

**IMPROVING STUDENTS' WRITING SKILLS THROUGH
INTERACTIVE MULTIMEDIA**

SKRIPSI

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

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**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA**

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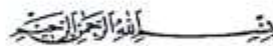


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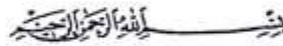
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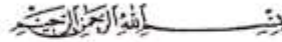
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ABSTRACT

Widya Putri Purba. 1502050245. "Improving Students' Writing Skill Through Interactive Multimedia" Skripsi: english Departement of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara. 2019.

This research aimed to figure out the improvement of students' achievement in writing recount text through interactive multimedia. This study applied classroom research. It was done through planning, action, observation, and reflection and in 2 cycles. The location of the research was SMK PAB 3 Medan Estate Jl. Mesjid. The subject of this research was tenth grade students which consisted 23 students. The instrument for collecting data of this research was writing test. In this research, students wrote a recount text based on the video. Table revealed in the post-test cycle I the mean of the students' score was 71.87 and there were only 8 students who got score up to 75 points. The table showed the students' achievement in writing recount text was still need to be improved. In order to get higher improvement in the number of students who got score up to 75 points in the second cycle, there were 21 students getting score up to 75 points with the percentage 86.96% and the students' mean score was 82.35. These number showed that the application of interactive multimedia could improve students' achievement in writing recount text. During applied interactive multimedia the students gave more attention and enjoyable to wrote recount text. So the application of this media was effective.

Keywords: Improving, Interactive Multimedia

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In the name of Allah the most gracious and the most merciful. Firstly, the researcher would like to deliver her thanks to almighty God who has blessed her to write this research. Secondly, blessing and peace be upon to our prophet Muhammad SAW, who has brought human being from the uncivilized era to the fully era as we have today.

The aim of writing this skripsi is as partial fulfillment of the requirements for the degree of Sarjana pendidikan in English Department.

This reseach is entitled : “Improving Students’ Writing Skills Through Interactive Multimedia” In conducting this research, there were so many troubles faced by the researcher, and without much help people it was impossible for her to finish this skripsi. Grateful thanks is due for lovely great parents, **Farida** and her sister, **Afriyani**. Million word never be enough to edless love, care, prayer, encouragement and for the phone call ever week in order to remind her to keep going and never giving up. Therefore, she also would like to thanks to:

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CHAPTER I

INTRODUCTION

A. Background of study

English is one of the important subject at school because English is an international language. English is not longer a foreign language to hear, sometimes even everyday it uses English which has become a habit so that it is not stranger to use. Students are given English language subjects because it is expected that students can communicate English well. Although not many, at least can know the words that are commonly used by foreigners.

Harmer (2007:256) “states that we use language in terms of four skills-reading, writing speaking and listening. These are often divided into two types. Receptive skills is a term used for reading and listening, skills where meaning is extracted from the discourse. Productive skills is the term for speaking and writing skills where students actually have to produce language themselves. From the fourth of skill, the most difficult is writing skill because the student produce their language.”

Based on the basic competence in senior high school curriculum, students are expected to write some texts for example short messages, memo, monolog such as descriptive, recount, and narrative, exposition, hortatory ect. To make those writing products, especially monologs, students have to follow the writing steps. Seow (2002:316) states “Process writing as a classroom activity incorporates the four basic stages-planning, drafting (writing), revising (redrafting), and editing- and there other stages externally imposed on students by

the teacher, namely responding (sharing), evaluating and post-writing. Teacher often plan appropriate calssroom activities that support the learning of specific writing skills at every stage.”

In the fact, most students hard to follow the writing stages in their task to writing. They often copied texts from their friend who were good at English subject. Moreover they just rearranged jumbled sentences given by the teacher.

Based on the observation at SMK PAB Medan Estate at class X administration office, when given the task of writing, they got difficulty because in learning process they're bored and didn't like the material. This was because the teacher still used conventional learning methods. Teachers rarely used the media or gave other strategies than usual. Therefore the students had the low motivation in learning writing.

Media can help to increase students' enthusiasm in learning writing. They will be more focused in the learning process. Researcher provide a solve problem to improve students' writing skills by using interactive multimedia learning. Interactive multimedia is a topic of computer science that explores various methodologies and technologies from the development of multimedia-based applications. Interactive has the meaning of mutual action, inter-relations, and active each other, multimedia is the use of media that presents and combines text, sound, images, animation and video. So, interactive multimedia is a service or computer product that responds to user reaction actions in the form of text, animation, sound and video.

Research using interactive multimedia has been done, journal of Arono (2014) vol 5 No. 1 entitled is : "Improving Multimedia Learning Skills Through Interactive Listening Students in Indonesia" the results of the study show "(1) the students created active, creative, and effective learning process independently in measuring and developing each step of listening learning model. (2) Interactive multimedia was effective learning media to improve students' critical listening skill. It could be seen from improving critical listening ability in limited test at experiment class was 42,98%, whereas at control class the rise was only 7,36%. For extensive test, the improving of critical listening ability at experiment class was 33,88%, while control class was only up at 2,62%. (3) Critical listening strategy performance in PMAI Model could improve students' critical listening ability so that this model is better to be applied as an implimentation of reference in listening learning model. (4) Learning media with interactive multimedia can improve students' critical listening skill than audio learning media because listening is not only aural aspet but also visual aspect integrated with multimedia."

Therefore from the explanation above, the researcher is interested in learning that multimedia writing skills through interactive students at SMK PAB Medan Estate.

B. Identification of Problem

The identification of the study are identified to the following aspect :

1. Students are weak at vocabulary and grammar
2. Lack of motivation in learning process
3. The students think that learning process is a boring activity

4. Students think writing is difficult

C. Scope and Limitation

The scope of this study was focused on writing the recount text through interactive multimedia at SMK PAB Medan Estate especially X administration office class.

D. The Formulation of Problem

The formulated of problem was finding the answer “How is the improvement of students’ writing skill through interactive multimedia?”

E. The Objective of the Study

The objective of this study was formulated as the following: to improve the students’ achivement in writing skill through interactive multimedia.

F. The Significance of the Study

The result of this research is expect to be useful for:

1) Theoretically

As input for other researchers to make education policy in the teaching English who want to do research on the same issue and also this research can be developed by the next researcher in different skill and participant.

2) Practically

a. For the Student, to get their experience by using multimedia to improvment writing skill ability easily and enjoyable.

b. For English Teacher, to teach writing effeciently and effectively.

Other researcher, to help the other researcher who are interested in this study. It is hoped that other researcher will conduct as much in depth study writing ability, and try to find out some other technique applicable to teach writing ability.

CHAPTER II

REVIEW LITERATURE

A. Theoretical Framework

a. Writing

Harmer (2004) state that “writing is a process that what we write is often heavily influenced by the constraints of genre, then these elements have to be present in learning activities.” Khoriyah & Mahendra (2017:279) “writing is a way of sharing information, thought, idea and experiences to others in written form.” Nura (2003:71) “state that writing is an activity. Through writing, readers will understand the writer’s way of thinking.” Brown (2007: 335) also states that “written products are products of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical coventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product.”

The conclusion is writing is the way to express an idea that is made own words. The writing can make improve language english skill by the written in the text. Writing is have four steps there are thinking, drafting, revising and publishing. The firstly is writing generate the idea, the second is make draft to develop the main idea, and then revising the grammar of the sentence the last publishing to make review by another person.

b. Purpose of Writing

The purpose of writing is to express the idea or feeling in certain way and that make an impression for the reader. Same with statement from Nunan (2003:88) the purpose of writing is “Express and impress”. Moreover, usually writing is used to make a note, lesson’s schedule, diaries, shopping list, and ect. Also it is used to keep records of things to be remembered.

In addition, according Grenville (2001:1) there are some purposes of writing, such as:

- a) Writing to entertain; writing to entertain generally takes the form of called ‘imaginative writing’ or creative writing’
- b) Writing to inform, these kinds of writing can also be ‘entertaining’ in the sense that they’re good read writing persuade.
- c) This includes advertisements, some newspaper and magazine articles, and some types essay.

So that, the purpose of writing is to give the information to another person moreover to improving the critical thinking and generate the own words to develop the language be better

c. Process in writing

According from Harmer (2004) “process of writing has four main elements.” They are :

- a) Planning

This is the process when writers try and decide what it is they are going to say before they type or write. In this process, making detailed notes or a few jotted words is included. While planning, writers have to think about three main issues. They have to know about the purpose of their writing after that the writer should be know the type of the text what will be write, language used and the information they choose to write.

b) Drafting

Draft is the first version of a piece of writing. The first version is often done on the assumption that it will be improved later. As the writing process progress beyond editing, the draft will produced on the way to final version

c) Editing (reflecting and revising)

After producing a draft writers usually read the written to clearly what they write. This matter to know the mistakes or maybe the information is not clear. Perhaps the way something written is ambiguous or confusing. They may rearrange the paragraphs or use a different of words for particular words. The general meaning and overall structure are the issues tended to look at first before concentrating on detailed features such as individual words and grammatical accuracy. The latter two are important. In addition, reflecting and revising process are often helped by other readers (or editors) who comment and make suggestions.

d) Final version

After editing the draft, making necessary changes considered by writers is a process of producing their final version. The final version may look different from the planning and the first draft, because many things have to change in the editing process. However, the writer should be ready to send the text to present for audience.

Moreover, Harmer (2004) “the process of writing is recursive. This means that writers plan, draft, and edit but then often re-plan, re-draft, and re-edit. Even when they start to what they think is their final draft they may change their mind and re-planning, drafting or editing. They may even start without too much plan, and then they get to the new first draft that is through a series of re-plannings, editings, and draftings gradually unites into a final version of the text.”

The process of writing is planning to get the idea what will be written on paper. The second is drafting that is generate the sentence by sentence to make the paragraph from begin until the end. The third is revision to make revision of grammar moreover checking the coherence and cohesive each the sentence and paragraph

d. Assessment of Writing

Assessment being evaluated is a part of life. For example, a music teacher may measure how much you have improved as a trombone player in the course of a year, or a track-and-field coach may assess the hurdling technique to help prepare for an upcoming meet. In class, evaluations help teachers assess how much student have learned and how well their students' progress compares with that of other

students-in their own school and all over the nation. Teacher use various kinds of assessment tools, from po quizzes to questions in class to essay assignments and special projects.

Assesment is evaluation. In life, people may be assessed by anyone, from parents to employers. In school, however assessment is used to gauge the depth of students' knowledge, their ability to learn, and their problem-solving abilities. Most educators who make assessments of students' work look for

- 1) Answers or responses that match the questions asked
- 2) Clearly stated main points that are supported with details.
- 3) Writing that is organized lohically and effectively.
- 4) Correct grammar, spelling and punctuation.

Assessment is the guide to make sure evaluating in learning process. In every skill has different assessment. So, choose the assessment that matches the evaluation will be given.

e. Types of assessment

Many types of tests and essays allow teacher and educators to assess their students' progress.following are some assessment tool commonly used by educators:

- 1) Time tests assess students' familiarity with the tested topic.
- 2) Short-answer tests require brief answers, ranging from a word or phrase to a few sentences for each question.

- 3) Analyses are critical papers in which the structural components of a work are examined and evaluated.
- 4) Comparison-and-contrast essays provide detailed information about the similarities and differences among two or more people, places, things or ideas.
- 5) Personal essays reveal the unique experiences and insights of the writer.

There are types of assessment, the assessment guide to make evaluating in from the question that would given to another person. So that is collective in choose the types of assessment by given the evaluating. For example if the student given the evaluating personal essay that will be different in describe places

f. Genre Text

According to Yan (2005, p. 20), “In the 1980s the genre approach became popular along with the notion that student writes could benefit from studying different types of written texts.” When used the stucture and grammatical form un different genres can reflect the goal of the genre.

The genre approach is grouping text. According to Hyland (2004, p. 4) “genre is term for grouping text together, representing how writers typically use language to respond to recurring situation.” Similarly, Lee (2012, p. 8) “genre is a grouping of similar kinds of text types.” Pardiyono (2006:163) “several genre texts as below:

a) Narrative text

Narrative text tells about informative and entertaining worlds events, narrative can be past world events or present happenings.

b) Recount text, also called as narration text

Recount text is used to reconstruct past experiences. It is used to inform and entertain. It is concerned on events that happened on the past times.

c) Procedure text

Procedure text is used to show the manner to do something correctly. It is concerned on operating the tools and recipe on cooking. The example of procedure text is about how to operate tools.

d) Description text

Description text is used to illustrate the process. It is used to illustrate something with using definition and classification. The example of description text is about the process and the progress on something.

e) Report text, also called as classification text

Report text is used to show the result of observation. It is used to classify about something according to its characteristic. The example of report text is about animal, likes mammals, bird, and fish.

f) Explanation Text

Explanation text is used to explain “how things are as they are” or “how things do as they do” and even “why things are as they are” or “why things do as they do”. This text related with the other one, such as report text. Report text is used to describe something and its relation according with the characteristic. The example of the explanation text is about the reason how desert remain dry.

g) Exposition text

Exposition text is used to serve ideas or opinions from a single point of view.

The text is used to convince the receiver(s) who read about ideas or opinions and the acceptance depends on its argumentation. For academic purposes, this text is used to write on essay. The example of exposition text is about the author's expectation on GAM (Free Aceh Movement) that break the agreement.

h) Discussion text

Discussion text is used to serve ideas or opinions with double point of view.

This text is used to write on article or scientific paper. The strength of this text lays on argumentation both sides who involve. The first side agree with the theme, but the other one disagree. The example of the discussion text is about using nuclear energy. Generally, there will be 2 side who agree and disagree with using nuclear energy."

The conclusion is that the text genre of reading is a text genre used for writing. Because there is same type monolog text. Monolog consist of some paragraph, et least 2 paragraph

g. Recount text

According to Knapp (2005: 224), "Recount Text, basically it is written out to make a report about an experience of a series of related event. A recount is written out to inform an event or to entertain people. Recount Text is text function as for telling an incident in the past."

Recount is to tell “what happened”. A recount text has a social function. “The purpose of a social function is to retell an event with a purpose to inform or entertain the readers” (Siahaan and Shinoda, 2008: 9). Recount tells about the event and evaluate in the past and also give descriptions of what occurred what the experienced. Recount text has expressions of manner and feeling from the writer, usually made about the event.

Anderson (2002:29) “the generic structure of a recount text, The explanation is presented below:

a) constructing a recount

A recount text has three sections. The first is orientation. It is consist of what, where and when the story are happened. The second is sequence of events. It retells the event in order in which they happened. And the last is reorientation. It consists of conclusion.

b) Grammatical features of a recount

Recount usually includes the following grammatical features:

- 1) Proper nouns to identify those invloved in the text.
- 2) Descriptive words to give details about who, what, when, where, and how.
- 3) The use of the past tense to retell the events
- 4) Words that show the order of the event”

c) The Purpose of Recount Text

According to Mukarto et al. (2007), the generic structure or rhetorical features of a recount text consist of three parts, namely:

1) Orientation

It gives reader background information of the story. As the opening paragraph, it should answer the questions: who, what, where, when, and how.

2) List/series of events

It tells a series of events in a chronological order and describes what happened.

3) Re-orientation

The lists of reflections of the events exist in the paragraph. The recount text has social function. Recount “tell what happened”. The purpose of a social recount is to document a series of events and evaluate their significance in some way. It is also to give the audience a description of what occurred and when it occurred. The purpose of the literary / story recount is to tell a sequence of events so that it entertains. The story recount has expressions of attitude and feeling, usually made by narrator about the events.

d) Example of Recount Text

On Friday we went to the Blue Mountains. We stayed

}

at David and Della's house. It has a big garden with		Orientation
lots of colorful flowers and tennis court.		
On Saturday we saw the Three sisters and we went on	}	Event 1
the scenic railway. It was scary. Then, Mummy and I		
went shopping with Della. We went to some antique		
shops and I tried in some old hats.		
On Sunday we went on the Scenic Skyway and it	}	Event 2
rocked. We saw ockatoos having a shower.		
In the afternoon we went home.	====>	Reorientation

Recount text is types of monolog text by experience and then will be retell on paper based on own word. The purpose to give information and entertain the readers. Ussualy recount text consist of 3 paragraph to explain the orientation (opening), event and reorintation (Closing).

h. Intractive multimedia

According Ega (2016:8) Multimedia is a combination of various forms of information elements that are used as certain means. The information elements in question include text, graphics, images, photos, animation, audio, and video. Multimedia is a combination of various types of media, both for learning purposes and others. Multimedia learning can motivate students' thoughts, feelings, attention and willingness to learn. Multimedia has interactive capabilities, so this media can be a good alternative to help in learning.

This interactive multimedia formulation was suggested by Prabath and Andleight (1996), Mayer (2001, p.270-271), and Blanco (2007, p.37-44). Prabath and Andleight and Blanco “multimedia consisted of five basic types: text, animation, video, picture, and sound, whereas Mayer emphasized in using multimedia in order to be better in applying, coherence, modality redundancy, and individual differences.”

Learning media was said good if that media could convey the message and could be understood by the students. Before that media was used in the classroom, it was needed to do assessment. It could be done by paying attention to criteria of good media. To evaluate learning media referred to Ivers dan Baron's theories (2002) Ivers and Baron suggested that good media was outline content, flocart view, storyboard, technique, design, and presentation.

“Learning media was applied interactive multimedia. It was called learning media because it was well designed to stimulate thinking, feeling, attention, and will of the students so learning process happened. Besides, learning media was one

of dominant aspects after learning method which could improve learning process and achieve high learning result” (Sudjana and Rivai, 2007, p.2).

In development interactive multimedia, should be paid attention in pre-product, while-product, and pasca-product. Suyanto (2005, p.388) “pre-product was activities before multimedia was producted, while-product was a period during multimedia was producted, whereas pasca-product was a period after multimedia was producted.”

The conclusion is that interactive multimedia is the development of learning media that is manipulated or combined to improve the learning process so students can be more interested in learning. Interactive multimedia is using by media in learning process that will invlove interaction. So, the learning process will not boring.

i. Video

Videotapes are tape for recording pictures and sound: magnetic tape on which pictures and sound can be recorded. Concerning videotapes use, according to Harmer (2007), “the use of videotapes has been a common feature in language teaching for many years. It is rare, these days, for a publisher to produce a major coursebook without a video component added in, and teachers frequently enliven their classes with off-air material or tapes produced for language learning.” We can use a short video as component in learning process whether to illustrate the topic and the class will be conducive more than usual.

The use of videotapes can be for topic and language. By using a short two- or three-minute video extract into a lesson devoted to a particular topic can be introduced. Video can be used to introduce a language, improve the language by practice or analysis the language used. The video can help the listener to understanding of the mean they doing. Moreover, they can read the subtitle on the video to making understanding of the video. For example the students show a video using english, may be the first they will confused about the video because they never watch a video english but if there the subtitle they will understand and from the video the student can analysis a language, grammatical, fuctional or lexical.

The video is combined by picture and sound will be present in monitor. Video make sure focused in learning process. They will be focused the video and watching that is make entertain and save time in learning process.

B. Related Research

There are some research had been conducted related this study. The first is a Thesis by Novia Nur Ikhlasia (2013) entitled : “Using Cooperative Writing and Video to Improve Students’ Writing Skills on Descriptive Texts of Class 7C Student at SMP IT Abu Bakar Yogyakarta in the Academic Year 2012/ 2013” the study aims to improving students’ writing skills through cooperative writing and videos. The data of the research were collected through observations, interviews, documentations and students’ writing performances. The results of this research show that the use of cooperative writing technique in combination with videos was able to improve students’ writing skills. Based on the qualitative data sources, the

students got significant improvements in the aspect of language features, organization of the text, vocabulary and mechanism. Moreover, through cooperative writing activities, they were motivated in joining the writing teaching and learning process. Based on the quantitative data sources, students' writing scores increased.

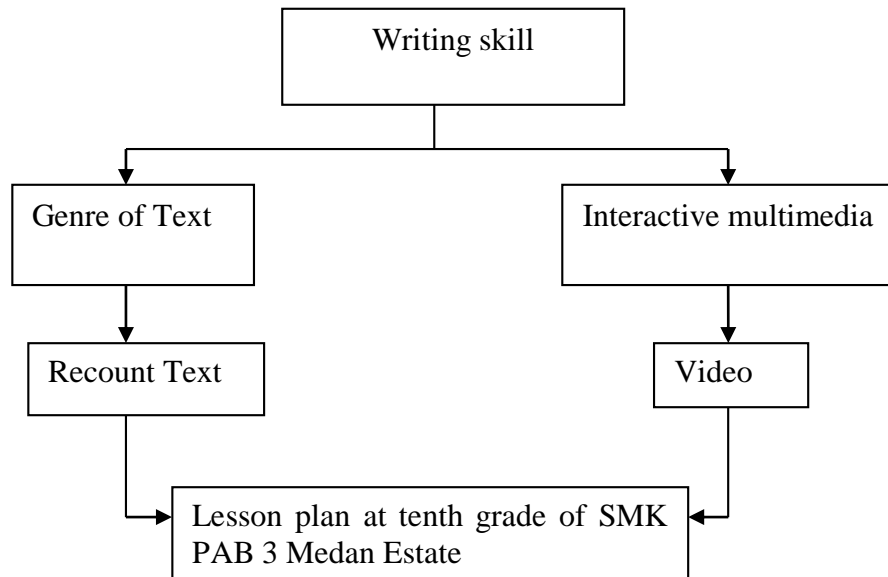
The second is journal of Arono (2014) vol 5 No. 1 entitled : "Improving Students Listening Skill through Interactive Multimedia in Indonesia." This research was done to know the students activities in learning critical listening by using interactive multimedia and to measure the effectiveness of that multimedia in improving students' critical listening ability. The data was taken through test, observation, and interview. The result of the research were the students created active, creative, and effective learning process independently. (2) Interactive multimedia was effective learning media to improve students' critical listening skill. (3) Critical listening strategy performance in PMAI Model could improve students' critical listening ability. (4) Learning media with interactive multimedia can improve students' critical listening skill than audio learning media because listening is not only aural aspect but also visual aspect integrated with multimedia.

Over all previous research, the similarities of all these research are to find out to improving skill of the student especially writing skill although in differences object. The writer focused on recount text using video but will combined with the text in video. The result of this study expected to improve writing skill students' using interactive multimedia especially recount text at SMK PAB Medan Estate class X Administration Office.

C. Conceptual Framework

Writing is the language skills expressed through writing or symbols which are the regeneration of thoughts, ideas, information and experiences. By writing, students can express ideas, thoughts, information and experiences they get after doing something or getting information. So, they can write in good and right sentences.

This study will use multimedia interactive to improve students' ability to write recount text. Interactive multimedia will help students create a type of text. English teachers must try to find ideas to facilitate students in improving language skills. Writing is one of the abilities that must be mastered by students.



CHAPTER III

METHOD OF RESEARCH

A. Location and Time Study

1. Location Research

In accordance with the title of the research that had been defined, then the research was conducted on students of Class X Administration Office at SMK PAB 3 Medan Estate.

2. Research Time

The reasearch was conducted in SMK PAB 3 Medan Estate, Percut Sei Tuan starting in June until August 2019.

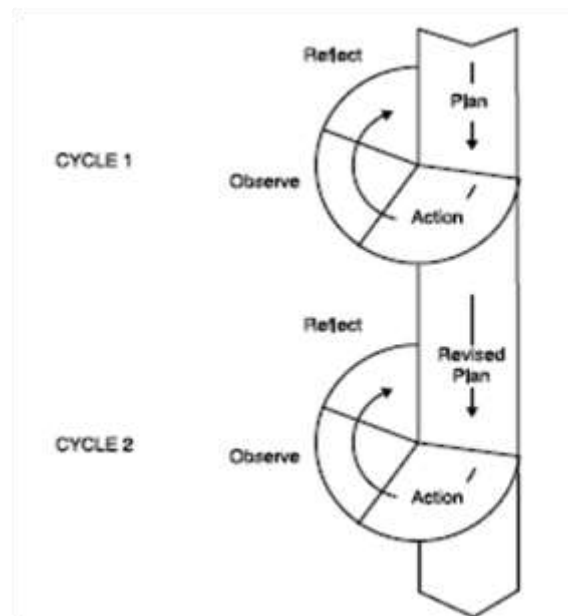
B. Population and Sample

Population of this research was a whole grade X at SMK PAB Medan Estate and the sample was taken in the class Administration Ofiice and there are 20 students.

C. Research Method

The classrom action reseach is dynamic process. An action research process invloves a cycle sequence. There are four steps in the cyclic sequence they are planning, action, observation and reflection. The four steps are planning, action,

observation and reflection can be seen the diagram by McTaggart Kemmis as follow :



D. Implementation of Research

1) Planning

Researcher was planning actions based on research objectives. Some devices are prepared in this stage is: learning materials, learning events unit (SAP), a learning plan (RPP), learning scenarios, group tasks, quiz, and observation sheets.

2) Implementation

- a. The teacher was given an explanation about recount text.
- b. The teacher was explain about generic structure of recount text.
- c. The teacher gave instructions to read example of recount text.
- d. Reseacher prepared video will be present to student.

- e. Researcher gave the explanation about the purpose of study and outline of the material.
- f. Researcher was play it the video.
- g. Student watched the short video.
- h. During the video play, student can see the text of video.
- i. After the video finished, the student given instruction to rewrite what they get from the video in recount text.
- j. Assigning students to examined issues related to the concept of applying the study.

3) Observation

During the implementation stage of the researchers conducting observation against the student activities, critical thinking, enthusiastic students, the learning process of students skills for using the observation sheets have been prepared.

4) Reflection

Reflection is feedback process from the action that had been done. Reflection used to help the teacher makes decision. The researcher analyzed by using observation sheet, quesstioner and the test. As the result still need improvement in cycle 1, so next to cycle 2.

E. Research Instruments

The instruments had been used are : observation sheets, tests of learning achievement, and interview.

1. Observation instruments arranged by data of student and learning process before using media.

2. Test of learning achievement was sequence of practice which had been used measure skill intelligence, ability and attitude by individual. The instrument of test was written test.

3. Interview sheet was several question from the reasearcher to the teacher and student about learning process. The first interview was done to the teacher about the problem in learning process. The second interview was done to the students. The researcher asked their problem and how their interent in learning english.

4. Questionner was several question about their respon after applied interactive multimedia in learning process especially to wrote recount text.

F. Technique of Collecting Data

The colletcting data was performed with the observation, and test, interview and questionner. The test is using to find out the quality of the results of the study. Data observations, interview, and questionnaires was analyze in a descriptive, to know the quality of the teaching and learning process. To find out the results of a quality improvement, the study will done by comparing using media or not.

Technique of Analyzing Data

This study was used Qualitative and quantitative data. The qualitative data used to describe the situation during the teaching-learning process, and the quantitative data used to analyze the students' score.

The quantitative data was analyzed by using formula (Arikunto 2013: 315) as following:

$$\tilde{x} = \frac{\sum x}{N}$$

\tilde{x} : The mean of students' score

$\sum x$: The total score of students

N : The number of students

Next to categories the number of students who is pass the test successfully, the writer applied the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where :

P : The percentage of those who getting scores

R : The number of students getting score

T : The total number of students

CHAPTER IV

DATA AND DATA ANALYSIS

A. The Data

The data of this research consisted of two kinds. They were quantitative data and qualitative data that got from students' score on writing through interactive multimedia in written test and qualitative data that got from observation sheet and interview.

B. Data analysis

a) Cycle I

In cycle I had pre-test and post-test based on the research the result showed in below:

Table 1.1 Total score of the students' in tenth grade

No.	Name	Pre-test Score	Post test
1	ARA	42	61
2	AP	27	68
3	AMS	44	67
4	AA	42	68
5	DP	47	70
6	MP	65	73
7	FA	47	68
8	MK	42	79
9	NA	37	64
10	NDA	52	75
11	RA	79	85
12	SC	78	83

Based on	13	SP	52	68	the result in the
Pre-Test from	14	TY	52	75	the test in Cycle
I, the total score	15	WA	57	72	of the students
was 1221 and	16	HS	68	76	the number of
students 23, so	17	DMS	49	75	the mean was
$x = \frac{1221}{23} =$	18	AM	52	70	53.18. The
students who got	19	RWW	60	72	score 75 was 2
students or	20	JZ	45	71	8.70%. The
	21	KI	56	68	
	22	DH	60	70	
	23	YL	68	75	
	Total Number		1221	1653	
	Mean Score		53.18	71.87	

students who got score less than 75 was 21 students or 91.30 %. So the students frequency in pre-test was 11.77%. From the pre-test also proved that students could not understand about recount text.

Based on the result Post-test from the test in Cycle I, the total score of the students was 1653 and the number of students was 23. So, the mean score was $X = \frac{1653}{23} = 71.87$. The students who got score 75 was 8 students or 34.78 % and the students who got score less than 75 was 15 students or 65.22 %.

1. Planning

The activities in planing were :

- a. The researcher arranged the lesson plan about recount text
- b. Preparing the video relating recount text
- c. Preparing observation sheet
- d. Preparing a test, the test consited Pre-test and Post-Test.

2. Action

The procedure of the action :

Teachers' activity

- a. The teacher came to the class on time
- b. The teacher opened the class by greeting the students
- c. The teacher gave the motivation before learning
- d. The teacher gave the explanation about the recount text and give the example.
- e. The teacher asked the student to watching the video
- f. The teacher gave the test to the student to rewrite about the video.

Students activity

- a. The students came to the class on time
- b. The students answered the greeting from the teacher
- c. The students gave their attention when the teacher explained about recount text
- d. The students watched the video
- e. The students wrote a recount text based on the video.

3. Observation

In this step the students were still confused about the video because they never watched english video. The video was play 3 times to made their understanding about the video. The students were should be analysis about the video to understanding and gave full attention when watched the video. In pre test the student need long time to write the recount text, but in post test they could finish to write the text in 10-15 minutes. Moreover the class was more conducive than usual and they were very curious about the video.

4. Reflection

Based on the observation and the result students test, it was known the teaching and learning writing by interactive multimedia did not satisfied and still had to improvement. The test showed many students got score less than 75, and quesstioner show 50% to aggreed used this media. Therefore the researcher still failed to applied interactive multimedia in learning process especially to recount text. After cycle 1 was done, the researcher needed to continue in cycle 2 to given the improvement in teaching and learning process.

From the cycle I the data showed that all the score of pre-test and post-test still many student got scores less than 75 (KKM). There were 8 students got scores passed KKM (75). Therefore the reseacher decided to next cycle II to make the achievement of the student in writing skill especially recount text.

b) Cycle II

In cycle II pre-test and post-test were given and their data was show in the below :

Table 2.1 total score of the students' in tenth grade

No.	Name	Pre-test Score	Post test
1	ARA	65	74
2	AP	70	78
3	AMS	68	71
4	AA	70	76
5	DP	70	74
6	MP	75	78
7	FA	70	77
8	MK	78	84
9	NA	67	89
10	NDA	78	83
11	RA	80	91
12	SC	78	92
13	SP	75	80
14	TY	78	84
15	WA	78	86
16	HS	70	90
17	DMS	68	80
18	AM	75	82
19	RWW	75	80
20	JZ	75	88
21	KI	72	85
22	DH	78	82
23	YL	80	90
Total Number		1693	1894
Mean Score		73.61	82.35

Based on the result from the pre-test in cycle II, the total score of the students was 1693 and the number of students was 23, so the mean score was $X = \frac{1693}{23} = 73.61$. The students who got score 75 was 60.87% or 14 students and the students who got scores less than 75 was 39.13% or 9 students. So, the students' frequency in the cycle II was 60.87 %.

Based on the result from the post-test in cycle II, the total score of the students was 1894 and the number of students was 23, so the mean score was $X = \frac{1894}{23} = 82.35$. The students who got score 75 was 86.96 % or 20 students and the students who got scores less than 75 was 13.14 % or 3 students. So, the students' frequency in the cycle II was 86.96 % .

1. Planning

In this step the researcher did :

- a. Preparing lesson plan that related with the study, especially about recount text.
- b. Preparing the video.
- c. Preparing the material to watched the video but the reseacher decided to changed the video to make improved their enthusiatic.
- d. Preparing some question to make their respons and looked their liveliness.
- e. Preparing a observation sheet.

- f. Preparing a test.
- g. The researcher gave a test.

2. Action

Teachers' activity

- a. The teacher came to the class on time
- b. The teacher opened the class by greeting the students
- c. The teacher gave the explanation about recount text
- d. The teacher gave a clue for the video.
- e. The teacher was play the video
- f. The teacher gave some question about the video
- g. The teacher gave explanation about the video
- h. The teacher asked the student to make recount text based on the video
- i. The teacher made a conclusion about recount text
- j. The teacher closing the meeting

Students' activity

- a. The students came to the class on time
- b. The students answered greeting from their teacher
- c. The students gave their attention when the teacher explained about recount text
- d. The students gave their opinion about recount text
- e. The students watched the video
- f. The students answered the question from the teacher based on the video

- g. The students gave their attention when the teacher explained about the video.
- h. The students made a recount text based on the video
- i. The students made a conclusion about recount text

3. Observation

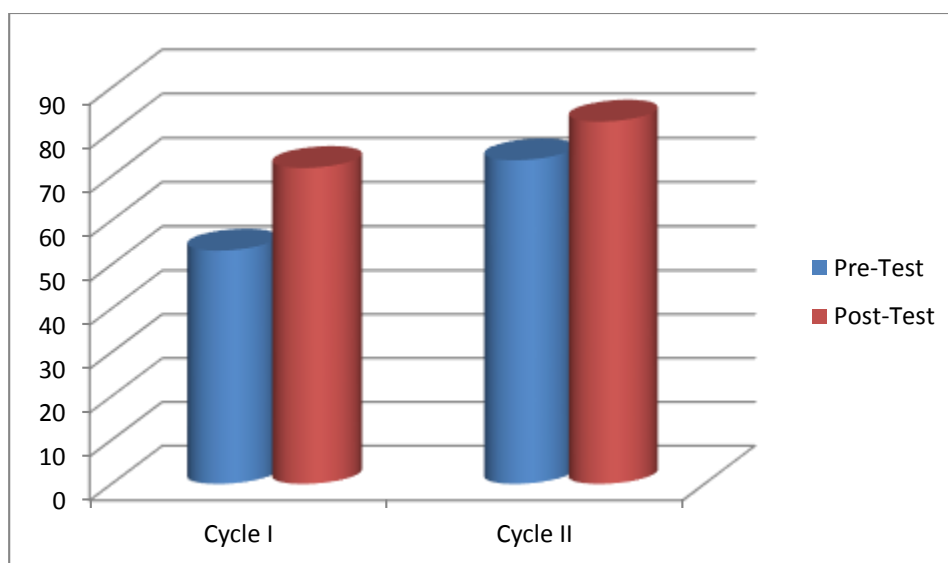
In this step the students more enjoyed and enthusiastic when writing recount paragraph by interactive multimedia. The situation was better and the students more active to asked about the video and they made the recount paragraph more seriously. The student not felt confused again about the video because before the students made the text, they gave the explanation about the video.

4. Reflection

After done in collecting the data, many students got score 75 (KKM) it showed that the students got significant improvement in this cycle. The students can mastered writing especially in writing recount text with interactive multimedia. The result showed had achievement in teaching and learning by interactive multimedia.

From the cycle II, the data showed that all the score of pre-test and post-test many students passed the KKM (75), and based on the questionner showed 85 % to aggre with used this video in teaching and learning process. The last, based on the observation the students more enthusiastic and give full their attention in teaching and learning process using by interactive multimedia.

Concluded that the students score in cycle II had improved. All of students were already writing skills on recount text. It is meant that the students' achievement in writing skills on recount text at SMK PAB 3 Medan Estate in academic year 2019/2020 had been improved by writing skills on recount text. The improvement of students' score in Pre-Test and Post-Test each cycle can be seen from the chart below :



Based on the result in the Pre-Test from the test in Cycle I, the total score of the students was 1221 and the number of students 23, so the mean was $x = \frac{1221}{23} = 53.18$. Based on the result Post-test from the test in Cycle I, the total score of the students was 1653 and the number of students was 23. So, the mean score was $X = \frac{1653}{23} = 71.87$. the result from the pre-test in cycle II, the total score of the students was 1693 and the number of students was 23, so the mean score was X

$= \frac{1693}{23} = 73.61$. the result from the post-test in cycle II, the total score of the students was 1894 and the number of students was 23, so the mean score was X
 $= \frac{1894}{23} = 82.35$.

C. The Research Finding and Discussion

The result of the research indicated that there was an improvement on the students' achievement in writing skills on recount text with interactive multimedia. After collecting data, the mean of doing the action through interactive multimedia in cycle I, the result showed the Pre-Test (53.18) and Post-Test (71.87). In this case cycle I still had improvement so that the researcher next to cycle II. Then, after giving action in cycle II, the result of the second competence test had increased significantly from cycle I the mean show in pre-test (73.61) and post-test (82.35). It implied that interactive multimedia in teaching writing skills on recount text was effective as it could improve students' achievement and also helped teacher to teach writing skills.

It could be seen from qualitative data that were observation sheet, interview and quesstioner. The reseracher found some facts, The first learning process in writing the student felt difficult to express their idea and the vocabulary was still low and they were confused what to write. During appllied of interactive multimedia the students gave more attention in learning process and they were more enthusiatic to watched a video. The class more conducive and the students did not need long time to write the recount text. The second The students did not felt difficult to make recount text based on the generic structure and difficult to express their ideas to

made a recount text. the third, in learning process the students were actively to answer the question from the teacher based on the video. The teacher gave some questions to know their understanding about the video. So, the students could write the recount text. based on the interview the students gave interest to wrote a text especially recount text. the fourth, to played a video the students could improve their critical thinking in learning process. Moreover the function of video in that learning process to help the students wrote a text. The last interactive multimedia increase their motivation to learning english subject especially in writing a recount text. Because the class more enjoyed and they did not got difficult again to wrote. Teaching and learning by interactive multimedia provides positive effect to the students' writing ability. The students were able to write in short time and good to language use.

The result of questionner showed the students agree to applied interactive multimedia in learning process especially recount text. In cycle I the result of questionner the showed 50% because they felt confused about the video and the video was bored for them and difficult to analysis. In cycle II the students more enjoyed about the video so and after the students watched the video the teacher gave the explanation about the video to make their understanding about the video. In cycle II the result of questionner showed 80% gave respons agree to applied interactive multimedia in teaching and learning process especially to writing recount text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, it could be concluded that:

1. There was an improvement in writing skills on writing through interactive multimedia. It could be seen from the students' score: the mean of the pre-test in cycle I was still low, 2 students got points up 75. In the post-test (cycle I) 21 students got points up 75, and pre-test in (cycle II) 20 students got points up 75, post-test (cycle II) 3 students got points up 75. It could be concluded that there was an improvement on writing skills on recount text through interactive multimedia. This condition showed that the implementation interactive multimedia in increasing the students' ability in writing skills on recount text was successful.
2. The improvement of students' ability can be shown from the pre-test and post-test in cycle I and to cycle II. The mean score from pre-test and post test in cycle I and cycle II were 53.18 – 71.87 – 73.61 – 82.35. The students' who got score from the pre-test to cycle II were 2 – 8 - 14 – 21. The percentage of students who got the score more than 75 from pretest to cycle II were 8.69% - 34.78% - 60.87 % - 86.96%.
3. Observation sheet and questionner showed in cycle I was still 50% and next to cycle II questionner showed 80% the students agree with the media. There is improvement in students' ability in writing recount text. Furthermore,

interactive multimedia as media that makes students can be easier wrote recount text , more focus and enthusiastic to develop in teaching writing process.

B. Suggestion

Related to the conclusions above, some suggestions were pointed out as follows:

1. For the English teachers, it is better to use interactive multimedia as the first stage in writing to improve the students' achievement in writing skills, because it could make the teaching learning process active, especially when teaching writing.
2. For the students, to use interactive multimedia, especially writing because this strategy can improve their writing skill and also their English achievement.
3. For the future researcher, this research can be contribute a good understanding of how to improve thier achievement in writing skills through interactive multimedia and the researcher can be apply this strategy in teaching other subject.

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APPENDIX 1

LESSON PLAN

PRE-TEST

School : SMK PAB Medan Estate

Class : X- Adm Office

Subject : English

Meeting : 1

Time : 1 x 45 Menit

A. Core Competence (KI)

1. Live and practice the teachings of the religion.
2. Living and practicing honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), courtesy, responsiveness and pro-active and showing attitude as part of the solution to various problems in interacting effectively with the social and natural environment and in placing themselves as a reflection of the nation in world relations.
3. Understand, apply, analyze factual, conceptual, procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with humanity, nationality, state, and civilization insights regarding the causes of phenomena and events, and apply procedural knowledge to specific fields of study according to their talents and interests to solve problems.

4. Processing, reasoning, and presenting in the concrete and abstract realms related to the development of what he learned in school independently, and being able to use methods according to scientific rules.

B. Basic Competencies and Indicators of Achievement of Competencies:

4. 6 Arrange transactional, oral and written interaction texts, short and simple, which involve elemental actions and request information regarding the circumstances / actions / activities / events that were carried out / occurred in the past that refer to the time of occurrence and its end, taking into account social functions, text structures and elements of language that are correct and in context

Indicator of Competency Achievement (GPA):

4.6.1 Arrange oral and written texts regarding giving and requesting information related to past events in the context of their use.

4.6.2 Communicating verbally and in writing giving and requesting information related to past events using text structures and language elements that are appropriate to the context of use.

C. Learning Objectives

Through the process of reading, watching, asking, trying, and reasoning students are able to grasp the meaning and compile simple recount texts in oral and simple writing about activities / events / events with confidence, honesty and responsibility.

D. Learning Materials

Simple recount of oral and written text

Social function: to tell / to retell past events for the purpose of informing or entertaining

Generic Structure	Text
Orientation (Pengenalan: Who, When, Where, dll)	Last holiday my family and I went to Jakarta. We visited my uncle's house. It had a big garden and a lot of colorful flowers and tennis court.
Events: (Urutan Peristiwa)	On Friday my nephew and I went to National Museum and went up to the top of monument which had the golden symbol of the spirit of our nation. From the top we could see the beauty of the metropolitan city. On Saturday we went to Ancol beach to see DuniaFantasiand Dolphin show.
Reorientation (Penutup cerita, rangkuman rentetan peristiwa)	On Sunday we went to Ragunan Zoo and then we went home. We really enjoyed our holiday.

Lexico Grammatical Features

1. Focus on specific participant.
2. Used action verbs and simple past tense (V2), example: was, were, spent, visited, etc.
3. Use time connectives, example: then, after that, when.
4. Chronologically.

E. Method of learning

Coventional Method

F. Media, Tool, and Source learning

Media : Blackboard

Tool : Marker

Source learning : Buku paket K13 Kelas X

G. Learning steps

a. Preliminary activities (10 Minutes)

- Prepare students psychologically and physically to follow the learning process
- Provide motivation to learn
- Ask questions that relate knowledge to the material to be studied
- Explain the learning objectives or basic competencies to be achieved; and convey the scope of the material and an explanation of the description of activities according to the syllabus.

b. Core activities (30 Minutes)

Observe

- Teacher remembering the student about recount text
- Teacher give the example of recount text

Ask

- Teacher give the student task to write recount text the theme “friendship”
- With the guidance and direction of the teacher, students question, among other things, the differences between various simple recount texts in English.

Explore

- Student make the recount text theme “friendship” based on their experience.
- The teacher observe their respon and the task

Associate

- The student collected of the task
- Students get feedback from the teacher about everything they work.

Communicate

- Students compile simple recount texts about activities / events / events in accordance with the social functions of their goals, structures and linguistic elements.

c. Cover (5 Minutes)

- Provide feedback on learning processes
- For all of you, thank you very much for your participation. Good job, I like your performance today. Almost all of active. I hope next time all of you have to be active in the class.
- Carry out follow-up activities in the form of giving individual assignments.
- Inform planning of learning activities for the next meeting

H. Assesment

1. The form of instrument: Writing an essay of recount text

2. The instrument of attitude assessment as follows:

No.	Observed Attitude	Score				Explanation
1.	Serious in accepting lessons					
2.	Responsible and through in carrying out their duties					
3.	Be polite to teacher (respect)					
4.	Appreciate friends					
5.	Actively participate in the PBM process					

Criteria:

4: Very Good

2: Enough

3: Good

1: Less

3. Writing assessment rubric as follows:

Aspect	Excellent to very good	Good to Average	Fair to Poor	Very Poor
Content	27-30	22-26	17-21	13-16
Organization	18-20	14-17	10-13	7-9
Vocabulary	18-20	14-17	10-13	7-9
Language Use	22-25	18-21	11-17	5-10
Mechanic	5	4	3	2

LESSON PLAN

POST-TEST

School : SMK PAB Medan Estate

Class : X- Adm Office

Subject : English

Meeting : 2

Time : 1 x 45 Menit

A. Core Competence (KI)

1. Live and practice the teachings of the religion.
2. Living and practicing honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), courtesy, responsiveness and pro-active and showing attitude as part of the solution to various problems in interacting effectively with the social and natural environment and in placing themselves as a reflection of the nation in world relations.
3. Understand, apply, analyze factual, conceptual, procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with humanity, nationality, state, and civilization insights regarding the causes of phenomena and events, and apply procedural knowledge to specific fields of study according to their talents and interests to solve problems.
4. Processing, reasoning, and presenting in the concrete and abstract realms related to the development of what he learned in school independently, and being able to use methods according to scientific rules.

B. Basic Competencies and Indicators of Achievement of Competencies:

4. 6 Arrange transactional, oral and written interaction texts, short and simple, which involve elemental actions and request information regarding the circumstances / actions / activities / events that were carried out / occurred in the past that refer to the time of occurrence and its end, taking into account social functions, text structures and elements of language that are correct and in context

Indicator of Competency Achievement (GPA):

4.6.1 Arrange oral and written texts regarding giving and requesting information related to past events in the context of their use.

4.6.2 Communicating verbally and in writing giving and requesting information related to past events using text structures and language elements that are appropriate to the context of use.

C. Learning Objectives

Through the process of reading, watching, asking, trying, and reasoning students are able to grasp the meaning and compile simple recount texts in oral and simple writing about activities / events / events with confidence, honesty and responsibility.

D. Learning Materials

Simple recount of oral and written text

Social function: to tell / to retell past events for the purpose of informing or entertaining

Generic Structure	Text
Orientation (Pengenalan: Who, When, Where, dll)	Last holiday my family and I went to Jakarta. We visited my uncle's house. It had a big garden and a lot of colorful flowers and tennis court.
Events: (Urutan Peristiwa)	On Friday my nephew and I went to National Museum and went up to the top of monument which had the golden symbol of the spirit of our nation. From the top we could see the beauty of the metropolitan city. On Saturday we went to Ancol beach to see DuniaFantasiand Dolphin show.
Reorientation (Penutup cerita, rangkuman rentetan peristiwa)	On Sunday we went to Ragunan Zoo and then we went home. We really enjoyed our holiday.

Lexico Grammatical Features

1. Focus on specific participant.
2. Used action verbs and simple past tense (V2), example: was, were, spent, visited, etc.
3. Use time connectives, example: then, after that, when.
4. Chronologically.

E. Method of learning

Interactive Multimedia

F. Media, Tool, and Source learning

Media : Video

Tool : Laptop and LCD

Source learning : Buku paket K13 Kelas X

G. Learning steps

a. Preliminary activities

- Prepare students psychologically and physically to follow the learning process.
- Provide motivation to learn.
- Ask questions that relate previous knowledge to the material to be studied.
- Explain the learning objectives or basic competencies to be achieved; and convey the scope of the material and an explanation of the description of activities according to the syllabus.

b. Core activities

Observe

- Students give the explanation about recount text.
- Students watching the video.

Ask

- Students asked to make the recount text based on the video
- With the guidance and direction of the teacher, students question, among other things, the differences between various simple recount texts in English.

Explore

- The teacher make the recount text
- The teacher observe their respons during make the text

Associate

- Students analyze by comparing the text of activities / events / events compiled by friend with a focus on social functions, text structure, and linguistic elements.
- Students get feedback from the teacher and friends about everything they work.

Communicate

- Students compile simple recount texts about activities / events / events in accordance with the social functions of their goals, structures and linguistic elements.

- Students submit a simple recount in front of the teacher and friends.
- c. Cover
- Provide feedback on learning processes and results
 - For all of you, thank you very much for your participation. Good job, I like your performance today. Almost all of active. I hope next time all of you have to be active in the class.
 - Inform planning of learning activities for the next meeting

H. Assesment

1. The form of instrument: Writing an essay of recount text

2. The instrument of attitude assessment as follows:

No.	Observed Attitude	Score				Explanation
1.	Serious in accepting lessons					
2.	Responsible and through in carrying out their duties					
3.	Be polite to teacher (respect)					
4.	Appreciate friends					
5.	Actively participate in the PBM process					

Criteria:

4: Very Good

2: Enough

3: Good

1: Less

3. Writing assessment rubric as follows:

Aspect	Excellent to very good	Good to Average	Fair to Poor	Very Poor
Content	27-30	22-26	17-21	13-16
Organization	18-20	14-17	10-13	7-9
Vocabulary	18-20	14-17	10-13	7-9
Language Use	22-25	18-21	11-17	5-10
Mechanic	5	4	3	2

LESSON PLAN

PRE-TEST

School : SMK PAB Medan Estate

Class : X- Adm Office

Subject : English

Meeting : 3

Time : 1 x 45 Menit

A. Core Competence (KI)

1. Live and practice the teachings of the religion.
2. Living and practicing honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), courtesy, responsiveness and pro-active and showing attitude as part of the solution to various problems in interacting effectively with the social and natural environment and in placing themselves as a reflection of the nation in world relations.
3. Understand, apply, analyze factual, conceptual, procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with humanity, nationality, state, and civilization insights regarding the causes of phenomena and events, and apply procedural knowledge to specific fields of study according to their talents and interests to solve problems.
4. Processing, reasoning, and presenting in the concrete and abstract realms related to the development of what he learned in school independently, and being able to use methods according to scientific rules.

B. Basic Competencies and Indicators of Achievement of Competencies:

4. 6 Arrange transactional, oral and written interaction texts, short and simple, which involve elemental actions and request information regarding the circumstances / actions / activities / events that were carried out / occurred in the past that refer to the time of occurrence and its end, taking into account social functions, text structures and elements of language that are correct and in context

Indicator of Competency Achievement (GPA):

4.6.1 Arrange oral and written texts regarding giving and requesting information related to past events in the context of their use.

4.6.2 Communicating verbally and in writing giving and requesting information related to past events using text structures and language elements that are appropriate to the context of use.

C. Learning Objectives

Through the process of reading, watching, asking, trying, and reasoning students are able to grasp the meaning and compile simple recount texts in oral and simple writing about activities / events / events with confidence, honesty and responsibility.

D. Learning Materials

Simple recount of oral and written text

Social function: to tell / to retell past events for the purpose of informing or entertaining

Generic Structure	Text
--------------------------	-------------

Orientation (Pengenalan: Who, When, Where, dll)	Last holiday my family and I went to Jakarta. We visited my uncle's house. It had a big garden and a lot of colorful flowers and tennis court.
Events: (Urutan Peristiwa)	On Friday my nephew and I went to National Museum and went up to the top of monument which had the golden symbol of the spirit of our nation. From the top we could see the beauty of the metropolitan city. On Saturday we went to Ancol beach to see Dunia Fantasi and Dolphin show.
Reorientation (Penutup cerita, rangkuman rentetan peristiwa)	On Sunday we went to Ragunan Zoo and then we went home. We really enjoyed our holiday.

Lexico Grammatical Features

1. Focus on specific participant.
2. Used action verbs and simple past tense (V2), example: was, were, spent, visited, etc.
3. Use time connectives, example: then, after that, when.
4. Chronologically.

E. Method of learning

Coventional Method

F. Media, Tool, and Source learning

Media : Blackboard

Tool : Marker

Source learning : Buku paket K13 Kelas X

G. Learning steps

- a. Preliminary activities (10 Minutes)

- Prepare students psychologically and physically to follow the learning process
- Provide motivation to learn
- Ask questions that relate knowledge to the material to be studied
- Explain the learning objectives or basic competencies to be achieved; and convey the scope of the material and an explanation of the description of activities according to the syllabus.

b. Core activities (30 Minutes)

Observe

- Teacher remembering the student about recount text
- Teacher give the example of recount text

Ask

- Teacher give the student task to write recount text the theme “friendship”
- With the guidance and direction of the teacher, students question, among other things, the differences between various simple recount texts in English.

Explore

- Student make the recount text theme “friendship” based on their experience.
- The teacher observe their respon and the task

Associate

- The student collected of the task
- Students get feedback from the teacher about everything they work.

Communicate

- Students compile simple recount texts about activities / events / events in accordance with the social functions of their goals, structures and linguistic elements.

c. Cover (5 Minutes)

- Provide feedback on learning processes
- For all of you, thank you very much for your participation. Good job, I like your performance today. Almost all of active. I hope next time all of you have to be active in the class.
- Carry out follow-up activities in the form of giving individual assignments.
- Inform planning of learning activities for the next meeting

H. Assesment

1. The form of instrument: Writing an essay of recount text

2. The instrument of attitude assessment as follows:

No.	Observed Attitude	Score				Explanation
1.	Serious in accepting lessons					
2.	Responsible and through in carrying out their duties					
3.	Be polite to teacher (respect)					
4.	Appreciate friends					
5.	Actively participate in the PBM process					

Criteria:

4: Very Good

2: Enough

3: Good

1: Less

3. Writing assessment rubric as follows:

Aspect	Excellent to very good	Good to Average	Fair to Poor	Very Poor
Content	27-30	22-26	17-21	13-16
Organization	18-20	14-17	10-13	7-9
Vocabulary	18-20	14-17	10-13	7-9
Language Use	22-25	18-21	11-17	5-10
Mechanic	5	4	3	2

LESSON PLAN

POST-TEST

School : SMK PAB Medan Estate

Class : X- Adm Office

Subject : English

Meeting : 4

Time : 1 x 45 Menit

A. Core Competence (KI)

1. Live and practice the teachings of the religion.
2. Living and practicing honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), courtesy, responsiveness and pro-active and showing attitude as part of the solution to various problems in interacting effectively with the social and natural environment and in placing themselves as a reflection of the nation in world relations.
3. Understand, apply, analyze factual, conceptual, procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with humanity, nationality, state, and civilization insights regarding the causes of phenomena and events, and apply procedural knowledge to specific fields of study according to their talents and interests to solve problems.

4. Processing, reasoning, and presenting in the concrete and abstract realms related to the development of what he learned in school independently, and being able to use methods according to scientific rules.

B. Basic Competencies and Indicators of Achievement of Competencies:

4. 6 Arrange transactional, oral and written interaction texts, short and simple, which involve elemental actions and request information regarding the circumstances / actions / activities / events that were carried out / occurred in the past that refer to the time of occurrence and its end, taking into account social functions, text structures and elements of language that are correct and in context

Indicator of Competency Achievement (GPA):

4.6.1 Arrange oral and written texts regarding giving and requesting information related to past events in the context of their use.

4.6.2 Communicating verbally and in writing giving and requesting information related to past events using text structures and language elements that are appropriate to the context of use.

C. Learning Objectives

Through the process of reading, watching, asking, trying, and reasoning students are able to grasp the meaning and compile simple recount texts in oral and simple writing about activities / events / events with confidence, honesty and responsibility.

D. Learning Materials

Simple recount of oral and written text

Social function: to tell / to retell past events for the purpose of informing or entertaining

Generic Structure	Text
Orientation (Pengenalan: Who, When, Where, dll)	Last holiday my family and I went to Jakarta. We visited my uncle's house. It had a big garden and a lot of colorful flowers and tennis court.
Events: (Urutan Peristiwa)	On Friday my nephew and I went to National Museum and went up to the top of monument which had the golden symbol of the spirit of our nation. From the top we could see the beauty of the metropolitan city. On Saturday we went to Ancol beach to see DuniaFantasiand Dolphin show.
Reorientation (Penutup cerita, rangkuman rentetan peristiwa)	On Sunday we went to Ragunan Zoo and then we went home. We really enjoyed our holiday.

Lexico Grammatical Features

1. Focus on specific participant.
2. Used action verbs and simple past tense (V2), example: was, were, spent, visited, etc.
3. Use time connectives, example: then, after that, when.
4. Chronologically.

E. Method of learning

Interactive Multimedia

F. Media, Tool, and Source learning

Media : Video

Tool : Laptop and LCD

Source learning : Buku paket K13 Kelas X

G. Learning steps

d. Preliminary activities

- Prepare students psychologically and physically to follow the learning process.
- Provide motivation to learn.
- Ask questions that relate previous knowledge to the material to be studied.
- Explain the learning objectives or basic competencies to be achieved; and convey the scope of the material and an explanation of the description of activities according to the syllabus.

e. Core activities

Observe

- Students give the explanation about recount text.
- Students watching the video.
- The teacher gave the explanation about the video.

Ask

- Students ask to make the recount text based on the video
- With the guidance and direction of the teacher, students question, among other things, the differences between various simple recount texts in English.
- The teachers ask the students about the video

Explore

- The teacher make the recount text
- The teacher observe their respons during make the text

Associate

- Students analyze by comparing the text of activities / events / events compiled by friend with a focus on social functions, text structure, and linguistic elements.
- Students get feedback from the teacher and friends about everything they work.

Communicate

- Students compile simple recount texts about activities / events / events in accordance with the social functions of their goals, structures and linguistic elements.
- Students submit a simple recount in front of the teacher and friends.

f. Cover

- Provide feedback on learning processes and results
- For all of you, thank you very much for your participation. Good job, I like your performance today. Almost all of active. I hope next time all of you have to be active in the class.
- Inform planning of learning activities for the next meeting

H. Assessment

1. The form of instrument: Writing an essay of recount text

2. The instrument of attitude assessment as follows:

No.	Observed Attitude	Score				Explanation
1.	Serious in accepting lessons					
2.	Responsible and through in carrying out their duties					
3.	Be polite to teacher (respect)					
4.	Appreciate friends					
5.	Actively participate in the PBM process					

Criteria:

4: Very Good

2: Enough

3: Good

1: Less

3. Writing assessment rubric as follows:

Aspect	Excellent to very good	Good to Average	Fair to Poor	Very Poor
Content	27-30	22-26	17-21	13-16
Organization	18-20	14-17	10-13	7-9
Vocabulary	18-20	14-17	10-13	7-9
Language Use	22-25	18-21	11-17	5-10
Mechanic	5	4	3	2

APPENDIX 2

TEST ITEM (PRE-TEST)

1. Write your identity on the top of your answer sheet !
2. Write your Recount Text theme “Friendship”!

TEST ITEM (POST-TEST 1)

1. Write your identity on the top of your answer sheet !
2. Write your Recount Text based on the video what you wacth!

TEST ITEM (POST-TEST 2)

1. Write your identity on the top of your answer sheet !
2. Write your Recount Text based on the video what you wacth!

APPENDIX 3
OBSERVATION SHEET

Subject : English

Class : X

Number of Students : 17

Observer's Name : Widya Putri Purba

Teacher's Name : Arif Noviaya, S.Pd

Date : 3 agust 2019

Time : 11.00

No.	Indicators for Teacher	Cycle 1		Cycle 2	
		Yes	no	yes	No
1	The teacher comes to class on time	✓		✓	
2	The teacher greets the students	✓		✓	
3	The teacher check the students attendence	✓		✓	
4	The teacher talk about the material	✓		✓	
5	The teacher explain about recount text	✓		✓	
6	The teacher explain about generic stucture and language feature of recount text	✓		✓	
7	The teacher show the video	✓		✓	
8	The teacher asked to the student make recount text based on the video	✓		✓	

9	The teacher made the conclusion about recount text with the students	✓		✓	
10	The teacher closing the meeting	✓		✓	

No.	Indicators for students	Cycle 1		Cycle 2	
		Yes	no	yes	No
1	The students come to class on time	✓		✓	
2	The students answer greeting from the teacher	✓		✓	
3	The students give their attention when the teacher told about the material	✓		✓	
4	The students give their opinion about recount text by	✓		✓	
5	The students give their attention the explanation about the generic structure and language feature of recount text	✓		✓	
6	The students watched the video	✓		✓	
7	The students analyzed of the video	✓		✓	
8	The students make recount text based on the video	✓		✓	
9	The students make the conclusion about recount text with the teacher	✓		✓	
10	The students closing the meeting from the teacher.	✓		✓	

APPENDIX 4
INTERVIEW SHEET

Interviewing with the teacher before conducting interactive multimedia

R : Do the students in X grade like to learn English subject?

T : Not really, only several of the students like the english subject

R : how are their behaviour in learning English subject?

T : sometimes i got difficult to teach them, sometimes i think how to the way make their improving in english subject they're still lack on vocabulary.

R : Are they got difficult to make a text?

T : Yes,

R : How do you teach writing to the students?

T : told them to read the text on the book and then ask to make the text

Interviewing with the teacher after condunting the first cycle and second cycle

R : what do you think about intreactive multimedia that was applied in the classroom?

T : that was make the student more conducive, and they give full their attention, although the first they looked confuse but after the video repeated again they understanding about the shorth story and not had long time to make recount text.

R : is there improving using by interactive multimedia in learning process? Especially to improve writing skill in recount text?

T : yes,

R : did you find any difficulty to applying interactive multimedia in learning process?

T : i didn't find it, that make me easier in learning process

APPENDIX 5
QUESTIONNER SHEET

Nama :

Class : X-Adm

Teacher's Name : Arif Noviyana SP.d

Observe's Name : Widya Putri Purba

No.	Statement	SS	S	TS	STS
1.	Teaching and learning process english subject was fun				
2.	The video was play interest.				
3.	During learning process enjoyed				
4.	After watched the video did not get difficult again to write				
5.	Interactive multimedia cold help you to write recount text				
6.	After applied interactive multimedia felt bored				
7.	The video difficult to analysis				
8.	Agree to applied interactive multimedia in teaching and learning process writing especially recount text				

SS : Sangat Setuju

S : Setuju
TS : Tidak Setuju
STS : Sangat Tidak Setuju

APPENDIX 5
QUESTIONNER SHEET

Nama : ADE FIZKY ANANDA

Class : X-Adm

Teacher's Name : Arif Noviyana SP.d

Observe's Name : Widya Putri Purba

No.	Statement	SS	S	TS	STS
1.	Teaching and learning process english subject was fun	✓			
2.	The video was play interest.	✓			
3.	During learning process enjoyed	✓			
4.	After watched the video did not get difficult again to write		✓		
5.	Interactive multimedia cold help you to write recount text	✓			
6.	After applied interactive multimedia felt bored	✓			
7.	The video difficult to analysis		✓		
8.	Agree to applied interactive multimedia in teaching and learning process writing especially recount text		✓		

SS : Sangat Setuju
S : Setuju
TS : Tidak Setuju
STS : Sangat Tidak Setuju

APPENDIX 5
QUESTIONNER SHEET

Nama : Agni Frasiuka

Class : X-Adm

Teacher's Name : Arif Noviayana SP.d

Observe's Name : Widya Putri Purba

No.	Statement	SS	S	TS	STS
1.	Teaching and learning process english subject was fun	✓			
2.	The video was play interest.		✓		
3.	During learning process enjoyed	✓			
4.	After watched the video did not get difficult again to write	✓			
5.	Interactive multimedia cold help you to write recount text	✓			
6.	After applied interactive multimedia felt bored		✓		
7.	The video difficult to analysis		✓		
8.	Agree to applied interactive multimedia in teaching and learning process writing especially recount text		✓		

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

APPENDIX 5
QUESTIONNER SHEET

Nama : Siska Claudia

Class : X-Adm

Teacher's Name : Arif Noviyana SP.d

Observe's Name : Widya Putri Purba

No.	Statement	SS	S	TS	STS
1.	Teaching and learning process english subject was fun	✓			
2.	The video was play interest.	✓			
3.	During learning process enjoyed	✓			
4.	After watched the video did not get difficult again to write		✓		
5.	Interactive multimedia cold help you to write recount text	✓			
6.	After applied interactive multimedia felt bored		✓		
7.	The video difficult to analysis		✓		
8.	Agree to applied interactive multimedia in teaching and learning process writing especially recount text	✓			

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

APPENDIX 5
QUESTIONNER SHEET

Nama : Fadilah Hasanah

Class : X-Adm

Teacher's Name : Arif Noviyana SP.d

Observe's Name : Widya Putri Purba

No.	Statement	SS	S	TS	STS
1.	Teaching and learning process english subject was fun	✓			
2.	The video was play interest.	✓			
3.	During learning process enjoyed		✓		
4.	After watched the video did not get difficult again to write	✓			
5.	Interactive multimedia cold help you to write recount text		✓		
6.	After applied interactive multimedia felt bored	✓			
7.	The video difficult to analysis	✓			
8.	Agree to applied interactive multimedia in teaching and learning process writing especially recount text		✓		

SS : Sangat Setuju
S : Setuju
TS : Tidak Setuju
STS : Sangat Tidak Setuju

APPENDIX 6

The student writing score Pre-Test in Cycle 1

No.	Student's initials	scoring rubric for production writing					
		C	O	V	LU	M	TC
1	ARA	15	5	10	10	2	42
2	AP	10	5	5	5	2	27
3	AMS	15	10	12	5	2	44
4	AA	10	10	10	10	2	42
5	DP	15	10	10	10	2	47
6	MP	15	12	15	10	3	65
7	FA	15	10	10	10	2	47
8	MK	10	5	10	15	2	42
9	NA	15	5	10	10	2	37
10	NDA	15	10	15	10	2	52
11	RA	25	15	15	20	4	79
12	SC	25	15	15	20	3	78
13	SP	15	10	15	5	2	52
14	TY	20	10	15	5	2	52
15	WA	15	10	15	10	2	57
16	HS	20	10	15	20	3	68
17	DMS	17	10	10	10	2	49
18	AM	15	10	15	10	2	52
19	RWW	20	8	15	15	2	60
20	JZ	15	10	13	5	2	45
21	KI	15	10	14	10	2	56
22	DH	20	8	15	15	2	60
23	YL	20	10	15	20	3	68

The student writing score Post-Test in Cycle 1

No.	student's initials	scoring rubric for production writing					
		C	O	V	LU	M	TC
1	ARA	20	8	15	15	3	61
2	AP	20	15	15	15	3	68
3	AMS	20	13	15	16	3	67
4	AA	22	12	13	18	3	68
5	DP	22	15	15	15	3	70

6	MP	20	15	18	12	3	73
7	FA	20	15	15	15	3	68
8	MK	25	15	18	18	3	79
9	NA	20	13	13	15	3	64
10	NDA	25	15	15	18	2	75
11	RA	25	25	20	20	4	85
12	SC	25	15	20	20	3	83
13	SP	20	15	15	15	3	68
14	Toby	23	18	15	12	3	71
15	WA	20	17	18	15	2	72
16	HS	23	15	15	20	3	76
17	DMS	22	13	15	18	3	71
18	AM	22	15	15	15	3	70
19	RWW	20	17	18	15	2	72
20	JZ	23	18	15	12	3	71
21	KI	20	15	15	15	3	68
22	DH	22	15	15	15	3	70
23	YL	25	15	15	18	2	75

The student writing score Pre-Test in Cycle 2

No.	student's initials	scoring rubric for production writing					
		C	O	V	LU	M	TC
1	ARA	15	12	15	10	3	65
2	AP	22	15	15	15	3	70
3	AMS	20	15	15	15	3	68
4	AA	22	15	15	15	3	70
5	DP	22	15	15	15	3	70
6	MP	22	15	20	15	3	75
7	FA	22	15	15	15	3	70
8	MK	22	15	20	28	3	78
9	NA	20	13	15	16	3	67
10	NDA	22	15	20	28	3	78
11	RA	23	15	20	20	4	80
12	SC	22	15	20	28	3	78
13	SP	22	15	20	15	3	75
14	TY	22	15	20	28	3	78
15	WA	22	15	20	28	3	78

16	HS	22	15	15	15	3	70
17	DMS	20	15	15	15	3	68
18	AM	23	17	18	14	3	75
19	RWW	22	15	20	15	3	75
20	JZ	20	17	20	15	3	75
21	KI	20	17	18	15	2	72
22	DH	22	15	20	28	3	78
23	YL	23	15	20	20	4	80

The student writing score Post-Test in Cycle 2

No.	student's initials	scoring rubric for production writing					
		C	O	V	LU	M	TC
1	ARA	23	12	15	20	4	74
2	AP	25	17	15	18	3	78
3	AMS	20	15	15	18	3	71
4	AA	25	15	15	18	3	76
5	DP	25	15	15	20	4	74
6	MP	22	15	20	18	3	78
7	FA	23	15	15	20	4	77
8	MK	25	15	20	20	4	84
9	NA	26	17	18	22	4	89
10	NDA	25	15	20	21	4	83
11	RA	28	16	20	23	4	91
12	SC	28	15	18	25	4	92
13	SP	23	15	20	20	4	80
14	TY	25	18	20	18	4	84
15	WA	25	17	20	20	4	86
16	HS	25	18	20	23	4	90
17	DMS	23	15	18	20	4	80
18	AM	25	15	20	20	4	82
19	RWW	23	15	18	20	4	80
20	JZ	25	17	18	22	4	88
21	KI	25	18	21	18	4	85
22	DH	25	15	20	20	4	82
23	YL	25	18	20	23	4	90

DOCUMENTATION



Name : M.K

Class : X - PK

When I was 6 years old, what was my birthday. Nobody one remember my birthday. I went to the park suddenly someone was hear me and asked about my feeling. I told him about my sadness. After that he promised to be my friend and he gave me a surprised.

Every year, he gave me surprised and I was happy to had him. but when I was birthday in 20 years old he didn't give me surprised, I waited him. I sent a message but he didn't reply it. I was very sad I wanted to angry with him. Next day his mother told me he was died.

$$C = 25$$

$$O = 15$$

$$V = 20$$

$$L = 20$$

$$M = 4$$

$$\hline 84$$

Name : M.K

Kelas : X- Pt

friend ship

When I was in junior high school I had a lot of friends and I had a seat in my seat and I was able to help me when he was a student I arrived now and I miss him, because he knows my own true nature.

I was often bullied just when I was in my class and I was patiently waiting to buy that guy, why is it that now I have missed being sensitive and one day that person apologized to me and I apologized.

C: 22

O: 15

V: 20

Iu: 28

M: 3

78

Nama : N. A.
Kelas : X PK

Hello my name Nadya. I studied in Junior High School MTs AL - was
Liyah Kolam. I'm on gc in my school, there are 8 classes that consist of 3 have
three friend. Amel, Melisa, and snok and snok and that's where a lot of it is
memories have been spent together

$$\begin{array}{r} C : 20 \\ O : 13 \\ V : 15 \\ Lu : 16 \\ M : 3 \\ \hline 67 \end{array}$$

Nama : N.A
Kelas : X PK

I had a friend when I was 6 years old. He was very kind to me. I was lonely and I met him at the park. His name was Jack. He was close to me. When I had my birthday he gave me a surprise. I was happy. But when I was 20 years old, exactly on my birthday he could not call me or send a message. I waited for him. I sent him a message but he did not reply my message. Finally his mother told me he was sick and he was dead. I was very sad because he was the only one my friend who was faithful to me.

$$\begin{array}{r} C = 26 \\ O = 17 \\ V = 18 \\ Lu = 22 \\ V = 4 \\ \hline 87 \end{array}$$

Nama: A.P
Kelas: X-Pr

Friend ship

I have a lot of friends and people who are very kind he named Heni and he is very kind and noble heart his heart is noble he likes to help fellow human beings.

Heni people are friendly, kind, and sociable person willing to hang out with us and ready to help.

$$\begin{array}{r} C = 10 \\ O = 5 \\ V = 5 \\ W = 5 \\ M = 2 \\ \hline 27 \end{array}$$

Nama: A.P
Kelas: X - PK.

My name is Jeremy, I moved to another country because of my father I was very to angry to my father because I had not friends to again. I just read a comic because I like it my father but my father looked wofy to me because I have not a friend.

Was one one upon a time my father told me to why bought some foods. One the road I looked a book store what sell a comic and I enter to looked same Comics and after that I shoe aboy and then he was aboy me I was little shock, and hittle told me a book store had uncle him. Suddenly he introduced him self. he liked to read a comic too. I was very happy because I have one a new friend. after that I got to home to showed my comic collection hi shock because I have many comics and he promised to show the collections comic.

$$\begin{array}{r} C = 20 \\ O = 15 \\ V = 15 \\ W = 18 \\ M = \underline{3} \\ \hline 71 \end{array}$$

Nama: DPT
Kelas: X PK

Friendship

I have over a friendship in middle school, she was a girl, named Ratika, she was very beautiful and kind. She was very sociable and had many friends. We have been friends since seven years ago. Therefore, we are very close and know the qualities that he has

Ratika has three younger siblings, two of whom are half-sister, her father and mother have been separated since she was seven years old. Her mother has remarried and has 2 children. But all that is difficult to get because of the difference between his parents.

$$C = 15$$

$$D = 10$$

$$V = 10$$

$$Lu = 10$$

$$M = 2$$

$$47$$

Nama : D P T
kelas : 10 PK

My name is Jeremy, I just moved from my old house, but I don't like dad's decision to move house, because I know it will be difficult to get to know my new environment. Therefore, I am very angry with my father

One day, my father told me to go buy food at the end of the road. When I was on my way I came across a bookstore that only sold comics. I immediately stopped and stopped by the store, when I was looking for a comic I suddenly met a friend. I immediately took him home and showed me all the comic collections I had, so I forgot to buy the food that my father told me to. Then my father asked "Where's the food?" but I just kept quiet and ignored what he said.

$$C = 22$$

$$D = 15$$

$$V = 15$$

$$W = 15$$

$$M = \frac{3}{70}$$



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

Form : K - 1

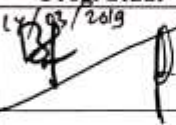

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Widya Putri Purba
NPM : 1502050245
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 154 SKS

IPK = 3,46

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	
	Improving Students' Writing Skill through Interactive Multimedia at SMK PAB Medan Estate	
	The Effect of Reciprocal Strategy on Student's Reading Comprehension Achievement through Folklore	
	An Analysis Speech Act of Teacher English at SMK PAB Medan Estate	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 14 Maret 2019
Hormat Pemohon,

Widya Putri Purba

Keterangan:

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



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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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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 : Widya Putri Purba
NPM : 1502050245
Prog. Studi : Pendidikan Bahasa Inggris

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

Improving Students' Writing Skill through Interactive Multimedia at SMK PAB Medan Estate

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Yayuk Hayulina Manurung, M.Hum Acc ^{24/}14-2019 

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

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

Medan, 24 April 2019
Hormat Pemohon,



Widya Putri Purba

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk 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 : 103/IL3/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 : Widya Putri Purba
N P M : 1502050245
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Improving Students' Writing Skill Through Interactive Multimedia at SMK PAB Medan Estate.

Pembimbing : Yayuk Hayulina, S.Pd, 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 : 27 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

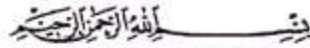


Dibuat rangkap 4 (empat) :

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



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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



BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Widya Putri Purba
 N.P.M : 1502050245
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : Improving Students' Writing Skill through Interactive Multimedia

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
15 April 2019	Chapter I - Background of study - Identification of proble - formulation of problems	
20 April 2019	Chapter II - Related study - Conceptual framewor	
30 April 2019	Chapter III - Location of Time study - Population and sample - Implementation of study	
9 Mei 2019	whole checking of all chapter	
		Acc Seminar

Diketahui oleh:
 Ketua Prodi

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

Medan, 9 Mei 2019

Dosen Pembimbing

(Yayuk Hayulina Manurung, S.Pd, M.Hum)



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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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

BERITA ACARA SEMINAR PROPOSAL

Pada hari Sabtu tanggal 18 Bulan Mei 2019 telah diselenggarakan seminar prodi pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Widya Putri Purba
NPM : 1502050245
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving Students' Writing Skill Through Interactive Multi Media

No.	Argument/Komentar/Saran
Judul	✓
Bab I	The objective of the study
Bab II	✓
Bab III	✓
Lainnya	- each chapter should involve four words as the reflection of four understanding
Kesimpulan	[] Ditetujui [] Ditolak [✓] Ditetujui Dengan Adanya Perbaikan

Dosen Pembahas

Dr. Bambang Panca S, M.Hum.

Dosen Pembimbing

Yayuk Hayulina M, S.Pd., M.Hum

Ketua

Mandra Saragih, S.Pd, M.Hum

Panitia Pelaksana

Sekretaris

Pirman Ginting, S.Pd, M.Hum



MAJELIS PENDIDIKAN TINGGI
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Website: <http://www.fkip.ummu.ac.id> E-mail: fkip@ummu.ac.id



LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Widya Putri Purba
N.P.M : 1502050245
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Improving Students' Writing Skill through Interactive Multimedia

Sudah layak diseminarkan.

Medan, 9 Mei 2019

Disetujui oleh
Pembimbing

Yayuk Hayulina Manurung, S.Pd, M.Hum



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



SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Widya Putri Purba
N.P.M : 1502050245
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Improving Students' Writing Skill through Interactive Multimedia

benar telah melakukan seminar proposal skripsi pada hari Sabtu, tanggal 18, Bulan Mei, Tahun 2019

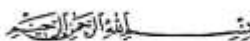
Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, Mei 2019

Ketua,

Mandra Saragih, S.Pd, M.Hum

SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Widya Putri Purba
N.P.M : 1502050245
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Improving Students' Writing Skill through Interactive Multimedia

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Mei 2019
Hormat saya
Yang membuat pernyataan,



Widya Putri Purba

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



UMSU

Dia menjawab surat ini agar disebutkan nomor dan tanggalnya

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

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

Nomor : 458/IL.3/UMSU-02/F/2019
Lamp : ---
Hal : Mohon Izin Riset

Medan, 08 Dzulqaidah 1440 H
11 Juli 2019 M

Kepada Yth, Bapak/Ibu Kepala
SMK PAB Medan Estate
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh

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 : Widya Putri Purba
N P M : 1502050245
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Improving Students' Writing Skill through Interactive Multimedia.

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

Wa'alaikumssalam Warahmatullahi Wabarakatuh.



** Peringatan **



PERKUMPULAN AMAL BAKTI (PAB)
SEKOLAH MENENGAH KEJURUAN
SMK (BM) PAB 3 MEDAN ESTATE

Program Keahlian : - Adm.Perkantora Akreditasi B
- Akuntansi Akreditasi B

NDS : 530710201-NSS: 344070106004-NPSN : 10214053-SIOP : 421/9618/PDM/2015,30 Desember 2015
Jl.Mesjid No.1 Medan Estate Kec.Percut Sei Tuan Kab.Deli Serdang (061)7347662 Kode Pos 20371

SURAT KETERANGAN PENELITIAN
Nomor : K.3/C/18/CF/PAB/VIII/2019

Kepala Sekolah SMK PAB 3 Medan Estate, dengan ini menerangkan bahwasanya yang tersebut dibawah ini :

Nama : WIDYA PUTRI PURBA
NPM : 1502050245
Prog.Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Improving Studens' Writing Skill though
InteractiveMultimedia

Adalah benar telah mengadakan penelitian/riset di SMK PAB 3 Medan Estate, pada tanggal, 03 Agustus 2019 s/d 10 Agustus 2019 dan sejauh pengamatan kami telah dilaksanakan dengan baik.

Penelitian ini dapat kami setuju sehubungan dengan permohonan izin penelitian dari Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Nomor : 4586/II.3-AU/UMSU-02/2019, tanggal, 11 Juli 2019.

Demikianlah Surat Keterangan penelitian ini diperbuat untuk dapat dipergunakan seperlunya.

Medan Estate, 10 Agustus 2019
Kepala Sekolah


DRS.H.AMALUDDIN,MM

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CURRICULUM VITAE

Name : Widya Putri Purba

Registered : 1502050245

Place/date of birth : Firdaus, 13 April 1997

Sex : Male

Religion : Moslem

Marital Status : Single

Nationally : Indonesia

Fatrher's Name : Alm. Subandrio

Mother's Name : Farida

Address : Jl. Gunung Pusuk Buhit No. 33

Mobile Phone : 081313029756

Gmail : Widya13puteri@gmail.com

Education

1. Elementry School at SD Negeri 102020 Firdaus (2004-2010)
2. Junior High School at MTs Swasta Al-Washliyah Tebing Tinggi (2010-2013)
3. Senior High School at SMK Al-Washliyah Tebing Tinggi (2013-2015)