USING EXPLAINER VIDEO (EV) AND ESTAFET WRITING METHOD (EWM) TO INCREASE STUDENTS'ABILITY IN WRITING REPORT TEXT

(Quasi- Experimental Research at the Eleventh Grade of SMAN 20 Makassar)

A Thesis

Submitted to the Faculty of Teacher Training and Education

Muhammadiyah University of Makassar in Partial Fulfillment of Requirement

for the Degree of Sarjana Pendidikan

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**ENGLISH EDUCATION
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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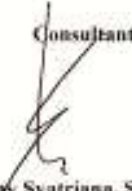
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29/11 /18	Chapter IV Appendix	Revise Abstract & CV / Discussion	X.

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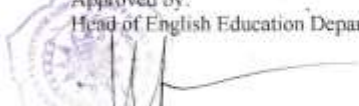
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21/12/18	IV	Reorganize prg fix overlapping data fix some sentence construction	
28/12/18	IV	Reduce reasumti for discussion	
2/1/19	IV-V	Fix layout problem	
	IV	Clarrification, then measure fix the structure problems	
	V	Conclusion	
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Dengan ini menyatakan bahwa skripsi yang saya ajukan depan tim penguji adalah hasil karya saya sendiri dan bukan hasil ciptaan orang lain atau dibuatkan oleh siapapun.

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Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari penyusunan proposal sampai selesai penyusunan skripsi ini, saya akan menyusun sendiri skripsi saya (tidak dibuatkan oleh siapapun).

2. Dalam menyusun skripsi, saya akan selalu melakukan konsultasi dengan pembimbing yang telah ditetapkan oleh pemimpin fakultas.

3. Saya tidak akan melakukan penjiplakan (Plagiat) dalam penyusunan skripsi.

4. *Apabila saya melanggar perjanjian seperti pada butir 1, 2 dan 3 saya bersedia menerima* sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, Desember 2018

Yang membuat perjanjian

(Rodiah Nahdatul Warda)

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Motto

Do it now

Sometimes " later" can be "never"

I dedicated this thesis to

My beloved parents and my families

ABSTRACT

RODIAH NAHDATUL WARDA. 2018. *The Use Of Explainer Video (EV) and Estafet Writing Method (EWM) to Increase the Students' Ability in Writing Report Text(A quasi experimental research at the eleventh grade of SMAN 20 Makassar).* A thesis of English education, Muhammadiyah University of Makassar. Guided by Eny Syatriana and Ardiana.

The objective of this research was to find out there was the increasing of the students' ability in writing report text by using explainer video and estafet writing method. This research employed quasi-experimental design. This type involved two classes with experiment class and control class.

The population of this research was the eleventh grade of SMAN 20 Makassar. The sample was selected by using cluster random sampling technique. The samples of this research were XI MIPA 2 as Experiment class and XI MIPA 1 as Control class. Each class consist 36 students. The dependent variable in this research was writing ability of report text and explainer video and estafet writing was the independent variable. The data were gathered through writing tests which were divided into pre-test and post-test.

The result of the research showed that the use of Explainer video and estafet writing method increase the students' writing ability in report text. From the data analysis t-test is higher than t-table ($2.86985 > 1.66691$). In other word, the Alternative Hypothesis (Ha) is accepted and the Null Hypothesis (Ho) is rejected.

Keywords: *Explainer Video, Estafet Writing Method, Writing ability, Report Text.*

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Many problems and difficulties has been encountered in finishing this thesis. The researcher realizes that there are many people who are already helped her in arranging and writing this thesis directly or indirectly. It would be an honor to express her greatest appreciation and deepest thanks to all of them.

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Makassar,   December 2018

The Researcher

Rodiah Nahdatul Warda

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CHAPTER I

INTRODUCTION

A. Background of the Research

Writing is process or activity that we always do to convey or express our idea through process of thinking. By writing the reader can know what the writer thinks or feels. It likes a media between writer and reader. Writing is higher level of learning skill in English. According Boarman (2002: 11) writing is a process of how to think, order the words or sentences, after that rethink and reorganizing again. It is difficult and complicated activity. In other word, writing is considered as a complex skill for students because it involves higher concentration.

Learning writing has been given from elementary school to college level. The level of difficulty in writing will increase based on the kinds of writing. There are five kinds of writing such as descriptive text, narrative text, procedure text, recount text, and report. Descriptive text is the text that has the easiest level while the report text is most difficult of all. Some of the students are difficult to differentiate between descriptive text and report text. Descriptive is a text to describe someone or thing, while report text is a kind of writing text which describes a thing or event by analysis. It related to our daily activity, for example, news in TV or newspaper, scientific book, etc. In writing, there are a lot of things that should be understood like structure, characteristic of language, etc.

Most of students have problems in writing text. They make a lot of errors in grammar, punctuation and dictation. Many of them can not produce a good paragraph (in term of unity). All of those problems are influenced by factor internal from student and teacher. The students are generally not interested to the teacher's explanation, it make them have lack of information and motivation in learning. In addition, teacher also plays important role in learning process, teachers will usually use a method that will be applied in the class. The aim method is to facilitate student in obtaining information However, teacher only use conventional method in teaching like lecture method, question and answer, discussion method, etc. It make students feel bored, so they do not understand the material.

To solve all of the problems, using method is one of the ways that can be used. Selection of appropriate methods can help students to achieve learning objectives (Samiudin, 2016). Method is the ways, approach, or techniques that teacher use in teaching. There are many methods in teaching for instance, discussion method, direct method, demonstration method, Estafet writing, etc. In learning process, method is needed by teachers to help the students. The selection of the right method can generate motivation, interest in learning

In addition to the use of methods, the media also have an important role. The role of media is facilitating students to gain information. Media is tool that use in learning to enhance a learning experience of student. According to Umar (2013) learning media is a concept of learning technology and learning resources in the

learning process. Concept of learning technology means students are given visual experience, motivation and interest. To select media, the teacher should choose media that suits with material will be learn and students need.

The researcher assumed that method and media is great to use for teaching. All of them will give positive contribute in learning process. By using method and media which a likely it will be effective to achieve learning process and increase student's ability in writing. Method that will be used is Estafet Writing Method. It is one of method that teacher can use to help student express their ideas to certain topic with classmates. Based on the previous research by Mustika (2013) found that estafet writing is interested method in teaching and learning process as make students feel fun and active.

There was many researchers have been researching the use or effectiveness of Estafet Writing Method. All of the research have been researching, the results was using Estafet writing method can improve students' ability in writing. The researcher think if Estafet Writing method was used with Explainer video as media to increase student's ability in writing report text.

B. Problem Statement

According to statement mentioned in the background above , there is the question which become the problem namely:

Does using Explainer Video and Estafet Writing Method increase student's ability in writing report text?

C. Objective of the Research

Based on the Problem statement above, the objective of the research is to find out there is the increasing of students' ability by using Explainer video and Estafet Writing Method in writing report text (in terms of content, language use and vocabulary)

D. Significance of the Research

1. For Researcher

   The result of this research can be useful as reference, it give more information or knowledge about Estafet Writing Method and Explainer Video to increase student's ability in writing.

2. For Teacher

   The result of this research can be an inspiration for teacher to development their methods in teaching writing, especially report text.

3. For Student

   This research benefit for the student to improve their ability in writing and they do not boring in learning English especially in writing.

E. Scope of the Research

Based on the background and the problem statement above, basically there are several methods that can be used to increase students ability in writing, but in this research there is one method that are investigated namely Estafet Writing Method. The method will be use with Explainer video as media. Perhaps both of them use,

it will have strength and weakness in teaching and learning process. The research focus on investigated the student's writing in report text (in terms of content, vocabulary and language).

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

There are a lot researchers conducted theirs research that related to this research as follows:

a. Ditya (2017) proves that Estafet Writing Method to be useful technique got helping students. Students are able to express their opinions and suggest questions. In addition the achievement of class using Estafet Writing Method have higher scores than the class which taught by using conventional technique.

b. Ariyani (2015) The researcher found there are improvement of student ability in writing and positive responses in using Estafet Writing Method with chained picture. The aim of the research is to know the improvement of student in writing narrative text by using Estafet writing and picture. In that class, the researcher applied picture as media to teach student writing narrative text.

c. Piga (2017) he found the student more active, positive response and good team cooperation. It was proven by the result of every cycle that he did. Moreover, by using Estafet Writing Method the student got the motivation in development their imagination.

The implication of these finding is, that the use of Estafet method is a good method or good way because it can make student interested, develop their imagination and more active in class. The research above and this research have the similarity and difference. The first similarity is object of the research that is writing and use the same method that is Estafet Writing as Method. The second is The differences between this research and above research, that the research is teaching in narrative and descriptive text while this research is teaching in report text and also the researches above only use the method namely Estafet Writing Method but in this research will use Estafet Writing Method and Explainer video as media.

B. Some Pertinent Ideas

1. Conceptual of Writing

  a. Definition of Writing

    Writing is one of aspect in learning English. It is most difficult than other. Writing is a productive where the writer have to have skill or ability to process encoding because it is activity communication indirectly with other. It is process to convey the ideas of the writer. Writing is activity that take longer time because the writer should consider and think critically (Ur.2016). According Targigan (1993) in Haryanto's Thesis writing is activity to pour your ideas or what do think where writing as media. Based on according above can be concluded, writing is activity to express our idea

or thought and writing media or communication tool that used to deliver the messages.

b. Process of Writing

Wiring process is important thing because it is next step after they decide the topic. It is to make their writing produce unity and coherent. Process in writing means thinking process, there four steps in thinking process are prewriting, drafting, revising and editing Brown (2007:337). While According William and Mary (2015) in their research basically writing process there are six steps such as::

1. Brainstorming is first activity that student do to convey their idea but it is guided by teacher.

2. Outline is activity to organize or order the idea in brainstorming step. It means based on brainstorming student make outline or classified the ideas.

3. Rough Draft is activity to identify the part of outline to connect each other.

4. Evaluation is process of editing the writing. It means teacher and student check all mistakes like general error (e.g., spelling or grammar) and specific error (e.g., number of paragraph, sentence length). So it is step for writer use as feedback to make corrections as necessary.

5. Final Draft is process of editing in evaluation step, student make final draft. It is handwritten copy that student submits. It means make the fix your writing based on the evaluation step.

6. Publish is optional stage for the writing process. It is activity of student to share the result of their writing by using media to complete writing task.

Based on explanation above, in writing, there are only four stages that student should know or used : brainstorming, outline, draft, and editing or evaluation. All of the student should do in making good writing but if student want to publish their writing, it is no problem.

c. The Components of Writing

According of Jacob et.al in Destiari (2014:14) there are four kind of components in writing, namely:

1) Content

In writing the content should be clear so that the readers can understand information more easily. To be good content, it should be unified and completed or usually known as unity an completeness.

a) Unity

Unity means the writing has some main idea and sentences that support that idea. The main idea usually there is in the first sentences of paragraph. It is stated in the topic sentences and each supported

sentences. If the writer wants the writing is unity, she or he should be not include the sentences that do not support the main idea.

b) Completeness

Completeness means if the writing has main idea that have been explained clearly and each sentences related or support each other.

2) Organization

In writing, organization is the way of the writer organizes or order the idea to arranges the message n the words. There are a lot of ways used to organize the writing such as coherence, order, general to specific to general chronological order and spatial pattern.

3) Grammar

There are many patterns in grammar, it is depend on the situation and condition. It is usually said tenses, it is form of a verb that indicates the time of event. According to Amrullah (2015: 91) tenses is structure of sentence that will be change based on the situation or an event. Basically tenses consist of three main kind such as present, past, and future. However, if it based on the kind of activity, tenses are divided four part like simple, continuous, perfect and perfect continuous.

4) Vocabulary

Vocabulary is one of aspect that required in writing. A good writing is depends on selection of the right words. Word has important role to communicate and arouse the readers to feel and understand what the writer convey.

5) Mechanics

In writing, the use of mechanics can guide the reader easy to understand the messages. It includes the capitalization, punctuation, and spelling appropriately. Below is the brief explanation:

a) Capitalization

It make ours writing more easier to read. There are specific rules for capitalizing words. The word that should be capitalized like: names or titles, pronoun I, months, place, etc.

b) Punctuation

It help readers to identify word are taken as unmet of meaning and suggest about how the units if it related to each other. The end marks are the period, question mark, explanation point.

c) Spelling

It has important rule in spelling appropriately, they are suffixes edition such adding (gerund, present participle): omen becomes omitting and plural formation such adding " es" " s". it is important because many people do a mistake in spelling that make reader misunderstanding.

d. Genre of Writing

Genre is concept, style or theme that use in writing story. According Ariyani (2015:20) genre is the concept that comes from difficulties members of community in recognizing to repeated experiences. Genre is important thing in writing because it is concept that help student to produce the writing. There are two kind of genre such as: literary genre and factual genre

a.) Story Genre

It is usually called literary text. It is kind of text that constructed thought process of event or based on creativity. The types of story types is

1. Narrative

It is text that contains stories fairy tales, fantasy or real stories.

2. Poetry

It is given expression or ideas by the use of distinctive style and rhythm.

b.) Factual genre

It is real and provable, about facts or opinions. It is also process of expanding a proposition to persuade readers to accept a point of view. There are several factual text types.

1. Description is text to descript something or someone.

2. Report is report of result of experience to tell about information based on fact. It is a text which describes a thing or event by analysis.

3. News item is text which informs the readers about event of the day.

4. Exposition is text about how writer persuade the reader.

5. Explanation is the text which tells process relating to forming of natural social scientific or cultural phenomena.

6. Discussion is text which about problem that contains pro and cons argument.

2. Concept of Report text

a. Definition of report text.

Report text is account given after investigation or consideration. It is a piece of information out an event or situation. According to Firdaus et.al (2013) report text is kind of text which describes the way thing are with a references of social phenomenon. So, report text is a text that contains information that describe something in reality but the writer must describe the subject in correct information as it is observed.

b. Purpose of Report Text

Its social purpose is presenting information about something. They generally describe an entire class of things, whether natural or made: mammals, the planets, rocks, plants, countries of region, culture, transportation, and so on.

c. Generic Structure

Commonly report text same like descriptive text, but both of them have differences. One of them is report text contains the facts that can be proven

scientifically but not with descriptive. Basically the generic structure of report text is more complex than descriptive, the following explanation are:

a. General Classification

This section is the first part that is usually located in the first paragraph. This section provides a general explanation of something to be described. Such explanations may be the type or classification and notion of the object to be described in general.

b. Description

It contains further explanations and details. This section generally contains an explanation of the part or traits, qualities, habits, or behaviors of something to be described. In essence, this passage is a translation of something scientifically.

d. **Language Feature of Report Text**

Language Feature of report text is almost same. below there are several language features as follows:

1) Using common nouns, such as historical buildings rather than using special nouns.

2) Using relative verbs (linking verbs), such as are, is, seems, looks, and so on.

3) Using Simple Present Tense.

4) Using technical terms, such as Isobars, cyclones, density, and so on.

5) Using of paragraphs with topic sentences to organise bundles of information.

3. **The Concept of Media**

a. Definition of Learning Media

The ability of students in understanding the learning depends on how the teacher teaches the students. The media is required to facilitate the students in obtaining the information. Media has an important role because media is tool in learning process that. The interesting media makes students more interested in learning. There are several kind of media. Video is one of media which popular used by teacher in teaching. Video is a tool used to involve student with enhance a learning experience. Basically, Learning media is divided into 2 namely conventional media and modern media. Conventional media is learning conduct utilizing non-electronic media or utilizing simple materials to create learning media so that the material can be conveyed easily to students. While modern media is a learning that utilize electronic media, such as computers, LCD, OHP, internet, and others. However , According to Harmalic in Fitriana (2018:22) there are four classifications of teaching media, such as:

1. Visual media such as filmstrip, transparency, micro projection, picture, chart, graphic, map, poster and illustration.

2. Audited media, such as phonograph record, electric transcript, radio, and tape recorder.

3. Audio visual media, such as movie, short video, TV, etc.

4. Dramatization such as role play, socio drama, etc.

Based on the examples above, Audio visual media is effective media because it involves students' visual and audio. So they can imagine without more explanation from the teacher.

a.) Definition of Explainer Video

Video is one of media that can teacher use as media in learning process. It make students more interest because it involves the visual and audio of student. There are lot of kind of video but in this research use Explainer video to help student in learning process. Showing a news video Explainer can hone students' skills, especially memory and visual.

According to Saputra (2014) in Mafazah'd thesis explainer video is one of kind video that explain an information or knowledge, it is good media in learning process. While according Erawati (2016) using video as media is effective in teaching writing skill. It is proven by her result of her research, she found that using images, videos, sounds and animations can enhance knowledge about vocabulary, motivate students to better learn independently and use in learning and build capacity in problem solving

Explainer is a short animated video that focuses on explaining the idea in a simple, engaging and compelling way, by using a clear and concise language; appealing and attractive visuals that quickly grab the student's attention. Explainer video is divided three kind (Mafazah, 2017),such as:

1. Live Action Video Explainer

It is a Video that use real images or images life. It can be used to describe an event.

2. Animated Video Explainer

It is the most popular type of video explainer. Animation becomes format option to explain something. So the video is more interesting and full of creations from creator.

3. Whiteboard Video Explainer

It is a video with a blackboard background. it uses Animation and illustrations like there is hand write the words.

4. Kickstarter Video Explainer

It is one of kind video explainer with long duration. It is used to describe a material completely.

Based on the explain above, live action, animation and whiteboard video explainer is the video that have duration 2-4 minute but kickstater video is more that 4 minutes. All of them have strength and weakness. By showing Explainer video, students already have imagination of what the material will be discussed. So that it can make students more easy to gain all of the information. While according Erawati (2016) animated video increase the stduents'motivation, interest, and the imagination.

4 Concept of Method

a. Definition Method

Method is the way teacher use to support in learning process. Using good method in teaching, it can motivate and preconceptions student in learning. Method is important thing in teaching because it is ways, approach, or techniques that teacher use to make student easily acquire the information. There are a lot of learning methods but this research focus on Estafet Writing Method

1) Definition Estafet Writing Method

Estafet Writing Method is one of method like estafet, where the studenst write a sentences and next students continue until the of the text. Estafet writing method is the kind of method that teacher use in teaching to make students associate learning as a fun activity (Syahariah.2011). While according Rangkuti 2017, Estafet Writing Method is one of method in learning process that have the aim to make the activities in the class more active and fun. In Using Estafet writing, each group will make text but each student will make sentences after that the sentences arrange to be paragraphs. Estafet Writing Method will help student produce the text and help to development their ideas.

2) The Advantages and Disadvantages of Estafe Writing Method

Writing is difficult activity, it is caused writing is not only putting sentence together in a text but it is the ideas in those sentences need to be

organized so that they make a coherent text which is easy for the reader to follow. Estafet writing method will help the students to produce a better text, because in Estafet writing the students learn to develop their idea into paragraph. According Aryani (2015) Estafet Writing Method has Advantage and disadvantages in teaching process. Below are the advantages and disadvantages of the relay writing method:

a) **The Advantages of Estafet Writing Method**

1. Teaching writing will be more effective by using EStafet Writing because it will make the learning atmosphere fun and not boring

2. It make students feel free to draw and convey the idea in a text.

3. It increase students' interest and motivation

4. It increase the students' imagination to write text and grow up the students' braveness by starting their imagination to write text.

b) Disadvantages of Estafet writing method.

1. It takes a lot of time. The technique is kind of cooperative writing which all of the group members have the chance to write a paragraph, it will be needed many times to apply it.

2. The individual assignment between one student and the other students cannot be done in one time.

3. The class atmosphere will be noisy because the students talk actively

3) **Procedure of Estafet Writing Method**

In this learning method students are actively involved in a wide range of vocabulary to write in sequence. Alternately students write the vocabulary in a piece of paper. In the implementation in learning English, the students were asked to write down a vocabulary or sentence in a piece of paper which will then be followed by a group of their friends in sequence to write the next word or phrase so that it becomes a coherent whole and understandable. The word or phrase that is written may not be equal to one another, but must remain interconnected. According to Syathariah in Rangkuti, the steps of Estafet writing method are as follows:

a) Before starting the Estafet writing method, the teacher explains the theme and the material to be taught.

b) Teacher asks students to create groups numbering 5-6 people.

c) After that the teacher asks students to make the opening sentence.

d) Once the learners to write the opening line, learners become the first person. Then on the first count, the teacher give the order to raise the height of holdings learners respectively, on the second count the teacher told the students handed over to a friend of his book to his right.

e) These students into the two should continue his essay by adding a further sentence. Learners are required to see the previous sentence to continue the next essay.

f) After the two finished, the teacher returned to a matter to be left to his right friends, and so on clockwise, until the time specified by the teacher.

g) After the specified time teachers finished, exercise book should be returned to the original owners. The owners of books to read results of essays written in sequence and marked sentences are false or incoherent.

h) The teacher told one of the students wrote down the results of serial write on the board, then teachers and learners corrects together.

5. The Procedure of Collaboration between Explainer Video and Estafet Writing Method

Using Explainer video as media will make student to produce a better text because in EV will help student to learn how to write down concept more easy through visualize concept. Beside that by showing EV, student more easy to gain the information.

In this research, the aim of using Explainer video and Estafet Writing Method is to increase students' writing in report text. By applying EWM and EV in writing report text, there are the several steps that can use as follows:

a. Students decide into some group.

b. Tell the student about the procedure in writing especially report text(definition, generic structure, purpose etc.).

c. The teacher tell the topic about material will be learned by show the explainer video.

d. Let student write down all the idea in blank paper by using marker or color pencils.

e. Ask student to classified the ideas or make outline.

f. In one group, the first students to write first sentences based on Explainer video that student seen. It will do until twice. So each student make 2 sentences.

g. Ask student to arrange the sentence to the paragraph.

h. Each group will change the result. Each group analyze and correct the reconstruction results of other groups by focusing on the structure or sequence of events.

C. Conceptual Framework

The conceptual framework underlying in this research is given in the following:
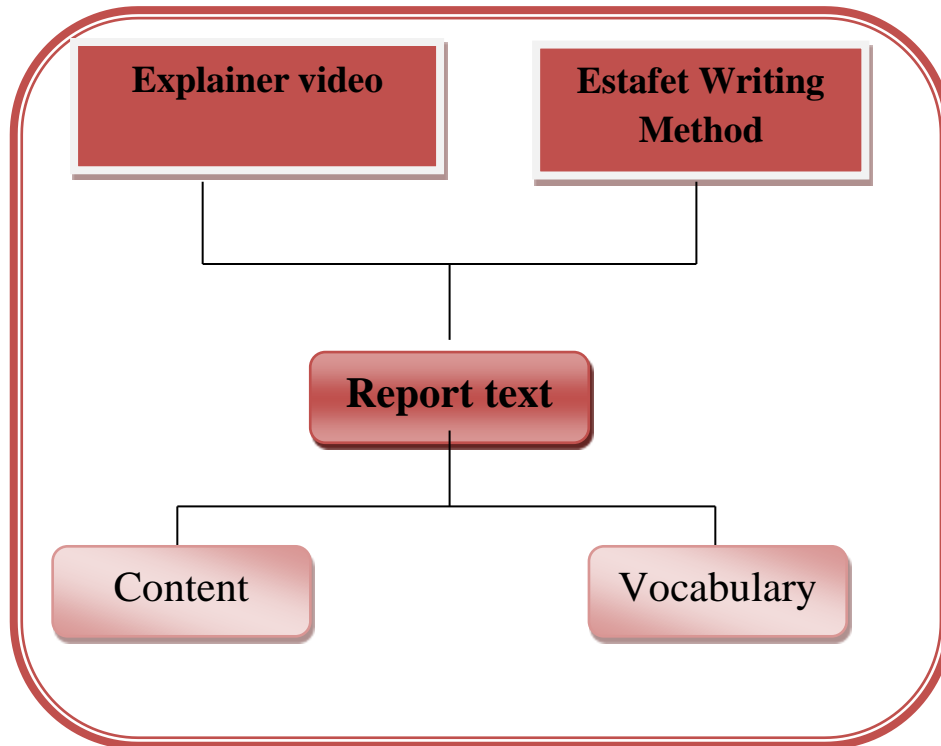
Figure 2.1 Conceptual Framework

The diagram above will be described as follows:

a. Estafet Writing Method is process in teaching and learning writing while Explainer video is media that will use with Estafet Writing Method.

b. Report text as input, it is the material that will be used to teach writing in the classroom.

c. Content and Vocabulary are the components of writing that the research will be used to give score to the students.

D. Research Hypothesis

Hypothesis relate with the statement that should be examined whether it is accepted or rejected. There two hypothesis of this research as follows:

1. Ho (Null hypothesis)   : there is not significant increasing of the students' writing ability between the students who were taught by using explainer video and estafet writing method with the students who were taught by using conventional method

2. Ha (Alterative Hypothesis): there is a significant increasing   of the students' writing ability between the students who were taught by using explainer video and estafet writing method with the students who were taught   by   using   conventional   method.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research was experimental design. Experimental design is divided into three kinds namely pre-experimental design, true experimental design and quasi experimental design. The design of this research was quasi experimental design. Quasi experimental is design of experimental which use two classes that will investigate. Below is the concept of quasi experimental design concept of quasi- experimental design.
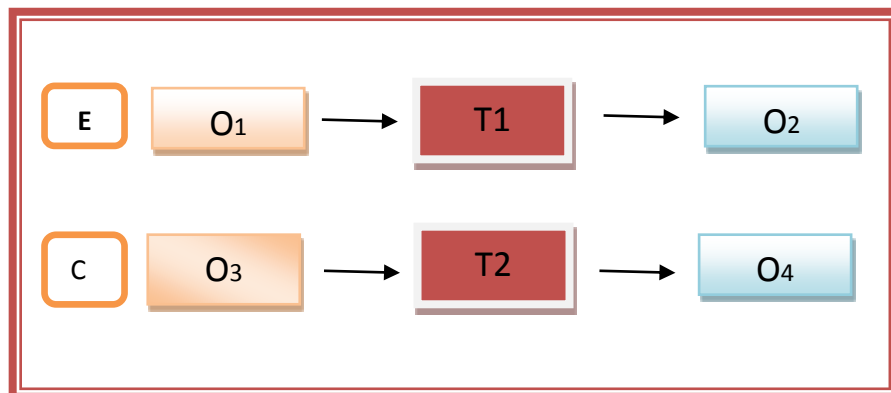
Figure 3.1 Design of Quasi Experimental

Note:

E   : Experiment clas

C   : Control class

O_1 : Pre-test for experiment class

O_2 : Post-test for experiment class

O3   : Pre-test for control class

O4   : Post-test for control class

T1   : Treatment by using explainer video and estafet writing method

T2   : Treatment conventional method

B. Variables and Indicator

a. Variables

In variables there were two parts of variables such as independent variable and dependent variable. The independent variable is variable that can influence another variable while dependent variable is variable that influence another variable. In this research, the independent variable was Estafet Writing Method and Explainer video and dependent variable was students' ability in writing repot text

b. Indicator

The indicators of this research were content, language use and vocabulary student.

C. Population and Sample

1. Population

Population was the whole of subject used by the researcher. The population of this research took the 11th grade senior high school.In the eleventh grade there was seven classes that was divided two part such as class XI MIPA and XII MIPS. The researcher selected class XI MIPA. In

XIM IPA there were four classes, the researcher chose one class by cluster random sampling.

2. Sample

Sampling is the process of selecting a group of subjects for a study in such a way that the individual represents the large group from which they were selected. The researcher used Custer random sampling to choose one of the classes. By cluster random the researcher wrote down number in small piece of paper, it was based on the number of classes. The small piece of paper was placed in a box and well mixed. The result of using cluster random sampling was XI MIPA 2 as experiment class and XI MIPA 1 as control class.

D. Technique of Collecting the Data

In this research, the instrument was writing test. The researcher applied pre test to find out the prior knowledge of student and posttest to find out significant of the treatment after the implementation. Thus, the researcher gave twice test in first meeting and the last meeting.

Collecting data was determination in the research. The instrument of collecting data that would use was test. Based on explanation above pretest to find out score where the students ask to write repot text. While in the posttest student also ask to write report text. By those results was collected and compare it.

E. Data Analysis

Scoring the student's work was step to obtain information from each student. To know the score of the student the researcher should do evaluation. The researcher used a procedure as follow:

1. To find out the content and vocabulary

No	Categories	Score	Criteria
1	Content	30-27	**Excellent to very good**: knowledgeable; substantive; thorough; development of thesis; relevant to assigned topic.
		26-22	**Good to average**: some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic; but lacks detail.
		21-17	**Fair to poor**: limited knowledge of subject; little substance; inadequate development of topic.
		16-13	**Very poor**: does not show knowledge of subject; non-substantive; not pertinent.
2	Language use	25-22	**Excellent to very good**: effective complex construction; few errors of agreement, tense, number, word order/function, article, pronouns, prepositions.
		21-18	**Good to average**: effective but simple construction; minor problems in complex constructions; several errors

			of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
		17-11	**Fair to poor**: major problems in simple/complex constructions; frequent errors or negation, agreement, tense, number, word order/function, articles, pronouns,
		10-5	preposition and fragments, deletions; meaning confused or obscured. **Very poor**: virtually no mastery of sentence construction rules; dominated by errors; does not communicate.
3	Vocabulary	20-18	**Excellent to very good**: sophisticated range; effective word/idiom choice and usage; word from mastery; appropriate register.
		17-14	**Good to average**: adequate range; occasional errors of word/idiom form; choice; usage but meaning not obscured.
		13-10	**Fair to poor**: limited range; frequent errors of word/idiom form; choice; usage; meaning confused or obscured.

		9-7	**Very poor**: essentially translation; little knowledge of English vocabulary, idioms, word form.

<div align="right">(Jacob et. al 1981)</div>

2. To score the students' answer of test , the formula was

$$\text{Scoring} = \frac{correct\ answer\ score}{maximum\ score} \times 100$$

3. The mean score of students classify into seven levels as follows:

No.	Classification	Score
1	Excellent	96-100
2	Very good	86-95
3	Good	76-85
4	Fairly good	66-75
5	Fair	56-65
6	Poor	36-55
7	Very poor	0-3.5

<div align="right">(Depdikped. 2004 in Fitriani)</div>

4. To calculate the mean score

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

Note :   X: mean score

$\sum$x: total score

n : number of students(total of student)

5. To calculate the improvement of percentage of students' pretest and post test by using formula

$$P = \frac{x2 - x1}{x1} x100$$

Note : P : rate percentage

X1 : The mean score of pre-test

X2 : The mean score of post test

6. To find the significant differences between experiment class and control class. It was analyzed by using t-test. Below the steps to find out t- Test (Suban.2000 in Ditya):

a. Calculating the variance (V) with the following:

$$V = \sqrt{\frac{\sum(Xi - X)^2}{n-1}}$$

b. Calculating the variances was collected by two classes , as follows:

$$V_{total} = \sqrt{\frac{\sum(n_1 - 1)V}{\sum(n - K)}}$$

c. Calculating the compound standard deviation (*dsg*) with the following formula:

$$dsg = \sqrt{\frac{n1 - 1\ V1 + n2 - 1\ V2}{n1 + n2 - 2}}$$

Note :

n_1 = total data of group 1

n_2 = total data of group 2

V_1 = data variance of group 1

V_2 = data variance of group 2

d. Determining t - Test with following formula :

$$t - \text{Test} = \frac{X1 - X2}{dsg \sqrt{\frac{1}{n_1} - \frac{1}{n_2}}}$$

e. Hypothesis testing was analyzed by using t_{table} and t_{count}

If $t_{table} \leq t_{count} \leq t_{table \, \propto,2}$ H_0 *accepted*

If $t_{count} < t_{table \, \propto,2}$ H_0 *refused*

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents and discusses the results of the research. It was divided into two main sections. The first section presents the findings of the research which covered with the result of data collected through the test and the second section presents the discussion of the research. The researcher showed the data obtained from the result of students' test to answer the research questions stated on chapter before.

A. Findings

The purpose of this research was to find out whether there is the significance difference the students' ability in writing between the students who were taught by using explainer video and estafet writing method and those who were taught by using conventional method. And also, to know which group of students has the higher writing achievement. This research was conducted at the eleventh grade students of SMA Negeri 20 Makassar in the academic year of 2018/2019. For the classes, the researcher took XI MIPA 2 as the experimental class which was taught using estafet writing method and XI MIPA 1 as control class which taught using conventional method.

The data which were analyzed in this research was the result of the test. Firstly, the researcher gave pretest. After giving treatment, the researcher gave

post test to the students. The researcher used a report text in both tests. The scores of

the students were compared using formula on chapter III to prove whether there was significant difference between experiment class and control class.

After the teaching writing process was done at two classes, class XI MIPA 2 as experiment group and class XI MIPA 1 as control group, the researcher analyzed the data of the writing achievement. The description includes the mean, the percentage of improvement, the standard deviation and T-test.

1. **The Students' Writing Ability in Experiment Class**

To answer the research questions in the first chapter the researcher employed a test. The first test was the test given before the treatment which was called the pre test and the second was a test given after the treatment which was usually called a post test. The purpose of the test was to measure the students' ability in writing report text before and after taught by using estafet writing method and Explainer video. Class XI MIPA 2 was selected as experiment class. The students were assigned to write report text based on the topic given. The score of test was the sum of the scores from the three aspects of writing assessment namely **content, language use and vocabulary**. After obtain the students' score, firstly the researchers classified the students' scores in seven categories. The table below shows the students classification in experiment class.

Table 4.1 The Classification of Students' Score in Experiment Class

No.	Classification	Score	Pre		Post	
			F	%	F	%
1	Excellent	96-100	0	0	0	0
2	Very good	86-95	0	0	1	2.78
3	Good	76-85	2	5.56	3	8.33
4	Fairly good	66-75	1	2.78	6	16.67
5	Fair	56-65	3	8.33	11	30.56
6	Poor	36-55	18	50	14	38.88
7	Very poor	0-35	12	33.33	1	2.78
	Total		36	100	36	100

The table showed that there were 36 students participated. In the pre test, none of students were categorized as *very good category* and *excellent category*. Interestingly, there were 30 students categorized in *very poor category* and *poor category* and 6 students spread in other categories. The *poor category* was the category that has the highest frequency of 18 students (50%) while the *fairly good category* has the lowest frequency of 1 student (2.78%).

In the post test there was significant improvement of students' writing. Most of the students' score increased so the frequency moved to other categories. This can be seen the number of the students which had *very poor category* decreased drastically from 33.33 to 2.78%. While the frequency in *poor category* decreased from 50% to 38.88%. In *very good category,* there was one student (2.78%), even though in pre test there was no students categorized.

While the *excellent category* none of the students categorized. Thus, the most of students' increase occurred in the *fair and fairly good category*

After the score of students was classified, the researcher analyzed the student scores to find the mean score used to see the improvement that occurred in the experiment class. The result of means score can be seen from the table below.

Table 4.2 The Result of Pre Test and Post Test in Experiment Class

No	Writing Indicator	Mean Score		Improvement (%)
		Pre test ($\overline{X}1$)	Posttest ($\overline{X}2$)	
1.	Content	53.52	63.70	19.09
2.	Vocabulary	45.83	58.19	26.96
3.	Language Use	37.67	54.67	45.12
	$\overline{\overline{X}}$	45.67	58.85	28.60

The table above showed that the students' score increased in post test. The result of pretest, the data showed that the mean score of pretest was 45.67 while in the post test was 58.85. The total improvement was 28.60%. After the three components were analyzed, it was known that the highest improvement was language use component with 45.12% improvement. The mean score of language use improved from 37.67 to 54.67.It increased twice greater than the other components. The mean score of vocabulary improved from 45.83 to 58.19, it means that the improvement was 26.96%. Meanwhile, the mean score

of content improved from 53.52 to 63.70, meaning that the improvement was 19.09%. It was the lowest improvement of all components.

2. The Students' Writing Ability in Control Class

The control class In this research was class XI MIPA and there were 36 students who participated. In this class, the researcher used conventional method as treatment. The first meeting the researcher observed and gave pre-test to the students, the time to work the test was 60 minutes. To check the students' improvement in writing report text, the researcher evaluated them by giving a test in the last meeting. After that the researcher analyzed the students' score in pre test and post to measure the students' ability in writing especially report test. There were three aspects analyzed namely **content, language use and vocabulary.** To know the improvement, the first was the researchers classified the students' scores in seven categories. The table below shows the students classification in experiment class

Table 4.3 Classification of Students' Score in Control Class

No.	Classification	Score	Pre		Post	
			F	%	F	%
1	Excellent	96-100	0	0	0	0
2	Very good	86-95	0	0	0	0
3	Good	76-85	0	0	1	2.78
4	Fairly good	66-75	1	2.78	4	11.11
5	Fair	56-65	7	19.44	6	16.67
6	Poor	36-55	16	44.44	20	55.56
7	Very poor	0-35	12	33.33	5	13.89
	Total		36	100	36	100

The table above showed the frequency and percentage of students' ability in writing. Interestingly, the result of pre test revealed that none of the students can be put in *excellent category, very good category*, and *very poor category*. While in post test, none of students were classified *excellent category and very good category*. In the *very poor category* there were 12 students in the pre test. It was the category that has the highest frequency of 16 students (44.44%). While only 1 student was in *fairly good category*.

In the post test there was improvement. It can be seen that *very poor category* decreased from 33.33% to 13.89%. In addition, most of the improvements occurred in *poor and fairly good categories*, and none of students was categorized *very good category* but after the treatment there was 1 student (2.78%).

The second was the researcher analyzed the student scores to find the mean score used to see the improvement that occurred in the control class. The result of means score can be seen the table below.

Table 4.4 The Result of Pre Test and Post Test in Control Class

No	Writing Indicators	Mean Score		Improvement (%)
		Pre test ($\overline{X}1$)	Posttest ($\overline{X}2$)	
1.	Content	53.14	57.96	9.07
2.	Language Use	43.47	49.86	14.70
3.	Vocabulary	37.78	44.56	17.95
	$\overline{X}$	44.79	50.79	13.39

The table above showed there was improvement in each writing indicator. The mean score of students in pre test was 44.79 while in the post test it was 50.79 with the total improvement was 13.39%. The highest improvement was the language use component of 17.95%. However, if it was seen by the mean score of each component, the content got the highest mean score in the pre test and post test, which was 53.14 to 57.96 but the content has low improvement of 9.07% compared to other components. While the mean score of vocabulary improved from 43.47 to 49.86 with the improvement of 14.70%. More details about the improvement of students' writing ability in control class were shown in the table below.

3. The Improvement of Students' Writing Ability in Both Classes

To answer the question in problem statement, the researcher compared between students' score in experiment class and control class. The table below shows the result.

Table 4.5 The Result of Comparison Between Students' Score in Experiment Class and Control Class

No	Class	Mean Score		Improvement (%)
		Pre test	Post test	
1.	Experiment class	45.67	58.85	28.86
2.	Control class	44.79	50.79	13.48

The table above showed the results of the students' writing ability in both classes. it consisted of 36 students in each class. The improvement of experiment class score was higher that of control class. In experiment class, the improvement

was 28.89% while in the control class was 13.48%. Thus, it can be concluded that the improvement in experiment class or XI MIPA 2 was higher than the control class or XI MIPA 1.

4. Hypothesis Testing

The hypothesis test is the next step to get conclusion of analysis this research. The researcher committed test in both class, the experimental class that was taught by using explainer video and estafet writing method and control class that was taught by using conventional method. After that, the two means score of group compared by using T-test formula. The researcher used T-test for the hypothesis test. T-test formula used to prove that effectiveness on teaching writing report text by using two different method and video.

a. Calculating the compound standard deviation

$$dsg = \sqrt{\frac{n1-1\ V1\ n2-1\ V2}{n1+n2-2}}$$

Where:

n_1 = total data of group 1

n_2 = total data of group 2

V_1 = data variance of group 1

V_2 = data variance of group 2

Determining t- test with following, formula :

$$t - \text{Test} = \frac{X1-X2}{dsg\ \sqrt{\frac{1}{n_1}-\frac{1}{n_2}}}$$

b. Hypothesis testing by using t-table and t-test

If t- table $\leq$ t-test = H_a accepted

If t- test $\leq$ t- table =H_o rejected

If the t-test value is higher that t-table at the level of significance 00,5 and degree freedom (df)= (n1+n2) = 36+36-2=70 and the level of significance α (0.05), thus the alterative hypothesis (H_a) is accepted and hull hypothesis (H_0) is rejected. In contrary, if the value is lower than t-table at the level of significance 00.5 and the degree (n-1 =36-1), thus the alternative distribution hypothesis is rejected and hull hypothesis is accepted. Below, the computation of t-test

Table 4.6 The Computation Result of T-test

Experiment class	Control class
$\sum$ Xi-X =5329.62	$\sum$ Xi-X= 4866.80
X=58.85	X =50.79
N= 36	N =36
V2= 12.34	V1=11.82

The table above showed that the value of variance in experiment class and control class. To know the compound standard deviation of t-test, below the way to find strand deviation:

$$dsg = \sqrt{\frac{(n1-1)(V1)^2+(n2-1)(V2)^2}{n1+n2-2}}$$

$$= \sqrt{\frac{(36-1)(12.34)^2+(36-1)(11.82)^2}{36+36-2}}$$

$$= \sqrt{\frac{5181.57+4.757.08}{70}}$$

$$= \sqrt{\frac{9938.658}{70}}$$

$$= \sqrt{141.98}$$

$$= \textbf{11.915}$$

Based on the formula above, it was found that the value of compound

standard deviation was 11.915. After that, it was used to find the t-test.

$$t - \text{Test} = \frac{X1-X2}{dsg\sqrt{\frac{1}{n_1}-\frac{1}{n_2}}}$$

$$= \frac{58.85-50.79}{11.91\sqrt{\frac{1}{36}-\frac{1}{36}}}$$

$$= \frac{8.06}{11.91\sqrt{0.0278+0.0278}}$$

$$= \frac{8.06}{2.8085}$$

$$= \textbf{2.86985}$$

The calculation showed that the t-test was 2.86985. Below the

comparison between t- test and t-table can be seen in the follow table:

Table. 4.7 Distribution the Value of T-Test and T-Table

Variable	T-test		T –table	Comparison	Classification
Students writing	2.86985		1.66691	t-test >t-table	Significant

The data on the table showed the value of the t-test was higher than the t-table. It indicated that there was significant difference between the result of the students' writing in terms of the content language use and vocabulary by using explainer video and estafet writing method. It means that the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It can be concluded that the use of explainer video and estafet writing method was effective to teach writing report text at the eleventh grade of SMA Negeri 20 Makassar in academic year 2017/2018.

B. Discussion

In this part, the discussion covers their interpretation of the result derived from the result of statistical analysis to depict the students' ability in terms content, language use and vocabulary. From the result of the test of experimental class and control class, it can be concluded that there is a significant difference between the students' achievement in writing text class taught by using explainer video and estafet writing method and the students' writing achievement in the clad taught by using conventional method. From the result of the test, the score of students' writing increased, it was proved by depiction of analysis in finding. It means that estafet writing was more effective method especially in teaching writing.

1. **The Differences of Students' Writing Ability in Experiment Class And Control Class**

   The result of the first hypothesis test showed that there was a significant difference of the students' writing ability between the students who were taught by using explainer video and estafet writing and those were taught by using conventionall method. It can be proved from the T-test > T-table, it means explainer video and estafet writing method is more effective than conventional method.

   Estafet writing method and explainer video are good method and media to help students increase writing ability. According to Ditya (2017) estafet writing can help students in writing narrative text and give good impact for students in learning. This method make the students more active in discussion activity because they had a chance to convey their idea. Combining the estafet writing method and explainer, it made them have good communication. Besides that, they would help each other in order the words or sentences. Thus, the use of estafet writing method increased the students' ability. It was appropriate with the statement of Piga (2017) he said that using estafet writing method make the student more active, positive response an good team cooperation.

   In addition the use of Explainer video is one of important thing which supports improving students' ability. Explainer video is effective media because it makes student interested. According of Mafazah (2017) the use of

video explainer used as media because it can increase the interest, motivation and knowledge. Using explainer video in experiment class made student interest to listen the explanation of video, they enjoyed in learning process and it made them recall information they already knew.

Using Explainer video as media was helping the students to get information before writing. While Estafet writing also was helpful for the students in order to write a text, especially write a report text. It was because in report text, the students should know some information to convince to their reader. By using both of them the students could share the information to other based on the information they got before they wrote. Furthermore, it was easy for them to find the ideas that will be developed in their writing. Besides, the students were more interested in the class.

The explainer video and Estafet writing can be used by the teacher in teaching writing especially in teaching report text. Before using, the teacher should know well how to use explainer video and estafet writing method in the same time. Therefore, the teacher can explained clearly to the students what they were going to do in learning process. The teacher should give opportunity to the students to share their ideas to others. Then, the teacher should create the good atmosphere in the process of learning to make class become more interesting for the students. In addition, the teachers were suggested to handle the time allocation during the teaching learning process because it take a lot of times. The implementation of explainer video and

estafet writing method in learning processes and outcomes discussion can be seen from the following indicators:

a) Increase the students' information before discussion. The students will get information by short video where duration 2-4 minute. They acquired new information first before discussion session and it recalls the information that student have.

b) Increase the students activeness in the discussion. The students would to express their opinions. Usually some of students were not confident to express their opinions even if they were not commanded by the teacher. Through estafet writing method, the students were become active. The students got the opportunity to interact with each other they could express theirs idea based on the vodeo they watched. Students were usually inactive become more active.

c) Increase students' interest and concentration. Before the study was conducted, students showed a lack of interest in learning. After the treatment, students were more interested in following the discussion of learning, students also paid more attention to the teachers explanation, and focus more on learning

In control class, the research used conventional method. It made the student passive. Most of the student became passive in waiting for instructions from the teacher. It makes the students not free to express their opinions or ideas. In addition, control class also used conventional learning

media. it is simple media by utilizing the materials around like book, papers, plastic etc. Therefore, conventional method and learning media maked learning feel boring.

From the explanation above, it can be concluded that the class was taught by using estafet writing method which was combined with explainer video more effective than the class was taught by using conventional method and media.

2. The Students' Writing Ability Improvement in Experiment Class and in Control Class

The result of hypothesis test showed that the students taught in experiment class have higher scores than those taught control class. It can be proved from average of writing achievement. The students' score in experiment class have higher scores (58.85) than those taught using conventional technique (50.79).

This indicated that the students' writing ability had increased after the implication of cooperative learning with explainer video and estafet writing. The scores of writing components also indicated that the students performed better in the post-test. The students performed better in three writing components namely content, language use and vocabulary

a) Content

Content is one of the components of writing. To produce good writing, a writer needed to create good content to make the reader

understand the text better. In assessing content, there are some aspect that needs to be considered like: knowledgeable, development of the topic, substantive or completeness.

Based on the findings, it can be known that there was improvement in experiment class. It was proved by the mean score of the student in pre test was 53.52 while the mean score in posttest was 63.70 with 28.60% improvement. In addition, the improvement can also be seen in table 4.2 classification of students score. Most of the students moved from very poor category to fair category.

Estafet writing method and explainer video give a positive effect to the students. Therefore, it increases the students' writing component. Estafet writing method involves discussion session. it made the students get input from their friends in the same group. The input obtained from their friends provided additional information in developing the content.

The use of explainer videos contributed greatly to the increase the score of students' content in experiment class. By watching the video, it stimulated the students to improve their ideas. It is related wit theory of Mafazah (2017) using explainer video especially infographic (animation video) is a media that can increase students' imagination, creativity and interest. Thus, when explainer video is combined with estafet writing method, it increase students' imagination and knowledge.

b) Language use

Language use is one of components of writing, it is tenses or the pattern to order the words to be sentence. In the experiment class, there was improvement of the students' ability in writing specifically in language use. It was the highest improvement of three components which analyzed in this research. The improvement was 48,12%. The mean score of students' language use was 46.94 in pre test while in post test was 55.97. Then, the class percentage which pass the poor category in post test only 1 student (2.78%). It means the percentages howed there were 11 students who passed the very poor category.

According to Aryani (2015) in applying estafet writing method, the students help their friends in sorting the ideas and give correction. Based on the observation of the researcher, half of the students gave correction to their friends in the same group in editing session.

c) **Vocabulary**

Vocabulary is important components of writing. It is all the words or hearth of language learning. To produce good writing, it depends on selection the right words. In this research, the students' vocabulary in experiment class improved from 45.83 to 58.19 while the improvement was 26.96%. This showed that the students performance in writing in terms of vocabulary improved after the application of using explainer video and estafet writing method.

The use of explainer video made the students' vocabulary increased. Explainer provide stimulus to students so it increase the students' knowledge. In addition explainer video shows the subtitle so the students can see the English and find the meaning of the words if they don't understand. And also, when the material presented was equipped with sound and video, it provided audio and visual effects that make learning materials more interesting in auditory and visual manner. The result of this research was appropriate with the theory of Erawati(2016) her statement was using animation video enhance knowledge about vocabulary, motivation and ability to solve the problem The students could arrange the events based on the video.

In addition, using estafet writing method also improved the students' vocabulary. The students was encouraged to active communicate each other. It provides opportunity to discuss or ask their friend if they do not understand the meaning.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first part presents some conclusions based on the data analysis and findings in the previous chapter. The second part presents some suggestion findings based on the findings and conclusions of this research.

A. Conclusion

Based on the data analysis and discussion gathered in the previous chapters, it can be concluded that the use of explainer video and estafet writing method increases the students' ability in writing in terms of content, language use and vocabulary components. Particularly in teaching report text. In addition, the combination of these explainer video and estafet writing method is more effective than the conventional method. It is proved by the improvement of experiment class was 28.86% while the improvement of control class was 13.48%. From data analysis, alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected (2.86985>1.66691). It means the use explainer video and estafet writing method is effective in teaching

B. Suggestion

As the result of using Explainer video and Estafet Writing Method, the researcher would like to give some the suggestion for the teacher, the student and the next researchers

1. **For the English Teacher**

Based on the result of the research, the explainer video is effective media in teaching writing and the estafet writing method is useful to improve the students' writing ability. It helps the students in generating ideas, enrich the content, language use and vocabulary. The estafet writing method also can be customized with other media and other text types that will be taught. The English teacher is suggested to use the explainer video and estafet writing method to teach writing in order to improve students' writing ability.

2. **For the Students**

The students are suggested to continue this activity. They should always have a good motivation and participation in learning process. It will be very useful for them in improving their writing ability. The students should always practice writing some sentence to paragraph until become a text to build their writing habits, one of the ways is by using explainer video and estafet writing method.

3. **For Next Researchers**

This research is aimed to improving the students' writing ability by using explainer video and estafet writing method. However there are still some problems which were not yet solved because the limited time in implementing and the scope of this research. Other researchers who are interested do the research in the same field are recommended to implement this method

collaborate with other media. and also the next researcher can use this method in other skill in English like speaking or reading.

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APPENDICES

Appendix 1

Syllabus

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	akan datang	lainnya. • Siswa membandingkan antara ungkapan pengandaian dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa Ibu atau bahasa Indonesia. **Mengkomunikasikan** • Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris, di dalam dan di luar kelas. • Siswa berkreasi dengan imajinasi mereka dalam teks pengandaian • Siswa menuliskan permasalahan dalam menggunakan pengandaian dalam bahasa Inggris untuk menyatakan dan menanyakan pengandaian dalam jurnal belajarnya.	capaian belajar • Kumpulan hasil tes dan latihan. • Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya.		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.9 Menganalisis struktur teks dan unsur	**Teks ilmiah faktual (factual report) lisan dan tulis sederhana tentang benda, binatang dan gejala/peristiwa alam.** **Fungsi sosial** - Mengamati alam - Menulis paparan ilmiah mengenai benda, binatang dan gejal/ peristiwa alam **Struktur** - Klasifikasi Umum	**Mengamati** • Siswa menyimak berbagai contoh/film ilmiah pendek yang disediakan • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks ilmiah faktual • Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu **Mempertanyakan (questioning)** • Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam paparan tersebut. • Siswa mempertanyakan cara menemukan gagasan	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks ilmiah faktual • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan untuk memberi	4 x 2 JP	• CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (factual report) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI	tentang binatang/ benda yang ditulis, e.g. Slow loris is a mammal. It is found in.... It is a nocturnal animal. It is very small with .... Penggambaran mengenai bagian, sifat dan tingkah lakunya	pokok, informasi rinci dan teks faktual report. **Mengeksplorasi** Siswa mendengarkan/ membaca/membacakan teks ilmiah faktual dengan membandingkan berbagai teks report dengan memperhatikan tujuan, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks. **Mengasosiasi** • Dalam kerja kelompok terbimbing siswa menganalisis struktur dan unsur bahasa yang yang ada dalam beberapa teks report.	baikan. • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks ilmiah faktual • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan		den/
4.13 Menangkap makna dalam teks ilmiah faktual (factual report), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.	*Unsur kebahasaan* - Simple Present - Kata kerja yang menggambarkan binatang/ benda/ gejala alam - Kata sifat - Berbagai kata benda terkait dengan benda/ binatang/ gejala alam yang diamati - ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi. - Rujukan kata	• Siswa mengelompokkan struktur, fungsi sosial dan unsur kebahasaan teks berdasarkan penggunaannya. • Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok **Komunikasi** • Siswa menyalin teks report yang didapatkannya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran lain dan membacakannya di kelas • Siswa menyampaikan laporan berupa catatan (note taking) dari hasil membaca beberapa teks ilmiah faktual. • Membuat learning journal dalam pembelajaran	• Ketepatan dan kesesuaian menggunakan strategi dalam membaca **Portofolio** • Kumpulan catatan kemajuan belajar • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** Bentuk diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		

Appendix 2

Lesson plan

Experiment Class

Lesson Plan

School   : SMA Negeri 20 Makassar

Subject   : English

Class/ Semester : XII/ 1

Material   : Report Text

Time allocation : 16 x 45 minutes

A. Core Competence

1. To live and practice the religious teachings that he embraces.

2. To live and practice: honest, disciplined, responsible, caring (cooperative, tolerant, peaceful) behavior, courteous, responsive and pro-active and showing attitudes as part of the solution to problems in interacting effectively with the social environment and nature and in placing ourselves as a reflection of the nation in the association of the world.

3. To understand, apply, analyze factual, conceptual, procedural knowledge based on curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization related causes of phenomena and events, and apply procedural knowledge to specific field of study according to his or her talents and interests to solve problems.

4. To cultivate, reason, present, and create in the realm of concrete and abstract realms related to the development of the self-study in the school independently, and able to use methods according to scientific rules.

B. Basic Competence

1. Analyzing the structure of the text and linguistic elements to carry out the social function of the factual text by stating and inquiring about the factual scientific texts about natural, simple people, animals, things, phenomena and events, simple, in accordance with the context of learning in other lessons in Class XI.

2. Capturing meaning in factual report, oral and written, simple, about people, animals, objects, symptoms and natural and social events, related to other subjects in Class XI.

C. Indicators

1. Identify the meaning of the report text.

2. Identify the process of an event.

3. Finding the present forms, and their meaning in the simple.

4. Arranging jumbled words in form of simple paste tense in order to become a good sentence.

5. Writing a simple report text.

D. Learning Objective

Based on the indicators above the aim of learning:

1. Students are able to identify the meaning of the report text.

2. Students are able to identify the process of an event.

3. Students are able to finding the present forms, and their meaning in the simple.

4. Students are able to arranging jumbled words in form of simple present tense in order to become a good sentence.

5. Students are able to write a simple report text.

E. Learning Material

1. Report Text

  a. Definition of report text.

Report text is a text that contains information that describe something in reality but the writer must describe the subject in correct information as it is observed.

  b. Purpose of report text

Its social purpose is presenting information about something. They generally describe an entire class of things, whether natural or made: mammals, the planets, rocks, plants, countries of region, culture, transportation, and so on.

  c. Generic Structure

Commonly report text same like descriptive text, but both of them have differences. One of them is report text contains the facts that can be proven scientifically but not with descriptive. Basically the generic structure of report text is more complex than descriptive, the following explanation are:

1) General Classification

This section is the first part that is usually located in the first paragraph. This section provides a general explanation of something to be described. Such explanations may be the type or classification and notion of the object to be described in general.

2) Description

It contains further explanations and details. This section generally contains an explanation of the part or traits, qualities, habits, or behaviors of something to be described. In essence, this passage is a translation of something scientifically

d. **Language Feature of Report Text**

Language Feature of report text is almost same. below there are several language features as follows:

1. Using common nouns, such as historical buildings rather than using special nouns.

2. Using relative verbs (linking verbs), such as are, is, seems, looks, and so on.

3. Using Simple Present Tense.

4. Using technical terms, such as Isobars, cyclones, density, and so on

5. Using of paragraphs with topic sentences to organize bundles of information.

2. Explainer Video for Estafet Writing

a) For the First Meeting   : Report text of Explanation (video is download

on https://www.youtube.com/watch?v=WYWqsiT8-xw

b) For the second Meeting   : Report text focus on structure " simple present (https://www.youtube.com/watch?v=UZMDp89VjEM)

c) For the third meeting   : The use of To Be (Am/is/are) (video was downloaded on https://www.youtube.com/watch?v=T42We-QdUMY)

d) For the fourth Meeting   : Earthquake (video is downloaded on https://www.youtube.com/watch?v=t7Q7y_xjR5E)

e) For the fifth Meeting : earthquake (video is downloaded on https://www.youtube.com/watch?v=t7Q7y_xjR5E)

f) For the sixth Meeting   : Water Pollution (video is downloaded on https://www.youtube.com/watch?v=Om42Lppkd9w)

g) For the seven Meeting   : Water Pollution (video is downloaded on https://www.youtube.com/watch?v=Om42Lppkd9w)fv

h) For the eighth meeting   :Tsunami (video is downloaded on https://www.youtube.com/watch?v=Wx9vPv-T51I)

F. Learning Resources / Media

1. Source: English Book.

2. Media: White Board, Board Marker, Script Text, LCD, laptop and blank paper.

G. Learning Method

Estafet Writing Method

H. Learning activities

The First meeting

1. Pre teaching

a. Greeting

b. Checking the attendance list.

c. Delivering the learning objectives

d. Telling the concept of estafet writing method

2. Core Activities

a. Observing

  1) Students listen to or listen to a general explanation of the definitions, functions, structure, and language elements of the report text.

  2) Students observe the video provided by the teacher.

  3) Students observe the social functions, structures and linguistic elements present in the given report text.

b. Questioning

  1) Teachers provide opportunities for learners to ask questions about things they do not yet understand.

  2) The teacher answers some questions from the students.

c. Exploring

  1) Students are formed into groups. In one group there are 4-5 students

  2) Teacher presents three times Explainer video to the students. the first time, it will show the video. The students are not allowed to do anything, students are only asked to listen and watch the video. The second time, each student

from each group is allowed to make small notes or write down key words and key points of text that can help them in the reconstruction phase.

d. Associating

1) Teachers give 20-25 minutes to discuss with their friends in same group. The students will discuss about report text " the short explanation"

2) After each group is done. Each group is asked to redeem their work to another group.

e. Communicating

1) By teacher guidance, each group is asked to analyze and correct.

2) After each group regains its reconstruction results, each individual in the group is asked to do the "revising". The students discuss about the mistakes

3. Closing (5-10 minute)

a. Asking student difficulties for Teaching and Learning Activities.

b. Teacher write the new words student should remember. It will relate with the next material

c. Teaching and Learning Activities closed with greeting.

The second meeting

1. Pre-Teaching Activities

a. Greeting and Checking the attendance list.

b. Building knowledge by warming up activity

c. Delivering the learning objectives

2. Core Activities

a. Observing

1) The students listen to general explanation of the definitions, functions, structure, and language elements of the report text.

2) The students observe the video provided by the teacher.

3) The students observe the social functions, structures and linguistic elements present in the given report text.

b. Questioning

1) The teachers provide opportunities for learners to ask questions about things they do not yet understand.

2) The teacher answers some questions from the students.

c. Exploring

1) The students are formed into groups. In one group there are 4-5 students

2) The teacher presents three times Explainer video to the students. the first time, it will show the video. The students are not allowed to do anything, students are only asked to listen and watch the video. The second time, each student from each group is allowed to make small notes or write down key words and key points of text that can help them in the reconstruction phase.

d. Associating

1) The teachers give 25-30 minutes to discuss with same group about report text about structure. The students make a sentence by ordering the words. The first student writes one words and next student continue until be a sentence

2) After each group is done. Each group is asked to redeem their work to another group.

e. Communicating

1) By teacher guidance, each group is asked to give correction.

2) After each group regains its reconstruction results, each group is asked to do the "revising" and the students discuss about the mistakes

3. Closing (5-10 minute)

a. Asking student difficulties for Teaching and Learning Activities.

b. Teacher write the new words student should remember. It will relate with the next material

c. Teaching and Learning Activities closed with greeting.

The Third Meeting

1. Pre-Teaching (10 minutes)

a. Greeting and checking the attendance list.

b. The teacher tells the learning objectives.

c. Warming up about material (each student has card, they should find the antonym of the word).

2. Core Activities (55-60 minutes)

a. Observing

1) The student listens the explanation of video about simple sample and how to use am/is/are.

2) The students observe the structure or pattern and the function.

b. Questioning

   1) The teacher gives opportunity the students to anything about material.

   2) The teacher answers the question from the students and gives same explanation.

c. Exploring

   1) The students is formed into new groups.

   2) The teacher shows the explainer video three times. The first time, the students are not allowed to do anything, students are only asked to listen and see the tone carefully. The second time, each student from each group is allowed to make small notes or write down key words. The third time, the students analyze and ensure the information obtained

   3) The students discuss each other.

d. Associating

   1) In the group, each student should make 2 sentences. It means two rounds. They made sentences based on the information they get

   2) After each group is done. Each group is asked to redeem their work to another group.

   3) By teacher guidance, each group is asked to analyze and correct the reconstruction results of other groups by focusing on the correct structure

e. Communicating

   1) After each group regains its reconstruction results.

   2) By teacher guidance, the students categorize the mistake.

3. Closing (5minutes)

    a. The teacher ask the students difficulties during learning process.

    b. The teacher concludes the material.

The Fourth Meeting

1. Pre-teaching

  a. Greeting

  b. Checking the attendance list.

  c. Building knowledge by "warming up "the material to be discussed

  d. Delivering the learning objectives

2. Core Activities

a. Observing

  1) The students listen to or listen to a general explanation of the definitions, functions, structure, and language elements of the report text.

  2) The students observe the example of report text provided by the teacher.

  3) The students observe the social functions, structures and linguistic elements present in the given report text.

b. Questioning

  1) Teachers provide opportunities for learners to ask questions about things they do not yet understand.

  2) The teacher answers some questions from the students.

c. Exploring

  1) Students are formed into groups. In one group there are 4-5 students

2) Teacher presents three times Explainer video to the students. the first time, it will show the video. The students are not allowed to do anything, students are only asked to listen and watch the video. The second time, each student from each group is allowed to make small notes or write down key words and key points of text that can help them in the reconstruction phase.

d Associating

Teachers give 25-30 minutes to discuss. The students will make a text by ordering the sentences. The students are asked to arrange an event according to the sequence of events. The first student choose which one first event and next students continue until be report text

e Communicating

1) After each group is done. Each group is asked to redeem their work to another group.

2) By teacher guidance, each group is asked to analyze and correct. They should analyze the words or sentences are not related with the topic "report text".

3) After each group regains its reconstruction results.

3. Closing (5-10 minute)

a. Asking student difficulties for Teaching and Learning Activities.

b. Teacher write the new words student should remember.

c. Teaching and Learning Activities closed with greeting

The Fifth Meeting

1. Pre-Teaching (5-10 minute)

a. Greet the students and checking the attendance list.

b. Asking students to sit with their groups.

c. Asking /reminding a little bit about the last meeting material "earthquake".

d. Building knowledge about the material that will be taught by asking them.

e. Delivering the learning objectives.

2. Core Activities (55-60 minute)

a. Observing

1) Students listen to or listen to a general explanation of the definitions, functions, structure, and language elements of the report text.

2) Students observe the text provided by the teacher.

b. Questioning

1) Teachers provide opportunities for learners to ask questions about things they do not yet understand.

2) teachers answer some questions from students. Through question and answer with students, teachers introduce new vocabularies that may be found in the text of the report to be heard by students.

c. Exploring

1) The teacher gives each student group worksheets.

2) The teacher shows the explainer video three times. The first time, the students are not allowed to do anything, students are only asked to listen and see the tone carefully. The second time, each student from each group

is allowed to make small notes or write down key words. The third time, the students analyze and ensure the information obtained

d. Associating

1) The students discuss each other 10 minutes about material.

2) Based on the information students get, the make a text report text about earthquake. each students make 1 or 2 sentences. The first student choose which one first event and next students continue until be report text

e. Communicating

1) By teacher guidance, each group is asked to analyze and correct the results of other groups with the focus of the verb used for the report text.

2) After each group regains the result. Each group is asked to revise and write back on the task

3. Closing (5-10 minute)

a. Asking student difficulties for Teaching and Learning Activities.

b. Teaching and Learning Activities closed with greetings

The Sixth Meeting

1. Pre-Teaching(5-10 minutes)

a. Greet the students and checking the attendance list.

b. Asking /reminding a little bit about the last meeting material.

c. Building knowledge by Warming up about material (each student has card, they should find the antonym of the word).

2. **Core activities (60-65 minutes)**

a. **Observing**

1) Students listen to or listen to a general explanation of the definitions, functions, structure, and language elements of the report text.

2) Students observe the video provided by the teacher.

3) Students observe the social functions, structures and linguistic elements present in the given report text.

4) Students identify vocabulary that they do not yet know "new word".

b. **Questioning**

1) Teachers provide opportunities for learners to ask questions about things they do not yet understand.

2) The teacher answers some questions from the students.

3) Through question and answer with the students, teachers introduce new vocabularies that may be found in the text of the report that will be looked by students.

c. **Exploring**

1) The teacher shows "Explainer" video to the students three times. The first, the students are not allowed to do anything, students are only asked to listen and watch the video. The second and third rime, each student from each group is allowed to make small notes or write down key words and key points of text that can help them in the reconstruction phase. (the teacher gives sheets).

2) The students discuss with their friends in the same group about the words they are find.

    d. Associating

      1) Teachers give 20-25 minutes to discuss/arrange a series of events based on the video being viewed. thee first student choose which one first event and next students continue until be report text

      2) After each group is done. each group is asked to redeem their work to another group.

    e. Communicating

      1) By teacher guidance, each group is asked to analyze and correct the reconstruction results of other groups by focusing on the structure or sequence of events.

      2) After each group regains its reconstruction results, each the group is asked to discuss/ do the "revising/editing" about the mistake.

      3) The students allow to ask a question they do know.

3. Closing (5-10 minute)

   a. Asking student difficulties for Teaching and Learning Activities.

   b. Assigning students to learn / read more about report text report.

The Seventh Meeting

  1. Pre-Teaching (5-10 minute)

a. Greeting and checking the attendance list.

b. Asking students to sit with their groups.

c. Asking /reminding a little bit about the last meeting material and

d. Delivering the learning objectives.

2. Core Activities (55-65 minute)

a. Observing

1) Students listen to or listen to a general explanation of the definitions, functions, structure, and language elements of the report text.

2) Students observe the video provided by the teacher.

3) Students observe the social functions, structures and linguistic elements present in the text of the report given the focus on grammar.

b. Questioning

1) Teachers provide opportunities for learners to ask questions about things they do not yet understand.

2) Teachers answer some questions from students.

3) Through question and answer with students, teachers introduce new vocabularies that may be found in the explainer video.

c. Exploring

1) The teacher gives each student group worksheets.

2) The teacher shows explainer video three time to the students. the first, students are not allowed to do anything, students are only asked to listen

watch the video. The second and third time, each student from each group is allowed to make small notes.

   3) The teacher gives 5-7 minutes to discuss with their friend in the same group. The students make mind mapping or brainstorming

d. Associating

   b) Each group make report text based on mind mapping. Each student makes sentences. Then they make report text.

   c) After each group is completed. each group is asked to redeem their work to another group. By teacher guidance, each group is asked to analyze and correct the results of other groups.

e. Communicating

   1) After each group regains the result. Each group discusses about the corrections.

   2) Each group ask to revise

3. Closing

a. Asking student difficulties for Teaching and Learning Activities.

b. Teacher write the new words student should remember.

c. Teaching and Learning Activities closed with greeting.

The Eighth Meeting

1. Pre-Teaching (5-10 minute)

a. Greeting

b. Checking the attendance list.

c. Asking students to sit with their groups.

d. Delivering the learning objectives.

2. Core Activities (55-60 minute)

a. Observing

1) Students and teachers review the definition, function, structure, and linguistic elements of the report text.

2) Students observe videos provided by teachers (video at first or second meeting).

3) Teachers give paper to students about report text.

4) Students observe the social functions, structures and linguistic elements present in the text of the report.

5) Students are asked to find the main idea in each text.

b. Questioning

1) The students ask some questions about the material

2) The teacher answers some questions from the students.

c. Exploring

1) The teacher gives each student's work sheet (blank paper).

2) The teacher shows the explainer video three times to the students. the first time, the students do not allow to write anything, the student only watch the

video. The second and third times, each student from each group is allowed to take note or write the key word that they find.

3) The students allow give 5-10 minute to make brainstorming / concept based on the video they have seen.

d. Associating

1) The students make sentences based on the key words are found.

2) The teacher asks to write a report text. One student writes down the main idea and creates support sentences, then continues with the other students to form 2 paragraphs.

e. Communicating

1) Each group is asked to redeem their work to another group.

2) By teacher guidance, each group is asked to analyze and correct the results of other groups

3) Each group regains the result. Each group ask to do revise and discuss about the corrections.

3. Closing (5-10 minute)

a. Asking student difficulties for Teaching and Learning Activities.

b. Teaching and Learning Activities closed with greetings.

Appendix 3

Lesson plan

Control Class

Lesson plan

School   : SMAN 20 Makassar

Subject   : English

Class / Semester   : XI / 1

Material   : Report Text

Time allocation   : 8 X 45' minutes

A. Core Competence

1. To live and practice the religious teachings that he embraces.

2. To live and practice: honest, disciplined, responsible, caring (cooperative, tolerant, peaceful) behavior, courteous, responsive and pro-active and showing attitudes as part of the solution to problems in interacting effectively with the social environment and nature and in placing ourselves as a reflection of the nation in the association of the world.

3. To understand, apply, analyze factual, conceptual, procedural knowledge based on curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization related causes of

phenomena and events, and apply procedural knowledge to specific field of study according to his or her talents and interests to solve problems.

4. To cultivate, reason, present, and create in the realm of concrete and abstract realms related to the development of the self-study in the school independently, and able to use methods according to scientific rules.

B. Basic Competence

1. Analyzing the structure of the text and linguistic elements to carry out the social function of the factual text by stating and inquiring about the factual scientific texts about natural, simple people, animals, things, phenomena and events, simple, in accordance with the context of learning in other lessons in Class XI.

2. Capturing meaning in factual report, oral and written, simple, about people, animals, objects, symptoms and natural and social events, related to other subjects in Class XI.

C. Indicators

1. Identify the meaning of the report text.

2. Identify the process of an event.

3. Finding the present forms, and their meaning in the simple.

4. Arranging jumbled words in form of simple paste tense in order to become a good sentence.

5. Writing a simple report text.

D. Learning Objective

Based on the indicators above the aim of learning:

1. Student are able to identify the meaning of the report text.

2. Student are able to identify the process of an event.

3. Student are able to finding the present forms, and their meaning in the simple.

4. Student are able to arranging jumbled words in form of simple present tense in order to become a good sentence.

5. Student are able to write a simple report text.

E. Learning Material

1. Report Text

a. Definition of report text.

Report text is a text that contains information that describe something in reality but the writer must describe the subject in correct information as it is observed.

b. Purpose of report text

Its social purpose is presenting information about something. They generally describe an entire class of things, whether natural or made: mammals, the planets, rocks, plants, countries of region, culture, transportation, and so on.

c. Generic Structure

Commonly report text same like descriptive text, but both of them have differences. One of them is report text contains the facts that can be proven

scientifically but not with descriptive. Basically the generic structure of report text is more complex than descriptive, the following explanation are:

1) General Classification

This section is the first part that is usually located in the first paragraph. This section provides a general explanation of something to be described. Such explanations may be the type or classification and notion of the object to be described in general.

2) Description

It contains further explanations and details. This section generally contains an explanation of the part or traits, qualities, habits, or behaviors of something to be described. In essence, this passage is a translation of something scientifically

d. **Language Feature of Report Text**

Language Feature of report text is almost same. below there are several language features as follows:

1. Using common nouns, such as historical buildings rather than using special nouns.

2. Using relative verbs (linking verbs), such as are, is, seems, looks, and so on.

3. Using Simple Present Tense.

4. Using technical terms, such as Isobars, cyclones, density, and so on

5. using of paragraphs with topic sentences to organize bundles of information.

2. The Material in Teaching

a. For the First Meeting : Report Text

b. For the Second and Third Meeting : Earthquake

c. For the Fourth and Fifth Meeting : Water Pollution

d. For the Sixth and Seventh Meeting : Twister

e. For the Eighth Meeting : Tsunami

E. Learning Methods

Scientific Approach by using discussion methods

F. Learning Activities

First meeting

1. **Pre-teaching activities**

   a. Greet the students and checking the attendance list.

   b. Asking /reminding a little bit about the last meeting material.

   c. Building knowledge by asking question

   d. Delivering the learning objectives.

2. **Core activities (55-60 minutes)**

   a. **Observing**

   1) The students listen to or listen to the teachers' explanation

   2) The students observe the social functions, structures and linguistic elements

      present in the given report text

3) In groups, students observe the picture and are guided by the teacher learning learners find the main ideas of the accompanying text and discuss some vocabulary.

b. Questioning

By the guidance and direction of the teacher, students ask some questions, among other things, about the conditions that occur in images, new vocabulary, from text "earthquakes".

c. Exploring

1) The students in each group discuss idea of each paragraph

2) The students find the main ideas, certain information and detailed information report text that is read.

d. Associating

1) In group, the students are guided to analyze

2) The students discuss/arrange a series of events-based on text they read.

3) The students write down the results of each group's discussion.

e. Communicating

1) The teacher gives the correct answer regarding the order of events.

2) The students discuss about the mistake

3) The student allow to ask the question to the teacher.

3. Closing activities

c. Asking student difficulties for Teaching and Learning Activities.

d. Assigning students to learn / read more about report text report.

The Second meeting

1. **Pre- teaching activities**

   a. Greeting

   b. Checking the attendance list.

   c. The teacher communicates with students and gives a few questions about the material to be taught delivering the learning objectives.

2. **Core activities (55-60 minutes)**

   a. **Observing**

   1) The students listen to or listen to a general explanation of the definitions, functions, structure, and language elements of the report text.

   2) The students observe the social functions, structures and linguistic elements present in the given report text

   3) In groups, students observe the picture and are guided by the teacher learning learners find the main ideas of the accompanying text and discuss some vocabulary.

   b. **Questioning**

   By the guidance and direction of the teacher, students ask some questions, among other things, about the conditions that occur in images, new vocabulary, from text "earthquakes".

   c. **Exploring**

1) Students in each group discuss in making a resume of text earthquakes (idea of each paragraph)

2) Students in groups find the main ideas, certain information and detailed information report text that is read.

d. Associating

1) In group, students are guided to analyze the structure and elements of language in several report texts.

2) Students classify the structure of the text based on the text use.

e. Communicating

The students write down the results of each group's discussion.

3. Closing activities

a. Provide feedback on learning processes and outcomes;

b. Inform the plan of learning activities for the next meeting

The Third meeting

1. Pre- teaching activities

a. Prepare students to follow the learning process

b. Motivate students to benefit from learning factual / information report texts

c. Ask questions related to previous material to review.

d. Explain the learning objectives or basic competencies to be achieved, and the planned activities at this meeting.

2. Core activities

a. Observing

In groups, the teacher guides the students to observe the text. The students find the main ideas of the accompanying text and discuss some vocabulary.

b. Questioning

1) the student what they do not know about the explanation.

2) The teacher gives the students opportunity to answer the question from their friend.

c. Exploring

1) Students in groups find the main ideas, certain information and detailed information report text that is read. · Students sit in a new group and jointly identify and select 1 text that has the same structure as the factual / information report text at the previous meeting, for example text "earthquake".

2) Students will make mind mapping based on the main idea that they find.

d. Associating

1) The students distinguish factual report texts "earthquake", and the texts they carry from various sources

2) The students discuss and Student make the text based on mind mapping they made.

e. Communicating

1) Each group exchanges the results of their work.

2) The teacher and the students discuss mistakes found.

3) Each group corrects their mistakes

3. **Closing activities**

   a. Asking student difficulties for Teaching and Learning Activities.

   b. Assigning students to learn / read more about report text report.

The Fourth Meeting

1. **Pre teaching activities**

   a. Motivate the students to benefit from learning factual / information report texts about natural and social symptoms and events

   b. Ask questions related to previous material to review.

   c. Explain the learning objectives or basic competencies to be achieved, and the planned activities at this meeting.

2. **Core activities**

   a. **Observing**

      1) The teacher reviews the previous material

      2) The students observe the text that given by teacher.

      3) The students ask to find main idea each paragraph

   b. **Questioning**

      1) The teacher let students ask some question that they do not know.

      2) The teacher answers the question .

   c. **Exploring**

1) The students sit in a new group and together identify and select 1 text that has the same structure as the text factual / information report at the previous meeting, for example the text water pollution

2) The students in groups read text factual / information reports from various sources like the book.

3) The students in groups read the text factual / information report that they bring to find the main ideas, detailed information and certain information and social functions and the text structure of the factual text / information report that is read.

4) Each group arrange pieces of paper that contain information that has not been arranged so that it becomes a meaningful factual / information report text.

d. Associating

1) The students discuss/make the report text.

2) The students write down the results of each group's discussion.

e. Communicating

1) Each group exchanges the results of their work.

2) The teacher and students discuss the mistakes found

3) Each group corrects their mistakes

3. Closing activities

a. The teacher asks the student difficulties in learning process.

b. The teacher writes the new words the student should remember.

c. Teaching and learning activities closed by greeting

The Fifth Meeting

1. Pre-Teaching Activities (5-10 minutes)

a. Greeting and checking the attendance list of the students.

b. The teacher communicates with students and gives a few questions about the material to be taught delivering the learning objectives.

c. The teacher gives motivation.

2. Core activities (55-60 minutes)

a. Observing

1) Students listen to various examples / short scientific films provided

2) Students observe social functions, structures and linguistic elements of factual scientific texts

3) Students practice determining the main ideas, and detailed information and certain information

b. Questioning

1) Teachers provide opportunities for learners to ask questions about things they do not yet understand.

2) the teacher answers some questions from the students.

3) Through question and answer with the students, teachers introduce new vocabularies that may be found in the text of the report that will be looked by students.

c. Exploring

1) The students read report text on the book. The students analyze the structure of report text.

2) The students get feedback from teachers and friends about the results of analysts about social functions, structures, and linguistic elements of the news texts delivered in group work

d. Associating

1) The students discuss each other

2) The students answer the question based on the teacher gave.

e. Communicating

1) Each group reads the results of the discussion. Other groups suggestion/ correct

2) The teacher gives the correct answer.

3) The students correct mistakes by discussion.

3. Closing

a. The students receive independent assignments.

b. The teacher closed the meeting by greeting.

The Sixth Meeting

1. Pre-Teaching (5-10 minutes)

a. Greeting and checking the attendance list of the students.

b. The teacher communicates with students and gives a few questions about the material to be taught delivering the learning objectives.

c. The teacher gives motivation.

2. Core activities (55-60 minutes)

a. Observing

1) The students listen the explanation of the teacher

2) The teacher explain about how to make report text

b. Questioning

1) Teachers provide opportunities for learners to ask questions about things they do not yet understand.

2) the teacher answers some questions from the students.

c. Exploring

1) The students are divided into some group. The teacher shows some picture on the book

2) The teacher gives other read report text, the students analyze the structure of report text given by the teacher.

3) The students make mind mapping by discussion.

d. Associating

1) The teacher gave 20 minutes to make report text based the mind mapping they made.

2) The students make sentences based on the key word in mind mapping. The they create report text.

e. **Communicating**

1) Each group reads the results of the discussion. Other groups suggestion/ corrections

2) The students correct mistakes by discussion.

3. **Closing**

a. The students receive independent assignments.

b. The teacher closed the meeting by greeting.

The Seventh Meeting

1. **Pre-Teaching (5-10 minutes)**

a. Greet the students and checking the attendance list.

b. Asking /reminding a little bit about the last meeting material.

c. The teacher communicates with students and gives a few questions about the material to be taught Delivering the learning objectives.

2. **Core activities (55-60 minutes)**

a. **Observing**

1) Students listen to various examples / short scientific films provided

2) Students observe social functions, structures and linguistic elements of factual scientific texts

3) Students practice determining the main ideas, and detailed information and certain information

b. **Questioning**

1) Teachers provide opportunities for learners to ask questions about things they do not yet understand.

2) the teacher answers some questions from the students.

3) Through question and answer with the students, teachers introduce new vocabularies that may be found in the text of the report that will be looked by students.

c. Exploring

1) The student sit with their group. The teacher gives the examples of report text.

2) The students analyze the structure of report text.

3) Students get feedback from teachers and friends about the results of analysts about social functions, structures, and linguistic elements of the news texts delivered in group work

d. Associating

1) The students make mind mapping

2) The students make report text based on the result of mind mapping

e. Communicating

1) Each group reads the results of the discussion. Other groups suggestion/ correct

2) The teacher gives the correct answer.

3) The students correct mistakes by discussion.

3. Closing

a. The teacher tells the plan for next meeting.

b. The teacher closed the meeting by greeting.

The Eighth Meeting

1. Pre-Teaching (5-10 minute)

  a. Greeting and checking the attendance list.

  b. Asking students to sit with their groups.

  c. Delivering the learning objectives.

2. Core Activities (55-60 minute)

a. Observing

  1) Students and teachers review the definition, function, structure, and linguistic elements of the report text.

  2) Teachers give papers to students about report text.

  3) Students observe the social functions, structures and linguistic elements present in the text of the report.

b. Questioning

  1) The students ask some questions about the material

  2) The teacher answers some questions from the students.

c. Exploring

  1) The teacher gives each student's work sheet (blank paper).

  2) The teacher shows the explainer video three times to the students. the first time, the students do not allow to write anything, the student only watch the

video. The second and third times, each student from each group is allowed to take note or write the key word that they find.

3) The students allow give 5-10 minute to make brainstorming / concept based on the video they have seen.

d. Associating

1) The students discuss with their friend in the same group. The student make the sentences

2) The srudents make report text by the sentences they made.

e, Communicating

1) Each group is asked to redeem their work to another group.

2) The student read loud abou the result. each group is asked to analyze and correct the results of other groups

3) Each group discuss about the corrections.

3   Closing (5-10 minute)

a.   Asking student difficulties for Teaching and Learning Activities.

b.   Teaching and Learning Activities closed with greetings.

Appendix 4

List of the Students

APPENDIX 4.A

STUDENTS' NAME OF EXPERIMENTAL CLASS

NAME	SAMPLE
A. ILHAM PANCA BY	E.1
AINUL FITRI	E.2
FITRI ANDRIANI	E.3
DANIEL	E.4
CITRA DESI ANGGRAINI	E.5
DIVA NURMALASARI B	E.6
ELSA NUR SAFITRI	E.7
FIDIAWATI	E.8
HASMIDAR	E.9
IKHSANUL AMAL	E.10
IMELDA	E.11
LILY SEKARWANGI	E.12
MIA ANANDA SURYANI	E.13
MUHAMMAD ISKANDAR Z	E.14
MUHAMMAD RUSWANDI RUSTAN	E.15
MUH. ISKANDAR ZULKARNAIN	E.16
MUH. SAFITRA RAMDANI	E.17
MUH. YUDHI ZULKARNAIN	E.18
MUHAMMAD FAJAR	E.19

NAME	SAMPLE
MUSTAKIN	E.20
NAPISAH	E.21
NUR ANNISA	E.22
NUR APRIANA S	E.23
NUR FADILLAH	E.24
NUR JANNAH LESTARI AMALIA P U	E.25
PUTRI NUR AULIA	E.26
RAHMATULLAH	E.27
RAYNALDI	E.28
REZKI RAMLIDAR	E.29
RISKAYANTI	E.30
RIZKY JAYA	E.31
SALSABILA SAHNA	E.32
SITI NURHALIZA	E.33
SUHANDY	E.34
SUKMAWATI	E.35
WAHYUNI	E.36

APPENDIX 4.B

STUDENTS' NAME OF CONTROL CLASS

NAME	SAMPLE
AKBAR	C.1
ALIF MAHENDRA FAHRI	C.2
ANIS	C.3
ASTRID ANANTA PUTRI	C.4
BAJI	C.5
DANDI SAPUTRA RM	C.6
DINDA ANNISA SALSABILA	C.7
FAISAL	C.8
HAMDANA	C.9
HIDAYAT	C.10
JUMRIANI	C.11
KHAIRUNNISA	C.12
MUHAMMAD EKA WICAKSONO	C.13
MUHAMMAD AZHAR SAPUTRA	C.14
MUHAMMAD ARIF	C.15
MUHAMMAD IQBAL	C.16
MUHAMMAD RICHAD IRIANHYI	C.17
MUHAMMAD SAMSUL	C.18
MUHAMMAD ILHAM SYAIFUL	C.19

NUR ANNISA	C.20
NUR ALIFAH	C.21
NURAISYAH MUAWIYAH ABRIL	C.22
NURUL PRATIWI	C.23
RAHMAT HIDAYAT	C.24
RAIHAN NOOR WAHID	C.25
RAMADHANI	C.26
RESTU	C.27
RIA REZKY PUTRI	C.28
RIF'AN MUQARROM	C.29
RUKMAPATI	C.30
SITI RAHMA	C.31
SITI ROSIDAH ALWI	C.32
SUDIRMAN	C.33
TASYA	C.34
WAHYU YAHYA SAPUTRA	C.35
ZEID TIRA ZABRINA HAMZAH	C.36

Appendix 5

The Score of the Students

The Students' Score in Pre- Test

No.	Name	Content	Vocabulary	Language	Total Score
1	E 1	67	55	40	53.89
2	E 2	43	35	32	36.78
3	E 3	67	60	56	60.89
4	E 4	43	35	20	32.78
5	E 5	57	55	52	54.56
6	E 6	57	45	44	48.56
7	E 7	70	60	56	62.00
8	E 8	47	40	32	39.56
9	E 9	47	35	20	33.89
10	E 10	60	65	56	60.33
11	E 11	60	55	48	54.33
12	E 12	53	45	44	47.44
13	E 13	77	70	68	71.56

14	E 14	43	35	20	32.78
15	E 15	57	50	48	51.56
16	E 16	43	35	20	32.78
17	E 17	47	35	24	35.22
18	E 18	43	35	20	32.78
19	E 19	43	35	20	32.78
20	E 20	60	50	52	54.00
21	E 21	43	35	20	32.78
22	E 22	43	35	20	32.78
23	E 23	53	45	40	46.11
24	E 24	47	40	36	40.89
25	E 25	83	75	68	75.44
26	E 26	87	75	76	79.22
27	E 27	53	50	40	47.78
28	E 28	43	35	20	32.78
29	E 29	50	45	40	45.00
30	E 30	47	35	20	33.89
31	E 31	57	50	40	48.89
32	E 32	43	35	24	34.11
33	E 33	53	45	40	46.11
34	E 34	50	45	40	45.00
35	E35	47	40	40	42.22
36	E.36	43	35	20	32.78
Total (∑X)		1926.67	1650	1356	1644.22
Mean (X)		53.52	45.83	37.67	45.67
Median (Me)					45.00
Mode (Mo)					32.78

The Students' Score in Post- Test

No.	Name	Content	Vocabulary	Language	Total Score
1	E 1	70	70	68	69.33
2	E 2	53	40	40	44.44
3	E 3	80	75	76	77.00
4	E 4	57	50	44	50.22
5	E 5	67	65	60	63.89
6	E 6	67	65	56	62.56
7	E 7	73	70	64	69.11
8	E 8	53	55	44	50.78
9	E 9	60	50	52	54.00
10	E 10	73	65	60	66.11
11	E 11	83	75	72	76.78
12	E 12	67	65	64	65.22
13	E 13	90	90	80	86.67
14	E 14	47	40	40	42.22
15	E 15	63	60	60	61.11

16	E 16	53	40	44	45.78
17	E 17	43	35	20	32.78
18	E 18	70	60	64	64.67
19	E 19	53	45	36	44.78
20	E 20	57	50	40	48.89
21	E 21	50	45	52	49.00
22	E 22	63	100	52	71.78
23	E 23	67	50	56	57.56
24	E 24	60	45	48	51.00
25	E 25	83	75	68	75.44
26	E 26	80	80	80	80.00
27	E 27	70	60	64	64.67
28	E 28	53	50	48	50.44
29	E 29	67	65	60	63.89
30	E 30	53	45	44	47.44
31	E 31	57	55	56	55.89
32	E 32	53	50	40	47.78
33	E 33	73	65	72	70.11
34	E 34	67	45	52	54.56
35	E35	63	50	52	55.11
36	E.36	53	50	40	47.78
Total ($\sum X$)		2293.33	2095	1968	2118.78
Mean (X)		63.70	58.19	54.67	58.85
Median (Me)					56.72
Mode (Mo)					63.889

Appendix 5.b

The Score of Pretest and Posttest in control Class

The Students' Score in Pre- Test

No.	Name	Content	Vocabulary	Language	Total Score
1	C. 1	43	35	20	32.78
2	C.2	50	40	36	42.00
3	C.3	60	50	52	54.00
4	C.4	50	40	32	40.67
5	C.5	57	45	40	47.22
6	C.6	43	35	20	32.78
7	C.7	63	50	60	57.78
8	C.8	43	35	20	32.78
9	C.9	70	60	64	64.67
10	C.10	60	55	56	57.00
11	C.11	43	35	20	32.78
12	C.12	57	50	44	50.22
13	C.13	63	55	56	58.11

14	C.14	73	65	56	64.78
15	C.15	53	45	44	47.44
16	C.16	60	50	60	56.67
17	C.17	43	35	20	32.78
18	C.18	57	45	44	48.56
19	C.19	43	35	20	32.78
20	C.20	67	50	56	57.56
21	C.21	43	35	20	32.78
22	C.22	47	40	36	40.89
23	C.23	43	35	20	32.78
24	C.24	53	40	40	44.44
25	C.25	60	50	48	52.67
26	C.26	50	40	36	42.00
27	C.27	43	35	20	32.78
28	C.28	53	40	36	43.11
29	C.29	57	45	36	45.89
30	C.30	43	35	20	32.78
31	C.31	47	40	32	39.56
32	C.32	43	35	20	32.78
33	C.33	50	40	44	44.67
34	C.34	53	40	44	45.78
35	C.35	43	35	20	32.78
36	C.36	83	70	68	73.78
Total (∑X)		1913.33	1565	1360	1612.78
Mean (X)		53.14	43.47	37.78	44.799
Median (Me)					43.78
Mode (Mo)					32.78

The Students' Score in Post- Test

No.	Name	Content	Vocabulary	Language	Total Score
1	C. 1	57	40	36	44.22
2	C.2	60	45	40	48.33
3	C.3	63	55	52	56.78
4	C.4	47	40	36	40.89
5	C.5	60	50	52	54.00
6	C.6	57	50	52	52.89
7	C.7	63	60	56	59.78
8	C.8	43	35	20	32.78
9	C.9	80	75	68	74.33
10	C.10	70	60	60	63.33
11	C.11	57	55	56	55.89
12	C.12	63	50	48	53.78
13	C.13	43	35	20	32.78
14	C.14	73	65	68	68.78
15	C.15	63	45	48	52.11

16	C.16	70	55	40	55.00
17	C.17	53	50	36	46.44
18	C.18	60	55	44	53.00
19	C.19	50	40	32	40.67
20	C.20	67	65	64	65.22
21	C.21	53	45	40	46.11
22	C.22	57	50	56	54.22
23	C.23	53	50	44	49.11
24	C.24	60	55	56	57.00
25	C.25	43	35	20	32.78
26	C.26	53	45	40	46.11
27	C.27	50	40	36	42.00
28	C.28	43	35	20	32.78
29	C.29	57	45	44	48.56
30	C.30	53	45	36	44.78
31	C.31	67	75	60	67.22
32	C.32	43	35	20	32.78
33	C.33	47	40	28	38.22
34	C.34	57	45	48	49.89
35	C.35	63	50	52	55.11
36	C.36	87	80	76	80.89
Total ($\sum X$)		2086.67	1795	1604	1828.56
Mean (X)		57.96	49.86	44.56	50.79
Median (Me)					51.00
Mode (Mo)					32.78

Appendix 6

The Calculation of the Data

A. The Students Mean Score of The Students' Test

The formula of the mean score:

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

Note : X: mean score

$\sum x$: total score

n : number of students(total of student)

a. Pre test (experiment class)

$$\bar{X}_1 = \frac{\sum x}{n}$$

$$\bar{X}_1 = \frac{1644.22}{36}$$

$\bar{X}_1 = 45.67$

b. Post test (experiment class)

$$\bar{X}_2 = \frac{\sum x}{n}$$

$$\bar{X}_2 = \frac{2118.78}{36}$$

$$\bar{X}_2 = 58.85$$

c. Pre test (control class)

$$\bar{X}_1 = \frac{\Sigma x}{n}$$

$$\bar{X}_1 = \frac{1612.78}{36}$$

$$\bar{X}_1 = 44.79$$

d. Post test (control class)

$$\bar{X}_2 = \frac{\Sigma x}{n}$$

$$\bar{X}_2 = \frac{1828.56}{36}$$

$$\bar{X}_2 = 50.79$$

B. calculate the improvement of percentage of students' pretest and post test by using formula:

$$P = \frac{x2-x1}{x1} x100$$

Note : P : rate percentage

X1 : The mean score of pre-test

X2 : The mean score of post test

a. percentage of pre test and post test (experiment class)

$$P = \frac{x2-x1}{x1} x100$$

$$P = \frac{58.85-45.67}{45.67} x100$$

$$P = \frac{13.18}{45.67} x100$$

$$P = 28.86\%$$

b. percentage of pre test and post test (control class)

$$P = \frac{x2-x1}{x1} x100$$

$$P = \frac{50.79-44.79}{44.79} x100$$

$$P = \frac{6}{44.79} x100$$

P = 13.36%

C. **To find the significant differences between both the class**

The computation T-test

No.	Experiment class			No.	Control class		
	xi	**xi-x**	**(xi-x)2**		**xi**	**xi-x**	**(xi-x)2**
1	69.33	10.48	109.83	1	44.22	-4.11	16.89
2	44.44	-14.41	207.65	2	48.33	-2.46	6.05
3	77	18.15	329.42	3	56.78	5.99	35.88
4	50.22	-8.63	74.48	4	40.89	-9.90	98.01
5	63.89	5.04	25.40	5	54	3.21	10.30
6	62.56	3.71	13.76	6	52.89	2.10	4.41
7	69.11	10.26	105.27	7	59.78	8.99	80.82
8	50.78	-8.07	65.12	8	32.78	-18.01	324.36
9	54	-4.85	23.52	9	74.33	23.54	554.13
10	66.11	7.26	52.71	10	63.33	12.54	157.25
11	76.78	17.93	321.48	11	55.89	5.10	26.01
12	65.22	6.37	40.58	12	53.78	2.99	8.94
13	86.67	27.82	773.95	13	32.78	-18.01	324.36
14	42.22	-16.63	276.56	14	68.78	17.99	323.64
15	61.11	2.26	5.11	15	52.11	1.32	1.74
16	45.78	-13.07	170.82	16	55	4.21	17.72
17	32.78	-26.07	679.64	17	46.44	-4.35	18.92
18	64.67	5.82	33.87	18	53	2.21	4.88
19	44.78	-14.07	197.96	19	40.67	-10.12	102.41
20	48.89	-9.96	99.20	20	65.22	14.43	208.22
21	49	-9.85	97.02	21	46.11	-4.68	21.90
22	71.78	12.93	167.18	22	54.22	3.43	11.76
23	57.56	-1.29	1.66	23	49.11	-1.68	2.82
24	51	-7.85	61.62	24	57	6.21	38.56

25	75.44	16.59	275.23	25	32.78	-18.01	324.36
26	80	21.15	447.32	26	46.11	-4.68	21.90
27	64.67	5.82	33.87	27	42	-8.79	77.26
28	50.44	-8.41	70.73	28	32.78	-18.01	324.36
29	63.89	5.04	25.40	29	48.56	-2.23	4.97
30	47.44	-11.41	130.19	30	44.78	-6.01	36.12
31	55.89	-2.96	8.76	31	67.22	16.43	269.94
32	47.78	-11.07	122.54	32	32.78	-18.01	324.36
33	70.11	11.26	126.79	33	38.22	-12.57	158.00
34	54.56	-4.29	18.40	34	49.89	-0.90	0.81
35	55.11	-3.74	13.99	35	55.11	4.32	18.66
36	47.78	-11.07	122.54	36	80.89	30.10	906.01
$\sum$ Xi-X =5329.62				$\sum$ Xi-X= 4866.80			
X=58.85				X =50.79			
N= 36				N =36			
V2= 12.16				V1=11.82			

1. Counting the standard deviation each class

   a. Experiment class

   $$SD= \sqrt{\frac{\sum Xi-X^2}{n}}$$

   $$SD= \sqrt{\frac{5329.62}{36}}$$

   $$SD= \sqrt{148.05}$$

   $$SD= 12.16$$

   b. Control class

   $$SD= \sqrt{\frac{\sum Xi-X^2}{n}}$$

$$SD= \sqrt{\frac{4893.12}{36}}$$

$$SD= \sqrt{135.92}$$

2. Find the variance each class

   a. Experiment class

   $V_1 = SD^2$

   $V_1 = 12.16^2$

   $V_1 = 148.044$

   b. Control class

   $V_2 = SD^2$

   $V_2 = 11.66^2$

   $V_2 = 135.910$

3. the compound standard deviation

$$dsg = \sqrt{\frac{(n1-1)(V1)^2+(n2-1)(V2)^2}{n1+n2-2}}$$

$$= \sqrt{\frac{(36-1)(12.34)^2+(36-1)(11.82)^2}{36+36-2}}$$

$$= \sqrt{\frac{5181.57+4.757.08}{70}}$$

$$= \sqrt{\frac{9938.658}{70}}$$

$$= \sqrt{141.98}$$

dsg = **11.915**

So, the compound standar deviation was 11,915

4. The t- test both of the classes

$$t - \text{Test} = \frac{X1 - X2}{dsg \sqrt{\frac{1}{n_1} - \frac{1}{n_2}}}$$

$$= \frac{58.85 - 50.79}{11.91 \sqrt{\frac{1}{36} - \frac{1}{36}}}$$

$$= \frac{8.06}{11.91 \sqrt{0.0278 + 0.0278}}$$

$$= \frac{8.06}{2.8085}$$

$$= \mathbf{2.86985}$$

So the t-test was 2.86985

Appendix 7

The Distribution T Table

T -Table Distribution

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	**0.50**	**0.20**	**0.10**	**0.050**	**0.02**	**0.010**	**0.002**
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531

33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	**1.66691**	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567

74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

Appendix 8

Documentations of Teaching

Appendix 8

Documentations of Teaching

1. The teaching process in XI MIPA 1

The teaching process in XI MIPA 2

Using explainer video in XI MIPA 2

Discussion XI MIPA 2

The pre test in XI MIPA 2

The pre test in XI MIPA 1

The post test in XI MIPA 1

Appendix 9

The Examples of Students' answer Sheets

131

E.19

Pre-test

Name   : MUHAMMAD Fajar

NIS   :

Class   : XI-MiPa - 2

The instructions for the writing test are:

1. Write your full name and your class above.

2. The topic is about "Flood"

3. Work individually to write down report text

4. Time to finish the task in 60 minutes.

Answer:

~~flood~~ ~~occurrence~~ flood

Flood is the occurence of inundation in the plains flooding

I don't know the continuation anymore.

Content 13
vocab
Language 7
Vocab 5

$\frac{25 \times 100}{75}$

$= 0,33$

Post test

Name   : Putri aulia

Class   : XI mipa 2.

The instructions for the writing test are:

1. Write your full name and your class above.

2. The topic is about "Flood"

3. Work individually to write down report text

4. Time to finish the task in 60 minutes.

Answer:

E. 26

_____Flood_____

flood is natural event in some area. Dangerous for human, and animal because it carry home, motorcycle, tre people and animal. some cause of flood is rain, overwater rivers, breaking of dams and Rubbish.

Type of flood is Rapid onset flood, slow flood, flash food

Tip of flood like goto mountain safety tips. call emergency, and torn of the lamp.

V. 25
G= 17
gr 42/50 × 10
S: 84

26
15
19
80
90

E13

Mia Ananda Suryani

Water Polution

Water is one of thing that really important for human and also for every organism. The good water are clean, teait and no color. Water polution can caused because human and and natural. Human cause for example is sewage. Natural cause for example because Flood.

The effect of water pollution can be really fatal. It can cause the Death of animals, disruption of food chain and no clean water. Water pollution effect that very impactful is no clean water. Clean water is very important, because it was the main thing used in life. We use that for drink, take a bath and more again. So if we don't want that's happen. We should safe water (ex: turn of the tap if you don't need water), plant more trees and always put the waste on the bin.

$$C = 4$$
$$U = 18$$
$$L = 20$$
$$\frac{}{6} = 86 \%$$

27.
18.
20

C 36

Post test

Name : Zeid Tiro Zabrina Hamzah

Class : XO MIPA 1

The instructions for the writing test are:

L U
C
✓

1. Write your full name and your class above.

2. The topic is about "Flood"

3. Work individually to write down report text

4. Time to finish the task in 60 minutes.

Answer:

Flood

=> Flood is one of disaster happen, It cause water overflow that submerges area. There are type of Flood.

=>The first is rivers flood, it couse result of heavy rain and snow. Second is flash flood. Flood rise and run quickly.

=> Flood is very ~~should stop by~~ dangerous people and animal. Flood should stop by trough rubbish, go to mountain.

C-24
V=16

$\frac{41}{50}$ ×b

82

26
16
20

80/89

Nama = Dandi saputra pm
Kelas = X MIPA 1   C.6

Water Polution

Water is one of the source of human life
Criterias of water is not color, health and clean
this is good water. Industrie waste is one
of couse of water pollution. Becouse the
sewage plant was damped in the river.
So don't waste the plant's waste in the
river for harming liueng orgahisms

c = 17   17
v = 10   15
L = 10   10
      = 70

Nu: Date:

Water Pollution

Water is one of important thing that human need for life. Without water we can't drink, bath, cooking, and many more. Not just for human, the animals also need a water. To use water, we must use a clean, health, and no colour. There are so many cause of water pollution. Example, sewage, animal waste, vocano, or site of flood and many more. We can't even life without water in one day. The effect of it is death of animal, no clean water, and many more. That's why we need to protect the water, start from our self. We can use enough water to safe the water and the earth.

C . 2t   C: 26
V - 19   V: 17
1 . 14   L. 18.
                90.89

Appendix 10

Letters

UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 E-mail :lp3muunismuh@yahoo.com

بسم الله الرحمن الرحيم

Nomor	: 2336/Izn-5/C.4-VIII/IX/37/2018	03 Muharram 1440 H
Lamp	: 1 (satu) Rangkap Proposal	13 September 2018 M
Hal	: Permohonan Izin Penelitian	

Kepada Yth,
Bapak Gubernur Prov. Sul-Sel
Cq. Kepala UPT P2T BKPMD Prov. Sul-Sel
di –

      Makassar

السلام عليكم ورحمة الله وبركاته

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 1053/FKIP/A.1-II/VIII/1440/2018 tanggal 13 September 2018, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama	:	**RODIAH NAHDATHUL WARDA**
No. Stambuk	:	**10535 5762 14**
Fakultas	:	**Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan	:	**Pendidikan Bahasa Inggris**
Pekerjaan	:	**Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"Using Explainer Video (EV) and Estafet Writing Method (EWM) to Increase Students' Ability In Writing Report Text"

Yang akan dilaksanakan dari tanggal 15 September 2018 s/d 15 Oktober 2018.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

السلام عليكم ورحمة الله وبركاته

Ketua LP3M,

Dr.Ir. Abubakar Idhan,MP.
NBM 101 7716

09-18

PEMERINTAH PROVINSI SULAWESI SELATAN

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor : **6222/S.01/PTSP/2018**
Lampiran :
Perihal : **Izin Penelitian**

KepadaYth.
Kepala Dinas Pendidikan Prov. Suisel

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 2336/Izn-5/C.4-VIII/IX/37/2018 tanggal 13 September 2018 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a : **RODIAH NAHDATHUL WARDA**
Nomor Pokok : 10535576214
Program Studi : Pend. Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa(S1)
Alamat : Jl. Sultan Alauddin No. 259, Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :

" USING EXPLAINER VIDEO (EV) AND ESTAFET WRITING METHOD (EWM) TO ONCREASE STUDENTS ABILITY IN WRITING REPORT TEXT "

Yang akan dilaksanakan dari : Tgl. *15 September s/d 30 Oktober 2018*

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada tanggal : 13 September 2018

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU PROVINSI SULAWESI SELATAN
Selaku Administrator Pelayanan Perizinan Terpadu

A. M. YAMIN, SE., MS.
Pangkat : Pembina Utama Madya
Nip : 19610513 199002 1 002

Tembusan Yth
1. Ketua LP3M UNISMUH Makassar di Makassar;
2. Pertinggal.

SIMAP PTSP 14-09-2018

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بسم الله الرحمن الرحيم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : **RODIAH NAHDATUL WARDA**

NIM : **10535576214**

Judul Penelitian : *"USING EXPLAINER VIDEO(EV) AND ESTAFET WRITING METHOD TO INCREASE STUDENTS' ABILITY IN WRITING REPORT TEXT"*

Tanggal Ujian Proposal : **5/9/2018**
Tempat/Lokasi : **SMA NEGERI 20**
Penelitian   **MAKASSAR**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1	27 Sep 2018	Pre-test	Rustan Temmu, S.Pd	
2	Rabu, 3 okt 2018	Treatment 1	Rustan Temmu, S.Pd	
3	Kams, 4 okt 2018	Treatment 2	Rustan Temmu, S.Pd	
4	Rabu, 10 okt 2018	Treatment 3	Rustan Temmu, S.Pd	
5	Kams, 11 okt 2018	Treatment 4	Rustan Temmu, S.Pd	
6	Rabu, 17 okt 2018	Treatment 5	Rustan Temmu, S.Pd	
7	Kams, 18 okt 2018	Treatment 6	Rustan Temmu, S.Pd	
8	Rabu, 24 okt 2018	Treatment 7	Rustan Temmu, S.Pd	
9	Kams, 25 okt 2018	Treatment 8	Rustan Temmu, S.Pd	
10	Rabu, 31 okt 2018	Post test	Rustan Temmu, S.Pd	

.................................2018

Ketua Jurusan,

Ummi Khae'ati Syam, S.Pd., M.Pd
NBM. 977 807

Mengetahui;
Pimpinan/Kepala sekolah,

Drs. Happansa, M.M.
196810011998031003

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

مـبحرلا لمـحرلا هـللا مـسب

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : **RODIAH NAHDATUL WARDA**
NIM : **10535576214**
Judul Penelitian : *"USING EXPLAINER VIDEO(EV) AND ESTAFET WRITING METHOD TO INCREASE STUDENTS' ABILITY IN WRITING REPORT TEXT"*

Tanggal Ujian Proposal : **5/9/2018**
Tempat/Lokasi : **SMA NEGERI 20 MAKASSAR**
Penelitian

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1	27 Sep 2018	Pre-test	Rustan Temmu, S.Pd	
2	Rabu, 3 okt 2018	Treatment 1	Rustan Temmu, S.Pd	
3	Kams, 4 okt 2018	Treatment 2	Rustan Temmu, S.Pd	
4	Rabu, 10 okt 2018	Treatment 3	Rustan Temmu, S.Pd	
5	Kams, 11 okt 2018	Treatment 4	Rustan Temmu, S.Pd	
6	Rabu, 17 okt 2018	Treatment 5	Rustan Temmu, S.Pd	
7	Kams, 18 okt 2018	Treatment 6	Rustan Temmu, S.Pd	
8	Rabu, 24 okt 2018	Treatment 7	Rustan Temmu, S.Pd	
9	Kams, 25 okt 2018	Treatment 8	Rustan Temmu, S.Pd	
10	Rabu, 31 okt 2018	Post test	Rustan Temmu, S.Pd	

..................................2018

Ketua Jurusan,

Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Mengetahui
Pimpinan/Kepala sekolah,

Drs. Harpansa, M.M.
196810011998031003

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
SMA NEGERI 20 MAKASSAR

Jln. BontoBiraeng No.19 Makassar 90225 – Telp. 0411-5048220– NPSN: 40307377
Website: sman20mks.sch.id – E-mail: duapuluhmakassar@gmail.com

SURAT KETERANGAN
NO : 421.3/169 -UPT SMAN.20/MKS.II/DISDIK

Kepala SMA Negeri 20 Makassar menerangkan bahwa:

N a m a	:	RODIAH NAHDATUL WARDA
Nomor Pokok	:	1053576214
Program Studi	:	Pendidikan Bahasa Inggris
Pekerjaan	:	Mahasiswa (S1) UNISMUH,Makassar
Alamat	:	Jl.Dg.Tata Makassar

Benar telah melakukan penelitian di sekolah Kami dalam rangka penyusunan skripsi dengan judul: **"USING EXPLAINER VIDEO (EV) AND ESTAFET WRITING METHOD (EWM) TO INCREASE STUDENT ABILITY IN WRITING TEXT".**

Pada hari, Sabtu, Tanggal 15 September s.d 30 Oktober 2018.

Demikian Surat Keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Makassar, 26 Oktober 2018
Kepala UPT SMAN 20 Makassar

Drs. HARPANSA, M.M
NIP. 196810011998031003

CURRICULUM VITAE

RODIAH NAHDATUL WARDA was born in Makassar on July, 28th , 1996. She is the third child in her family. She has one sister and one brother. Her father is Bachtiar Atirah and her mother is A. Suheriah. She graduated her elementary school in 2008 at SD Negeri Borong. She continued her Junior High School at SMP Negeri 19 Makassar and graduated in 2011. Then she continued at SMA Negeri 9 Makassar and graduated in 2014. She was accepted at Muhammadiyah University of Makassar as A Student of English Education Departsment at 2014.

At the end of her study, she could finish with her thesis under the title " The Use Of Explainer Video (EV) and Estafet Writing Method (EWM) to Increase the Students' Ability in Writing Report Text".