sup> Nourdad and Aghayi.

The most common abuses in powerpoint use for teaching and learning include visually poor or boring slide. Too many texts on the slide do not support good reading text, other abuses for example, inappropriate use of multimedia options, for example too much animation or over use of slide transitions. Further, many teachers do not have enough basic knowledge in applying powerpoint in teaching and learning. In addition, powerpoint can not handle unexpected situations because PowerPoint is unable to handle the students' questions immediately as the teacher do.

## e. Teaching Writing Using PowerPoint Media

Here the following steps in teaching descriptive text by using powerpoint media as follows:

- a) The teaccher explain a litle informatin about the descriptive text form PowerPoint.
- b) The teacher shows a picture about the Elephant in the city zoo by using PowerPoint.
- c) The teacher and students join together to the picture. In this case, teacher helps students to identify common structure and the language features of the descriptive text that include in the picture.
- d) The teachers shares exercise sheet to students
- e) The teacher ask to students to do the assignment (rite descriptive text about crocodile).

f) The teacher ask students to collect the exercise.

## f. Teaching Writing Using Book Media in MTs. YPKS Padangsidimpuan

Instructional media models needed by teachers which until now have not been able to be realized. The obstacles that still occur in teaching practice that only rely on the content contained in the written learning plan of the syllabus without improvising instructional media.

This can be found by the writer is the teacher has limited time guiding and monitoring every student there in the classroom in writing practice. Therefore, the presence of a learning media that is able to replace the teacher's role in guiding students is really needed now. This means that students can learn independently also in gaining knowledge.

Based on the results of these interviews and observations, researchers felt the need to design effective and interactive learning media models is that could develop independent learning patterns for students. In connection with this, the researchers used the wordless picture book as interactive learning presented through the PowerPoint program. In making this learning model, the researcher together with the teacher compiles a learning task prescription in the form of a learning design with the steps being to analyze, indicators and learning objectives. Developed by this researcher is able to be applied in writing learning so that it will make it easier for teachers and learn the learning objectives.

There are several media that always used by the teacher at grade VIII MTs. YPKS Padangsidimpuan such as white board, marker, and text book.

- 1) The teacher choose the material about descriptive text
- 2) The teacher explain all about the descriptive to the students by giving the example
- 3) The teacher divides the students into several group
- The teacher asks the students to discuss and make the descriptive text.
- 5) The teacher asks the students to present their discussion in front of the class.
- 6) The teacher asks the students to identify the generic structure, language features, and social function of the descriptive text together.
- 7) The teacher gives feedback to students to appreciate their work.

## **B.** Review of Related Findings

There were some researcher that have been used powerpoint media for teaching writing skill. Related to this research, some researchers had been done as follows:

First, Eka Rahmaniah, et.al, in their research concluded that there was the improvement of students' writing skill by using powerpoint media.

The data were collected by written test and analyzed by ES (Effect Size) formula. The finding show the effect size of treatment (ES) is 2.64. Since the value is higher than 0.5, the effect size of treatments (ES) is categorized as highly effective.<sup>33</sup> It means that teaching descriptive text writing by using PowerPoint Presentation to the seventh grade students of MTsN 1 Pontianak in academic year 2011/2012 gave a significant effect to improve the students' achievement.

Second, Mega Adyna, et.al, in their researcher concluded that there was increase in the ability of teachers to use learning media after the implementation of the media making workshop in cycle I has an average value. 57.77 with a percentage of 59.58% in the poor category. In cycle II, the average teacher's ability to use learning media increased to 77.10 with a percentage of 73.75% in the good category.<sup>34</sup>

Third, Nia Anggraini, from her thesis it can concluded that the result shows that there is a significant difference in the writing ability between the students who are taught by using power point as media and those who are not. It is indicated by the result of the test of hypothesis using ANCOVA test. Theoretically in the hypothesis testing, if the value of the level of signifinicance is lower than 0.05, the alternative hypothesis is accepted. In refference to the data analysis, the result show that the level of significance is 0.000. it is lower than 0.05 (F = 21.525, p < 0.05). It means

<sup>&</sup>lt;sup>33</sup> Rahmaniah, Sada, and Novita, "Teaching Descriptive Text Writing By Using PowerPoint Presentation."

<sup>&</sup>lt;sup>34</sup> Adyana Movitaria and Shandra, "Improving Teachers' Ability in Video Based Learning by Using Microsoft PowerPoint Application Through Workshop."

that the use of PowerPoint has significant influence on the students' writing skill.<sup>35</sup> Therefore, the hypothesis of there is a significant difference on the writing ability between students who are taught by using powerpoint and those who are not is accepted.

Fifth, Febri Hendrazal, from his thesis it can concluded that the result shows theoretically in testing the hypothesis, Criteria testing is accept Ha if t arithmetic > t table, for other prices Ha rejected so that H0 accepted. The degrees of freedom for the list of distribution t is (n1 + n2-2) with probability  $(1-\alpha)$ , to the real level  $\alpha = 0.05$ . if the value of the level of significance is lower than 0.05, the alternative hypothesis is accepted. In reference to the data analysis, the result show that t arithmetic 2928.407479 > 1.69552 t table. It means that the use of PowerPoint has significant influence on the students' advertisement test.<sup>36</sup> Therefore, the hypothesis of there is a significant difference on the advertisement test between students who are taught by using PowerPoint and those who are not is accepted.

The last, Nourdad, et.al, in their researcher concluded after adjusting for pre-intervention scores, there was found a significant differences between the two groups of with and without powerpoint presentation on post-intervention scores of the essay writing test, F(1,94)=32.21, p=0.00, eta squared=0.25. There was not a strong relationship between the pre-

<sup>&</sup>lt;sup>35</sup> Anggraini Subroto, "The Effect of Teaching Writing Through PowerPoint As Media on the Seventh Grade Students of SMP Muhammadiyah 1 Milati in the Academic Year of 2012/2013."

<sup>&</sup>lt;sup>36</sup> Hendrazal, "The Use of PowerPoint as Teaching Media Toward Students Ability in Writing At Tenth Grade of SMA N 11 Jambi Academic Year 2017/2018."

intervention and post-intervention scores on the essay writing test, as indicated by an eta squared value of 0.06; however the relationship between intervention type and post-intervention scores was quiet strong as shown in eta squared value of 0.25.<sup>37</sup> It means the use of powerpoint software explained 25 percent of the variance in dependent variable.

## C. Conceptual Framework

By the concepts of powerpoint media is to make easier the writers in creating the text and expressing their idea. The conceptual framework, they are: in the context of English communicative competence includes four major aspects categorized in to main ways was receptive competence and productive competence. Writing is productive skill. By writing, people can share the information in a text. But, in the fact there were still many problems appearing in the process of teaching writing.

The effect of powerpoint media on students' writing descriptive text ability can be seen as picture follows:

## Figure. 1

#### **Conceptual Framework**

In fact, many students are not able to create a text, difficulties in develop their ideas, lack of vocabulary, less active in participating in the learning process

T

<sup>&</sup>lt;sup>37</sup> Nourdad and Aghayi, "A Comparative Study on the Effect of Instruction through PowerPoint Presentation and Whiteboard on EFL Learners' Essay Writing Ability."



Based on the mapping above, PowerPoint media is a teaching media that used by the researcher to teach writing. PowerPoint media is one of the media that can make the students easier and will solve their problem in writing. First, the researcher gives pre-test to know the students' writing descriptive text ability before treatment. Then, researcher gives treatment with PowerPoint media for experimental class and teacher's media for control class. The last, researcher gives post-test to find out the effect of using PowerPoint media on students' writing descriptive text ability at grade VIII MTs. YPKS Padangsidimpuan.

## **D.** Hypothesis

Hypothesis is a provisional respond to the problem, proved after collecting the data. In addition, hypotheses (quantitative hypotheses) are predictions the researcher makes about the expected outcomes of relationships among variables.

The hypothesis of this research stated that:

- H<sub>a</sub>: there is a significant effect of PowerPoint media on students' writing descriptive text ability.
- H<sub>o</sub>: there is no significant effect of PowerPoint media on students' writing descriptive text ability.

### **CHAPTER III**

## **RESEARCH METODOLOGY**

#### A. Place and Time of Research

The research has been conducted at MTs. YPKS Padangsidimpuan. It is located in Jl. Sutan Soripada Mulia. The research will be done from17<sup>th</sup> September 2019 until the researcher finish the research.

## **B.** Research Design

The kind of this research was quantitative research with experimental method in this research. The researcher used two classes, experimental class and control class. The experimental class was the class that thought with PowerPoint media. Meanwhile the control class is the class that taught by using teacher strategy.

Class	Pre-test	Treatment	Post-test
Experimental Class		$\checkmark$	
		PowerPoint	
Control Class		×	

# Table. 2 Table of the design of collecting data

## C. Population and Sample

### 1. Population

The population of this research was all the grade VIII students of MTs. YPKS Padangsidimpuan that consist of 119 students divided into five classes. It can be seen from the table follow:

No	Class	Total Students
1.	VIII- 1	24
2.	VIII- 2	22
3.	VIII-3	25
4.	VIII-4	22
5.	VIII-5	26
	TOTAL	119

Table. 3The population of the grade VIII MTs. YPKS Padangsidimpuan

## 2. Sample

In this research, the researcher took two classes as a sample. The classes are devided into experimental class and control class. The research used random sampling to take the sample. The researcher chose VIII-4 consists of 22 students as the experimental class and VIII-3 consists of 25 students as the control class.

Table. 4Samples of the research

Experimental Class	Control Class	
VIII- 4 = 22	VIII- 3 = 25	

## D. The Instrument of the Research

Instrument is very important to support every research. A research must have an instrument for taking the valid data. In this research, the researcher uses writing test type essay test to get the data. The researcher administer writing test to find out whether there is any significant effect of students' writing descriptive text ability after the implementation of Powerpoint media. The researcher will use1 valid question for pre and 1 valid question for post-test. This test is given to experimental class and control class.

The scoring for the tests is based on the rating scale scoring rubric:

	I	1	l
Aspect	Score	Performance	Weighting
		Description	
Content (C)	4	Excellent to very good	10x
- Topic	3	Good to average	
- Detail	2	Fair to poor limited	
	1	Very poor	
Organization (O)	4	Excellent to very good	10x
- Identification	3	Good to average	
- Description			
_	2	Fair to poor limited	
		-	
	1	Very poor	
Grammar (G)	4	Excellent to very good	10x
- Present Tenses			
- Agreement	3	Good to average	
		C C	
	2	Fair to poor limited	
	1	Very poor	
Vocabulary (V)	4	Excellent to very good	10x
- Word choice	3	Good to average	
- Wordmastery	2	Fair to poor limited	
	1	Very poor	
Mechanics (M)	4	Excellent to very good	10x
- Spelling	3	Good to average	1
- Capitalization	2	Fair to poor limited	1
- Punctuation	1	Very poor	1

Table. 5Indicators of Writing Procedure Text Modified from H. Douglas<br/>Brown

Score:  $\frac{C+O+G+V+M}{2} =$ 

### E. Validity and Reliability of Instrument

A good test must have validity. So the test can be used to measure the aspects that will be measured. In this case, the researcher used construct validity. In this research, the researcher uses construct validity to get the validity of instrumentation. Construct validity is a part of the test as a totality to measure the test by content. There are 2 valid essay tests that will be given by the researcher. One question for pre-test and one question for post-test.

Another requirement is also important for a researcher is reliability. The result of the research must be reliable. Reliability means the result of the test has similarity. A research instrument is said to have a high reliability value, if the tests are made to have consistent results in a measure that would be measured.

Construct validity and reliability are a test validity based on the judgment of the experts. In this case, expert gives opinion about the instrument, whether instrument can be used or still need improving, or maybe the instrument is failed to be used. The researcher will use essay test to test the students' writing procedure text ability. In this research, scoring criteria is based on five aspects of writing assessment; content, organization, language use, vocabulary and mechanics. To make it sure, the researcher will consult to the expert of English writing in English Education Department of State institute for Islamic Studies Padangsidimpuan.

## F. Procedures of Data Collecting

To get the data from the students, the researcher will collect it by giving test. They are pre-test, treatment and post-test. Concerning to the procedure of data collection in this study, they are:

a. Pre-test

The pre-test is conducted to find out the homogeneity of the sample. The pre-test has been given for both classes (experimental and control class) to know the students basic ability in writing descriptive text before the implementation of PowerPoint media for experimental class and teacher's media for control class. The researcher applied some steps in giving pre-test as follows:

- 1) The researcher prepared the essay test about descriptive text
- The researcher distributed the paper of the test and the answer sheet to students of experimental class and control class
- 3) The researcher explained what students need to do
- 4) The researcher gave the time for students to answer the question
- 5) The students answer the question
- 6) The researcher collected their paper test
- Then, the researcher checked the answer and counts the students' score.

## b. Treatment

The experimental group and control group has been given the same material, which consists of communication aspects that taken by the teacher is the different ways. The experimental class is given in treatment, it taken by using PowerPoint media and control class only do writing learning without treatment like teacher usually teaches in the classroom.

c. Post-test

The post-test has been given for both classes (experimental class and control class) after implementing of powerpoint media for the experimental class and teacher's media for control class in order to know the students' ability in writing descriptive text after the treatment. This post-test is the final test in the research, especially measuring the treatment, whether there is significant or not. There were some procedures that the researcher does in giving post-test, as follows:

- 1) The researcher prepared the test about descriptive text
- The researcher shared the paper of the test and the answer sheet to both of class (experimental class and control class)
- 3) The researcher explained the instruction before answering the test
- 4) The researcher gave time to answer the test
- 5) The students answered the test
- 6) The researcher collected their paper
- Then, the researcher checked the students' answer and counts their score.

#### G. Techniques of Data Analysis

To analyze the data, the researcher use "t" test. "T" test is one of statistic examine the difference two variable. The analysis of data is done to find out the ability of the two groups that have been divided in to experimental and control class.

In this research, the researcher uses the technique of data analysis as follow:

a. Mean score

To know the mean score of data, the researcher used formula as follow:

$$M_x = \frac{\Sigma f x}{N}$$

Where:

 $M_x$  = mean

 $\Sigma fx = total scores$ 

N = number of classes

b. Normality Test

The function of normality test is to know whether the data of research is normal or not. In this process, to know the normal distribution data, the researcher will analyze by using *Chi-Quadrate* formulaas follow:<sup>38</sup>

$$x^2 = \sum \left( \frac{fo - fh}{fh} \right)$$

<sup>&</sup>lt;sup>38</sup>Anas Sudjiono, *Pengantar Statistik Pendidikan*, (Jakarta:PT Raja Grafindo Persada, 2005), p.298

Where:

 $x^2$  = chi quadrate

 $f_{o}$ = frequency is gotten from the sample as image from the frequency is hoped from the population

 $f_h$ = frequency is gotten from the sample/result of observation

To calculate the result of Chi-Quadrate, it is used significant level 5% (0.05) and degree of freedom as big as total of frequency is lessened 3 (dk= k-3). if result  $x^2_{count} < x^2_{x table}$ . So, it concluded that data is distributed normal.

c. Homogeneity test

Homogeneity test is used to know whether control class and experimental class have the same variant or not. If both of classes are same, it is can be called homogenous. Homogeneity is the similarity of variance of the group will be compared. So, the function of homogeneity test is to find out whether the data homogeny or not. It use Harley test, as follow:<sup>39</sup>

$$F = \frac{The \ biggest \ variant}{The \ smallest \ variant}$$

The hypothesis is accepted if  $F_{count} \leq F_{table}$ 

The hypothesis is rejected if  $F_{count} \ge F_{table}$ 

The hypothesis is rejected if  $F \le F_2^1 \alpha$  (n<sub>1</sub>-1) (1= n<sub>2</sub>-1),

while if F<sub>count</sub>>F<sub>table</sub> hypothesis is accepted. It determined with

<sup>&</sup>lt;sup>39</sup>Agus Irianto, *Statistik Konsep Dasar dan Aplikasinya*, (Padang: P2LPTK Departemen, Pendidikan Nasional, 2003), p.276

significant level 5% (0,05) and dk numerator was  $(n_1-1)$ , while detominators is  $(n_2-1)$ .

d. Hypothesis test

Hypothesis was the provisional result of the result. Based on the hypothesis, the analysis of the data has been done to find out the ability of two groups that have been divided into experimental class and control class. The hypothesis is to answer the result of the research. So, the data has been analyzed by using the *t-test* formula:<sup>40</sup>

Tt = -	$M_1 - M_2$		
1 <i>1</i> –	$\sqrt{\left(\frac{\Sigma X_1 + \Sigma X_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} - \frac{1}{n_1}\right)}$	$+\frac{1}{n_2}$	

T : The value which the statistical significance

M<sub>1</sub> : The average score of the experiment class

M <sub>2</sub>	: The average score of the control class
$X_{1}^{2}$	: Deviation of the experiment class
$X_2^2$	: Deviation of the control class
n <sub>1</sub>	: Number of experiment class
n <sub>2</sub>	Number of control class

<sup>&</sup>lt;sup>40</sup>Suharsimi Arikunto, *ProsedurPenelitian: SuatuPendekatanPraktik,* (Jakarta: RinekaCipta, 2013), p.31.

If t-test is higher than  $t_{table}$ , the researcher can conclude that  $h_a$  is accepted and  $h_o$  is rejected. It means that there is significant effect of using Powerpoint Media on students' writing descriptive text ability at grade VIII MTs. YPKS Padangsidimpuan. If t-<sub>test</sub> is lower that  $t_{table}$  the researcher can conclude that  $h_a$  is rejected and  $h_o$  is accepted. It means that there is no significant effect without using Powerpoint Media on students' writing procedure text ability at grade VIII of MTs. YPKS Padangsidimpuan.

#### **CHAPTER IV**

## THE RESEARCH RESULT

This part shows the data description from

the data analysis which is calculated from sample data. The data were found from control class and experimental class in MTs YPKS Padangsidimpuan. The researcher conducted this research by using pre-test to know the students' writing of descriptive text and the students were tasted by conducting post-test to know students' writing of descriptive text after giving treatment in experimental class. It was applied by using Powerpoint Media to help students to affect their writing especially in descriptive text. Then, the researcher used t-test to know wheter students' writing skill after using Powerpoint Media affected or not from hypothesis. The data will be shown as below:

## A. The Description of Data

#### 1. Description of Data before using PowerPoint Media

### a. Score of Pre-test Experimental Class

From experimental class, the researcher took VIII-4 (students who choose sains as major at MTs YPKS Padangsidimpuan) class which consist of 22 students. The researcher gave the pre-test to the students. The students wrote descriptive text by topic about animal. Based on the students' answers in pre-test, the researcher calculated the students' score. It can be seen on appendix 5 and 6. The pre-test sore of experimental class can be seen as table below:

## Table. 6

## The Score of Pre-test Experimental Class

Descriptive	Statistic
Total Score	1.190
Highest Score	75
Lowest Score	35
Mean	55,22
Median	53,86
Modus	54,5
Range	40
Interval	5
Standard Deviation	10,16
Variant	127,70

Based on table above, the total score of experimental class in pretest was 1.190, the highest score was 75. The lowest score was 35, mean was 55,22, median was 53,86, modus was 54,5, range was 40, interval was 5, standard deviation was 10,16, and variant was 127,70. Then the calculation of frequency distribution of students' score in experimental class can be applied into table frequency distribution below:

No	Interval	Mid-point	f	Percentages
1.	35 - 42	38,5	4	18,18%
2.	43 - 50	46,5	4	18,18%
3.	51 - 58	54,5	7	31,81%
4.	59 - 66	62,5	4	18,18%
5.	67 – 74	70,5	3	13,63%
	i=5	-	22	100%

From the table above, the students' score from 35 up to 42 was 4 students (18,18%), 43 up to 50 was 4 students (18,18%), 51 up to 58 was 7 students (31,81%), 59 up to 66 was 4 students (18,18%), and 67 up to 74 was 3 students (13,63%). It can be concluded that most of students were in interval 51-58 with 7 students.

To make the description of the data is clearer the researcher present them in histogram on this following figure:



Figure 2: Description of Pre-test Data of Experimental Class

## b. Score of Pre-test Control Class

In pre-test of control class, the researcher gave test to the students. Then, the researcher calculated the result that had been gotten by the students in answering the essay test. The score of pre-test of control class can be seen as table below:

Descriptive	Statistic
Total Score	1.445
Highest Score	75
Lowest Score	40
Mean	63,38
Median	58,76
Modus	60,5
Range	35
Interval	6
Standard Deviation	9,72
Variant	87,66

Table. 8

The Score of Pre-test Control Class

Based on the table above, the total score of control class in pre-test was 1.445. The highest score was 75. The lowest score was 40, mean was 63,38, median was 58,76, modus was 60,5, range was 35, interval was 6, standard deviation was 9,72, and variant was 87,66. Then the calculation of the frequency distribution of students' score in control class can be apllied into table frequency of distribution below:

Table. 9Frequency Distribution of Control Class (Pre-test)

No	Interval	Mid-point	f	Percentages
1.	40 - 45	42,5	3	12%
2.	46 - 51	48,5	6	24%
3.	52 - 57	54,5	2	8%
4.	58 - 63	60,5	7	28%
5.	64 - 69	66,5	3	12%
6.	70 - 75	72,5	4	16%
	i = 6	-	25	100%

From the table above, the students' score from 40 up to 45 was 3 students (12%), 46 up to 51 was 6 students (24%), 52 up to 57 was 2 students (8%), 58 up to 63 was 7 students (28%), 64 up to 69 was 3 students (12%), 70 up to 75 was 4 students (16%). It can be concluded that most of students are in interval 58-63 with 7 students.

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:



Figure 3: Description of Pre-test Data of Control Class

#### 2. Description of Data after Using PowerPoint Media

### a. Score of Post-test Experimental Class

After the researcher gave the test in post, the researcher calculated the result that had been gotten by the students in answering the test after the researcher did the treatment by using PowerPoint Media. It can be seen in the following table.

#### Table. 10

The Score of Post-test Experimental Class

Descriptive	Statistic
Total Score	1.530
Highest Score	85
Lowest Score	50
Mean	79,04
Median	73,3
Modus	74,7
Range	35
Interval	7
Standard Deviation	9,94
Variant	111,68

Based on the table above, the total score of experimental class in post-test was 1.530. The highest score was 85. The lowest score was 50, mean was 79,04, median was 73,3, modus 74,7, range was 35, interval was 7, standard deviation was 9,94, and variant was 111,68. It can be seen on appendix 8 and 9. Then, the calculation of the frequency distribution of the students' score experimental class can be applied into table frequency distribution below:

No	Interval	Mid-point	f	Percentages
1.	50 - 56	53	4	18,1%
2.	57 - 63	60	3	13,6%
3.	64 - 70	67	3	13,6%
4.	71 – 77	74	7	31,8%
5.	78 - 84	81	5	22,7%
	<i>i</i> = 7	-	22	100%

**Frequency Distribution of Experimental Class (Post-test)** 

Based on the table above, the students' score from interval 50 up to 56 was 4 students (18,1%), 57 up to 63 was 3 students (13,6%), 64 up to 70 was 3 students (13,6%), 71 up to 77 was 7 students (31,8%), and 78 up to 84 was 5 students (22,7%).

To make the description of the data clearly, the researcher presents them in histogram as follow:



Figure 4: Description of Post-test Data of Experimental Class

## b. Score of Post-test Control Class

The researcher took VIII-3 (students who chose religion as major at MTs YPKS Padangsidimpuan) as the control class. The result that had been gotten by the students in answering the test after the researcher taught the writing descriptive text by using teacher usual method. It can be seen in the following table.

#### Table. 12

#### The Score of Post-test Control Class

Descriptive	Statistic
Total Score	1.405
Highest Score	75
Lowest Score	45
Mean	63,8
Median	60,75
Modus	62
Range	30
Interval	5
Standard Deviation	7,55
Variant	328,7

Based on the table above, the researcher got total of score was 1.405, the highest score was 75, the lowest score was 45, mean was 63,8, median was 60,75, modus was 62, range was 30, interval was 5, standard deviation was 7,55, and variant was 328,7.

No	Interval	Mid-point	f	Percentages
1.	45 - 49	47	3	12%
2.	50 - 54	52	3	12%
3.	55 - 59	57	5	20%
4.	60 - 64	62	6	24%
5.	65 - 69	67	5	20%
6.	70 - 74	72	3	12%
	<i>i</i> = 5	-	25	100%

Frequency Distribution of Control Class (Post-test)

From the table above, it can be seen that the interval 45 up to 49 was 3 students (12%), 50 up to 54 was 3 students (12%), 55 up to 59 was 5 students (20%), 60 up to 64 was 6 students (24%), 65 up to 69 was 5 students (20%), 70 up to 74 was 3 students (12%).

For the clear description of the data, the researcher presens them in histogram on the following figure:



Figure 5: Description Post-test Data of Control Class

## **B.** Hypothesis Test

The researcher used parametic test by using T-test to analyze the hypothesis. After calculating the data of post-test, the researcher has found that post-test result of experimental class and control class is normal. In normality test it is used significant level 5% and degree of freedom as big as total of frequency is lessened 3 (dk=k-3). If result  $x^2_{count} < x^2_{table}$ . So, it concluded that the data is normal. While in homogenous it is used dk numerator was (n-1), and detominators (n-2), If  $F_{count} > F_{table}$  it means that the variant is homogenous. Hypothesis of the research was "there is an effect of using PowerPoint Media on students" writing skill at grade VIII MTs YPKS Padangsidimpuan", the calculation can be seen on appendix 11 and 12. The result of t-test was as follow:

it is used significant level 5% (0.05) and degree of freedom as big as total of frequency is lessened 3 (dk= k-3). if result  $x^2_{\text{count} < x}^2_{\text{table}}$ . So, it concluded that data is distributed normal.

## Table. 14

**Result of T-test from both average** 

Pre	-test	Post-test		
t <sub>count</sub>	t <sub>table</sub>	t <sub>count</sub>	t <sub>table</sub>	
-2,8041	2,0141	3,5858	2,0141	

The hypothesis test was two criteria. They are if  $t_{count} < t_{table}$ ,  $H_0$  is accepted and if  $t_{count} > t_{table}$ . H<sub>a</sub> is accepted. Based on researcher calculation in pre-test, the researcher found that t<sub>count</sub> was -2,8041 while t<sub>table</sub> was 2, 0141 with opportunity  $(1-\alpha) = 95\%$  df n1+n2-2= 22+25-2= 45, researcher found that  $t_{table} = 2,0141$ , cause  $t_{count} < t_{table}$  (-2,8041<2,0141), it means that hypothesis H<sub>a</sub> was rejected and H<sub>0</sub> was accepted. So in pre-test the two classes were same. There is no difference in the both of classes. But in post-test, the researcher found that  $t_{count}$  3,5858 while  $t_{table}$  2,0141 with opportunity  $(1-\alpha) = 95\%$  df n1+n2-2= 22+25-2= 45, cause t<sub>count</sub>> t<sub>table</sub> (3,5858>2,0141), it means that hypothesis H<sub>a</sub> was accepted and H<sub>0</sub> was rejected. So, there was significant effect of using PowerPoint Media on students' writing skill at grade VIII MTs YPKS Padangsidimpuan. In this case, the mean score of experimental class by using PowerPoint Media was 79,04 and mean score of control class by using conventional strategy was 63,8. The gain score was 23,4. The calculation can be seen in the following table:

#### Table. 15

Ga	in	Score	of	Expe	rimental	Class	and	Control	Class
----	----	-------	----	------	----------	-------	-----	---------	-------

Class	Pre-test	Post-test	Enhancement	Gain score
Experimental	55,22	79,04	23,82	23.4
Control	63,38	63,8	0,42	
#### C. Discussion

By seeing the data analysis, the researcher found the use of PowerPoint media was effective in teaching writing of descriptive text. This media made good effect for students' writing skill in descriptive text. The researcher found that the mean score of students' writing skill before using PowerPoint media was 55,22 and after using PowerPoint media was 79,04. It meant there was the effect of using PowerPoint Media on students' writing skill.

The result above supported by previous research from some researcher. First, Eka Rahmaniah, et.al, in their research concluded that there was the improvement of students' writing skill by using powerpoint media. The data were collected by written test and analyzed by ES (Effect Size) formula. The finding show the effect size of treatment (ES) is 2.64. Since the value is higher than 0.5, the effect size of treatments (ES) is categorized as highly effective.<sup>41</sup> It means that teaching descriptive text writing by using PowerPoint Presentation to the seventh grade students of MTsN 1 Pontianak in academic year 2011/2012 gave a significant effect to improve the students' achievement.

Second, Mega Adyna, et.al, in their researcher concluded that there was increase in the ability of teachers to use learning media after the implementation of the media making workshop in cycle I has an average value. 57.77 with a percentage of 59.58% in the poor category. In cycle II,

<sup>&</sup>lt;sup>41</sup> Rahmaniah, Sada, and Novita, "Teaching Descriptive Text Writing By Using PowerPoint Presentation."

the average teacher's ability to use learning media increased to 77.10 with a percentage of 73.75% in the good category.<sup>42</sup>

Third, Nia Anggraini, from her thesis it can concluded that the result shows that there is a significant difference in the writing ability between the students who are taught by using power point as media and those who are not. It is indicated by the result of the test of hypothesis using ANCOVA test. Theoretically in the hypothesis testing, if the value of the level of signifinicance is lower than 0.05, the alternative hypothesis is accepted. In refference to the data analysis, the result show that the level of significance is 0.000. it is lower than 0.05 (F = 21.525, p < 0.05). It means that the use of PowerPoint has significant influence on the students' writing skill.<sup>43</sup> Therefore, the hypothesis of there is a significant difference on the writing ability between students who are taught by using powerpoint and those who are not is accepted.

From the result of the research that is previously stated. It was proved that students who were taught writing descriptive text by using powerpoint media got better result. As in this research, the mean score of experimental class is higher than control class (79,04 > 63,8). After looking the score of using powerpoint media, this technique is good to be used an innovation for teaching writing. It aims the students to increase imagination. Although not all of the aspect in writing can be covered by tis

<sup>&</sup>lt;sup>42</sup> Adyana Movitaria and Shandra, "Improving Teachers' Ability in Video Based Learning by Using Microsoft PowerPoint Application Through Workshop."

<sup>&</sup>lt;sup>43</sup> Anggraini Subroto, "The Effect of Teaching Writing Through PowerPoint As Media on the Seventh Grade Students of SMP Muhammadiyah 1 Milati in the Academic Year of 2012/2013."

media, but this technique help students to think, imagin, and develop the idea. As the conclusion, this media is recommended to be used for teaching writing especially in writing descriptive text.

#### **D.** Threats of the Research

The researcher found the threats of the research as follow:

- Some of students were not serious when answering the pre-test. Some of them still were cheating. It made some of the answer same and it was not pure because they did not do it by themselves.
- 2. The learning implementation is not effective because of the limited time.

#### **CHAPTER V**

#### **CONCLUSION AND SUGGESTION**

#### A. Conclusion

Based on the result of the research, the conclusion of this research are:

- 1. The score of students' writing ability before using powerpoint media at grade VIII MTs YPKS Padangsidimpuan was low because in pre-test the mean score of experimental class was 55,22.
- 2. After using powerpoint media, the mean score of experimental class was higher than the mean score of control class which was taught by conventional strategy. The mean score of post-test of experimental class was 79,04 and the mean score of control class was 63,8. There were increasing in students' scorein the both of classes if it was compared with the result of pre-test.
- 3. The result of the research showed that powerpoint media give good effect to the students' writing skill. The researcher found that the result of T-test where  $t_0$  was higher than  $t_t$  (3,5858 > 2,0141). It means that  $H_a$ was accepted and  $H_0$  was rejected. In other words, there were significant effect using powerpoint media on students' writing skill at grade VIII MTs YPKS Padangsidimpuan.

#### **B.** Suggestion

After finishing this research, the researcher got much information in English teaching and learning process. Therefore, the writer has suggestion to:

- Headmaster of MTs YPKS Padangsidimpuan, to motivate the teacher, especially for English teachers to teach as well as possible by maximizing the using powerpoint media or other techniques in teaching English.
- 2. The researber hopes to the English teacher, especially in MTs YPKS Padangsidimpuan to use powerpoint media as an alternative to increase students' writing skill. Powerpoint media can help students to build high imagination and increasing their vocabulary.
- 3. For other researcher, the researcher hopes that the others researcher who want to conduct a research related to this research to find the others influence of this technique deeply. Further research can try to apply this technique with another kind of text, narrative and report text for instance.

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# **APPENDIX 1**

### LESSON PLAN

# (RPP)

### (EXPERIMENTAL CLASS)

Satuan Pendidikan	: MTs. YPKS Padangsidimpuan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/1 (Satu)
Tema/Subtema	: Elephant
Alokasi Waktu	: 2X40 Menit (2jp)
Skill	: Writing (Menulis)

# A. KompetensiInti

KI 1		Menghargai dan menghayati ajaran agama yang dianutnya.
	:	
KI 2		Menghargai dan menghayati perilaku jujur, disiplin,
	:	tanggungjawab, peduli (toleransi, gotong royong), santun, percaya
		diri dalam berinteraksi secara efektif dengan lingkungan social dan
		alam dalam jangkauan pergaulan dan keberadaannya.
KI 3		Memahami pengetahuan (faktual, konseptual dan procedural)
	:	berdasarkan rasa ingin tahunya tentang ilmu pengetahuan,
		teknologi, seni, budaya terkait fenomena dan kejadian tampak
		mata.
KI 4		Mengolah, menyaji, dan menalar dalam ranah konkret
	:	(menggunakan, mengurai, merangkai, memodifikasi, dan
		membuat,) dan ranah abstrak (menulis, membaca, menghitung,
		menggambar, dan mengarang) sesuai dengan yang dipelajari di
		sekolah dan sumber lain yang sama dalam sudut pandang/teori.

#### **B.** KompetensiDasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggungjawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9 Memahami cirri-ciri kebahsaaan deskriptip teks dan memahami kalimatkalimat yang terkait dengan deskriptip teks.

#### C. Indikator

- 5.1 Menyimak contoht teks deskriptip
- 5.2 Mengamati fungsi sosial, struktur teks dan unsur kebahasaannya.
- 5.3 Membuat teks *descriptive text* sederhana.

#### D. TujuanPembelajaran

Pada akhir pembelajaran siswa dapat :

1. Siswa mampu memahami teks deskriptip sederhana

2. Siswa mampu mengidentifikasi berbagai informasi dalam teks fungsional pendek.

#### E. MateriPembelajaran

#### 1. Sosial Function

To describe a particular person, place, or thing in detail.

### 2. Generic structure

- a. Identification : is a preliminary, in the form of a general description of a topic.
- b. Descrition : contains the special characteristics of the object, place, or person being describe.

### 3. Language Features

- a. Using simple present tense
- b. Using action verb
- c. Using adverb
- d. Using special technical terms

# 4. MetodePembelajaran

1. Metode/media

: PowerPoint Media

2. Teknik : Ceramah, diskusi, tanyajawab, pemberian tugas.

eacher's Activities	Procedures of Picture	Students' Activities			
	Sequences Media				
Pre-Teaching					
Teacher comes to		1. Students answer			
the class by saying		salam together.			
salam or greeting.		2. Students pray on			
Teacher asks the		their beliefs.			
students to pray		3. Students listen			
before starting the		and raise their			
lesson.		hand depends on			
The teacher checks		their name.			
the students'		4. Students prepare			
attendance list and		their selves to			
asking their		study.			
condition.		5. Students listen to			
Teacher asks the		the goal of study.			
students to prepare		6. Students respond			
their self to study as		to teacher			
comfortable as		question based			
possible.		on the topic.			
The teacher					
mentions the goal of					
the study.					
The teacher involves					
the lesson to the					
students by using					
	ActivitiesTeacher comes to the class by saying salam or greeting.Teacher asks the students to pray before starting the lesson.The teacher checks the students' attendance list and asking their condition.Teacher asks the students to prepare their self to study as comfortable as possible.The teacher asks the students to prepare their self to study as comfortable as possible.The teacher mentions the goal of the study.The teacher involves the lesson to the students by using	Procedures of Picture Sequences MediaTeacher's ActivitiesPre-TeachingTeacher comes to the class by saying salam or greetingTeacher asks the students to pray before starting the lessonThe teacher checks the students' attendance list and asking their conditionTeacher asks the students to prepare their self to study as comfortable as possibleThe teacher involves the studyThe teacher involves the studyThe teacher involves the studyThe teacher involves the lesson to the students by using-			

brainstorming		
activities to know		
the students'		
background		
knowledge.		
	While Teaching	
1. The teacher makes	1. The teacher divides	1. The students sit
the students into	the students into	based on their
groups		group
2. The teacher gives a	groups. A group	2. The students
short explanation	consists of four to five	listen to teacher
about PowerPoint	students	instruction
and descriptive text	Statement	3. The students
3. The teacher shares	2. The teacher gives the	hold the picture
one picture "a	students the stimulus	that given by the
giraffe" for each	about what will they	teacher
group.		4. The students
4. The teacher ask the	learn and how	discuss the
students to discuss	PowerPoint is work.	picture and make
about the giraffe	3. The teacher spares the	into a paragraph
based on the generic	• ,	or sentence based
structure of	pictures, every group	on the picture
descriptive text.	has the same picture.	5. One students of
5. The teacher asks one	It is about a giraffe.	each group write
of each group to		down their
write down their	4. The teacher orders the	discussion on the
result	students write a	white board
6. The teacher and the	paragraph about	6. The students
students cmpared the		respond to the
answer of each	giraffe based on the	teacher question

group.	generic structure of	about their work
7. The teacher and the	descriptive text	7. The students
students discuss it		listen to teacher's
together	5. Ask a volunteer of	addition or
8. The teacher gives addition and appreciates their work	<ul> <li>each group to write</li> <li>down the discussion</li> <li>result on the white</li> <li>board or it can be</li> <li>typed on computer.</li> <li>6. After that the teacher</li> <li>and the students will</li> </ul>	reviewing
	discuss the text that	
	has been written on	
	the white board	
	together.	
	7. Finally, the teacher	
	gives addition,	
	resolution, and give	
	appreciate for all	
	groups' work.	
	Post-Teaching	
1. Teacher reviews the		1. Students listen to
lesson and ask the		the teacher's
students to conclude		review and some
the lesson.		of them conclude

2. The teacher gives		the les	sson by
feedback to		guiding	the
students'		teacher.	
performance and	2.	Students	s listen to
informs the next		the	teacher's
topic.		feedbac	κ.
3. The teacher asks the	3.	Students	s express
students to convey		their	feeling
their feeling while		about	the
learning process.		learning	process.
4. Then the teacher	4.	Students	s pray
asks the students to		after lea	rning and
pray after learning		answer	the
and then, the teacher		teacher'	S
closes the learning		greeting	/salam.
by saying salam			
1			

# F. Penilaian

Bentuk

: Essay test

### G. PedomanPenilaian

Rubric Penilaian:

Aspect	Score	Performance	Weighting
		Description	
Content (C)	4	Excellent to very good	10x
- Goal	3	Good to average	
- Material	2	Fair to poor limited	
- Steps	1	Very poor	
Organization (O)	4	Excellent to very good	10x
- Steps	3	Good to average	
(Numbering)			
- Logical	2	Fair to poor limited	
sequencing			
(cohesion)	1	Very poor	
Grammar (G)	4	Excellent to very good	10x

- Present Tenses			
- Temporal	3	Good to average	
Conjunction		_	
- Sequence	2	Fair to poor limited	
connectors		1	
- Word structure	1	Very poor	
Vocabulary (V)	4	Excellent to very good	10x
- Word choice	3	Good to average	
- Word mastery	2	Fair to poor limited	
	1	Very poor	
Mechanics (M)	4	Excellent to very good	10x
- Spelling	3	Good to average	
- Capitalization	2	Fair to poor limited	
- Punctuation	1	Very poor	

Score:  $\frac{C+O+G+V+M}{2} =$ 

Padangsidimpuan, 2020

Mengetahui

Guru Mata Pelajaran

Lily Arwani Harahap, S.Pd Siregar

Reg. No. 16 203 00037

Peneliti

Tukma Wanita

### **APPENDIX 2**

### LESSON PLAN

# (RPP)

# (CONTROL CLASS)

Satuan Pendidikan	: MTs. YPKS Padangsidimpuan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/1 (Satu)
Tema/Subtema	: Elephant
Alokasi Waktu	: 2X40 Menit (2jp)
Skill	: Writing (Menulis)

# H. KompetensiInti

KI 1		Menghargai dan menghayati ajaran agama yang dianutnya.
	:	
KI 2		Menghargai dan menghayati perilaku jujur, disiplin,
	:	tanggungjawab, peduli (toleransi, gotong royong), santun, percaya
		diri dalam berinteraksi secara efektif dengan lingkungan social dan
		alam dalam jangkauan pergaulan dan keberadaannya.
KI 3		Memahami pengetahuan (faktual, konseptual dan procedural)
	:	berdasarkan rasa ingin tahunya tentang ilmu pengetahuan,
		teknologi, seni, budaya terkait fenomena dan kejadian tampak
		mata.
KI 4		Mengolah, menyaji, dan menalar dalam ranah konkret
	:	(menggunakan, mengurai, merangkai, memodifikasi, dan
		membuat,) dan ranah abstrak (menulis, membaca, menghitung,
		menggambar, dan mengarang) sesuai dengan yang dipelajari di
		sekolah dan sumber lain yang sama dalam sudut pandang/teori.

#### I. KompetensiDasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggungjawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9 Memahami cirri-ciri kebahsaaan deskriptip teks dan memahami kalimatkalimat yang terkait dengan deskriptip teks.

#### J. Indikator

- 5.1 Menyimak contoht teks deskriptip
- 5.2 Mengamati fungsi sosial, struktur teks dan unsur kebahasaannya.
- 5.3 Membuat teks *descriptive text* sederhana.

#### K. TujuanPembelajaran

Pada akhir pembelajaran siswa dapat :

- 1. Siswa mampu memahami teks deskriptip sederhana
- 2. Siswa mampu mengidentifikasi berbagai informasi dalam teks fungsional pendek.

#### L. MateriPembelajaran

#### 1. Sosial Function

To describe a particular person, place, or thing in detail.

#### 2. Generic structure

- a. Identification : is a preliminary, in the form of a general description of a topic.
- b. Descrition : contains the special characteristics of the object, place, or person being describe.

#### 3. Language Features

- e. Using simple present tense
- f. Using action verb

- g. Using adverb
- h. Using special technical terms

# M. MetodePembelajaran :

Metode/media	: lecturing method (conventional media)			
Teknik	:	Ceramah,	diskusi,	tanyajawab,
1				

pemberiantugas

# a. Langkah-langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi
		Waktu
Pendahuluan	1. Guru memulai kegiatan dengan salam	10 menit
	2. Guru meminta salah satu siswa untuk	
	memimpin doa sebelum pelajaran	
	dimulai	
	3. Guru menanyakan kabar siswa	
	sekaligus mengabsen siswa	
	4. Menyebutkan tujuan pembelajaran dan	
	kegiatan yang akan dilakukan	
Kegiatan Inti	1. Guru menjelaskan pengertian, fungsi	60 menit
	sosial dari descriptive teks.	
	2. Guru menjelaskan generic structure	
	dari descriptive text	
	3. Guru menjelaskan unsur kebahasaan	
	( <i>language feature</i> ) yang digunakan	
	pada <i>descriptive text</i>	
	4. Guru menyurun siswa untuk membaca	
	bula dengen judul "The Elephants at	
	the City Zoo"	
	5 Guru menyuruh siswa untuk	
	memperhatikan generic structure dan	
	unsur Bahasa yang ada pada contoh	
	text book the elephants at the city zoo.	
	6. Guru menjelaskan kembali mengenai	
	generic structure dan language feature	
	mengenai elephant yang ada di buku.	
	7. Guru membagi siswa menjadi lima	
	kelompok yang terdiri dari empat	
	orang perkelompok	

8.	Guru menyuruh siswa untuk memilih ketua dari masing-masing kelompok	
9.	Guru memberikan flashcard yang	
	berisi gambar jerapah untuk tiap	
	masing-masing kelompok.	
10	Guru menyuruh masing-masing	
	ierapah berdasarkan struktur teks dan	
	unsur bahasa deskriptif teks.	
11	Siswa menganalisis dan menulis	
	mengenai jerapah sesuai dengan	
	deskriptif teks.	
12	Guru menyuruh perwakilan dari setiap	
	kelompok untuk menjelaskan hasil	
	diskusi mereka kedepan kelas secara	
13	Guru mengkoreksi hasil diskusi dari	
	setiap kelompok.	
Penutup 1	. Siswa dengan bimbingan guru	10 menit
	menyimpulkan pembelajaran hari itu.	
2	. Guru memberikan feedback (umpan	
	balik) kepada siswa tentang	
	pembelajaran.	
3	. Guru menyampaikan rencana	
	pembelajaran untuk pertemuan	
	berikutnya.	
4	berikutnya. . Guru meminta salah satu siswa untuk	
4	<ul><li>berikutnya.</li><li>Guru meminta salah satu siswa untuk memimpin doa setelah pembelajaran.</li></ul>	
4	<ul> <li>berikutnya.</li> <li>Guru meminta salah satu siswa untuk memimpin doa setelah pembelajaran.</li> <li>Guru menutup pembelajaran dengan</li> </ul>	

# N. Media/Alat, Bahan dan SumberBelajar

1. Media

- 2. Media/Alat: papantulis, spidol, text book.
- A. Sumber: buku guru dan buku siswa kelas VIII bahasa Inggris, internet.
   Penilaian

Bentuk

# : Essay Test

### **B.** PedomanPenilaian

Rubric Penilaian:

Aspect	Score	Performance	Weighting
		Description	
Content (C)	4	Excellent to very good	10x
- Goal	3	Good to average	
- Material	2	Fair to poor limited	
- Steps	1	Very poor	
Organization (O)	4	Excellent to very good	10x
- Steps	3	Good to average	
(Numbering)			
- Logical	2	Fair to poor limited	
sequencing		-	
(cohesion)	1	Very poor	
Grammar (G)	4	Excellent to very good	10x
- Present Tenses			
- Temporal	3	Good to average	
Conjunction			
- Sequence	2	Fair to poor limited	
connectors		-	
- Word structure	1	Very poor	
Vocabulary (V)	4	Excellent to very good	10x
- Word choice	3	Good to average	
- Word mastery	2	Fair to poor limited	
	1	Very poor	
Mechanics (M)	4	Excellent to very good	10x
- Spelling	3	Good to average	
- Capitalization	2	Fair to poor limited	
- Punctuation	1	Very poor	

Score: 
$$\frac{C+O+G+V+M}{2} =$$

Padangsidimpuan, 2021

Mengetahui

Guru Mata Pelajaran

Peneliti

### Lily Arani Harahap, S.Pd Siregar

Tukma Wanita

Reg. No. 16 203 00037

#### PRE- TEST

#### THE RESERCH INSTRUMENT OF WRITING DESCRIPTIVE TEXT

- A. Pengantar
  - 1. Teks ini bertujuan untuk menjaring data dari siwa untuk mengetahui kemampuan siswa dalam menulis deskriptip teks. Oleh karena itu jawablah sesuai kemampuan anda.
  - 2. Jawaban tidak mempengaruhi nilai di sekolah ini.
- B. Petunjuk
  - 1. Tulislah dalam bentuk text descriptip berdasarkan pengetahuan anda
  - 2. Apabila pertanyaan kurang jelas, tanyakan langsung padapeneliti.
  - 3. Waktu yang tersedia 60 menit.
- C. Pertanyaan
  - 1. Write down the descriptive text based on generic structure and language feature by choosing your favorite animal.

Validator

Lily ArwaniHarahapS.Pd

#### POST-TEST

#### THE RESERCH INSTRUMENT OF WRITING DESCRIPTIVE TEXT

- A. Pengantar
  - 1. Teks ini bertujuan untuk menjaring data dari siwa untuk mengetahui kemampuan siswa dalam menulis deskriptip teks. Oleh karena itu jawablah sesuai kemampuan anda.
  - 2. Jawaban tidak mempengaruhi nilai di sekolah ini.
- B. Petunjuk
  - 1. Tulislah dalam bentuk text descriptip berdasarkan pengetahuan anda
  - 2. Apabila pertanyaan kurang jelas, tanyakan langsung pada peneliti.
  - 3. Waktu yang tersedia 60 menit.
- C. Pertanyaan
  - 1. Write down the descriptive text based on generic structure and language feature by choosing your favorite animal.

Validator

Lily Arwani Harahap, S.Pd

#### **APPENDIX 5**

#### SCORE OF EXPERIMENTAL CLASS AND CONTROL CLASS

#### PRE-TEST

#### A. Pre- Test score of Experimental Class (VIII-4)

No.	The Initial Name of	Pre- Test
	Students (n)	

1.	CA	65
2.	MS	45
3.	SS	65
4.	SPA	40
5.	HT	55
6.	DS	70
7.	G	55
8.	SRR	60
9.	FH	35
10.	DA	60
11.	Н	55
12.	SR	50
13.	NI	55
14.	STSN	55
15.	NR	50
16.	AL	35
17.	AZD	50
18.	R	35
19.	RA	70
20.	WM	55

21.	NH	55
22.	SR	75
	Total Score	1.190

# **B.** Pre- Test score of Control Class (VIII-3)

No.	The Initial Name of	Pre- Test
	Students (n)	
1.	AR	70
2.	Π	65
3.	АА	55
4.	F	70
5.	NA	45
6.	S	50
7.	М	45
8.	AAS	65
9.	R	55
10.	SAF	40
11.	ААРН	75
12.	AK	65
13.	А	50
14.	RZH	60

15.	RR	60
16.	Ν	60
17.	AAS	50
18.	RAF	50
19.	S	60
20.	WRB	50
21.	НКН	50
22.	R	60
23.	NH	60
24.	S	60
25.	A	75
	Total Score	1.445

#### **APPENDIX 6**

2.

#### **RESULT OF NORMALITY TEST IN PRE-TEST**

### A. Result of the Normality Test of VIII-4 in Pre-Test

1. The score of VIII-4 in pre-test from low score to high score

35	35	35	40	45	50	50	50	55	55
55	55	55	55	55	60	60	65	65	70
70	75								

High	=70
Low	= 35
Range	= High $-$ Low
	= 70 - 35
	= 35

3. Total of classes  $= 1 + 3,3 \log(n)$ 

$$= 1 + 3,3 \log (22)$$
  
= 1 + 3,3 (1,34)  
= 1 + 4,42  
= 5,42  
= 5

4. Lenght of classes  $=\frac{range}{total \ of \ class}=\frac{40}{5}=8$ 

5. Mean

Interval	f	х	Х	Fx	$x^2$	fx <sup>2</sup>
35 - 42	4	+2	38,5	8	4	16
43 - 50	4	+1	46,5	4	1	4

51 - 58	7	0	54,5	0	0	0
59 - 66	4	-1	62,5	-4	1	4
67 – 74	3	-2	70,5	-6	4	12
<i>i</i> = 8	22	-	-	2	-	36

$$\mathbf{M}_{\mathbf{x}} = \mathbf{M}^1 + i \frac{\sum f x^1}{N}$$

$$= 54,5 + 8 \left(\frac{2}{22}\right)$$
$$= 54,5 + 8 (0,09)$$
$$= 54,5 + 0,72$$
$$= 55,22$$

 $SD_t$ 

$$= i\sqrt{\frac{\sum fx^{2}}{n}} \left(\frac{\sum fx^{1}}{n}\right)^{2}$$
$$= 8\sqrt{\frac{36}{22}} - \left(\frac{2}{22}\right)^{2}$$
$$= 8\sqrt{1,63} - (0,09)^{2}$$
$$= 8\sqrt{1,63} - 0,0081$$
$$= 8\sqrt{1,62}$$
$$= 8 \ge 1,27$$
$$= 10,16$$

Table of Normality Data Test with Chi-Quadrat formula

Interval of	Real	Z-	Limit	Large	$\mathbf{f}_{o}$	$\mathbf{f}_{\mathbf{h}}$	(f - f h)
Score	Upper	Score	of	of Area			$\frac{(fo - fn)}{f}$
	Limit		Large				J

			of the				
			Area				
67 – 74	74,5	1,89	0,4706				
				0,10	3	2,2	0,363
59 - 66	66,5	1,11	0,3665				
				0,24	4	5,28	-0,242
51 - 58	58,5	0,32	0,1255				
				0,05	7	1,1	5,363
43 - 50	50,5	-0,46	0,1772				
				0,22	4	4,84	-0,173
35 - 42	42,5	-1,25	0,3994				
				0,08	4	1,76	1,272
	34,5	-2,03	0,4778				
			·			$X^2$	6,583

Based on the table above, the researcher found that  $x^2_{count} = 6,583$  while  $x^2_{table} = 11,070$  cause  $x^2_{count} < x^2_{table}$  (6,583 < 11,070) with degree of freedom (dk) = 8-3 = 5 and significant level  $\alpha$ = 5% so distribution of VIII-4 class (pre-test) is normal.

6. Median
-----------

No.	Interval	f	Fk
1.	35 - 42	4	4
2.	43 - 50	4	8
3.	51 - 58	7	15
4.	59 – 66	4	19

5.	67 – 74	3	22

Position of Me in interval of classes is number 3 that, b = 51-0.5=50.5

$= b + p[\frac{1/2 n^{-F}}{\epsilon}]$
$= 50,5 + 8\left[\frac{\frac{1}{2(22)}^{-8}}{7}\right]$
$=50,5+8[\frac{11-8}{7}]$
$=50,5+8[\frac{3}{7}]$
= 50,5 + 8(0,42)
= 50,5 + 3,36
= 53,86

7. Modus

No.	Interval	f	Fk
1.	35 - 42	4	4
2.	43 – 50	4	8
3.	51 – 58	7	15
4.	59 - 66	4	19
5.	67 – 74	3	22

Mo 
$$= L + \frac{d_1}{d_1 + d_2} i$$

= 50,5

L

$$d_1$$
 = 3

  $d_2$ 
 = 3

  $i$ 
 = 8

 So,
  $= L + \frac{d_1}{d_1 + d_2} i$ 

 Mo
 =  $50,5 + \frac{3}{3+3}8$ 

 Mo
 =  $50,5 + \frac{3}{6}8$ 

 Mo
 =  $50,5 + (0,5)8$ 

 Mo
 =  $50,5 + 4$ 

 Mo
 =  $50,5 + 4$ 

# **B.** Result of the Normality Test of VIII-3 in Pre-Test

1. The score of X-IPA in pre-test from low score to high score

40	45	45	50	50	50	50	50	50	55
55	60	60	60	60	60	60	60	65	65
65	70	70	75	75					

2. High	= 75
Low	=40
Range	= High $-$ Low
	= 75 - 40
	= 35
3. Total of classes	$= 1 + 3,3 \log(n)$
	$= 1 + 3,3 \log(25)$

```
= 1 + 3,3 \log (25)= 1 + 3,3 (1,39)= 1 + 4,58= 5,58
```

- = 6
- 4. Lenght of classes  $=\frac{range}{total \ of \ class} = \frac{35}{6} = 5,83 = 6$
- 5. Mean

Interval	F	Х	Х	Fx	$x^2$	fx <sup>2</sup>
40-45	3	+3	42,5	9	9	27
46-51	6	+2	48,5	12	4	24
52-57	2	+1	54,5	2	1	2
58-63	7	0	60,5	0	0	0
64-69	3	-1	66,5	-3	1	3
70-75	4	-2	72,5	-8	4	16

$$\mathbf{M}_{\mathbf{x}} = \mathbf{M}^1 + i \frac{\sum f x^1}{N}$$

$$= 60,5 + 6\left(\frac{12}{25}\right)$$
$$= 60,5 + 6\left(0,48\right)$$
$$= 60,5 + 2,88$$
$$= 63,38$$
$$= i\sqrt{\frac{\sum fx^{2}}{n}}\left(\frac{\sum fx^{1}}{n}\right)^{2}$$

 $= 6\sqrt{\frac{72}{25} - \left(\frac{12}{25}\right)^2}$  $= 6\sqrt{2,88 - (-0,48)^2}$ 

 $SD_t$ 

$$= 6\sqrt{2,88 - 0,23}$$
$$= 6\sqrt{2,65}$$
$$= 6 \times 1,62$$
$$= 9,72$$

Table of Normality Data Test with Chi-Quadrat formula

Interval of	Real	Z-	Limit	Large	fo	$f_h$	$(f_0, f_h)$
Score	Upper	Score	of	of Area			$\left  \frac{(j  o - j  n)}{f} \right $
	Limit		Large				,
			of the				
			Area				
70 – 75	75,5	1,24	0,3925				
				0,16	4	4	0
64 - 69	69,5	0,62	0,2324				
				0,22	3	5,5	-0,4545
58 - 63	63,5	0,01	0,0040				
				0,22	7	5,5	0,2727
52 - 57	57,5	-0,60	0,2258				
				0,16	2	4	-0,5
46 - 51	51,5	-1,22	0,3888				
				0,07	6	1,75	2,4285
40-45	45,5	-1,83	0,4664				
				0,02	3	0,5	5
	39,5	-2,45	0,4929				
	1			.L	I	$X^2$	6,7467

Based on the table above, the researcher

found that  $x^2_{count} = 6,7467$  while  $x^2_{table} = 7,815$  cause  $x^2_{count} < x^2_{table}$  (6,7467 <

7,815) with degree of freedom (dk) = 6-3 = 3 and significant level  $\alpha = 5\%$  so distribution of VIII-3 class (pre-test) is normal.

0. IVIE	allan		
No.	Interval	f	Fk
1.	40 - 45	3	3
2.	46 – 51	6	9
3.	52 - 57	2	11
4.	58 - 63	7	18
5.	64 - 69	3	21
6.	70 – 75	4	25

6. Median

Position of Me in interval of classes is number 4 that,

b = 58-0,5=57,5p = 6 n = 25 F = 11 f = 7

So,

Me 
$$= b + p[\frac{1/2 n^{-F}}{f}]$$

Me = 57,5 +  $6\left[\frac{1/2(12)^{-11}}{7}\right]$ 

Me =  $57,5 + 6[\frac{12,5-11}{7}]$ 

Me = 
$$57,5 + 6[\frac{1,5}{7}]$$

Me 
$$= 57,5 + 6(0,21)$$

Me 
$$= 57,5+1,26$$

7. Modus							
No.	Interval	f	Fk				
1.	40 - 45	3	3				
2.	46 - 51	6	9				
3.	52 - 57	2	11				
4.	58 - 63	7	18				
5.	64 - 69	3	21				
6.	70 - 75	4	25				

Мо	$=L+\frac{d_1}{d_1+d_2}i$
L	= 57,5
$d_1$	= 5
$d_2$	= 4
i	= 6
So,	
Мо	$=L+\frac{d_1}{d_1+d_2}i$
Мо	$=57,5+\frac{5}{5+4}6$
Мо	$=57,5+\frac{5}{9}6$
Мо	= 57,5 + (0,5)6
Мо	= 57,5 + 3
Мо	= 60,5

#### **APPENDIX 7**

#### **HOMOGEINITY TEST (PRE-TEST)**

Calculation of parameter to get variant of

the first class as experiment class sample by using powerpoint media and variant of the second class as control sample by using convetional technique are used homogeinity test, which the formula:

$$S^{2} = \frac{n \sum x_{1}^{2} - (\sum x_{i})^{2}}{n (n-1)}$$

Hypotheses:

 $\delta_1^2 = \delta_2^2$ Ho  $\delta_1^2 \neq \delta_2^2$ 

 $H_1$ 

NO	Xi	$Xi^2$
1.	35	1.225
2.	35	1.225
3.	35	1.225
4.	40	1.600
5.	45	2.025
6.	50	2.500
7.	50	2.500
8.	50	2.500
9.	55	3.025
10.	55	3.025
11.	55	3.025
12.	55	3.025
13.	55	3.025
14.	55	3.025

#### A. Variant of the VIII-4 class is:

15.	55	3.025
16.	60	3.600
17.	60	3.600
18.	65	4.225
19.	65	4.225
20.	70	4.900
21.	70	4.900
$\overline{22}.$	75	5.625
Σ	1.190	67.050

$$\sum_{i=1.190}^{n=22} x_i = 1.190$$

 $\sum x_i^2 = 67.050$ 

So,

$$S^{2} = \frac{n \sum x_{1}^{2} - (\sum x_{i})^{2}}{n (n-1)}$$
$$= \frac{22 (67.050) - (1.190)^{2}}{22 (22-1)}$$
$$= \frac{1.475.100 - 1.416.100}{462}$$
$$= 127,70$$

No	Xi	Xi <sup>2</sup>
1.	40	1.600
2.	45	2.025
3.	45	2.025
4.	50	2.500
5.	50	2.500
6.	50	2.500
7.	50	2.500
8.	50	2.500
9.	50	2.500
10.	55	3.025
11.	55	3.025
12.	60	3.600
13.	60	3.600
14.	60	3.600
15.	60	3.600
16.	60	3.600
17.	60	3.600
18.	60	3.600
19.	65	4.225
20.	65	4.225
21.	65	4.225
22.	70	4.900
23.	70	4.900
24.	75	5.625
25.	75	5.625
Σ	1.445	85.625

### **B.** Variant of the VIII-3 class is:
$$n=25$$
  
 $\sum x_i = 1.445$   
 $\sum x_i^2 = 85.625$   
So,  
 $S^2 = \frac{n \sum x_1^2 - (\sum x_i)^2}{n (n-1)}$   
 $= \frac{25 (85.625) - (1.445)^2}{25 (25-1)}$   
 $= \frac{2.140.625 - 2.088.025}{600}$   
 $= \frac{52.600}{600}$   
 $S^2 = 87,66$ 

The formula was used to test hypothesis was:

VIII-4 and VIII-3:  $F = \frac{The Biggest Variant}{The Smallest Variant}$   $F = \frac{127,70}{87,66}$  = 1,4567

After do the calculation the researcher found that  $F_{count}$ = 1,4567. It had been compared to  $F_{table}$  with  $\alpha$  5% and dk numerator and dominator ( $n_{1 +} n_2 - 2 = 22 + 25 - 2 = 45$ ). From the distribution list F, researcher found that  $F_{table}$ = 3,20 because  $F_{count} < F_{table}$  (1,4567 < 3,20). So, there is no difference the variant between VIII-4 class and VIII-3 class. It means that the variant is homogenous.

# SCORE OF EXPERIMENTAL CLASS AND CONTROL CLASS POST-TEST

## A. Post- Test score of Experimental Class (VIII-4)

No.	The Initial Name of	Post- Test
	Students (n)	
1.	AZD	60
2.	SRR	60
3.	DA	70
4.	SPA	50
5.	SR	50
6.	НТ	70
7.	Н	80
8.	G	70
9.	FH	55
10.	RA	80
11.	NR	75
12.	DS	75
13.	SS	75
14.	MS	55
15.	AL	75

16.	SR	85
17.	R	75
18.	NH	75
19.	CA	75
20.	NI	60
21.	STSN	80
22.	WM	80
	Total Score	1.530

# **B.** Post- Test score of Control Class (VIII-3)

No.	The Initial Name of	Post- Test
	Students (n)	
1.	AR	70
2.	II	65
3.	AA	55
4.	F	70
5.	NA	45
6.	S	50
7.	М	45
8.	AAS	65
9.	R	55

10.	SAF	45
11.	ААРН	75
12.	AK	65
13.	А	50
14.	RZH	60
15.	RR	60
16.	N	60
17.	AAS	55
18.	RAF	55
19.	S	60
20.	WRB	50
21.	НКН	55
22.	R	65
23.	NH	65
24.	S	65
25.	А	75
	Total Score	1.405

### **RESULT OF NORMALITY TEST IN POST-TEST**

# A. Result of the Normality Test of VIII-4 in Post-Test

1. The score of VIII-4 in post-test from low score to high score

	50	50	55	55	60	60	60	70	70	70	
	75	75	75	75	75	75	75	80	80	80	
	80	85									
2.	High						= 85				
	Low			= 50							
	Rang	e		= High $-$ Low							
								= 85	- 50		
								= 35			
3.	Total	of clas	ses				= 1 +	3,3 log	g (n)		
				=	: 1 + 3,	,3 log (	(22)				
				=	: 1 + 3,	3 (1,34	4)				
				=	: 1 + 4,	,42					
				=	5,42						
				=	5						
4.	Lengh	t of cl	asses			$=\frac{1}{tot}$	range tal of cl	$\frac{1}{ass} = \frac{1}{ass}$	$\frac{35}{5} = 7$		

5. Mean

Interval	f	Х	Х	fx	$x^2$	fx <sup>2</sup>
50-56	4	+3	53	12	9	36
57-63	3	+2	60	6	4	12

64-70	3	+1	67	3	1	3
71-77	7	0	74	0	0	0
78-84	5	-1	81	-5	1	5
<i>i</i> = 7	22	-	-	16	-	56

$$\mathbf{M}_{\mathbf{x}} = \mathbf{M}^{1} + i \frac{\sum f x^{1}}{N}$$

 $SD_t$ 

$$= 74 + 7 \left(\frac{16}{22}\right)$$
  
= 74 + 7 (0,72)  
= 74 + 5,04  
= 79,04  
$$= i\sqrt{\frac{\sum fx^{2}}{n}} \left(\frac{\sum fx^{1}}{n}\right)^{2}$$
  
=  $7\sqrt{\frac{56}{22}} - \left(\frac{16}{22}\right)^{2}$   
=  $7\sqrt{2,54} - (0,72)^{2}$   
=  $7\sqrt{2,54} - 0,51$   
=  $7\sqrt{2,03}$   
=  $7 \ge 1,42$ 

Table of Normality Data Test with Chi-Quadrat formula

= 9,94

Interval of	Real	Z-	Limit	Large	$f_o$	$f_h$	$(f_0, f_h)$
Score	Upper	Score	of	of Area			$\frac{(fo - fn)}{f}$
	Limit		Large				J
			of the				

			Area				
78 - 84	84,5	0,54	0,2054				
				0,14	5	3,08	0,623
71 – 77	77,5	-0,15	0,0596				
64 - 70	70,5	-0,85	0,3023				
				0,24	7	5,28	0,325
57 - 63	63,5	-1,56	0,4406				
				0,13	3	2,86	0,048
50 - 56	56,5	-2,26	0,4881				
				0,04	3	0,88	2,409
	49,5	-2,97	0,4985				
				0,05	4	1,1	2,636
						$X^2$	6,041

Based on the table above, the researcher

found that  $x_{count}^2 = 6,041$  while  $x_{table}^2 = 9,488$  cause  $x_{count}^2 < x_{table}^2$  (6,041 < 9,488) with degree of freedom (dk) = 7-3 = 4 and significant level  $\alpha$ = 5% so distribution of VIII-4 class (post-test) is normal.

6.	Median

No.	Interval	F	Fk
1.	50 - 56	4	4
2.	57 - 63	3	7
3.	64 - 70	3	10
4.	71 – 77	7	17

5.	78 - 84	5	22

Position of Me in interval of classes is number 4 that,

b = 71- 0,5= 70,5  
p = 7  
n = 22  
F = 7  
f = 10  
So,  
Me = b + p[
$$\frac{1/2 n^{-F}}{f}$$
]  
Me = 70,5 + 7[ $\frac{1/2(22)^{-7}}{10}$ ]  
Me = 70,5 + 7[ $\frac{11-7}{10}$ ]  
Me = 70,5 + 7[ $\frac{4}{10}$ ]  
Me = 70,5 + 7(0,4)  
Me = 70,5 + 2,8  
Me = 73,3

7. Modus

Mo

No.	Interval	F	Fk
1.	50 - 56	4	4
2.	57 - 63	3	7
3.	64 - 70	3	10
4.	71 – 77	7	17
5.	78 – 84	5	22

$$=L+\frac{d_1}{d_1+d_2}i$$

L	= 70,5
$d_1$	= 4
$d_2$	= 2
i	= 7
So,	
Мо	$=L+\frac{d_1}{d_1+d_2}i$
Мо	$=70,5+\frac{4}{4+2}7$
Мо	$=70,5+\frac{4}{6}7$
Мо	= 70,5 + (0,6)7
Мо	= 70,5 + 4,2
Мо	= 74,7

# **B.** Result of the Normality Test of VIII-3 in Post-Test

1. The score of VIII-3 in post-test from low score to high score

45	45	45	50	50	50	55	55	55	55
55	60	60	60	60	60	60	65	65	65
65	65	70	70	75					

2.	High	= 75	
	Low	= 45	
	Range	= High $-$ Low	
		= 75 - 43	5
		= 30	
3.	Total of classes	$= 1 + 3,3 \log(n)$	)
		$= 1 + 3,3 \log(25)$	
		= 1 + 3,3 (1,39)	

$$= 1 + 4,58$$
  
 $= 5,58$   
 $= 6$ 

4. Lenght of classes

$$=\frac{range}{total of class} = \frac{30}{6} = 5$$

5. Mean

Interval	F	Х	Х	fx	$x^2$	fx <sup>2</sup>
45-49	3	+3	47	9	9	27
50-54	3	+2	52	6	4	12
55-59	5	+1	57	5	1	5
60-64	6	0	62	0	0	0
65-69	5	-1	67	-5	1	5
70-74	3	-2	72	-6	4	12
<i>i</i> = 5	25	-	-	9	-	61

$$\mathbf{M}_{\mathrm{x}} = \mathbf{M}^{1} + i \, \frac{\sum f x^{1}}{N}$$

$$= 62 + 5 \left(\frac{9}{25}\right)$$
$$= 62 + 5 (0,38)$$
$$= 62 + 1,8$$
$$= 63,8$$

SD<sub>t</sub> =  $i\sqrt{\frac{\sum fx^2}{n}} (\frac{\sum fx^1}{n})^2$ =  $5\sqrt{\frac{61}{25} - (\frac{5}{25})^2}$ 

$$= 5\sqrt{2,44 - (0,38)^2}$$
  
=  $5\sqrt{2,44 - 0,14}$   
=  $5\sqrt{2,3}$   
=  $5 \ge 1,51$   
= 7,55

Table of Normality Data Test with Chi-Quadrat formula

Interval of	Real	Z-	Limit	Large	fo	$f_h$	(fo fb)
Score	Upper	Score	of	of Area			$\left  \frac{(j \ 0 - j \ n)}{f} \right $
	Limit		Large				J
			of the				
			Area				
70-74	74,5	1,41	0,4207	1			
				0,14	3	3,5	-0,142
65 - 69	69,5	0,75	0,2734	1			
				0,23	5	5,75	-0,130
60 - 64	64,5	0,09	0,0359	1			
				0,17	6	4,25	0,411
55 - 59	59,5	-0,56	0,2123				
				0,17	5	4,25	0,176
50-54	54,5	-1,23	0,3907				
				0,07	3	1,75	0,714
45 - 49	49,5	-1,89	0,4706	1			
				0,10	3	2,5	0,2
	44,5	-2,55	0,4945	1			
		1		-1	L	$X^2$	1,229

Based on the table above, the researcher

found that  $x^2_{\ count}$  = 2,17 while  $x^2_{\ table}$  = 5,591 cause  $x^2_{\ count}$  <  $x^2_{\ table}$  (1,229 <

5,591) with degree of freedom (dk) = 5-3 = 2 and significant level  $\alpha = 5\%$  so distribution of VIII-3 class (post-test) is normal.

wiculan	L		
No.	Interval	f	Fk
1.	45 – 49	3	3
2.	50 - 54	3	6
3.	55 – 59	5	11
4.	60 - 64	6	17
5.	65 - 69	5	22
б.	70 - 74	3	25

6. Median

Position of Me in interval of classes is number 4 that,

b = 60-0,5=59,5 p = 5 n = 25 F = 11f = 6

So,

Me 
$$= b + p[\frac{1/2 n^{-F}}{f}]$$

Me = 59,5 + 5[ $\frac{1/2(25)^{-11}}{6}$ ]

Me =  $59,5 + 5[\frac{12,5-11}{6}]$ 

Me = 
$$59,5 + 5[\frac{1,5}{6}]$$

Me 
$$= 59,5 + 5(0,25)$$

Me 
$$= 59,5 + 1,25$$

Me = 60,75

# 7. Modus

No.	Interval	f	Fk
1.	45 – 49	3	3
2.	50 - 54	3	6
3.	55 – 59	5	11
4.	60 - 64	6	17
5.	65 - 69	5	22
6.	70 – 74	3	25

Мо	$=L+\frac{d_1}{d_1+d_2}i$
L	= 59,5
$d_1$	= 1
$d_2$	= 1
i	= 5
So,	
Мо	$=L+\frac{d_1}{d_1+d_2}i$
Мо	$=59,5+\frac{1}{1+1}5$
Мо	$=59,5+\frac{1}{2}5$
Мо	= 59,5 + (0,5)5
Мо	= 59,5 + 2,5
Мо	= 62

### **HOMOGEINITY TEST (POST-TEST)**

Calculation of parameter to get variant of the first class as experiment class sample by using PowerPoint media and variant of the second class as control sample by using conventional technique are used homogeinity test, which the formula:

$$S^{2} = \frac{n \sum x_{1}^{2} - (\sum x_{i})^{2}}{n (n-1)}$$

Hypotheses:

Ho	$\delta_1^2$	$= \delta_2^2$

$$H_1 \qquad \qquad : \delta_1^2 \neq \delta_2^2$$

#### A. Variant of the VIII-4 class is:

No.	Xi	Xi <sup>2</sup>
1.	50	2.500
2.	50	2.500
3.	55	3.025
4	55	2.025
4.	22	3.025
5.	60	3.600
6.	60	3.600
7.	60	3.600

8.	70	4.900
9.	70	4.900
10.	70	4.900
11.	75	5.625
12.	75	5.625
13.	75	5.625
14.	75	5.625
15.	75	5.625
16.	75	5.625
17.	75	5.625
18.	80	6.400
19.	80	6.400
20.	80	6.400
21.	80	6.400
22.	85	7.225
Σ	1.530	108.750

 $\sum_{i=1}^{n=22} x_i$ 

= 1.530

 $\sum x_i^2 = 108.750$ 

So,

 $S^{2} = \frac{n \sum x_{1}^{2} - (\sum x_{i})^{2}}{n (n-1)}$ 

$$= \frac{22 (108.750) - (1.530)^2}{22 (22-1)}$$
$$= \frac{2.392.500 - 2.340.900}{462}$$
$$= \frac{51.600}{462}$$

 $S^2 = 111,68$ 

No.	Xi	Xi <sup>2</sup>					
1.	45	2.025					
2.	45	2.025					
3.	45	2.025					
4.	50	2.500					
5.	50	2.500					
6.	50	2.500					
7.	55	3.025					
8.	55	3.025					
9.	55	3.025					
10.	55	3.025					
11.	55	3.025					
12.	60	3.600					
13.	60	3.600					

**B.** Variant of the VIII-3 class is:

14.	60	3.600
15.	60	3.600
16.	60	3.600
17.	60	3.600
18.	65	4.225
19.	65	4.225
20.	65	4.225
21.	65	4.225
22.	65	4.225
23.	70	4.900
24.	70	4.900
25.	75	5.625
Σ	1.405	86.850

n=25 $\sum x_i$ 

= 1.405

 $\sum x_i^2 = 86.850$ 

So,

$$S^{2} = \frac{n \sum x_{1}^{2} - (\sum x_{i})^{2}}{n (n-1)}$$
$$= \frac{25 (86.850) - (1.405)^{2}}{25 (25-1)}$$
$$= \frac{2.171.250 - 1.974.025}{600}$$
$$= \frac{197.225}{600}$$

$$S^2 = 328,7$$

The formula was used to test hypothesis was:

X- IPA and X-IPS<sup>1</sup>:  

$$F = \frac{The Biggest Variant}{The Smallest Variant}$$

$$F = \frac{328,7}{111,68}$$

$$= 2,94$$

After do the calculation the researcher

found that  $F_{count}$ = 2,94. It had been compared to  $F_{table}$  with  $\alpha$  5% and dk numerator and dominator ( $n_{1+}n_2 - 2 = 22+25-2 = 45$ ). From the distribution list F, researcher found that  $F_{table}$ = 3,20 because  $F_{count} < F_{table}$  (2,94 < 3,20). So, there is no difference the variant between VIII-4 class and VIII-3 class. It means that the variant is homogenous.

### **T-test of the Both Averages in Pre-Test**

The formula was used to analyze homogeneity test of the both averages was t-test, that:

$$Tt = \frac{M_1 - M_2}{\sqrt{(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2)}{n_1 + n_2 - 2}} \cdot (\frac{1}{n_1} + \frac{1}{n_2})}$$

$$Tt = \frac{55,22 - 63,38}{\sqrt{(\frac{(22 - 1)127,70 + (25 - 1)87,66)}{22 + 25 - 2}} \cdot (\frac{1}{22} + \frac{1}{25})}$$

$$t = \frac{55,22 - 63,38}{\sqrt{(\frac{(21)(127,70) + (24)(87,66)}{45}} \cdot (0,04 + 0,04)}}$$

$$t = \frac{55,22 - 63,38}{\sqrt{(\frac{2.681,7 + 2.103,84}{45}} \cdot (0,08)}}$$

$$t = \frac{55,22 - 63,38}{\sqrt{(\frac{4.785,54}{45}} \cdot (0,08)}}$$

$$t = \frac{55,22 - 63,38}{\sqrt{(106,345(0,08))}}$$

$$t = \frac{-8,16}{\sqrt{8,50}}$$

$$t = \frac{-8,16}{2,91}$$

t = -2,8041

Based on researcher calculation result of hypothesis test of both of avarages, researcher found that  $t_{count} = -2,8041$  with opportunity  $(1-\alpha)= 1 - 5\% =$ 

95% and dk =n1+n2-2= 22+25-2= 45, researcher found that  $t_{table}$  =2,0141 cause  $t_{count} < t_{table}$  (-2,8041<2,0141). So, Ha was rejected, it means that there is no difference in average between experimental class and control class in pre test.

#### **APPENDIX 12**

#### **T-test of the Both Averages in Post-Test**

The formula was used to analyze homogeneity test of the both averages was t-test, that:

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2\right)}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$Tt = \frac{79,04 - 63,8}{\sqrt{\left(\frac{(22 - 1)111,68 + (25 - 1)328,7\right)}{22 + 25 - 2} \left(\frac{1}{22} + \frac{1}{25}\right)}}$$

$$t = \frac{79,04 - 63,8}{\sqrt{\left(\frac{(21)(111,68) + (24)(328,7)}{45} \left(0,04 + 0,04\right)\right)}}$$

$$t = \frac{79,04 - 63,8}{\sqrt{\left(\frac{2.345,28 + 7888,8}{45} \left(0,08\right)\right)}}$$

$$t = \frac{79,04 - 63,8}{\sqrt{\left(\frac{10234,08}{45} \left(0,08\right)\right)}}$$

$$t = \frac{79,04 - 63,8}{\sqrt{\left(227,42\right)(0,08)}}$$

$$t = \frac{79,04 - 63,8}{\sqrt{\left(227,42\right)(0,08)}}$$

$$t = \frac{15,24}{\sqrt{18,1}}$$

$$t = \frac{15,24}{4,25}$$

$$t = 3,5858$$

Based on researcher calculation result of hypothesis test of both of avarages, researcher found that  $t_{count} = 3,585$  with opportunity  $(1-\alpha)=1-5\%=$ 

95% and dk =n1+n2-2= 22+25-2= 45, researcher found that  $t_{table}$  =2,0141 cause  $t_{count}>t_{table}$  (3,5858>2,0141). So, Ha was accepted, it means that there was a difference average between experimental class and control class in post test. It can be conclude that there was the significant effect of using PowerPoint Media on students' writing skill at grade VIII MTs YPKS Padangsidimpuan.

#### INDICATOR OF WRITING DESCRIPTIVE TEXT

#### IN PRE-TEST AND POST-TEST

A. Assessment Indicator of Writing Descriptive Text in Pre-Test of Experimental Class

Indicator of Writing									
No.	Initial			Aspect Scor	e		Total		
	Name of	Content	Organization	Grammar	Vocabulary	Mechanics	Score		
	Students	( <b>C</b> )	<b>(O</b> )	(G)	<b>(V)</b>	( <b>M</b> )			
1.	CA	3	3	3	2	2	65		
2.	MS	2	2	1	2	2	45		
3.	SS	3	3	2	2	3	65		
4.	SPA	2	2	1	1	2	40		
5.	HT	3	2	2	2	2	55		
6.	DS	3	3	2	3	3	70		
7.	G	3	2	2	2	2	55		
8.	SRR	3	3	2	2	2	60		
9.	FH	2	2	1	1	1	35		
10.	DA	3	3	2	2	2	60		
11.	Н	2	2	2	3	2	55		
12.	SR	2	2	2	2	2	50		
13.	NI	3	2	2	2	2	55		
14.	STSN	2	3	2	2	2	55		
15.	NR	2	2	2	2	2	50		
16.	AL	2	1	1	2	1	35		
17.	AZD	3	2	1	2	2	50		
18.	R	2	2	1	1	1	35		
19.	RA	3	3	2	3	3	70		

20.	WM	3	2	2	2	2	55
21.	NH	3	2	2	2	2	55
22.	SR	4	3	2	3	3	75

Indicator of Writing									
No.	Initial			Aspect Scor	e		Total		
	Name of	Content	Organization	Grammar Vocabulary		Mechanics	Score		
	Students	(C)	<b>(O</b> )	(G)	<b>(V)</b>	( <b>M</b> )			
1.	AZD	3	3	2	2	2	60		
2.	SRR	3	3	2	2	2	60		
3.	DA	3	3	2	3	3	70		
4.	SPA	3	2	1	2	2	50		
5.	SR	2	2	2	2	2	50		
6.	HT	3	3	2	3	3	70		
7.	Н	4	3	3	3	3	80		
8.	G	3	3	2	3	3	70		
9.	FH	3	2	2	2	2	55		
10.	RA	4	3	3	3	3	80		
11.	NR	3	3	3	3	3	75		
12.	DS	4	3	2	2	3	75		
13.	SS	3	3	3	3	3	75		
14.	MS	3	2	2	2	2	55		
15.	AL	3	3	3	3	3	75		
16.	SR	4	3	3	3	4	85		
17.	R	3	3	3	3	3	75		
18.	NH	3	3	3	3	3	75		
19.	CA	3	3	3	3	3	75		
20.	NI	3	2	2	3	2	60		
21.	STSN	3	4	3	3	3	80		
22.	WM	3	4	3	3	3	80		

# B. Assessment Indicator of Writing Descriptive Text in Post-Test of Experimental Class

Indicator of Writing								
No.	Initial			Aspect Scor	e		Total	
	Name of	Content	Organization	Grammar	Vocabulary	Mechanics	Score	
	Students	(C)	(0)	(G)	<b>(V</b> )	( <b>M</b> )		
1.	AR	3	3	2	3	3	70	
2.	II	3	3	2	3	2	65	
3.	AA	3	2	2	2	2	55	
4.	F	4	2	2	3	3	70	
5.	NA	3	2	1	1	2	45	
6.	S	2	2	2	2	2	50	
7.	М	3	2	1	1	2	45	
8.	AAS	3	3	2	3	2	65	
9.	R	3	2	2	2	2	55	
10.	SAF	2	2	1	2	1	40	
11.	AAPH	3	3	3	3	3	75	
12.	AK	3	3	2	2	3	65	
13.	А	2	2	2	2	2	50	
14.	RZH	3	3	2	2	2	60	
15.	RR	3	3	2	2	2	60	
16.	N	2	2	2	2	3	60	
17.	AAS	2	2	2	2	2	50	
18.	RAF	2	2	2	2	2	50	
19.	S	3	2	2	3	2	60	
20.	WRB	2	2	2	2	2	50	
21.	НКН	2	2	2	2	2	50	
22.	R	3	2	2	3	2	60	
23.	NH	3	2	2	2	3	60	
24.	S	3	2	2	2	3	60	

# C. Assessment Indicator of Writing Descriptive Text in Pre-Test of Control Class

25.	А	3	3	3	3	3	75
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# D. Assessment Indicator of Writing Descriptive Text in Post-Test of Control Class

Indicator of Writing								
No.	Initial			Aspect Scor	e		Total	
	Name of	Content	Organization	Grammar	Vocabulary	Mechanics	Score	
	Students	( <b>C</b> )	(0)	(G)	<b>(V)</b>	( <b>M</b> )		
1.	AR	3	3	2	3	3	70	
2.	II	3	3	2	3	2	65	
3.	AA	3	2	2	2	2	55	
4.	F	4	2	2	3	3	70	
5.	NA	3	2	1	1	2	45	
6.	S	2	2	2	2	2	50	
7.	М	3	2	1	1	2	45	
8.	AAS	3	3	2	3	2	65	
9.	R	3	2	2	2	2	55	
10.	SAF	3	2	1	2	1	45	
11.	AAPH	3	3	3	3	3	75	
12.	AK	3	3	2	2	3	65	
13.	А	2	2	2	2	2	50	
14.	RZH	3	3	2	2	2	60	
15.	RR	3	3	2	2	2	60	
16.	N	2	2	2	2	3	60	
17.	AAS	3	2	2	2	2	55	
18.	RAF	3	2	2	2	2	55	
19.	S	3	2	2	3	2	60	
20.	WRB	2	2	2	2	2	50	
21.	НКН	3	2	2	2	2	55	
22.	R	3	3	2	3	2	65	
23.	NH	3	3	2	2	3	65	

24.	S	3	3	2	2	3	65
25.	А	3	3	3	3	3	75

## GAIN SCORE OF EXPERIMENTAL CLASS AND CONTROL CLASS

Class	Pre-test	Post-test	Enhancement	Gain score
Experimental	55,22	79,04	23,82	23.4
Control	63,38	63,8	0,42	

## DOCUMENTATIONS













