USING TRAVEL VLOG ABOUT HOLIDAY AS MEDIA IN IMPROVING STUDENTS' ABILITY IN WRITING RECOUNT TEXTS : A CASE OF TENTH GRADE OF SMA NEGERI 2 KENDAL ACADEMIC YEAR 2022/2023

A Final Project

submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidik*an in English

by

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ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF LANGUAGE AND ARTS EDUCATION

UNIVERSITAS PGRI SEMARANG

2022

DECLARATION

I certify that this final project is definitely my own work. I am completely responsible for the content of this final project. Other writer's opinions or findings included in the final project are quoted or cited in accordance with ethical standards.

Semarang,   April 2022

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APPROVAL

This Final Project entitled " **USING TRAVEL VLOG ABOUT HOLIDAYS AS MEDIA IN IMPROVING STUDENTS' ABILITY IN WRITING RECOUNT TEXTS : A CASE OF TENTH GRADE OF SMA NEGERI 2 KENDAL ACADEMIC YEAR 2022/2023**" written by:

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RATIFICATION

This final project entitled "USING TRAVEL VLOG ABOUT HOLIDAY AS MEDIA IN IMPROVING STUDENT'S ABILITY IN WRITING RECOUNT TEXTS : A CASE OF TENTH GRADE STUDENTS OF SMA NEGERI 2 KENDAL ACADEMIC YEAR 2022/2023" by Mohammad Imam Wahyudi (15420066) has been ratified by the team of examiners of the Faculty of Language and Arts Education of Universitas PGRI Semarang:

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MOTTO

"The reason most people fail instead of succed is they trade what they want most for they want at the moment" (Napoleon Bonaparte)

DEDICATION

This final project is proudly dedicated to:

My heroes, my beloved parents,Mr. Akhmad Subkhan and Mrs. Siti Chodiroh
who always give the best of them and the endless love to me.

My Sister, Almira Khoirunnisa
My Brother, M. Nur Faizin
who always inspires and guides me

My best friends, Asad, Yohanes, Ravi, Agus, Iqbal, Murvi, Kiki, Dhanang, Bayu, Fredi, Alvy
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This final project is submitted to complete the partial requirements for the degree of *Sarjana Pendidikan* at PGRI Semarang University.

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Thank you so much for the supports and always being there for the writer, thanks a lot for your cares and shares everything that I need. May we could always strengthen each other in any occasion.

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Semarang, April 2022

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M. Imam Wahyudi

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ABSTRACT

Wahyudi, Mohammad Imam. 2022. *"Using Travel Vlog About Holiday as Media in Improving Students' Ability in Writing Recount Texts: "A Case of Tenth Grade of Sma N 2 Kendal Academic Year 2022/2023".* Final Project, English Education Study Program, Faculty of Language and Arts Education, University of PGRI Semarang, Advisor I: Dr. Ngasbun Egar, S.Pd., M.Pd., Advisor II: Ririn Ambarini, S.Pd., M.Hum.

Keywords: *Writing, Recount text, Travel Vlog*

Nowadays, English is as a global language .It has become the primary language of communication. Many people all over the world are speaking English. On the syllabus of *Kurikulum 2013* for Senior High School, writing is one of the competences that must be mastered by the students. They are expected to be able to develop their writing skill in a variety of text types. Recount text is one of the text that student must be mastering. In fact, students have many problems in writing. For example they have low confident to write something, lack of writing practice, and fear of negative comments. Teaching writting needs interesting media, the researcher use travel vlog as learning media because at this time its very popular. The objective of this study is to find out how travel vlog video can improve their writing ability.The design of this study is quasi-experimental design. The principle of quasi-experimental design is that if two groups are selected, one group is given a special treatment which is called the experimental group, while the other or the control group is not. The population of this study was tenth grade students of SMA N 2 Kendal academic year 2022/2023 which consist of 395 students. The sample of this study was X4 and X7 of SMA N 2 Kendal which consist of 72 students. The instrument used of this research in pre-test and post-test was wrote a recount text based on their own experience. In this study, the researcher conducted three step of research there were: pre-test, treatment and post-test. The data analyzed by using descriptive analysis and inferential analysis, processed by using IBM SPSS Statistics 25. From the research that was conducted, the class that does not use *travel vlog video* in writing recount text, the writer gets the mean of test is 70.25 with the division of 2.8% students ranked the level of excellent, 66,7% students stood the level of very good, 30.5% students stood the level of adequate. While from the class that used *travel vlog video* in writing a recount text, the writer gets the mean of test was 77.44 with the classification of 41.7% students are in the grade of excellent, and 58.3% raised the level of good. It can be conclude that travel vlog video can improve their writing ability in recount text.

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CHAPTER I

INTRODUCTION

A. Background of Study

Nowadays, English is as a global language. It has become the primary language of communication. Many people all over the world are speaking English. English has become the dominant language in many fields of activity such as industry, tourism, international relation etc. It makes English become more dominant around the world. People use English to communicate with the others around the world, and the other countries learn it as foreign language. One of the countries that learn English as foreign language in the school is Indonesia.

In Indonesia, English is adopted as the foreign language. It applied in education curriculum that every school runs. It becomes a local content in Elementary School, a compulsory subject in Junior and Senior High School and a complementary subject of the higher education institution. In learning English language, learners need to master four language skills. Those are listening, speaking, reading and writing. Listening and reading skills are regarded as receptive skills while speaking and writing skills are considered to be productive skills. The four skills are all important. However, writing is one of the important skills that should be mastered. In many cases, the difficulty that is usually faced by students is in writing a text the students are confused or they are do not know how to begin writing a text.

According to the Regulation of the Ministry of National Education 2016, *Kurikulum 2013* (K-13) was determined as a reference in education. K-13 has main purpose to shape the individuals who are faithful in God, good in characters, confident, successful in learning, responsible citizens and positive contributors to the civilization (Ministry of Education and Cultures, 2012 as cited in Ahmad, 2014: 7).

On the syllabus of *Kurikulum 2013* for Senior High School, writing is one of the competences that must be mastered by the students. They are expected to be able to develop their writing skill in a variety of text types. Dar & Khan (2015) suggest that writing is the most challenging area in learning second language. It is based on appropriate and strategic use of language with structural accuracy and communicative potential. On the other hand, Heaton (as cited in Ruhama & Purwaningsih, 2018) said that writing skills are more complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also conceptual and judgmental elements. It means that writing can be considered as complex and difficult language skill that can be mastered by students. it needs several process for the students to mastered writing skill.

Hartono & M.M Maharani (2019) found that in the previous studies already identified the causes of writing anxiety as linguistic difficulties, low self-confidence, lack of writing practice, fear of negative comments, time pressure, high frequency of writing assignment, pressure for perfect work, insufficient writing practice, lack of topical knowledge etc. These causes of

the anxiety basically can be grouped into the one stemming from the students themselves and the one from the environment. Linguistic difficulties, low self-confidence, lack of writing practice are examples of the causes which are from the learners. These problems must be overcomed by the learners themselves.

In this research, the researcher tries to teach the students how to write a text in a specific genre through travel vlog video as the media to improving their ability in writing. The researcher chooses recount text as a genre to be taught because it is one of the factual genres that is taught for the tenth grade students.

The objective of teaching English is to make the students enable to communicate both written and orally form. Teaching writting needs interesting media, the researcher use travel vlog as learning media because at this time its very popular. Vlog is simply a video file referenced as an enclosure by a blog that can be downloaded (Felix and Stolarz, 2006:22). Vlog can contains many information. It can be about travel, unboxing or reviewing a products, pranks or comedy, lifestyle, education and many more. In this research, the researcher use travel vlog about holiday as learning media. The researcher is sure that travel vlog video can help students to increase their motivation in writing, especially in recount text.

According to Anderson (1997: 49) a recount is a piece of text retells past events, usually in the order in which they happened. It has a purpose in which it gives the audience a description of what occurred and when it

occurred. It means that recount text is a text that retell past event for the purpose informing or entertaining.

Based on the problem discussed above, the researcher takes a study entitled Using Travel Vlog About Holiday As Media in Improving Student's Ability in Writing Recount Text: A Case Of Tenth Grade Of SMA N 2 Kendal Academic Year 2022/2023.

B. Reasons for Choosing the Topics

1. When I did Magang 3 in SMA N 2 Kendal, the researcher found most of the students have low writing ability. They maybe do not know how to begin write something.

2. One of the teaching and learning problem came from the teacher. The teacher explained the material monotonously, fast, and briefly so that the students could not understand what the teacher have explained.

3. Teaching writing needs interesting media, the writer using travel vlog as media because it can make students thinking harder and motivate them to improve their writing ability.

4. Travel vlog is easy to understand and enjoybale to watch.

C. Statements of the Problem

Based on the background of research, the researcher formulated the statement of the problem as follows:

1. To what extent is the students' ability in writing recount text of the tenth grade students of SMA N 2 Kendal who are taught using Travel Vlog about holiday?

2. To what extent is the students' ability in writing recount text of the tenth grade students of SMA Negeri 2 Kendal who are taught without using Travel Vlog about holiday?

3. Is there any significant difference of students' ability in writing recount text between the students who are taught without and those who are taught using Travel vlog about holiday?

D. Objectives of the Study

1. To find out the students' ability in writing recount text of the tenth grade students of SMA N 2 Kendal who are taught using Travel Vlog about holiday.

2. To find out the students' ability in writing recount text of the tenth grade students of SMA N 2 Kendal who are taught without using Travel Vlog about holiday.

3. To find out students' ability in writing recount text between the students who are taught without and those who are taught using Travel vlog about holiday.

E. Significances of the Study

Using travel vlog about holiday as media in teaching recount text is hoped that students will be more creative to write down their ideas. The researcher hope that this research can be useful for:

1. The students

    For the students, they can get good experiences and knowledge the way of improving their writing ability and it can motivate them to write his own story in English. The students will effort to improve their learning motivation and writing skill.

2. The teachers

    For the teacher can alternively use this media in teaching writing. It would be a broad opportunity to improve the English teaching and learning process by using travel vlog as media. The implementation of this media is hoped to be continously performed to create enjoyable atmosphere in the classroom.

3. The readers

    The research can give understanding and knowledge to the reader about using travel vlog as mediain improving student's ability in writing.

4. The researcher

    The researcher will get some experiences and knowledge about how to improve students' ability in writing text. In this case, the researcher use travel vlog as media.

F. Definition of Key Terms

1. Travel Vlog

According to Felix & Stolarz (2006:15), blog is foundamentally a means of communication, a modern twist on ancient format, the diary. So, blog means an online diary that runs by individual or group to present information in a web page.Vlog or Video Blog is an innovation from blog.

Felix & Stolarz also argue that vlog is simplya video file referenced as an enclosure by a blog that can be downloaded (2006:22). There are many types of vlog. One of them is Travel vlog.

The writer use travel vlog because at this time travel vlog is very popular and easy to understand.

2. Media

Media is something that delivers infromation or message. According to Arsyad (2014:3) stated that the word "*Media*" is from Latin "*medius*" which it means "*mediator*". In teaching learning process, media is an important part to make learning activity run effectively and must be interested.

3. Writing

Hyland (2003:9) defined writing as a way of sharing personal meanings and writing courses that emphasize the power of individual to construct his/her own views on a topic. It means, writing is as a medium for the writers to expresses their ideas in written form.

Meyers (2005:2) also states that writing is a way to produce language you do naturally when you speak. Writing is speaking to other on paper − or on a computer screen. Writing is also an action − a process of discovering and organizing your ideas, putting them on a paper and reshaping and revisingthem.

Another expert Boardman (2002:11) explained that writing is a continuous process of thinking and organizing, rethinking, and reorganizing. Writing is a powerful tool to organize overwhelming events and make them manageable. Writing is really a form of thinking using the writtenword.

According to Tricia Hedge (as cited in Nahari, Putri 2018), writing is about expressing idea that a writer is unable to express what a speaker able to express, such as gesture, body movement, facial expression, pitch and tone of voice, stress and hesitation.

4. Recount text

Anderson (1997:49) said that recount text is a piece of text retells past events, usually in the order in which they happened. It means that recount text is a text that retell event in the past and give detail information about what and when it occured for the purpose to entertain or inform.

5. SMA Negeri 2 Kendal

A place or school that the researcher takes the research. It located in bugangin village Kendal. SMAN 2 Kendal use *Kurikulum 2013* for their

education system and also use credit semester system (SKS) for the X and XI class.

G. Outline of the Final Project

This study has outline as follows:

1. The first chapter presents about introductions consists of 1). Background of the study, 2) Reason for choosing the topic, 3) Statement of the study, 4). Objective of the study, 5). Significances of the study, 6). Definition of key term and 7). Outline of the study.

2. The second chapter presents about previous study and review of related literature which describes general concept of writing.

3. The third chapter deals with methodologyof the research discussing design of the research, subject of the research (population, sample, and sampling), instrument of research, method of collecting the data, and method of analyzing data.

4. The fourth chapter is the research finding and discussion. It consists of the result and analysis of the research.

5. The fifth chapter is the conclusion and suggestion. It consists of the conclusion and the suggestion of the research.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covers some theories as the basis of discussion to aim more understanding about the topic of the research study. This part consists of review of related theories and previous studies.

A. Review of Related Theories

In this section, there are some elements that will be discussed in writing.

1. Writing

a. Definition of Writing

Writing is a way to produce language you do naturally when you speak. Writing is speaking to other on paper – or on a computer screen. Writing is also an action – a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them (Meyers, 2005:2). In other words, writing skills produce a written product which has certain information.

Accordng to Brown (2000: 335) written product is product of thinking, drafting, and revising that requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product.

However Jozsef (2001: 5) states that writing is the most complex human activities which involve the development of a design idea, the capture of mental representations of knowledge, and of experience with subjects.

Another experts Richards and Renandya (2002: 309) argues that writing is a way not only to generate ideas, but also to examine the ideas and language which we produce. As a teacher, we should not just ask students to analyze, manipulate, and imitate given texts, but also to grapple for that fit between content and form of the texts.

Nunan (2003:88) states that writing is the mental work of inventing ideas, thingking about how to express them and organizing them into statements and paragraph that will be clear to a reader.

From those definition of writing above, it can be summarized that writing is is a complex human activity which involves generating, examining, and organizing ideas, then putting them into written text.

b. Types Of Writing

According to Brown (2004: 220) there are four types of written performance that capture the range ofwritten production, they are:

1) Imitative

At this level, students get skills in the fundamental, basic tasks of.writing letters, words, punctuation, and very brief sentences. It is

a level at which learners are trying to master the mechanics of writing. This level is usually for elementary school level.

2) Intensive (controlled)

At this level, students produce appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence.

3) Responsive

At this level, students are able to connect sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. They had mastered the fundamentals of sentence-level grammar and more focused on the discourse conventions that will achieve the objectives ofthe written text.

4) Extensive

Students have understood the elements of writing well, and they more focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety.

c. **Writing Process**

.According to Harmer (2007), the process of writing has four main elements as follows:

1) Prewriting

In prewriting step, we think about the topic and organize the ideas. Prewriting is the thinking, talking, reading, and writing about a topic before writing a first draft. Prewriting is a way of warming up the brain before writing. There are several ways to warm up before writing.

2) Brainstorming

Brainstorming is a quick way to generate a lot of ideas on a subject. The purpose is to make a list of as many ideas as possible without worrying about how to use them. They can include words.

3) Clustering

Clustering is another prewriting technique. It is a visual way of showing how ideas are connected using circles and lines. In other word, clustering is an activity of drawing the ideas. This is actually writing the first draft of the piece. After thinking about the topic and doing necessary prewriting, the next step in the writing process is writing paragraphs. When writing the first draft of the paragraph, the ideas generated from prewriting used as a guide.

4) Revising

It is almost impossible to write a perfect paragraph for the first time. After completing the first draft, a writer must look for ways to improve it. This step is called revising. When revising paragraph, we can do the following:

a) Add new ideas to support the topic.

b) Cross out sentences that do not support the topic.

c) Change the order of the sentences.

2. Teaching Writing

a. The Roles of the Teacher

Teachers have significant roles in the process of teaching and learning. It is also needed in the process of writing. According to Harmer (2007: 330), there are three roles of English teachers in teaching writing.

1) Motivator

As a motivator, an English teacher has to be able to motivate the students in writing tasks by creating the right situation for generating the ideas, persuading them of the usefulness of the activity, and encouraging them to make as much as effort as possible for maximum benefit.

2) Resource

The teacher needs to be ready to provide information and language where necessary to the students. He or she must be available and well prepared to look at the students' progresses, offer advice and suggestions in a constructive and tactful way.

3) Feedback provider

As a feedback provider, an English teacher should give positive and encouraging responses to the students' writing. When offering correction,

the teacher should choose what and how much to focus on based on what the students need at this particular stage of their studies, and on the tasks they have undertaken.

It can be concluded that helping students become self-sufficient, competent, and confident writers is not an easy task, but it is easier to accomplish by recognizing the key roles as a teacher in the teaching and learning process. The three important roles are the key point of the teachers to succeed the teaching process especially in teaching writing. The success of teaching writing then depends on how the teachers can play their three functions effectively. Therefore, it is very worth considering for the teachers to combine these significances when they are teaching.

b. Types of Classroom Writing Performance

There are many types of writing performances in the classroom. Brown (2001:343) divides a written performance into five kinds. The writing performances are as follows.

1   Imitative or writing down

Students can attain fundamental skills in writing process through a simple task. This basic task of writing letters, words, punctuation, and brief sentences can be done when they are producing a text. The activity that may be involved in this type of writing performances is that the students simply write down a written product on their own.

They imitate the written product as a form of task to go over their basic skills in writing.

2   Intensive or controlled

It is a kind of performances in which students must produce proper vocabulary in a certain context, collocations and idioms, and correct grammatical features in the sentences. Although their creativity is not allowed much, the students working on this type of performance can do anotherstimulating creative activity by rewriting the paragraph of their recollection of reading.

3) Self-writing

This category gets the students to write the things on their own mind. Kinds of activities of this category are note-taking, diary, and journal writing.

4) Display writing

Display writing is very useful for academic purposes. Written exercises, short answer essays and other forms of writing in test situations are instances of display writing. They are kinds of activities when students are asked to write for the sake of their teacher's assignment or fulfilling their duty in the class.

5) Real writing

Real writing is one of writing performances in which the reader does notknow the answer and genuinely wants the information from the

writer. For example, writing letters, filling a form and writing a simple message all belong to real writing.

Every beginner writer starts to write from the basic activity such as the imitative writing. This kind of activity gets the students to make letters, words, and simple sentences. The next level of writing is intensive or controlled writing. This activity focuses on grammar, vocabulary, or sentence formation, and not necessarily to convey meaning. The activity in the next stages is more complex because it allows students to produce their written products in the form of paragraphs or texts of several pages which require better skills than the previous ones.

3. **Recount texts**

a. **Definition**

Recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader. *(http://britishcourse.com/recount-text-definition-purposes-generic-structures-language-features.php)*

According to Anderson (1997: 49) a recount is a piece of text retells past events, usually in the order in which they happened. It has a purpose in which it gives the audience a description of what occurred and when it occurred.

Knapp and Watkins (2005: 223) also said that a recount is a sequential text that does little more than sequencing a series of events. It is the simplest type of narrative genre. A recount is different from a narrative text in terms of the problems in the sequence of events. Another view comes from Recount can be in the form of letters, newspaper reports, conversations, speeches, television interviews and eyewitness account.

Fisher HBA (2016) assumed that a recount is a text that tells about past experience or events that can be based on the author's personal or historical events.

In conclusion, a recount text tells the reader what happened in a past. It begins with an orientation which tells the reader who was involved, what happened, where this event took place and when it happened. Then, the sequences of events are described in some sort of order e.g. time. Last, it may be a reorientation at the end which summarizes the event.

b. **Structure of Recount Texts**

It is a point when writers try to create a piece of a recount text. It has three main parts:

- Orientation.

 Provides the setting and introduces participants.

- Events

It consists of paragraphs which retell the events in the order in which they happened.

- Re-orientation (optional)

It is a paragraph that contains a personal comment or closure of events.

c. Language Features

- Focus on the individual participant

- Use of material (action) process

- Use past tense or verb 2

- Focus on temporal sequence

- Circumstances of time and place

d. Example of Recount Text

My Holiday with My Family at Pangandaran Beach

Orientation :

Last month was New Year holiday. I and my family went to Pangandaran beach for a vacation. We took a tourism bus to go there. We left at 07.00 o'clock in the morning. The trip took about four hours and we arrived at around 11.00 am.

Events:

As we arrived there, I walked down to the beach. It was a nice sunny day with a blue sky and a gentle breeze. I saw some seagulls flew around hunting for fish. The waves there were suitable for swimming, but I didn't swim because I couldn't swim and only play with the water on shallow part. We also didn't miss our opportunity here taking some pictures with the background of scenic Pangandaran beach.

Reorientation:

Before we went home, I looked for some beautiful souvenir at the nearby shop there. Eventually, we went home at about 05.00 pm. It was a memorable experience for me with my family.

https://www.yuksinau.id/contoh-recount-text/

4. Teaching Media

a. Definition

Teaching media is a tool to make teaching learning process run effectively and efficiently. According to Arsyad (2009:4) teaching media is a media that bring instructional purpose of massages or information of learning. Media is means of expressing message and information. In addition,

Briggs in Aniqotunnisa (2013:10) stated that teaching media is all physical form that can convey message and can stimulate students to learn.

Furthermore, Hughey et al. in Hastomo (2015) mentioned that writing is often found as the most difficult skill among all the English skills both as first and as the second language.

According to Celco-murcia (2011:460), media is technological innovations in language teaching of mechanical paraphernalia and audiovisual aids with all the media that these can conjure up in teacher.

Based definition above, it can be conclude that teaching media is a tool that can help learning process run effectively

b. Kinds of Media

Based on Wati (2016: 5-8) media is classified into six categories, they are:

1) Visual media

> Visual media is a media that has some elements such as lines, shapes, colors, and textures in the presentation. There are some visual media used in learning, such as books, journals, maps, pictures, etc.

2) Audio-visual media

> This media can display image and sound elements in the presentation. For examples: film projector, tape recorder, and wide visual projector.

3) Computer-based media

> Use of computer-based media in learning is an activity which uses software as a media to interact in learning activity.

4) Microsoft Power Point media

> Use of this media in learning is a way used to introduce or explain the material is summarized in form of interesting slides.

5) Internet media

> Internet media helps to attract students' interest in the learning material because it provides lots of information. The kinds of internet media are Web, E-learning, email, mailing list, news group, and File Transfer Protocol.

6) Multimedia

> Multimedia is a combination of various forms of elements such as text, charts, images, pictures, animations, audio, and video.

c. **Roles and Function of Learning Media**

Arsyad (in Umar, 2014: 136-137) states that there are several roles of learning media, they are:

1) Clarifying the presentation of messages and information so the teacher can facilitate and improve learning processes and results.

2) Increasing and requesting the attention of students, so they can get motivation, more interaction directly between students and their environment, and possibilities students to learn individually according to ability and his interests.

3) Overcoming the limitations of the senses, space, and time.

4) Giving students the same experience events in their environment, as well as allowing direct interaction with the teacher, society, and its environment.

5. **Vlog**

a. **Definition**

According to Felix & Stolarz (2006:15), blog is foundamentally a means of communication, a modern twist on ancient format, the diary. So, blog means an online diary that runs by individual or group to present information in a web page. Vlog or Video Blog is an innovation from blog.

Felix & Stolarz also argue that vlog is simply a video file referenced as an enclosure by a blog that can be downloaded (2006:22). There are many types of vlog. One of them is Travel vlog.

From the definition above, it can be summarized that vlog is video file contains online diary that runs by individual or group.

The writer use travel vlog because at this time travel vlog is very popular and easy to understand.

B. Previous Studies

In this study, the writer focuses on the effectiveness of using Travel Vlog as a media to improve students' writing skills of recount text. Some previous studies related to the title of this research. The first previous study is *"Video Blog as Developing Media of Writing Recount Text for Students in Senior High School"*. The author is Fildzah Arifah, English and Literature Department Faculty of Language and Arts State University of Medan. This study is aimed to appropriate, interesting and attractive writing media in teaching recount text for ten grade students of SMA Sinar Husna. The research was conducted by Research and Development (R & D) design. The subject of the study is X IPA which consisting of 39 students. This study found that the learning media appropriate to teach recount text for the tenth grade students of SMA Sinar Husni.

The second previous study is *"The Use of Blog in Teaching Recounts Text to Improve Students' Writing Ability of Tenth Grade Student's at SMAN 1 Ngunut Academic Year 2013/2014"*. The author is Aan Harianto, English Education Department Faculty of Tarbiyah and Teacher Training Department of Islamic Education State Islamic Institute Tulungagung. The objective of this study to improve students' writing

ablitiy. The research design in this study was Classroom Action Research based on Kemmis and Mc. Taggart's design, it contains of two cycles, each cycle consisted two meetings. The result of the study found the students are motivated in teaching learning process during the implementation of blogger media.

The third previous study is *The Effectiveness Of Youtube English Video to Improve Writing Skill Of Recount Text (An Experimental Research at Second Grade of MTS Al-Khaeriyah Jawilan Serang).* The author is Putri Nahari, Diploma or S1 thesis, Universitas Islam Negeri "Sultan Maulana Hasanuddin" Banten 2018. The objective of this research are to find students' writing skill before using YouTube video as media of Recount text and and to find students' writing skill after using YouTube video as media of Recount text. The method used in this study was quasi experiment with the samples are 60 students. They are divided into two classes, 30 students in experimental class and 30 students in control class. The result of the research found that using YouTube English Video could improve writing skill of Recount text.

The fourth previous study is *Improving The Students' Ability In Writing Recount Text By Using Mr. Bean Video At Second Grade Of MTs PAB 2 Sampali.* The author is Eva Darmaini Universitas Islam Negeri Sumatera Utara. 2019. The aim of this research is find out the implementation of mr.bean video technique to improve the students' writing ability in writing recount text. The subject of this study were

28 students at VIII-3 grade of MTs PAB 2 SAMPALI. This research was conducted by using Classroom Action Research. The qualitative data were obtained from test which carried out at the end of every cycles. This research found that using Mr.bean video can improve the students' ability in writing recount text.

The fifth previous studies is "*Using BBC Learning English Video to Improve Students' Simple Past Tense Mastery in Writing Recount Text of X Grade at SMA N 1 Nogosari in the Academic Year 2020/2021.* The author is Dessy Megasari. English Language Education, Cultures and Languages Faculty of The State Islamic Institute of Surakarta 2020. The aim of this research is to find out how BBC Learning English video improve students' grammatical mastery in writing recount text and to find out how is the students' motivation in the class when BBC Learning English video is used in writing recount text. The use of BBC Learning English video as media in this research is expected to improve students' grammatical mastery in writing recount text. The results of the research found that there is an improvement in the students' achievement in grammatical mastery. Also the student had good responses in teaching learning process.

Based on those previous study, it can be conclude that video can improve students' writing skill in writing recount text.

CHAPTER III

METHODOLOGY OF RESEARCH

In this chapter, the writer provides an explanation about methodology of research: research design, subject of the research, and instrument of data collection.

A. Research Design

The research design is the plans and procedures that span the decisions from broad assumptions to detailed methods of data collection and analysis in research (Creswell, 2008: 3). He explains that the overall decision involves which design should be used to study a topic. Creswell states more that informing the decision should be the worldview assumptions the researcher brings to the study, such as: procedures of inquiry (called strategies) and specific methods of data collection, analysis, and interpretation.

In this research, the researcher uses quantitative research. Based on Creswell (2009:4) quantitative research is a means for testing objective theories by examining the relationship among variables. It means that the researcher conducted a test of a theory on some populations. Then, the numbered data analyzed using statistical procedures. Besides, according to

Darmawan (2013:37), quantitative research is a process of finding knowledge which is used numerical data as a tool to find explanation concerning what requirement that we know. The final written report had a set structure consisting of an introduction, literature and theory, methods, results, and discussion. It means that this research designed comparing the students test results before and after an instructional treatment. In the other hand, Sugiyono (2013: 108) said that quasi experimental design is elaboration from true experimental design that is difficult to do. This design had a control group, but it cannot be controlled experimentally.

The design of this study is quasi-experimental design. The principle of quasi-experimental design is that if two groups are selected, one group is given a special treatment which is called the experimental group, while the other or the control group is not. The design can be presented as follows:

Table 1: Design of the Study

A. Experimental	O_1	X	O_2
		_____	
B. Control	O_3		O_4

(Louis Cohen et al., 2007: 288)

Where:

O_1 & O_3	= Pre-test
O_2 & O_4	= Post-test
X	= Treatment
A	= Experimental group
B	= Control group

A. Population and Sample

1. Population

A population is an individual or group that represents all the members of a certain group or category of interest (Urdan, 2011: 1). It means that Population is the entire of the research subject.

The population of this research is all of the first year of SMA Negeri 2 Kendal in academic year 2022/2023.

Table 2: Population of Research

No.	Department	Classes	Number of students
1	MIPA	X 1	36
		X 2	36
		X 3	36
		X 4	36
		X 5	36
		X 6	31
2	IPS	X 7	36
		X 8	35
		X 9	36
		X 10	36

		X 11	36
Total			395

2. **Sample**

Sample is the partial of the entire of research object and is considered to represent the entire population. According to Urdan (2011: 1), "A sample is a subset drawn from the larger population."

The sampling technique that used in this research is purposive sampling. The researcher will take one class to be experimental class and one class to be controlled class. In this term, the researcher chooses X.7 as the experimental class and X. 4 as the control class. The total number of the sample is 72 students.

Table 3: Sample class

No.	Classes	Number of students
1	X 4	36
2	X 7	36
Total		72

In the teaching-learning process of writing, the researcher uses *Travel Vlog Video*as learning media, while in the control group are not use *Travel Vlog Video* as a learning media.

C. Instrument of the Research

According to Wilkinson and Birmingham (2003: 3), "Research instruments are simply devices for obtaining information relevant to your research project." Instrument can indicate whether the research is successful or not. In this study, the researcher will use test as the instrument for collecting data. Freankel et al. (2011: 111) said that an instruments is the device (such as a pencil and paper test, a questionnaire, or a rating scale) which the researcher used to collect data, consisting of tests (pre-test and post-test). In this research, the researcher uses pre-test and post-test to get the data.

Abased on Brown (2004: 3), a test is a method of measuring a person's ability, knowledge, or performance in a given domain. The type of the test is writing test focusing on narrative text. There are two kinds of test that the researcher uses, as follow:

1. Pre-test

Pre-test is a test which given for the experimental class and control class before the researcher gives the treatment or the material. The pre-tests which are given for both classes are same. The purpose of this test is to get data on the students' prior knowledge and also to know whether they are in the same level or not.

2. Post-test

Post-test is a test which given for the experimental class and control class after the researcher gave the treatment or the material. The purpose of this test is to know students' improvement in writing narrative text after was given the treatment.

D. Method of Data Collection

1. Procedures of Data Collection

In collected the data, the researcher used written test as the instrument of collecting the data. To obtained the expected data of the study, the following procedure have done. There are the steps to collecting the data :

1. The researcher asked permission from the institution.

2. The researcher came to SMA N 2 Kendal.

3. The researcher asked permission to th headmaster and english teacher for doing the research.

4. The researcher gave pre-test to the students about recount.

5. The researcher gave the treatments using "*Travel Vlog Video*" as media in teaching recount text.

6. The researcher gave the post-test for the students to create a recount text based on their own experience, in order to get the data after treatment. So, the researcher can identify the result.

2. **Schedule of Data Collection**

Table 4: Schedule of data collection

Date	Activity	
	Experimental Class	**Control Class**
	Pre-test	Pre-test
	Teaching recount text using *Travel Vlog*	Teaching recount text without using *Travel Vlog*
	Teaching recount text using *Travel Vlog Video*	Teaching recount text without using *Travel Vlog Video*
	Teaching recount text using *Travel Vlog Video*	Teaching recount text without using *Travel Vlog Video*
	Post-test	Post-test

E. **Method of Data Analysis**

According to Brown: 2004:244, analyzing data is one of the most important steps in conducting the research. It is done after the researcher get all data. In conducting this research, the researcher uses analytical

scale for rating composition task. To analyze the data, the several steps are conducted by the researcher as follows:

1. **Descriptive Analysis**

Descriptive analysis is employed the ideal mean value and ideal standard deviation value.

The Explanation of Criteria

NO	THE WRITING ELEMENT		
1.	Contents : Logical Development of Ideas		
	20-18	EXCELLENT	Essay addresses are the assigned topic : the ideas are concrete and thoroughly developed material : essay reflects thought
	17-15	GOOD	Essay addresses the issues but misses some points: ideas could be more fully developed: some extraneous material present.
	14-12	FAIR	Development of ideas not complete or essay is somewhat off the topic; paragraph aren't divided exactly right
	11-6	POOR	Incomplete ideas; essay does not reflect careful thinking or was hurried written
	5-1	VERY POOR	Essay is complete inadequate and doesn't reflect college level work; no apparent effort to consider the topic carefully.
2.	Organization : Introduction, body, and conclusion		
	20-18	EXCELLENT	Appropriate title; effective introductory paragraph, topic is stated, lead to the body; transitional expressions used
	17-15	GOOD	Adequate tittle, and introduction and conclusion, body of essay is acceptable, but some evidence may be lacking.
	14-12	FAIR	Mediocre o scant introduction; problems with the order of ideas in body the generalization may not be fully supported by the evidence given.

	11-6	POOR	Shaky or minimally recognizable introduction; organization can barely be seen; conclusion weak
	5-1	VERY POOR	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence
3.	Grammar		
	20-18	EXCELLENT	Native- like fluency in English grammar; correct use of relative clause, preposition, modals, articles, verb, etc.
	17-15	GOOD	Advance proficiency in English grammar; some grammar problems do not influence communication.
	14-12	FAIR	Ideas are getting through the reader but grammar problems are apparent and have negative effect on communication
	11-6	POOR	Numerous serious grammar problem inference with communication of the writers idea
	5-1	VERY POOR	Severe grammar problems interfere greatly with the message, reader cannot understand
4.	Vocabulary		
	20-18	EXCELLENT	Precise vocabulary usage; uses of parallel structures; register good
	17-15	GOOD	Attempts variety; good vocabulary; not wordy, register OK
	14-12	FAIR	Attempts variety; good vocabulary, wordy, register medium
	11-6	POOR	Some vocabularies misused; lack awareness of register; may be to wordy
	5-1	VERY POOR	Inappropriate use of vocabulary; no concept of register or sentences variety.
5	Mechanics : Punctuation, spelling		
	20-18	EXCELLENT	Correct use of English writing convention; left and right margin all needed capitals, paragraph intended, punctuation and spelling very neat.
	17-15	GOOD	Some problem with writing conventions or

			punctuation; occasional spelling errors; lest margin correct, paper is neat.
	14-12	FAIR	Uses general writing convention but has errors; spelling problems distract reader; punctuation error.
	11-6	POOR	Serious problems with format of paper, errors in the sentences punctuation and final punctuation, unacceptable to educated readers.
	5-1	VERY POOR	Complete disregard for English writing convention; paper illegible; no margin, and severe spelling problems

(Brown, 2004:244)

Both of values are determined by using score distribution in Table 5:

Table 5: Conversion Table

Class Interval	Category
21.0 – 23.9	Excellent
18.0 – 20.9	Very good
15.0 – 17.9	Good
12.0 – 14.9	Fair
9.0 – 11.9	Poor
6.0 – 8.9	Very poor

There are several steps in analyzing the data, as follow:

a. Getting the mean of the pre-test and post-test in the experimental class and the control class. The formula is as follow:

- Pre-test

$$\bar{x}_2 = \frac{\sum x_2}{N}$$

Where:

$\bar{x}_2$ = the mean of pre-test

$\sum x_2$ = the total of score

N   = the total number of sample

- Post-test

$$\bar{x}_1 = \frac{\sum x_1}{N}$$

Where:

$\bar{x}_1$ = the mean of post-test

$\sum x_1$ = the total of score

N   = the total number of sample

(Urdan, 2011: 14)

After finding out the total mean score in writing recount text, the researcher classifies the level of students' improvement in writing recount text, as follow:

Table 6: Level of Students' Achievement

Level Grade	Interval	Level of Achievement
A	90-100	Excellent
B	80-89	Good

C	70-79	Adequate
D	60-69	Inadequate
E	Below 60	Failing

(Brown, 2004: 287, 294)

b. Beside the researcher calculates the mean, the researcher also calculates the variant of pre-test and post-test of the experimental class and control class, as follow:

- The formula to calculate variant (standard deviation) of the pre-test:

$$SD_2 = \sqrt{\frac{\sum(x_2 - \bar{x}_2)^2}{N-1}}$$

Where:

SD_2 = standard deviation of the pre-test

$\sum(x_2 - \bar{x}_2)^2$ = sum score in the pre-test

N = sum of individual

- The formula to calculate standard deviation of the post-test is as follow:

$$SD_1 = \sqrt{\frac{\sum(x_1 - \bar{x}_1)^2}{N-1}}$$

Where:

SD_1 = standard deviation of the post-test

$\sum(x_1 - \bar{x}_1)^2$ = sum score in the post-test

N = sum of individual

(Urdan, 2011: 22)

2. Inferential Analysis

a. Normality test

Normality test is a test to measure whether the data normal distribution or not. The researcher will use SPSS 24 in the testing normality of data. So the data has been analyzed in SPSS 24 with the flow as follows:

H_0: If Significance > 0.05: the data are normal distribution

(It means if H_0 is accepted and H_1 is rejected)

H_1: If Significance <0.05: the data are not normally distributed.

(It's mean if H_1 is accepted and H_0 is rejected)

b. Homogeneity test

After the data are normally distributed, next steps are held the homogeneity test. This test held to determine whether the assumption of homogeneity each category of data are fulfilled or not. The test used is the greatest variance than the smallest variance using the F table. While testing steps are as follows:

$$F = \frac{Larger\ varians}{Smaller\ varians}$$

In this test apply:

If F < or: F table = H_0 is received. (If F count less than or equal to F table so H_0 is accepted)

If F > F table = H_0 is rejected. (When the count is greater F with F table so H_0 is rejected)

Moreover, using the F formula to determine the data homogeneous or not, another way to analyze the data is using SPSS 24. The step of data processing in SPSS 24 analysis is as follows: Analysis of the data is if the significance value more than 0.05 so H_0 is accepted (Homogeneous), if the significance value less than 0.05 so H_0 is rejected (Not Homogeneous).

c. T-test

If the data is normal and homogeneous, the next step is analyzing Independent t-test. This test is held to compare weather both class having same variable data or not. The researcher will use SPSS 24 to analyze the data. The steps of the test as follows:

1) Determining the null hypothesis and alternative hypothesis

a) H_0: There is no significant difference of the writing skills in narrative text between the students taught by using *travel vlog* taught without using *Travel Vlog Video*

b) H_1: There is a significant difference of the writing skills in narrative text between the students taught by using *travel vlog*and those taught without using *travel vlog*.

H_0: if t-value < t table (H_0 is accepted)

H_1: if the t-value > t table (H_1 is accepted)

2) Determining the level of significance

The researcher will use a significance level of 0.05 (5%).

F. Hypothesis

Hypothesis is usually considered as the principal instrument in research. Khotari (2004:184) explained that for a researcher hypothesis is a formal question that he intends to resolve.

To know the effectiveness of teaching writing descriptive text text by using video, the researcher formulates two hypotheses that will be tested by using t-test. They are:

1. Null Hypothesis (Ho)

    There is significant difference between the skill of tenth grade students of SMA N 2 Kendal in writing recount text taught using and without using travel vlog video.

2. Alternative Hypothesis (Ha)

    There is no significant difference between the skill of tenth grade students of SMA N 2 Kendal in writing recount text taught using and without using travel vlog video.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents research findings and discussion that consist of the skill of the tenth grade students of SMA N 2 Kendal in writing recount text without using travel vlog video, the skill of the tenth grade students of SMA N 2 Kendal in writing recount text using travel vlog video and the difference of the skill of the tenth grade students of SMA N 2 Kendal in writing recount text with and without using video.

A. Research Findings

The research is conducted in SMA N 2 Kendal in which the population was the tenth grade students in the academic year 2022/2023. This research using experimental design that applies pre-test and post-test in control group and experimental group. There are two groups called control group and experimental group. The groups are given pre-test, treatment, and post-test. Post-test is administered to know the skill of the tenth grade students in writing descriptive text using and without using travel vlog video.

The researcher takes three meetings to collect the data. The researcher uses X-(4) as the control group and X-(7) as the experimental group. Each class consists of 36 students.

In the first meeting, a pre-test was given to control and experimental group. The researcher asks the students to compose a recount text with a free

title. They have to imagine their experience in the past by themselves. But before doing the test, the researcher gives an explanation about what they had to do and the other instructions.

Next, the experimental group was given a treatment. The researcher explains about recount text. For how to compose it, the researcher used travel vlog video as the media for the students. So that, the students can be easier to write a recount text. Then, the researcher shows a video containing travel vlog video, students needed to compose a recount text of that video for 30 minutes.

In the last meeting, the researcher gives post-test to control and experimental group. The researcher asks the students to compose a recount text based on their own experience. The students are given time about 30 minutes.

After collecting the data, the researcher analyzes the data. The result can be shown as follows:

1. **The ability in writing recount text of the tenth grade students taught without using video (Control Group)**

    The pre-test was conducted on Wednesday, July 20th 2022. The pre-test is administered to know the skill of the tenth grade students of SMA N 2 Kendal in writing recount text without using travel vlog video.

After conducted the pre-test, the material about recount text without using the video was given to the students. In the last meeting on Friday, July 22th 2022, a post-test was conducted. To be more detail, the researcher shows the result of the pre-test and post-test of control group and experimental group as the following;

Table 4.1

The result of pre-test in control group

NO	Student's Code	Score of Writing Elements					Total Score	Scoring Grade
		G	V	C	O	M		
1	X4. 1	13	14	13	14	13	67	C
2	X4. 2	12	13	15	14	14	68	C
3	X4. 3	14	13	14	14	13	68	C
4	X4. 4	13	14	14	15	14	70	B
5	X4. 5	13	14	13	14	14	68	C
6	X4. 6	13	14	13	14	14	68	C
7	X4. 7	14	14	13	14	13	67	C
8	X4. 8	15	14	14	15	14	72	B
9	X4. 9	13	10	12	10	10	55	D
10	X4.10	14	13	15	15	14	71	B
11	X4.11	12	13	13	13	13	64	C
12	X4.12	14	14	15	15	14	72	B
13	X4.13	14	14	14	15	13	71	B
14	X4.14	13	14	15	14	14	70	B

15	X4.15	12	12	12	12	10	58	D
16	X4.16	14	13	14	15	14	70	B
17	X4.17	12	13	12	12	13	62	C
18	X4.18	15	14	14	14	14	71	B
19	X4.19	12	12	14	13	12	64	C
20	X4.20	11	12	11	11	12	57	D
21	X4.21	13	14	13	14	14	71	B
22	X4.22	11	12	11	12	12	58	D
23	X4.23	13	13	14	13	14	67	C
24	X4.24	12	13	12	11	13	61	C
25	X4.25	12	14	14	15	14	70	B
26	X4.26	13	12	12	12	13	61	C
27	X4.27	11	11	11	11	12	56	D
28	X4.28	14	15	14	14	14	71	B
29	X4.29	14	15	15	15	14	73	B
30	X4.30	13	13	12	13	12	63	C
31	X4.31	12	12	15	13	12	64	C
32	X4. 32	14	15	13	13	15	70	B
33	X4.33	11	11	12	13	11	58	D
34	X4.34	11	13	15	12	14	65	C
35	X4.35	13	15	15	14	14	71	B
36	X4.36	13	12	14	12	12	63	C

From the data above, it can be known that there were 14 students which raised the grade of B with score of 70 (5 students), 71 (6 students),

72 (2 students), and 73 (1 student). In addition, the grade of C was raised by 16 students with the score of 61 (2 students), 62 (2 students), 63(1 student) 64 (3 students), 65 (1 student) 67 (3 students), 68 (4 students). For the grade of D, 6 students raised this with score of 55 (1 student), 56 (1 student), 57 (1 student), 58 (4 students).

Then, to calculate the percentage of each grade, the researcher used the following formula:

$$P = \frac{F}{N} \times 100\%$$

In which

P   : the percentage of students' pretest score of control group

F   : frequency

N   : the total number of students

The calculation of students' target are:

a. The percentage of grade A

$$P = \frac{0}{36} \times 100\% = 0\%$$

b. The percentage of grade B

$$P = \frac{14}{36} \times 100\% = 38,9\%$$

c. The percentage of grade C

$$P = \frac{16}{36} \times 100\% = 44.4\%$$

d. The percentage of grade D

$$P = \frac{6}{36} \times 100\% = 16.7\%$$

e. The percentage of grade E

$$P = \frac{0}{36} \times 100\% = 0\%$$

Table 4.2
The percentage of the students' grade in writing recount text without
travel vlog video

NO	Score	Grade	Category	Frequency	%
1	80-100	A	Excellent	0	0
2	70-79	B	Good	12	38,9
3	60-69	C	Adequate	13	44,4
4	50-59	D	Inadequate/Unsatisfactory	5	16.7
5	0-50	E	Failing/Unacceptable	0	0

Based on the table result of the pre-test above, there is 0% student who gets the grade of A, 38.9% students gets the grade of B, 44.4% students get the grade of C and only 16.7% students got D. The result of the data shows that the students' ability in writing recount text without video confirmed have adequate category in pre-test control group.

Then the data calculation is also analyzed by using statistical computation SPSS 25 for windows.

Table 4.3

	N	Mean	Std. Deviation	Minimum	Maximum
PREE TEST CONTROL GROUP	36	65,97	5,240	55	73
Valid N (listwise)	36				

The mean of pre-test control group

Descriptive Statistics

Not only conducting a pre-test, the researcher also conducts a post-test for the students who write a recount text without using video. The result of post-test for control group is the following;

Table 4.4
The result of Post-Test Control Group

NO	Student' Code	Score of Writing Elements					Total Score	Scoring Grade
		G	V	C	O	8		
1	X4. 1	14	15	14	12	14	70	B
2	X4. 2	13	14	14	14	14	72	B
3	X4. 3	13	14	14	14	14	72	B
4	X4. 4	15	14	15	14	13	74	B
5	X4. 5	12	14	14	15	14	70	B
6	X4. 6	13	14	13	14	14	71	B
7	X4. 7	13	14	14	14	14	70	B
8	X4. 8	13	14	14	14	14	72	B
9	X4. 9	13	13	13	13	12	63	C

10	X4. 10	16	16	17	16	17	82	A
11	X4. 11	13	14	14	14	14	70	B
12	X4. 12	15	15	15	16	15	76	B
13	X4. 13	15	14	15	16	15	75	B
14	X4. 14	14	13	14	14	14	73	B
15	X4. 15	12	13	12	13	12	61	C
16	X4. 16	13	14	14	14	14	70	B
17	X4. 17	14	14	14	15	14	72	B
18	X4. 18	13	15	15	14	14	74	B
19	X4. 19	13	15	13	14	14	70	B
20	X4. 20	14	13	13	13	13	62	C
21	X4. 21	14	15	14	14	14	72	B
22	X4. 22	13	13	14	13	13	62	C
23	X4. 23	15	15	15	15	14	74	B
24	X4. 24	15	13	14	13	14	65	C
25	X4. 25	13	14	15	14	14	73	B
26	X4. 26	15	13	14	13	13	64	C
27	X4. 27	12	13	14	13	12	61	C
28	X4. 28	15	14	15	14	15	76	B
29	X4. 29	14	15	15	14	15	78	B
30	X4. 30	12	13	14	13	13	68	C
31	X4. 31	15	15	15	13	14	72	B
32	X4. 32	15	15	13	13	15	71	B

33	X4. 33	13	14	13	12	12	64	C
34	X4. 34	13	14	15	13	14	69	C
35	X4. 35	15	15	15	14	14	73	B
36	X4. 36	14	12	14	14	14	68	C

om the table above, it could be known that there was 1 student who raised the grade of A with score of 82. In addition, the grade of B was raised by 24 students with the score of 70 (6 students), 71 (2 students), 72 (6 students), 73 (3 students), 74 (3 students), 75 (1 student), 76 (2 students), 78 (1 student). Besides that, for the grade of C, 11 students raised this grade with score of 61 (2 students), 62 (2 students), 63 (1 student), 64 (2 students), 65 (1 student), 68 (2 students), 69 (1 student).

Then, to calculate the percentage of each grade, the researcher used the following formula:

$$P = \frac{F}{N} \times 100\%$$

In which

P   : the percentage of students' posttest score of control group

F   : frequency

N   : the total number of students

The calculation of students' target were:

a. The percentage of grade A

$$P = \frac{1}{36} \times 100\% = 2.8\%$$

b. The percentage of grade B

$$P = \frac{24}{36} \times 100\% = 66{,}7\%$$

c. The percentage of grade C

$$P = \frac{11}{36} \times 100\% = 30.5\%$$

d. The percentage of grade D

$$P = \frac{0}{36} \times 100\% = 0\%$$

e. The percentage of grade E

$$P = \frac{0}{36} \times 100\% = 0\%$$

All the scores can be identified as the following table;

Table 4.5
The percentage of the students' grade in writing recount text without video

NO	Score	Grade	Category	Frequency	%
1	80-100	A	Excellent	1	2.8
2	70-79	B	Good	24	66.7
3	60-69	C	Adequate	11	30.5
4	50-59	D	Inadequate/Unsatisfactory	0	0
5	0-50	E	Failing/Unacceptable	0	0

Based on the table result of the post-test above, there is 2.8% student who gets the grade of A, 66.7% students get B, and 30.5% students who gets mark C. The result shows that the students' ability have good category in post-test control group.

Then the data calculation is also analyzed by using statistical computation SPSS 25 for windows.

Table 4.6
The mean of Post-test Control Group

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
POST TEST CONTROL GROUP	36	70,25	4,924	61	82
Valid N (listwise)	36				

Based on the distribution of frequency and data calculation table of statistic, the mean of pre-test is 65.97 and post-test is 70.25. It can be known that the skill of the tenth grade students of SMA N 2 Kendal in writing recount text without using travel video is "Adequate".

2. **The ability in writing recount text of the tenth grade students of SMA N 2 Kendal in writing recount text using video (Experimental Group)**

The pre-test was conducted on Wednesday, July 20th 2022 in X- 7. Pre-test is administered to know the skill of the tenth grade students of SMA N 2 Kendal in writing recount text using travel vlog video.

After the pre-test was conducted, in the next meeting a treatment was given to the students. In this meeting the researcher explains about recount text using video. Before going to the explanation, the researcher asks the students whether they understand about recount text. After the

researcher makes sure to the students about their understanding, the researcher tries to start the explanation of recount text and discussing the function, generic structure, and the language features of recount text with the students. After all students understood about recount text, the researcher explains how to compose a recount text using video. Then, the researcher gives the students an exercise to make a recount text based on their own experience.

In the last meeting on Friday, July 22th 2022, a post-test was conducted. There is the following table which shows the pre-test and post-test score in control group :

Table 4.7
The result of Pre-Test in Experimental Group

NO	Student	Score of Writing Elements					Total Score	Scoring Grade
		G	V	C	O	M		
1	X7. 1	13	13	13	13	12	63	C
2	X7. 2	12	14	14	15	14	70	B
3	X7. 3	15	14	15	13	14	67	C
4	X7. 4	14	14	14	15	14	72	B
5	X7. 5	14	13	14	15	14	71	B
6	X7. 6	15	14	16	14	15	73	B
7	X7. 7	13	14	14	13	14	71	B
8	X7. 8	13	14	13	13	13	65	C

9	X7. 9	14	13	13	13	13	65	C
10	X7. 10	13	13	13	14	13	65	C
11	X7. 11	13	15	13	14	14	70	B
12	X7. 12	14	13	13	13	13	66	C
13	X7. 13	13	14	13	14	14	65	C
14	X7. 14	13	14	14	14	14	70	B
15	X7. 15	14	13	14	14	14	70	B
16	X7. 16	12	13	12	12	13	62	C
17	X7. 17	13	13	14	13	12	64	C
18	X7. 18	13	13	14	13	12	63	C
19	X7. 19	13	14	14	13	12	64	C
20	X7. 20	14	13	14	13	13	67	C
21	X7. 21	13	13	14	13	12	63	C
22	X7. 22	13	13	13	14	13	66	C
23	X7. 23	13	13	13	13	13	65	C
24	X7. 24	13	12	13	13	13	63	C
25	X7. 25	14	13	14	13	13	67	C
26	X7. 26	13	14	14	14	14	70	B
27	X7. 27	11	12	12	11	12	58	D
28	X7. 28	12	13	14	13	13	65	C
29	X7. 29	13	13	13	13	13	65	C
30	X7. 30	13	14	13	14	14	71	B
31	X7. 31	13	13	14	13	12	65	C

32	X7. 32	14	12	13	12	13	64	C
33	X7. 33	15	13	14	14	14	70	B
34	X7. 34	13	12	12	13	12	62	C
35	X7. 35	11	13	11	12	11	58	D
36	X7. 36	15	15	15	14	13	72	B

From the data above, it can be known that there are 12 student who raised the grade of B with score of 70 (6 students), 71 (3 students), 72 (2 students), 73 (1 student). In addition, the grade of C was raised by 22 students with the score of 62 (2 students), 63 (4 students), 64 (3 students), 65 (8 students), 66 (2 students), 67 (3 students). Besides that, for the grade of D, 2 students raised this grade with score of 58.

Then, to calculate the percentage of each grade, the writer uses the following formula:

$$P = \frac{F}{N} \times 100\%$$

In which

P : the percentage of students' posttest score of control group

F : frequency

N : the total number of students

The calculation of students' target are:

a) The percentage of grade A

$$P = \frac{0}{36} \times 100\% = 0\%$$

b) The percentage of grade B

$$P = \frac{12}{36} \times 100\% = 33.3\%$$

c) The percentage of grade C

$$P = \frac{22}{36} \times 100\% = 61.1\%$$

d) The percentage of grade D

$$P = \frac{2}{36} \times 100\% = 5.6\%$$

e) The percentage of grade E

$$P = \frac{0}{36} \times 100\% = 0\%$$

All the scores can be identified as the following table;

Table 4.8
The Percentage of the Students' Pretest Score in Experimental
Group

NO	Score	Grade	Category	Frequency	%
1	80-100	A	Excellent	0	0
2	70-79	B	Good	12	33.3
3	60-69	C	Adequate	22	61.1
4	50-59	D	Inadequate/Unsatisfactory	2	5.6
5	0-50	E	Failing/Unacceptable	0	0

Based on the table result of the pre-test above, there is no student who got A (0%), there are 12 students who get B (33.3%), there are 22 students who got C (61.1%), and only 1 students got mark D (5.6%) while for the mark E, none of the students got that score (0%). The result of the

data reveals that the students' ability in writing recount text by using travel vlog video is in adequate category in pre-test experimental group.

Then the data calculation is also analyzed by using statistical computation SPSS 25 for windows.

Table 4.9
The mean of pre-test in experimental group

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Pre-Test in Experimental Group	36	66,31	3,808	58	73
Valid N (listwise)	36				

Table 4.10
The result of post-test in experimental group

NO	Student' Code	Score of Writing Elements					Total Score	Scoring Grade
		G	V	C	O	M		
1	X7.1	15	14	15	14	14	75	B
2	X7.2	14	15	15	14	15	78	B
3	X7.3	15	14	15	14	15	76	B
4	X7.4	16	16	17	16	17	82	A
5	X7.5	15	16	15	15	15	78	B
6	X7.6	16	16	16	16	16	80	A
7	X7.7	17	17	17	18	17	84	A

8	X7.8	15	15	15	15	15	75	B
9	X7.9	16	15	14	14	14	78	B
10	X7.10	15	13	14	14	14	70	B
11	X7.11	16	16	16	16	16	80	A
12	X7.12	15	16	16	16	17	78	B
13	X7.13	15	15	15	16	15	76	B
14	X7.14	17	16	17	16	17	83	A
15	X7.15	16	15	17	16	16	80	A
16	X7.16	16	16	16	16	16	80	A
17	X7.17	15	15	16	15	15	76	B
18	X7.18	15	14	15	15	15	74	B
19	X7.19	15	16	16	16	15	78	B
20	X7.20	16	17	16	76	16	82	A
21	X7.21	16	16	16	16	16	80	A
22	X7.22	15	16	16	16	15	78	B
23	X7.23	15	15	15	15	15	75	B
24	X7.24	16	16	16	16	16	80	A
25	X7.25	15	15	16	15	15	76	B
26	X7.26	16	17	17	17	17	84	A
27	X7.27	14	14	13	14	14	70	B
28	X7.28	15	16	17	16	16	80	A
29	X7.29	15	16	16	15	15	77	B
30	X7.30	17	16	16	16	17	82	A

31	X7.31	15	14	15	14	14	72	B
32	X7.32	15	13	14	14	15	71	B
33	X7.33	17	16	17	15	15	80	A
34	X7.34	14	15	15	12	14	70	B
35	X7.35	14	15	15	13	13	70	B
36	X7.36	16	17	17	15	15	80	A

From the data above, it can be known that there were 15 students which raised the grade of A with score of 80 (9 students), 82 (2 students), 83 (1 student), 84 (2 students), 86 (1 student). In addition, the grade of B was raised by 21 students with the score of 70 (4 student), 71(1 student), 72(1 student), 74 (1 student), 75 (3 students), 76 (4 students), 77 (1 student), 78 (6 students).

Then, to calculate the percentage of each grade, the writer uses the following formula:

$$P = \frac{F}{N} \times 100\%$$

In which

P : the percentage of students' posttest score of control group

F : frequency

N : the total number of students

The calculation of students' target were:

The percentage of grade A

$$P = \frac{15}{36} \times 100\% = 41.7\%$$

The percentage of grade B

$$P = \frac{21}{36} \times 100\% = 58.3\%$$

The percentage of grade C

$$P = \frac{0}{36} \times 100\% = 0\%$$

The percentage of grade D

$$P = \frac{0}{36} \times 100\% = 0\%$$

The percentage of grade E

$$P = \frac{0}{36} \times 100\% = 0\%$$

All the scores can be identified as the following table;

Table 4.11
The Percentage of the Students' Post test Score in Experimental Group

NO	Score	Grade	Category	Frequency	%
1	80-100	A	Excellent	15	41.7
2	70-79	B	Good	21	58.3
3	60-69	C	Adequate	0	0
4	50-59	D	Inadequate/Unsatisfactory	0	0
5	0-50	E	Failing/Unacceptable	0	0

Based on the table result of the post-test above, there is 41.7% students raised A, and 58.3% raised the grade of B. None of students get grade C, D, and E. The result shows that the students' ability in writing

recount text by using *Travel Vlog Video* have "Adequate" category in experimental group.

Then the data calculation is also analyzed by using statistical computation SPSS 25 for windows.

Table 4.12
The Mean of Post-Test in Experimental Group

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Post Test in Experimental Group	36	77,44	4,039	70	84
Valid N (listwise)	36				

Based on the distribution of frequency and data calculation table of statistic, the mean of pre-test is 66.31 and post-test is 77.44. It can be known that students' writing ability is good.

3. **The significant difference of the ability in writing recount text of the tenth grade students of SMA N 2 Kendal using travel vlog video and without using travel vlog video.**

After all the tests are executed, the researcher compares the data from pre-test and post-test by t-test formula. Then, the researcher looks the significant differences between them. Here the diagram of the average scores.

Diagram 4.1
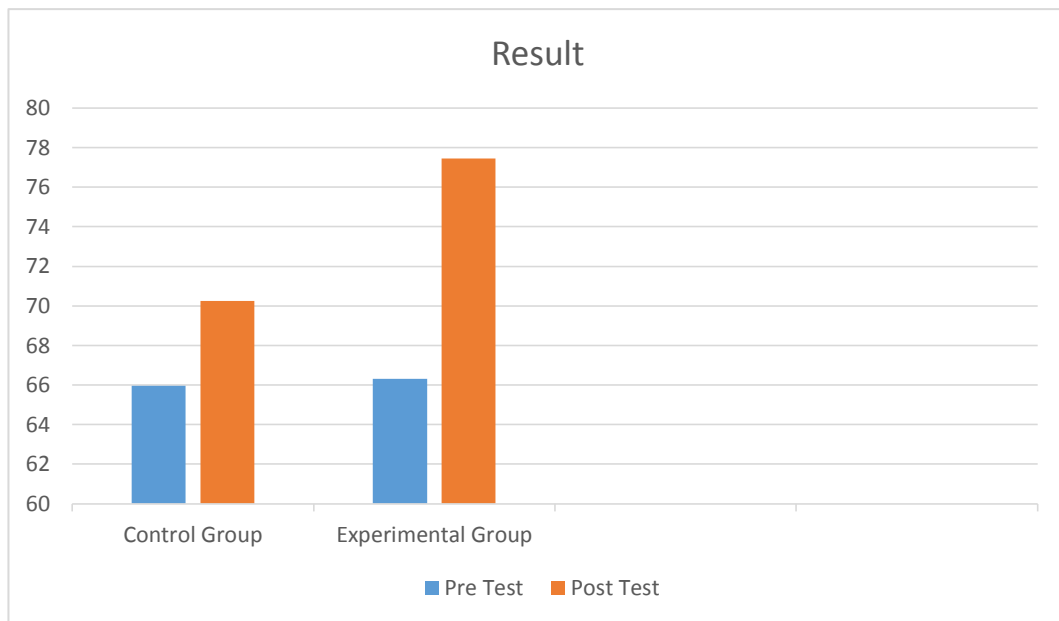
Based on the diagram above, there is the significant difference between control group and experimental group post-test score. To find out the difference between the students' skill of tenth grade in writing a recount text without and using travel vlog video, the researcher ensures it by calculating all of the data. Here is the way to find out t-test value to know the significant difference between two groups.

Table 4.13
The result of the t-test

T-test

Group Statistics

	Student' Code	N	Mean	Std. Deviation	Std. Error Mean
Post Test	Post Test Control Group	36	70,2500	4,92443	,82074
	Post-Test Experimental Group	36	77,4444	4,03870	,67312

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	,536	,467	-6,778	70	,000	-7,19444	1,06146	-9,31146	-5,07743
Equal variances not assumed			-6,778	67,417	,000	-7,19444	1,06146	-9,31289	-5,07600

t-test = 6.778

df= ((N1+N2)-2) = ((36+36) − 2) = 70

t-table:

5% = 2.00

1% = 2.65

6.778 > 2.00

T –test > t table= SIGNIFICANT DIFFERENCE = Ha Accepted

From the calculation above, it is known that the result of t-test is 6.778. The result of t-test had to be consulted to t-table with significant level 5% to know whether there was any significant difference between the skill of the tenth grade students of SMA N 2 Kendal in writing recount text with and without using *travel vlog video*. For 5% alpha level with df = 70, the t-table value was 2. 00. It shows that the result of the t-test was higher than the t-table (t-test ≥ t-table). It means that positive hypothesis (Ha) was accepted. From the data above, it can be conclude that there was a significant difference of the students' ability in writing recount text between those taught with using travel vlog video and those taught without using travel vlog video. Moreover, the significant value was 0.000. It showed that it was lower than 0.05. It means that, there was a significant difference between the skill of the tenth-grade students of SMA N 2 Kendal in writing recount text with and without using *travel vlog video.*

B. Discussion

From the research that was conducted, the class that does not use *travel vlog video* in writing recount text, the writer gets the mean of test is 70.25 with the division of 2.8% students ranked the level of excellent, 66,7% students stood the level of very good, 30.5% students stood the level of "Adequate".

While from the class that used *travel vlog video* in writing a recount text, the writer gets the mean of test was 77.44 with the classification of 41.7% students are in the grade of excellent, and 58.3% raised the level of good.

From the explanation above, it is clear that there is an improvement on the ability of the tenth grade students of SMAN 2 Kendal in writing recount text. It is very reasonable because there are still some students in post-test control group who get grade C (adequate category), while the students in post-test experimental group mostly get grade A (excellent category) and grade B (good category). None of students get grade C (adequate category), D (inadequate category), and E (failing category) in post-test when they taught using video. It can be said that travel vlog video can help students to understand and use the writing element, contents, grammar, vocabulary, and mechanics properly.

However this finding of this research in in line with the previous study from Nahari, Putri (2018). This research focused on how Youtube English video can improve writing skill off recount text. This research found that a significant effectiveness of Youtube English video to improving student skill of recount text. Another previous study from Megasari, Desi (2020) also found

that English video could improving students' simple past tense mastery in writing recount text. The result of this study shows that there was an improvement in the students' achievement in grammatical mastery. Darmaini, Eva (2019) also found that video could improve students' ability in writing recount text. The result of this study indicated the improvement of students' ability in writing recount text by using video.

The limitation of this study is the researcher using this method to know how the travel vlog video can improve their ability in writing recount text. This method can be used not only for the writing skill but also can be used in another skill such as speaking or reading.

In conclusion, this research strengthens the previous study that video is one of the interesting media that can improve students' ability in writing recount text.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the research based on the statement of the problem, objectives of the study and the research findings which can be described in the previous chapter. Additionally, this chapter presents suggestions for English teachers, students, researcher, and future researcher.

A. Conclusions

Based on the research about "*Using Travel Vlog About Holiday as Media in Improving Students' Ability in Writing Recount Text: A Case of Tenth Grade of SMA N 2 Kendal*" the researcher concludes the results of the research as follows:

1. The ability in writing recount text of the students taught without using travel vlog video is "Adequate". It was shown that mean score of post-test was 70.25, whereas the highest score was 82 and the lowest score was 61.

2. The ability in writing recount text of the students thought using travel vlog video is "Good". There was a progress after the treatment. It is shown that the mean score of post-test is 77.44, whereas the highest score is 84 and the lowest score is 70.

3. There is a significant difference between the ability in writing recount text between students those taught using travel vlog video and those taught without using travel vlog video.

B. Suggestions

From the research which was conducted by the researcher, the researcher would like to give suggestions as follows:

1. For English teacher

    The English teacher could apply the travel vlog video as the media to teach the students in writing recount text because this technique can improve the student's ability in composing a recount text.

2. For the students

    The students should be confident and practice more in writing a recount text so that they can have a good writing.

3. Next researcher

    The next researcher could use this method for the next study not only for the writing skill buat also in another skill such as speaking or reading. So, they can develop this study more.

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APPENDICES

Appendix I

Nama : Winda Aulia Kusumawardhani
No : 36
Kelas : X-7

Please make a recount text based on your own experience!

Last year, I went to visit Semarang, one of which was to Bawen I visited a tourist spot, the Semarani Coffe Park. There I went around on a road trip with my family. While walking around I looked around the area around the garden, there was a swamp with a very interesting view for anyone who saw it.

After I wast done with all that, I countinued my journey to Lawang Sewu, where I traveled and also learned a lot about the past, especially Indonesian railroads from ancient times and their characters. Several times in quite interesting photo spots. It didn't feel like the day was starting in the afternoon, the family finally decided to go home, but before going home the family stopped by the Cak Man City meatball because it was one of the favorite places for the family, after everything was finished, they finally went home.

Thank you ....

Name : Khalisha Athaya M.
Class : X.7
No : 19

Please make a recount text based on your own experience!

Answer :

Going To ~~Jogja~~ Prambanan

A Few months ago, I want go to Jogja with my Family. It is located in Solo-Yogyakarta district Sleman, about 121 km From kendal City, West Java. The trip there took about 3 hours. we left From kendal City at 6.30 pm using a car and we arrived at 9.00 pm. As arrived there my parents invite me to Prambanan. I and my brother immediately run toward the candi Prambanan. It looked Sunny day with the blue sky and I Feel a gentle breeze. I didn't Forget to take a photo selfie or landscape with background OF beautiful candi Prambanan. At noon, I began to Feel hungry. I approached the rented hut, Apparently my mom invite me to eat.

Not Feit, the day had begun in the evening. We hurried going to home. Before went to home, I bought Some Souvenirs there. Finnaly we arrived at 22.00 Am because the trip was Jammed.

Name : Elvis Salma
Class : x 7
Absent : 13

Please make a recount text based on your own experience!

Last month, when I was in a bad condition, i decided to go on vacation at a beach, namely is Parangtritis beach in Yogyakarta with my family. My family and i went to Yogyakarta to spend a month-end vacation there. We departed from Semarang at seven in the morning and arrived in Yogyakarta four hours later.

We stayed at a hotel close to Parangtritis Beach. Our trip to Parangtritis beach was short, no more than an hour.

Please make a recount text based on your own experience!

Nama : Bagus Ramadhan

No = 8

KlS = X7

Holiday in Bandung with my Family.

I live in ciregon with my family. We went to Bandung on last School holiday with my Parents. brother and sister. We took our car and drove there. I booked a hotel with there rooms. We planned to travel around Bandung to different tourim attractions. We went shopping in malls, sightseeing at Parks, lakes and other interesing Places.

We spend there days from friday to sunday. the weather was nice and we had alot of fun. I enjoyed the nice trudi tional food and drinks. I bough several snacks from Bandung and took many pictures there. We went home in the afternoon with great feeling.

Appendix II

Appendix III

APPROVAL

This Final Project entitled " **USING TRAVEL VLOG ABOUT HOLIDAYS AS MEDIA IN IMPROVING STUDENTS' ABILITY IN WRITING RECOUNT TEXTS : A CASE OF TENTH GRADE OF SMA NEGERI 2 KENDAL ACADEMIC YEAR 2022/2023"** written by:

Name   : M. Imam Wahyudi

NPM   : 15420066

Study Program : English Education Study Program

Faculty   : Faculty of Language and Arts Education

Was approved by the advisor of the English Education Study Program of the Faculty of Language Arts Education of University of PGRI Semarang on:

Day   :

Date   :

Advisor I,

Advisor II,   12-8-2022

Dr. Ngasbun Egar, S.Pd., M.Pd

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3

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Nomor   : 68/IP/FPBS/VII/2022   Semarang, 14 Juli 2022
Lampiran   : 1 (satu) berkas
Perihal   : **Permohonan izin penelitian**

Yth. Kepala SMA Negeri 2 Kendal
di Kendal

Kami beritahukan dengan hormat, bahwa mahasiswa kami :

N a m a   : M. Imam Wahyudi
N P M   : 15420066
Fak. / Program Studi   : FPBS / Pendidikan Bahasa Inggris

akan mengadakan penelitian dengan judul :

Using Travel Vlog About Holiday As Media In Improving Students' Ability In
Writing Recount Texts: A Case Of Tenth Grade Of SMA Negeri 2 Kendal
Academic Year 2022/2023

Sehubungan dengan hal tersebut, kami mohon Bapak/Ibu berkenan
memberikan izin kepada mahasiswa tersebut untuk melakukan penelitian.

Atas perkenan dan kerjasama yang baik, kami ucapkan terima kasih.

Dekan,

Dr. Asropah, M.Pd.
NPP 936601104

PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
CABANG DINAS PENDIDIKAN WILAYAH XIII
Jalan Soekarno-Hatta No.96 Kelurahan Bugangin Kendal 51314 Telp. (0294) 3691319
Surat Elektronik : cabdin.xiii@gmail.com

SURAT REKOMENDASI
Nomor : 422.1/ 4081 /VII/2022

Menunjuk surat dari Fakultas Pendidikan Bahasa dan Seni, Universitas UPGRIS Nomor : 68/IP/FPBS/VII/2022, tanggal 14 Juli 2022, perihal Permohonan Ijin Penelitian an :

Nama	:	**M. IMAM WAHYUDI**
NIM	:	15420066
Program/Prodi	:	FPBS / Pendidikan Bahasa Inggris
Tempat	:	SMA Negeri 2 Kendal
Tanggal	:	20-22 Juli 2022
Judul Tesis	:	Using Travel VlogAbout Holiday As Media In Improving Students Grade Of SMA Negeri 2 Kendal Academic Year 2022/2023

Kami sangat mendukung dan merekomendasi kegiatan tersebut, dengan memperhatikan hal-hal :

1. Berkoordinasi terlebih dahulu dengan Kepala Sekolah terkait;
2. Kegiatan Penelitian memperhatikan protokol kesehatan;
3. Kegiatan Penelitian bermanfaat untuk proses belajar mengajar di Sekolah;
4. Melaporkan hasil kegiatan Penelitian Kepada Kepala Cabang Dinas Pendidikan Wilayah XIII.

Demikian rekomendasi ini kami buat, untuk di pedomani dalam pelaksanaanya.

Kendal, 18 Juli 2022
a.n. KEPALA CABANG DINAS PENDIDIKAN
WILAYAH XIII
Kepala Sub Bagian Tata Usaha
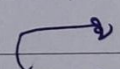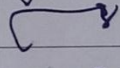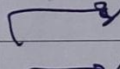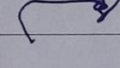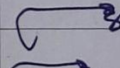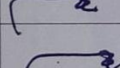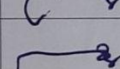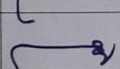
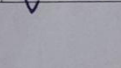**ARIF NUGROHO, S.IP.**
Penata Tk.I
NIP. 19841106 201001 1 023

Tembusan, Kepada Yth. :
1. Kepala Dinas Pendidikan dan Kebudayaan Provinsi Jawa Tengah (sebagai laporan);
2. Pertinggal.

KARTU BIMBINGAN FINAL PROJECT

MAHASISWA UNIVERSITAS PGRI SEMARANG

Nama   : M. Imam Wahyudi

NPM   : 15420066

Fakultas / Progdi   : FPBS / Pendidikan Bahasa Inggris

Dosen Pembimbing 1   : Dr. Ngasbun Egar, S.Pd., M.Pd.

NO.	WAKTU BIMBINGAN	MATERI YANG DI KONSULTASIKAN	TANDA TANGA
1.	5/4 2022	ACC Judul	
2.	13/4 2022	Proposal	
3.	8/5 2022	Revisi Proposal	
4.	13/5 2022	Acc Proposal	
5.	14/6 2022	Bab I, II, III	
6.	2/6 2022	ACC Bab I, II, III	
7.	4/7 2022	Instrument	
8.	1/8 2022	BAB IV & V	
9.	8/8 2022	Revisi Bab IV & V	
10.	15/8 2022	ACC Bab IV & V	

KARTU BIMBINGAN FINAL PROJECT

MAHASISWA UNIVERSITAS PGRI SEMARANG

Nama : M. Imam Wahyudi

NPM : 15420066

Fakultas / Progdi : FPBS / Pendidikan Bahasa Inggris

Dosen Pembimbing 2 : Ririn Ambarini, S.Pd., M. Hum

NO.	WAKTU BIMBINGAN	MATERI YANG DI KONSULTASIKAN	TANDA TANGA
1.	5/4 2022	Acc Judul	
2.	15/4 2022	Proposal	
3.	6/5 2022	Revisi Proposal	
4.	13/5 2022	Acc Proposal	
5.	10/6 2022	Bab I, II, III	
6.	24/6 2022	Acc Bab I, II, III	
7.	8/7 2022	Instrument	
8.	29/7 2022	Bab IV & V	
9.	5/8 2022	Revisi Bab IV & V	
10.	12/8 2022	Acc Bab IV & V	

YAYASAN PEMBINA LEMBAGA PENDIDIKAN PERGURUAN TINGGI PGRI SEMARANG
FAKULTAS PENDIDIKAN BAHASA DAN SENI
UNIVERSITAS PGRI SEMARANG
Kampus : Jalan Sidodadi Timur Nomor 24 Semarang Indonesia. Telp. (024) 8448217, 8316377
Faks. (024)8448217 Website: www.upgris.ac.id

BERITA ACARA UJIAN SKRIPSI

Pada hari ini Jumat 18 November 2022, berdasarkan susunan tim penguji Skripsi :

1. Nama   : Dr. Asropah, M.Pd.
 Jabatan : Ketua

2. Nama   : Dr. Jafar Sodiq, S.Pd, M.Pd.
 Jabatan : Sekretaris

3. Nama   : Dr. Ngasbun Egar, S.Pd., M.Pd
 Jabatan : Anggota (Penguji I)

4. Nama   : Ririn Ambarini, S.Pd., M.Hum.
 Jabatan : Anggota (Penguji II)

5. Nama   : Dr. Jafar Sodiq, S.Pd., M.Pd.
 Jabatan : Anggota (Penguji III)

Dengan ini menyatakan bahwa mahasiswa yang tersebut di bawah telah diuji skripsinya.

Nama   : Mohammad Imam Wahyudi   Fakultas   : FPBS
N.P.M   : 15420066   Program Studi   : Pendidikan Bahasa Inggris
                   Program Pendidikan : Strata 1

Judul Skripsi :

USING TRAVEL VLOG ABOUT HOLIDAYS AS MEDIA IN IMPROVING STUDENT'S ABILITY IN WRITING RECOUNT TEXTS: A CASE OF TENTH GRADE OF SMA NEGERI 2 KENDAL ACADEMIC YEAR 2022/2023

Nilai   :

Demikian berita Acara Ujian Skripsi dibuat untuk diketahui dan dipergunakan seperlunya oleh pihak-pihak yang berkepentingan.

Ketua,   Sekretaris,

Dr. Asropah, M.Pd.   **Dr. Jafar Sodiq, S.Pd, M.Pd.**

Penguji I,   Penguji II,   Penguji III,

Dr. Ngasbun Egar, S.Pd., M.Pd   **Ririn Ambarini, S.Pd., M.Hum.**   **Dr. Jafar Sodiq, S.Pd., M.Pd.**

Mengetahui,
Dekan,

Dr. Asropah, M.Pd.
NPP/NIP 936601104