IMPROVING STUDENTS' WRITING ACHIEVEMENT ON RECOUNT TEXT BY USING PHOTOGRAPH AT NINTH GRADE STUDENTS OF MTSN 1 MEDAN

A THESIS

Submitted to Faculty of Tarbiyah and Teachers' Training of State Islamic University of North Sumatera Medan as Partial Fulfillment of the Requirements for S-1 Program

By :

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STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN

2021

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2021

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Skripsi yang berjudul : "**IMPROVING STUDENTS' WRITING ACHIEVEMENT ON RECOUNT TEXT BY USING PHOTOGRAPH AT NINTH GRADE STUDENTS OF MTSN 1 MEDAN"** oleh **Indah Chairani** yang telah dimunaqasyahkan dalam sidang munaqasyah Sarjana Strata Satu (S1) FakultasIlmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan padatanggal :

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dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.
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Assalamu'alaikum Wr. Wb

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Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang munaqasyah skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara .

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Menyatakan dengan sebenar-benarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri , kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah dijelaskan sumbernya . Apabila di kemudian hari terbukti skripsi ini hasil jiplakan , maka gelar dan ijazah yang diberikan batal saya terima .

Medan, Februari 2021

Yang Membuat Pernyataan

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ABSTRACT

INDAH CHAIRANI.2020. Improving Students' Writing Achievement on Recount Text by Using Photograph at Ninth Grade Students of MTsN 1 Medan

Keywords **: Photograph, Writing Achievement, Recount Text, Classroom Action Research**

This research was aimed to find out the impact of using Photograph in improving the students' writing achievement on Recount Text. The subject of this research was the ninth grade students of MTsN 1 Medan in academic year of 2020/2021 which consisted of 36 students. This research was conducted by using classroom action research, which used two cycles. Each of them consists of planning, acting, observing, and reflecting. The data were obtained through quantitative and qualitative data. The quantitative data was obtained from tests including pre-test, post-test I, and post-test II. While qualitative data was obtained from observation sheet. The result of the data analysis showed that there was an improvement on the students' reading achievement from each cycle. It was shown from the students' mean score The precentage of students score in pre-test who got point up to 70 was 10 students and the improvement was about 27,8 %. The precentage of students score in post test 1 in cycle 1 who got point up to 70 was 25 students and the improvement was about 69,5 %. The precentage of students score in post test 2 in cycle 2 who got point up to 70 was 32 students and the improvement was about 88,9 % . Based on the finding research , saying that Photograph could improve the students' Writing achievement in recount text.

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The thesis: "Improving Students' Writing Achievement on Recount Text by Using Photograph at Ninth Grade Students' of MTsN 1 Medan" is a simple and small creation was created by me to fulfill the assignment and to complete the requirement for S-1 Program at English Education Department of Tarbiyah Science and Teacher Training Faculty, State Islamic University of North Sumatera 2020.

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Although this thesis has been structure in such a way, the researcher recognizes that there are still many short comings in terms of content, and others. Therefore, suggestion and criticism is needed to the development in the future.

The researcher's hope, this thesis may be useful for the researcher and the readers as well as for the development of education in the future to be better. Aamiin YaaRabbal'Alamiin.

Medan, Februari 2021

Indah Chairani
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CHAPTER I

INTRODUCTION

A. The Background of the Study

A secret to understanding is language. There are many good books that are published in numerous languages. We can share our perspectives with others, take part in cultural events, literacy, and business matters, but there is a language barrier to it either. English is one of the most widely spoken languages worldwide[1]. English is used as a global language and is used as the first language in several countries . The Indonesian government's appreciation of the worth of English gives preference to English as a foreign language to be learned in Indonesia. In this country, English is a very valuable language because it allows individuals to get information and knowledge, especially students who need to know English to look for all things such as education, scientific, religion, social, and technology. As we know, the meaning of English is that learners need to master English so that they can use it not only to obtain information and understanding, but also to use English to interact more extensively with other people in this country.

Based on Standard Competence stated in Government Regulation No. 22 Year 2006 , the goal of English teaching and learning in Indonesia is to develop student's discourse competence[2]. It concerns with producing both oral add written texts conveying in four integrated skills consisting of listening , speaking , reading

[1]Farida Repelita Waty Kembaren,(2011),*Translation Theory (W.R. Darrow Ed.)*.Medan: La Tansa Press.Page 1

[2]Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 22 Tahun 2006 tentang Kurikulum Tingkat Satuan Pendidikan

and writing .The researcher is focusing on writing because writing is one of the four language skills that have a very important role in learning . Writing skill is more complex and difficult , requiring the mastery not only the grammatical and theoretically devices but also the conceptual and judgement . Through writing , everybody is not only able to express feeling and ideas . People need to learn English writing because it is a process of transforming thoughts and ideas into written form .

Writing is a very dynamic task requiring not just the ability to write vocabulary words, but also the ability to interpret concepts. Writing often involves pouring thoughts into written form or informing someone about something, and as described in written form, it can be viewed as an expression of feelings or expressions. In other words, we will interact partially through the writing process. Based on syllabus of curriculum in Junior High School , students are required to be able to write a various types of genres . They are narrative , recount, procedure, news item, descriptive, report, spoof , analytical exposition , hortatory exposition , explanation and discussion[3] . This research is aimed at improving the writing ability of the ninth year students by using photographs , especially in writing recount text.

Even though most of students have learnt English from Primary School until Senior High School , most of them cannot write well . Based on data during interviewing the English teacher there are some problems in writing . The students still confused what to write and how to start writing . This condition affects the students' achievement in writing recount text . In order to solve this problem , it is

[3]Badan Standar Nasional Pendidikan (BSNP),(2006).*Standar Kompetensi dan Kompetensi Dasar SMP/MTS*. Jakarta: Depdikbud. Page.138

needed the strategy to make teaching writing more effective and interesting . The failure of the students is likely happen because of media used in teaching not interesting and not effective . Teachers are not able to create interesting media in teaching and learning process so the students are not enjoying their lesson . Sometimes the teachers also just explain the material and ask the students to write recount text without using media so the students difficult to remember what they have done in the past . The students commonly get bored in writing activity as they must spend many times to write their ideas into writing product.

Learning styles are used in a variety of ways in the teaching process. Each student has a unique learning strength and weakness of their own. It is essential for the teacher to deliberately bring us a variety of learning strategies to achieve the optimal achievement of the students. The instructor should be mindful that the ability of learners to study is different. Teachers need different types of media in teaching and learning process[4] .There are several media that can be used in teaching and learning process on English subjects. One of them is photograph . Using photograph as a media language in teaching and learning process can be effective way for students to enjoy and easy to write . Since a media plays the important role for learner in understanding English to receive the materials, teacher as a guide in the classroom should use it in delivering the materials. Media for teaching and learning can be classified into visual media, audio media, audio-visual media and games [5].

[4]Yani Lubis, "*The Effect of DRTA Teaching Strategy and Learning Style on Students' Achievement in Reading Comprehension at Faculty of Tarbiyah Science and Teacher Training State Islamic University of North Sumatera".*VISION: Journal of Language, Literature, and Education. Vol.13 No.13.Januari-Juni 2018.page 3

[5]Asnawir, Basyiruddin & M.Usman.(2002). *Media Pengajaran.* Jakarta: Ciputat Press

One of the visual media is photography . These media could support students in mastering the materials by using an useful method. Photography is one of the visual aids that can enhance writing text recounting because photography can typically capture past experiences and photography can definitely help students recall facts about objects, locations and events. In short, they can be important text sources . Besides , a photograph is worth a thousand words because one picture can tell the students something even has sequences to study behind it.[6]

One of the visual aids that can be used in learning writing is photograph. The study is aimed at improving the writing ability of the Ninth year students of MTsN 1 Medan by using photographs, especially in writing recount text. The strategy is selected since it can guide the students to generate idea into a meaningful composition. Typically, photographs capture past experiences and photographs will definitely help students remember details of persons, locations and events. They can, in short, be powerful text sources. In comparison, a photograph is worth a thousand words because one illustration will teach the students something and also has sequences behind it to analyze.

The researcher has chosen photographs as medium or technique to strengthen writing recount text depending on the utility of the photographs. This suggests that there is a critical part between writing and using photography, because recount text is one of the story genres. By retelling events and occurrences in the order in which they have occurred, the aim is to reconstruct past experiences. In the teaching and learning process, the media can help the teacher to clearly convey the material and

[6]Vernon S Gerlach & Donald P Ely.(1980). *Teaching and Media: A Systematic Approach*. Englewood Cliffs: Prentice Hall, page 273

assist the students in receiving the material. Students can acquire their experiences by using the media during the teaching process and support them to understand the material.

Based on the usefulness of the photographs , the researcher chooses photographs as media to improve writing recount text . Based on the statements above it can be assumed that the use of photographs to teach writing recount text to the students of ninth year of Madrasah Tsanawiyah Negeri 1 Medan is effective . In conclusion , the research is entitled ***"Improving Students' Writing Achievement on Recount Text by Using Photograph at Ninth Grade Students' of MTsN 1 Medan"*** .

B. The Identification of the Problem

Based on the background of study which has mentioned above , some problems are identified as follows :

1. To describe the ability in writing recount text of the ninth grade students in Madrasah Tsanawiyah Negeri 1 Medan.
2. The improvement of students ability in writing recount text of the ninth grade students in Madrasah Tsanawiyah Negeri 1 Medan.

C. Limitation of the Study

This study is focusing on the students' ability in writing recount text of the ninth grade students in MTsN 1 Medan in the academic year 2020/2021 . In this research, the researcher takes one class of the ninth grade students. The action research is used to know the ability in writing recount text of the ninthh grade students by using photograph for English language teaching .

D. The Formulation of Problem

In relation to the background of study, the problem of this study is formulated as :

1. How can Photograph improve writing recount text of the ninth grade students of Madrasah Tsanawiyah Negeri 1 Medan in the academic year 2020/2021 ?
2. How does the Photograph improve students' ability in writing recount text of the ninth grade students of Madrasah Tsanawiyah Negeri 1 Medan in the academic year 2020/2021 ?

E. Objective of Study

This study was aimed to describe the implementation of photograph on recount text to improving the students' writing achievement at MTsN 1 Medan . During the research, the use photograph on recount text helps the students activate their previous knowledge, monitor their understanding, and record what they have learned from the text. At the end of this study, the students can improve their writing achievement by using photograph on recount text.

F. The Significances of Study

The study has several benefitials for the reseacher, the reader, the students and the teachers. This study will employee in order to get more informations how to teach writing skill in recount text with proper way. The result of the study can be used in english teaching-learning process, especially in teaching writting of recount text. In this reasearch the researcher hopes that the result of this study will be useful

for :

1. **Practical Benefits**

   a. To the students , this research is expected to encourage students to realize that writing is a fun and an enjoyable activity to learn English. Hopefully , that ability will be improved and the students will love writing .

   b. To the English teacher , the researcher expects that this research may inspire teachers to make better media and activities in teaching and learning process.

   c. To the school, this research is expected to be used as a conceptual contribution. Therefore, it can improve the quality of education and innovation for learning and teaching English at MTsN 1 Medan.

   d. To the writer herself , the writer expects she will improve her knowledge about English teaching and improve her creativity in teaching .

2. **Theoretical Benefits**

For other researchers , this research is expected to help them to get more information about this research and can be used for better research .

CHAPTER II

LITERATURE REVIEW

A. Theoretical Frame Work

To conduct a research , there are some theories which are needed to explain through some concept and terms applied in the research concerned . This study also uses some concern and terms in theoritical elaboration on concepts and terms used will be presented in the following part .

1. Students' Achievement

Achievement is derived from the word 'achieve'. Based on Oxford Advanced Learner's Dictionary , Achieve is to be able to accomplish a certain objective, position or quality, especially by having the ability for a long time. Whereas, accomplishment is a thing that someone, especially using their own initiative and ability, has achieved successfully. These mean that accomplishment is the success of talent and initiative to fulfill a certain goal[7].

Based on the opinion given , it can be concluded that Achievement is the consequence, the efficacy, the degree or skill, the improvement of learning education activities that the person shows with his/her educational learning connection. Achievement involves what someone has really achieved, while aptitude is the desire to understand more. In other words , achievement is a success in reaching particular goal/status or standard , especially by effort , skill , courage , and so on .

[7]A S Hornby, 2003, *Oxford Advanced Learner's Dictionary Of Current English: International Student's* Edition. UK: Oxford University Press, p. 10-11

Student achievement illustrates what students know, understand, and can do within one moment in time. It may be important to find differences between what learners are supposed to know and what they already know. Teachers will use information on student success to concentrate teaching on areas where students fail. Many studies have found that student achievement is enhanced when teachers communicate high expectations to their students . The most commonly used measure of student achievement is a standardized test.[8]

2. Writing

In comparison to writing, communicating and so on, the Oxford advanced learner's dictionary notes that learning is the task of writing. Writing is one of the significant language skills. Writing , in the form of letters, symbols, or sentences, is the representation of language. Communication is the primary purpose of writing. Many writing instruments such as ink, chalk, pens, typewrites, and machines have been used by people. Writing will then be produced on a cave wall, a sheet of paper or a computer screen.[9] Writing takes more effort in the process and when the reader knows the writer's deep sense, writing will be more effective, it needs more time to consider, plan, analyze, practice, evaluate and find good writing.

Writing is one of four skills in the language . Writing is perhaps English's most challenging skill . It has to be cultivated purposefully . It is not something that is normal to human beings, unlike listening and speaking. It is capability that has been built on information or messages beyond limitations of here and now in humanity culture to the past. Writing is not only the combinations of letter , which

[8]Charlotte Danielson. (2002), *Enhancing Student Achievement: A Framework for School Improvement*. USA: ASC. p. 25

[9]Utami Dewi, (2013), *How to Write,* Medan: La-Tansa, p. 2-3

relate to the sounds made when people speak , but writing is more than production of graphic symbols. The graphyc symbols must be arranged in such a way according to certain convention from words to form phrase , phrase to form sentence , sentences form paraghraphs , to form text or passages . To be mastered by students, writing is critical. Science books, letters, journals, novels, news, brochures, and so on demonstrate the importance of publishing. For humans in their everyday lives, most of these items are very important.

Writing is very complex . It is not an easy as spontaneous activity . Writing needs some mental efforts that must be combined and arranged . Writing needs hard working , when the students do writing . They do not only have to keep minds but also consider the past opinion or ideas , which are relevant to their goal at the teaching . It can be inferred from the above mentioned definition of writing that writing is a phase of imagination in communicating ideas in the form of written language. Writing words or essays are often called the outcomes achieved by writing skill.

Except listening, speaking and reading, writing is a part of basic English language skills that must be teach maximally by the teacher to the students, because writing is difficult to learn by the students. Allah states in the glorious Al-Qur'an Al-Qur'an (Al-Qalam : 1) :

نٓ وَالْقَلَمِوَمَايَسْطُرُوْ

"Nun. By the pen and that which they write (therewith)"[10]

The word 'qalam' means the word 'write.' There is a great sense for us from

[10]Abdullah Yusuf Ali, (2002), *The Holy Qur'an : Text, Translation, English Translation with Commentary & Notes*, New Delhi (India): Kitab Bhavan. p. 1580

the verse that we are the making of Allah. In the written medium as in our instructions, which is the Holy Qur'an, which is the word of God that is read by humanity as lights and instructions for human life till now and forever, people have obtained different knowledge on what is and will be in our lives in this universe. The writings in the Qur'an offer different data and wisdom to mankind that can guarantee the happiness of man in the earth and the hereafter. Writing contains the thoughts we like to share, wishes, and gestures. Beside that, Allah also states in the glorious Al-Qur'an (Al-Baqarah : 282) :

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓاْ إِذَا تَدَايَنتُم بِدَيۡنٍ إِلَىٰٓ أَجَلٖ مُّسَمّٗى فَٱكۡتُبُوهُۚ وَلۡيَكۡتُب بَّيۡنَكُمۡ كَاتِبُۢ بِٱلۡعَدۡلِۚ وَلَا يَأۡبَ كَاتِبٌ أَن يَكۡتُبَ كَمَا عَلَّمَهُ ٱللَّهُۚ فَلۡيَكۡتُبۡ وَلۡيُمۡلِلِ ٱلَّذِي عَلَيۡهِ ٱلۡحَقُّ وَلۡيَتَّقِ ٱللَّهَ رَبَّهُۥ وَلَا يَبۡخَسۡ مِنۡهُ شَيۡـٔٗاۚ فَإِن كَانَ ٱلَّذِي عَلَيۡهِ ٱلۡحَقُّ سَفِيهًا أَوۡ ضَعِيفًا أَوۡ لَا يَسۡتَطِيعُ أَن يُمِلَّ هُوَ فَلۡيُمۡلِلۡ وَلِيُّهُۥ بِٱلۡعَدۡلِۚ وَٱسۡتَشۡهِدُواْ شَهِيدَيۡنِ مِن رِّجَالِكُمۡۖ فَإِن لَّمۡ يَكُونَا رَجُلَيۡنِ فَرَجُلٞ وَٱمۡرَأَتَانِ مِمَّن تَرۡضَوۡنَ مِنَ ٱلشُّهَدَآءِ أَن تَضِلَّ إِحۡدَىٰهُمَا فَتُذَكِّرَ إِحۡدَىٰهُمَا ٱلۡأُخۡرَىٰۚ وَلَا يَأۡبَ ٱلشُّهَدَآءُ إِذَا مَا دُعُواْۚ وَلَا تَسۡـَٔمُوٓاْ أَن تَكۡتُبُوهُ صَغِيرًا أَوۡ كَبِيرًا إِلَىٰٓ أَجَلِهِۦۚ ذَٰلِكُمۡ أَقۡسَطُ عِندَ ٱللَّهِ وَأَقۡوَمُ لِلشَّهَٰدَةِ وَأَدۡنَىٰٓ أَلَّا تَرۡتَابُوٓاْ إِلَّآ أَن تَكُونَ تِجَٰرَةً حَاضِرَةٗ تُدِيرُونَهَا بَيۡنَكُمۡ فَلَيۡسَ عَلَيۡكُمۡ جُنَاحٌ أَلَّا تَكۡتُبُوهَاۗ وَأَشۡهِدُوٓاْ إِذَا تَبَايَعۡتُمۡۚ وَلَا يُضَآرَّ كَاتِبٞ وَلَا شَهِيدٞۚ وَإِن تَفۡعَلُواْ فَإِنَّهُۥ فُسُوقُۢ بِكُمۡۗ وَٱتَّقُواْ ٱللَّهَۖ وَيُعَلِّمُكُمُ ٱللَّهُۗ وَٱللَّهُ بِكُلِّ شَيۡءٍ عَلِيمٞ

''O you who have believed, when you contract a debt for a specified term, write it down. And let a scribe write [it] between you in justice. Let no scribe refuse to write

as Allah has taught him. So let him write and let the one who has the obligation dictate. And let him fear Allah, his Lord, and not leave anything out of it. But if the one who has the obligation is of limited understanding or weak or unable to dictate himself, then let his guardian dictate in justice. And bring to witness two witnesses from among your men. And if there are not two men [available], then a man and two women from those whom you accept as witnesses - so that if one of the women errs, then the other can remind her. And let not the witnesses refuse when they are called upon. And do not be [too] weary to write it, whether it is small or large, for its [specified] term. That is more just in the sight of Allah and stronger as evidence and more likely to prevent doubt between you, except when it is an immediate transaction which you conduct among yourselves. For [then] there is no blame upon you if you do not write it. And take witnesses when you conclude a contract. Let no scribe be harmed or any witness. For if you do so, indeed, it is [grave] disobedience in you. And fear Allah. And Allah teaches you. And Allah is Knowing of all things.'' (Al-Baqarah : 282)[11]

With a pen, Allah taught man. People can capture a variety of knowledge they get with a pen, people can communicate and analyze the feelings, beliefs and wishes of their heart with a pen, and people also get a variety of new knowledge from the pen. In Surah Al-Baqarah verse 282 it is also explained that in an important aspect of Islam, namely debts, it also requires both the debtor or the debtor to write down their debts. This really explains that writing becomes something useful, writing makes us remember important information.Writing not only as a way of

[11] Abdullah Yusuf Ali, (2001), *The Meaning of The Holy Qur'an*, Maryland: Amana Publications, p.1672

communicating meaning by capturing thoughts, emotions, and teaching, but also as a means of preserving future information. Since we must always pursue knowledge as Muslims and practice the knowledge we obtain as much as possible. By writing, if we are able to retain our writing, the skills we get will be able to be studied well. See the hadits our prophet Muhammad (peace be upon him) :

بِلْكِتَاب دُواالْعِلْمَ قَي

The meaning : *"Tie science with writing"*(HR. Al-Hakim in Al-Mustadrak, 1: 106. Shaykh Al-Albani) [12]

"Tie science with writing" means that humans are not excluded from forgetting as servants of Allah, the hadith urges individuals to compose the information they have learned. Through writing the knowledge they have learned, by reading back at what they have written, they will reinforce the knowledge they have gained and the knowledge they have gained is not lost and is not in vain.

إذاسمعتشيئافاكتبهولوفيالحا

The meaning : "*Asy-Sya'bi said : "When you hear something (from knowledge) then write it down even on the wall*". (HR. Abu Khaitsamah in Al-Ilmu no.146)[13]

حدثنا يحي بن موسى و محمود بن غيلان، قال اخبرنا الوالد بن مسلم، عن الأوزاعين، عن يحي بن ابي كثير، عن ابي سلمة عن ابي هريرة (ان النبي صلى الله عليه و سلم خطب فذكر قصة فى الحديث فقال ابو شاه : اكتبوا لى يا رسول الله. فقال رسول الله صلى الله عليه و سلم : اكتبوا لابي شاه. و فى الحديث قصة. (رواه الترمذي)

The meaning : *" From Abu Huraira r.a said: actually the Prophet had lectured, so he told a story in the hadith. So Abu Syahin said: write for me, O Messenger of*

[12] Al-Ahadits Ash-Shahihah genealogy, number. 2026

[13] Narrated by Abu Khaitsamah in Al-'Ilmu no. 146; saheeh / Ad-Dulabi in Al-Kuna no. 1632

Allah. So the Prophet said: write for Abu Syahin. (HR. Tirmidhi)[14]

In this hadith it is explained that writing is also recommended by the Prophet Muhammad. This can be proven by the actions of the Prophet Muhammad who had preached through letters. In addition, Rasulullah SAW also allowed and once ordered several friends to write the contents of his preaching for one of his friends.

3. Genre in Writing

Writing also interpreted as an instrument of thinking that allows students to express their thoughts[15]. Writing is feasible not only as a standard communication system but also an important basis for learning[16]. Writing is a theoretical activity of inventing ideas in sentences and paragraphs, thinking about how to express them to the reader. In foreign language education, the capacity to write effectively is urgently needed. In teaching and learning English, it plays an important role, because writing will really help students learn foreign languages. This is a kind of great skill that can help students or authors communicate with the message in meaningful ways by placing their words. The writer generally uses such types of writing to give detailed detail to readers when expressing their feelings. The basic goal of any kind of written text should be to bundle all information, communications or ideas into a single category of text.The types intend are narrative, description exposition recount, procedure, anecdote, news item and discussion and report[17].

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[14] Anwar, L. (2020). *Penulisan Hadis Pada Masa Rasulullah SAW*. Jurnal Ilmu Al Qur'an dan Hadist, Volume 3(e-ISSN: 2621-3699), 9.

[15]Thrisha Brummer and Sarah Clark, (2008), *Writing strategies for Mathematics.*USA:Shell Education, p. 4

[16]Sara Chusing Weigle, (2002), *Assessing Writing*, New York:Cambridge University Press, p. 5

[17]Pardiyono, (2008), *Pasti Bisa: Teaching Genre-Based Writing.* Yogyakarta: Andi Publishing, p. 7

The explanation of the text types above are :

a. Narrative

Narrative is a text that tells a story. The purpose is to amuse the reader and give a moral message to the reader. It consists of orientation, complication and resolution.

b. Description

It is type of writing in which the objective is to describe a certain object, especially about person, place or thing. Its consist of identification and description.

c. Exposition

Exposition is text to advence or justify an argument or put forward a particular point of view. The point of view must be supported by facts and relevant information on that topic.

d. Recount

Recount is a text that tell about past experience or events. It can be based on the author‟s personal experience or historical events. recount consist of orientation, series of event and reorientation.

e. Procedure

A procedure explain how to make or do something in series of sequenced steps. The purpose of this text is to tell the reader how to do or make something. The generic structures of procedure text are goals, materials and steps.

f. Anecdote

Anecdote is a story about funny or story events that have occured in order to invite the readers to share emotion with the readers. Its purpose is to entertain the readers. The generic structures of thus text are abstract, orientation, crisis and

incidents.

g. News Item

News item is a type of writing that has the main function or communicative purpose is to inform the readers about events of the day that are conssidered news worthy.

h. Discussion

Discussion is text that written to present argument and information from differing viewpoint.It presents pro and contra opinion on certain issue. The purpose of a discussion text is to present arguments and information from differing viewpoints. Discussion texts are usually written in the present tense.

i. Report

Report is a text that consists of an organised factual record or events or a clasification and description of many things. it can be related to the present day or based around something from the past.

4. Process of Writing

Writing is a development, organisation, writing and polishing process. You produce ideas in the first step of the process, and you arrange the ideas in the second step. You compose a rough draft in the third step, you refine the rough draft in the final step by correcting and making a revision[18].

The process of writing occurs in several stages [19]

a. Prewriting: include exploring topics, choosing a topic, and beginning to gather and organize details before write.

[18]A.Oshima & Hague,(1991), *Second language teaching and learning*, Cambridge:Cambridge University Press, p.10

[19]J.A.Carol, (2001), *Writing and Grammar*, New Jersey: Prentice Hall, p.8

b. Drafting: involves getting ideas down on paper in taught the format that intend for the finished work.

c. Revising: is the stage in which rework the first the first draft to improve its content and structure.

d. Editing and proofreading: involve correcting errors in grammar, spelling and mechanics.

e. Publishing and presenting: are sharing the work with others.

5. Notion of Good Writing

There are three charactersitics of a good writing are follows:

a. Coherence

Paragraph has coherence when the supporting sentences are based on the principle.The sentences are put in order to the reader can understand what the writers ideas easily.

b. Cohesion

Another characteristic of good paragraph is cohesion. When a paragraph has cohesion, all the supporting sentences connect each other in their support of the topic sentence.

c. Unity

The final characteristic of a well writting is unity. all the supporting sentences should relate to the topic sentence. Unity in writing means that the entire writing should focus on one single idea.

Writing is one of the productive abilities considered difficult for foreign learners and it is very complicated because writing does not only mean putting graphic form on a piece of paper in this case. A minimum of five elements are

included. Content, type, syntax, style, and mechanics are some of the components of good literature. The explanation of the component above are[20]

1. Content

   The subtance of writing, the ideas expressed. Writing must conve the main idea or an attentive reader should be able to graps the writer purpose.

2. Form

   The organization of the content. Writing should content logical or assosiative connection and transition wich clearly express the relationship of the idea described.

3. Grammar

   The employment of grammatical form and syntactic pattern. Writing should adhere to the rules of grammar related to the tenses with sequence of time.

4. Style

   The choice of structure of lexical items to give a particular tone or flavor to the writing. Writing should engage its reader through original insight and precise.

5. Mechanic

   The use of graphic convention of the language. Writing must use a good spelling,punctuation, and tidy and clean writing.

The assessment was developed using the analytical approach to write the substance into five components. They are material, type or organization, vocabulary

[20]David P.Haris, (1969), *Testing English as a Second Language*. New York: Mc Graw-Hill Book Company, p. 68

or design, grammar and mechanics, or the use of words. These elements are used in writing to determine the scoring parameters.The criteria are: Their test will be assessed using analitycal scoring. The following table is the analytical scoring rubric that the researcher used to assess the writing adopted from Jacob from Sara Weigle.

Score	Level	Criteria	Comments
Content	30-27	EXCELLENT TO VERY GOOD: knowledgeable; substantive; thorough development of thesis; relevant to the assigned topic.	
	26-22	GOOD TO AVERAGE: Some knowledge of the subject; adequate range; limited development of thesis; mostly relevant to the topic, but lacks detail.	
	21-17	FAIR TO POOR: limited knowledge of the subject; little substance; inadequate development of topic.	
	16-13	VERY POOR: does not show knowledge of subject; non-substantive; not pertinent; OR not enough to evaluate.	
Organization	20-18	EXCELLENT TO VERY GOOD: fluent expression; ideas clearly stated / supported; succinct; well-organized; logical sequencing; cohesive.	
	17-14	GOOD TO AVERAGE: somewhat choppy; loosely organized but	

		main ideas stand out; logical but incomplete sequencing.	
	13-10	FAIR TO POOR: non-fluent; ideas confused or disconnected; lacks logical sequencing and development.	
	9-7	VERY POOR: does not communicate; no organization; or not enough to evaluate.	
Vocabulary	20-18	EXCELLENT TO VERY GOOD: sophisticated range; effective wor,; 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 or obscured.	
	9-7	VERY GOOD: essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate.	
Language Use	25-22	EXCELLENT TO VERY GOOD: effective complex constructions; few errors of agreement, tense, number, word order / function, articles, pronouns, preposition.	
	21-18		
	17-11	GOOD TO AVERAGE: effective but simple constructions; minor problems in complex constructions; several errors in agreement, tense, number, word order / function, articles,	
	10-5	pronouns, prepositions *but meaning seldom*	

		obscured. FAIR TO POOR: major problems in simple / complex constructions, frequent errors of negation; agreement, tense, number, word order / function, articles, pronouns, prepositions and / or fragments, run – ons, deletions; meaning confused or obscured. VERY POOR: virtually no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate.	
Mechanics	5 4 3 2	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing. GOOD TO AVERAGE: Occasional errors of spelling, punctuation, capitalization, paragraphing, *but meaning not obscured*. FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, *meaning confused or obscured*. VERY POOR: no mastery or conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible; or not enough to evaluate.	
Total Score			

Table 2.1 Assessment of Writing Skill from Weigle

Score	Categories
80-100	Very Good
67-79	Good
56-65	Enough
40-55	Less
30-39	Fail

Table 2.2 Classification of Students' Score

6. **Teaching Writing**

From the earliest grade onwards in schools, writing is an integral part of the curriculum, and most children in countries with a comprehensive education system will learn to write in the environment at the final basic level. In this way, we can assume that first language writing teaching is relatively standardized within a given community[21]. Writing is a means of communication that should be consciously learn by the students. In writing they have to communicate without facial expression, gestures, or body English of any kind. They have to speak with words and punctuation alone [22]. As one of the four language skills, writing has always accopied a place in most english language course. One of The reason is that more people need to learn to write in English is for occupational or academic purpose.

The objective of writing teaching, including material, organization,

[21]Sara Chusing Weigle, (2002), .*Assessing Writing*, New York: Cambridge University Press, p. 5

[22]Lindstromberg Seth, (2004), .*Language Activities for Teenager*.United Kingdom: Cambridge University Press, p. 3

vocabulary use, pronunciation, and punctuation error, is not simply product-oriented. It's the process of how students can articulate what they really want to communicate with someone else. The reason why writing is taught in English teaching and learning are as follows:

a. Good writing task get learners using their English to communicate to others and to express their creatively, either can be very motivate the learners.
b. Writing gives students time to develop their thoughts.
c. Writing can create a beneficial time of quite where all are working simultaneously on a beneficial task.
d. Written work gives the teachers hard evidence of level and progress.

7. **Definition of Recount Text**

Recount is a text that tells about past experiences of event[23]. Recount has the same key feature as the book and is thus instantly recognizable, the difference is that recount text may be a retelling of events that have already occurred whereas storytelling is imaginative[24]. 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

8. **Types of Recount Text**

The types of recount text are as follows:

a. Personal recount

[23]Maureen Hyland, (2009), *Writing Text Types: A Practical Journal*. Australia: R.I.C Publication, p. iii

[24]Pie Corbett & Julia Strong , (2011), *Talk For Writing Across the Curicullum*.England: Open University Press, p.56

The personal recount is a recount that is a retelling of an occurrence witnessed by the writer or speaker.

b. Factual recount

The factual account is that the facts of everything that occurred are registered. Such as research, experiment, a traffic report or a sort report, the kind of a historical recount.

c. An imaginative recount

The imaginary function is taken by an imaginative user and imaginary facts are generated, but put in a concrete context.

9. **Generic Structure of Recount Text**

Recount focuses on a squence of event relating to a particular activity.

The recount follows three step[25]:

a. Orientation

The orientation type is the first paragraph of the written recount. The context information about the time setting, who or what the person is, is included in this paragraph. It consists of who was involved, what occurred, where the accidents took place, and when the procedure or action took place.

b. Series of event

In this paragraph, the students need to focus on providing information on who, where, where and when. In time order, the count is normally sequenced. A timeline of events that are usually documented as linear events .

c. Reorientation and personal or evaluative comment (optional)

[25]Cliffwatt, (1998), *Targeting Text: Recount, Procedure, Exposition Middle Primary*. Singapore: Green Giant Press, p. 4-5

This is an optional step and its often used to finish writing by rounding the series of events. It refers back some information in the paragraph orientation.

10. **Definition of Photograph**

Photograph consists of two words, photo (light) and graph (writing or painting). Photography means the process or method to produce images of an object by recording the reflection of light on the objects on light sensitive media. Photography comes from the Greek, *phos* meaning light, and *graphe* means drawing so *photography* literally means drawing with light. One of the visual aids that can be used in teaching and studying English is actual pictures or drawings. It produces a detailed and fascinating condition for class learning. Images may help the teacher describe or explain something that with words is impossible to explain. The essence of writing is to allow students, using the patterns they have studied, the chance to articulate their own ideas clearly. A personal photo, in this case, means a photo that belongs to a particular student. Photos get the essence of things. They have the power to awaken, inform, and inspire. The desire to tell stories is often a critical need. In this context, photos become the right tools or media to communicate and tell stories.People can tell story accurately about events, activities, expression, memories and nostalgia through a photograph[26]. Photographs activate the attention of students in the process of teaching and learning . Personal picture fires aspiration for people. This encourages them to treasure things. Since they have moments or activities that are memorable, such as birthdays, graduation, marriage and holiday. This remembers an occurrence or person.

[26] Edward Darwis,(2011), 9 *Langkah Untuk Fotografer Pemula*, Yogyakarta: Rona Publishing, p. 12

11. **Kind of Photographs**

Kinds of photographs are as follows:

a. Documentation photograph is a picture that has historical value to individuals or society
b. Actual photo are photo that describe events with something covering various aspects of life.
c. Landscape photos are photo depicting a view of an area or location
d. Reklame is images or photo used to influence people or consumers.
e. Symbolic photo is photo that using the form of a symbol or sign that reveal message.

12. **Using Photograph in Teaching Learning Writing Recount Text**

In the text of the account, there are many vocabulary characteristics that usually occur. First, to explain who is involved in the text, a spesifical participant; second, to use past tense to retell past events; third, to use links or descriptive words to provide information on where, who, where, when, and how.

a. The advantages of Using Photograph

There are the advantages of using protograph for language teaching. They are as follows[27]:

- Concrete, photograph is more realistic in showing the main idea.
- Photo is not restricted on space and time.
- To Clarify any issues or problem.
- Can be used for all people regardless of age

[27]Asnawir, Basyiruddin & M.Usman. (2002). *Media Pengajaran.* Jakarta: Ciputat Press. p.5

b. The Disadvantages of Using Photograph

- Difficult to find out the best photograph
- Difficult to find out the best photograph which is related to students' competency
- Students and teacher do not get used to photograph as a teaching media.

Photograph is the original image and a graphic tool that is very helpful in writing the text of the recount. Typically, photography captures past moments, and photography will definitely help students recall facts about persons, locations and events. In short, they can be important text sources .Besides , a photograph is worth a thousand words because one picture can tell students something , even have sequences of story behind it . Writing recount text is necessary since recount text is used for retelling events and accidents in order to recreate previous encounters in which they happened. So to enhance writing recount text, the writer selects images as visual media.

B. **Previous Study**

Writing is an interesting area of study. Many researchers have been undertaking writing skills studies. Linked to this analysis, the author selects some of the literature on previous studies that is applicable to the teaching of the text of the written method. There is previous research related to this study:

Dewi Indah Pratiwi (34134066), Education Faculty, State Islamic University of North Sumatera, 2017 . In her thesis entitled "*Improving Students's achievement in writing recount text by using students' diary at SMP Karya Bunda Medan".* Based on the research, the subject of the research from class VIIIA of SMP Karya

Bunda Medan in academic year 2016/2017 that consist 23 students. The method is Classroom Action Research (CAR) method that is conducted in two cycles . The students' average score in pre-test is 56.30 (13%) who past the test , the result of post-test in cycle 1, the average score is 69.74 (69.57%) and the result of post-test 2 is 75.65 (83%) and it can be concluded that the using of students' diary in writing recount text as teaching media can increase the students' achievement in writing recount text.

Unik Fadillatus Salimah (123221309) , English Education Department , Islamic Education And Teacher Training Faculty ,The State Islamic Instituite Of Surakarta , 2017. In her thesis entitled "*Improving Students' Skills In Writing Recount Text By Using Manga Strips (A Classroom Action Research Study At The Ninth Grade Students Of Smp Muhammadiyah 1 Gatak In The Academic Year 2016/2017)".* Based on the research conducted, it could be concluded that there was effect of using manga in teaching recount text. It was proved by the students' average or mean of post-test score in the experimental class was higher after given the treatment than the controlled class. The average of post-test score in experimental class was 85,7 and in controlled class was 80,6.Based on the data of research finding, the collected data was analyzed by ttest to find out whether there was effect of using flashcards in teaching vocabulary (noun and adjective) or not. The writer obtained that t-value 2,036 was higher than t-table 1,998 in the significant level 5%. It indicated that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. In other word, this research has proved that the use of flashcards had effect in teaching vocabulary.

Sri Wahyuni (11310042) , English Education Department , Islamic Education

And Teacher Training Faculty ,The State Islamic Instituite Of Salatiga (STAIN Salatiga) ,2015. In her thesis entitled *"Improving Students' Writing Ability In Recount Text Using Personal Photograph (A Classroom Action Research of the First Grade Students of SMA Muhammadiyah (Plus) Salatiga in Academic Year 2014/2015)"*. Based on the research conducted , the subject of the research is the first grade students of SMA Muhammadiyah Plus Salatiga. The firts grade students consist of three classess, but the reseacher took XIBB class. This class consists of 15 students, 4 male and 11 female. The average score in cycle I of the students" ability in writing recount text are, pre-test (45.6) where 13,3% pass the KKM (minimum completeness criteria) and 86% did not pass the KKM and post-test (66) where 33,3% pass the KKM and 66,6% did not pass the KKM. The average score in cycle II are, pre-test (61.33) where 26,67% pass the KKM and 73,11% did not pass the KKM and post-test(72.67) where 86% pass the KKM and 13,3% did not pass the KKM. Based on the result of the research that had been done in two cycles (cycle I and cycle II), it can be taken the conclusions that there is an improvement. The students" ability in writing recount text improved after being taught by using personal photograph. The use of personal photograph is an alternative way for improving students" ability in writing recount text because it can make the students more interest with the material of writing recount text. By using personal photograph, teacher can stimulate the students to write their experience based on their personal photos. The students can remember their experiences by looking their photos and arranging in the simple paragraph of recount text.

The other research from journal is Yanuarti Apsari , (2017). *The Use of Picture Series in Teaching Writing Recount Text.* ELTIN JOURNAL, Journal of

English Language Teaching in Indonesia . Based on research conducted to investigate the kind of activities take place during the processof teaching writing recount text through picture series and to identify the benefits that the students obtained from writing recount text through picture series. This research used a qualitative descriptive research method. The respondents of the research are an English teacher and seven grade students of Mts Nurul Hidayah Batujajar. The data were obtained from observation and interview. The results of the study revealed that the teaching writing by using picture series can improve students' ability in writing recount text. Specifically, they showed some improvement on process of writing and vocabulary. Moreover, the data from observation and interview showed that there are some benefits, which are the development of students' writing ability, the increasing of students' participation in the class, fun learning's atmosphere and the increasing of students' writing interest[28].

C. **Conceptual Framework**

Writing as one of the productive skills has a process that consists of planning, drafting, editing and final drafting. In those processes, the cooperation of students in writing also eases them as they create the work. That is why, during the teaching-leaning process, collective writing can be used to help them compose their works.

From the early observation in MTsN 1 Medan, the researcher found problems in the process of writing a recount text. One of the problems was that students did not know how to begin writing because the components of recount texts such as the

[28]Apsari, Y. (2017), *The Use of Picture Series in Teaching Writing Recount Text*. ELTIN JOURNAL, Journal of English Language Teaching in Indonesia, 5(2), page.51

language features, the generic structure and the purpose were not familiar with them. Besides, their minimum requirement in writing skills namely writing correct spelling and punctuation was still low. These problems became worse when they worked individually. It made them bored and unexcited to produce the recount text.

The researcher used collaborative writing as an exercise to develop his writing skills by looking at the reasons why students need to be motivated to compose the text. Collaborative writing was a method in which students were granted the ability to provide and receive instant input on the vocabulary used in their works, which could be absent as they work independently, which gave students a meaningful opportunity to develop their ability to read and write. It was also seen as a mechanism that validated and encouraged students' willingness to develop their writing skills, as they sought feedback from peers that helped enhance the development of writing skills. It also gave the pleasure of composing a text relating to their own knowledge as a means of writing preparation. Personal experiences were interpreted in the form of a recount text, in which the students discussed and discovered the vocabulary that was familiar to them. It made it easier for them to start writing texts because the vocabulary and the subject used were based on their environment, which were very popular and easy to find. The collective writing process has been applied across four distinct stages of writing: planning , drafting, editing and final writing phases in which students have enabled each other to develop their writing skills effectively. Seeing the facts that the students need a certain technique to improve their writing skills, the researcher employs collaborative writing technique which has four phases: planning, drafting, revising, and final-drafting phase.

Figure 2.1 Example of Recount Text

A Day In Yogyakarta

ORIENTATION

Two years ago,on Wednesday 03th October 2018 I went to Yogyakarta.I stayed in there for 6 days in Hotel with my friends Suci from Kalimantan and Nisa from Padang .

We joined a special event named Youth Adventure Day 2018 that held for 3 days. After the event was finished, we decided to continue our trip with another friends . We took pictures in Nol Yogyakarta, Taman Sari, Keraton Yogyakarta, and etc . We took pictures of the beautiful scenaries there.

EVENT 1

My favorite place in Yogyakarta is Alun-Alun Yogyakarta , we played walking pass the twin banyan trees planted on the city

EVENT 2

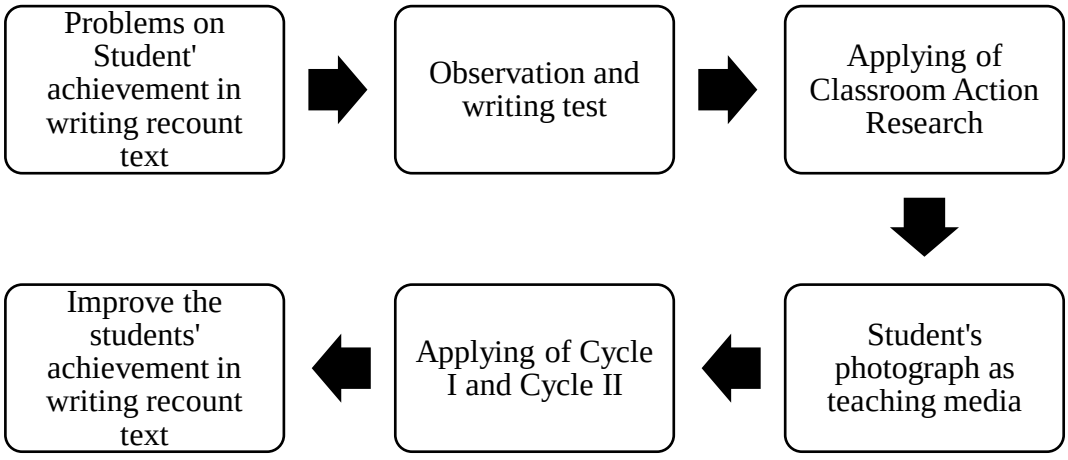
square, with eyes blindfolded. The game is known as masangin, which stands for "masuk dua beringin" (entering two banyan trees).

It was very fun and I have promised not to forget this experience

RE-ORIENTATION

D. Research Hypothesis

Using photograph as teaching media will improve the students' writing achievement in recount text . It can be seen from chart below:



According to the literature review and the conceptual framework, the hypothesis of this research is the students' achievement in writing recount text can be improved by using photograph .

CHAPTER III

RESEARCH METHODOLOGY

A. Setting of the Research

The research was carried out in Madrasah Tsanawiyah Negeri 1 Medan (MTsN 1 Medan) . This school is located at Jl.Pertahanan No.24 , Sigara Gara , Kec. Patumbak, Kabupaten Deli Serdang 20361 . The location selection was based on the view that the researcher had previously done a mini-research at this school and that the institution had never carried out research on writing recount text using photographs. Work is being done in the first semester of the academic year 2020/2021 and was conducted in July 2020.

B. Subject of the Research

The subject of the research is the ninth grade students of MTsN 1 Medan . The second (ninth) grade students consist of 11 classess, but the reseacher took VIII-6 class. This class consists of 36 students, 16 male and 20 female. They come from high and middle economy families and most of them have high motivation to study**.**

a. Population

Population is the respondents of the research subject[29]. The population of this research is the ninth grade students of MTsN 1 Medan in the academic year of 2020/2021 .

[29]Kasiran, Moh.(2010), *Metodologi Penelitian Kualitatif-Kuantitatif,* Yogyakarta: UIN Maliki Press, p. 257

b. Sample

Sample is part of the representative population that is observed[30]. The researcher takes IX-12 class as the sample of this research. It consist of 36 students. In this research the writer used random sampling in order to get same chance to be a sample for students.

C. **Type of the Reseach**

The method to be used in making this research is Classroom Action Research. It is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of reflective practice and the teacher as researcher as offered.[31]

Action research is about the systematic study of attemps to improve educational practice by group of participants by mean of their own practical action and by mean of their own reflection upon the effect of those action. An action reserach is applied research, in this case, the characteristic are a researchers an active role in the principal activities , researchers are agents of changes and subject or the object study to get benefit from the results obtained in a planned action.

Classroom action research are coming from three words. They are research, action and class.[32] It can be described are as follows:

1. Research is an activity to find out accuracy some object using methodology to get data or information which benefit to improve something which interest and important for researcher.

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[30]*Ibid*, p. 258

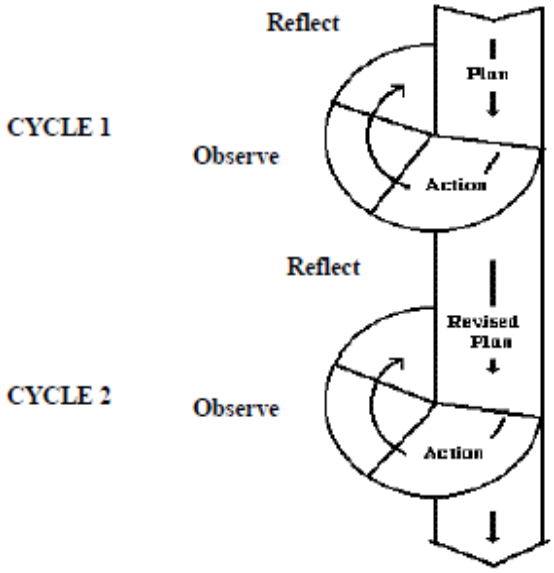
[31]Burn, Anne. 2010. *Doing Action Research in English Language Teaching*. New York and London: Routlegde Tailor and Francis Group.

[32] Arikunto, Suharsimi.2009. *Penelitian Tindakan Kelas*. jakarta: PT Bumi Aksara

2. Action is some activities deliberately done by having several aims, in the research in form activities cycles.
3. Class is a group of students in same time and have same lesson from teacher.

From the definition above, the writer conclude that classroom action research is research which is done by the teacher in teaching learning process to understand the situation and to improve the ability of the students in learning process. The classroom action research conducted in MTsN 1 Medan which aims to improvethe students' ability in writing recount text by using photograph.

Four activities in each cycles can be described as follows :



Figures 3.1 The steps of action research (Kemmis & Mc. Taggart 2007)

Based on the Kemmis and Mc Taggart cycle diagram action research design above, researcher would like to describe further concerning the implementation of Classroom Action Research (CAR) in the cycle one and cycle two . Classroom action research typically involves the use of qualitative interpretive modes and data

collection with a view how to improve their own practices.[33]

D. **Technique of Collecting Data**

In this classroom action research, the researcher used some techniques to collect qualitative and quantitative data. The researcher used test to get the data as the technique of collecting quantitaive data. Test is a series of question or exercise or other device used to measure the skills, knowlegde intelligence, ability or talent possesed by individuals groups.[34]In this research the researcher used Pretest and Post–test. Firstly is Pre-test, it was done before the teacher doesnot use personal photograph to improve writing skill. Secondly is Post test,it was done after the teacher usingpersonal photograph as media of langauge teaching in order to know the result of this study before and after using

personal photograph.

To collect the qualitative and quantitative data, the researcher used some technique, they are, observation and document.The explanation of those tehnique are as follows:

1. Test

There were two kinds of test to measure the students' reading comprehension namely pre-test and post-test. Pre-test or initial reflection was intended to assess the pre-existing reading comprehension of the subjects which was distributed in the first meeting before the researcher conduct the research by using Photograph on writing recount text in the classroom. The post-test was conducted at the end.The

[33]Stephen Kemmis and Robin McTaggart, (2007), *Participatory Action Research, Thousand Oaks:* Sage Publication Ltd, p. 273

[34]Arikunto, Suharsimi. 1998. *Prosedure penelitian: Suatu Pendekatan Praktek.* Jakarta: PT. Rineka Cipta.p.5

aim of conducting the post test was to evaluate the use of Photograph on Recount Text in teaching reading comprehension. Pre-test and post-test were in the form of essay test and use writing assesement form that consist of : Content, Organization, Vocabulary, Language Use, Mechanics. Meanwhile the post-test reflects the improvement of using photograph on recount text when it was applied at the ninth grade students of MTsN 1 Medan.

2. Observation Sheets

Observation was diagnoses about the problems found in the field, and then designs the plan to do an action in order to solve the problems. While the researcher held the action, the collaborator helped her observe the teaching learning process to collect the data by filling in the observation which contains indicators of writing achivement of recount text . The observation sheets were used to determine the aspects to be observed in the reading class when the action plan is being conducted. The observation sheet was in the form of tables. It contained some aspects with some indicators of each aspect. The data about the aspects observed during the action then are recorded every time through some descriptions in the form of field notes.

E. **Technique of Analyzing Data**

The researcher conduct the action research of teaching writing recount text by using personal photgraph as a media of language teaching at the ninthh grade students of MTsN 1 Medan .

In analyzing the data, the researcher uses mixed research. Its involves the

mixing of quantitative and qualitative research .[35] Qualitative research relies primarily on the collection of qualitative data . Quantitaive research is explaining phenomena by collecting numerical data that are analyzed using mathematically based method.[36]

In order to collect This technique is used to To find the students' score of writing skill in each cycle. The formula is :

$$M = \frac{\sum X}{N}$$

Where,

M : Mean of students' score

∑X : The sum score of students' writing test

N : The total number of students

And how to find the percentage of successfull or unsuccessfull in every cycle (test) . The formula is :

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

P = Total percentage of successful / unsuccessful students

R = Total students who successful / unsuccessful

T = Total students

[35]Johnson, R. (Robert) Burke , Christensen, Larry B. 2007. *Educational Research: Quantitative, Qualitative, and Mixed Approaches.*London:Sage Publication.

[36]Muij, Daniel. 2004. *Doing Quantitative Action Research in Education*. London: Sage Publication

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter consisted of two section, there were research finding and discussion. The research finding presented the description of the data collected through observation diary note, interview and documentation. And then the discussion consisted of the result of the research. Here are the explanation about research finding and discussion.

A. **Data Analysis**

There were two kinds of data analysis in this research. Bcause this research was classroom action research where combination of qualitative data and quantitative data.

a. **Quantitative Data**

The researcher has gave the test in the end of each cycle. And the result of students' mean scores were improving from Pre-test until Post test. The data From the result of pre-test that can be seen show that there were more than 26 students who get unsuccessful in pre-test. And only 10 person who get successful in pre-test. In addition the total score of students in pretest was 2.298. Then the number of students who took the test was 36 students . And the mean of students are in the following formula .

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2298}{36} = 63{,}8$$

From the result of analysis show that students Writing achievement still low. The mean of students score was 63,8. And the percentage of student speaking

skill who took test was calculated by following formula :

P1 = students who get successful in pre-test

P2 = students who get unsuccessful in pre-test

The total students was 36 students and the total percentage should be 100% . To complete the data.

$$P = \frac{R}{T} \text{ x } 100\%$$

$$P1 = \frac{10}{36} \text{ x } 100 = 27{,}8\ \%$$

$$P2 = \frac{26}{36} \text{ x } 100 = 72{,}2\ \%$$

The result of mean of students Writing achievement was 63,8 . The result of percentage of students score show that students who get successful in test >70 was 10 students with the percentage 27,8% . And the students who get unsuccessful in test or <70 was 26 students with the percentage 72,2% . It can concluded that students speaking skill still low and should be improve . That is why the researcher should do post test 1 in first cycle .

From the result in the table, we can see that in post test 1 there were 25 students who get successful or >70 and there were 11 students who get unsuccessful or >70 . From the total number who took the test was 36 students . And here are the mean of students :

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2617}{36} = 72{,}7$$

From the formula above we can see that in post test 1 the data was improved but still low, that can be seen from data were the total score of students' writing achievement was 2.617. And the total mean score of students in writing

achievement was 72,7. But here the researcher want students get higher score than post test 1. So, the researcher want to do post test 2. Before doing post test 2, researcher wants to calculated students precentage who get successful and unsuccessful in writing achievement by using this formula:

P1 = students who get successful in post-test 1

P2 = students who get unsuccessful in post-test 1

The total students was 36 students and the total percentage should be 100% . To complete the data.

$$P = \frac{R}{T} \text{ x } 100\%$$

$$P1 = \frac{25}{36} \text{ x } 100 = 69,5\ \%$$

$$P2 = \frac{11}{36} \text{ x } 100 = 30,5\ \%$$

The result of mean of students writing achievement was 72,7. The result of precentage of students score show that students who get successful in test or >70 was 25 students with the precentage 69, 5%. And the students who get unsuccessful in test or <70 was 11 students with the precentage 30,5 %. It can concluded that students writing achievement was improved but researcher was unsatisfied. Its why the researcher should do post test 2 in cycle two.

From the result in the table , we can see that in post test 1 there were 302 students who get successful or >70.and there were 4 students who get unsuccessful or <70. From the total number who took the test was 36 students. And here are the mean of students:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{3158}{36} = 87,7$$

From the formula above we can see that in post test 2 the data was showed that there was an improvement from mean score from pre-test until post-test 2 . It could be seen from the pre-test score (63,8) , post-test 1 (72,7) , until post-test 2 (87,7) .Before doing post test 2, researcher wants to calculated students precentage who get successful and unsuccessful in writing achievement by using this formula:

P1 = students who get successful in post test 2

P2 = students who get unsuccessful in post test 2

The total students was 40 students and the total precentage should be 100 %. To complete the data.

$$P = \frac{R}{T} \text{ x } 100\%$$

$$P1 = \frac{32}{36} \text{ x } 100 = 88{,}9\ \%$$

$$P2 = \frac{4}{36} \text{ x } 100 = 11{,}1\ \%$$

From the results, the conclusion of the table and the formulas above was the improvement of students Writing achievement by Photograph on Recount text. The pre-test average of students with a score of up to 70 was 10 and the increase was around 27.8%. The number of students scoring in Cycle 1 post-test 1 with grades of up to 70 was 25 and the increase was roughly 69.5 per cent. The precentage of students scoring in Cycle 2 post-test 2 with grades of up to 70 was 32 and the increase was roughly 88.9 per cent.

b. **Qualitative Data**

The qualitative data was analyzed from observation sheet, interview session, and diary notes. The researcher was conducted the research in two cycle. Every cycle consisted of two meetings.

1. **Cycle I**

There are some steps that the researcher has taken in Cycle 1. Planning, action, observation and contemplation have taken place. This was performed by the researcher on Tuesday, 25 August 2020 and Friday, 28 August 2020. The researcher would like to list the tasks that have been carried out in every phase of the cycle 1:

a) **Planning**

In this process, the researcher has prepared an action plan focused on the students' difficulties in writing. In this process, the researcher agreed on the suitable material and subject with the media by photography and also followed the school curriculum and in this case the researcher chose the subject of the class in Cycle I , The researcher also arranged a lesson plan focused on instructional content and content, the researcher also prepared an observation sheet for the teacher and the students for Period I or Post-Test I, and also prepared a post-test I to gather data and know whether there were any student progress scores from pre-test to post-test I.

b) **Action**

In this phase, the researcher carried out the research activities according to the schedule defined in the planning section. As an acting analyst, Image has been introduced. Cycle 1 action was taken on Tuesday, 1 September 2020 and Friday, 4 September 2020. In the first meeting the researcher acted as a teacher done the teaching and learning process based on the lesson plan that researcher made before in planning.

During the pandemic , the researcher did teaching and learning process by Online (school from home) by using some application like Whatsapp , Zoom and

School E-Learning . The first, the researcher started the class with greeting by Whatsapp group. The second, the researcher introduced and explained the material and tell the purpose material about Recount Text, following the instruction in lesson plan. The third, the researcher asked the students about recount text. The fourth, the researcher gave the example of recount text by using some pictures. Then in the end of the meeting, the researcher give exercise write name things in the class in the exercise book and post on researcher's whatsapp number to collect the assignment.

In the second meeting, the First, the researcher started the class with greeting by using Whatsapp group . The second, introduced by the researcher and explained before teaching and studying information, the researcher says about the material things in the class's intent. And the next researcher asks students about the account text, and with their phone to the whatsapp group, the students typed what they know about recount text. The researcher would evaluate their text and question them for the correct answer. In the teaching and learning process, researchers applied Photograph on Recount Text. Then, in the final period of the teaching and learning process, the researcher inspired students, gave feedback, and closed the conference.

c) **Observation**

In this steps, To assess the degree of students during the teaching and learning cycle, an observation sheet was required. In the class setting, the observer will note all of the events in the class that involve how instructor success responds, as well as pupils. In addition to the observation sheet, the researcher also urged students to be bold in orally presenting their definition. Researcher made observations with students and teachers at this point, first researcher made observations with the teacher, such as interviewing and questioning and finding challenges in learning

English, such as reading, after making observations to the teacher researcher noticed problems with students, including reading me reading in English in particular, Then make observations to students such as conducting interviews and seeing and asking their problems with learning English, i.e. researchers discover that the problem is that they do not like reading in English because it is boring and difficult to understand so that they do not like reading in English, especially in learning English. During the teaching and learning process, all communicating was conducted using the Zoom application to make it easier for researchers to interact well with students. Researcher gave the students post test 1 of the first cycle at the end time of the teaching and learning process to measure how far their writing achievement on Recount Text was enhanced through Photograph.

d) **Reflection**

In this steps, the researcher evaluated teaching and learning process in the end of meeting. Researcher asked the students how to use photography in their felt learning to write English, their challenges and also their problems when learning to write English by photography. The teacher's concern arrived towards the close of the meeting. Via the reflection, the researcher was aware of their issues and the results of the students' post test.

The results of the research interviews conducted with teachers and students were that English learning problems were found by the researchers. Then the findings of my observations showed that there was an incorrect teacher technique that did not have media that made students bored or less desirable to use, especially in learning English, in the material being taught. After that, the improvement of the pre test and post test, namely the increase in ability, especially the improvement of

students' reading, and many were successful from the pre test to the post test.

The conclusion from the findings made was that the researcher was able to identify learning issues present in school children, then my results found problems in the learning process after performing an interview researcher, such as the way the teacher taught, and student challenges in learning English. Interviews were conducted with teachers and students, such as researchers asking what problems occurred while learning was taking place or there were some skills that were difficult for them to understand and interviewed students asking what was difficult to learn English. After the researcher found out that writing ability was the problem. From the students' response and students' score, researcher can continued the cycle 2. Researcher hope that in cycle 2, Students‟ score will improved better which can be seen from their improvement from their score in Writing achievement.

2. **Cycle II**

a) **Planning**

After got the students result from the Writing achievement test in cycle I, and the test result showed that the students' Writing achievement still low, After doing cycle 1 I did cycle 2, but before doing cycle two, researcher checked the results of cycle 1 but the results of the students were not successful and had not improved too much, so researcher continued to cycle 2 to create and see their grade level. before doing that, researcher did another treatment, namely the photograph on Recount text, then researcher gave a clue or an overview of the material that would be applied in Cyle 2.After that I immediately did Cycle 2.

According to school curriculum, the researcher planned the required material for cycle 2 and in this case the researcher picked the personal pictures of students

in cycle 2, the researcher also planned a lesson plan based on the teaching material and topic, The researcher also prepared the teacher's observation sheet and the students for cycle 2 or post-test 2, the researcher also prepared the post-test 2 to gather the data and realize that there were progress ratings of certain students from the post-test 2 to post-test 2.

b) **Action**

In these stages, the researcher carried out the study tasks according to the schedule created in the section of preparation. As acting, the researcher better than before added recount text by image. The Cycle 2 acts were carried out on Tuesday, 8 September 2020 and Thursday, 17 September 2020. For the second cycle researcher do applied photograph on recount text as the previous meeting in cycle 1.

Before explained teaching and learning material, researcher ask question to students. And the next researcher asks students to apologize for the expression of making and accepting. The researcher also asks students about the material through the Zoom application so that they can better understand the material taught, the researcher shares a PowerPoint screen on the zoom application that the students can see and understand. The researcher also opened up more conversation time in cycle 2 to encourage students to better understand the text content of the account using photographs. Then the researcher inspired students at the conclusion of the teaching and learning process, offered input and closed the meeting.

c) **Observation**

In this phase, the researcher observed the students' participation and students' activities in the classroom during the teaching and learning process by fill the

observation sheet and found out the students' problems and difficulties in performing the activity. Based on the result of observation sheet for the teacher, the teacher did the same criteria with the observation sheet in cycle I, the teacher did all of the criteria in observation sheet. And based on the result of the observation sheet for the students was found the students were more active, serious, and participated than the cycle I. Most of the students were enthusiastic to follow the instruction from the researcher and the researcher also saw most of the students did the test without any problems.

In this point, the researcher examined the participation of the students and the behaviors of the students in the classroom during the teaching and learning cycle by filling out the observation sheet and discovering the challenges and difficulties of the students in carrying out the activity. Based on the result of observation sheet for the teacher, the teacher did the same criteria with the observation sheet in cycle I, the teacher did all of the criteria in observation sheet. And based on the result of the observation sheet for the students was found the students were more active, serious, and participated than the cycle I. Most of the students were enthusiastic to follow the instruction from the researcher and the researcher also saw most of the students did the test without any problems.

d) **Reflection**

In this section, teacher gave the feedback of the teaching and learning process. Never forget, before teaching, teacher will gave the motivation to students.in this section, the students were felt more interested and enthusiastic. The result of test and observation sheet were showed that the students has the impovement in their writing achievement each meeting.

I found that the progress was represented based on the following scores, the outcomes of the findings in this cycle, students improved and their scores are much higher than before. The researcher's application, namely to use photography to enhance the writing performance of students, was effective because the outcomes of my experiments had improved the writing performance of students in learning English.

The result students score had improved that can be seen on the precentages of the students score where at pre-test was 27,8 %, Post test 1 was 69,5 % and Post test 2 was 88,9%.

B. **Research Finding**

This research was focused on quantitative and qualitative evidence. The quantitative results from the tests (pre-test and post-test) were collected with the principal score of the students in each test. The overall student score in some assessments was taken from quantitative results (pre-test and post test). While the observation, diary note, interview and paper were taken from the qualitative data. This research was held at MTsN 1 Medan and the subject of the research at the ninth grade of the school that consisted of 36 students. It was conducted on 25th of August , 2020. The data of the research were qualitative data and quantitative data.

This research accomplished in two cycles. The first cycle where include pre-test was conducted in two meeting in the classroom. Then the second cycle where include post test was conducted in four meeting in the classroom. The implementation of the research was described in this chapter from the beginning cycle till the end of cycle. The implementations are Planning, Action, Observing and Refelecting . In this study the researcher would like to describe the Preliminary

Study, Cycle I and Cycle II.

C. **Discussion**

This research was conducted to find out the development of students Writing acheivement Through Photograph at ninth grade students of MTsN 1 Medan. The research that has been done by the researcher indicated that Photograph on Recount Text could develop students Writing achievement. It can be seen from the results of pre-test and post test. Researcher has written it in appendix .

The interpretation of the data result from Pre-test, Post test 1 and Post test 2. The precentage of students score in pre-test who got point up to 70 was 10 students and the improvement was about 27,8 %. (mean score : 63,8) . The precentage of students score in post test 1 in cycle 1 who got point up to 70 was 25 students and the improvement was about 69,5 % (mean score : 72,7) . The precentage of students score in post test 2 in cycle 2 who got point up to 70 was 32 students and the improvement was about 88,9 % (87,7) .

Furthermore, the mean score in the post test 87,7 showed that there were improvement of students Writing achievement than the previous test (Pre-test) that was 63,8. Meanwhile, from the result of test there were improvement of students Writing achievement. For more detail can be seen on appendix . In post test 1 the total number of students was 25 students but it still need to improve because it was under the target. The target of success in classroom action research was 80% from the class precentage. It was a reason why researcher continue to the second cycle.

Then next, the total mean score of the students in post test 2 is 87,7. From post test 2. The total class precentage was 88,9% where it showed that there were 32 students who got successful or got score up to 70. From the total number of

students was 36 students. And there were 4 students who got unsuccessful or got score under 70. Then finally, classroom action research was successed and the cycle also stopped. Through Photograph on Recount Text can improve students Writing achievement at the ninth grade students of MTsN 1 Medan .

In this study, researcher used the photograph as a funny and attractive media improve students' understanding in writing skills. with, share their personal photo/pictures based on their experiences then they elaborate their words become a recount text . The researcher increased their imagination to elaborate their writing skill. So using photograph can improve students' writing skills, because the photograph make students interested and curious about the material .

The result of this study with the tittle ***IMPROVING THE STUDENTS' WRITING ACHIEVEMENT ON RECOUNT TEXT BY USING PHOTOGRAPH AT NINTH GRADE STUDENTS OF MTsN 1 MEDAN*** in Classroom action research was successed because through photograph can improve students Writing achievement especially on recount text at the ninth grade students of MTsN 1 Medan .

CHAPTER V

CLOSING

In this chapter there were consisted of two section inside. First is conclusion of the research and last is suggestion of the research.

A. **Conclusion**

Research was applied to ninth grade students of junior high school after classroom action. In the academic year 2020/2021, we can take 2 points that the use of photographs can enhance the writing achievement of MTsN 1 Medan by students. It can be seen from the outcome of the post-test students at MTsN 1 Medan ninth grade students. The achievement of the students writing was better enhanced.

How do the way of photograph can improve the students' writing achievement, is first by introducing what is photograph on recount text material , then the researcher give an example of her photograph and make an imagination to elaborate the words become a text . Photograph is something that happened in the past so it really suitable with the material at ninth grade . Then on next meeting , the researcher asked the students to make a recount text with their own pictures then use their imagination to tell their past experience with photograph.

How to improve students' writing achievement through photograph, Improved writing achievement of students through the photograph, namely question texts such as pre test, post test I and post test II. The increase is assessed from the results of the following text such as pre test is a practice question before knowing the strategy through photograph then after the pre test, namely photograph continuing the post test I, the results are still not successful, try the

post test II again, then after that the results state success and success or increase the student's score after using photograph with an increasing score, namely writing achievement. The total mean of students was: in pre-test (63,8) in post test 1 (72,7) and post test 2 (87,7). Improving students' writing achievement through photograph is successful, so photograph improve students' writing achievement at MTsN 1 Medan .

In analyzing the data of the students Writing achievement using photograph , the researcher calculated students pre-test and post test. There were improvement on students' writing achievement. The total mean of students was : in pre-test (63,8) in post test 1 (72,7) and post test 2 (87,7). In other words the students Writing achievement was improved from first meeting until the last meeting of the research. It means that photograph as a media on recount text is suitable to used in teaching writing achievement at the ninth grade students. Because it will can increase interest in writing.

Conclusion of all chapter in this thesis, can be improve that students' writing achievement through photograph, especially for the ninth grade students of MTsN 1 Medan .

B. **Suggestion**

After conducting the research, several suggestions was given by the researcher for Headmaster of MTsN 1 Medan, english teacher, students, researcher and other researcher.

1. For Headmaster to encourage the teacher applied Photograph in teaching and learning english process and to become a forum for teachers to maximize their creativity in using media that can improve student learning abilities.

2. For English teacher , they should be able to use Photograph as another media english for students especially teaching writing achievement amd find out some creative teaching methods and strategies that can improve students' ability . In addition , teachers are suggested to motivate students and can make students more interested and feel happy in learning English .
3. Researcher should develop students' writing achievement through photograph. It can be seen from students improvement in writing achievement after applying this strategy .
4. For other researcher can make it useful as an additional and become reference when conducting the research that related to this research on different level of learners to prove the improvement of using Photograph on recount text or another material (also affect in other skills in teaching English such as reading,listening,and grammar).

C. **Recommendation**

The researcher had learned many important lessons in conducting this research, and she believed that this research could contribute in the literature. This research might contribute to the information about the description of using photograph in improving students' writing achievement especially in recount text. This research might also contribute to give information to the next researcher who wants to conduct a study about the use of photograph in recount text material . However, the researcher was aware that there were several limitations of this research. Therefore, several research studies could be conducted for further explorations. Further researcher could expand their object and subject of the research that would be conducted. They could choose another kind of text instead of recount text , because

there were many kinds of text in English that could be used in teaching writing by using photograph in recount text.

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APPENDIX 1

LESSON PLAN

(Cycle 1)

School	: Madrasah Tsanawiyah Negeri 1 Medan
Subject	: English
Grade/Semester	: IX- 1
Kind of Text	: Recount Text
Theme	: Holiday in Prambanan
Aspect/Skill	: Writing
Time Allocation	: 2x30 minutes

A. **Main Competence**

K 1 : Respecting and appreciating religion they believe

K 2 : Respecting and appreciating honestly, discipline, responsibility, care (tolerance, cooperative), good manner, confident, to interact effectively with social evirontment, and environment and nature in their association and existence.

K 3 : Understanding knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to the real phenomena and incident.

K 4 : Trying, processing, and presenting in concrete (use, analyze, string up, modify, and make) and abstract (write, read, count, draw, and create) in accordance with subject learnt in school and other source that has the same point of view/theory.

B. **Basic Competence and Indicator**

No.	Basic competence		
1.	1.1	Be thankful for the chance to be able to learn English as an International communication language which is shown in the spirit of learning.	Write learning log which shows gratefulness for the chance to be able to learn English. Students can identify the meaning of the given narrative text.
2.	2.2	Showing honest, discipline, confident, and responsible attitude in doing transactional communication with the teacher and friends.	Be responsible for the action done by the member when being the leader of group . Admit when doing mistake. Not blame others for his own action. Do things which are said to be done without being reminded by others.
3.	3.14	Comparing social functions, text structure, and linguistic elements of several oral and written personal recount texts by providing and asking for information related to personal experiences in the past, short and simple, according to the context of their use	-Determining the social function of simple spoken and written recount texts related to personal experiences in the past. -Identify the text structure of simple spoken and written recount texts related to personal experiences in the past. -Identify linguistic elements from simple oral and written recount texts related to personal experiences in the past. -Match pictures with appropriate sentences orally and write to describe

			activities that occurred in the past in pictures. -Comparing social functions and linguistic elements of several oral and written personal recount texts.
4.	4.11	Compiling oral and written recount texts, very short and simple, related to personal experiences in the past (personal recount), taking into account social functions, text structure, and linguistic elements, correctly and in context	- Rearrange the order of personal recount texts in writing related to past personal experiences according to the context of their use. -Shows the results of the discussion with the group, regarding the order of oral and written personal recount texts related to personal experiences in the past, short and simple in front of the class. -Create simple written comics about experiences or activities that have been experienced in the past. - Present verbally the results of simple comics and retell about activities or experiences that occurred in the past.

C. **Learning Objective**

At the end of the lesson, students are expected to be able to determine the main ideas, and detailed information, analyze the structure and language elements of the recouny text, capture the meaning and reconstruct the recount text using their own language, and learn and apply the moral values contained in the recount text in daily life**.**

D. **Learning Media and sources**

Media: Internet (WhatsApp group, E-Learning, Zoom, Photograph)

Sources: Script text of narrative text from internet

E. **Teaching Method**

Strategy : Expository teaching strategy.

F. **Learning Activities**

Steps	**Activities**
Greeting	1. Greeting the students 2. Ask students to make a list of attendance in Whatsapp Group and E-Learning 3. Teacher give motivation to the students 4. Teacher does apperception by asking students about what they know about recount text 5. The teacher conveys the learning objectives that students must achieve and tell the students about learning activities that will be carried out with Expository teaching strategy.
Main Activities	**Meeting I:** 1. Teacher explains about matery that will be used 2. Teacher asks students to comprehend the video sent by the teacher in WhatsApp group class. 3. Teacher explains about recount in whatsApp group. 4. Teacher guide the students to comprehend about recount text 5. The teacher asks students to make a recount text from their experiences (sad,happy,unforgettable) **Meeting II :** 1. Teacher sent a recount text in the wrong order 2. Teacher reminds students about the generic structure and language features of recount text. 3. Teacher asks students to check their recount text

	according to their experiences **Meeting III :** 1. Teacher explains briefly about recount text 2. Teacher give an opportunity to the students to ask teacher about the matery they might not understand. 3. Teacher give a task to students, to make about Prambanan Temple from the photograph that teacher send and do it individually.
Closing	1. The teacher gives the opportunity to students to ask questions which they do not understand about the material that has been delivered. 2. Students, with the teacher's direction, make a conclusions about the material and explain the moral values that can be drawn from the stories they have learned 3. The teacher gives feedback on the learning process and results that have been implemented 4. Teacher reminds students to do self-study at home and reminds students to stay healthy and just stay at home. 5. Teacher close the learning activity

G. **Assessment**

Technique : Test

Form : Written Test

Example of Instrument :

Choose one for the topics bellow to write a recount text,the composition minimum 10 sentences . The topics are :

a. unforgettable moment
b. sad story
c. funny story

H. **Scoring Rubrics (Learning Assessment)**

Indikator	Teknik	Bentuk
• Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam deskriptif paragraf • Mengidentifikasi kata-kata sifat yang digunakan dalam mendeskripsikan ciri-ciri fisik dan karakter seseorang • Menjelaskan pola kalimat dalam bentuk *simple past tense* yang tepat sesuai dengan konteks penggunaannya dalam recount text • Memahami makna pada paragraf deskriptif	Tes tertulis	Essay

Instrumen Penilaian

- Lembar kerja siswa
- Lembar penilaian sikap

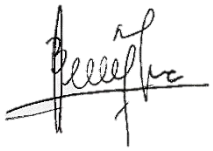
Pedoman Penilaian

Score: Content + Organization + Vocabulary + Language Use + Mechanics

Proficiency Description	Score
Content	30
Organization	20
Vocabulary	20
Language Use	25
Mechanics	5
Total	100

Medan , Januari 2021

English Teacher | Researcher



Rosmila Parapat, S.Pd | Indah Chairani

NIP. 197111071997032004 | NIM. 0304161033

APPENDIX 2

LESSON PLAN

(Cycle 2)

School	: Madrasah Tsanawiyah Negeri 1 Medan
Subject	: English
Grade/Semester	: IX- 1
Kind of Text	: Recount Text
Theme	: Your Past Experience
Aspect/Skill	: Writing
Time Allocation	: 2x30 minutes

A. Main Competence

K 1 : Respecting and appreciating religion they believe

K 2 : Respecting and appreciating honestly, discipline, responsibility, care (tolerance, cooperative), good manner, confident, to interact effectively with social evirontment, and environment and nature in their association and existence.

K 3 : Understanding knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to the real phenomena and incident.

K 4 : Trying, processing, and presenting in concrete (use, analyze, string up, modify, and make) and abstract (write, read, count, draw, and create) in accordance with subject learnt in school and other source that has the same point of view/theory.

B. Basic Competence and Indicator

No.	Basic competence		
1.	1.1	Be thankful for the chance to be able to learn English as an International communication language which is shown in the spirit of learning.	Write learning log which shows gratefulness for the chance to be able to learn English. Students can identify the meaning of the given narrative text.
2.	2.2	Showing honest, discipline, confident, andresponsible attitude in doing transactional communication with the teacher and friends.	Be responsible for the action done by the member when being the leader of group . Admit when doing mistake. Not blame others for his own action. Do things which are said to be done without being reminded by others.
3.	3.14	Comparing social functions, text structure, and linguistic elements of several oral and written personal recount texts by providing and asking for information related to personal experiences in the past, short and simple, according to the context of their use	-Determining the social function of simple spoken and written recount texts related to personal experiences in the past. -Identify the text structure of simple spoken and written recount texts related to personal experiences in the past. -Identify linguistic elements from simple oral and written recount texts related to personal experiences in the past. -Match pictures with appropriate sentences orally and write to describe activities that occurred in the past in

			pictures. -Comparing social functions and linguistic elements of several oral and written personal recount texts.
4	4.11	Compiling oral and written recount texts, very short and simple, related to personal experiences in the past (personal recount), taking into account social functions, text structure, and linguistic elements, correctly and in context	- Rearrange the order of personal recount texts in writing related to past personal experiences according to the context of their use. -Shows the results of the discussion with the group, regarding the order of oral and written personal recount texts related to personal experiences in the past, short and simple in front of the class. -Create simple written comics about experiences or activities that have been experienced in the past. - Present verbally the results of simple comics and retell about activities or experiences that occurred in the past.

C. Learning Objective

At the end of the lesson, students are expected to be able to determine the main ideas, and detailed information, analyze the structure and language elements of the recouny text, capture the meaning and reconstruct the recount text using their own language, and learn and apply the moral values contained in the recount text in daily life**.**

D. Learning Media and sources

Media: Internet (WhatsApp group, E-Learning, Zoom, Photograph)

Sources: Script text of narrative text from internet

E. Teaching Method

Strategy : Expository teaching strategy.

F. Learning Activities

Steps	Activities
Greeting	1. Greeting the students 2. Ask students to make a list of attendance in Whatsapp Group and E-Learning 3. Teacher give motivation to the students 4. Teacher does apperception by asking students about whaT they know about recount text 5. The teacher conveys the learning objectives that students must achieve and tell the students about learning activities that will be carried out with Expository teaching strategy.
Main Activities	**Meeting IV:** 6. Teacher explains about matery that will be used 7. Teacher asks students to comprehend the video sent by the teacher in WhatsApp group class. 8. Teacher explains about recount in whatsApp group. 9. Teacher guide the students to comprehend about recount text 10. The teacher asks students to make a recount text from their photograph and use their imagination to make recount text **Meeting V :** 11. Teacher sent a recount text in the wrong order 12. Teacher reminds students about the generic structure and language features of recount text. 13. Teacher asks students to check their recount text

	according to their experiences **Meeting VI :** 1. Teacher explains briefly about recount text 2. Teacher give an opportunity to the students to ask teacher about the matery they might not understand. 3. Teacher give a task to students, to make about recount text from their own photograph and do it individually.
Closing	7. The teacher gives the opportunity to students to ask questions which they do not understand about the material that has been delivered. 8. Students, with the teacher's direction, make a conclusions about the material and explain the moral values that can be drawn from the stories they have learned 9. The teacher gives feedback on the learning process and results that have been implemented 10. Teacher reminds students to do self-study at home and reminds students to stay healthy and just stay at home. 11. Teacher close the learning activity

G. Assessment

Technique : Test

Form : Written Test

Example of Instrument :

Write a recount text according photograph that you have . Don't forget to give the best title on your writing . The composition minimum 10 sentences .

H. Scoring Rubrics (Learning Assessment)

Indikator	Teknik	Bentuk
• Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam deskriptif paragraf • Mengidentifikasi kata-kata sifat yang digunakan dalam mendeskripsikan ciri-ciri fisik dan karakter seseorang • Menjelaskan pola kalimat dalam bentuk *simple past tense* yang tepat sesuai dengan konteks penggunaannya dalam recount text • Memahami makna pada paragraf deskriptif	Tes tertulis	Essay

Instrumen Penilaian

- Lembar kerja siswa
- Lembar penilaian sikap

Pedoman Penilaian

Score: Content + Organization + Vocabulary + Language Use + Mechanics

Proficiency Description	Score
Content	30
Organization	20
Vocabulary	20
Language Use	25
Mechanics	5
Total	100

Medan , Januari 2021

English Teacher

Rosmila Parapat, S.Pd

NIP. 197111071997032004

Researcher

Indah Chairani

NIM. 0304161033

APPENDIX 3

PRE-TEST

Name :
Class :
Number :
Score :

Assignment

Choose one for the topics bellow to write a recount text,the composition minimum 10 sentences . The topics are :

d. **unforgettable moment**
e. **sad story**
f. **funny story**

APPENDIX 4

POST-TEST 1

Name :
Class :
Number :
Score :

Assignment

Write a recount text according photograph that the teacher gave to you (Candi Prambanan) . P lease write according to your imagination and don't forget to give the best title on your writing . The composition minimum 10 sentences .

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APPENDIX 5

POST TEST 2

Name :
Class :
Number :
Score :

Assignment

Write a recount text according photograph that you have . Don't forget to give the best title on your writing . The composition minimum 10 sentences .

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APPENDIX 6
OBSERVATION SHEET

Researcher : Indah Chairani Observer : Rosmila Parapat, S.Pd

The Students' Behaviours during the Teaching and Learning Process through Online Media

No	Aspect of Assessment	Categories (circle one of them)
1	Obey the researcher's instruction.	(High) Medium Low
2	Giving comments or questions about the researcher's instruction.	High (Medium) Low
3	Being enthusiastic about the researcher's instruction.	High (Medium) Low
4	Doing their work according to the instruction.	(High) Medium Low
5	Helping Motivate their friends.	(High) Medium Low
6	Being Enthusiastic with strategy (using Photograph on Recount Text)	(High) Medium Low

7	Understand the researcher's instruction easily.	(High) Medium Low
8	The students show their politeness in replying the message of the researcher.	High (Medium) Low
9	The students show their respect to the researcher.	(High) Medium Low
10	Individually, understanding the text and presenting the related answer.	(High) Medium Low

English Teacher

Rosmila Parapat, S.Pd

NIP. 197111071997032004

APPENDIX 6

OBSERVATION SHEET

Researcher : Indah Chairani Observer : Rosmila Parapat, S.Pd

The Researchers'' Behaviours during the Teaching and Learning Process through Online Media

No	Aspect of assessment	Categories
1.	The researcher prepares the lesson plan (RPP) carefully.	(High) Medium Low
2.	The learning objectives are stated clearly in the lesson plan.	High Medium Low
3.	The researcher prepares learning media (learning photo / video).	(High) Medium Low
4.	The researcher conveys the learning objectives to be achieved.	High (Medium) Low
5.	The researcher shows her authority as a teacher through the sentences she shared.	(High) Medium Low
6.	Learning is carried out in a logical steps and sequences.	High (Medium) Low
7.	The learning instructions are short and clear so the students are understand easily	(High) Medium Low
8.	The researcher invites the students to conclude the lesson at the end of session.	(High) Medium Low

9.	When the students ask questions, the researcher answers clearly and satisfactorily.	(High) Medium Low
10.	The researcher motivates the students, attracts attention so that they follow the learning process well.	(High) Medium Low

English Teacher

Rosmila Parapat, S.Pd

NIP. 197111071997032004

APPENDIX 7

Table students score

Table 4.1 The students score in Pre-Test

No.	Initial of Students	Pre- Test	
		Score	**Successfull Criterial Over 70**
1.	AFS	50	Unsuccessfull
2.	AA	60	Unsuccessfull
3.	AP	65	Unsuccessfull
4.	AFH	61	Unsuccessfull
5.	AA	75	**Successful**
6.	ATA	52	Unsuccessfull
7.	AA	71	**Successful**
8.	ASH	58	Unsuccessfull
9.	CR	75	**Successful**
10.	HTMD	50	Unsuccessfull
11.	HAVK	56	Unsuccessfull
12.	IA	68	Unsuccessfull
13.	IS	67	Unsuccessfull
14.	MRS	61	Unsuccessfull
15.	MFR	62	Unsuccessfull
16.	MRP	73	**Successful**
17.	MI	55	Unsuccessfull
18.	MRD	58	Unsuccessfull

19.	MFRL	65	Unsuccessfull
20.	MHS	75	**Successful**
21.	RP	70	**Successful**
22.	NAL	65	Unsuccessfull
23.	NNK	78	**Successful**
24.	RIS	72	**Successful**
25.	RA	58	Unsuccessfull
26.	RBM	59	Unsuccessfull
27.	SSP	70	**Successful**
28.	SA	69	Unsuccessfull
29.	SU	68	Unsuccessfull
30.	SNA	63	Unsuccessfull
31.	SHS	67	Unsuccessfull
32.	TFA	59	Unsuccessfull
33.	UF	50	Unsuccessfull
34.	WAH	78	**Successful**
35.	ZDS	57	Unsuccessfull
36.	ZF	58	Unsuccessfull

Total ∑X	**2298**
The Mean Score	**63,8**

Table 4.2 The student's score in Post Test 1 (first cycle)

No.	Initial of Students	Post Test 1	
		Score	**Successfull Criterial Over 70**
1.	AFS	62	Unsuccessfull
2.	AA	65	Unsuccessfull
3.	AP	75	**Successful**
4.	AFH	68	Unsuccessfull
5.	AA	80	**Successful**
6.	ATA	78	**Successful**
7.	AA	75	**Successful**
8.	ASH	60	Unsuccessfull
9.	CR	78	**Successful**
10.	HTMD	72	**Successful**
11.	HAVK	58	Unsuccessfull
12.	IA	75	**Successful**
13.	IS	69	Unsuccessfull
14.	MRS	74	**Successful**
15.	MFR	75	**Successful**
16.	MRP	75	**Successful**
17.	MI	63	Unsuccessfull
18.	MRD	72	**Successful**
19.	MFRL	71	Unsuccessfull
20.	MHS	78	**Successful**

21.	RP	73	**Successful**
22.	NAL	75	**Successful**
23.	NNK	79	**Successful**
24.	RIS	78	**Successful**
25.	RA	75	**Successful**
26.	RBM	76	**Successful**
27.	SSP	80	**Successful**
28.	SA	69	Unsuccessfull
29.	SU	75	**Successful**
30.	SNA	78	**Successful**
31.	SHS	69	Unsuccessfull
32.	TFA	76	**Successful**
33.	UF	58	Unsuccessfull
34.	WAH	80	**Successful**
35.	ZDS	78	**Successful**
36.	ZF	75	**Successful**
	Total ∑X	**2617**	
	The Mean Score	**72,7**	

4.3 The student's score in Post Test 2 (second cycle)

No.	Initial of Students	Post Test 2	
		Score	**Successfull Criterial Over 70**
1.	AFS	69	Unsuccessfull
2.	AA	100	**Successful**
3.	AP	95	**Successful**
4.	AFH	85	**Successful**
5.	AA	95	**Successful**
6.	ATA	90	**Successful**
7.	AA	85	**Successful**
8.	ASH	68	Unsuccessfull
9.	CR	88	**Successful**
10.	HTMD	95	**Successful**
11.	HAVK	64	Unsuccessfull
12.	IA	97	**Successful**
13.	IS	85	**Successful**
14.	MRS	88	**Successful**
15.	MFR	90	**Successful**
16.	MRP	91	**Successful**
17.	MI	85	**Successful**
18.	MRD	90	**Successful**
19.	MFRL	88	**Successful**
20.	MHS	92	**Successful**

21.	RP	92	**Successful**
22.	NAL	88	**Successful**
23.	NNK	90	**Successful**
24.	RIS	91	**Successful**
25.	RA	88	**Successful**
26.	RBM	90	**Successful**
27.	SSP	97	**Successful**
28.	SA	91	**Successful**
29.	SU	89	**Successful**
30.	SNA	90	**Successful**
31.	SHS	85	**Successful**
32.	TFA	89	**Successful**
33.	UF	58	Unsuccessfull
34.	WAH	100	**Successful**
35.	ZDS	100	**Successful**
36.	ZF	80	**Successful**

Total ∑X	**3158**
The Mean Score	**87,7**

Table I : The Students' Writing Score of Pre-Test, Post Test I, and Post-Test II

NO.	Students' Name and Initial	Pre-Test Score	Post-Test Cycle I	Post-Test Cycle II
1.	Ahmad Fauzy Surbakti (AFS)	50	62	69
2.	Amara Anastasya (AA)	60	65	**100***
3.	Andika Prayuda (AP)	65	**75***	**95***
4.	Anisa Febynur Hidayati (AFH)	61	68	**85***
5.	Astri Anggraini (AA)	**75***	**80***	**95***
6.	Abiyyu Tsabit Arhab (ATA)	52	**78***	**90***
7.	Atikah Almas (AA)	**71***	**75***	**85***
8.	Anisa Syahrini Hasibuan (ASH)	58	60	68
9.	Chairil Ramadhan (CR)	**75***	**78***	**88***
10.	Hanna Tora Muhayya D (HTMD)	50	**72***	**95***
11.	Husnul Ayyatul Vaqro Koto (HAVK)	56	58	64
12.	Ikamay Anggraini (IA)	68	**75***	**97***
13.	Indira Salsabila (IS)	67	69	**85***
14.	M. Rafi Setiawan (MRS)	61	**74***	**88***
15.	M. Fahri Ramadhan (MFR)	62	**75***	**90***
16.	M.Raihan Purba (MRP)	**73***	63	**91***
17.	M. Ihsan (MI)	55	63	**85***
18.	M. Ridho Darmawan (MRD)	58	**72***	**90***
19.	M. Fahrul Rozy Lubis (MFRL)	65	**71***	**88***
20.	Mutiara Hafisah Harahap (MHS)	**75***	**78***	**92***

21.	Rendy Pradana (RP)	**70***	**73***	**92***
22.	Nadia Anggina Lubis (NAL)	65	**75***	**88***
23.	Nazwa Nur Khalifah (NNK)	**78***	**79***	**90***
24.	Risma Intan Sufina (RIS)	**72***	**78***	**91***
25.	Rozan Aryafiandi (RA)	58	**75***	**88***
26.	Ridwana B Manalu (RBM)	59	**76***	**90***
27.	Salsa Sawza Br. Purba (SSP)	70	**80***	**97***
28.	Salsabila (SA)	69	69	**91***
29.	Suhailah (SU)	68	**75***	**89***
30.	Sutan Naufal Al-Faruq (SNA)	63	**78***	**90***
31.	Syamadani Hatigoran Srg (SHS)	67	69	**85***
32.	Tri Fajar Ariani (TFA)	59	**76***	**89***
33.	Ulfa (UF)	50	58	58
34.	Wafiq Azizah Harahap (WAH)	**78***	**80***	**100***
35.	Zahara Diana Syahputri (ZDS)	57	**78***	**100***
36.	Zahira Fauziah (ZF)	58	**75***	**80***
Mean : $\bar{X} = \frac{\sum X}{N}$		**63,8**	**72,7**	**87,7**

*the student who passed CMA 70

APPENDIX 8

Research Permit Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl.Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-9473/ITK/ITK.V.3/PP.00.9/08/2020 10 Agustus 2020
Lampiran : -
Hal : **Izin Riset**

Yth. Bapak/Ibu Kepala Madrasah Tsanawiyah Negeri 1 Medan

Assalamulaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	**: Indah Chairani**
NIM	**: 0304161033**
Tempat/Tanggal Lahir	**: Medan, 18 Agustus 1998**
Program Studi	**: Pendidikan Bahasa Inggris**
Semester	**: VIII (Delapan)**
Alamat	**: JALAN SULUH NO.54-C MEDAN Kelurahan SIDOREJO Kecamatan MEDAN TEMBUNG**

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MTs Negeri 1 Medan, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

Improving Students' Writing Achievement on Recount Text by Using Photograph at Eight Grade Students' of MTsN 1 Medan

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

Medan, 10 Agustus 2020
a.n. DEKAN
Wakil Dekan Bidang
Kemahasiswaan dan Kerjasama

Digitally Signed
Dr.Mesiono,M.Pd
NIP. 197107272007011031

Tembusan:
- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA MEDAN
MADRASAH TSANAWIYAH NEGERI 1 MEDAN
Jl. Pertahanan Patumbak M E D A N - 20361 TEL . (061) 7864757
e-mail: mtsnmedan@gmail.com

Nomor: B-558/MTs.09.02/PP.00.9/10/2020 Medan, 06 Oktober 2020
Lamp. : -
Hal : Telah Selesai Melakukan Riset

Kepada Yth.
Bapak Dekan Fakultas Ilmu Tarbiyah Dan Keguruan
di
Medan

Sehubungan dengan surat saudara Nomor: B-9473/ITK/ITK.V.3/PP.00.9/08/2020 tanggal 22 September 2020 perihal di pokok surat, dengan ini kami sampaikan bahwa:

Nama	: Indah Chairani
NIM	: 0304161033
Tempat /Tanggal Lahir	: Medan, 18 Agustus 1998
Program Studi	: Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: Jl. Suluh No. 54 C Medan Kelurahan Sidorejo

Telah selesai melakukan Riset Skripsi dengan judul ***"Improving Students' Writing Achievement on Recount Text by Using Photograph at Ninth Grade Students' of MTsN 1 Medan"*** dari mulai tanggal 25 Agustus s.d 26 September 2020 di Madrasah Tsanawiyah Negeri 1 Medan.

Demikian Surat Keterangan ini kami perbuat untuk dapat dipergunakan seperlunya.

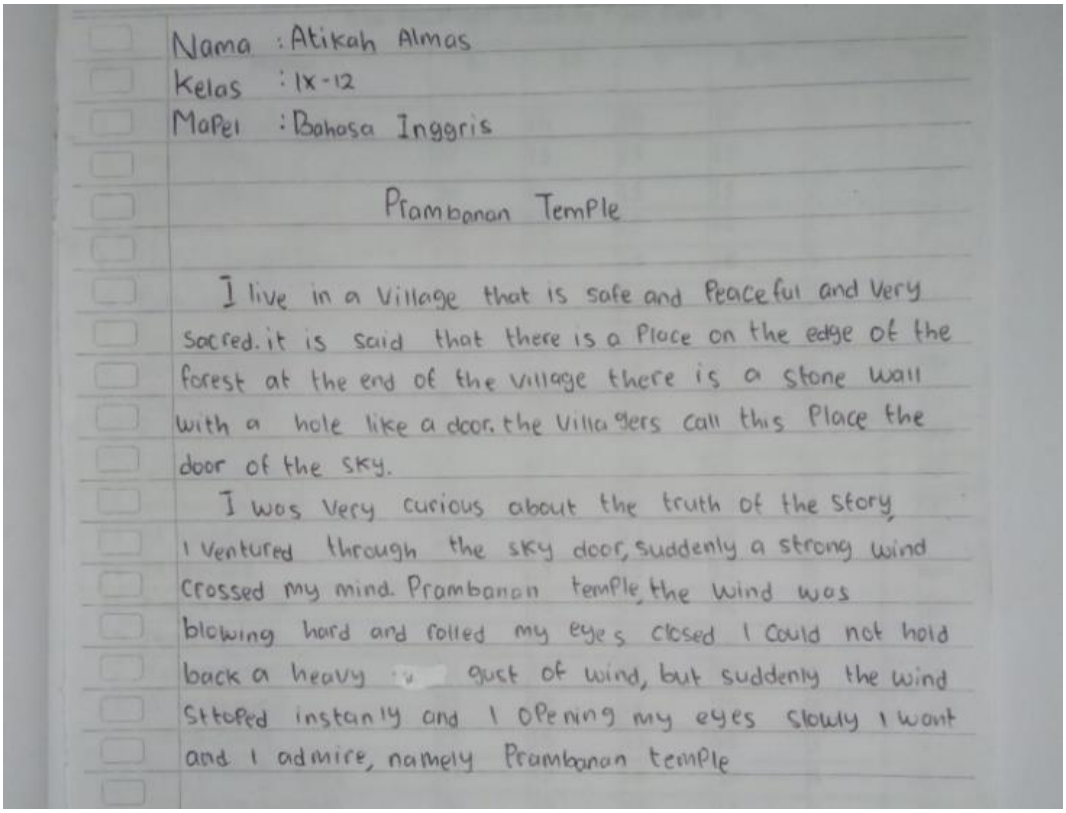
KEPALA,

KEMENTERIAN AGAMA MADRASAH TSANAWIYAH NEGERI KOTA MEDAN REPUBLIK INDONESIA

Drs. H. Pangurabahan Nasution, M.Pd
NIP. 19641201 199903 1 003

APPENDIX 9

Documentation

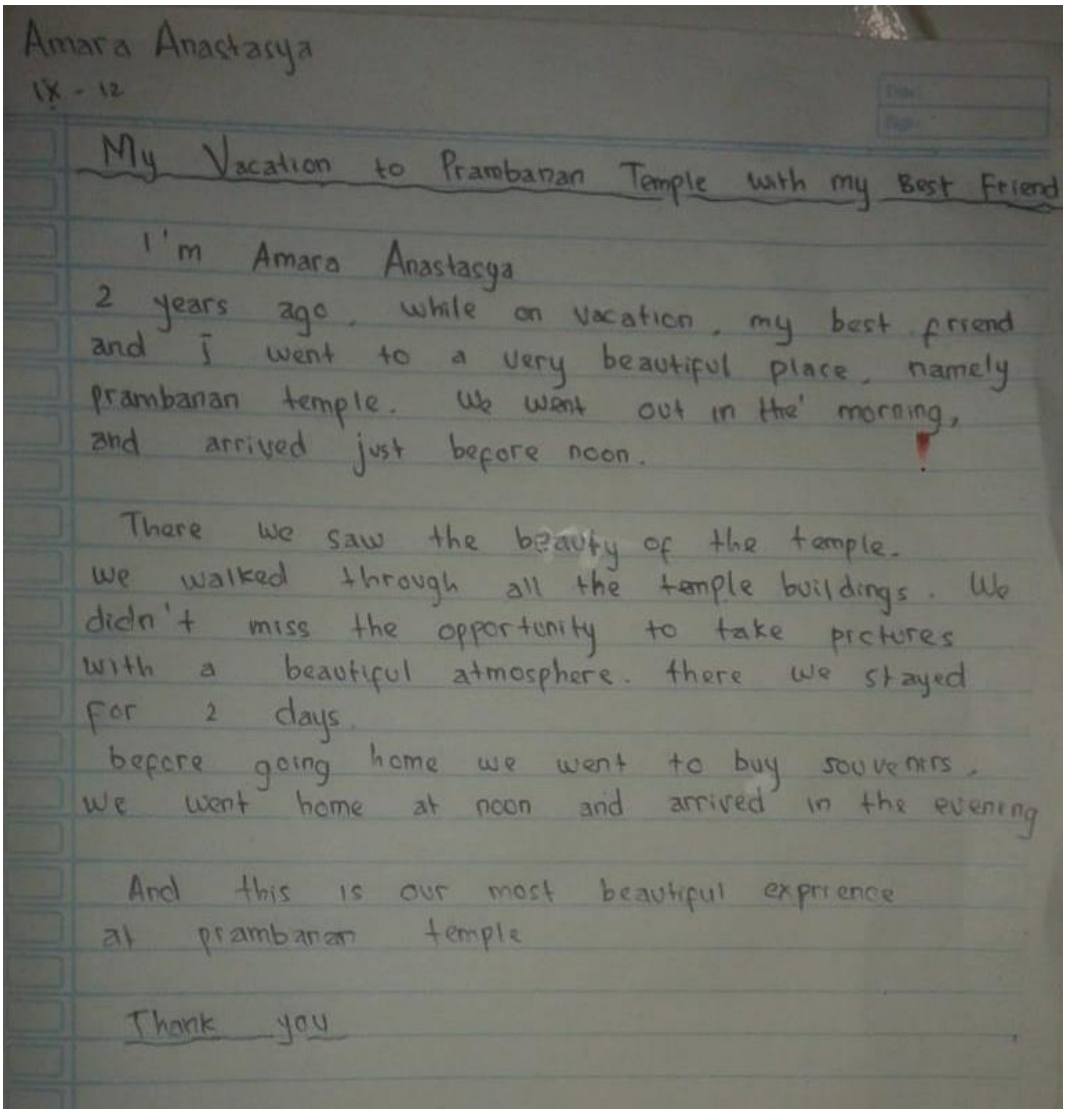


Nama : Atikah Almas
Kelas : IX-12
Mapel : Bahasa Inggris

Prambanan Temple

I live in a village that is safe and peaceful and very sacred. it is said that there is a place on the edge of the forest at the end of the village there is a stone wall with a hole like a door. the villagers call this place the door of the sky.

I was very curious about the truth of the story, I ventured through the sky door, suddenly a strong wind crossed my mind. Prambanan temple, the wind was blowing hard and rolled my eyes closed I could not hold back a heavy gust of wind, but suddenly the wind stoped instanly and I opening my eyes slowly I want and I admire, namely Prambanan temple



Amara Anastasya
IX - 12

My Vacation to Prambanan Temple with my Best Friend

I'm Amara Anastasya
2 years ago, while on vacation, my best friend and I went to a very beautiful place, namely prambanan temple. We went out in the morning, and arrived just before noon.

There we saw the beauty of the temple. we walked through all the temple buildings. We didn't miss the opportunity to take pictures with a beautiful atmosphere. there we stayed for 2 days.
before going home we went to buy souvenirs. We went home at noon and arrived in the evening

And this is our most beautiful exprience at prambanan temple

Thank you

Nama : Hana Tora muhayya Dauby
Kelas : IX - 12

No.
Date:

My holiday to west java

My favorite place in west java is tangkuban perahu, there we can see beautiful natural scenery, there too we can breathe fresh air, therefore I really want to go to tangkuban Perahu tourist attractions. Tangkuban Perahu Tairist is located in lembang, west java Regency.

TO visit Tangkuban Perahu, vehicles can only reach the main crater, namely kawah ratu. Tangkuban perahu is located 28 km north of Bandung. with a width of 2 km, a volcanic mountain with a height of 1,800 m can be reached within 30 minutes from bandung. I hope I can go to tangkuban Perahu.

Football championships

One day my Footbal club and I participated in a championship competition. When we arrived at the match venue, there were many other teams who also participated in the championship

After arriving on the field we made preparations to compete, when we played our best in order to win the match, after playing and winning it several times, we made it to the final round, in that match we worked hard to win it, but until the time the match ended the score ended in a draw, so it was followed by a penalty shootout.

At the time of the finalty shootout we lost to the opposing team, and we were very sad, but the opposing team also gave us respect, with the result of the match we became the runners-up of the championship to.

RECOUNT TEXT

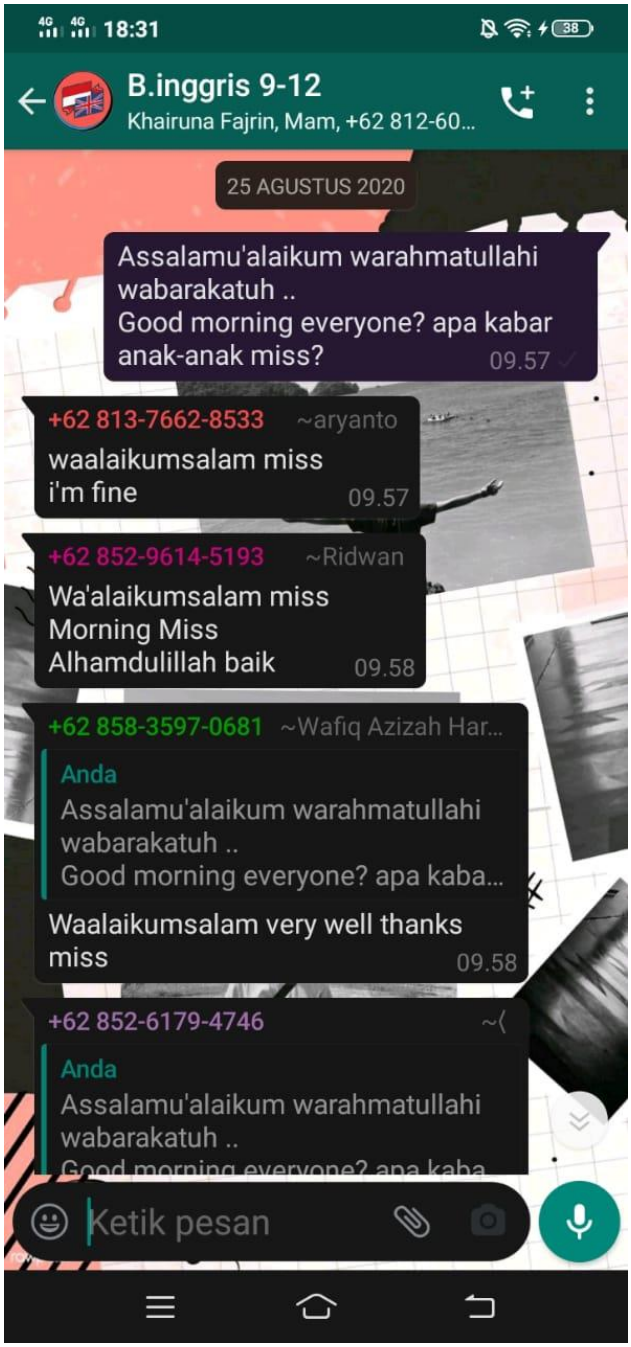
Nama : Wafiq Azizah Harahap
Kelas : IX-12
Mapel : Bahasa Inggris

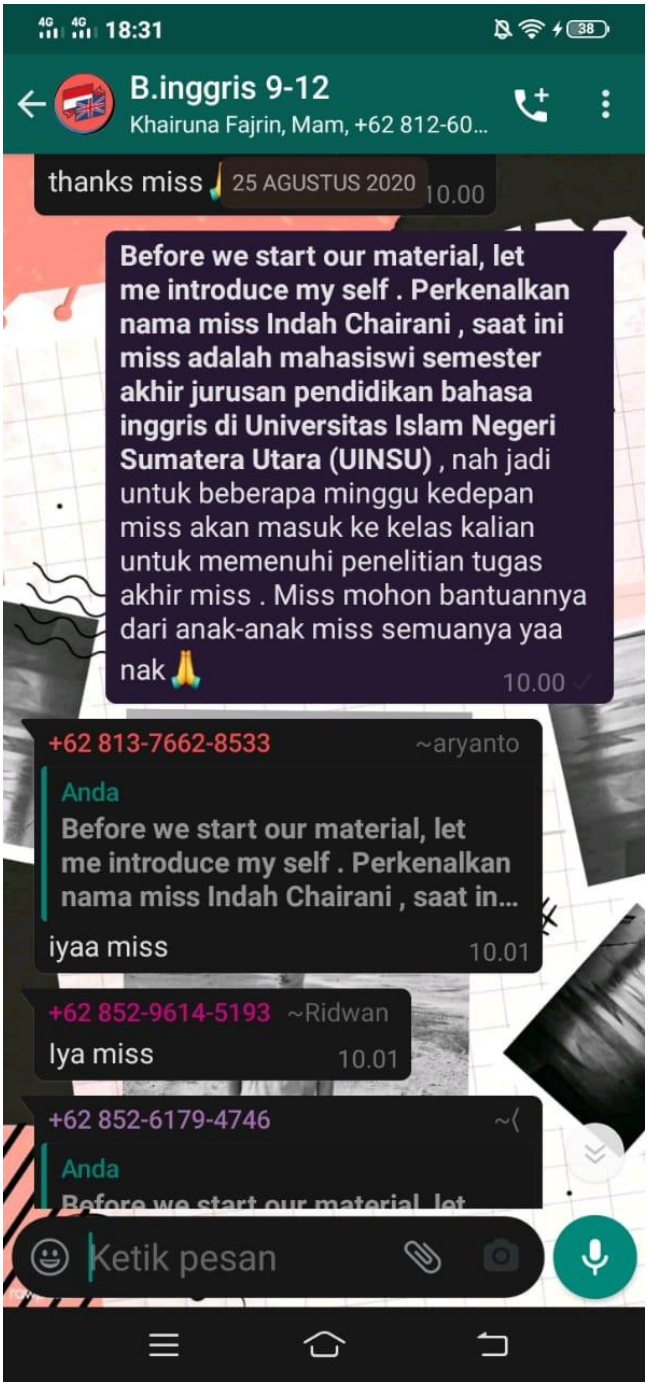
IN MY GRANDFATHER'S HOUSE

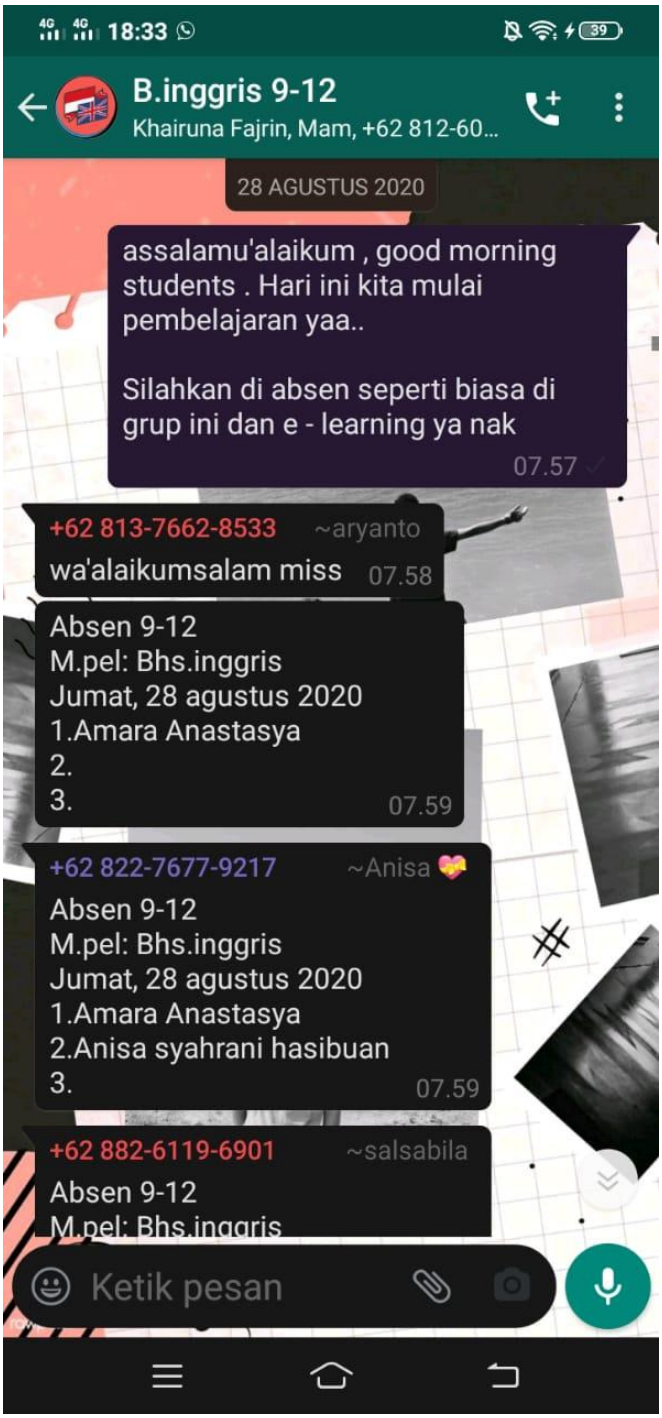
My Family and I went to My Grandfather's house five monts ago, when Eid Fitr. We went to My Grandfather's house after us did Eid Fitr prayer. In there, we are so happy very much, because we can met with our Big Family. We all ate cookies together and we all ate cakes too. After We ate many cakes, I and our big Family took many photos In there.

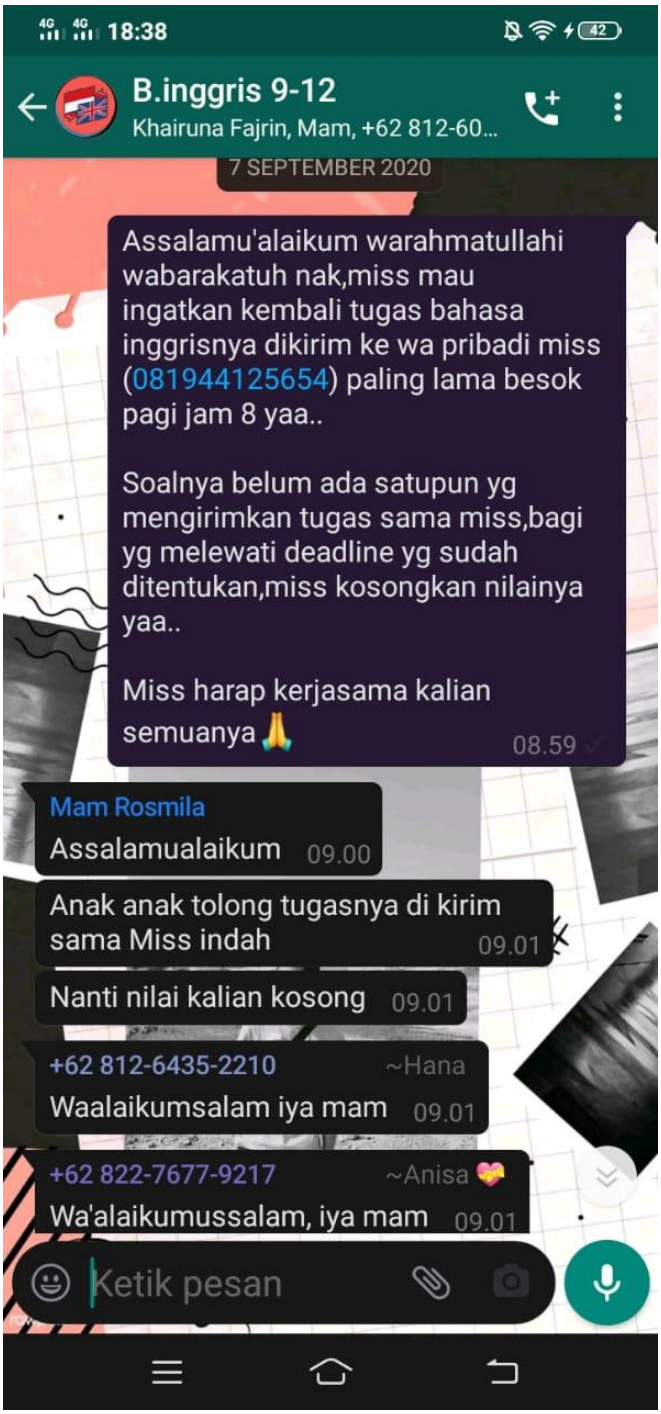
Night is coming. After We all did Maghrib Prayer, We all went to our relation's house For dinner together with Big Family. There are many Food, like ayam bakar, etc. Although My uncle and My Aunt have cooked many ayam bakars, but They cooked that again. After Ayam Bakar's are have to ripe, We all to Fight For ayam bakar's. We all so happy very much. My mother laughed because her younger brother Is not got Ayam bakar. We all took many photos again. I also took many photos with My cousin. After that, we all ate together In there.

I was very happy. But, We also be sad because our relation of Jakarta Is not came to here...


18:31
B.inggris 9-12
Khairuna Fajrin, Mam, +62 812-60...
25 AGUSTUS 2020
Assalamu'alaikum warahmatullahi wabarakatuh ..
Good morning everyone? apa kabar anak-anak miss?
09.57
+62 813-7662-8533 ~aryanto
waalaikumsalam miss
i'm fine
09.57
+62 852-9614-5193 ~Ridwan
Wa'alaikumsalam miss
Morning Miss
Alhamdulillah baik
09.58
+62 858-3597-0681 ~Wafiq Azizah Har...
Anda
Assalamu'alaikum warahmatullahi wabarakatuh ..
Good morning everyone? apa kaba...
Waalaikumsalam very well thanks miss
09.58
+62 852-6179-4746 ~(
Anda
Assalamu'alaikum warahmatullahi wabarakatuh ..
Ketik pesan

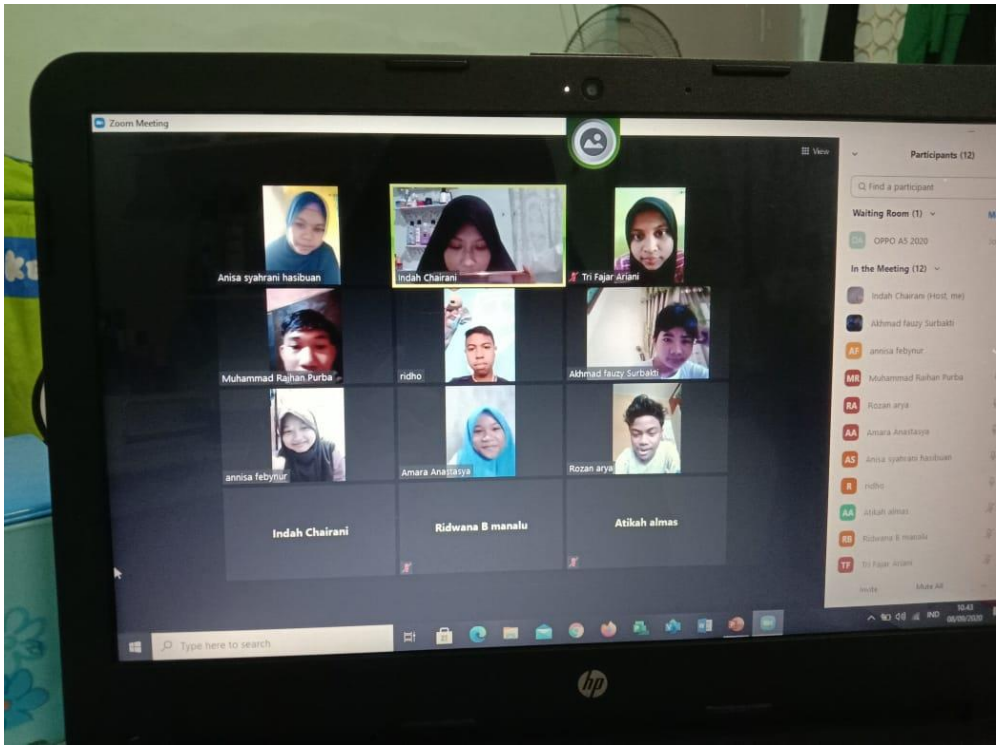

18:31
B.inggris 9-12
Khairuna Fajrin, Mam, +62 812-60...
thanks miss
25 AGUSTUS 2020
10.00
Before we start our material, let me introduce my self . Perkenalkan nama miss Indah Chairani , saat ini miss adalah mahasiswi semester akhir jurusan pendidikan bahasa inggris di Universitas Islam Negeri Sumatera Utara (UINSU) , nah jadi untuk beberapa minggu kedepan miss akan masuk ke kelas kalian untuk memenuhi penelitian tugas akhir miss . Miss mohon bantuannya dari anak-anak miss semuanya yaa nak
10.00
+62 813-7662-8533 ~aryanto
Anda
Before we start our material, let me introduce my self . Perkenalkan nama miss Indah Chairani , saat in...
iyaa miss
10.01
+62 852-9614-5193 ~Ridwan
Iya miss
10.01
+62 852-6179-4746 ~(
Anda
Ketik pesan


18:33
B.inggris 9-12
Khairuna Fajrin, Mam, +62 812-60...
28 AGUSTUS 2020
assalamu'alaikum , good morning students . Hari ini kita mulai pembelajaran yaa..
Silahkan di absen seperti biasa di grup ini dan e - learning ya nak
07.57
+62 813-7662-8533 ~aryanto
wa'alaikumsalam miss 07.58
Absen 9-12
M.pel: Bhs.inggris
Jumat, 28 agustus 2020
1.Amara Anastasya
2.
3.
07.59
+62 822-7677-9217 ~Anisa
Absen 9-12
M.pel: Bhs.inggris
Jumat, 28 agustus 2020
1.Amara Anastasya
2.Anisa syahrani hasibuan
3.
07.59
+62 882-6119-6901 ~salsabila
Absen 9-12
M.pel: Bhs.inggris
Ketik pesan


18:38
B.inggris 9-12
Khairuna Fajrin, Mam, +62 812-60...
7 SEPTEMBER 2020
Assalamu'alaikum warahmatullahi wabarakatuh nak,miss mau ingatkan kembali tugas bahasa inggrisnya dikirim ke wa pribadi miss (081944125654) paling lama besok pagi jam 8 yaa..
Soalnya belum ada satupun yg mengirimkan tugas sama miss,bagi yg melewati deadline yg sudah ditentukan,miss kosongkan nilainya yaa..
Miss harap kerjasama kalian semuanya 🙏
08.59
Mam Rosmila
Assalamualaikum 09.00
Anak anak tolong tugasnya di kirim sama Miss indah 09.01
Nanti nilai kalian kosong 09.01
+62 812-6435-2210 ~Hana
Waalaikumsalam iya mam 09.01
+62 822-7677-9217 ~Anisa
Wa'alaikumussalam, iya mam 09.01
Ketik pesan

18:33
B.inggris 9-12
Khairuna Fajrin, Mam, +62 812-60...
Assalamu'alaikum anak-anak miss,hari ini materinya masih miss jelaskan tentang recount text ya nak,dan pengisian tugas dari link yg miss kasih masih miss tunggu ya nak 10.23
jadi miss mohon , tolong partisipasi nya yaa 10.24
jangan lupa untuk mengisi absen di wa dan e-learning ya nak,dan mengerjakan tugas dari Mam Rosmila 10.24
RECOUNT TEXT
RECOUNT TEXT (PPT I...
PPTX 10.26
+62 821-6728-0034 ~Mutiara Havisah
Absen 9-12
Mapel:Bahasa Inggris
1.Mutiara Havisah Hrp
2.
3. 10.29
+62 812-6435-2210 ~Hana
Ketik pesan

18:39
B.inggris 9-12
Khairuna Fajrin, Mam, +62 812-60...
Iya miss, makasih ya miss 09.38
Assalamu'alaikum .Hello everyone , how are you?
So, today we will start our lesson about 'recount text' , materinya masih sama seperti kemarin ya nak.
Hari ini kita juga akan mengadakan pembelajaran via zoom ya nak.
Silahkan absen terlebih dahulu yaa 10.02
zoom
Join our Cloud HD Video Meeting
Zoom is the leader in moder...
us04web.zoom.us
Join Zoom Meeting
https://us04web.zoom.us/j/71236367064?pwd=UE1xb0o4K0hvWlNaVkNicTlRZndTdz09
Meeting ID: 712 3636 7064
Passcode: vKc6TN 10.02
+62 813-7662-8533 ~aryanto
Anda
Assalamu'alaikum .Hello everyone , how are you?
So, today we will start our lesson a...
Ketik pesan


Zoom Meeting
Anisa syahrani hasibuan
Indah Chairani
Tri Fajar Ariani
Muhammad Raihan Purba
ridho
Akhmad fauzy Surbakti
annisa febynur
Amara Anastasya
Rozan arya
Indah Chairani
Ridwana B manalu
Atikah almas
Participants (12)
Waiting Room (1)
In the Meeting (12)
Type here to search

Zoom Meeting
Anisa syahrani hasibuan
Indah Chairani
Tri Fajar Ariani
Muhammad Raihan Purba
ridho
Akhmad fauzy Surbakti
annisa febynur
Amara Anastasya
OPPO A5 2020
Rozan arya
Indah Chairani
Ridwana B manalu
Atikah almas
Participants (13)
Waiting Room (1)
In the Meeting (13)
Type here to search