



**THE USE OF HOLIDAY PICTURE AS A MEDIA IN WRITING
RECOUNT TEXT AT THE EIGHT GRADE OF SMP N 4 PERCUT SEI TUAN
2017/2018 ACADEMIC YEAR**

THESIS

*Submitted to the Faculty of Tarbiyah and Teacher Training UIN SU Medan as a
partial Fulfillment of the requirements for the (Degree of Sarjana Pendidikan)
S-1 Program*

Written By :

HANA HABIBAH

34.14.3.067

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN
2018**



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2018

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Medan, September 2018
Kepada Yth:
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di-
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Assalamualaikum Wr. Wb.

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswi a.n. **Hana Habibah** yang berjudul: **“THE USE OF HOLIDAY PICTURE AS A MEDIA IN WRITING RECOUNT TEXT AT THE EIGHT GRADE OF SMP N 4 PERCUT SEITUAN ACADEMIC YEAR 2017/2018”**, maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi syarat-syarat untuk mencapai gelar Sarjana Pendidikan (S.Pd.) pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih. Wassalamualaikum Wr. Wb

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PERNYATAAN KEASLIAN SKRIPSI

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan oleh Universitas batal saya terima.

Medan, September 2018

Yang Membuat Pernyataan

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ABSTRACT

HANA HABIBAH . THE USE OF HOLIDAY PICTURE AS A MEDIA IN WRITING RECOUNT TEXT AT THE EIGHT GRADE OF SMP N 4 PERCUT SEI TUAN ACADEMIC YEAR 2017/2018

Skripsi, Medan: Departmen of English Education Faculty of Education and Teachers Training UIN North Sumatera, Medan 2016

This research aims to increase the writing skills of the eighth grade students of SMP N 4 Percut Sei Tuan in the academic year of 2017/2018 through Holiday Picture as Media. The subjects of the research were 27 students of VIII-5 of Percut Sei Tuan. The data collected were qualitative data (observation sheet, interview sheet, diary notes, and documentation) and quantitative data (Recount Text Test). The results of the research indicated that the use of Holiday Picture as Media improved the students' skills in writing a Recount Text. This study was action research that was conducted in two cycles. Based on the result, gained the average of the study result pre-test with average 53.89. there were 3 students who got successful score criteria >75 or it was olny 11.11% and 24 students who got unsuccessfull score criteria >75 or it was only 88.89% . After using Holiday Picture Media in teaching and learning process was improved. There was an improvement of the students, mean 70.74 in post-test I cycle I. Where, 10 students got successful score criteria >75 or it was 37.04% and 17 students who got unsuccessful score criteria >75 or it was 62.96%. Then doing new planning for post-test cycle II, there was an improvement the students' mean 77.22. where, 22 students who got successful score criteria >75 or it was 81.48% and 5 students who got unsuccessfull score criteria >75 or it was 18.52%. The students respond in teaching and learning process when holiday picture media was being applied well.

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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

In The Name of Allah, The Beneficient, The Berciful.

Praise is only to Allah, for all His abundant blessing, mercies, and guidance, so that the writer is able to complete this thesis writing.

The writer is fully aware that this thesis cannot be finished without other people's help. Therefore, in this opportunity she would like to express her deep gratitude to the following people:

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Finally the writer realizes that this thesis is still far from being perfect. Therefore, constructive suggestion is needed for the progress of the next study. The writer hopes that this research will give an important contribution to the development of English education. May God always bless us and lead us in His right path. Aamiin.

Medan, September 2018

The Writer

Hana Habibah
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CHAPTER I

INTRODUCTION

A. The Background of the Problem

English as a foreign language is very important to us, because English is one of introduction in communication language in the International world. In English there are four skill that the students' in junior high school should be mastered, there are listening, speaking, reading, and the last is writing.

Writing is a medium of communication that represents language through the inscription of signs and symbol. In most languages, writing is a complement to speech or spoken language. Within a language system, writing relies on many of the same structures as speech such as vocabulary, grammar and semantics, with the added dependency of a system of signs or symbol, usually in the form of a formal alphabet. The result of writing is generally called text, and the receipt of text is called a reader.¹

In writing, students are expected to comprehend the element of the text and be able to write certain types of text, one of them is recount text. Recount text is a text that retell or inform to the reader about the events or experience in the past. The purpose of recount text is to entertaint or to inform to the audience aout experience in the past.

To write well, especially in writing Recount text, of course, it is influenced by many factors, such as: strategy, methode, media and the factors. Media is a tools in teaching learning to make the teacher easy to explain the material. There

¹Wikipedia. 2014 . *Definition of writing* (en.m.wikipedia.org/wiki/writing)

are many media that can be used by the teacher in the class, such as audio visual, visual and picture.

Picture is kinds of media, and can helped the teacher to make the students able to write, especially recount text. The students must have good capabilities in writing process and some aspects of writing. The students must be able to arrange sentence well, organize main idea, and spelling well. But in fact, based on my first observation, I found that most of students in eighth grade of SMP N 4 PERCUT SEI TUAN are less ability in writing recount text. It can be seen, when the teaching learning process going on, some of the students can not arrange structure of recount text well.

This condition happened most of the students still don't comprehend concept of learning. Besides that, the teacher seldom used different media, such as picture. To solve the problem, the teacher should use picture as a media in writing recount text, so the students enjoy and interest in writing recount text, besides that the students can easy to memorize the chronology of recount text, so make the students active in teaching learning. I hope by implementing this media can increase the students ability to write recount text well.

Based on the problem and explanation above, the focus of this research can be stated to find that holiday picture as one of media is effective to improve students' writing of recount text. Therefore, this research will be conducted by the tittle **“The Use of Holiday Picture as A Media in Writing Recount Text at Eight Grade of SMP N 4 Percut Sei Tuan”**

B. The Identification of the Problem

Based on the background of the study, the problem that can be identified as follows :

1. The teacher has used some media to improve in writing recount text based on generic structure, but the students' ability in writing recount text is still low.
2. The students have learned how to write recount text based on generic structure, but they still confuse to arrange the text well
3. The students interesting in learning still low.

C. The Limitation of the Problem

This research focused on the use of holiday picture in writing recount text at the students of SMP N 4 Percut Sei Tuan.

D. The Research Question

Based on the background of the problem, the research question of this study can be formulated as follows :

1. How is the students' ability at writing recount text before Holiday Picture Media applied ?
2. How is the implementation of Holiday Picture in teaching Recount Text ?
3. How is the students' ability at Recount Text after Holiday Picture Media applied ?
4. How is the students' response in teaching-learning process when the Holiday Picture Media Applied ?

E. The Objective of the Study

Based on the research question, the objectives of this research are :

1. To know the students' ability at writing recount text before Holiday Picture Media applied.
2. To know the implementation of Holiday Picture in teaching Recount Text.
3. To know the students' ability at Recount Text after Holiday Picture Media applied.
4. To know the students' response in teaching-learning process when the Holiday Picture Media Applied.

F. The Significance of the Study

The significance of this study can be viewed from the theoretical and practical aspects, as describe below, the result of this study will be expected to give benefit for the students, teacher, and another research herself, as follows :

1. For students, this study is expected to help the students learn writing recount text in a good writing and enjoyable way through holiday pictures as a media.
2. For teacher, the result of this research will be directly in tended to provide them with more understanding of the effectiveness of teaching writing recount text through holiday pictures as a media.
3. For other researcher, hopefully this can be used as a reference conducting the some study for obtaining better result.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In this chapter, the theoretical framework is presented in order to give clear concepts in this study. The concepts will give much better understanding in the use of holiday pictures media on students' ability in writing recount text. The concepts are explained clearly to avoid misunderstanding by limiting the scope of the problem.

1. Writing

a. Definiton of Writing

Writing is a activity communication, there is deliver of message in written from to other's people with using write language as tool or medium. Someone can express their ideas, feeling or condition by using written form.

According to Tarigan states that writing is a process reduce or defining signs or symbol graphics that result a language which can understand by someone, until other people can read the signs or symbol graphics and they can undestanding with language from that graphic.² It means that writing is the skill forming graphic symbols to convey messages to readers. It's interpreted also that writing means process of communication that introduces graphic, symbols or codes into a good and correct written form.

Writing is the expression of language in the form of letters, symbol, or words. The primary purpose of writing is communication. People have used many tools for writing including paint, pencils, pens, typewriters, and computers. The

² Dalman.2014. *Keterampilan Menulis*.Jakarta:PT RajaGrafindo Persada. P.4

writing can be formed on the wall of a cave, a piece of paper, or a computer screen. The writing, process includes prewriting, composing, revising, and publishing. There are many kinds of writing such as expository, narrative, descriptive, and persuasive.³

Harmer stated that writing is a process and that we write is often heavily influenced by constraints of genres, then these elements have to be present in learning activities.⁴ Writing is usually thought to be the most difficult skill to acquire and should only be taught after students have learned the order skill. But here students are expected to be able to write well. Because by writing, the writer can express what happen in her mind, so that the readers will know about it. In islam, writing is also important. It can be seen in Holy Koran Surah Al-Alaq 3-5 verse:

الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

Meaning: “4. He who taught (the use of) the Pen

5. Taught man that which he knew not”⁵

Writing becomes the important part in our life. We can share everything in our life or we can communicate no verbally in written form. Writing is one of the language skills which inform the writer’s idea into written style. It is related to the expert said, John C. Brereton defines that writing is one of the languages skills which is performed through a written form to convey thoughts ideas and feelings.⁶ Writing is a deliberate, conscious process, which and should be planned and organized. It means that before we

³Utami Dewi.2011. *How to Write*.(Medan La Tansa Press).P. 27

⁴ Harmer J. 2004. *How To Teach Writing* (newYork:Longman Inc). England: Person Education. P. 86

⁵ Abdullah Yusuf Ali.2001. *The Holy Qur’an Text Translation and Commentary*,(New Delhi:Kitab Bhavan). P. 960

⁶ Jhon C. Brereton. 1982. *A Plan for Wrting*. USA: CBS College Publishing. P. 7

write something, we have to plan our written. The planning makes us easy to write it down without thinking too much to start writing.

Writing should be organized effectively and include aspects such as: Ideas, words choice, grammar and coherent. Good writing begins with understand how to construct and use effective sentences and paragraph. Before we write, we need to determine what to write. We should have something meaningful to convey, so we can put forward our message successfully.

From the definition above, it can be concluded that writing is a one action to express your idea on the paper to communication. We combine our ideas into sentences and paragraph has a meaning, so the reader can understand the meaning of the text.

b. Process of Writing

A writing process is a complicated process, because the writing process needs cognitive abilities in recognizing some segments of language to produce a qualified writing. In general, writing process is done through two stages: exploring ideas and processing the ideas into readable texts. According to Rivers claimed that writing in the language becomes a complex activity because writing involves meaningful segments of language: words, sentence, grammar, and how to transfer those segments into written forms.⁷

1. Prewriting

This process includes about thinking, taking notes, talking to others, brainstorming, outlining, and gathering information. (e.g. interviewing people, researching in the library, assessing data).

⁷Rivers, Wilgan M.1981. *Teaching Foreign Language Skill*. Washington: The University of Chicago.P. 294

Carrol, J.A, Wilson.E & Forlini G state: “Prewriting is freely exploring topics, choosing topic, and begin together and organize details before you write.”⁸

2. Drafting

These steps you concentrate about explaining and supporting your ideas. A draft is a workin progress. A good essay undergoes several revisions, don’t assume that your first draft is your best draft. The composing often involves going back and forth among planning the essay, generating ideas, organizing the contents, and editing the result.

3. Revising

Here you think more deeply about your readers’ needs expectations. At this stage you also refine your proses, making each sentence as concise and accurate as possible.

- a. Editing & Proofreading : These are the board categories for proofreading
 - a) Check for such thing as grammar, mechanics, and spelling
 - b) Check the facts: if your writing includes details, be sure you have included the information correctly.
 - c) Confirm legability : if you have written your final draft, make sure that each word is legible.
- b. Publishing

The final step of the writing process is publishing. This means different things depending on the piece you’re working on :

- 1) Bloggers need to upload, format and post their piece of completed work.

⁸ Utami Dewi.2013. *How to Write*. Medan: La-Tansa Press. P. 12

- 2) The students need to produce a final copy of their work, in the correct format. This often means adding bibliography, ensuring that citations are correct and adding details such as your student reference number.
- 3) Journalists need to submit their piece (usually called “copy”) to an editor.
- 4) Fiction writers may be sending their story to a magazine or competition. Check guidelines carefully, and make sure you follow them. If you’ve written a novel, look for an agent who represents your genre .⁹

Based on explanation above that it can be assumed that writing is process to transferring ideas and thought into a sequence is related to another semantically. The process of writing is complicated when the writer does not understand and how to write something. In the learning teaching process, writing is not only learning about how to write sentences but also how to write the genre of some texts. So, the students really need the knowledge about the genre.

c. Genre of Writing

In learning teaching process, we cannot separate with the using of text, which especially written text. Text include be semantic unit, which may be realized by a sound, word, pharse, clause sentence or paragraph. Text can be classified into genres appropriate of the intent the communicator. Genres has been developed in literacy education is an organizing concept about kinds text with different on every purpose, structure technique or rhetorical structure.¹⁰

Based on generic structure and the language feature dominantly used, texts are divided into several types. According to Pardiyono’s book there are eleven types of genres in writing : (1) Description (2) Recount (3) Narrative (4) Procedure (5)

⁹ Utami Dewi *Op. Cit.* P. 13-23

¹⁰ Pardiyono.2007. *Teaching Genre-Based Writing*. Yogyakarta: C.V Andi Offset. P.3

Explanation (6) Discussion (7) Exposition (8) News Item (9) Report (10) Anecdote (11) Review.¹¹

2. Recount Text

a. Definition of Text

A text is a meaningful linguistic unit a context. A linguistic unit as a phenomena or morpheme or a phrase or clause, or a sentence or a discourse. Meaningful is full of meaning. Context refers to either linguistic context or non linguistic context. Linguistic context is the linguistic unit before and after a text. Non linguistic context is outside a text is any meaningful linguistics unit in both linguistic context and non linguistic context.

Text based on oxford learners' pocket dictionary "text is main printed part of a book or magazine, any form of written material."¹²

The English text is unique. It is the way its native speakers to organize a piece of both spoken and written information. This way is the culture of the native English speaker to communicate in both the spoken or written language. This means that the learning the English text is learning to communicate in the culture of the English people. The native speakers of the other language must learn the way the native speakers of the English language if they want to communicate in both the spoken and written English successfully. Otherwise, they may speak English, any how their communication is limited.¹³

¹¹*Ibid.* P. 33-322

¹²*Oxford Learners' Pocket Dictionary.* New Edition. P. 446

¹³ Sanggam Siahaan, Kisno Shinoda 2008. *Generic Text Structure.* Yogyakarta: Graha Ilmu 2008. P.1-2

b. Definition of Recount Text

Recount text is kind of text which retells the action happened in the past. According to Knapp and Watkins recount is the simplest text type in the genre.¹⁴ Formally recount is sequential text that does little more than sequence a series of events. Recount has the same form as narrative because both recount and narrative have a function to retell the activity or event in the past. The difference is recount tells event for giving information to the readers while narrative is not only giving information, but also giving a moral lesson by presenting a problematic experience and will be ended by a problem solving. Social function also can be called as purpose. Social functions is the important part in writing genre. Gerot & Wignell state that the social function of recount text is to retell events for the purpose of informing or entertaining. Moreover, Hyland the purpose of recount text is to tell sequence of events so that it entertains.¹⁵

c. Types of Recount Text

- a) Personal recount, these usually retell an event that the writer was personally involved in.
- b) Factual recount, recording an incident, eg. A science experiment, police report.
- c) Imaginative recount, writing an imaginary role and giving details of events, eg. A day in the life of a pirate.
- d) Procedural recount, records the steps taken in completing a task or procedure.

¹⁴Peter Knapp & Megan Watkins. 2005. *Genre, Text, Grammar*. Australia: UNSW Press. P. 18

¹⁵Adinda Zoraya & Masitowarni Siregar. *Journal of English Language Teaching*. UNIMED

- e) Biographical recount, tells the story of a person's life using a third person narrator (he, she, they).¹⁶

d. Generic Structure of Recount Text

According to Garrot and Wignell the generic structures of recount are :

- a) Orientation : Provides the setting and introduces participants.
- b) Events : Tell what happened, in what sequence.
- c) Re-orientation : Optional closure of Events.¹⁷

In details, the generic structure and textual elements function as follows :

No	Textual Element	Function
1	Orientation	<ul style="list-style-type: none"> • It consists of theme or topic to be informed. • To show the reader about the topic/theme being informed • To attract reader attention and interest. • It enables to attract and provoke the reader so that he/she is willing to continue reading the whole text • The use of adjective to show personal attitude in order to make the event more meaningful and powerful.
2	Record of event of sequence of event	<ul style="list-style-type: none"> • To provide details about the event informed describe chronologically (the type of plot may vary). • It is better to tell chronologically rather than flash back and zigzag. In order to have a good chronologically order the sequence markers such as first, second, third, etc. Are important.
3	Re-orientation	<ul style="list-style-type: none"> • It functions to show personal attitude about the activities or event informed or told of record of event. • It is a matter of conclusion with personal attitude.¹⁸

¹⁶ Bruce Davies. 2000. *Targeting Text recount, Information Report, Explanation*. Australian: Blake Education.P. 8

¹⁷ Adinda Zoraya & Masitowarni Siregar. *Op.cit*. P. 6

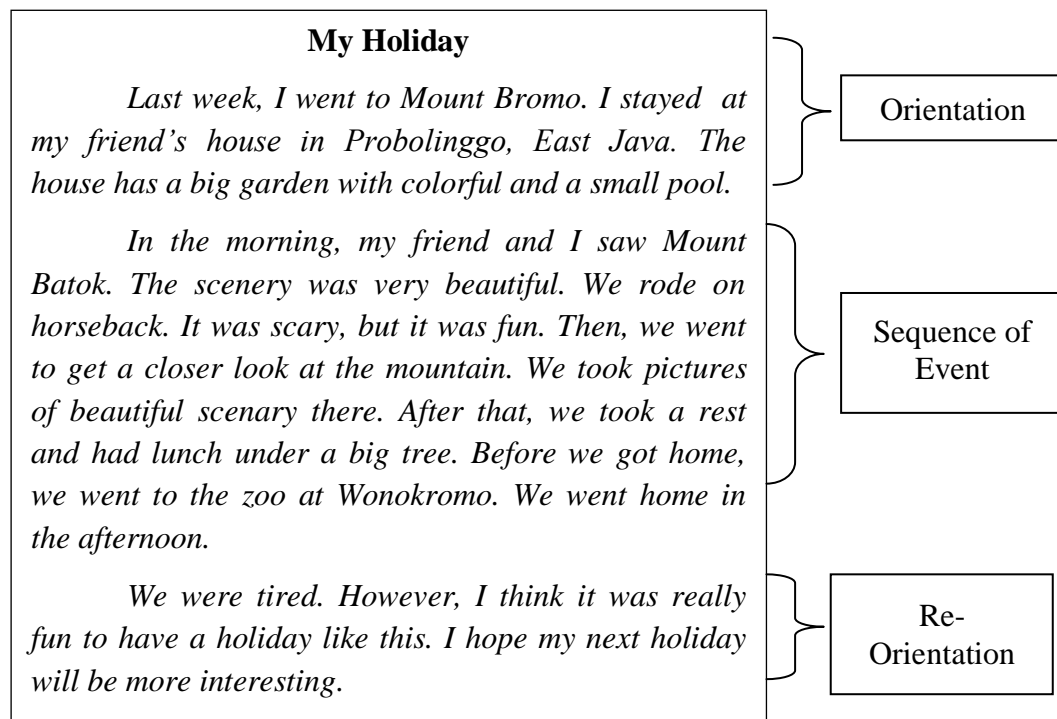
¹⁸ Dirgeyasa. 2014. *Writing A Genre Based Perspective*. Medan: Unimed Press. P. 18

e. Language Features of Recount Text

According to Hayland the gramatical features of a recount text include :

- a) Use of nouns and pronouns to identify people, animals, or things involved.
- b) Use of action verbs to refer to events.
- c) Use of past tense to locate events in relation to speaker's or writer's time.
- d) Use of conjunctions and time connectives to sequence the events
- e) Use of adverbs and adverbial phrases to indicate place and time
- f) Use of adjective to describe nouns.¹⁹

To be clear, the following is the example of recount text :



¹⁹ Adinda Zoraya & Masitowarni Siregar. *Op. Cit.* P. 7

3. Assessment of Writing

In order to determine how well the writing is, the teacher, as an evaluator has right concept of writing assessment to assess the students, writing work appropriately. According to Brown & Bailey, there are some components in assessment in writing, they are :

- a) Organization : introduction, body and conclusion (Score Max: 20)

The assessment that include in the organization are : appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expression used; arrangement of material shows plan (could be outline by reader); supporting evidence given for generalization; conclusion logically and complete.

- b) Logical Development of Ideas : Content (Score Max: 30)

The assessment that include in the content are : Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay must based on own thought.

- c) Grammar : (Score Max : 25)

The assessment that include in the grammar are : Native-like fluency in English grammar; correct use of relative clauses, preposition, modals articles; verb forms and tense sequencing; no fragments or run on sentences.

- d) Punctuation, spelling, and mechanics : (Score Max : 5)

Correct use of English writing conventions; left and right margins, all needed capitals, paragraph indented, punctuation, and spelling; very neat.

- e) Style and quality of expression : (Score Max : 20)

Precise vocabulary usage; use of parallel structures; concise; register good.²⁰

4. Media

Media comes from Latin and plural from the word medium which literary means an intermediary or an introductory message from the sender to the receiver message.²¹ Media learning is a component in the delivery of the strategy that can be loaded with a message to be in our gratitude to students, both in the form of a person, instrument or material. According to Martin & Briggs media is all of the sources in needed to communication with students. Media can be hardware, like : computer, television, projector, and software that used at the hardware itself.²²

Media also there is in Al Qur'an verse Al-Alaq : 3-5

اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (۳) الَّذِي عَلَّمَ بِالْقَلَمِ (۴) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (۵)

The meaning : (3) Read! And your lord is the Most Generous

(4) Who has taught (the writing) by the pen

(5) He has taught man that which the knew not.

(Al-Alaq: 3-5).²³

In this verse above, tell about media also, and media in this verse is pen. Allah teach man be knew not. And pen in this verse is knowledge. So by knowledge we can know everything what we dont know yet.

Media is one of important aspect in process or teaching and learning. It is better to the teacher to prepare media that appropriate with topic and interest for

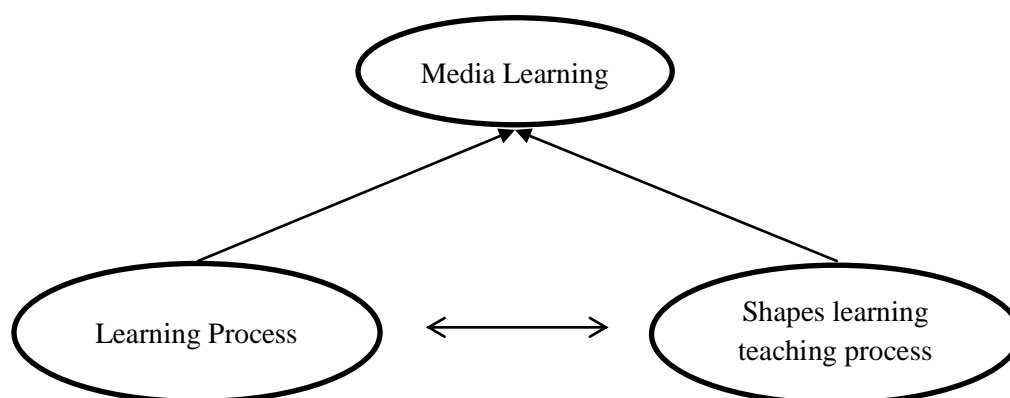
²⁰ Douglas, Brown. 2004. *Language Assessment Principles and Classroom Practices*. America: Logman. P.244-246

²¹ Arief S. Sadiman, dkk. 2008. *Media Pendidikan*. Jakarta: PT Raja Grafindo Persada. P.6

²² Made Wena. 2011. *Strategi Pembelajaran Inovatif Kontemporer*. Jakarta: Bumi Aksara. P. 9

²³ Muhammad, Taqi-ud Din Al-Hilali. 1993. *Interpretation of The Meanings of The Noble Qur'an in the English language*. Delhi: Maktaba Darul Qur'an Chitli. P. 960

the students. The media usually will increase student's attention and motivation to the lesson. In usual, video, picture, real, object, and exercise are some media used in teaching and learning process. In this case, the teacher may use drawing tools such as drawing book, color pencil, etc as the media.²⁴ Media is a tools in teaching learning to make the teacher easy to explain the material.



Hamalik said that used media in teaching learning process can stir up and new interest, raising motivation and learning activity stimulation, and bring psychology influence to the students. Using of media in the orientation learning can help learning process will be effective and delivery a message and content of lesson at that time. Besides awake motivation and intention of students, media can also help students excite understanding, provides the data by pulling and trusted, make it easier for interpretation.²⁵ Media can help the teacher to creat teaching learning process more effective and effisient. With the media, teacher can increase the quality of students score and make the teaching learning process run well and interactive.

Media has many kinds and genres. Eventhough media has many kinds, but in the fact just a few of media that use in teaching learning at school. According to

²⁴ Vivi Ramadani. 2013. *Journal of English Language Teaching*. Vol 1 No. 2, Serie C.UNP

²⁵ Azhar Arsyad. 2007. *Media Pembelajaran*. Jakarta: PT Grafindo Persada. P .15

Leshin, Pollock & Reiguluth classified Media into five groups, are : (1) people media (teacher, instructor, tutor, roleplay, field trip); (2) press media (book, workbook, and Modul); (3) visual media (book, chart, graphic, picture map, slide); (4) audio visual media (video, film, slide tape program, dan television); (5) computer media (teaching used computer, interaktif video, hypertext).²⁶ Media make the teacher more creative to teach the studies' in the school. Media as a tool in teaching that make teaching learning process more effective.

5. Picture

A picture is drawings, photographs, posters, slides, cartoons, magazine advertisements, diagram, graphs, tables, charts and maps can be valuable resource for teaching writing. Picture provide a shared experience for the students in the class, a common base that leads to a variety of language activities.²⁷

In addition, Schwartz's opinion about picture which rewritten by Yusnita, Sada and Novita is a great incentive for language production and can be used in many ways in the classroom to interest and to motivate a sense of language context and stimulus.²⁸ Moreover, picture can bring the world outside the students have not known before into the class in a concrete way, as it provides :

- a) A Shared experience in the classroom
- b) A need for common language forms to use in the classroom.
- c) A variety of tasks
- d) A focus of interest for students²⁹

²⁶ Made Wena .*Op.Cit.* P. 9

²⁷ Ann Raimes, 1983. *Techniques in Teaching Writing*, Oxford: Oxford University Press. P. 27

²⁸ Enny Yusnita, Clarry Sada and Dewi Novita. 2011. *Improving Student's Recount Writing Text by Using Picture Series*, (Pontianak: Tanjungpura University), P. 5

²⁹ Ann Raimes, *Op.cit.* P.28

a. Types of Picture

As Wright stated in his book, there are twenty types of picture can be used in teaching and learning process : (1) Pictures of a single object (2) pictures of one person (3) pictures of famous people (4) pictures of several people (5) pictures of people in action (6) pictures of places (7) pictures from history (8) picture with a lot of information (9) pictures of the news (10) pictures of fantasies (11) pictures of maps and symbol (13) pairs of pictures (14) sequence of picture (picture series) (15) related pictures (16) single stimulating pictures (17) ambiguous picture (18) bizarre pictures (19) explanatory pictures (20) student and teacher drawings.³⁰

b. The Advantages of Using Picture

Picture is one of visual and printed media and it is widely used for educational prupose. Picture as one of media can be used by teacher in teaching learning process has some advantages. Based on Gerlach and Ely, restated in research by Dwi Nur Indah, the advantages of picture are :

- a) Picture is inexpensive and widely available.
- b) Provide common experiences for an entire group.
- c) Visual details make it possible to study subject that would otherwise be impossible.
- d) Picture after stimulus to further study reading and research
- e) Pictures help to focus attention and develop critical judgment.
- f) Picture are easily to manipulate.³¹

³⁰Andrew Wright. 1989. *Picture for Language Learning*, Cambridge: Cambridge University Press. P.193

³¹Dwi Nur Indah, *Improving Writing Recount Text by Using Photographs*, (Semarang: IKIP PGRI Semarang, 2010). P. 10

In Wright's book, *Picture for Language Learning*, he wrote some advantages of pictures :

- a. Easy to prepare. It should be easy for you to prepare an activity in the classroom from the pictures.
- b. Easy to organize. The teachers has to be decided whether the effort of organizing more complicated activity is worthwhile in terms of three point, which follow :
 - a) Interesting. Is it interesting to the students ? The pictures have to make the students interesting to the material.
 - b) Meaning and Authentic. The language and the way you want to the students use it be authentic and interesting to the activity or material.
 - c) Sufficient amount language. Will the activity give the rise to sufficient amount the language to the lessons ? if it not, do not do it unless point (a) is sufficient justification for you.³²

c. The Disadvantages of Using Picture

In connection with the advantages, there are some disadvantages. They are:

1. The picture only emphasizes eye senses perception.
2. The picture objects that are too complex less effective for learning activities.
3. The size is very limited for large groups.³³

³²Andrew Wright, *Op.cit.* P. 3

³³Arief S. Sadiman, *ibid*, P. 31

6. Procedure of Holiday Picture Media

There are some steps to used holiday pictures, are :

- a) The researcher divided the students into some groups.
- b) The researcher gave holiday pictures to all of groups
- c) Then, researcher explained what the students will do.
- d) Students retell based on holiday picture that their group get.
- e) After that all of the students write down recount text on the paper.

B. Related Study

- a. Lailan Wardani. 2013. Improving The Students' Achievement in Writing Recount Text By Using Pentad Strategy. English Department, faculty of languages and ats, State University of Medan. The objective of this study to investigate whether the application of pentad strategy significantly improves the students' achievement on writing recount text. This study was conducted by using classroom action research. The subject of this research was the second grade of SMP Istiqlal Deli Tua which consisted of 36 students. The research was conducted in two cycles. The first cycle consisted three meetings and the second cycle consisted of three meetings. The instrument to collecting primary data was writing test and the instrument for collecting secondary data were observation sheet, interview sheet, and queitionaire sheet. Based on the analysis, students' achievement was improved in every test. In test I, the means score was 67.11. in the test II in cycle I, the mean score was 74.67, and in the test III in cycle II, the mean score was 82.78. Based on the observation sheet, and questionaire sheet, it was found that the teaching learning process ran well. The

students' were more active and enthusiastic in working in individual, it was conducted that pentad strategy can improve the students' achievement in writing recount text.

- b. Tengku Nova Mulyana. 2012. Improving students' achievement in writing descriptive paragraph by using movie posters. Faculty of language and arts, state university of Medan. The study aims at improving students achievement in writing descriptive paragraph by using movie picture. This study was conducted by using classroom action research. The subject of the rsearch was class X² SMA Negeri 1 Galang, which consist of 36 students. The procedures of the research was administrated into two cycles where each cycle consisted of three meeting each meeting included four steps namely : planning, action, observation, and reflection. There were two kinds of data collected during the study , qualitative and quantitative data. The instrument for collecting the qualitative data was gathered by using questionnaire sheet, diary notes and observation sheet. Based on the data analysis, the mean of students score in test was 56.38; for the test II was 68.05, and for the test III was 85. The qualitative data showed that the students were interested by using movie pictures. The conclusion is that by using movie pictures improve the students' achievement in writing descriptive.
- c. Ilham Pranata. 2013. Improving the students' achievement in writing recount text by using picture sequence at MAS Al- Washliyah Tembung second Grade (IPS) In Academic Year 2012/2013. This research was aimed to find out the improvement of the students' achievement in writing

recount text by using picture sequence strategy. This subject of this research was student of MAS Al- Washliyah Tembung second Grade (IPS) In Academic Year 2012/2013. It consisted of one class with 30 students as respondents. The objective was to discover the significant improvement of the students, achievement in writing recount text if the students were taught by picture sequence. This research was conducted by using classroom action research. The techniques of analyzing data applied in this research were qualitative and quantitative. The qualitative were taken from observation sheet, interview and documentation. The quantitative data were taken from the test which were carried out in two cycle and two cycle conducted in five meetings. The test were given to the students in the form of pre-test, post-test I in the first cycle, and post test II in the second cycle. The result of data analysis showed that there was an improvement on the students' achievement in writing recount text from each cycle. It was showed from the mean of pre-test which was 25,47. After picture sequence strategy was applied in the first cycle, there was an improvement of the result of the students' mean which was 50.8 and for the second cycle after reflection on the first cycle, there was an improvement of student mean which was 65.9. Moreover, in pre test session which was 0% (no student) who got point of over 65. In post test I for the first cycle which was 36.67% (11 students) who got the point of over 65. In post test II for the second cycle which was 76.67% (23 students) who got the point of over 65.

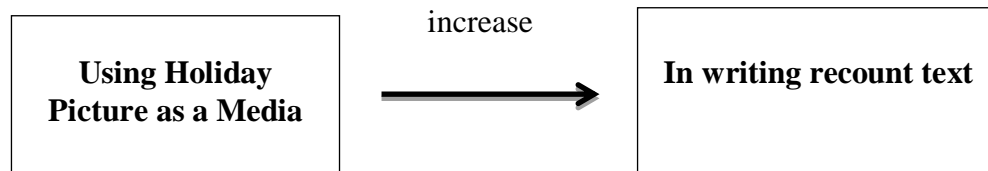
C. Conceptual Framework

Writing is one of the four skill in English that must be mastered well. Writing is one action or process of producing words in a form that can be read and understood, with writing we can be a creative person. Writing is skill that should be practice any time, to get result better. Many students think that writing is a difficult. They do not what they want to write. They lack vocabulary and confuse to determine what they should write. It is because they do not know kinds of text in English.

Recount text is one of kinds of text that tell to the reader about experienced and happened in the past. Purpose of recount text is to give information or to entertain the reader. In recount text there is no complication like Narrative write.

Picture is one of media in teaching learning process. By using picture as a media in writing recount text, it is easy for the teacher to transfer the information to the students and the students will free easy and enjoy to write recount text. Picture are kinds of visual media which can be seen and touched by the students because media is non-projected. The students can be seen and make picture after that they can imagine what they will write.

Considering some advantages of the holiday picture media, it is expected that students' ability in writing recount text will be improved by using holiday picture as media. Relevancy holiday picture as a media is related to increase the students' ability in writing recount text in this Era.



D. Hypothesis

Based on the theoretical framework and the framework the action research hypothesis became : The use of Holiday Picture as a Media can increase the students ability in writing recount text at the eight grade of SMP Negeri 4 Percut Sei Tuan.

CHAPTER III

METHODE OF RESEARCH

A. Research Setting

This study was conducted at SMP Negeri 4 Percut Sei Tuan. This school consist of 19 classes, there was 6 classes for grade VII, 6 classes for grade VIII, and 7 classes for grade IX. I choose the school because it was field practice experience and the English teacher never use holiday picture media in teaching English.

B. The Data and Data Source

The data of this research is Classroom Action Research, consists of two kinds : quantitative and qualitative data. The quantitative data is analyze from the score of the students that will be given to them and qualitative data is analyzed from the interview sheet, observation sheet and diary note during the teaching-learning process.

The data of this research is 27 students. The researcher will choose this location because some reasons, they are: (1) this school is not far from the researcher's house, (2) the English teacher never use Holiday Picture as a media in teaching writing, and (3) the English teacher still use the traditional method in teaching English.

While the data sources are students and collaborator, when teaching learning process activity. (1). Students are as learner, in this research students are he important object as a source of the data, (2). Teacher is a collaborator, the collaborator assisted the researcher in conducting the action research.

C. The Research Method

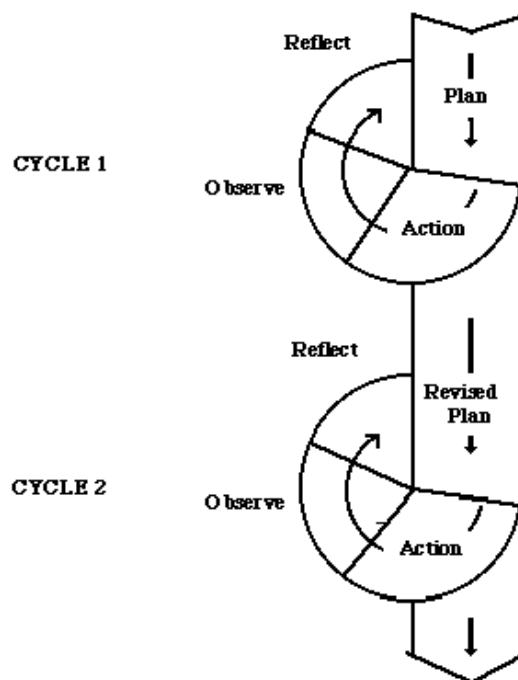
The research was conducted by applying Classroom Action Research. Classroom Action Research consist of three words that can be understood as follow :

- a. Research, is examine the activities of an object, use the rules of particular methodology to obtain data or information useful to improve the quality of a thing interest and important for resercher.
- b. Action, is something movement activities that deliberately made with a specific purpose, which in this study form a series of cycle of activity.
- c. Classroom, is a group of students who are in the same receives the same lesson from a teacher. Restrictions written for understanding of the nation that class is long to knock out a misconception and is widely understood by the public with “ the room of classroom but a group of students who were studying.

The classroom research was not really, because the teacher can do with a deliberate and carefully observed result. If the teacher realized the weakness of the result of his work, then that’s actually right thing has been as a title. According to Kurt Lewin, there are four steps in Classroom Action Research, namely : Planning, Acting, Observing and Reflecting.³⁴

³⁴ Suharsimi Arikunto. 2002. *Prosedur Pebelitian : Suatu Pendekatan Praktik*. Jakarta: PT. Rhineka Cipta. P. 131

Figure 1. Cycle of Classroom Action Research³⁵



The procedure of this research consisted of two cycles. Before going to cycle, the researcher conducts pre-test to students. Then, the researcher does the first cycle and second cycle. If the two cycles cannot improve the students' score. The researcher does the next cycle until the score of students can be achieved. The diagram above will be explained as follows:

Planning in this phase, the researcher conducted several meetings, teacher as friend to collaborate and cooperate discuss in action planning technique with make learning program activity. As for that do as follows: a). Make the implementation plan of learning in accordance with the material being taught, b). Preparing instructional media in accordance that related with gist strategy, c). Making the question that will be given to each students based on the basic

³⁵Tatang M. Amirin. 2009. "Classroom action research (penelitian tindakan kelas): Langkah awal." tatangmanguny.wordpress.com. Accessed on, 27th of March 2018

competence of the learning material, and d). Arrange the format of the observation sheet to be used.

Acting is the implementation of planning. The researcher will do everything that had been planned. Acting means a process of activity that is done or implementation of planning, in action. The researcher teaches how to improve the students' writing ability by Marathon Technique in the process of teaching and learning. At the end of action, reading comprehension test is administrated in order to measure how the students to be able to writing the text

Observing in this stage conducted an observation of how the learning process conducted by teacher. Implementation activities carried out during the learning process takes place, and after the learning takes place, when the implementation learning takes place that observed is the behavior of teachers and student behavior in learning process.

Reflecting in this stage of reflection the researcher performs data analysis about the learning process. The data obtained were assessed, what happen and the cause of the occurrence. And then the researcher looking for solution to resolve problem encountered so that action can run effectively and efficiently in the next cycle.

D. Instrument of Collecting Data

The data of the research of study consist of two types: quantitative and qualitative data. The instrument of collecting data of this research are :

1. Observation Sheet

Observation Sheet was the process of taken the data in a study in which researcher see the situation of research. Observation as a technique of collecting

data by observing every events and make a note about all of something that we want to observe. Anything has been seen and heard, it was used to get some information directly.

2. Interview

Interview was technique of collecting data by using speaking. Interview was a dialogue which has done by an interviewer to get information from responded with asks them some questions. Interview is conversation aimed to get information, usually it consisted of two person or more. Interview is conducted to get information about increasing the students' ability in writing recount text through holiday picture media.

3. Test

Test is a set question that given to the students or a set problem given to the students to see their achievement in answering the question. Test is a tool or procedure that used to evaluate of knowledge. Therefore, this tests focused to evaluating the components of the writing recount text, generic structure and linguistic features in recount text. It is include content, organization, vocabulary, language use, and mechanics. The researcher uses written test to measure and know the ability of grade VIII in applying holiday picture in recount text.

4. Diary Notes

According to Kunandar, diary note is one of instrument of research that is used to record everything that happens during the research and observation going on. It is a private note about observing, feeling, responding, reflecting, hypothesis, mind, imagination and explaining.³⁶ Diary notes are conducted to get information

³⁶ Kunandar. 2000. *Langkah Mudah Penelitian Tindakan Kelas*. Jakarta: PT. Raja Grafindo Persada. P. 195

or data about the situation and condition of the students' activity during learning process. Diary note used to know the students development in learning process.

5. Documents

Documents was anything written that contains information serving as proof. According to Kunandar, the documents which include all research participants will have a frame for the basic data.³⁷ Collecting documents are conducted to get information about the student the students' improvement. Document is one of important instrument in doing classroom action research. It help the researcher to find data about the students'. It included the students' attendance list, the students' score, and the students' evaluation.

E. Technique of Collecting Data

- 1) Observation : The writer observes the students and the teacher activity during the teaching learning process in the class.
- 2) Interview : The writer asks the teacher and some of the students about what they feel about the media.
- 3) Test : The teacher asks the students to write the recount text in the class for each meeting. The test is conducted by asking the students to write a text. The data will be taken from the students' writing score. The teacher and the writer control the class during in process learning.
- 4) Diary notes : The writer note all the activity that happen in the class when the teacher and students using the media in teaching learning process.

³⁷ Kunandar. *Loc.cit.* P. 196

- 5) Documents : The writer takes a documentation during the teaching learning process to know what all they do in the class. It will be taken a holiday picture all the situation on condition in the class.

The steps of Doing Test

1. Teacher distributes the test to the students by explaining the instruction
2. Teacher explains that the students are given a limited time to do the test.
After that, students should collect the test when the time is over.
3. Teacher evaluates the test to give the students' writing score.

F. Technique of Data Analysis

The data analysis is applied by using qualitative and quantitative data. The data used to describe the situation during teaching learning process. The qualitative data was taken by observation, interview, diary notes and documents. While the quantitative data was taken by the test. The quantitative data was used to analyse the students' score. To discover the mean score of the class in vocabulary test, the researcher applied the following formula :

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

Where :

\bar{X} = the mean of students' score

$\sum x$ = the total score

N = the total number of students

To categorize the number of competent students, the following formula was applied :

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

Where :

P = the percentage of students who get the score up to 75

R = the number of students who get the score up to 75

T = the total number of students who do the test

The data was taken from the students' writing in each cycle. The components of writing test consists of generic structure (orientatiton, events and reorientation) and gramatical features (language textual and syntactically language).

G. Establishing Trustworthiness

Trustworthiness, according to Lincoln and Guba involves credibility, transferability, dependability, and confirmability. These four concepts are extension or adaptions, of the traditional categories of internal validity, external validity, reliability and objectivity.³⁸ The researcher only use the credibility, specifically in triangulation.

Triangulation refers to the idea that multiple sources bring more credibility to an investigation.³⁹ There are four kinds of triangulation, they are : (a). Source triangulation, (b). Method triangulation, (c). Researcher triangulation, and (d). Theory triangulation. In this research, researcher will use source triangulation.

³⁸ Clive Opie .2004. *Doing Educational Research*, USA: Sage Publication, P. 69

³⁹ Marilyn Lichtman. 2010. *Qualitative Research in Education: A User's Guide*, USA: Sage Publications, P. 229

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

A. The Data

The data was applied by qualitative and quantitative data. The qualitative data were taken from interview, observation and documentation. The quantitative data were taken from inform of students' score in the taking test in class. The researcher was conducted in one class with 27 students the researcher used holiday picture as media in the class VIII at SMP N 4 Percut Sei Tuan. Before the researcher used holiday picture as media, the researcher interviewed English Teacher. The researcher found some problems in learning English process at school as follows :

1. The teacher did not used good media and strategy in learning process at the class.
2. The teacher did not used method in learning process. She just explained about the material to the students without used a method.
3. The students were not interest because there are not motivation for them in learning.

To know the students' ability in mastering writing recount text, the researcher gave the pre-test. The pre-test to know the students' ability, it can be seen in the table 1 :

Table 4.1
The Score of Students in Pre- Test

No	Initial Name	Score	Achievement Standard	Statement
1	AIM	50	75	Unsuccessful
2	AFU	75	75	Successful
3	AS	60	75	Unsuccessful
4	AA	65	75	Unsuccessful
5	AN	50	75	Unsuccessful
6	A	40	75	Unsuccessful
7	CA	60	75	Unsuccessful
8	EAS	75	75	Successful
9	FA	50	75	Unsuccessful
10	HP	65	75	Unsuccessful
11	HP	50	75	Unsuccessful
12	KS	50	75	Unsuccessful
13	MS	40	75	Unsuccessful
14	MI	45	75	Unsuccessful
15	NMA	40	75	Unsuccessful
16	MNA	40	75	Unsuccessful
17	N	55	75	Unsuccessful
18	RP	75	75	Successful

19	RS	60	75	Unsuccessful
20	RF	40	75	Unsuccessful
21	SYZ	50	75	Unsuccessful
22	SR	60	75	Unsuccessful
23	SS	50	75	Unsuccessful
24	TW	50	75	Unsuccessful
25	UW	50	75	Unsuccessful
26	YS	55	75	Unsuccessful
27	YEHM	55	75	Unsuccessful
Total		$\Sigma = 1455$		

The total score of the students in cycle I was 1455 and the number of the students who took the test was 27, so the mean of the students was :

$$\bar{X} = \frac{1455}{27} = 53.89$$

From the table above, the researcher got the criteria of successful and unsuccessful in students' ability in writing Recount Text :

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

$$P_1 = \frac{3}{27} \times 100 \% = 11.11 \%$$

$$P_2 = \frac{24}{27} \times 100 \% = 88.89 \%$$

Table 4.2
The Percentage of Students' Score

	Criteria	Total Students	Percentage
P1	Successful	3	11,11 %
P2	Unsuccessful	24	88,89 %
TOTAL		27	100%

From the table analysis, the students' ability on writing recount text was low. It can be seen from the mean of students was 53.89. The percentage of students' score was 3 students' got success score or it was only 11.11 %. It can be classified the students' ability on writing Recount Text was low. So, the research continued to the first cycle.

B. Cycle One

In the cycle I consist of : planning, action, observation, reflection.

1. Planning

The researcher explained the advantage of writing Recount Text as a basic tense and introduced holiday picture as media while teaching learning process in studying English. The researcher also explained the advantage of using holiday picture as media in writing Recount Text.

The plan was arranged before doing research. All the preparation that was needed in the process of research was prepared, such as analyzing and observing, examining, conducting students' test, media, observation sheet, designing questioning, the designing the learning pattern to Recount Text. The researcher had done to prepare as follows :

1. Knowing the students' problem at writing Recount Text
2. Analyzing the text book that used in the school in learning process.
3. Preparing the pre-test as instrument to collect the data about the students' problem
4. Making the lesson plan for the meeting in cycle one.

2. Action

The researcher explained about the advantages of holiday picture as media in teaching learning process especially in writing Recount Text. The researcher also made sure the students understand the aim and benefits of holiday picture as media and emphasizing holiday picture as Media in the class.

a. Procedure

1. Teacher came to the class on time.
2. Teacher read the attendance list.
3. Teacher prepared materials in teaching.
4. Teacher used Holiday Picture as Media to the students.

b. The Steps of Holiday Picture as Media

1. Teacher gave students number consist of absent and divided them into 5 groups.
2. Teacher explained Holiday Picture as Media.
3. Give a holiday picture to each group.
4. Ask students to write down what is happening in the holiday picture.
5. Ask each group to make the Recount Text based on the holiday picture as much as possible in 20 minutes.

c. Problem and Solution

After researcher conducted a study in cycle I, the researcher found some problems :

1. The students did not follow the picture as media because the students can not cooperative well.
2. Some students got difficult in using English when making a text.
3. They were still difficult in using structure well.

From the problems above the teacher directly found the solution to the problem, they are :

1. The teacher showed the funny holiday pictures for making interesting.
2. The teacher asked the students to open their dictionary to know the meaning of the word.
3. The teacher ordered the students for discussing together.

3. Observation

In this observation the researcher recorded every action, comment and the students' behaviour during teaching learning process in the class by using documentation, photos, and diary notes. There were many things that had been observed as follows :

1. Students come to the class on time.
2. Students answer the teachers' greeting
3. The students enthusiastic in teaching learning process.
4. Students listen to the teachers' explanation attentively.
5. Many students didn't the task cooperatively.
6. Every students didn't used English in group discussion.

7. The students were actively involved in the class.
8. The students didn't give their opinion.
9. The students ask question if they do not know

To know students' ability, the teacher gave them the test. The result of post-test it can be seen on it :

Table 4.3

The Students' Score from the Post-Test 1

No	Initial Name	Score	Achievement Standard	Statement
1	AIM	70	75	Unsuccessful
2	AFU	80	75	Successful
3	AS	70	75	Unsuccessful
4	AA	75	75	Successful
5	AN	65	75	Unsuccessful
6	A	60	75	Unsuccessful
7	CA	75	75	Successful
8	EAS	85	75	Successful
9	FA	70	75	Unsuccessful
10	HP	75	75	Successful
11	HP	70	75	Unsuccessful
12	KS	75	75	Successful
13	MS	65	75	Unsuccessful
14	MI	65	75	Unsuccessful

No	Initial Name	Score	Achievement Standard	Statement
15	NMA	65	75	Unsuccessful
16	MNA	65	75	Unsuccessful
17	N	70	75	Unsuccessful
18	RP	80	75	Successful
19	RS	75	75	Successful
20	RF	65	75	Unsuccessful
21	SYZ	65	75	Unsuccessful
22	SR	75	75	Successful
23	SS	70	75	Unsuccessful
24	TW	70	75	Unsuccessful
25	UW	65	75	Unsuccessful
26	YS	70	75	Unsuccessful
27	YEHM	75	75	Successful
TOTAL		$\Sigma = 1910$		

Based on the post – test I of the first cycle, the total score of students was 1910 and the number of students took the test was 27, so the mean of students' score was :

$$\bar{X} = \frac{1910}{27} = 70.74$$

From the analysis above, the students' ability in writing Recount Text was low. The mean of the students was 70.74. The number of students who were

competent in writing Recount Text test was calculated by applying the following formula :

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

$$P_1 = \frac{10}{27} \times 100 \% = 37.04 \%$$

$$P_2 = \frac{17}{27} \times 100 \% = 62.96 \%$$

Table 4.4

The Percentage of Students' Score

	Criteria	Total Students	Percentage
P1	Successful	10	37.04 %
P2	Unsuccessful	17	62.96 %
TOTAL		27	100 %

4. Reflection

Based on observation in learning of writing Recount Text that implay by using holiday picture as a media in writing Recount Text. There are increasing from the students' ability in writing recount text after using Holiday Picture as a Media. It can be seen from the result of Pre-Test until Post-Test 1.

Some problems of the implementation cycle 1 are :

1. The attitude of the students who have not more desire to participate in discussion.
2. The students do not have more confidence in learning.

3. Time is so limitation make the students did not concentration to answered the question.

Based on problem that find in cycle I , then this action research needs to be continued in the second cycle as a continuation and refinement of the first cycle. The researcher prepared some improvements that need to be planned for the second cycle are :

1. The researcher ordered the students to be active and be participant in discussion learning.
2. The researcher motivated the students to learning the recount text.
3. The researcher made allocation of the time to material to be delivered in learning process.

After teaching and learning process by using holiday picture in cycle I the teacher observed that are some cases to be fixed in the cycle II to make this research perfectly, they are :

1. The students' ability in writing Recount Text should be improved
2. The teacher should more take care to students who has less confidence for making best result.
3. The students' abiliy to know the grammar should be improved.

C. Cycle Two

In this cycle II consist of: planning, action, observation and reflection

1. Planning

In this cycle, holiday picture as a Media was still applied in this cycle in teaching learning process to write Recount text. The research prepared the lesson plan and suggested some media for students to explain their sub-topic. the

teaching learning process more emphasize students in writing Recount Text through writing test. The researcher created more supportive in order to foster the students to response and more active in class during teaching learning process.

2. Action

In this cycle, the researcher was tried to do best teaching during the implementation phase of action with material Recount Text using by holiday picture as a Media.

a. Procedure

1. Teacher came to the class on time.
2. Teacher read the attendance list.
3. Teacher prepared materials in teaching.
4. Teacher prepared slides containing groove of Holiday Picture as Media
5. Teacher used Holiday Picture as Media to the students.

b. The Steps of Holiday Picture as Media

1. Teacher gave students number consist of absent and devided them into 5 groups.
2. Teacher explained Holiday Picture as Media.
3. Give a holiday picture to each group.
4. Ask students to write down what is happening in the holiday picture.
5. Ask each group to make the Recount Text based on the holiday picture as much as possible in 20 minutes.

c. Problem and Solution

After researcher conducted a study in cycle II, the researcher found some problems :

1. The students did not follow the holiday picture as media because the students can not cooperative well.
2. Some students got difficult in using English when making a text.
3. They were still difficult in using structure well.

From the problems above the teacher directly found the solution to the problem, they are :

1. The teacher showed the funny holiday pictures for making interesting.
2. The teacher asked the students to open their dictionary to know the meaning of the word.
3. The teacher ordered the students for discussing together.

3. Observation

Based on learning in the cycle II, the researcher was familiar with the procedures. The researcher used Holiday Picture as Media that has been implemented in the first cycle. The researcher got difficult in the first cycle but in the second cycle the learning process has been deference, the researcher did not difficult to use Holiday Picture as Media in second cycle. The students more active and confidence in learning process by using Holiday Picture as Media. There were many thing that had been observed to the students as follows :

1. Students come to the class on time.
2. Students answer the teachers' greeting
3. The students enthusiastic in teaching learning process.
4. Students listen to the teachers' explanation antentively.
5. Many students didn't the task cooperatively.
6. Every students didn't used English in group discussion.

7. The students were actively involved in the class.
8. The students didn't give their opinion.
9. The students ask question if they do not know

To know students' ability, the teacher gave them the test. The result of post-test II it can be seen on it :

Table 4.5
The Students' Score from the Post-Test II

No	Initial Name	Score	Achievement Standard	Statement
1	AIM	75	75	Successful
2	AFU	85	75	Successful
3	AS	75	75	Successful
4	AA	85	75	Successful
5	AN	75	75	Successful
6	A	70	75	Unsuccessful
7	CA	80	75	Successful
8	EAS	90	75	Successful
9	FA	75	75	Successful
10	HP	85	75	Successful
11	HP	75	75	Successful
12	KS	80	75	Successful
13	MS	70	75	Unsuccessful
14	MI	75	75	Successful

No	Initial Name	Score	Achievement Standard	Statement
15	NMA	70	75	Unsuccessful
16	MNA	75	75	Successful
17	N	80	75	Successful
18	RP	85	75	Successful
19	RS	80	75	Successful
20	RF	75	75	Successful
21	SYZ	70	75	Unsuccessful
22	SR	80	75	Successful
23	SS	75	75	Successful
24	TW	75	75	Successful
25	UW	70	75	Unsuccessful
26	YS	75	75	Successful
27	YEHM	80	75	Successful
TOTAL		$\Sigma = 2085$		

The total score of the students was 2085 and the number of the students who took the test was 27, so the mean of the students was :

$$\bar{X} = \frac{2085}{27} = 77.22$$

From the table above, the researcher got the criteria of successful and unsuccessful in students' ability in writing Recount Text in cycle II namely :

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

$$P_1 = \frac{22}{27} \times 100 \% = 81.48 \%$$

$$P_2 = \frac{5}{27} \times 100 \% = 18.52 \%$$

Table 4.6

The Percentage of Students' Score

	Criteria	Total Students	Percentage
P1	Successful	22	81,48 %
P2	Unsucessful	5	18,52 %
TOTAL		27	100%

From the table analysis, the students, ability in writing Recount Text was improved. The percentage of students' score was 22 students got success score or it was 81.48%. in the other hand, just 5 students got unsuccessful scores or it was 18.52%. It can be concluded that the students' ability in writing Recount Text was improved. So, post-test II of the second cycle was categorized success.

Table 4.7

The Students' Score from the Pre-Test, Post-Test I and Post-Test II

No	Initial Name	Pre – test	Post – Test I	Post – Test II
1	AIM	50	70	75
2	AFU	75	80	85
3	AS	60	70	75

No	Initial Name	Pre – test	Post – Test I	Post – Test II
4	AA	65	75	85
5	AN	50	65	75
6	A	40	60	70
7	CA	60	75	80
8	EAS	75	85	90
9	FA	50	70	75
10	HP	65	75	85
11	HP	50	70	75
12	KS	50	75	80
13	MS	40	65	70
14	MI	45	65	75
15	NMA	40	65	70
16	MNA	40	65	75
17	N	55	70	80
18	RP	75	80	85
19	RS	60	75	80
20	RF	40	65	75
21	SYZ	50	65	70
22	SR	60	75	80
23	SS	50	70	75

No	Initial Name	Pre – test	Post – Test I	Post – Test II
24	TW	50	70	75
25	UW	50	65	70
26	YS	55	70	75
27	YEHM	55	75	80
TOTAL		$\Sigma = 1455$ X = 53.89	$\Sigma = 1910$ X = 70.74	$\Sigma = 2085$ X = 77.22

From the result of analysis showed that there was a development on the students' ability in writing recount text. It showed from the mean of pre-test was 53.89, the mean of post-test I was 70.74 and the mean of post-test II was 77.22.

Table 4.8

The percentage of Students who Got Point up to 75

Competence Test	Percentage
Pre –Test	11.11 %
Post – Test I	37.04 %
Post – Test II	81.48 %

The result of percentage of students writing during the research showed that percentage of students writing improved in each test. In the pre-test there was only 11.11% (3 students) who got point 75. It was caused the teacher did not give the treatment to the students.

In the post-test I there was the improvement of percentage of students who got points up to 75 namely 37.04 % (10 students). In post-test I (cycle I), the students did not get meaningful changes score from pre-test to post-test I, although the teacher had holiday picture as media in teaching recount text. It was caused by some of the students still did not know how to make holiday picture as media, when the teacher explained holiday picture as media, they did not give attention well.

Many students were not seriously or active in doing the task because they did not know what to do even they just imitated their friends' task. The lack of students interest in learning, lack of motivation, lack of control of teacher, and lack of concentration on the teaching material. In observation sheet and interview said that some of students did not pay attention to the teacher explanation, sometime some students bored in the class during teaching learning process, some students did not bring dictionary, and there was dustaint punishment to the students who were noisy because their voice disturb teaching and learning process. In addition, it was caused by the lack controlling of the teacher or lack of in mastering the material.

Their score got improving from pre-test until post-test II. It was caused in this cycle the teacher still applied the picture as media and explain it more detail, and also did some additional activities that were based on the reflection done by the teacher and collaboration to prevent the some mistake in cycle I and to get better improvement of students' score. Teacher motivated students were noisy to stand up in front of the class, gave more chance and attention to the students were not confidence to present their work or to ask what they had not understand.

From the data, it indicated that using holiday picture as media in writing Recount Text was effective, and the data above can be concluded that the students' ability have been improved by using that media.

4. Reflection

On the cycle II, there are improving from learning process by cycle II, the students have confidence and active in learning discussion. There are increasing from the students' ability in writing Recoun Text after using Holiday Picture as Media in the second cycle. It can be seen from the result of Pre-Test until Post-Test II.

D. Discussion

The data in this research was taken from recount text test in the form of making a recount text, interview, and observation. The research was conducted only in one class with two cycles. The data was taken from the eight grade SMP N 4 Percut Sei Tuan. The exact number of the students in the class was 27 students.

E. The Qualitative Data

The qualitative data was taken from diary notes, observation sheet, interview, and documentation.

1. Observation

From the observation sheet, the researcher was noted that the studentss were active and enthusiastic in learning Recount Text by using Holiday Picture as Media. By using Holiday Picture as Media they found their own way to explain the material for each topic to other group in class.

2. Interview

The interview was done before conducting from the first cycle. It was found that the teacher problem in teaching grammar were lack of using media or method in teaching learning process in class. The interview also found the students' difficulties writing text were lack in vocabularies about how to use the correct tense, and adverv of time. The interview also was done after implementing Holiday Picture as Media to the English teacher and some students who got the low and high score during teaching learning process.

3. Diary Notes

The researcher found that the students more active and enthusiastic during teaching learning process after using holiday picture as media in writing Recount Text. However some students are lazy and confused to study about text. After joining the group and made their own way to explain about Recount Text to other groups. They were active, serious and in terested in the class. Last, the researcher found that the students showed a good improvement in learning text especially about Recount Text.

F. The Quantitative Data

The kind of the test in this research is writing test to the students in the end of each cycle. It was found that the mean of the stdents' score was kept improving the test in cycle II. The result of the students' score could be seen in the following table :

Table 4.9
The Students' Score from the Pre-Test, Post-Test I and Post-Test II

No	Initial Name	Pre – test	Post – Test I	Post – Test II
1	AIM	50	70	75
2	AFU	75	80	85
3	AS	60	70	75
4	AA	65	75	85
5	AN	50	65	75
6	A	40	60	70
7	CA	60	75	80
8	EAS	75	85	90
9	FA	50	70	75
10	HP	65	75	85
11	HP	50	70	75
12	KS	50	75	80
13	MS	40	65	70
14	MI	45	65	75
15	NMA	40	65	70
16	MNA	40	65	75
17	N	55	70	80
18	RP	75	80	85
19	RS	60	75	80

No	Initial Name	Pre – test	Post – Test I	Post – Test II
20	RF	40	65	75
21	SYZ	50	65	70
22	SR	60	75	80
23	SS	50	70	75
24	TW	50	70	75
25	UW	50	65	70
26	YS	55	70	75
27	YEHM	55	75	80
TOTAL		$\Sigma = 1455$ $\bar{X} = 53.89$	$\Sigma = 1910$ $\bar{X} = 70.74$	$\Sigma = 2085$ $\bar{X} = 77.22$

The data showed that the total of the students' score is increased from pre-test until post-test II. It means that there was an improvement of students' ability in writing Recount Text which was taught by using holiday picture as media.

The students' ability got improving from the pre-test until post-test II as have been described in table. The students' score in post-test I was higher than in the pre-test. Then students' score in the post-test II was higher than in the post-test I.

G. Research Finding

The finding of this research is that holiday picture as media can help the students' ability in writing Recount Text. By applying it, the score of the students

in writing Recount Text got increasing from the pre-test until the post-test in each cycle.

Holiday picture as media was applied to improve the students' ability in writing Recount Text. It was one of many media that could made the students easier in learning English especially in writing Recount Text.

The research had proved the effectiveness of applying that media. It was shown in tables, the students' score from pre-test, post-test in cycle I and post-test in cycle II. It was because the teacher controlled the class better, directly admonished the students who were noisy. So the class become quitter and also provided more interesting activity in cycle II.

Students' data in post-test of cycle II showed that the mean of students' scores were higher than the mean of the students' score in post-test of cycle I and also better than the pre-test. In the last test of cycle II, there were 22 students who got the score above 75 point and only 5 students who got the score under 75 point.

This improvement not only happened in the mean of students' score but also the expression, interest, and excitement of students showed that there was improvement. It can be seen in the interview, and observation sheet. Most of the students were more active and enthusiast during teaching learning process.

It implied that the use of holiday picture as media could improve the students' ability in writing Recount Text also help the teacher to teach vocabulary and tenses.

CHAPTER V

CLOSING

A. Conclusion

After analyzing the data, it was found out that the students' score increased from pre-test to post-test of cycle I and cycle II. It means that :

1. The students' ability in writing recount text before giving the explanation about material was very low. They still confused to arrange the words be a good sentence or paragraph, generic structure and process to make recount text, I gave test to showed that mean of the pre-test (53,89). In this pre-test, students who got point up 75 were only 3 of 27 students.
2. There were some steps to implemented holiday picture as media in writing recount text such as :
 - a. Teacher gave students number consist of absent and divided them into 5 groups
 - b. Teacher explained Holiday Picture as Media
 - c. The teacher gave a Holiday Picture to each group
 - d. The teacher asked students to write down what is happening in the holiday picture
 - e. Then, asked each group to make the Recount Text based on the holiday picture as much possible in 20 minutes.
3. The students' ability in writing recount text after using holiday picture as media. Holiday picture as media can increase the students' skill in learning Recount Text, it shows that the score of the pre-test was 53.89, post-test I was 70.74, and the post-test II was 77.22. And it can increase the teacher and

students' ability in writing Recount Text, holiday picture as media can solve the problems faced by teacher and students in learning Recoun Text.

4. The students' response in teaching-learning process when the holiday picture media applied, the students more active in teaching learning process showed that observation sheet the students can explain about writing recount text, generic structure and the students felt interesting, enjoy, using holiday picture media and had ability to make recount text. When holiday picture media applied, I gave test to the students, asked them to do by their self. The result of the analysis showed that was 53.89, post-test I was 70.74, and the post-test II was 77.22.

B. Suggestion

The result of this study shows that the application of holiday picture as media can improve the students' ability on writing Recount Text. Therefore, suggestion were stated in the following :

1. The students, they should study how to use a media in teaching. They can study it by practice with the people who can implemented the media in teaching. So they would be able to folHlow the lesson so that they more active in studying English language.
2. The English teacher, she should make a good media in teaching English, she can find the media from the internet or study with the private how to make a good media in teaching. It could be a new variation for her in teaching English.
3. The principal, provide a complete facility of teaching English that will support the learning activity. So, the teacher can guide the students to learn optimally and increase their ability at learning.

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BIOGRAPHY

A. PERSONAL

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Title : The Use of Holiday Picture as A Media in Writing
Recount Text at

The Eight Grade of SMP N 4 Percut Sei Tuan

Motto : Do not dream about your success. You have to work for it

B. EDUCATION

1. SD Swasta Karya Bhakti II, tamat tahun 2008
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APPENDIX 1

LESSON PLAN (CYCLE I)

School	: SMP N 4 Percut Sei Tuan
Subject	: English
Class	: VIII - 5
Type Text	: Recount Text
Language Skill	: Writing
Time Allocation	: 4 x 40 minutes

A. Identification

Standart Competence

Expressing meaning in short functional written text and simple essay in form recount in the context of daily life.

Basic Competence

Expressing meaning in short functional written text and rhetorical structure in simple essay by using written language accurately and appopriately in the contex of daily life in the form of recount text.

Indicator

1. Identifying generic structure of recount text
2. Identifying language features of recount text
3. Producing recount text

B. Learning Objective

At end of the learning process, students are able to :

1. Identifying generic structure of recount text
2. Identifying language features of recount text
3. Producing recount text

C. Learning Material

1. Definition of recount text

Recount text is kind of text which retells the action happened in the past.

2. Generic structures of recount text

- a. Orientation : Provides the setting and introduces participants
- b. events : Tell what happened, in what sequence
- c. Re-orientation : Optional- closure of events

3. Grammatical Features of Recount text

- a. Using nouns and pronouns to identify people, animals, or things involved
- b. Use of past tense to locate events in relation to speaker's or writer's time
- c. Use of adjective to describe nouns



VISITING BEACH

In Sunday morning, I and my friend went to the beach. We used the car to the beach. And we went to the beach for holiday. **Orientation**

After I was in the beach, I called my friend to play volly ball together. We played volly ball under the tree. And after that, we saw the boat on the water in the beach. It looks so beautiful and amazing. The water was blue colour and the boat walked under the sun. **Events**

And when the time was evening, we came back to our home. **Re-orientation**

D. Media of Learning

Media : Holiday Picture

E. Steps of Learning Activities

First Meeting

1) Opening Activities (10 minutes)

- 1) Greeting
- 2) Checking the attendance list
- 3) Aperception (students are asked their understanding about recount text such as what they have known and what they have heard)
- 4) Giving information.

2) Main Activity (60 minutes)

Exploration

- 1) Students are given the example of recount text
- 2) Students retell the picture from the holiday picture

Elaboration

- 1) Teacher explains the concept of recount text such as the definition, purpose, generic structures, and grammatical features of the text.
- 2) The students' retell what the teacher explains about the concept of recount text such as definition, purpose, and the others.
- 3) Teacher displays a holiday picture in the blackboard.
- 4) Students work in group consist of eight five students.

- 5) Teacher asks students to identify holiday picture and discuss it with their group.
- 6) The students write text form the holiday picture.
- 7) Teacher makes an example of holiday picture's title and invites each group to make their own title related to the holiday picture.
- 8) Teacher helps the groups in making recount text.
- 9) A representative from each group present their recount text in front of the class.

Confirmation

- 1) Teacher provide opportunities for students to ask about the problems.
- 2) Teacher concludes the learning activities.
- 3) Students are asked to relearn the material that has been taught to this day and was given the task of analyzing the generic structure contained in the recount text.

3) Closing Activities (10 minutes)

- 1) Students collect their writing.
- 2) Teacher checks the students' writing recount text.
- 3) Teacher and students discuss the difficulties in writing recount text.
- 4) Students are asked to conclude the materials together with the teacher.

Second meeting

1. Opening Activities (10 minutes)

- 1) Greeting
- 2) Checking the attendance list

- 3) Aperception (students are asked their understanding about recount text such as what they have known and what they have heard)
- 4) Giving information.

2. Main Activity (60 minutes)

Exploration

- 1) Students are given the example of recount text.
- 2) Students retell the picture from the holiday picture.

Elaboration

- 1) Teacher explains the concept of recount text such as the definition, purpose, generic structures, and grammatical features of the text.
- 2) The students' retell what the teacher explains about the concept of recount text such as definition, purpose, and the others.
- 3) Teacher displays a holiday picture in the blackboard.
- 4) Students work in group consist of eight five students.
- 5) Teacher asks students to identify holiday picture and discuss it with their group.
- 6) The students write text form the holiday picture.
- 7) Teacher makes an example of holiday picture's title and invities each group to make their own title related to the holiday picture.
- 8) Teacher helps the groups in making recount text.
- 9) A representative from each group present their recount text in front of the class.

Confirmation

- 1) Teacher provide opportunities for students to ask about the problems.
- 2) Teacher concludes the learning activities.
- 3) Students are asked to relearn the material that has been taught to this day and was given the task of analyzing the generic structure contained in the recount text.

3. Closing Activities (10 minutes)

- 1) Students collect their writing.
- 2) Teacher checks the students' writing recount text.
- 3) Teacher and students discuss the difficulties in writing recount text.
- 4) Students are asked to conclude the materials together with the teacher.

F. Resources Material / Media

- a. When English Rings The Bells.
- b. Internet, definition of recount text.

G. Evaluation

- a. Technique : written test
- b. Form : essay

H. Assessment

No	Component	Aspect	Score
1	Organization	The Assessment that include in the organization are: appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expression used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for	Max : 20

No	Component	Aspect	Score
		generalizations; conclusion logically and complete.	
2	Logical Development of Ideas : Content	The Assessment that include in the content are: Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay must based on own thought.	Max : 30
3	Grammar	The Assessment that include in the Grammar are: Native-like fluency in English grammar; correct; use of relative clauses; prepositions; modals; articles; verb forms and tense sequencing; no fragments or run on sentences.	Max : 25
4	Punctuation, spelling, and mechanics	Correct use of English writing conventions; left and right margins, all needed capitals, paragraph indented, punctuation, and spelling; very neat.	Max : 5
5	Style and quality of expression	Precise vocabulary usage; use of parallel structures; concise; register good.	Max : 20

Percut Sei Tuan, Agustus 2018
 Researcher

Hana Habibah
 NIM. 4.14.3.067

APPENDIX 2

LESSON PLAN (CYCLE II)

School	: SMP N 4 Percut Sei Tuan
Subject	: English
Class	: VIII - 5
Type Text	: Recount Text
Language Skill	: Writing
Time Allocation	: 4 x 40 minutes

A. Identification

Standart Competence

Expressing meaning in short functional written text and simple essay in form recount in the context of daily life.

Basic Competence

Expressing meaning in short functional written text and rhetorical structure in simple esaay by using written language accurately and appopriately in the contex of daily life in the form of recount text.

Indicator

1. Identifying generic structure of recount text
2. Identifying language features of recount text
3. Producing recount text

B. Learning Objective

At end of the learning process, students are able to :

1. Identifying generic structure of recount text
2. Identifying language features of recount text
3. Producing recount text

C. Learning Material

1. Definition of recount text

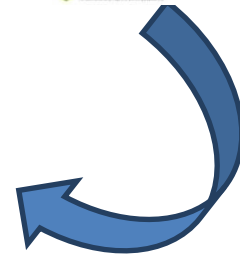
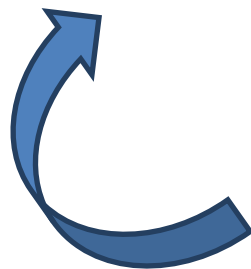
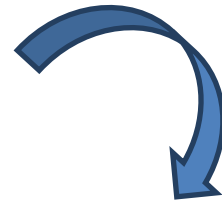
Recount text is kind of text which retells the action happened in the past.

2. Generic structures of recount text

- a. Orientation : Provides the setting and introduces participants
- b. events : Tell what happened, in what sequence
- c. Re-orientation : Optional- closure of events

3. Grammatical Features of Recount text

- a. Using nouns and pronouns to identify people, animals, or things involved
- b. Use of past tense to locate events in relation to speaker's or writer's time
- c. Use of adjective to describe nouns



GO TO THE ZOO

Yesterday my family went to the zoo to see some animal. **Orientation**

When we got to the zoo, bought some food to be given to the animals. After getting the food we went to the monkey cage, where we saw and feed some monkey. Before lunch we got a chance to ride on the elephant. It was very fun. I

nearly fell off when trying to get on the elephant's back. During lunch we enjoyed the sound of birds in the park. **Events**

We returned home very tired but happy because we had so much fun all the day. **Re-orientation**

D. Media of Learning

Media : Holiday Picture

E. Steps of Learning Activities

Third Meeting

1. Opening Activities (10 minutes)

- 1) Greeting
- 2) Checking the attendance list
- 3) Aperception (students are asked their undestanding about recount text such as what they have known and what they have heard)
- 4) Giving information.

2. Main Activity (60 minutes)

Exploration

- 1) Students are given the example of recount text
- 2) Students retell the picture from the holiday picture

Elaboration

- 1) Teacher explains the concept of recount text such as the definition, purpose, generic structures, and grammatical features of the text.
- 2) The students' retell what the teacher explains about the concept of recount text such as definition, purpose, and the others.
- 3) Teacher displays a holiday picture in the blackboard.

- 4) Teacher give one example based on holiday picture
- 5) Students work in group consist of eight students.
- 6) Teacher asks students to identify holiday picture and discuss it with their group.
- 7) The students identify the generic structure from the example that teacher make on the blacboard.
- 8) Teacher invite each group to make their own title related to the holiday picture.
- 9) The students write text from the picture holiday.
- 10) Teacher helps the groups in making recount text.
- 11) A representative from each group presents their recount text in front of the class.

Confirmation

- 1) Teacher provide opportunities for students to ask about the problems.
- 2) Teacher concludes the learning activities.
- 3) Students are asked to relearn the material that has been taught to this day and was given the task of anlyzing the generic structure contained in the recount text.

3. Closing Activities (10 minutes)

- 1) Students collect their writing.
- 2) Teacher checks the students' writing recount text.
- 3) Teacher and students discuss the difficulties in writing recount text.
- 4) Students are asked to conclude the materials together with the teacher.

Fourth meeting

1. Opening Activities (10 minutes)

- 1) Greeting
- 2) Checking the attendance list
- 3) Aperception (students are asked their undestanding about recount text such as what they have known and what they have heard)
- 4) Giving information.

2. Main Activity (60 minutes)

Exploration

- 1) Students are given the example of recount text.
- 2) Students retell the picture from the holiday picture.

Elaboration

- 1) Teacher explains the concept of recount text such as the definition, purpose, generic structures, and grammatical features of the text.
- 2) The students' retell what the teacher explains about the concept of recount text such as definition, purpose, and the others.
- 3) Teacher displays a holiday picture in the blackboard.
- 4) Students work in group consist of eight five students.
- 5) Teacher asks students to identify holiday picture and discuss it with their group.
- 6) The students write text form the holiday picture.
- 7) Teacher makes an example of holiday picture's title and invities each group to make their own title related to the holiday picture.
- 8) Teacher helps the groups in making recount text.

- 9) A representative from each group present their recount text in front of the class.

Confirmation

- 1) Teacher provide opportunities for students to ask about the problems.
- 2) Teacher concludes the learning activities.
- 3) Students are asked to relearn the material that has been taught to this day and was given the task of analyzing the generic structure contained in the recount text.

3. Closing Activities (10 minutes)

- 1) Students collect their writing.
- 2) Teacher checks the students' writing recount text.
- 3) Teacher and students discuss the difficulties in writing recount text.
- 4) Students are asked to conclude the materials together with the teacher.

F. Resources Material / Media

- a. When English Rings The Bells.
- b. Internet, definition of recount text.

G. Evaluation

- a. Technique : written test
- b. Form : essay

H. Assessment

No	Component	Aspect	Score
1	Organization	The Assessment that include in the organization are: appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expression used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalizations; conclusion logically and complete.	Max : 20
2	Logical Development of Ideas : Content	The Assessment that include in the content are: Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay must based on own thought.	Max : 30
3	Grammar	The Assessment that include in the Grammar are: Native-like fluency in English grammar; correct; use of relative clauses; prepositions; modals; articles; verb forms and tense sequencing; no fragments or run on sentences.	Max : 25
4	Punctuation, spelling, and mechanics	Correct use of English writing conventions; left and right margins, all needed capitals, paragraph indented, punctuation, and spelling; very neat.	Max : 5
5	Style and quality of expression	Precise vocabulary usage; use of parallel structures; concise; register good.	Max : 20

Percut Sei Tuan, Agustus 2018
Researcher

Hana Habibah
NIM. 4.14.3.067

APPENDIX 3

The Students' Mean Score

In the pre-test, the total of students was 1185 and the number of students took the test was 27, so the mean of students score was :

$$\mathbf{X} = \frac{1455}{27} = 53,89$$

In the post-test of the first cycle, the total score of students was 1540 and the number students took the test was 27, so the mean of students' score was :

$$\mathbf{X} = \frac{1910}{27} = 70.74$$

In the post-test of the second cycle, the total score of students was 1910 and the number of students took the test was 27, so the mean of students' score was :

$$\mathbf{X} = \frac{2085}{27} = 77,22$$

APPENDIX 4**Students' Name**

No	Name	Class
1	Adrian Iswandi Manulang	VIII - 5
2	Agung Friandy Utomo	VIII - 5
3	Anggara Syahputra Nst	VIII - 5
4	Anggi Aulia	VIII - 5
5	Anggiat Natanael	VIII - 5
6	Arman	VIII - 5
7	Cindy Aulia	VIII - 5
8	Erica Agustina Simanjuntak	VIII - 5
9	Fira Andini	VIII - 5
10	Hari Prayoga	VIII - 5
11	Hendro Purba	VIII - 5
12	Kristina Silitonga	VIII - 5
13	Michael Simanjuntak	VIII - 5
14	M. Irfansyah	VIII - 5
15	M. Muhaimin Al- Husna	VIII - 5
16	M. Nazri Aldi	VIII - 5
17	Novita	VIII - 5
18	Rahel Pakpahan	VIII - 5
19	Riska Safitri	VIII - 5
20	Riwan Faisal	VIII - 5
21	Siti Yunita Zahara	VIII - 5
22	Siti Ramadhani	VIII - 5
23	Sandang Sembiring	VIII - 5
24	Tika Wulandari	VIII - 5
25	Umarul Warakha	VIII - 5
26	Yenezkiel Sitanggang	VIII - 5
27	Yeni Erika Helen Manurung	VIII - 5

APPENDIX 5

OBSERVATION SHEET

The Observation Sheet of Students' Activity in Cycle I

NO	POINT OBSERVED	CYCLE I			
		1	2	3	4
1	Students come to the class on time				
2	Students answer the teacher's greeting				
3	Students are enthusiastic in teaching learning process				
4	Students listen to the student explanation attentively				
5	Students do all the task cooperatively				
6	Every group always using English in group discussion				
7	Students are actively involved in the class				
8	Students actively give their opinion				
9	The students ask question if they do not know				
10	Student's pay attention to the teacher explanation				

Note :

Put checklist (✓) in column 1, 2, 3 and 4 based on your observation.

1 : Bad

2 : Enough

3 : Good

4: Very Good

Knowing,

Jerni Lubis, S.Pd

APPENDIX 6

OBSERVATION SHEET

The Observation Sheet of Students' Activity in Cycle II

NO	POINT OBSERVED	CYCLE I			
		1	2	3	4
1	Students come to the class on time				
2	Students answer the teacher's greeting				
3	Students are enthusiastic in teaching learning process				
4	Students listen to the student explanation attentively				
5	Students do all the task cooperatively				
6	Every group always using English in group discussion				
7	Students are actively involved in the class				
8	Students actively give their opinion				
9	The students ask question if they do not know				
10	Student's pay attention to the teacher explanation				

Note :

Put checklist (✓) in column 1, 2, 3 and 4 based on your observation.

1 : Bad

2 : Enough

3 : Good

4: Very Good

Knowing,

Jerni Lubis, S.Pd

APPENDIX 7

OBSERVATION SHEET
The Observation Sheet of Teachers' activity in Cycle I

NO	Point Observed	1	2	3	4
1.	<p>Beginning Activities :</p> <ul style="list-style-type: none"> - Teacher comes on time - Teacher greets the students - Teacher absents the students - Teacher motivate the students in learning 				
2.	<p>Main Activities:</p> <ul style="list-style-type: none"> - Teacher explain about writing recount text - Teacher give example - Teacher give opportunities for students to ask if they do not understand - Teacher uses teaching media 				
3.	<p>Organizing time, students and learning resources:</p> <ul style="list-style-type: none"> - Teacher pairs the students - Teacher gives task to the students - Teacher monitors all group - Teacher organizing the students - Teacher manage and use learning sources 				
4.	<p>Doing assessment process and result:</p> <ul style="list-style-type: none"> - Teacher doing assessment process during learning process - Doing assessment in the last learning rocess 				

5.	Last Activities : - Teacher concludes the material - Teacher provide to follow up				
----	---	--	--	--	--

Note :

Put checklist (√) in column 1, 2, 3 and 4 based on your observation.

1 : Bad

2 : Enough

3 : Good

4 : Very Good

Knowing,

Jerni Lubis, S.Pd

APPENDIX 8

OBSERVATION SHEET

The Observation Sheet of Teachers' activity in Cycle II

NO	Point Observed	1	2	3	4
1.	Beginning Activities : <ul style="list-style-type: none"> - Teacher comes on time - Teacher greets the students - Teacher absents the students - Teacher motivate the students in learning 				
2.	Main Activities: <ul style="list-style-type: none"> - Teacher explain about writing recount text - Teacher give example - Teacher give opportunities for students to ask if they do not understand - Teacher uses teaching media 				
3.	Organizing time, students and learning resources: <ul style="list-style-type: none"> - Teacher pairs the students - Teacher gives task to the students - Teacher monitors all group - Teacher organizing the students - Teacher manage and use learning sources 				
4.	Doing assessment process and result: <ul style="list-style-type: none"> - Teacher doing assessment process during learning process - Doing assessment in the last learning process 				

5.	Last Activities : - Teacher concludes the material - Teacher provide to follow up				
----	---	--	--	--	--

Note :

Put checklist (√) in column 1, 2, 3 and 4 based on your observation.

1 : Bad

2 : Enough

3 : Good

4: Very Good

Knowing,

Jerni Lubis, S.Pd

APPENDIX 9

THE INSTRUMENT TEST

PRE TEST AND POST TEST I QUESTION

Intructions :

1. Write your name on the left or right to top of your worksheet.
2. Write down a recount text based on the holiday picture below ?



3. Concern about the vocabulary, structure and grammar
4. The test is allocated 40 minutes.

Name :

Class :

Part : Pre test, Post Test I and Post Test II

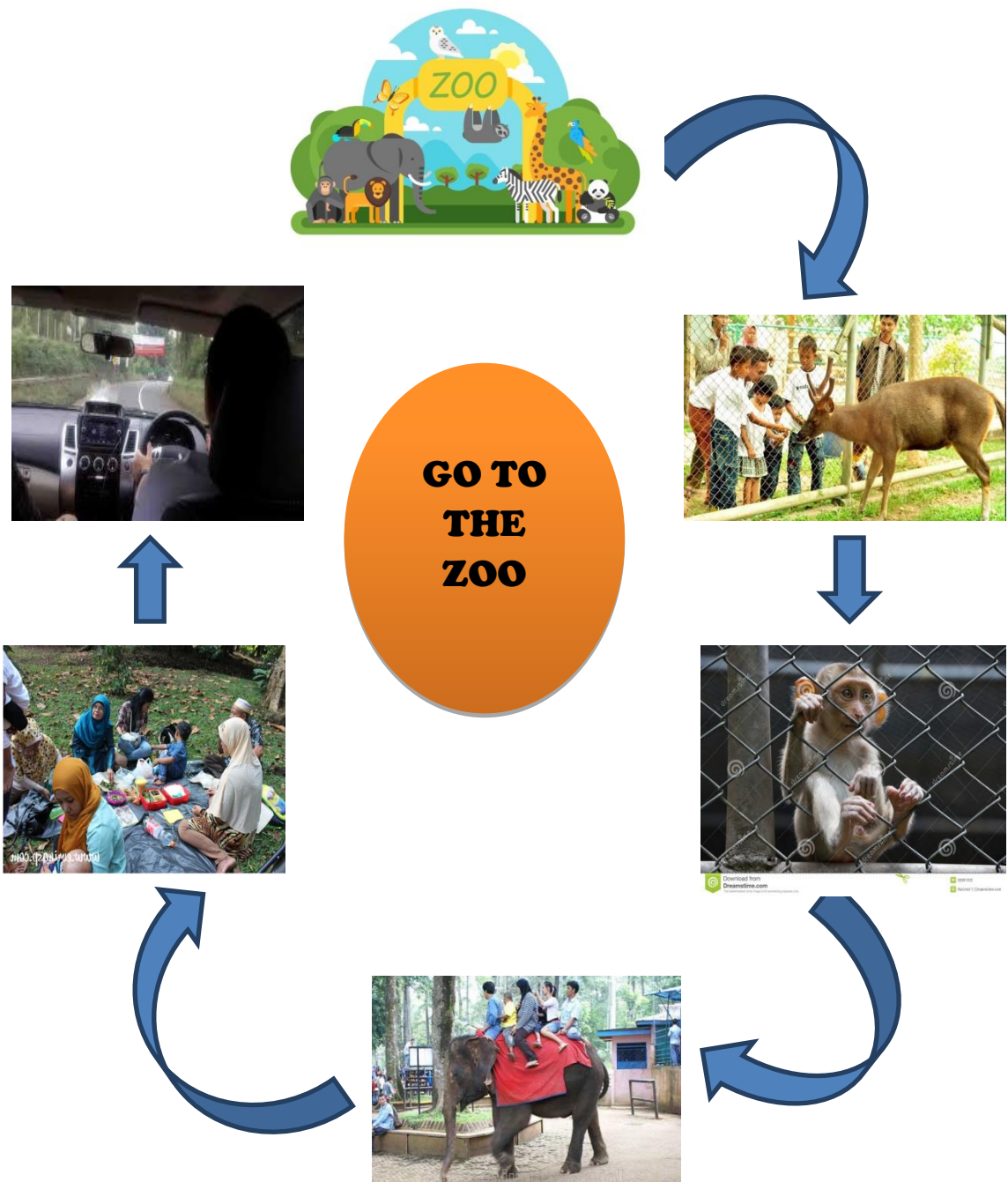
Organization	Content	Grammar	Punctuation	Expression	Score

APPENDIX 10

POST TEST II

Intructions :

1. Write your name on the left or right to top of your worksheet.
2. Write down a recount text based on the holiday picture below ?



APPENDIX 11

KEY ANSWER PRE TEST, POST TEST I AND POST TEST II

VISITING BEACH

In Sunday morning, I and my friend went to the beach. We used the car to the beach. And we went to the beach for holiday. **Orientation**

After I was in the beach, I called my friend to play volly ball together. We played volly ball under the tree. And after that, we saw the boat on the water in the beach. It looks so beautiful and amazing. The water was blue colour and the boat walked under the sun. **Events**

And when the time was evening, we came back to our home. **Re-orientation**

POST TEST II

GO TO THE ZOO

Yesterday my family went to the zoo to see some animal. **Orientation**

When we got to the zoo, bought some food to be given to the animals. After getting the food we went to the monkey cage, where we saw and feed some monkey. Before lunch we got a chance to ride on the elephant. It was very fun. I nearly fell off when trying to get on the elephant's back. During lunch we enjoyed the sound of birds in the park. **Events**

We returned home very tired but happy because we had so much fun all the day. **Re-orientation**

APPENDIX 12

Interview Sheet at SMP N 4 Percut Sei Tuan

The interview Sheet for the English Teacher Before Conducting The Research

1. Researcher : Good morning mom, I want to ask you something mom.
Could you please tell to me the media or method that you use in the class, especially in teaching Recount Text ?
- Teacher : Good morning too, okey
I ask the students to read the text related to the book, then, I ask them to make some group, and I explain the material to them.
2. Researcher : Why do you choose that method in teaching Recount Text?
- Teacher : I think, it is the simple way for them, so they can easily to understand the text.
- Researcher : so, what do you think about the learning ability of Class VIII-5 and their background ?
- Teacher : Many of the students' interest in studying English is low. It is because they think English is diffucult. And about their background, some of the parents know the important of education. And they take course for their children, and for the others, the parents do not care about it .

The Interview Sheet for the Students Before Conducting The Research

1. Researcher : Apakah kamu suka dengan pelajaran bahasa inggris ?
Student 1 : Tidak, saya tidak menyukai bahasa inggris, payah diucapkan.
Student 2 : Tidak, pelajaran bahasa inggris itu susah
Student 3 : Iya, tapi saya kurang menyukainya
2. Researcher : Menurut kamu materi mengenai menulis itu susah atau tidak ?
Student 1 : Bisa jadi, karena harus memikirkan kata-kata yang harus ditulis dalam teks tersebut
Student 2 : Susah, payah mencari kata-kata dalam bahasa inggrisnya.
Student 3 : Agak susah, karena bingung apa yang mau ditulis
3. Researcher : Biasanya bagaimana cara guru mengajarkan menulis (writing) kepada kalian ?
Student 1 : Dengan menjelaskan bagaimana cara menulis teks tersebut dan menjelaskan maksud teks tersebut
Student 2 : Hanya disuruh membaca penjelasan yang ada di buku
Student 3 : Dengan menulis di papan tulis tentang pengertian writing

The Interview Sheet for the Students After Conducting The Research

1. Researcher : Apakah kamu menyukai pelajaran Bahasa Inggris melalui sebuah media gambar ?
- Student 1 : Ya, belajar bahasa inggris melalui media gambar sangat menyenangkan
- Student 2 : Saya sangat menyukai pelajaran bahasa inggris terutama tentang menulis teks melalui sebuah gambar
- Student 3 : Ya, gambar sangat mendukung bagi saya dalam belajar bahasa inggris
2. Researcher : Bagaimana pencapaian bahasa inggrismu setelah belajar melalui media gambar ?
- Student1 : Itu dapat memperbaiki pencapaian bahasa inggrisku, dan aku mulai menyukai pelajaran bahasa inggris.
- Student2 : Menurut saya, bahasa inggris saya meningkat setelah belajar melalui sebuah gambar.
- Student 3 : Ketertarikan saya terhadap bahasa inggris semakin tumbuh.

APPENDIX 13

DIARY NOTES

FIRST CYCLE

First Meeting

The researcher entered the class for the first time and prepared the tools for recording document such as, paper and camera for taking pictures and so on. The English teacher started open the class. Firstly, the teacher introduced the researcher to the students and researchers' goals came to the students. The English teacher began to motivate the students in studying English explain about Holiday Pictures as Media in writing Recount Text And the students listened it well.

Second Meeting

In this meeting, the teacher explained more about Holiday Picture as Media, the importance of this media and how to apply the media in writing Recount Text by using Holiday Picture as Media and how easy and fun this media is.

1. The students pay attention to the teachers' explanation of Holiday Picture as Media.
2. The students were in group.
3. The students discussing together
4. The students answered the test carefully.

The students' behavior :

1. Some students were very serious in discussion
2. Some students ask question that they did not understand yet about it
3. And some else disturb their friends, chatted and didn't pay attention with the teacher direction well

Third Meeting

In this meeting, the students presented about their sub topic by using Holiday Pictures as Media and discuss to their groups.

SECOND CYCLE

Fourth Meeting

The teacher was still applied the Holiday Picture as Media in teaching learning process. The teacher also informed the students that the media was very important for helping them to write and suggested to be more active with their group.

These are the students' activities in class :

1. The students read the material
2. The students stand up in their group

Fifth Meeting

On this occasion, the students continued their discussion in each group.

There were sentences about writing. The behavior of the students :

1. Most of the students paid attention to be lesson well
2. The students were more active their group
3. The discussion more active than before

4. Each group explained their writing with their method in front of the class, and the other group responses and asked questions that they did not understand yet.
5. The students were more serious in doing the test
6. Their just a few of students' noisy, disturb other friends and chatted with their friends when teaching learning process.

Six Meeting

In the last meeting, the students could answered the task better than before and also more active during teaching learning process. The researcher concludes that the students were able by using Holiday Picture as Media and enjoyed learning activities actively. Students more focused on studying and developed their ability in writing Recount Text.

APPENDIX 14

DOCUMENTATION





