

**THE EFFECT OF USING PIE (POINT ILLUSTRATION AND
EXPLANATION) STRATEGY ASSISTED BY POWTOON
MEDIA ON THE STUDENTS' ACHIEVEMENT IN
WRITING REPORT TEXT**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2019**

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Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



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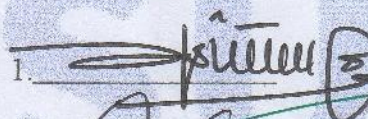
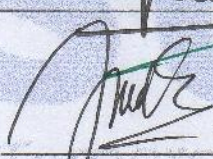
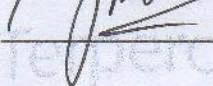
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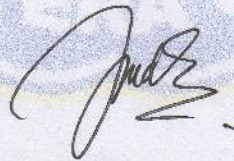
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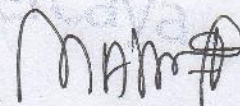
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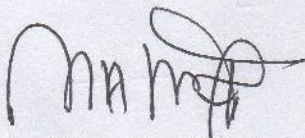
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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
30/9 19	Revisi c. 1. 2. 3	<i>[Signature]</i>
1/8 19	Instrument of research	<i>[Signature]</i>
20/9 19	Validity & reliability	<i>[Signature]</i>
22/9 19	Homogeneity & normality	<i>[Signature]</i>
25/9 19	findy & discuss	<i>[Signature]</i>
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ABSTRACT

Elvi Rahmayanti. 1502050232. The Effect of Using PIE (Point, Illustration, and Explanation) Strategy Assisted by PowToon Media on the students' achievement in writing Report Text. Skripsi, English Education Program, Faculty of Teachers Training and Education. University of Muhammadiyah Sumatera Utara, Medan 2019.

The objective of this study was to investigate the effect of using PIE (Point, Illustration, and Explanation) strategy assisted by PowToon media on the students' achievement in writing report text. This research was conducted at SMK PAB 3 MEDAN ESTATE. There were 2 classes which taken for this study in each class there were 20 students in X-AK and 20 students in X- OP. this number was taken as the sample of this study by using the total sampling Then, the research data were obtained by giving the test to the students in experimental and control groups. Written test was used as the instrument. Each group was given a pre-test, treatment, and post-test. The result of this study showed that t-test (13.154) was higher than t-table (2.05) and df 40. The final hypothesis showed that H_0 was rejected and H_a was accepted. It can be concluded there was a significant effect of using PIE (Point, Illustration, and Explanation) strategy assisted by PowToon media on the students' achievement in writing report text.

Keywords: *PIE Strategy, Writing, Report Text, Students' Achievement*

ACKNOWLEDGEMENT



Assalammu'alaikum Warahmatullahi Wabarakatuh

In the name of Allah the most Almighty, the most Gracious and the most Merciful. Praise to be Allah, firstly, the researcher would like to express thanks to Allah the most Almighty for giving her ideas and inspiration in finishing and completing the study. Secondly, bless and peace be upon the prophet Muhammad Sallahu'alaihiWassalam as the figure of good civilization, intellectual, braveness, and loving, knowledge.

This study entitled The Effect of Using PIE (Point, Illustration, and Explanation) Strategy Assisted by PowToon Media on the students' achievement in writing Report Text as partial fulfillment of the requirements for the degree of Sarjana Pendidikan. It was not easy for the researcher in finishing this study. There were many difficulties and problems faced by her, especially physically and mentally. Without helping the following people, it might be impossible for her to finish it.

Therefore, the researcher would like to thank to her dearest and lovely great parents, Anwar Effendi and Aida Shafitri Hrp, million grateful words would never be enough to endless love, prayers, attention, care, and supports in spiritual and material during the academic years at English Department FKIP UMSU Medan, Allah bless you. The researcher also would like to express her gratitude and appreciation to:

1. Dr. Agussani, M.AP, the Rector of University of Muhammadiyah Sumatera Utara who have been leading in campus and for his valuable guidance.
2. Dr. Elfrianto Nasution, S.Pd, M.Pd, the Dean of FKIP UMSU who had encouraged the researcher and taught the educational material for the researchers in FKIP UMSU.
3. Mandra Saragih, S.Pd, M.Hum and Pirman Ginting, S.Pd, M.Hum, the Head and Secretary of English Education Program for their assistance and administrative help in the process of completing the necessary requirements.
4. Imelda Darmayanti Manurung, SS., M. Hum., the supervisor which had given the suggestion, ideas, comments and guidance during writing the study from the beginning until the end.
5. All the lecturers and all the staff of FKIP UMSU who has given their valuable thought in English teaching during her academic years at FKIP UMSU.
6. The Digital Library of UMSU that have provide many references for the researcher.
7. Her beloved brother Rizki Syahputra and her beloved sister Dwi Affani Hrp, Refika Meilita Sari Hrp for their supports and motivation.
8. Her lovely friends, Heni, Delsi, Nanda, Puput, Dina, Siti Khadijah, and all who has given me support in prayer and material.
9. All of her beloved friends D Morning Class English Departement of FKIP UMSU 2015 academic year.

10. Anyone who cannot be mentioned here for giving support and time in completing her final task, thank you very much may Allah bless us.

The researcher realized that this study is far from perfection. Therefore, the researcher hopes suggestions and comments from all the reader, especially for the students of English Department who want to do a research. May Allah Subhanahu Wata'ala bless us.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Medan, 30 September 2019

The Researcher

Elvi Rahmayanti

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CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is a language skill that aims to express ideas and feelings in writing by writing the teacher will experience a thought process to express ideas or divergent thinking. Where, experience can be obtained through reading, listening, and discussing. Writing is not only a process of linking words into written sentences or paragraphs, but it is a sequence or steps of ideas, organized thoughts, and feeling in the form of words and combined into sentence into form of paragraphs in which every sentence is close related one another.

(Khairani, 2012:2),“Writing is the most difficult process in language students have to study harder to be able to write effectively. There are some reasons which make writing difficult. Firstly, writing requires good grammar. A non-native spoke of English should be able to remember a large number of rules in structure that are quite different from their own language or mother tongue. Secondly, people are often known to spend less time to write than to listen, to speak up and even to read. Thirdly, when students for English as a foreign language write something, they have a big question in mind whether what they write is correct or incorrect. It can be concluded that writing is the most difficult skill the learners of any foreign language. These difficulties are also faced by the students who learn writing since junior high school.”

Curriculum 2013 mentioned that there are five genres text which have to master by the student in junior high school such as narrative text, recount text, recount text, procedure text. These texts are also taught in senior high school that have goals student can analyze and understand the meaning of report text and can write short text texts about natural disasters to carry out transactional and functional communication with teachers and friends using expressions with text structures that are in accordance with the elements of language that are correct and in content.

In fact, based on the PPL's experienced in SMK PAB 3 Medan, most of the students are not yet achieved the minimum standard criteria writing text based on genre, especially writing report text which is taught in eleventh grade. The Interview result shown that the ability of students in writing report text is very low. Some students have not been able to make short texts in report text. The possibility of students' low writing report text is caused by low student motivation, student afraid of writing report text when the teacher asked them to write a report text, and they have difficulties to express their ideas in writing report text. This make teacher confused how to teach report text to the students and attract the students' interest to learn report text.

These problems, using media is needed in teaching report text. Sudjana (2001:64) claim that the using of media in teaching can help students in comprehend the material from teacher. It can motivate the students and make the learning process more interesting. PowToon as one of audio visual media is suitable to use in teaching report text. Nurseto(2011:21-22)media PowToon is also visible has fulfilled the

function of a media learning there are five media functions learning that must teaching media. The five functions are: 1) as a means to help realize the situation more effective learning. 2) As one component that is interrelated to other components in it to create a learning media. 3) Speed up the learning process. 4) Improve the quality of the teaching and learning process. 5) Concrete the abstract to that it can reduce the occurrence of verbalism diseases.

Through the results of studies of several the researches that has been done, it seems that the five functions of learning media are in PowToon application. Powtoon has several benefits tested such as Rina Moga Sari the researcher showed that the result of the students' questionnaire response to develop audio-visual based learning media was a very positive response so that this learning media is practical to use.

By using Media PowToon in teaching writing report text, it is expected the student can be motivated to write a report text, the students also are be able to raise confidence in writing a report text, more interested in learning report text and students do not need face any difficulties in writing a report text anymore.

Considering that PowToon audiovisual media can improve that students' writing skill, this research is aimed to investigate whether the implementation of PowToon audio-visual media give a significant *The Effect of Using PIE(Point, Illustration, and Explanation) Strategy Assisted by PowToon Media on the students' achievement in writing Report Text.*

B. Identification of the Problem

The problem of this research can be identified as follows:

1. The student has low motivation in writing report text.
2. Students afraid of writing when asked to write a report text.
3. The student faced difficulties to express their ideas in writing report text.
4. The students are not interested in learning writing report text because the teachers lack the use of media in learning.

C. Scope and Limitation

Based on the background of the study and identification of the problem the scope of this study is writing which was focused on writing report text.

D. Formulation of the Problem

The problem of this research is how is the effect of using PIE (Point, Illustration, and Explanation) strategy assisted by PowToon media on the students' achievement in writing report text.

E. Objective of the Study

The objective of the study is to investigate the effect of using PIE (Point, Illustration, and Explanation) strategy assisted by PowToon media on the students' achievement in writing report text.

F. Significance of the Study

This study has two major benefits they are theoretically significance and practically significance.

1. Theoretically

This study can be used as reference for people who want to conduct a research in English teaching-learning process, especially in writing report text.

2. Practically

- a. For the teacher: this study can be additional resource in improving writing skill through PIE strategy assisted by PowToon media because this study helps the teachers to consider appropriate media to enhance the teaching of writing skill report text.
- b. For the student: this study attempts to obtain a solution to help the student to improve their writing skill in report text through PIE strategy assisted by PowToon media.
- c. For the researcher, this research can be the inspiration.

CHAPTER II

REVIEWS OF LITERATURE

A. Theoretical Framework

1. Writing

Writing is one of the most powerful communication tools used today and for the rest of our life. Nunan (2003:88) writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. According to Richards and Renandya (2002:303) said that writing is the most difficult skill for second or foreign language learners to master. The difficulties are not only in generating and organizing ideas but also in translating these ideas into a readable text. Meanwhile, Randal (2004:160) explain that writing is an ability to make a form of words that in general it may have a higher truth value than the fact that it has set it down. It means that the product o writing should be truly acceptable by the readers can get the benefits from the writing. Furthermore, Nora (2003:71) mentioned that writing is an activity. Writing is a person's way to express him/herself and to adapt with the society. Through writing, the readers will understand the writer's way of thinking.

Based on the definition above, it can be concluded that writing is an activity of thinking after which it is expressed in a communicative written language and a process or activity to write something, develop the ideas in mind into sentences, paragraphs well based on the pattern such as tenses, vocabulary, and grammar.

1.1.The purpose of Writing

The purpose of writing is the expression of ideas, the conveying of a message to the reader, so the ideas themselves should arguably be seen as the most important aspect of the writing.

There are four purposes of writing such as:

1. To inform

The purpose of writing to inform is to share facts and other information.

Informational texts such as reports make statements that are supported by facts and truthful evidence.

2. To explain

The purpose of writing to explain is to tell what, how, and why about a topic.

An example is to explain in writing how to do or make something.

3. To narrate

The purpose of writing to narrate is to tell a story. The story can be made up or truthful. Most forms of narrative writing have a beginning, middle, and end.

4. To persuade

Writing that has a purpose to persuade states an opinion or goal and supports it with reasons and supporting details in order to get the audience to agree, take action, or both.

1.2. The Process of Writing

Oshima and Hogue (2006:265) explained writing is a process of creating, organizing, writing, and polishing. In the first step of the process, you create ideas. In second step, you organize the ideas. In the third step, you write a rough draft. In the final step, you polish your rough draft by editing it and making revisions.

1. Pre-writing

The first step in the writing process is to choose a topic and collect information about it.

2. Outlining

In step two of the writing process, the planning stage and student organize the ideas into an outline.

3. Writing

In this stage follow the outline as closely as possible, and do not worry about grammar, punctuation, or spelling.

4. Polishing

The fourth and final step in the writing process polishing what the student have written.

Based on the steps explained by some experts above, it can be reaffirmed that the process of writing includes: 1) choose the topic, 2) organize the ideas into an outline, 3) do not worry about grammar, punctuation, and spelling, 4) revising and editing.

1.3. Teaching Writing

Harmer (1998:79) there are four reasons for teaching writing to the students of English as a foreign language:

1. Reinforcement

Some students acquire language in purely oral way, but most of them benefits greatly from seeing the language written down. The visual demonstration of language construction is invaluable for both our understanding of how it all fits together and as an aid to committing the new language to memory.

2. Language development

The actual process of writing helps learners to learn as they go along. The mental activity they have to go through in order to construct proper written text is all part of the ongoing learning experience.

3. Learning style

Writing is appropriate for learners who take little longer time at picking up language just by looking and listening. It can also be quite reflective activity instead of the rush and bother of interpersonal face-to-face communication.

4. Writing as skill

Teaching writing is a basic language skill just as important as speaking, listening, and reading. Students need to know how to write letters, how to

reply advertisement etc, they also need to know some of writing's special conventions such as punctuation, paragraph construction etc.

1.4.Types of Writing

Syed Hunbbel Meer (2016) claims the four main writing styles which are commonly recognized are expository writing, descriptive, narrative, and persuasive.

1. Expository Writing

Expository writing's main purpose is to explain. It is a subject-oriented writing. In which the writer focus on telling the reader about a given topic or subject without voicing their personal opinions. This is one of the most common types of writing.

Key points:

- a. Usually explains something in a process.
- b. Is often equipped with facts and figures.
- c. Is usually in a logical order and sequence.

2. Descriptive

Descriptive writing's main purpose is to describe. It is type of writing that focuses on describing a character, an event, or a place in detail. It can be poetic when the author takes the time to be very specific in his or her descriptions.

Key points:

- a. It is often poetic in nature

- b. It describes places, people, events, situations, or locations in a highly-detailed manner.
- c. The writer visualizes what he or she sees, hears, tastes, smells, and feels.

3. Persuasive

Persuasive writing's main purpose is to convince. Unlike expository writing, persuasive writing contains the opinions and biases of the writer's point of view, persuasive writing contains justifications and reasons. It is often used in letters of complaint, advertisements or commercials, affiliate marketing pitches, cover letters, and newspaper opinion and editorial pieces.

Key Points:

- a. Persuasive writing is equipped with reasons, arguments, and justifications
- b. In persuasive writing, the writer takes a stand and asks reader to agree with his or her point of view.
- c. It often asks readers to do something about the situation.

4. Narrative

Narrative writing's main purpose is to tell a story. The writer will create different characters and tell the reader what happens to them (sometimes the author writes from the point of view of one of the characters this is known as first person narration.)

Key points:

- a. A person tells a story or event.

- b. Has character and dialogue.
- c. Has definite and logical beginnings, intervals, and endings.
- d. Often has situation like actions, motivational events, and disputes or conflicts with their eventual solutions.

2. Types of Text

Gerot and Wignell (1994:190-219) mentioned that there are thirteen types of genre:

a. Recount

The social function of Recount text is to retell event for the purpose of informing or entertaining.

b. Report

It is a kind of genre that has function to presents information or describe that way things are with reference to range of natural, man-made and social phenomena in environment.

c. Discussion

It is a kind of genre that has function to present at least two points of view about an issue.

d. Explanation

The social function of explanation is to explain the process involved in the formation or working of natural or socio cultural phenomena.

e. Exposition (analytical)

The social function of Analytical Exposition is to persuade the reader or listener that something is the case.

f. Exposition (hortatory)

The social function of Hortatory Exposition is to persuade the reader or listener that something should not be the case.

g. Narrative

The social function of Narrative text is to amuse/entertain the readers and to tell a story.

h. Descriptive

The social function of Descriptive text is to describe a particular person, place, or thing in detail.

i. Report

It is a text that its social function to presents information about something, as it is.

j. Procedure

The social function of Procedure text is to help readers how to do or make something completely.

k. Review

The social function of Review is to analyze or evaluate an artwork or event for a public audience

l. Anecdote

The social function is to share with others an account of an unusual or amusing incident

m. Spoof

The social function of Spoof is to tell an event with a humorous twist and entertain the readers

n. News Item

The social function of News Item is to inform readers about events of the day which are considered newsworthy or important.

3. Report Text

Gerot and Wignell (1994:196-197),“explain that report is a text which functions to describe the way things are, with reference to range to natural, manmade, and social phenomena in our government”. Report means a text which describes things in general. It is a little bit different from descriptive text which describe specific thing. To tell the facts of the things described, the writer usually uses simple present tense. Except, the things are extinct, simple past tense is used in report. Report text contains the class or subclass of the topic described, and then followed by telling the shape, parts, behavior, etc in details.

a. Purpose of Report Text

The purpose of the report text is to convey information text observations and systematic analysis. The information in the report text is usually in nature, be it

natural or be artificial like mammals, planets, rocks, plants, state, cultural, transportation, so on.

b. Language feature of Report Text

Language features of report text, as follow:

1. Introducing group or general aspect.
2. Using of Relational Processes.
3. Using conditional logical connection: when, so.
4. Using of Simple Present Tense (unless extinct).
5. No temporal sequence.

c. Generic Structure of Report Text

Generic structures of report text are:

1. General classification: Stating classification of general aspect of thing such as animal, public place, plant, etc which will be discussed in general.
2. Description: describing the thing which will be discussed in detail such as part per part, customs or deed for living creature and usage for materials.

d. Social Function of Report Text

The social function of a report text is to present information about something generally. It generally describes the way things are with reference to arrange of natural, man-made and social phenomenon in our environment, such as: mammals, the planet, rocks, plants, countries of region, cultures, transportation and so on.

Example of Report Text:**Earthquake**

Earthquake is a natural process that often occurs around us. It can produce a big shock of waves that can destroy anything. The earthquake is also very difficult to be predicted. However, earthquake's power can be measured using a tool called seismograph. There are two types of earthquakes that categorized by geological factors and the area where the earthquake occurred. Both of types are tectonic and volcanic.

Tectonic earthquakes are one of the most common earthquakes. This occurred when the earth's crust rocks broken because geological force created by the movement of tectonic plates. This type of earthquakes can cause any damage or natural disaster. Its strong vibrations are capable to spread into other parts of the earth quickly. The second is volcanic earthquakes. Volcanic earthquakes occur due to magma activity inside the volcano. If the magma activity is getting higher, it will cause an explosion and earthquake vibrations. Volcanic earthquakes can be felt just around the volcano.

Earthquakes can cause the damage, if the power produced is quite large. The damages included the buildings, the ground, and even can cause a tsunami.

4. Point, Illustration, and Explanation (PIE) Strategy

Point, Illustration, and Explanation (PIE) Strategy is a strategy where the students make a point, illustrate it with an example or quote and then provide an explanation. (Cross 1996:44) mentions that Point, Illustration, and Explanation (PIE) Strategy is one of the strategies to help the students easy to write report, analytical, and argumentative paragraph and increase students' writing skill Cross also explains that PIE is a strategy used when writing paragraph text describes the relationship between the point and the proof.

From the definition above, it can be concluded that the Point, Illustration, and Explanation (PIE) Strategy is a strategy that is helpful as reminder by following there are three main steps, such as: making some points to write, illustrating in different way, and explaining the points in easy way for readers.

4.1. Advantages of Point, Illustration, and Explanation (PIE) Strategy

Point, Illustration, and Explanation (PIE) Strategy have benefits, there are as follows:

- a. Students are automatically able to write that the strategy will help the students when writing essays, reports, argument, as well as other projects. It is explained that this strategy can be as a good process to follow in order to make the writing to be concept.
- b. This strategy helps the students to run their writing in good process of instruction given.
- c. Making the process is almost as automatic as using your proofreading software. It is explained that when the students try to follow the steps of this strategy, the students have indirectly followed the process automatically.

5. Media

Media comes from Latin. Medius which literally means 'Medium' than Intermediary means 'Introduction'. Gerlach and Elly in Arsyad (2013: 3) said that media if understood in board outline is human, material, or event build conditions that make students can get knowledge, skill, and attitudes. In this skill teacher, textbook, and the school environment is the media. If the media is carried a message

or purposeful information instructional and contain intent the purpose of teaching is the media is called instructional Media. Meanwhile, Arsyad (2013: 4) implicitly said that learning media including existing tools physically used for convey the contents of teaching materials, which consists of books, tape recorders, tapes videos, images, graphics, television, and computer.

Based on experts it can be concluded that media is tools physically used for convey the contents of teaching materials, which consists of books, tape recorders, tapes videos, images, graphics, television, and computer.

5.1. Types of Media

Based on Sahid (2010: 3) teaching media can be grouped as follows:

- a. **Visual Media:** the media which can show information that just can be seen and read. For example: picture, photo, graphic, diagram, poster, cartoon, comic, book, etc.
- b. **Audio Visual:** the media that can show information that just can be heard, for example: radio, tape recorder, language laboratory, MP3 player, etc.
- c. **Projected Still Media:** the media that need projector to show the information which inform of non-motion picture/writing. For example: Power Point slide, micro film, etc.

5.2. Function of Media

Using media as teaching material is very important and the media used can be useful for teachers and students in learning process that are more effective and

efficient. Media can make easier to understand for the student because it can make the students' interest in learning.

Sudjana (2001:64) the function of teaching media in teaching and learning process as follow:

- a. The using of media in teaching learning process is not addition function, but has own function as an aid to express effective teaching learning situation.
- b. The using of teaching media is integral part of all learning situation. It means that teaching media is one of element that should be developed by teacher.
- c. The using of teaching media is more important to accelerate teaching and learning process and help student in comprehend material from teacher.

6. Teaching by Using Audio Visual

Audio-Visual are media that have sound elements and image elements. This type of media has a better ability, because it covers both types of additive (listening) and visual (viewing) media. Audio-Visual aid that means material or tool used in learning situation to help the writing and words spoken in transmitting knowledge, attitudes, and ideas. Audio-Visual is also a form of cheap and affordable learning media. Audio-visual are useful materials, which help both teachers and students in the speaking classes. Many scholars, writers, and websites provide different definition of audio-visual.

From these definitions, it can be concluded that audio-visual are important device, which facilitate and teaching writing. Besides, it can help students to acquire the foreign language, develop, and improving their writing ability in English learning.

Therefore, audio-visual very useful and helpful device because they motivate students and make the course be more interesting and processed meaningful.

6.1. The Advantages and Disadvantages of Audio-Visual

The main advantages of audio-visual there are follows:

1. It helps to make learning process more effective and conceptual.
2. It helps to grab the attention of students.
3. It enhances realistic approach and experience.
4. It provides realistic approach and experience.
5. It is better for overburden classrooms.
6. It builds interest and motivation teaching students learning process.

There are some disadvantages of audio-visual:

1. Technical Problem
2. Students Distraction
3. Expensive
4. Time Consuming
5. Convenience

7. PowToon

Based on Stacey Macchi (2017:1) PowToon is an eTool that creates animated videos for personal, educational, or business/professional use. It is a free, web-based (with opinions to upgrade), user-friendly software that creates presentations via three simple and easy steps: writing a script, recording a voiceover, and adding visuals. Novice users can select one of five looks (i.e Modern Edge, Whiteboards,

Infographic, Cartoon, and Corporate) and can choose to edit templates that already have been created, whereas experienced tech users may choose to design their own storyboard and video rather than use a template.

PowToon is a tool whose operation is similar to Power Point, Impress, or even Pre-zi. It uses slides to which text and images can be added to, but it also allows animation and the incorporation of sound or music, available in the same application or through an external source. The result is a product that mixes the look or the appearance of a PowerPoint Presentation with a comic book. PowToon was founded in January 2012, and in August of that is the same year the beta version was released. PowToon uses Adobe Flex technology that generates an XML file. This file can be executed in the PowToon online visor or exported to YouTube.³

From the definition above that many options to make Powtoon become good presentation in showing the material includes background, content of the message and also the text of the Powtoon itself. All of the way used by the teacher in design the material as well as possible in order that the student can felt enjoy in teaching English process. The differences with the previous study is the subject that used in teaching English, actually timeline in vocabulary, video record in speaking skill and Powtoon in science.

7.1. The Advantages and Disadvantages of PowToon

There are some advantages of PowToon such as:

- a. Have capability to make creative video.
- b. High quality animation.

- c. Have preferable animation.
- d. Animated features and easily uploaded images.
- e. Easy to manipulate once learned.

There are also some disadvantages of PowToon such as:

- a. Short trial period of application.
- b. Time consuming for beginner user.
- c. Need internet to use.
- d. Takes time to learn some features require tutorials.
- e. Video linking only available in slideshow format not movie.

7.2.The Procedure of Applying PowToon in Teaching Writing

There are five step using Powtoon as medium in classroom to instruction in learning process.

1. Create introductory videos for a course. Before the start of the semester, instructors can create a short video to introduce both themselves and the course (e.g., syllabus statements, classroom policies) to their students.

2. Preview a guest speaker.

Posting a video about a guest speaker can be useful for students.

Understanding who the speaker is the speaker's background, and the purpose for the course visit allows students to plan and prepare for the speaker ahead of time.

3. Introduce or conclude lesson plans/subjects.

Introducing a new subject area of the course in order to highlight its relevance can be a quick way to gain the attention and interest of students so that they are excited about their upcoming learning.

4. Create examples of course assignments/projects.

Depending on the course, an animated video can demonstrate to students the essential components of an upcoming assignment (e.g., a review, speech, presentation, infomercial, commercial, debate).

5. Promote a department event or new course.

If department is hosting a particular event, a Powtoon could be created and released to help advertise the upcoming event. If a new course is being offered in a department, a video could be created and sent to prospective students to gauge their interest.

B. Relevant Research

There are some previous research studies that show that pre-test and post-test in writing can improve students' writing ability through PowToon as audio-visual media. First, a study done by Ni Made Yuniar (2018) entitled *The Effect of Using PowToon Audio-Visual Media Upon The Student's Writing Achievement of Third Third Semester of English Department*. The researcher showed that students who were taught by using the PowToon Audio-visual media performed better achievement in writing than those who were taught by implementing conventional power point.

Second, a study done by Siti Cholifah Fibriani (2016) entitled *The Use of Teaching Media PowToon to Improve Eleventh Grade of Language Class Students'*

Writing Ability at SMA Negeri 1 Malang. The researcher findings of this research implied that the implementation of teaching media PowToon could improve the students' writing skill and students' attitude toward writing in teaching and learning process.

Third, a study done by Rina Moga Sari (2017) entitled *The Development of Writing Learning Media in Audio-visual Based on Explanatory Text at the Students of Class XI MAN 2 Model Medan, Indonesia*. The researcher showed that the result of the students' questionnaire response to the developed audio-visual based learning media was a very positive response so that this learning media is practical to use.

Those research studies show that teaching PowToon audio-visual media could be effective activities which provide students with a lot of opportunities to practice their writing skill in certain contexts of real life. These activities are suitable for English learners in all level and age. Thus, the researcher of the study believes that by conducting teaching through PowToon audio-visual media, the students' writing ability can be improved.

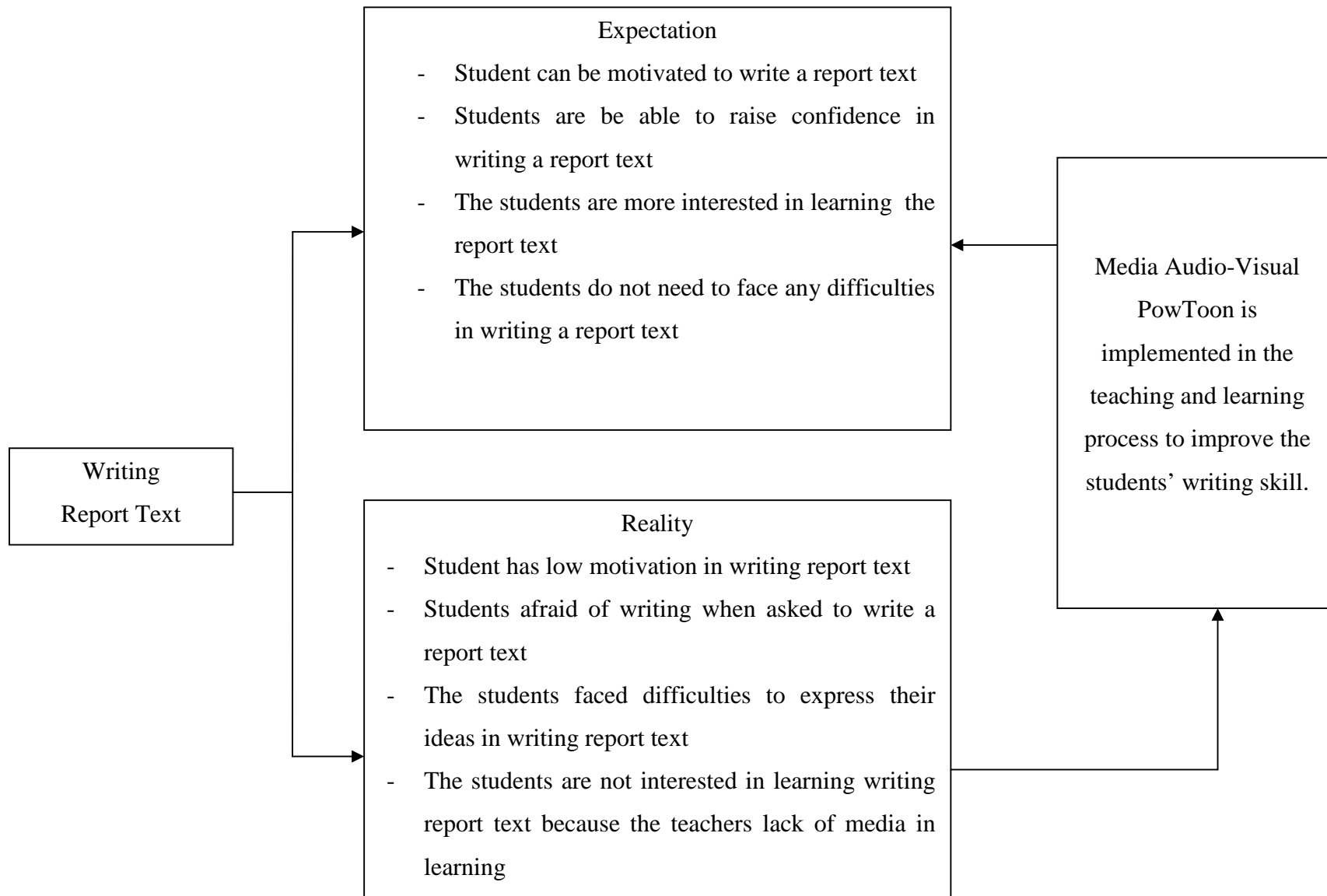
C. Conceptual Framework

In learning English, students expected to be able to master four language skills such as listening, speaking, writing, and reading. All of the skills are important to improve students' ability in learning English but the most important among the four English skills is writing because writing is a medium of human communication that represents language and emotion with sign and symbols. In most languages, writing is

a complement to speech. As for students of Senior High School, they are expected to be able to write English properly.

Based on observation, as we know that the students writing skills in senior high school have difficulties especially in writing text it might be caused of some factors and still need to be developed. This situation is caused by several reasons one of them lack of frequency of training and poor mastery of English grammar. This situation makes the student only learn writing to complete served as students who learning English at school. They cannot express their ability in writing that is why they do not have hope more about writing. Actually the student need teaching technique that appropriate for make them more motivated to learn English especially in writing. If they have enjoyed and relaxed the lesson, they will never get any difficulty and they can explore their skill smoothly. It is teaching writing through audio-visual media PowToon. PowToon offers interesting, efficient, easy way to understand and apply in writing they can create and express their ability to make material about report text through PowToon, making them more courageous in writing and know the generic structure of Report text. As the result, the students never been confused about what they will write anymore and also they will produce good writing, in the case.

Conceptual Framework of the Research



D. Hypothesis

- a. Hypothesis alternative (H_a): there is significant effect in writing report text taught by using PIE strategy assisted by PowToon Media.
- b. Hypothesis null (H_0): there is not a significant effect in writing report text taught by using PIE strategy assisted by PowToon Media.

CHAPTER III
RESEARCH METHODOLOGY

A. Location and Time of Study

This research was conducted at SMK PAB 3 MEDAN ESTATE on Jl. Mesjid No. 1, Medan Barat, Sumatera Utara 20235, academic year 2019/2020 and this research was conducted on the odd semester.

B. Population and Sample

Population

The population in this research was taken from the student of tenth grade, the study consists of 2 classes there are OP and AK with total 40 students which is 20 student in X-AK and 20 students in X-OP at SMK PAB 3 MEDAN.

Sample

The sample of this study was taken totally from the available population. In other word, this study applies total sampling technique to determine the sample. However, this is an experimental research design that requires two groups of research sample, namely experimental and control group.

Table 3.1
Population and Sample

No	Class	Number of Population	Sample
1	X-AK	20	20
2	X-OP	20	20
Total		40	40

C. Research Design

This study was a quantitative method. The design of this study is used quasi-experimental design because the participants were organized well in the class where randomization is not possible. In this research design, there were two intact groups of classes involved. The researcher was given different treatment to both groups. The first group is experimental group which use media PowToon, while the second one is control group which do not use media PowToon.

Table 3.2
Quasi-Experimental Design

No	Class	Group	Pre-test	Treatment	Post-test
1	X- AK	Experimental Group	✓	Using PowToon Media	✓
2	X-OP	Control Group	✓	-	✓

The data collected through the following technique, namely:

a. Pre-test

Pretest was conducted in the beginning of the research before the treatment. In addition, pre-test given to analyzed students' in writing. It was given to the experimental group and control group to collect the data whether those groups have the same ability or not. Pre-test is given to 40 students as the sample.

b. Treatment

The treatment was conducted after the pre-test. The experimental group was taught by using PowToon media while the control was taught without using special treatment.

The steps of treatment of experimental and control groups were shown as:

Table 3.3

The procedure of Research in Experimental Class

No	Teacher's Activities	Students' Activities
1	The teacher greeted the students to prepare the class	The students give attention to the teacher
2	The teacher explained the topic material about Report Text	Students gave attention to the teacher explanation
3	The teacher introduce and explained writing Report Text by using PowToon media	Students gave attention to the teacher's explanation about
4	The teacher give instruction to the student	Students are ready to start the lesson

Table 3.4

The procedure of Research in Control Class

No	Teacher's Activities	Students' Activities
1	The teacher greeted the students to prepare the class	The students gave attention to the teacher
2	The teacher explain about writing Report Text	Students gave attention to the teacher's explanation and wrote the explanation
3	The teacher explained gave some example of Report Text	Students gave the attention to the teacher's explanation and wrote it
4	The teacher asked the students to translate new words	Students found the new words and open the dictionary to translate the new words
5	The teacher gave the test which related the material	Students did their exercise

c. Pos-test

The procedure of pre-test and post-test was the same. Pre-test is done in the beginning of the study. In contrast, post-test is given after the whole treatments had been done. In addition, post-test is aimed to analyze whether or not the treatments effectiveness the sample in the experimental group.

D. The instrument of research

In analyzing the data, the researcher used correlation product moment which developed by Carl Pearson. Correlation product moment is used to show whether there is a correlation between X-OP variable and X-AK variable. The symbol of the correlation product moment in "r". Data operation technique is done through the steps bellow:

1. Finding the number of correlation using formula:

$$r_{xy} = \frac{n \sum X_1 X_2 - (\sum X_1)(\sum X_2)}{\sqrt{\{n \sum X_1^2 - (\sum X_1)^2\} \{n \sum X_2^2 - (\sum X_2)^2\}}}$$

Notes:

N: Number of participants

X₁: Students' post-test score of experimental class

X₂: Students' post-test score of control class

X₁²: The squared scores of experimental class

X₂²: The squared score of control class

ΣX₁X₂: The sum of multiplied score between X₁ and X₂

2. Finding the statistical analysis with t-test, the formula as follows :

$$t_o = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum X_1^2 + \sum X_2^2}{N_1 + N_2}\right) \left(\frac{N_1 + N_2}{N_1 \cdot N_2}\right)}}$$

Notes:

M_1 : The average Score of Experimental class

M_2 : The average score of control class

X_1 : Sum of the squared deviation score of experimental class

X_2 : Sum of the squared deviation of control class

N_1 : The number of experimental class

N_2 : The number of control class

E. Technique of Collecting Data

In collecting data, the writer uses an administrated writing test to the students. Test as the instrument of the study. The students asked to write report text. The students must create report text that consists of a maximum of three paragraphs. Each paragraph consists of five sentences. They must think about cohesive, unity, and clarity in their writing.

F. Technique of Analyzing Data

In Analyzing data, we give the symbol I X_1 variable I, we give symbol X_2 Variable II. We give the variable score deviation x_1 , and we give the x_2 variable deviation.

The steps taken in analyzing the data in this research are:

1. Calculate the Mean of the variable X_1

$$M_1 = \frac{\sum X_1}{N_1}$$

2. Calculate the Mean of the variable X_2

$$M_2 = \frac{\sum X_2}{N_2}$$

3. Calculate the deviation of variable score X_1

$$X_1 = X_1 - M_1$$

4. Calculate the deviation of variable score X_2

$$X_2 = X_2 - M_2$$

5. Squaring X_1 , then adding up, obtained $\sum X_1^2$

6. Squaring X_2 , then adding up, obtained $\sum X_2^2$

7. Calculate to

$$t_o = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum X_1^2 + \sum X_2^2}{N_1 + N_2}\right) \left(\frac{N_1 + N_2}{N_1 \cdot N_2}\right)}}$$

8. Provide an interpretation of t_o by using the “t” value table, in the same way as mentioned earlier.

9. The conclusion

CHAPTER IV
DATA AND DATA ANALYSIS

A. Data

In order to get the data of the study, the researcher: 1) gave pre-test, 2) did the treatment, and 3) gave the post-test. After data were collected, the researcher compared the result of experimental group of result of control group to know whether there was significant effect on teaching students by using PowToon through PIE (Point, Illustration, and Explanation) strategy in writing report text.

Table 4.1
The score in Pre-test and Post-test of Each Group

Criteria	Experimental Group		Control Group	
	Pre-test	Post-test	Pre-test	Post-test
Maximum	65	92	65	80
Minimum	44	80	50	70
Mean	57.2	84.6	55.95	72.8
Satndard Deviation	6.109	3.201	4.51	2.58
Total	1144	1692	1119	1456

Based on the result of pre-test from experimental group showed that the lowest score of pre-test was 44 and the highest score was 65 Then, the highest score of the post-test was 92 and he lowest score was 80.

The data showed that the highest score of the pre-test from control group was 65 and the lowest score was 50. While, the highest score of the post-test was 80 and the lowest score was 70.

B. Data Analysis

In order to investigate the effect of the effect of using PIE strategy assisted by PowToon media on the students' achievement in writing Report Text, the next procedure is analyzing the data obtain by following these steps. Each step was described as followed:

Table 4.2
Different Score Between of Post-test in Both Experimental Control Group

TOTAL	1692	1456
SD	3.201973	2.587419
VAR	10.25263	6.694737
MEAN	84.6	72.8

Notes:

X_1 : result of students' writing achievement taught with PowToon media

X_2 : result the students' writing achievement taught without PowToon media

So from the results of research students who are by using PowToon media through PIE strategy learning have an average value of students that is equal to 84.6 with a maximum value of 92, and the variance of 10.25263 includes good grades obtained by students thanks to the PowToon through PIE strategy.

The following are the students' score on the pre-test and post-test to the experimental and control group.

1. The data of Experimental and Control Class

Table 4.3

The Students' Score of Pre-test and Post-test of Experimental and Control Class

No	Control Class		Experimental Class	
	Pre-test	Post-test	Pre-test	Post-test
1	50	75	62	86
2	65	73	64	92
3	53	72	56	83
4	51	80	60	86
5	55	75	54	80
6	58	72	50	87
7	62	74	57	83
8	60	72	55	82
9	52	75	65	84
10	54	70	65	80
11	57	70	60	90
12	59	72	44	80
13	63	75	62	84
14	53	73	50	82
15	60	75	49	85
16	50	70	62	86
17	53	70	50	88
18	51	73	63	85
19	55	70	60	83
20	58	70	56	86
dx	1119	1456	1144	1692
Mean	55.95	72.8	57.2	84.6

Mean of pre-test experimental class

$$X = \frac{\sum x}{N} = \frac{1144}{20} = 57.2$$

Mean of post-test experimental class

$$M_1 = \frac{\sum X_1}{N_1} = \frac{1692}{20} = 84.6$$

Based on the result of pre-test and post-test from the experimental class, it show that the lowest score of pre-test was 44 And the highest score was 65 Then, the lowest score of post-test is 80 (Good) and the highest score is 92 (Excellent). The average of pre-test is 57.2 and post-test 84.6 the average of post-test from the students who got treatment using PowToon was higher than 20 the student room control class. In this an experimental class who did not pass the minimum score was two students.

Mean of pre-test control class

$$X = \frac{\sum x}{N} = \frac{1119}{20} = 55.95$$

Mean of post-test control class

$$M_2 = \frac{\sum X_2}{N_2} = \frac{1456}{20} = 72.8$$

Based on the result above, it shows that the lowest score in pre-test 50 and the highest score is 65 with the average of pre-test score is 55.95 and the lowest score in post-test 70 and the highest score is 80 Besides that, the average of post-test score increased with the value 72.8

After getting pre-test and post-test scores from two classes, then the researcher analyzed it by using the t-test, the result of the calculation post-test in the experimental class and the control class will be explained in the following table:

Table 4.4
The result calculation of post-test at experiment class (X_1^2) and at control class (X_2^2)

No	Score		X1	X2	X1 ²	X2 ²	ΣX1.X2
	X1	X2					
1	86	75	1.4	2.2	1.96	4.84	6450
2	92	73	7.4	0.2	54.76	0.04	6716
3	83	72	-1.6	-0.8	2.56	0.64	5976
4	86	80	1.4	7.2	1.96	51.84	6880
5	80	75	-4.6	2.2	21.16	4.84	6000
6	87	72	2.4	-0.8	5.76	0.64	6264
7	83	74	-1.6	1.2	2.56	1.44	6142
8	82	72	-2.6	-0.8	6.76	0.64	5904
9	84	75	-0.6	2.2	0.36	4.84	6300
10	80	70	-4.6	-2.8	21.16	7.84	5600
11	90	70	5.4	-2.8	29.16	7.84	6300
12	80	72	-4.6	-0.8	21.16	0.64	5760
13	84	75	-0.6	2.2	0.36	4.84	6300
14	82	73	-2.6	0.2	6.76	0.04	5986
15	85	75	0.4	2.2	0.16	4.84	6375
16	86	70	1.4	-2.8	1.96	7.84	6020
17	88	70	3.4	-2.8	11.56	7.84	6160
18	85	73	0.4	0.2	0.16	0.04	6205
19	83	70	-1.6	-2.8	2.56	7.84	5810
20	86	70	1.4	-2.8	1.96	7.84	6020
Σx	1692	1456			194.8	127.2	123168
Mean	84.6	72.8					

N: 20

X_1 : 1692

X_2 : 1456

X_1^2 : 194.8

$$X_2^2: 127.2$$

$$\Sigma X_1 \cdot X_2: 123168$$

After that calculated them based on t-test formula:

1. The average score of Experimental class:

$$M_1 = \frac{\Sigma X_1}{N_1} = \frac{1692}{20} = 84.6$$

2. The average score of Control class:

$$M_2 = \frac{\Sigma X_2}{N_2} = \frac{1456}{20} = 72.8$$

3. Sum of squared deviation score of experimental class:

$$\Sigma X_1^2 = 194.8$$

4. Sum of squared deviation score of control class:

$$\Sigma X_2^2 = 127.2$$

5. Determining t-table (t_i) by using formula:

$$Df: N_1 + N_2 = (20 + 20) - 2 = 28$$

$$t_o = \frac{M_1 - M_2}{\sqrt{\left(\frac{\Sigma X_1^2 + \Sigma X_2^2}{N_1 + N_2}\right) \left(\frac{N_1 + N_2}{N_1 \cdot N_2}\right)}}$$

$$t_o = \frac{84.6 - 72.8}{\sqrt{\left(\frac{194.8 + 127.2}{20 + 20}\right) \left(\frac{20 + 20}{20 \cdot 20}\right)}}$$

$$t_o = \frac{11.8}{\sqrt{\left(\frac{322}{40}\right)\left(\frac{40}{400}\right)}}$$

$$t_o = \frac{11.8}{\sqrt{(8.05)(0.1)}}$$

$$t_o = \frac{11.8}{\sqrt{0.805}}$$

$$t_o = \frac{11.8}{0.897}$$

$$t_o = 13.154$$

From the table 4.2 above, calculating table explained formula of post-test in experimental and control group was implemented to find t-critical value both group as the basis to the hypothesis the study.

$$r_{xy} = \frac{n \sum X1.X2 - (\sum x1)(\sum x2)}{\sqrt{\{n \sum x1^2 - (\sum x1)^2\} \{n \sum x2^2 - (\sum x2)^2\}}}$$

$$r_{xy} = \frac{20.123168 - (1692)(1456)}{\sqrt{\{20.194.8 - (1692)^2\} \{30.127.2 - (1456)^2\}}}$$

$$r_{xy} = \frac{2463360 - 2463552}{\sqrt{\{3896 - 2862864\} \{3816 - 2119936\}}}$$

$$r_{xy} = \frac{2463360 - 2463552}{\sqrt{\{3896 - 2862864\} \{3816 - 2119936\}}}$$

$$r_{xy} = \frac{192}{\sqrt{\{2858968\} \{2116120\}}}$$

$$r_{xy} = \frac{192}{\sqrt{6049919364}}$$

$$r_{xy} = \frac{192}{245965838}$$

$$r_{xy} = 0.078$$

C. Testing Hypothesis (t-test)

Data obtained from pre-test and post-test were analyzed and calculated using t-test formula. Data obtained from experiment class and control class are calculated with the assumption as follows:

If $t_o < t_t$: the alternative hypothesis (H_a) is rejected and null hypothesis (H_o) is accepted. It means there is no significant effect of using PIE (Point, Illustration, and Explanation) strategy assisted by PowToon media on the students' achievement in writing report text.

If $t_o > t_t$: the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. It means there is significant effect of using PIE (Point, Illustration, and Explanation) strategy assisted by PowToon media on the students' achievement in writing report text.

Based on the result of the calculation above, it is obtained that the value off to (t observation) is 13.154 and the degree freedom (df) is 40 at the level of significance 5% was at 2.05 and 1% = 2.77, it means that the test showed that the $t_{observe}$ was higher than t_{table} ($t_{observe} > t_{table}$; $13.154 > 2.05$) and $13.154 > 2.77$ so, the hypothesis was accepted.

D. Research Findings

Based on the data analysis above, it can be described that the students who were taught by PIE strategy assisted by PowToon media got higher scores than those who were not using strategy. It is also proved from the result of t_{observe} which was 13.154 ($t_{\text{observe}} > t_{\text{table}}$; $13.154 > 2.05$) it means there is significant effect of using PIE (Point, Illustration, and Explanation) strategy assisted by PowToon media on the students' achievement in writing report text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis, the conclusion can be written as follows. There is a significant effect of using PIE (Point, Illustration, and Explanation) strategy assisted by PowToon media on the students' achievement in writing report text. It can be proven from t_{observe} which is higher than t_{table} ($13.154 > 2.05$) $\alpha = 5\%$ and $df = 40$. So the null hypothesis (H_0) is rejected.

B. Suggestion

After the writer accomplishes the research, she would like to give some suggestions related to the researcher findings and discussions. The result of this study can be shown that it is effective to be applied in teaching and learning process. There are some points that might be as suggest:

1. The teacher should be used Powtoon as a media to use in their teaching writing. Therefore, it can help the student to make them better in writing.
2. The teacher should give many motivates to the students to make them more interested in study English by using PowToon media especially in writing report text.

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Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

A. Satuan Pendidikan	: SMK PAB 3 MEDAN ESTATE
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: XI/2
Materi pokok	:Teks Factual Report lisan dan tulis sederhana, tentang gejala dan peristiwa alam dan sosial.
Alokasi waktu	: 2 x 45 menit

B. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
3. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

C. Kompetensi dasar dan indicator pencapaian kompetensi:

Kompetensi Dasar (KD):

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi fungsional

- 3.9. Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial pada teks *factual report* dengan menyatakan dan menanyakan tentang teks ilmiah *factual* tentang gejala dan peristiwa alam dan sosial, sederhana sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI.
- 4.11 Menyusun teks lisan dan tulis, untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

D. Indikator

- Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks *factual report* tentang gejala dan peristiwa alam dan sosial dengan penuh tanggung jawab, peduli, kerjasama, cinta damai
- Menghasilkan teks *factual report*
- Menangkap makna dalam teks ilmiah faktual (*factual report*),
- lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan Matapelajaran lain Kelas XI.

E. Tujuan pembelajaran

Pertemuan 1

Peserta didik terampil menganalisis dan menangkap makna teks *factual report* lisan dan tulis sederhana tentang earthquake sosial untuk melaksanakan komunikasi transaksional dan fungsional dengan guru dan teman, menggunakan ungkapan dengan struktur teks yang runtut, unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerjasama, dan cinta damai.

Pertemuan 2

Peserta didik terampil menangkap makna dan menyusun teks *factual report* lisan sederhana tentang tsunami dan dapat memberikan contoh teks *factual report* lainnya, menggunakan ungkapan dengan struktur teks yang runtut, unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerjasama, dan cinta damai.

F. Materi pembelajaran,

- Teks factual report lisan dan tulis sederhana

Please develop a report text based on the picture below

Earthquake



G. Metode Pembelajaran:

- *Project based learning, Task Based Learning, Diskusi, Tanya-jawab, dan Presentasi*

H. Media, Alat, dan Sumber Pembelajaran:

1. Media : Power Point
2. Alat : Laptop, Infokus
3. Sumber Belajar : Website

I. Langkah-langkah pembelajaran

PERTEMUAN 1

Kegiatan	Deskripsi kegiatan	Waktu
Pendahuluan	<ul style="list-style-type: none">• Menyiapkan pesertadidik untuk mengikuti proses pembelajaran• Memotivasi peserta didik akan manfaat pembelajaran teks factual report tentang gejala dan peristiwa alam dan sosial• Mengajukan pertanyaan-pertanyaan yang berhubungan dengan materi sebelumnya untuk mereview.• Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai, dan rencana kegiatan pada pertemuan ini .	10 menit
Inti	<p>Mengamati</p> <ul style="list-style-type: none">• Peserta didik mengamati gambar dan dibimbing oleh guru, peserta didik belajar menemukan gagasan pokok dari teks yang menyertainya dan mendiskusikan beberapa kosa kata. <p>Menanya</p> <ul style="list-style-type: none">• Dengan bimbingan dan arahan guru, peserta didik mempertanyakan antara lain tentang kondisi yang terjadi pada gambar, kosakata baru, dari teks “Earthquake”. <p>Mengeksplorasi</p> <ul style="list-style-type: none">• Peserta didik menemukan gagasan pokok, informasi tertentu, informasi rinci, fungsi social, struktur teks, dan unsur kebahasaan dari teks factual report yang dibaca. <p>Mengasosiasi</p> <ul style="list-style-type: none">• Peserta didik membedakan teks factual report “Earthquake”, dan teks yang mereka bawa dari berbagai sumber• Peserta didik memperoleh umpan balik (<i>feedback</i>) dari guru dan teman. <p>Mengkomunikasikan</p> <ul style="list-style-type: none">• Menyampaikan hasil kerja peserta didik kepada teman di kelas.	70 menit
Penutup	<ul style="list-style-type: none">• Memberikan umpan balik terhadap proses dan hasil pembelajaran;• Memuji dan mengucapkan terimakasih kepada• Berdoa	10 menit

PERTEMUAN II

Kegiatan	Deskripsi kegiatan	Waktu
Pendahuluan	<ul style="list-style-type: none"> • Menyiapkan peserta didik untuk mengikuti proses pembelajaran • Memotivasi peserta didik akan manfaat pembelajaran teks factual report tentang gejala dan peristiwa alam dan sosial • Mengajukan pertanyaan-pertanyaan yang berhubungan dengan materi sebelumnya untuk mereview. • Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai, dan rencana kegiatan pada pertemuan ini . 	10 menit
Inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks ilmiah faktual <p>Mempertanyakan (questioning)</p> <p>Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam paparan tersebut.</p> <p>Mengeksplorasi</p> <p>Siswa mendengarkan/membaca teks ilmiah faktual dengan membandingkan berbagai teks report dengan memperhatikan tujuan, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks.</p> <p>Mengasosiasi</p> <p>Dalam melakukan tugas mandiri siswa menganalisis struktur dan unsur bahasa yang ada dalam beberapa teks report</p> <p>Komunikasi</p> <ul style="list-style-type: none"> • Siswa menyalin teks report yang didapatkannya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran lain dan membacakannya di kelas 	70 menit
Penutup	<ul style="list-style-type: none"> • Memberikan umpan balik terhadap proses dan hasil pembelajaran; • Memuji dan mengucapkan terimakasih kepada • Berdoa 	

J. Penilaian hasil pembelajaran

- Jenis/instrumen/rubrik

1. Proyek

- a. Melakukan monolog pemaparan isi Poster

Rubriks untuk penilaian proyek

Nama Proyek :

Alokasi Waktu :

Guru Pembimbing :

Nama :

Kelas :

No.	Aspek	Skor (1-5)					Keterangan
		1	2	3	4	5	
1.	Perencanaan Pembuatan Poster						
2.	Pelaksanaan						
	b) Struktur						
	b) Kosakata						
	c) Kalimat						
	d) Mekanik						
3.							

2. Observasi :

Lembar Pengamatan Sikap Peserta didik

No	Indikator Sikap.	Bertanggung jawab	Peduli	Kerjasama	Cinta damai	Santun
	Nama Peserta didik.					
1						
2						
3						
4						

Note: Setiap aspek menggunakan skala 1s.d5

1 = Sangat Kurang 2 = Kurang 3 = Cukup 4 = Baik 5 = Amat Baik

3. PORTOFOLIO

Rubriks Portofolio (Format 1)

Nama Peserta didik : _____

Kelas : _____

Guru : _____

NO	Kreteria Aspek	SB	B	C	K
1.	Ada kumpulan catatan kemajuan belajar	5 kreteria terpenuhi	4 Kreteria terpenuhi	3 Kreteria terpenuhi	2 kreteria terpenuh
2.	Ada rekaman monolog teks deskriptif				
3.	Ada kumpulan karya peserta didik yang mendukung proses penulisan teks diskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi				
4.	Ada kumpulan hasil tes dan latihan.				
5.	Ada catatan penilaian diri dan penilaian sejawat				

4. Penilaian Diri

Bentuk: jurnal belajar

Contoh Format:

My Learning Journal
Name:
A summary of what I have covered:
Things I am still not sure of:
What do I need to do to overcome these uncertainties?
Things I have learned successful today:

6. Penilaian Sejawat

Berupa komentar

7. Soal/Evaluasi

1. Please develop a report text about earthquake!

Key: using generic structure.

Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

A. Satuan Pendidikan	: SMK PAB 3 MEDAN ESTATE
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: XI/2
Materi pokok	:Teks Factual Report lisan dan tulis sederhana, tentang gejala dan peristiwa alam dan sosial.
Alokasi waktu	: 2 x 45 menit

B. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
3. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

C. Kompetensi dasar dan indicator pencapaian kompetensi:

Kompetensi Dasar (KD):

- 1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.3.Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi fungsional

- 3.9. Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial pada teks factual report dengan menyatakan dan menanyakan tentang teks ilmiah factual tentang gejala dan peristiwa alam dan sosial, sederhana sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI.
- 4.11 Menyusun teks lisan dan tulis, untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

D. Indikator

- Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks factual report tentang gejala dan peristiwa alam dan sosial dengan penuh tanggung jawab, peduli, kerjasama, cinta damai
- Menghasilkan teks factual report
- Menangkap makna dalam teks ilmiah faktual (*factual report*),
- lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan Matapelajaran lain Kelas XI.

E. Tujuan pembelajaran

Pertemuan 1

Peserta didik terampil menganalisis dan menangkap makna teks factual report lisan dan tulis sederhana tentang earthquake sosial untuk melaksanakan komunikasi transaksional dan fungsional dengan guru dan teman, menggunakan ungkapan dengan struktur teks yang runtut, unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerjasama, dan cinta damai.

Pertemuan 2

Peserta didik terampil menangkap makna dan menyusun teks factual report lisan sederhana tentang tsunami dan dapat memberikan contoh teks factual report lainnya, menggunakan ungkapan dengan struktur teks yang runtut, unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerjasama, dan cinta damai.

F. Materi pembelajaran,

- Teks factual report lisan dan tulis sederhana

Please develop a report text based on the picture below

Tsunami



G. Metode Pembelajaran:

- *Project based learning, Task Based Learning, Diskusi, Tanya-jawab, dan Presentasi*

H. Media, Alat, dan Sumber Pembelajaran:

1. Media : Power Point, PowToon
2. Alat : Laptop, Infokus and speaker
3. Sumber Belajar : Website

I. Langkah-langkah pembelajaran

PERTEMUAN 1

Kegiatan	Deskripsi kegiatan	Waktu
Pendahuluan	<ul style="list-style-type: none">• Menyiapkan pesertadidik untuk mengikuti proses pembelajaran• Memotivasi peserta didik akan manfaat pembelajaran teks factual report tentang gejala dan peristiwa alam dan sosial• Mengajukan pertanyaan-pertanyaan yang berhubungan dengan materi sebelumnya untuk mereview.• Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai, dan rencana kegiatan pada pertemuan ini .	10 menit
Inti	<p>Mengamati</p> <ul style="list-style-type: none">• Peserta didik mengamati gambar dan dibimbing oleh guru, peserta didik belajar menemukan gagasan pokok dari teks yang menyertainya dan mendiskusikan beberapa kosa kata. <p>Menanya</p> <ul style="list-style-type: none">• Dengan bimbingan dan arahan guru, peserta didik mempertanyakan antara lain tentang kondisi yang terjadi pada gambar, kosakata baru, dari teks “Tsunami”. <p>Mengeksplorasi</p> <ul style="list-style-type: none">• Peserta didik menemukan gagasan pokok, informasi tertentu, informasi rinci, fungsi social, struktur teks, dan unsur kebahasaan dari teks factual report yang dibaca. <p>Mengasosiasi</p> <ul style="list-style-type: none">• Peserta didik membedakan teks factual report “Tsunami”, dan teks yang mereka bawa dari berbagai sumber• Peserta didik memperoleh umpan balik (<i>feedback</i>) dari guru dan teman. <p>Mengkomunikasikan</p> <ul style="list-style-type: none">• Menyampaikan hasil kerja peserta didik kepada teman di kelas.	70 menit
Penutup	<ul style="list-style-type: none">• Memberikan umpan balik terhadap proses dan hasil pembelajaran;• Memuji dan mengucapkan terimakasih kepada• Berdoa	10 menit

PERTEMUAN II

Kegiatan	Deskripsi kegiatan	Waktu
Pendahuluan	<ul style="list-style-type: none"> • Menyiapkan peserta didik untuk mengikuti proses pembelajaran • Memotivasi peserta didik akan manfaat pembelajaran teks factual report tentang gejala dan peristiwa alam dan sosial • Mengajukan pertanyaan-pertanyaan yang berhubungan dengan materi sebelumnya untuk mereview. • Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai, dan rencana kegiatan pada pertemuan ini . 	10 menit
Inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks ilmiah faktual <p>Mempertanyakan (questioning)</p> <p>Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam paparan tersebut.</p> <p>Mengeksplorasi</p> <p>Siswa mendengarkan/membaca teks ilmiah faktual dengan membandingkan berbagai teks report dengan memperhatikan tujuan, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks.</p> <p>Mengasosiasi</p> <p>Dalam melakukan tugas mandiri siswa menganalisis struktur dan unsur bahasa yang ada dalam beberapa teks report</p> <p>Komunikasi</p> <ul style="list-style-type: none"> • Siswa menyalin teks report yang didapatkannya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran lain dan membacakannya di kelas 	70 menit
Penutup	<ul style="list-style-type: none"> • Memberikan umpan balik terhadap proses dan hasil pembelajaran; • Memuji dan mengucapkan terimakasih kepada • Berdoa 	

J. Penilaian hasil pembelajaran

- Jenis/instrumen/rubrik

2. Proyek

b. Melakukan monolog pemaparan isi Poster

Rubriks untuk penilaian proyek

Nama Proyek :

Alokasi Waktu :

Guru Pembimbing :

Nama :

Kelas :

No.	Aspek	Skor (1-5)					Keterangan
		1	2	3	4	5	
1.	Perencanaan Pembuatan Poster						
2.	Pelaksanaan						
	b) Struktur						
	e) Kosakata						
	f) Kalimat						
	g) Mekanik						
3.							

5. Observasi :

Lembar Pengamatan Sikap Peserta didik

No	Indikator Sikap.	Bertanggung jawab	Peduli	Kerjasama	Cinta damai	Santun
	Nama Peserta didik.					
1						
2						
3						
4						

Note: Setiap aspek menggunakan skala 1s.d5

3. = Sangat Kurang 2 = Kurang 3 = Cukup 4 = Baik 5 = Amat Baik

6. PORTOFOLIO

Rubriks Portofolio (Format 1)

Nama Peserta didik : _____

Kelas : _____

Guru : _____

NO	Kreteria Aspek	SB	B	C	K
1.	Ada kumpulan catatan kemajuan belajar	5 kreteria terpenuhi	4 Kreteria terpenuhi	3 Kreteria terpenuhi	2 kreteria terpenuh
2.	Ada rekaman monolog teks deskriptif				
3.	Ada kumpulan karya peserta didik yang mendukung proses penulisan teks diskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi				
4.	Ada kumpulan hasil tes dan latihan.				
5.	Ada catatan penilaian diri dan penilaian sejawat				

7. Penilaian Diri

Bentuk: jurnal belajar

Contoh Format:

My Learning Journal
Name:
A summary of what I have covered:
Things I am still not sure of:
What do I need to do to overcome these uncertainties?
Things I have learned successful today:

6. Penilaian Sejawat

Berupa komentar

7. Soal/Evaluasi

1. Please develop a report text about tsunami!

Key: using generic structure.

Appendix 4

THE ATTENDANCE LIST OF EXPERIMENTAL CLASS

NO	NAME
1	Annisa
2	Ardina Fazrin Nasution
3	Desi Fitriyeni
4	Dia Frasiska
5	Dina Syahfitri
6	Dini Ayumi
7	Eka Widya Reza
8	Indah Rahmadita
9	Intan Suryani
10	Mhd. Abdul Hafiz
11	Mutiara Sinta Bella
12	Mira Fadillah
13	Natasya Ananda
14	Putry Cecilia
15	Rahmadina Sibarani
16	Ramadani
17	Ria Gustiana Nasution
18	Richa Adisti
19	Sindy Pradui
20	Suria Juwita
21	Zahratul Mukaromah
22	Sri Wulandari
23	Meysi Valentina Sihite
24	Yudha April Ambarita

Appendix 5

THE ATTENDANCE LIST OF CONTROL CLASS

NO	NAME
1	Annisa Putri
2	Andini
3	Agustina
4	Balqis
5	Dita Kesuma
6	Diana Amelia
7	Erika
8	Gracia Cecilia
9	Jessica Wibisono
10	Mela
11	Paquita
12	Rahmita
13	Rosmaini
14	Stania
15	Shella
16	Siti Sulaiha
17	Tarisa
18	Tiara
19	Wulandari
20	Wanda

Appendix 6

The Students' scores of Pre-test and Post-test of Experimental Class

No	Score	
	Pre-test	Post-test
1	62	86
2	64	92
3	56	83
4	60	86
5	54	80
6	50	87
7	57	83
8	55	82
9	65	84
10	65	80
11	60	90
12	44	80
13	62	84
14	50	82
15	49	85
16	62	86
17	50	88
18	63	85
19	60	83
20	56	86
21	64	80
22	55	88
23	57	80
24	52	84
Total	1372	2024
Mean	57.16666667	84.33333333
SD	5.850802001	3.279271747
Variant	34.23188406	10.75362319
Total Squared	7.211102551	44.98888752

Appendix 7

The Students' scores of Pre-test and Post-test of Control Class

No	Score	
	Pre-test	Post-test
1	50	75
2	65	73
3	53	72
4	51	80
5	55	75
6	58	72
7	62	74
8	60	72
9	52	75
10	54	70
11	57	70
12	59	72
13	63	75
14	53	73
15	60	75
16	50	70
17	53	70
18	51	73
19	55	70
20	58	70
Total	1119	1456
Mean	55.95	72.8
SD	4.512847158	2.587418954
Variant	20.36578947	6.694736842
Total Squared	7.615773106	38.15756806



MAJELIS PENDIDIKAN TINGGI
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Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

Form : K-1

Kepada Yth : Bapak/Ibu Ketua dan Sekretaris
Program Studi Pendidikan Inggris
FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat saya yang bertanda tangan dibawah ini

Nama Mahasiswa : Elvi Rahmayanti
NPM : 1502050232
Prog.Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 154 SKS

IPK = 3,36

Persetujuan Ket/Sekret Prog. Studi	Judul yang Diajukan	Disahkan Oleh Dekan Fakultas
	The Effectiveness of Applying Audio-Visual Media 'Powtoon' in Improving the Students' Ability in Writing Report Text	
	Improve speaking teaching through internet media to improve speaking skills in ninth grade junior high school student	
	Teaching literacy to young learners through picture books	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan. Atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 29 Maret 2019
Hormat Pemohon

Elvi Rahmayanti

Keterangan
Dibuat rangkap 3 : - Untuk Dekan Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang Bersangkutan



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Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak/ Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Elvi Rahmayanti
NPM : 1502050232
Pro. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

The Effectiveness of Applying Audio-Visual Media "Powtoon" in Improving The Students' Ability in Writing Report Text

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

Imelda Darmayanti Manurunfg, S.S., M.Hum

Ace 15/09-2019 Af

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 15 April 2019
Hormat Pemohon,

[Signature]
Elvi Rahmayanti

Keterangan

Dibuat rangkap 3 :- Asli untuk Dekan/Fakultas
- Duplikat untuk Ketua / Sekretaris Jurusan
- Triplikat Mahasiswa yang bersangkutan



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 92 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini .:

Nama : Elvi Rahmayanti
N P M : 1502050232
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effectiveness of Applying Audio-Visual Media "Powtoon" in Improving The Students' Ability in Writing Report Text.

Pembimbing : Imelda Darmayanti M. SS, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 22 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 17 Sya'ban 1440 H
22 April 2019 M



Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

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Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Elvi Rahmayanti
N.P.M : 1502050232
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Using PIE (Point Illustration and Explanation) Strategy Assisted by PowToon Media on the Students' Achievement in Writing Report Text

Pada hari Senin tanggal 29 bulan Juli tahun 2019 sudah layak menjadi proposal skripsi.

Medan, 29 Agustus 2019

Disetujui oleh:

Dosen Pembahas

Dosen Pembimbing

Fátimah Sari Siregar, S.Pd, M.Hum

Imelda Darmayanti Manurung, SS, M.Hum

Diketahui oleh
Ketua Program Studi,

Mandra Saragih, S.Pd., M.Hum.

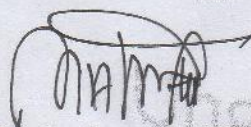


BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama : Elvi Rahmayanti
 NPM : 1502050232
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : The Effectiveness of Applying Audio-Visual Media "Powtoon" in Improving the Students' Ability in Writing Report Text

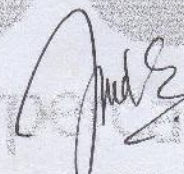
Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
25/4 19	Background of study	<i>[Signature]</i>
29/4 19	problem, formulation	<i>[Signature]</i>
18/6 19	Review of literature - conceptual framework	<i>[Signature]</i>
25/6 19	Method of research	<i>[Signature]</i>
9/7 19	Research design, tech. of collecty dan	<i>[Signature]</i>
23/7 19	lesson plan, test, reference	<i>[Signature]</i>
25/7 19	acc,	<i>[Signature]</i>

Diketahui oleh:
Ketua Prodi



Mandra Saragih, S.Pd, M.Hum

Medan, 25 Juli 2019
Dosen Pembimbing



Imelda Darmayanti Manurung, SS, M.Hum



UMSU

Unggul | Cerdas | Terpercaya
Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

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Website: <http://fkip.umsu.ac.id> E-mail: fkip@yahoo.co.id

Nomor : 5495/II.3/UMSU-02/F/2019
Lamp : ---
Hal : Mohon Izin Riset

Medan, 12 Muharram 1441 H
12 September 2019 M

Kepada Yth. Bapak/Ibu Kepala
SMK PAB 3 Medan Estate
di-
Medan

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Elvi Rahmayanti
N P M : 1502050232
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Using PIE (Point Illustration and Explanation) Strategy Assisted by Pow Toon Media on the Students' Achievement in Writing Report Text.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.



Devan

Dj. H. Elfianto Nst, S.Pd, M.Pd. A

0115057302

** Pertinggal **



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya :
Nama Mahasiswa : Elvi Rahmayanti
NPM : 1502050232
Prog.Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The Effectiveness of Applying Audio-Visual Media 'Powtoon' in Improving the Students' Ability in Writing Report Text	29/19 3

Memohon kepada Dosen pembimbing untuk mengesahkan judul yang sudah diajukan kepada prodi pendidikan Bahasa Inggris

Disetujui oleh
Dosen Pembimbing


Imelda Darmayanti Manurung, S.S., M.Hum

Medan, 29 Maret 2019
Hormat Pemohon


Elvi Rahmayanti

CURRICULUM VITAE

Name: Elvi Rahmayanti
Place/Date of Birth: Medan, 26 September 1997
Sex: Female
Religion: Islam
Address: Jl. Jala IX Link 15 Marelan

Parents Name

- a. Father's Name: Anwar Effendi
- b. Mother's Name: Aida Shafitri Harahap

EDUCATION

1. Elementary School at SD WAHIDIN SUDIROHUSODO (2003-2009)
2. Junior High School at SMP SWASTA PGRI 3 MEDAN (2009-2012)
3. Senior High School at SMA SWASTA YAPIM (2012-2015)
4. Students of English Department of FKIP UMSU (2015-2019)

Medan, 30 September 2019

Elvi Rahmayanti

DOCUMENTATION



(Students' activities in Pre-test)



(Students' activities in post-test after giving the treatment)

