

**DIGITAL TECHNOLOGIES IN TEACHING WRITING
RECOUNT TEXT AT SMP IT ASH SHIDDIQQIYAH SERUA,
CIPUTAT, TANGERANG**



THESIS

Submitted to Faculty of Tarbiya and Teacher Training of UIN Prof. K.H Saifuddin Zuhri as a Patrial Fulfilment of the Requirements for Achieving the Degree of Sarjana Pendidikan (S. Pd) in English Education.

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**DIGITAL TECHNOLOGIES IN TEACHING WRITING RECOUNT
TEXTAT SMP IT ASH SHIDDIQIYYAH, SERUA, CIPUTAT,
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MOTTO

Sometimes You Win, Sometimes You Learn



DEDICATION

I dedicate this thesis to my beloved parents and my lovely sister



**DIGITAL TECHNOLOGIES IN TEACHING WRITING RECOUNT
TEXT AT SMP ISLAM TERPADU ASH SHIDDIQIYAH, SERUA,
CIPUTAT, TANGERANG**

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ABSTRACT

The spread of the Corona Virus Disease (Covid19) impacts various aspects of living systems such as social, economic, incredibly educational systems. The government enacted the schools from home during the pandemic. There was undoubtedly a change in implementing the teaching and learning process in the Indonesian educational context. The quick solution is by utilizing digital technologies as a learning media. SMP IT Ash Shiddiqiyah Serua, Ciputat, Tangerang is one of the school that maximizes the use digital technologies as a learning media.

This research described how digital technologies used in the learning writing recount text and found out the difficulties faced during the teaching and learning process at the ninth grade of SMP IT Ash Shiddiqiyah Serua, Ciputat, Tangerang. The research method used in this research is a qualitative descriptive method. The data obtained from interviews, observations, and documentations. The technique of data analysis used in this research was data reduction, data display, and data verification.

The results showed that English teachers of SMP IT Ash Shiddiqiyah Serua, Ciputat, Tangerang used three applications to help teacher teach writing recount texts, namely Whatsapp, Zoom meeting, and Edmodo. WhatsApp is used to provide information, send zoom meeting links to students, and inform students if there are assignments sent to Edmodo by the teacher. The material will be delivered and explained through the zoom meeting and also the question and answer session. Some media such as PowerPoint, images, and documents can also support learning using zoom meetings. Then the teacher will send the materials in documents, videos, photos, and assignments to Edmodo. Besides that, teachers faced some difficulties during the teaching and learning process namely, insufficient storage, internet connection, and lack of preparation.

Keywords: *Digital Technologies, Teaching Writing, Recount Text*

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Purwokerto, September 25,2021

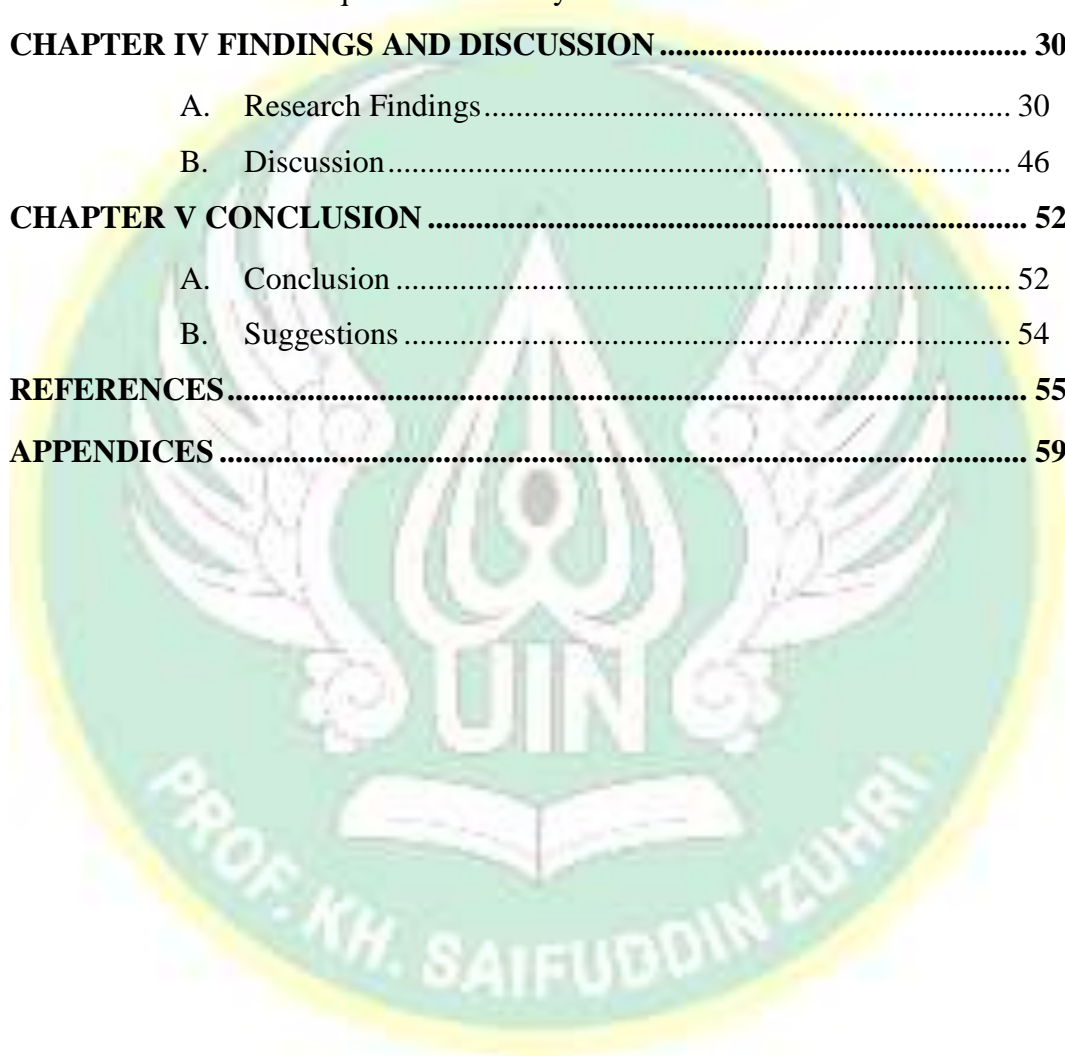


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CHAPTER I

INTRODUCTION

A. Background of the Research

The spread of the Corona Virus Disease (Covid19), now is making almost the entire world beset by panic and grief. This pandemic is impacting various aspects of living systems such as social, economic, incredibly educational systems. Governments around the world enact social distancing policy as an effort to prevent the spread of Covid19.¹ In Indonesia, the Minister of Education and Culture through circular letter number 36962/MPK.*/A/HK/2020 states that all college leaders, higher service institution heads, heads of provincial education, district/city education agencies, and heads of specialized training units to limit activities that create crowds and replace them into teleconference or other online activities.²

There was undoubtedly a change in implementing the learning process in Indonesian education. In the everyday context, teaching activities are carried out in the classroom synchronously by teachers and students. However, now, during the times of the Covid19 pandemic, it has changed to online learning. This condition is undoubtedly a challenge for English teachers in teaching, including writing skills, which is a complicated subject in English class because what is spoken is different from what is written.³ Ron White and Valerie Arndt, 2011 stated that “writing is not just copying language into written symbols; but, writing is a process of thinking in itself. Students must be mastering the English composition and mastering the English pattern correctly before starting to write”.⁴

¹ WHO Coronavirus Disease (COVID-19) Dashboard, WHO, accessed November 25 <https://covid19.who.int/>, n.p

² Damayanti Sri Luh, “ Implementasi E-learning dalam pembelajaran bahasa Inggris di pendidikan tinggi pariwisata di Bali selama pandemi Covid19”, *Jurney*. vol .2. no 2, july, 2020.

³ Asmara Rekha, “Teaching English in a virtual classroom using whatsapp during Covid19 pandemic”, *Language and Education Journal*, vol. 5 no 1, April, 2020.

⁴ Kusumawardhani, P.,& Nurhayati, “The Analysis of Teaching Writing to Englis Young learners (EYL) through a Movie: An ICT Perspective”. *Wanastra Journal*, Vol 11. No 2, March, 2019.

Based on the 2013 curriculum, the ninth-grade students of junior high school are required to learn five genres of writing text. They are descriptive, narrative, recount, procedures and report.⁵ Every genre has its own social function, generic structure, purpose and language features. One of the texts that are used in this study is recount text. Knapp said that recount text, primarily it's written out to creat a report regarding the experience of a series of connected events.⁶ Students dont's only learn recount text because it becomes one of the text they should learn in class, but they also learn it to get the means of English in real context by retelling their past experience or event. Thus the English teacher must provide appropriate media to convey the material adequately accepted by the students. write.⁷

The quick solution is by utilizing digital technologies as a learning media. The increasing varieties and accessibilities of digital technologies have expanded the tool and theachers' opportunities to use technology. Computer are powerful tools that come in many variations, from PCs placed on the desks to smartphone held in the palm. The Internet connects those device and connect students in the classeoom, schools, and around the world.⁸ With digital technologies, online learning in language teaching and learning has come to the fore, especially in English. Online learning provides the learners with various multimedia documents and various tools or programs to support language teachers to integrate multiple resources into the language classroom. This is certainly not easy to do, where in online class the teacher and students must be connected through communication tools or their devices such as computer, smartphone or laptop at the same time.

⁵ 2013 curriculum syllabus

⁶ Peter Knap, Walkins, Megan. Genre, text, Grammar Technologies for Teaching and Assessing Writing, (Sydney: University of South Wales, 2005.), p. 233.

⁷ Kusumawardhani, P.,& Nurhayati, "The Analysis of Teaching Writing to Englis Young learners (EYL) through a Movie: An ICT Perspective". *Wanastra Journal*, Vol 11. No 2, March, 2019.

⁸ Michelle .J. eady & Lockyer L, "Tools for learning: technology and teaching strategies." (Australia : Queensland University of Technology, 2013).p.71-89.

Further, both teachers and students must be well prepared with this current system of learning. This also needs an extra effort from teachers and learners to achieve the learning objectives.

One of the innovations that can be implemented in writing class is using mobile and web-based applications: Whatsapp groups, zoom meetings, and Edmodo. Application utilization will assist educators in delivering materials, analyzing student understanding and evaluating student's progress and learning objectives. Application use as media to explaining, showing, and transferring material in the teaching learning process.

Based on the preliminary investigation through online interview with an English teacher at SMP IT Ah Shiddiqiyah Serua, Ciputat, Tangerang on October, 14th 2020, that the teacher used zoom meetings as media to deliver material and the Question and answer section, then used whatsApp group to share the zoom meeting link and then used Edmodo too as a medium to submit students' assignments.

Based on the conditions, the process of teaching and learning process of writing recount text by using digital technologies at Ninth grade of SMP Ash Shiddiqiyah Serua, Ciputat, Tangerang will describe in this research. This research will be beneficial to increase the quality of teaching and learning process using Digital Technologies. Describing the extent of teaching writing recount text using Digital Technologies in ninth grade of SMP IT Serua Ciputat, Tangerang (SMP Asqy) this research then entitle “ *Digital Technologies in Teaching Writing Recount Text at SMP IT Ash Shiddiqiyah Serua, Ciputat, Tangerang*”.

B. Conceptual Definition

1. Digital Technologies

Digital technology is a wireless technology that utilizes signals as a means of connecting to convey messages. It is a bridge in sending data either visually or in writing via signal waves. However, in the end, the results received by the

receiver are analogue because the five senses can receive the results. Digital technologies are communication tools used with internet intermediaries and have various applications that provide video call or chat facilities to create a two-way communication.⁹ There are any communication device or application, encompassing: radio, television, smartphone, laptop, google, as well as the various services and applications associated with them, such as videoconferencing.

2. Teaching Writing Skills

Writing is considered the most challenging skill to be master because it requires many aspects of language in its creation, such as grammar, content, language use, and vocabulary. Students are not confident enough to write. They lose their enthusiasm. There are some reasons for students not being interested in writing, such as students perhaps have never written much in first languages or they do not have anything to say and cannot come up with ideas using an appropriate vocabulary, sentence and paragraph organization, and translate these ideas into readable text.¹⁰ Penny Ur stated that teaching writing is to get learners to acquire the abilities and skills they need to produce a range of different kinds of written texts similar to those an educated person would be expected to be able to produce in their own language.¹¹

3. Recount Text

Knapp et al., As cited in Bida Lailatul explained that a recount is a text consisting of a series of events in the past. Thus, writing recount text is an activity to writing notes of events that occurred in the past. The events are reported

⁹ Muhasim, *Pengaruh Tehnologi Digital, Terhadap Motivasi Belajar Peserta Didik*, Palapa: Journal studi Keislaman dan Ilmu Pendidikan. Vol 5. No. 2. 2017, p. 58.

¹⁰ Tommy Hastomo, "The effectiveness of Edmodo to teach writing viewed from students motivation". *Prosiding ICTTE FKIP UNS* vol 1, nomor 1, Jan 2016 : Sebelas maret University. Surakarta, 2016.

¹¹ Penny Ur, *A Course in Language Teaching*, 2nd edition book(Cambridge: University Press, 2012), p. 162.

chronologically according to the time and place of occurrence using several conjunctions and sequence markers.¹²

C. Research Questions

The problems will be discussed in this research are :

1. How are the digital technologies used in teaching writing recount text at SMP IT Ash Shiddiqiyah Serua, Ciputat, Tangerang ?
2. What are the challenges to teach writing recount text using digital technologies at SMP IT Ash Shiddiqiyah Serua, Ciputat, Tangerang ?

D. Objective and Significances of The Research

1. The objective of the research

- a. To describe the process of teaching and learning process of writing recount text by using digital technologies at SMP IT Ash Shiddiqiyah Serua, Ciputat.
- b. To find out difficulties faced by the teacher in teaching writing recount text using digital technologies at SMP IT Ash Shiddiqiyah Serua, Ciputat.

E. The Significances of the Research

The significances that can be expected from this research are :

1. Theoretical significances

Theoretical significances of this research are:

- a. The results of this research is expected can be helpful to improve knowledge and develop the quality of online learning using digital technologies.
- b. This research expects might be helpful as guidance and reference for further researches.

2. Practical significances

¹² Bida Lailatul .H., “An Error Analysis in Writing Recount Text of The 10 Grade Students of SMA Nasional 3 Bahasa Putera Harapan Purwokerto”, thesis. Purwokerto: IAIN Purwokerto.2019.

Practical significances of this research are:

1. For English Teacher

The result of this research hopefully could help them as an alternative model in teaching writing skill to improve teaching and learning activities.

2. For the School

This study is hopefully become motivation for the school to provides some appropriate and inovative learning media to support teaching process during and post Covid19 pandemic era.

F. Review of Relevan Studies.

Based on sources related to this research, there are several previous research related to this research topic. The subsequent discussion tends to the comparison of the previous studies.

The first study is *Rethinking English Language Teaching Through Telegram, WhatsApp, Google Classroom and Zoom*. A Journal written by Charanjit Kaur Swaran Singh inreview journal in the field of pharmacy 2020. The results showed that the teachers had good mastery and knowledge of planning, implementation, interaction, and assessment based on the teaching application. Other findings, namely problems faced by teachers with the application used, completing assignments in a short time, and students' attitudes to work together, were reported.¹³ The similarity between the current research and Singh's research lies in the type of research, namely content analysis, and both equally analyze use of digital technologies in the teaching English process. Meanwhile, the distinction between the two pieces of research is that Singh's research was focused on teacher mastery on Telegram, Whatsapp, Google

¹³ Singh Charanjit Kaur Swaran, "Rethinking English Language Teaching Through Telegram, Whatsapp, Google Classroom and Zoom", *Sys Rev Pharm 2020;11 (11):45-54* : A multificeted review journal in the field of pharmacy, 2020. P.48-51.

classroom and Zoom meeting. Whereas this research put emphasis on the use of three applications, namely whatsapp group, zoom meeting, and edmodo in writing skill.

The second research is a journal project written by Ardian Eko Sajaril, Rahmatia and Syahira in International Journal of Education, Information Technology and Other (IJEIT) 2020. The title is *The Student Perspective on the Effectiveness of Media Zoom Meeting in Increasing Knowledge of Thesis Writing at STKIP Muhammadiyah Manokwari*. The journal studied the students' perception of the effectiveness of zoom meeting as a medium to increase thesis writing knowledge. The results showed zoom meeting as a medium did not increase students knowledge of thesis writing. The similarity between the current research and Adrian Eko's et.al research lies in the effectiveness of zoom meeting use to teaching writing skills. Meanwhile, the distinction between both kinds of research lies in the object of the research. The research object of Adrian Eko's is students of University, whereas this research put emphasis on Junior High School Students.¹⁴

The third study is *The Impact of Whatsapp Group on Undergraduate Students' Writing in the Indonesian Tertiary Context*. A journal written by Fatimah Mulyasari and Shely Nasya in the 3rd Indonesian International Conference on Linguistic, Language teaching, literature and Culture, 2019. The result of this study indicate that use of Whatsapp groups has a more positive impact to the students' writing skills. The similarity between the current research and Fatimah's research is in a discussion about the uses of the whatsapp group as instructional media for teaching writing skills. Meanwhile, the distinction between the two pieces of research is that Fatimah's research focus on the use of the

¹⁴ Sajaril Ardian Eko, et al, "The student Perspectives on the Effectiveness of Media Zoom Meeting in Increasing knowledge of Thesis Writing at STKIP Muhammadiyah Manokwari", *international journal of Educatio, Information Technology and Other (IJEIT)* vol. 3, No. 2, August 2020. P. 335-336.

whatsapp group application, whereas this research put emphasis on three applications, namely whatsapp group, zoom meeting, and Edmodo.¹⁵

The last research with the title *The Effectiveness of Edmodo to Teach Writing Viewed from Students Motivation* is a research paper written by Tommy Hastomo, S.Pd. In Prosiding ICTTE FKIP UNS 2017. This research is aimed to determine the effectiveness of Edmodo as a medium in teaching writing at one of the Senior High school in Bandar Lampung. This researcher found of that Edmodo was more effective than picture series for teaching writing. Students with high levels motivation had better writing skills than those with low levels of motivation. There was an interaction between teaching media and students motivation in teaching writing. The similarity beetwen the current research and Tommy's research is on discussion about teaching writing skill using application. The difference is this research may put emphasis utilizing the application and difficultness.¹⁶

G. Structure of The Researchs

In order to get systematic research, it is necessary to classify the structure of this research. The structure of this research is structured as follows:

Chapter I presents the introduction Including the background of the problem, conceptual definitions, research questions, objectives and significances of the research, review of relevant studies, literature reviews, and structure of the research.

Chapter II presents the theories about Digital Technologies in teaching writing skills at SMP IT Ash shiddiqiyah Serua, Ciputat which consist of two sub-chapters; Digital Technologies and teaching writing skill.

¹⁵ Fatimah M and Shely Nasya P, "The Impact of Whatsapp Group on Undergraduate Students' Writing in The Indonesian Teritary Context", *The 3rd Indonesian International Conference on Linguistics, Language Teaching, Literature and Culture*, 2019.p. 266-267.

¹⁶ Hastomo Tommy, " The Effectiveness of Edmodo to Teach Writing Viewed from Students' motivation", *Prosiding ICTTE FKIP UNS* , vol 1, no. 1 2016. p.581-584.

Chapter III discusses the research method. This chapter contains the research design, subject and object of the research, technique of collecting and analyzing data.

Chapter IV presents the finding and discussion of the research consists of using digital technologies and the difficulties faced by the teacher when using digital technologies in teaching writing skills in SMP Ash Shidiqiyyah Serua, Ciputat.

Chapter V presents the conclusion, suggestion, and closing words.



CHAPTER II

LITERATUR RIVIEW

A. Teaching Writing Skills

1. Teaching writing

According to Coffin, Curry, and Goodman, teaching writing is an effort from the teacher to make the students understand how to write, focusing on the content, language used, and text structured, such as the construction of arguments and grammar and punctuation. In the process of writing, the correctness of grammatical becomes essential attention to produce good writing. In this case, the teachers have to guide the students in writing process so that the students could improve their ability in writing skills.¹⁷ In addition, Bright, as cited in Vino H.P, stated that in teaching writing, the teacher should also share their own experience, even admitting their feelings of reluctance and ambivalence. It means that intructions and rules are not complete enough in the teaching process. The personal approach is one of the essential things to support the teaching and learning process. Invloving an individual approach will help the teacher to teach the writing skill easily.¹⁸

Penny Ur stated that teaching writing aims to make students acquire the abilities and skills they need to produce types of written texts similar to those produced by educated people in English. Teaching writing effectively is one of the essential skills educators impart to their students. Teachers must choose appropriate resources and supporting materials to help students in teach writing, and it becomes the most effective thing in helping their students learn to write.¹⁹

¹⁷ Coffin, Curry and Goodman, *“Teaching Academic Writing”*. New York: Routledge, 2003.p. 78.

¹⁸ Vino H.P, *“Teaching Writing Descriptive Text by Combining Quick Write with Authors’ Chair Strategies for Senior High School Students”*, Thesis, Sumatera Barat : STKIP PGRI. 2015.

¹⁹ Penny Ur, *“A course in Language Teaching”*, 2nd edition book, (Cambridge: Cambrige University Press, 2012), P.162.

Every teaching method, strategy, and technique depends on the teacher's creativity to conduct the class. So teaching writing is how the teacher facilitate, motivate and encourage students to express their ideas in written form. Writing has the primary purpose of communicating and interacting with a person or some persons in any written form, in their language. Because of that, a good relationship can be established between each other. Moreover, the teacher's tasks is to make students able to express their ideas in writing.²⁰

2. writing skills

According to Salem and Ashraf, writing is an essential component of learning activities because it can strengthen the structure of grammar and vocabulary. He also added that writing can help students express themselves and give their ideas without being pressured by face-to-face communication.²¹ In addition, Heaton, as cited in Ashraf and Salem, assumed that writing skills are complex and sometimes challenging skills to teach, requiring mastery of grammar and rhetoric devices, as well as conceptual and judgemental elements. The writing process requires several skills to get good prose, such as language use, mechanical skills, stylistic skills, and critical skills.²²

Ron White and Valerie Ardent, as cited in Kusumawardhani, explained that writing is not just copying language into written symbols; but, writing is a process of thinking in itself. So, before students start writing, they must master English patterns and composition correctly.²³ As quoted in Bida Laila, Raymond described that writing is not only a medium of communication, but writing is a way of remember and think, and also a way to learn. No one can

²⁰ Nina Khayatul. V, "Teaching writing skill by using brainwriting". *OKARA Journal of Languages and Literature*, vol. 1, 2016.

²¹ Ashraf Atta M, and S. Salem, "The Effect of Using Writer's Workshop Approach on Developing Basic Writing Skills (Mechanics of Writing) of Prospective Teachers of English in Egypt," *English Language Teaching*; vol. 6, no.7,2013.

²² Ashraf Atta M, and S. Salem, "*The Effect of Using Writer's Workshop Approach.....*p.33.

²³ Kusumawardhani, P., & Nurhayati. (2019). The Analysis of Teaching Writing to English Young Learners (EYL) through a Movie: An ICT Perspective. *Wanastra*, 11(1), p.25–34.

write without thinking, investigating, observing, asking, experimenting and reading before.²⁴

In addition, Zulela, as cited in Safiatur, stated that writing is an unimpressive and unattractive skill for most students. Likewise, most of the students' writing focused only on grammar, spelling, and structure but not on meaning, significance, and enjoyment. Writing 'Good' sentences makes students override the essence of the sentences they write. Because of these reasons, students become less motivated and not interested in writing activities and consider these activities heavy activities. In addition, it is crucial for students learning a second language to write effectively for educational, business, and personal reasons.²⁵

Langan in Safiatur stated that practicing essay writing is the best way to write clearly and logically. An essay of about five hundred usually consists of an introductory paragraph, two to four supporting paragraphs, and a concluding paragraph.²⁶

3. Writing Recount Text

a. Definition of Recount Text

Knapp et al., As cited in Bida Lailatul explained that a recount is a text consisting of a series of events in the past. Thus, writing recount text is an activity to writing notes of events that occurred in the past. The events

²⁴ Bida Lailatul .H., "An Error Analysis in Writing Recount Text of The 10 Grade Students of SMA Nasional 3 Bahasa Putera Harapan Purwokerto", thesis. Purwokerto: IAIN Purwokerto.2019.p.27.

²⁵ Safiatur R. *Students' writing skill through Telecollaboration : in the context of whatsapp and facebook*. Loqueen : English studies journal vol 3 no 1. 2019.

²⁶ Safiatur R. "Students' writing skill through telecollaboraton".....p.33.

are reported chronologically according to the time and place of occurrence using several conjunctions and sequence markers.²⁷

Recount text is the text that tells the past. Husna and Multazim in Nur Fitria stated that recount text is the text that recounts/retells events that have occurred. Its function is to retell the experience in sequence. Recount text consists of orientation, event, and reorientation. Examples are experiences, history, and incident reports.²⁸

In addition, Robison et al., As cited in Allieni, stated that recount text is an orientation in which it contains a series of events, and sometimes there is an evaluation or reorientation at the end of the text. In general, a recount texts begins with an explanation to introduce and provide the necessary background information to understand the next part of the story.²⁹

In conclusion, recount text is a story about events that have occurred. The recount text explains what happened, who experienced the event, when, and where it happened in the past.

b. Kinds of Recount Text

Derewianka in Bida lailatul classified a recount text into three types. Those are personal, factual and imaginative recount text.

1) Personal Recount

A *personal recount* is a recount that retells what the writer or speaker has personally been involved in an activity(e.g. oral anecdotes, diary, and other). Language features of the personal recount are follows:

²⁷ Bida Lailatul .H., “An Error Analysis in Writing Recount Text of The 10 Grade Students of SMA Nasional 3 Bahasa Putera Harapan Purwokerto”, thesis. Purwokerto: IAIN Purwokerto.2019.

²⁸ Nur Fitria. U, “Students’ perception of using digital storytellingin learning recount text”, thesis, Tegal: Pancasakti University, 2021. P.16.

²⁹ Allieni Harris, et al., “An analysis of students’ difficulties in writing recount text at tenth grade of SMA N 1 Sungai Limau”, Padang: Journal English Language Teaching, vol. 2, no. 2, 2014. P.56.

- a) Using first pronoun.
- b) Personal feedback about events can be included, especially at the end.
- c) Details are often used to add interest or humor.

2) Factual Recount

A *factual recount* is a report about an events (for example; a report of a science experiment, police report, school trip report, historical recount). Language features of the factual recount are follows:

- a) Using third person pronouns.
- b) Detail is usually used to help the reader accurately reconstruct the activity or event.
- c) Sometimes the end describes the results of the activity (for example; in a scientific paper).

3) Immaginative recount text

An *Imaginative recount* is applying factual knowledge to an imaginary roles to interpret and narrate events, for example, *A day in the life of a Roman Slave, how to find Radium*. As a result, the students will be interested in learning English by using recount text to improve their mastery of using simple past tense.³⁰

c. Characteristic of Recount Text

According to Sugeng and Zaimah in their book about *Functional English for Senior high school* stated the characteristic of recount text are listed below :

- 1) Recount has the social function to retell an events into information or entertainment.

³⁰ Bida Lailatul .H, "An Error Analysis of Writing.....30.

- 2) Recount text is arranged chronologically and constructed from three elements,
- 3) Orientation tells who has been involved in the story, when, where, and why the story happened.
- 4) Events tells what happened in chronological order.
- 5) Re-orientation concludes the experience.

Grammatical Language features of recount

- 1) The use of nouns and pronouns.
- 2) The use of action verb as *bought, wrote, slept*.
- 3) The use of past tense as, *I went to Jakarta last holiday*.
- 4) The use of time conjunction as *but, and, that, etc*.
- 5) The use of adverbs and adverbs of phrases as *yesterday, in the school, quickly*.

e. Social Fuction of Recount Text

- 1) To inform something to the reader

Recount text serves to tell the reader something that has happened, where and when the events occurred.

- 2) To entertain

Some recount text serves to entertain a reader with stories of interesting experiences and even funny stories.³¹

From the explanation, recount text is a writing skill used to retell an event, experience, or action that occurred in the past that has been proven true and is followed with chronology.³²

³¹ Bida Laitaul. H, "An Error Analysis of writing.....31.

³² Ningrum Vita, et al, "Improving writing skill in writing recount text through diary writin", *E-journal of English Language Teaching society (ELTS)* vol. 1 no. 1. 2013.

B. Digital Technologies

Digital technology is increasingly becoming an essential element in many life processes. Many traditional tools, such as phone calls, letters, and private conversations, are time-consuming and sometimes not up to the required communication speed. Most areas of modern life are influenced by digital technology, from global positioning systems (GPS) in vehicles, which help us find our way, to cell phones that allow us to communicate anywhere and anytime. This fast technology gives us faster and easier access to information. Technology has enabled people to meet each other regionally, nationally, and internationally through video conferencing technology, which allows them to interact in real-time (synchronous communication).³³

As cited in Rustam Aji, Lev Manovich identified five digital characteristics: numerical, representation, modularity (the principle of assembling larger units into smaller units), automation, variability, and transcoding (the relationship between computerization and everyday culture). According to him, digital technologies are closely related to the media because it continues to develop with the technological advances from old media to the latest media to make it easier for humans in all fields.³⁴

The word “digital” means finger, and refers to one of the oldest calculating tools. When information is stored and transmitted digitally, it is converted to numbers at the most basic machine level as “zeros and ones.” In this context, the term represents technology that relies on microprocessors. Hence, Computers and Applications depend on the Internet and other devices such as video cameras and mobile devices such as telephones and Personal Digital Assistants (PDAs). It has required use of devices that allow access to cyberspace, such as the use of digital

³³ Dureen Lee. P, “*Handbook of Research on Electronic collaboration and Organizational Synergy*, (Australia: Universitas of Tasmania, 2009), p. 1.

³⁴ Rustam Aji, “Digitalisasi, Era tantangan media (Analisis Kritis Kesiapan Fakultas Dakwah dan Komunikasi Menyongsong Era Digital), *Islamic Communication Journal*, 2016, vol. 01, no. 1.p.44.

audio/video, and ICT (Information Communication and technology). Some examples of Digital technology include software, digital images, digital video, video games, web page, and website, and social media, data and database, digital audio, such as MP3s and e-book.³⁵

Digital technology uses information to meet human needs or purposes, including processing and exchanging. Digital technologies are of paramount importance to the future of education.³⁶ Digital technology is an umbrella term that describes any communication device or application, including radio, television, computers, satellite systems, and others, and the various services and applications associated with them, such as videoconferencing and distance learning.

1. Edmodo

Edmodo was owned, created, and funded by Nicholas Borg and Jeff O'Hara in San Mateo, California, in 2008. Borg and O'Hara, working in educational settings, look at the problems in the learning process and the difficulties encountered using technology to connect with students. Therefore, Edmodo was created. Currently, Edmodo is a popular web-based learning site used as a learning medium. It is a private microblogging service that provides a secure and accessible learning process. It is one of the top teaching and learning websites that provides innovation and creativity in the learning process. It has been popular for many educational institutions because of the features that it offers.³⁷

³⁵ Rifqi Mulyawan, "Pengertian digital technology (teknologi digital): sejarah, manfaat dan contohnya", <https://rifqimulyawan.com/blog/pengertian-digital-technology/>. accessed April, 26 2021.

³⁶ Sudhir S. K and Dr. Sunil K, "ICT Application in education: An Overview." *International Journal of Multidisciplinary Approach and Studies ISSN, 2015, NO: 2348-537X*. Vol. 02 .p. 27-28.

³⁷ PROBLEMS OF EDUCATION IN THE 21 st CENTURY Vol. 76, No. 3 http://www.scientiasocialis.lt/pec/node/files/pdf/vol76/333-349.Yusuf_Vol.76-3_PEC.pdf

Apart from providing facilities for teachers and students, parents can also connect to their children during the learning process. It is made like Facebook and convenient to use for the learning through media. The website for Edmodo is available at www.edmodo.com.

The Edmodo website continues to develop and provide innovation and creativity in the teaching and learning process. There are several advantages of using Edmodo in the teaching and learning process. Namely, students can upload homework assignments, take quizzes and polls, receive grades and feedback and teachers suggestion in real-time. Both students and teachers can share documents and digital media online and connect with those in the same class and with others from different schools, states, or cultures.³⁸

2. WhatsApp

WhatsApp is a free short messaging application that was invented by Jan Koum and Brian Acton in 2009. Currently, WhatsApp is used by 1 billion people worldwide in more than 180 countries. WhatsApp is developing as a communication application to connect with friends, families, colleagues anytime and anywhere in the world. The main feature of WhatsApp is sending and receiving various media such as text, photos, videos, documents, location, and voice and video calls.³⁹

3. Zoom Meeting

Zoom is an application that can be easily downloaded to personal computer or mobile device. Zoom is a collaboration and engagement tools as part of its free standard licence and can connect using VoIP or via traditional phone when the internet is not available. Zoom is a secure and reliable

³⁸ Qiamullah Yusuf at.al, “Engaging with Edmodo to Teach English Writing of Narrative Texts to EFL Students”, *Problems of education in the 21st century. ISSN 1822-7864 (print) ISSN 2538-7111(online, 2015)*, Vol. 76. P.335.

³⁹ Rahmadi Imam Fitri, “WhatsApp Group for Teaching and Learning in Indonesian Higher Education”. *Pamulang University. iJIM*, 2020, Vol. 14. No.13. p.151.

enterprise video communications platform for video and audio conferencing and webinars. Zoom meeting is a video conferencing platform that allows users to broadcast to up to 500 participants, only available to premium members.⁴⁰

C. Digital Technology in Teaching Writing Skills

Purcell et al., As cited in Nanik Sri, digital technologies help students write in various ways and have become helpful tools for teaching writing skills to secondary school students. Teachers see that the internet and digital technologies such as social networking sites, cell phones, and SMS generally facilitate students' expression and creativity and broaden their written materials' audience. There are plenty of digital tools beneficial for teachers and students in conducting the teaching and learning process. A device that had a high level of acceptance in recent years is social network. At the beginning of its emergence, the social network was only designed for connecting people at a distance. In its development, social networks are no longer media to connect people but more functional. Educators also use social networks to improve their teaching quality.⁴¹

Digital technology has become the primary medium of education aimed at the Covid-19 outbreak for institutions and students. The changes in the education system create a challenging situation for the educational institutions in most countries continue the face-to-face classes to interact with students. Therefore, educational institutions depend on the advancement of the Internet and digital networks to continue educational programs. For this purpose, countries with high internet infrastructure and devices can better respond to distance learning during pandemic outbreak. The concept of digital distance learning is practically checked in the Covid-19 outbreak. Many researchers believe that online learning and distance

⁴⁰ Adenegan K. E and Abiodun O.A, "Using of Zoom Cloud Meeting for Virtual Meetings and E-Learning. In: sustainable Development Goals Paradigm Shift: An Educational Approach", ISBN: 978-1-6431-121-1. The Green Institute, 2018.

⁴¹ Nanik Sri . R, "The effectiveness of Edmodo in increasing students' writing skill in recount text", *Lingua Scientia*, 2015, vol. 7, no. 2.

learning can be achieved with current capable infrastructure. However, the pandemic outbreak proves that the available resources and infrastructure are not sufficient for digital education. Digital transformation of education is one of the hot issues lately after the pandemic. The ministry of education and many international forums predict that the future of education depends on digital transformation like any other fields of every day.⁴²

The choices in the digital technologies for emergency distance learning are diverse, are as possible pedagogical approaches, learning contexts and applications. Hernandez de Menendez and Morales Menendez in Santiago Iglesias et al. mentioned that digital technology is the latest software to support the educational process. For every specific aspect of learning, various applications like Edmodo, Whatsapp and Zoom are available.⁴³

1. Some applications used in teaching writing

- a. Edmodo

According to Kongchan in Qismullah et al., Edmodo is one of the technology intended for education and is believed to help teachers in the language classes. This educational technology is similar to Facebook, which provides teachers, students, and even parents to support teaching and learning process. Furthermore, Charoenwet and Christensen, as cited by Qismullah stated, Edmodo is an internet-based Learning Management System (LMS) that presents a safe virtual classroom that teacher moderates. Edmodo facilitates students to communicate with teachers and participate in classroom activities outside the classroom. This virtual classroom allows students to share ideas,

⁴² Ishamuddin Musthapa, et al., "Effectiveness of digital technology in Education during Covid-19 pandemic. A bibliometer analysis", *Kuala Lumpur : iJIM*, 2021, vol.15, no. 08.

⁴³ Santiago Iglesias-Pradas, et. Al, "Emergency remote teaching and students' Academic performance in Higher Education During the Covid-19 pandemic: A Case Study", *Computer in Human Behavior* 119, 2021.p.4.

follow up with class assignments, and take quizzes. Students can use Edmodo not only to interact with the teacher but also with their classmates.⁴⁴

b. Whatsapp

According to Cifuentes & Lents, as cited in Fatimah and Shely, Whatsapp is a short messaging application that allows users to send text messages and share the contents in any form of images, documents, locations, contacts, videos, and audio. It also allows users to create chat groups to communicate within its boundaries. In addition, whatsapp has several benefits in the teaching and learning environment, such as saving time and convenience of intensive interaction between teachers and students, distributing teaching materials, submitting assignments and up-to-dating class activities.⁴⁵

c. Zoom

Zoom is recognized as an online meeting platform that allows users to share content simultaneously in video conferencing. Zoom claimed by *the bulletin of science and practice in 2020* that Zoom has featured where teacher and learner can explore and assess the four skills by emphasis on writing. Guzacheva as cited in Tia dwi P and Komang, stated that through zoom meeting, even though the learning process was carried out online, teacher and students could still interact via video conference. Students practice writing at home through screen sharing, where the students can follow the exact instructions as standard learning classes at school. In addition, Zoom is also indicated to be able to provide the assessment/evaluation process. Students' assignments can be evaluated through screen sharing, and assignments can be viewed and watched by other students same time. Then, the secure recording session in zoom feature allows students to review the learning process by

⁴⁴ Qismullah Yusuf, et al, "Engaging with Edmodo to Teach English Writing of Narrative Texts to EFL Students.".....334.

⁴⁵ Shely Nasya P and Fatimah M, "The Impact of Whatsapp Group on Undergraduate Students' Writing in The Indonesian Teritary Context".....264.

playing the recording file. It also means that students who still have some questions in their minds when the online learning session is over can learn by watching the recording of the learning session.⁴⁶

2. Possible challenges may face during teaching writing use digital technologies

According to Hew and Brush, as cited by Michelle and Lori, the barriers or challenges to using technology in the classroom include resource limitations, teacher knowledge, skills, and teacher attitudes and beliefs.⁴⁷ Atmojo and Nugroho in Novrika and Arif stated that some challenges in teaching using digital technologies are: some students did not have their smartphone, the internet connection was unstable, and sufficient internet quota.⁴⁸ Then Pallof and Partt in Aritaand Ani, stated that teaching online isn't always easy, as it calls for guidance and difficult work. It is concluded that instructors/educator should assume to spend extra time in developing the materials and activities, pupil assesment, and other direction related to online teaching.⁴⁹ In addition Wag, Sun and Haridakis in Pupung, stated that are some difficulties were found during the implementation of digital technologies there are:

- a. Bandwidth was found that bandwidth became the main problem coming up during the study conducted. Bandwidth indeed has to do with the choice of technology that should should highlight that crucial issue.
- b. Incompatibility of smartphone applications. The students used various media to access applications such as computers, laptops and smartphones.

⁴⁶ Tia Dwi Pradipta, Komang “ *An Analysis of Lesson Plan Implmentation Through Zoom in Teaching Writing Based on International Primary Curriculum at Sunrise School Bali*”. Master thesis. Bali: UNIVERSITAS PENDIDIKAN GANESHA.2021.

⁴⁷ Michelle J. Eady and Lori Lockyer, “*Tools for learning: technology and teaching strategies*”, (Australia: Queensland University of Technology, 2013), p.71.

⁴⁸ Novrika N, and Arif N, “Online learning amidst Global pandemic: EFL students’ challenges, suggestions, and needed materials”, *English Franca: Academic Journal of English Language and Education*, vol. 4, no. 2.p. 119-120.

⁴⁹ Arita Destianingsing and Ari Satria, “Investigating Students’ Needs for Effective English Online Learning During Coving-19 for Polbeng Students”, *ELT-Lectura*, vol 7, no. 2, 2020. P. 148.

However, the students revealed that smartphones access was limited for some features did not show up in smartphones.

- c. Someone may confuse in using some digital technology. Most of the students confirmed that digital technology was confusing since that was their first encounter with digital technologies. Therefore, adequate training in using digital technology is required.⁵⁰

CHAPTER III RESEARCH METHOD

This chapter describes the research methodology. This chapter consists of the type of the research, data sources, the technique of data collection, and the technique of data analysis.

A. Type of the Research

Field research encompasses many specific techniques, but usually, the researcher directly observes and participates in small-scale social settings, most often in his or her home culture.⁵¹ The data and information are collected through online observation and interviews, and field notes made while participating in class. Qualitative approach is used to place the problems that require the context of time and situation in question appropriately with the fields' condition through

⁵⁰ Papung P, Susilawati and Wachyu S, "The use of edmodo in teaching writing in a blended learning setting", *Indonesian Journal of applied Linguistics*, vol. 5, no. 2, 2016.p. 249.

⁵¹ W. Lawrence Neuman, "*Social Research Methods: Qualitative and Quantitative Approaches*", (Pearson Education Limited, 2014, 7 edition), p.433.

the descriptive method. Qualitative descriptive research is inquiry in the natural setting, an exploratory study of experience-as-lived and everyday life in the world. Its aims to produce a detailed description and an in-depth understanding of the phenomenon of interest, the cultural or lived experience of people in a natural setting.⁵² The resulting data is analyzed and interpreted to solve the problem.⁵³ This method describes a phenomenon, facts, or reality by using word explanation to solve the research problem.

In conclusion, this research is a descriptive qualitative research. Descriptive qualitative activities include data collection, data analysis, data interpretation, and data conclusion. The qualitative method was chosen in this research because it helps discover all of the information needed, including applying digital technologies in teaching writing and its difficulties. This research aims to provide an overview about “Digital Technologies in Teaching Writing recount text at SMP IT Ash Shiddiqiyah Serua, Ciputat, Tangerang.”

B. Sources of Data

1. The Place and Time of The Research

The research was conducted in SMP IT Ash Shiddiqiyah Serua, Ciputat, Tangerang. The aim of taking this place as a research place because this school is under the auspices of a good Tahfidz School foundation, teacher effort to teach writing is interesting to explore further. In addition, during the pandemic, digital technologies were greatly maximized in learning at this school. The data was obtained through online observation on February 18 and 25, March 1 and 8, 2021 and interview on May 27, 2021. This research focuses on the ninth grade students of SMP Ash Shiddiqiyah Serua, Ciputat, Tangerang in the academic year of 2020/2021.

⁵² Joan K. M and Eileen Thomas, “A first *Qualitative project: Qualitative Descriptive Design for Novice Researcher*”, JSPN vol.14, no. 4, 2009.

⁵³ Shaaban. W. H. W & Reflinda, “Guided reading approach to reach students’ reading comprehension : A descriptive qualitative research” *BICED*. EAI, 14-19. 2020.

2. Subject of The Research

An English teacher and students' of SMP IT Ash Shiddiqiyah Serua, Ciputat, Tangerang in the academic year of 2020/2021 are the subjects of this research. The ninth grade students are chosen as the subjects of the research because according with the teacher statement that this class is the most attractive and active class, besides that this class was studying writing material, researchers could take the required data from this class. This class consist of 15 males and 23 females.

3. Object of The Research

The teaching and learning process of writing skills using digital technologies during the Covid-19 pandemic in SMP IT Ash Shiddiqiyah Serua, Ciputat, Tangerang are the objects of this reserach.

C. Techniques of Data Collection

Techniques of data collection are essential as a way to know some techniques of data collection. In this research, interview, observation, and documentation are used to collect some data in the field:

a. Observation

Observation is a data collection technique relating to research on human behavior, work process, natural phenomena, and the observed respondents are not too large.⁵⁴ This research used observation to obtain data about the teaching writing process by using digital technologies at SMP IT Ash Shiddiqiyah Serua, Ciputat. To gather the valid data, the non-participant observation model was used as a process to learn about the activities of the students'. Field notes were used as the instrument of observation in this research. The data obtained from the observation are data on the teaching and learning process of writing in e-learning using digital technologies as the medium. Observation monitors the

⁵⁴ Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*.....P. 145.

English teacher during e-learning in the English language teaching. Thus, digital technologies that support students' independent learning and the difficulties they encounter can be seen.

Researcher's observation sheet adopted and modified from Ninda⁵⁵

No	The teachers' Activity	Yes	No	Description
1	Prepared the material well			
2	The teachers share zoom meeting link through whatsapp			
3	Greeting students before the lesson begin			
4	The teacher checking students attendance			
5	Asking the students' condition			
6	Reminding previous material			
7	Reminding the role during the lesson			
8	Giving the explanation of the material			
9	Giving opportunity for asking the question			
10	Help student's difficulties during learning			
11	The teacher send the material and daily activity to Edmodo			
12	Giving feedback after the			

⁵⁵ Ninda Septa Zulfanita, *The Use of Youtube to Improve Students' Ability in Writing*. 2019.Thesis

	lesson			
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Observation were conducted in four times that on February 18 and 12, March 1 and 8, 2021. The first observation was used to know how digital technologies, namely Zoom meeting, WhatsApp group, and Edmodo were used as learning media to teach writing recount text during a pandemic. The second observation was conducted to see the obstacles or difficulties encountered during the learning process and see how the teacher solved the problem. Then the third and fourth observations were carried out to see the evaluation process by the teacher.

b. Interview

According to Esterberg cited in Sugiono, an Interview is a meeting of two persons or more to exchange information and idea through interviewer questions and informant responses. Communication occurs and is structured about a particular topic.⁵⁶

Semistructured interviews were used to obtain the data. This interview is included in the in-depth interview category, which in its implementation is more flexible when compared to structured interviews. This type of interview aims to find problems more openly, where informants are asked for their opinions and ideas. In conducting interviews, researcher needs to listen carefully and take notes what the informants said.⁵⁷

In this research, the English teacher of 9th grade of SMP IT Ash Shiddiqiyah Serua, Ciputat, Tangerang, is interviewed on May 27, 2021 to obtain the information regarding digital technologies for learning writing during a pandemic.

⁵⁶ Sugiyono, *Metode Penelitian Kualitatif, kuantitatif dan R&D*.....p. 231.

⁵⁷ Sugiyono, *Metode Penelitian Kualitatif, kuantitatif dan R&D*.....p.233.

c. Documentation

According to Sugiyono, the document is a record of past events. Ordinary documents are writings, drawings, or monumental works of a person. Document studies are complementary to observations or interviews, which will be more credible/trustworthy if supported by the document.⁵⁸

Documentation was used in this research as a data resource to gain the information about digital technologies in teaching writing skills. Some documentation in the form of pictures during the teaching and learning process was used in this research. Besides that, field notes were made during observations and interviews. In addition, the data is also obtained from collected documents used by teachers in the teaching and learning process, including lesson plans, teaching materials, PPT, and pictures.

D. Technique of Data Analysis

According to Bogdan in Sugiyono is "The process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your understanding of them and to enable you to present what you have discovered to others."⁵⁹ After collecting the data, Miles and Huberman's theoretical framework is used to analyze the data through data reduction, data display, and data verification.⁶⁰

1. Data reduction

Reducing data means summarizing, choose the main points, focusing the main things, and find the themes and structures. This research used data reduction to reduce the data after gaining various data as wrote in the

⁵⁸ Sugiono, *Metodologi Penelitian Kualitatif, Kuantitatif dan R&D*.....p.226-228.

⁵⁹ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif dan R&D*.....p.246

⁶⁰ Matthew B. Miles & Michael Huberman, *Qualitative data analysis: An Expanded Sourcebook*, (2nd ed.), (thousand Oaks: SAGE, 1994), p.10.

field notes. There are several steps carried out in this research to reduce the data, including:

- a. Collect the data through interviews, observations, and documentations in the research field.
- b. Choose an appropriate data and classifying some related data.
- c. Removing unnecessary data.

2. Data display

Display the data can be done by brief descriptions, narrative text, charts, flowcharts, graphic and network. This research displayed the data using narrative text after reducing the data into simple explanation. Data display is used to interpret and describe the data from interviews, observation, and documentation. From the interview, data about teaching and learning process has been taken. In observation, the data about the use of digital technologies in teaching writing skill during the pandemic has been taken too. Whereas documents were taken from books/materials, lesson plan relating to the used of digital technologies as medium.

The data collected is mastered as the basis to take the appropriate conclusion. In this research, narrative text was used to interpret the data.

3. Data verification

The conclusion of qualitative research answered the research questions. The research were conclude and verify the data after rechecking, reducing and displaying the data to answer the research question of the use of digital technologies in teaching writing skill at SMP Ash Shiddiqiyah Serua, Ciputat, Tangerang.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents two aspects; they are data presentation and discussion of the research. The researcher describes the use of digital technologies in teaching writing skill at SMP IT Ash Shiddiqiyah Serua, Ciputat, Tangerang and finds some difficulties that faced by the teacher during the implementation.

A. Research Findings

The data that had been obtained from some kinds of data collection techniques are described in this chapter. The presenting data are online

observation, online interviews with Ms. N (Initials) as the English teacher, and study documents. The teachers taught through whatsapp, zoom meeting, and edmodo based on observations during the writing learning at SMP Asqy, several difficulties were found in the teaching and learning process. In this chapter, all findings related to the use of digital technologies in teaching writing are discussed as followed:

1. The Use of Digital Technologies in Teaching Writing (Recount Text) during The Pandemic

This research is related to digital technologies that support writing learners, especially recount text in English class during the e-learning process. As explained in Chapter II that digital technologies provide facilities for students to write in various ways and become tools that can help teacher teach writing skills during a pandemic that requires school from home. Digital technology help the educational system in all aspects of learning. many applications that available to support online learning, including edmodo, Whatsapp and Zoom.

From the observation, SMP Asqy used several applications to support learning during pandemic, namely, WhatsApp Group, Zoom meeting, and Edmodo as Ms. N said below:

”During the pandemic, SMP Asqy tried to maximize various applications to support online learning process. We used three main applications for learning, namely Whatsapp, Zoom meeting, and Edmodo. Previously we also used Telegram as a learning medium, but many parents complained because they did not have the application.”

The use of three applications is intended to support online learning activities, including writing material. Based on the lesson plan that has been made, the material (recount text) is delivered in three until four meetings. The first meeting explained the material, the second meeting was to review and

practice questions, the third meeting was the assignment, and the fourth meeting was daily tests. Ms. N said:

“For each one, the material will usually be delivered in four meetings. For example, this recounts text material. In the first meeting, the teacher will use it to convey and explain material about recount text. In the second meeting, the teacher used it to review the material and provide practice questions. In third meeting, the teacher gave an assignment, and later the assignment will be sent via Edmodo. Moreover, in the fourth meeting, the teacher gave a daily test.”

Based on the explanation above, the recount text material is given in four meeting. Each meeting allows using different applications according to the needs. Next, how each applications was used in each meetings are explained below.

a. WhatsApp

During the Covid-19 pandemic, the government required distance learning or school from home, requiring media that support teachers and students in the learning process is needed. One application that is widely used is whatsapp. Whatsapp is a short messaging application that allows users to send text messages and share the contents in any form of images, documents, locations, contacts, videos, and audio. It also allows users to create chat groups to communicate within its boundaries. Mrs. N said:

“Before the pandemic, whatsapp was already used in SMP Asqy to provide information about administration and any schedules. Whatsapp is used because it has many features that can help us (schools and parents) to communicate. It also because almost everyone has this app. During the pandemic, we (Asqy teacher) not only use whatsapp as a notification about administration, but we also use it to share Zoom meeting links when learning starts.”

During the pandemic, whatsapp was used as a medium to share the zoom meeting link. The teacher creates a group on whatsapp with the subject “Kelas 9 SMP Asqy” that consists of school administrator, teacher and students. The teacher creates a link then sent to the whatsapp group when the lesson will begin. Discussion of the material is done chiefly on zoom than on whatsapp. Ms. Novia said:

”More learning activities are carried out via Zoom meeting because Whatsapp does not yet have facilities that can connect many video calls. So currently, Whatsapp is only used to connect students and teachers to enter the Zoom meeting and for other additional information such as shifting hours. Learning begins with the teacher sending a short message containing the Zoom meeting link. Usually, students immediately click the link to join the class without responding to the teacher’s chat on Whatsapp group.”

In addition, based on the data from the observation that have been made, the use of whatsapp group as a medium to teach recount text from the first meeting will explain below:

1) First and second meeting

At the first and second meeting, the tacher used whatsapp as a medium to send text in the form of instruction to join the Zoom meeting by clicking the link that had been created. Sample text as follows:



Figure 1. Teacher's instruction to join the class in a zoom meeting via Whatsapp.

2) Third and fourth meeting

In the third and fourth meetings, whatsapp used only for assignment notifications. Ms. N said:

“The third and fourth meetings are assignments and daily tests where the assignments will be sent to Edmodo. Before that, the teacher will inform students about the rules and timing of assignment via chat on whatsapp.”

Based on the explained above, whatsapp is only used to help the teacher provide information about student administration and send Zoom meeting links. While learning activities were carried out through zoom meeting and edmodo.

b. Zoom Meeting in Teaching Writing.

Based on the observation that have been gained from observations on February 18 until March 8, 2021, Zoom meeting is used in SMP Asqy as the core medium for teaching. In the teaching writing process, the teacher uses Zoom meeting to meet face to face with students, deliver material and

explain the material. Zoom meeting is also used to attend students. From the first observation the researcher found the data as followed:

1. Meeting 1

For the opening, Ms. N greeted the students by saying, “*Assalamu’alaikum Wr.Wb, good morning students.*” After that, all students answered by saying, “*Wa’alaikumsalam Wr.Wb, good morning, miss.*” Ms. N asked the condition the students, “*How are you today?*” then, some students answered, “*I am fine, thank you. How about you?*” then Ms. N answered, “*very well, thaks.*” After greeted and asked students’ condition, Ms, N then checked the students attendace by calling one by one.

Before Ms. N started the lesson, she reminded about the students’ rules during the learning. Students are not allowed to turn off the *camera* during the lesson. To warm up students, Ms. N asked about the material that been studied before. Students who can answer correctly will be given an appreciation in the form of praise. In addition, Ms. N also provided a schema building about the material to be studied, telling about the importance of the material to be studied to encourage students.

Ms. N started the learning by displaying PowerPoint containing material about recount text. Before explained the material, students are invited to read the material for approximately ten minutes. After that, Ms. Novia asks about the material that students have read by asking, “*what is recount text?*”. Then, students are allowed to answer through two options, namely writing answers in the chat column or directly with play the audio. One of them answered “*Recount text is a text which retells something or events or experiences happened in the past.*” Ms. N directly gave applause and praise to that students. Before she continued to explained the material, she asked additional question, “*What the purpose of Recount text?*” it been a some time to students answered the question, but then, one of them

answered the question by said, *“The purpose of recount text is to share experience, retell something unforgettable, to entertain the audience.”* then, Ms. N gave praise to that student, then she explained again by underlining the text that she was explaining. Ms. N reminded them for focus to learning again.

Then, Ms. N explained the definition of recount text, its purpose, structure and gave some examples of recount text. Ms. N gave permission to ask the part of the material that students did not understand. Then one of them asked, *“Can you please repeat again the explanation about the structure in recount text?”* Ms. N answered, *“the structure in recount text, namely, introducing personal participant; I, My group, and other., written in the first or third person, using conjunction; then, first, finally, and other., using linking verb, using action verb, using simple past tense and using adverb of time”*. Then one of them asked again, *“Does telling the experience during the school holidays include an example from the recount text?”*. Ms. N answered, *“of course, dear, because the school holiday experience is on of the events in the past”*. To get the students in focus, Ms. N called students one by one, and students who did not answer these calls will be removed from the zoom meeting and considered absent.

Before closing the class, Ms. N evaluates the learning process. For the students who did not actively participate or were sleepy during the lesson, punishment is given in memorizing vocabulary related to the material that day. For the students who were getting involved in active learning, she gave a reward as a compliment. Then, Ms. N concluded and closed the class by praying with the students and said, *“see you and goodbye”*.

After delivering the material at the first meeting, then at the second meeting, the teacher used the zoom meeting to review the material presented

at the previous meeting and practice questions. From the second observation the researcher found the data as followed:

2. Meeting 2

Learning started after all students join in the zoom meeting, as opening ms. N greeted and check all student condition with asked, "*How are you today?*", then students answered, "*I am fine, thanks you. And you?*", then Ms. N answered "*I am fine too, Thank you*". After greeting and checking the condition of the students, the teacher took attendance by calling the students one by one.

Before Ms. N started the lesson, she reminded about the students' attitude during the learning. Students are not allowed to turn off the camera during the lesson. Students who have problems to turn on the camera, for example, because of a bad connection, must asked permission before through chat in chat column that provided in Zoom meeting.

Ms. N started the lesson by displaying a PowerPoint about the recount text material that discussed at the previous meeting. She re-explained or reviewed the recount text material to make it easier for students to remember the material taught, Ms. N emphasized every critical point that was explained. To ensure students' understanding, Ms. N appointed one of the students to explained the material again. Students who can answered correctly will be rewarded in the form of activeness score.

In the middle of learning, Ms. Novia displayed a slide containing text related to recount text. The text used is sourced from the teacher's handbook. The following is an example of the text and some of question given:

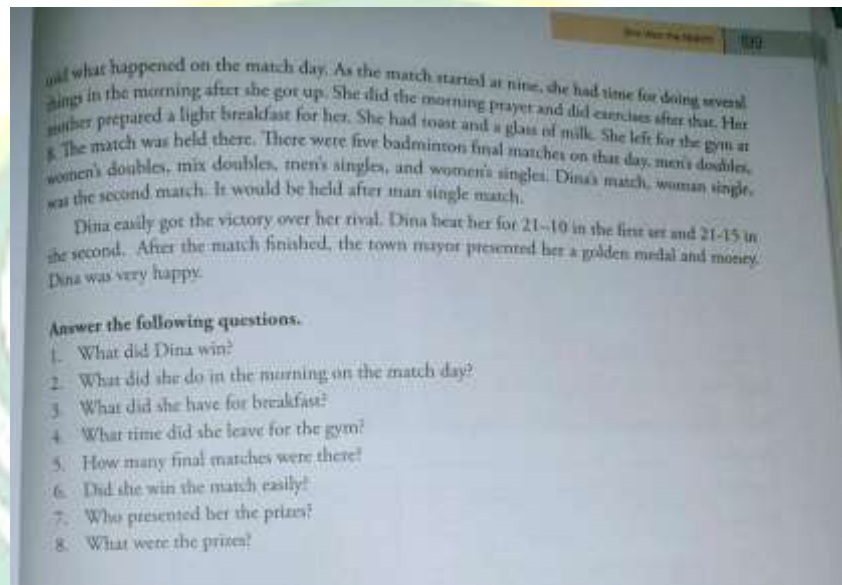
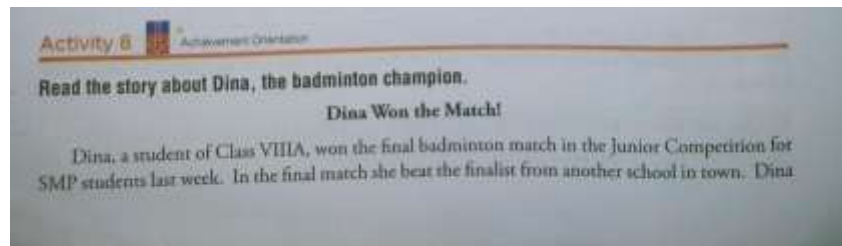


Figure 2. Handbook

In addition, which discusses the content of the text presented, Ms. N also gave some questions related to the structure of the text. Like when Ms. N asked, "Please give a brief example of recount text and write it in the chat column!". Students are given five minutes to work on the task. After that, Ms. N checked one by one the answers from the students and gave an understanding if there were incorrect vocabulary and grammar.

After the question and answer session was completed, learning continued by giving conclusions about material that has been studied. Once Ms. N allowed to conclude about the material, one students then concluded, "Recount text is a text that explains events in the past. It can be a personal experience or person's life story. Recount text is made using the simple past

tense. Consist of orientation, events, and re-orientation". Then Ms. N praised by saying, "great job!". After that, Ms. N closed the class by praying together and saying goodbye.

In the conclusion of the two observations made through zoom meeting, the used of zoom meeting is effective for learning process, which dealing to recount text material. The teachers can use this application very well so that the material can be appropriately delivered. Regulations such as having to active the camera are also factors that help the learning process run smoothly. With these rules, students can pay mor attention to the teacher and material presented. Teachers can also control and know the condition of students who are focused and who are not focused on learning.

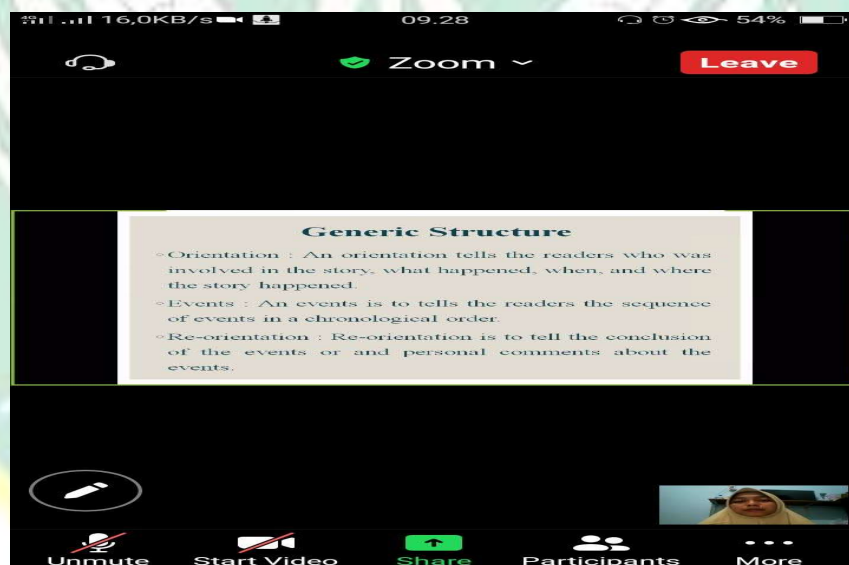


Figure 3. Material explanation by the teacher through zoom

In conclusion, zoom meetings are used for all learning activities, including writing recount text. Zoom meeting is used to deliver material and question and answer sessions. In this writing recount text, zoom meeting is very helpful for teacher because it has various facilities such as share

screens to display PowerPoint as supporting media. In addition, there is a chat feature where teachers can check students' vocabulary and grammar.

c. Edmodo in Teaching Recount Text

Edmodo is one of the technology intended for education and is believed to help teachers in the language classes. This educational technology is similar to Facebook, which provides teachers, students, and even parents to support teaching and learning process. Based on the data gained from the interviews and observations, Edmodo has been used at SMP Asqy even before the pandemic, Ms. N:

“Edmodo is also the same as whatsapp. Although it is rarely used, this application has been used since before pandemic. Edmodo is usually used to give assignments or upload videos if the teacher cannot enter the class. assignments can be in the form of google form or quizzes. Edmodo is also use to attend students; usually, the teacher will post material and ask students to provide conclusions in comments column. Students who do not comment on the post are considered absent there is confirmation from the teacher regarding the problem at hand. During this pandemic, of course, edmodo helps teachers to carry out learning. not only for assignments but edmodo is also used to share materials.”

Based on the observations that have been made, it can be known that Ms. N used Edmodo in all encounters. Here is the used of edmodo to teach recount text in several meetings:

1) First and second meeting

Edmodo website is constantly developed and provides innovation and creativity in the process of teaching and learning. With Edmodo, both teachers and students can share documents and digital media online and further connect with those in the same classroom and with others from different schools, states, or cultures. Ms. N said:

”After the learning activities at the zoom meeting end, usually the teacher will send the material and powerpoints that have been explained during the leasson into Edmodo. the reason for submitting material to Edmodo is that Edmodo is an easy-to-access and edit application”.

In the first and second meetings, edmodo was used to share material in powerpoints containing recount text. Uploading material to edmodo is intended so that students can download or read the material at any time without having to ask the teacher again.

2) Third and fourth meeting

As explained above, that in the third and fourth meetings are daily assignments and tests. Assignment sheets will be sent to Edmodo, and students must complete their assignments by the specified deadline. Before sending assignment to edmodo, the teacher will first inform students via chat in the whatsapp group. Ms. N explained as follow:

“For the assignment, we used Edmodo. edmodo has various features that we can modify according to our needs. For example, suppose the teacher wants the student to answer directly in the comments column. In that case, the teacher must log in using the school account so that only the teacher can see the answers from the students. students cannot see the answers of other friends even though they both answer in the comments column. It is good to avoid cheating. For assignments, students can answer directly in the comments column or write the answer on paper and take a picture and then upload it to Edmodo. If a question is provided in a google form, students only need to click on the link and work on it directly on the form provided”.

From the data above, it can conclude that edmodo during the pandemic is needed as a medium by SMP Asqy. edmodo is used to share material so students can download or read it any time. Edmodo is also used to give students assignments and daily test. Assignments are often made in

the form of google forms or direct questions. The question on google form, the teacher will send the link on edmodo, and students click on the link to work on the assignment. While for direct questions, students are allowed to answer directly in the comments column or write on a book and then take a photo and upload it. The teacher will give scores for their assignments, and students who do not work are considered absent or do not get scores unless with permission. Assignments is based on the accuracy of student answers and student processing time. It is regrettable because the teacher does not give assignments in practice so that students do not get the product from the recount text lesson.

This the link of google form: <https://forms.gle/VF9S8aoZmWYtE4Gw9>.



Figure 4. daily test through Edmodo

2. Difficulties faced when teaching using digital technologies

Digital technology has become the primary medium of education aimed the Covid-19 outbreak for institutions and students. The changes in the education system creates a challenging situation for the educational intitutions in most countries continue the face-to-face classes to interact with students. Digital technologies such as social networking sites, cell phones, and texting generally facilitating students expression, creativity and broadening the audience for their written material. There are plenty of digital tools beneficial for teachers and students in conducting the teaching and learning process. Although it is believed to be able to help the online learning process, it is possible not to get into difficulties in using it.

The data obtained from interviews with Ms. N on May 26, 2021, found several difficulties faced when teaching recount text using digital technologies in the form of whtasapp groups, zoom meeting, and edmodo. as Ms N said:

”Of course, there will be difficulties experienced when laerning used digital technologies. Even though some applications have been used, we do not entirely rely on these applications as the core media. Especially for learning to write, as we know all this time we teach using board and markers as the medium, but suddenly we have to switch to applications that will have very differents ways of teaching and delivering the material.”

Based on the explanation above, difficulties are found in using digital tecnologies to teach writing, where markers and whiteboards suddenly have to change to screens during the pandemic. This part answers the researcher’s question: “*What are the difficulties encountered when teaching writing using digital technologies?*”. There are some of difficulties that Ms. N while teaching recount text using digital technologies:

a. Insufficient storage

Whatsapp, zoom meeting, and edmodo are applications that require ample storage space. Not all students have good smartphone for the

installation these applications. It, of course, can hinder the smooth learning process. In addition, what if the smartphone does not have application that can support file transfer such as WPS or word. Ms N said:

“Insufficient storage is something that often happens when we install various applications on our smartphone. One solution that the school can do is to provide socialization about using applications that will be used during the online learning process. Socialization is addressed to all educators and students. This socialization aims to educate teachers and students about how the whatsapp, zoom meeting and edmodo applications are used. In addition, the school also recommends uninstalling unneeded applications in order to install applications needed for learning. because in addition to the three applications above, some students cannot read the files given by the teacher because they have smartphone that do not support opening document files. We also need application such as WPS or word on our smartphone.”

Insufficient storage is very influential for the continuity of learning using digital technologies. If there is insufficient storage, the application cannot be installed, and students cannot participate in learning. therefore, through socialization with students parents, the school provides solutions for using applications that students commonly use, such as Whatsapp, and Edmodo which can be accessed through the website. Hence, there is no need to install applications. It is expected to facilitate the learning process.

b. Lack of preparation

Authentic materials are all materials that have not been produced explicitly for language teachers, including newspaper, the internet, magazine, and others. Whereas non-authentic materials are specially designed for learning purposes. The language used in it is artificial, with well-crafted sentences, which helps teach such as coursebooks, textbooks, and student worksheets. Based on this theory, SMP Asqy used authentic materials in the

form of the internet, and pictures. Meanwhile, nonauthentic materials used are in the form of a textbook and student worksheet.

During the pandemic, teachers are required to be more creative in providing materials to students. Ms N, at the time of interview said that there were several difficulties she faced when preparing and delivering materials to students:

”Teacher must be competent in choosing media to convey material to students because of online school, so we have to simplify the material to be easy to understand. Usually, teachers can directly teach in class with only books, but when online learning, the teacher must first prepare the materials and media such as powerpoint, video, or pdf trxt. It, of course often makes teachers difficult, because on average, they do not only teach in one class but also several classes. When delivering material, we usually can scribble directly on the blackboard, but this time we cannot. We have to create a new document to be able to scribble.”

In online learning, the teacher must be more creative in delivering the material to understand it easily. The teacher must make the material more concise and straightforward. The dense teaching schedule, of course affects the preparation of the material. The teacher must prepare various kinds of material to become overwhelmed and less than optimal in preparing the material.

c. Internet Connection

Internet connection is one of essential things when online learning, the existence of teachers and students who far away requires an intermediary to connect them. The signal strength on the smart phone will significantly affect the online learning process. A lousy signal will undoubtedly make it difficult for students and teachers to connect correctly. Ms Novia says:

“The difficulty when teaching online is the signal. If the signal is terrible, the teachers and students will not be well connected, and the material presented will not be optimal. In addition, quotas can also hinder the learning process. As a tolerance from the teacher, students who have wrong signals are allowed to not activate the video because it will usually make a noise when the camera is activated. However, they must asked the teacher permission first.”

Based on the explanation above, internet connection is essential in online learning, where the continuity of learning depends on signal strength. If the internet connection is terrible, the learning process will be hempered. The problem is that not all students are in an area that has a good signal. One of the solutions given by the teacher is to send the material that has been delivered on Zoom meeting during learning to Edmodo, so that students can access it when they get a good signal.

B. Discussion

As the writer proposed in the firts chapter, this research proposed to answer the proposed question those are: to describe the use of digital technologies in teaching writing skill at SMP IT Ash Shiddiqiyah Serua, Ciputat, Tangerang and to find out some difficulties in teaching writing skill using digital technologies at SMP IT Ash Shiddiqiyah Serua, Ciputat, Tangerang. This section describes the justifications of findings based on the theories of some wxperts. Furthermore, the finding will be discussed with the relevant references from the experts to justify the research findings on the use of digital technologies in teaching writing skill at SMP Ash Shiddiqiyah Serua, Ciputat, Tangerang.

Purcell stated digital technologies helps students write in various ways and have become helpful tools for teaching writing skills to secondary school students. Teachers see that the internet and digital technologies such as social networking sites, cell phones, and SMS generally facilitate students' expression

and creativity and broaden their written materials' audience.⁶¹ The ninth grade of SMP Ash Shiddiqiyah Serua, Ciputat, Tangerang showed that using these digital technologies can support learning to write recount text during online learning. SMP Asqy used whatsapp, zoom meeting, and edmodo as a medium to connected teachers and students during the pandemic. Maximizing the use of these various applications shows that digital technologies can be helpful facilitate teachers and students in expressing and creating writing lesson suring online learning. the use of proper applplication is one of the supporting factors for implementating effective learning so that it can achieve learning objectives. From this explanation, SMP Asqy can use digital technologies to support the teaching writing skill process. These uses of digital technologies will be explored in greater detail below:

1. The use of digital technologies in teaching writing skill

In learning English related to the use of digital technologies, in leraning recount text, the teacher used several application:

- a. Whatsapp

The first application used at ninth grade of SMP Asqy is whatsapp. Whatsapp is used as a means of delivering information from teachers to students. The teacher make a group consisting of teacher, students and school leaders. Whatsapp groups were created as a discussion forum between teacher and students. Having a group will make it easier for teachers to send information to students because there is no need to contact students one by one. Teachers also use groups to send zoom meeting links and assignment information. With this, wahtsapp cah help facilitate online writing learning. This explanation follows Cifuentes and Lents's theory that whatsapp has several funtions in teaching and learning environments such as

⁶¹ Nanik Sri. R, "*The Effectiveness of Edmodo in Increasing Students Writing Skill in Recount Text*", *Lingua Scientia*, vol. 7, no. 2, 2015.

saving time and convenience intensive interaction between teachers and students, distributing teaching materials, submitting assignments and up-to-dating class activities.⁶²

Related to this, whatsapp is used at SMP Asqy as the potential alternative media that can be used for learning purposes, especially during a pandemic that requires the learning process to be carried out online. Using whatsapp proves that this application helps the process of learning writing skills and it also related to the previously mentioned theory about the use of whatsapp group as a learning medium. It showed that the use of whatsapp was the right choice as an online learning medium.

b. Zoom Meeting

The second application used is zoom meeting. Zoom meeting is a leader in corporate video communication with a cloud platform that is secure and reliable for video and audio conferencing, chat, and webinars. In learning writing skill at SMP Asqy, the zoom meeting is used as a medium to convey material, explain and question and answer sections. This is related to Guzacheva's theory that stated, through zoom meeting, even though the teaching process is online, the teacher and learners can still do face-to-face interactions through video conferencing. The learners can do their writing practice at home through screen sharing in which the learners can follow the instructions as the same as the standard class at school. Then, with the particular recording session feature in zoom meeting, the learners can review the previous learning process by playing the recording file. It also means that in the zoom meeting, the learners who still have some questions

⁶²Fatimah M and Shely Nasya P, "The Impact of Whatsapp Group on Undergraduate Student's Writing ".....264.

in mind when the online learning session is finished can learn by watching the record of the learning session.⁶³

As mentioned in theory before, one application that used at ninth grade student's of SMP Asqy to teaching writing skill as a substitute for face-to-face learning and an application that is effectively used to explain material during pandemic is zoom meeting. zoom meeting can make it easier for students to asked questions about material that has not been understood.

c. Edmodo

The third application that used in teaching writing skill at SMP Asqy is Edmodo. Edmodo is used to share material and give assignments to students. The features provided by Edmodo make it easy for teachers to edit and manage assignments according to their needs. Students can also easily access the application because it can be accessed through the website, so there is no need to download the application. This accordance with Kongchan theory that edmodo is one of the technological developments for educational purposes and is believed to assist teachers in language classroom. This educational technology resembles Facebook, so it can provide a place for teachers, students, and even parents to support teaching and learning process.⁶⁴

In the other line, Charoenwet and Christensen stated, Edmodo is an internet-based Learning Management System (LSM) that presents a safe virtual classroom moderated by a teacher. It facilitates students to communicate with the teacher and participate in class activities outside of

⁶³ Tia dwi P and Komang, "An Analysis of Lesson plan Implementation through Zoom.....n.p.

⁶⁴ Qismullah Yusuf, et al, "Enganging With Edmodo to Teach English Writing of Narrative Texts to EFL Students".....334.

the classroom. This virtual classroom allows students to share ideas, follow up with class assignments, and take quizzes. For students, they can use Edmodo not only to interact with the teacher but also with their classmates.⁶⁵ Based on the theory, Edmodo is the proper application that can help teachers and students share material in text, photos, videos, and audio. The features found in Edmodo can also help make it easier for teachers to give assignments to students.

2. Difficulties in teaching writing skill using digital technologies

The use of digital technologies in teaching writing skills at the ninth grade of SMP Ash Shiddiqiyah Serua, Ciputat, Tangerang showed that digital technologies could help facilitate teachers and students to carry out online learning. However, in practice, there are some difficulties experienced when using digital technologies for online learning. The total amount of storage on the smartphone, the provision of materials, and the connection can also be an obstacle when learning online. This difficulty accords with Hew and Brush theory's. The barriers or challenges to using technology in the classroom have many limitations, such as resources, teacher knowledge and skills, and teacher attitudes and beliefs.⁶⁶ In addition, Pallof and Pratt stated that teaching online isn't always easy, as it calls for guidance and difficult work. It is concluded that instructors/educators should assume to spend extra time in developing the materials and activities, pupil assessment, and other directions related to online teaching.⁶⁷

⁶⁵ Qismullah Yusuf, et al, "Engaging With Edmodo334.

⁶⁶ Michelle J., Eady and Lori Lockyer, "*tools for learning: technology and teaching strategies*", (Australia: Queensland University of Technology, 2013), p. 71.

⁶⁷ Arita Destianingsing and Ari Satria, "Investigating Students' Needs for Effective English Online Learning During Coviding-19 for Polbeng Students", *ELT-Lectura*, vol 7, no. 2, 2020. P. 148.

Technology such as laptops and gadgets is a crucial component to support online learning. Possession of technology support devices is a particular problem experienced during online learning. Some teachers and students do not yet have qualified technology devices to support online learning activities. Even if they have these supporting facilities, sometimes the laptops or gadgets they have are insufficient to be used in learning activities such as whole storage. In addition, the material is also one of the problems in online learning. Many students complain because of the many tasks that teachers give to students during the implementation of online learning. Thus, the selection of teaching materials, delivery and assignments must be considered. The problem when implementing online learning is the difficulty of internet access because of the weak connection in the area. It is undoubtedly one of the inhibiting factors for students participating in the learning process and collecting assignments given by the teacher. This explanation is relevant to Wag, sun, and Haridakis theory's, that one the difficulties in using digital technology is the incompatibility of applications with smartphones. Students used various media to access applications such as computers, laptops, and smarthphones. However, the students revealed that their smartphone access was limited to some features and storage, so some documents did not appear in smartphones.⁶⁸ In addition, Atmojo and Nugroho stated, that some of challenges in teaching writing using digital technologies are: not having their smartphone, unstable internet connection, and insufficient internet quota⁶⁹

Based on the theory above, it can be concluded that the limited ownership of devices that support the online learning process is needed. In addition, the material and assignments are also essential to note so that learning objectives

⁶⁸ Pupung P, Susilawati and Wachyu S, "The use of Edmodo in teaching writing in a blended learning setting".....p.249.

⁶⁹ Novrika N, and Arif N, "Online learning amidst Global pandemic: EFL students' challenges, suggestions, and needed materials",p. 119-120.

can be achieved. Lastly, Internet connections hinder students in following the student learning process and in collecting assignments.



CHAPTER V CONCLUSION

This chapter was outlined the summary related to this research. Conclusions of this research was drawn based on the data findings and the discussion gathered from the answer to the research questions. Chapter V is divided into two parts, namely conclusions and suggestions.

A. Conclusion

As mentioned in the firsts chapter, this research is intended to answer two purposes of research: (1) to describe the use of digital technologies in teaching writing recount text at the ninth grade of SMP Ash Shiddiqiyah Serua, Ciputat,

Tangerang; (2) to find out some difficulties in teaching writing skill using digital technologies at SMP Ash Shiddiqiyah Serua, Ciputat, Tangerang.

1. In terms of the first research question, based on the results of the interview, observation, and study document, it can be concluded that there are three applications used to help facilitate online learning of recount text writing. The first application is WhatsApp which is used to provide information and send zoom meeting links to students. WhatsApp is also used to inform if there is an assignment sent to Edmodo by the teacher. The second application is a zoom meeting used as a medium to deliver, explain the material, and have question and answer sessions. Some media such as PowerPoint, images, and documents can also support learning using zoom meetings. The third application is Edmodo, which is used to send several materials in the form of documents, videos, photos. Edmodo is also used as a medium for assignments. Easy access and the various editing features provided make it easier for teachers to give varied assignments. Based on several applications used, it showed that digital technologies used appropriately could help support the online learning process. However, in whatsapp, it may be possible to maximize more so that it is not only for sending zoom meeting links. Giving assignments in the form of products and also be better for students understanding of recount text.
2. Regarding the second research question, the teacher has three difficulties when teaching writing skills using digital technologies. The first difficulty is the issue of insufficient storage. It affects the implementation of online learning. Some applications used in learning require large enough storage space for their installation. The second difficulty is the lack of preparation, where the material must be prepared before learning begins. The use of appropriate media to convey material can also affect the smoothness of the learning process. The last difficulty is Internet connection/signal because not all students and teachers are

in a place that has easy internet access. A poor connection can hinder the process of delivering and receiving the material provided.

B. Suggestions

The researcher thought some of suggestions for this research towards the use of digital technologies in teaching writing skill at ninth grade of SMP Ash Shiddiqiyah Serua, Ciputat, Tangerang.

1. For teacher

From this research, it is expected that the teacher can be more innovative and creative to creating the media in teaching writing skills. The use of various learning models is expected to help improve the quality of teaching and learning activities. Teachers are also expected to give assignments in the form of exercises to make a product to understand the material better.

2. For school

This study is hopefully become motivation for the school to provides some appropriate and inovative learning media to support teaching and learning process during and post Covid19 pandemic era.

3. Further Researcher

This research is still far from perfection. The researcher hopes that this research will be helpful for parties, and the result of this research, would help the next researchers as the source to conduct the further research with a similar topic.



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APPENDICES

Appendix 1

Interview Transcript

Narasumber: Novia, S. Pd.

Peneliti : “Dengan adanya kebijakan sekolah dari rumah yang dikeluarkan oleh pemerintah selama pandemi, usaha apa yang dilakukan sekolah untuk keberlangsungan proses pembelajaran?”

Narasumber :”Pada saat seperti ini, kami sangat bergantung dan sangat memaksimalkan penggunaan teknologi digital. Kami sendiri menggunakan tiga aplikasi pokok yaitu, whatsapp, zoom meeting dan Edmodo. Sebelumnya kami juga pakai Telegram, tetapi banyak keluhan dari para wali murid yang jarang menggunakan aplikasi tersebut.”

Peneliti :”Lalu bagaimana cara anda menyampaikan materi recount text?”

Narasumber :”Pada setiap materi biasanya akan disampaikan dalam 3-4 pertemuan tergantung banyaknya materi dan pemahaman siswa. Sebagai contoh pada materi recount text ini akan di sampaikan selama 4 kali pertemuan. Pertemuan pertama akan digunakan untuk memberikan serta menjelaskan materi recount text. Dipertemuan kedua, digunakan untuk mereview materi dan memberikan latihan-latihan simple. Kemudian, dipertemuan ketiga biasanya kita adakan kuis atau latihan soal dan dipertemuan keempat kita adakan ulangan harian sebagai penugasan.”

Peneliti :”Bagaimana anda menggunakan whatsapp sebagai media untuk mengajar recount text?”

Narasumber :”sebenarnya whatsapp telah digunakan sejak sebelum adanya pandemi. Whatsapp ini digunakan sebagai perantara komunikasi antara pihak sekolah dan orang tua siswa. Biasanya whatsapp

digunakan apabila ada informasi mengenai administrasi. Whatsapp ini digunakan karena memiliki fitur yang mudah untuk dipahami dan dimiliki oleh seluruh wali murid. Pada masa sekarang, whatsapp tidak hanya digunakan untuk terhubung dengan wali siswa, tetapi juga untuk urusan pembelajaran lainnya, seperti mengshare link zoom meeting ketika akan dimulai pembelajaran, memberitahukan tugas yang akan dikirim ke Edmodo, dan lain sebagainya.”

Peneliti :”Lalu bagaimana cara guru menggunakan whatsapp disetiap pertemuannya?”

Narasumber :”pada pertemuan pertama dan kedua, kita gunakan whatsapp sebagai media untuk membagikan link zoom meeting yang telah kita buat. Biasanya mereka akan langsung mengklik link tersebut untuk bergabung ke zoom meeting dan memulai pembelajaran disana. Kemudian dipertemuan ke tiga dan keempat, kita gunakan whatsapp untuk menginformasikan bahwa kita telah membagikan kuis atau tugas di edmodo. Kita juga biasanya menjelaskan peraturan tentang tugas tersebut.”

Peneliti :”Untuk penjelasan materi dilakukan lewat zoom meeting, bagaimana anda menggunakan zoom meeting sebagai media pembelajaran?”

Narasumber :”Untuk pembelajaran, kita akan lebih banyak menggunakan zoom meeting, karena whatsapp belum memiliki fitur yang dapat memfasilitasi panggilan video secara serentak dengan jumlah yang banyak. Nah seperti yang dikatakan sebelumnya bahwa kita menggunakan zoom meeting untuk menjelaskan materi atau

sebagai pengganti pertemuan tatap muka. Biasanya guru akan menampilkan powerpoint yang berisi materi terkait, lalu memulai pembelajaran seperti biasanya. Seluruh siswa diwajibkan untuk mengaktifkan kamera. Hal ini dilakukan guna menjaga konsentrasi siswa. Siswa yang tidak mengaktifkan kamera akan diberikan peringatan berupa panggilan sebanyak tiga kali, apabila setelah tiga kali panggilan tetap tidak mengaktifkan kamera maka siswa dianggap tidak hadir. Selain itu, zoom meeting juga dijadikan sarana untuk sesi tanya jawab tentang materi yang belum dipahami.”

Peneliti :”Selanjutnya adalah edmodo, bagaimana anda menggunakan edmodo dalam pembelajaran?”

Narasumber :”Edmodo ini akan lebih banyak digunakan di pertemuan ke tiga dan keempat yaitu untuk penugasan dan ulangan harian. Edmodo memiliki banyak fitur yang dapat digunakan untuk variasi dalam pemberian tugas. Tugas biasanya akan diberikan berupa google form atau langsung. Tugas secara langsung akan dipost di grup edmodo kelas, lalu semua murid harus menjawabnya langsung di kolom komen, bisa dengan cara mengetik langsung atau juga ditulis dibuku lalu difoto dan di upload di komen. Tugas tidak langsung biasanya akan diberikan dalam bentuk google form dan diberikan tenggat waktu tertentu.”

Peneliti :”Dalam penggunaan digital technologies dalam pembelajaran recount text, apakah anda mendapatkan kesulitan? Jika ada, kesulitan apa yang anda alami?”

Narasumber :”Tentu saja banyak yaa kesulitan atau kendala yang dialami untuk pembelajaran online ini, apalagi dimateri recount text yang merupakan keterampilan menulis. Biasanya kita lakukan di dalam kelas menggunakan kertas dan pulpen, dan saat ini kita harus mengubahnya ke online menggunakan aplikasi ya tentu saja ada kesulitan. Kesulitannya si biasanya di materi yaa, kita harus lebih pintar memilih materi dan harus lebih pintar untuk menyampaikannya agar siswanya paham. Kemudian kita juga kadang terkendala sinyal, karna guru dan siswa berada di tempat yang berbeda, terkadang sinyal sangatlah menjadi kendala. Karna salah satu cara untuk terhubung menggunakan aplikasi ya harus dengan koneksi internet. Selanjutnya kita juga sering kali terendala oleh penyimpanan penuh, yang membuat siswa tidak dapat membuka dokumen materi yang guru berikan.”

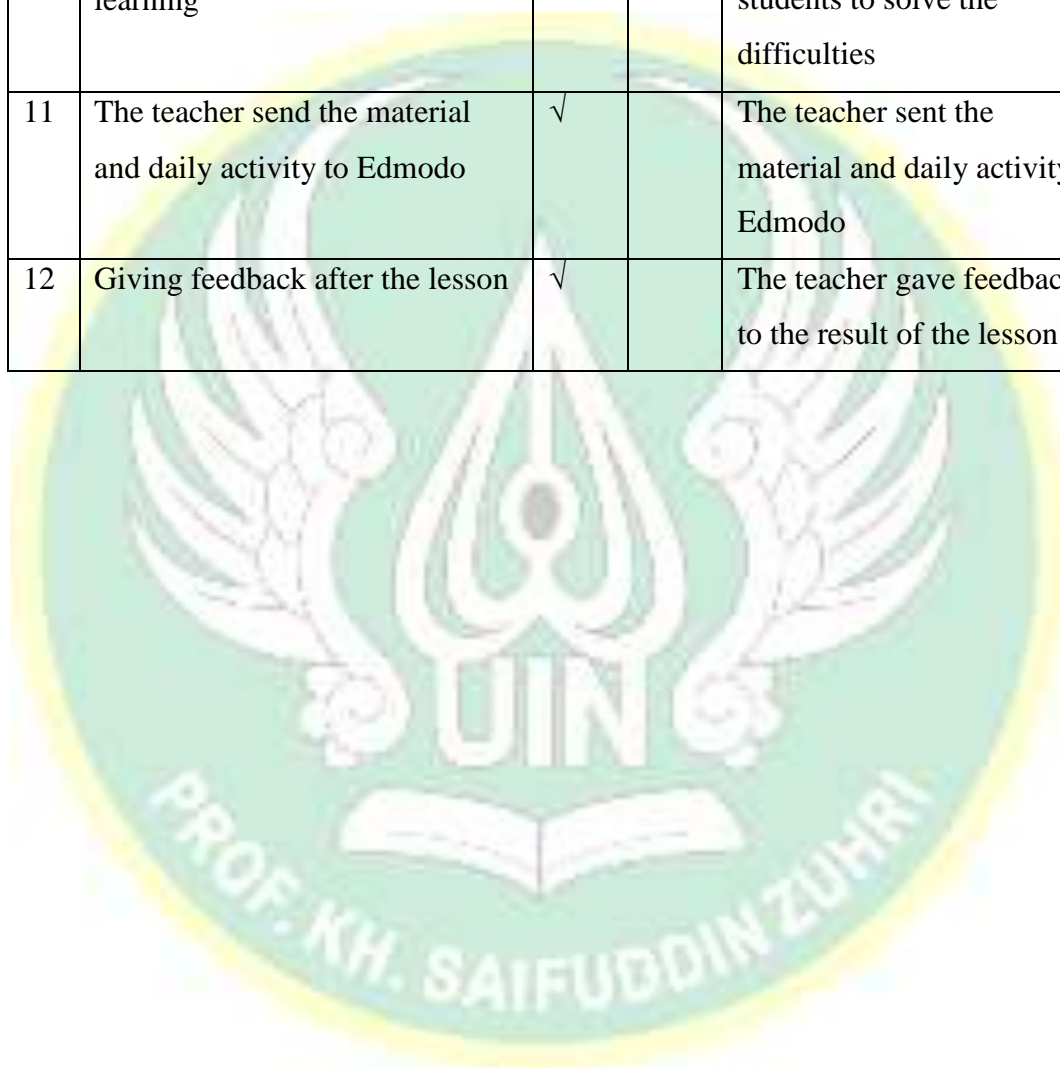
Appendix 2

Teachers' Observation Sheet

No	The Teachers' Activity	Yes	No	Description
1	Prepared the material well	√		The teacher prepared the material well by providing PowerPoint to assist in delivering the material
2	The teachers share zoom meeting link through whatsapp	√		The teachers instructs to join in zoom by sharing the link on whatsapp group
3	Greeting students before the lesson begin	√		The teacher greeted students before the lesson begin
4	The teacher checking students attendance	√		The teacher checked students attendance by called one by one

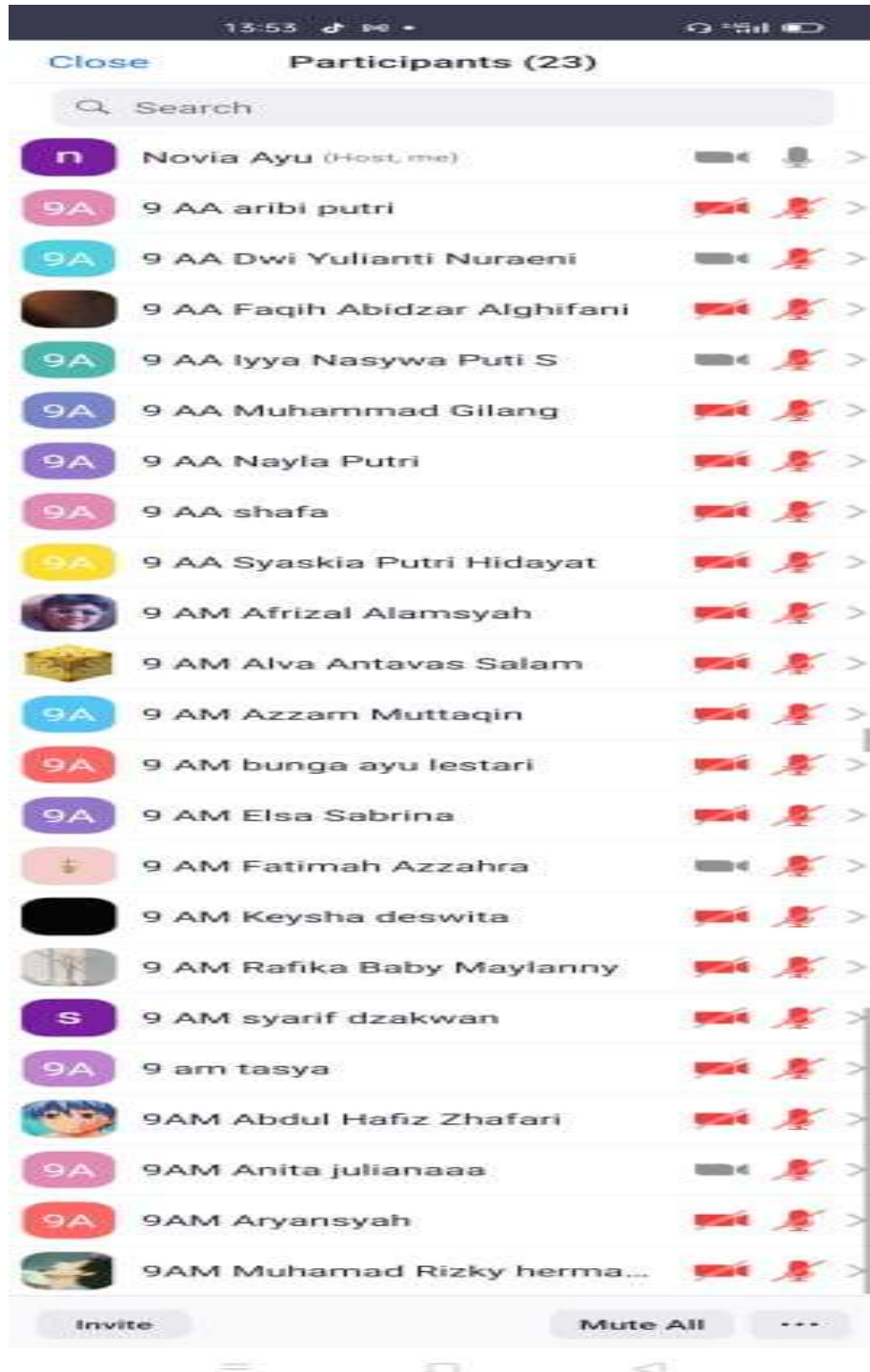
5	Asking the students' condition	√		The teacher asked the students condition before the lesson begin
6	Reminding previous material	√		The teacher reminding previous material to warm up and check students understanding
7	Reminding the role during the lesson	√		Reminding all students to on camera during the lesson
8	Giving the explanation of the material	√		The teacher the material by displayed the powerpoint, she used mixed language in English and Indonesia
9	Giving opportunity for asking	√		The teacher gave the

	the question			students to asked question about the material
10	Help student's difficulties during learning	√		The teacher helped the students to solve the difficulties
11	The teacher send the material and daily activity to Edmodo	√		The teacher sent the material and daily activity to Edmodo
12	Giving feedback after the lesson	√		The teacher gave feedback to the result of the lesson



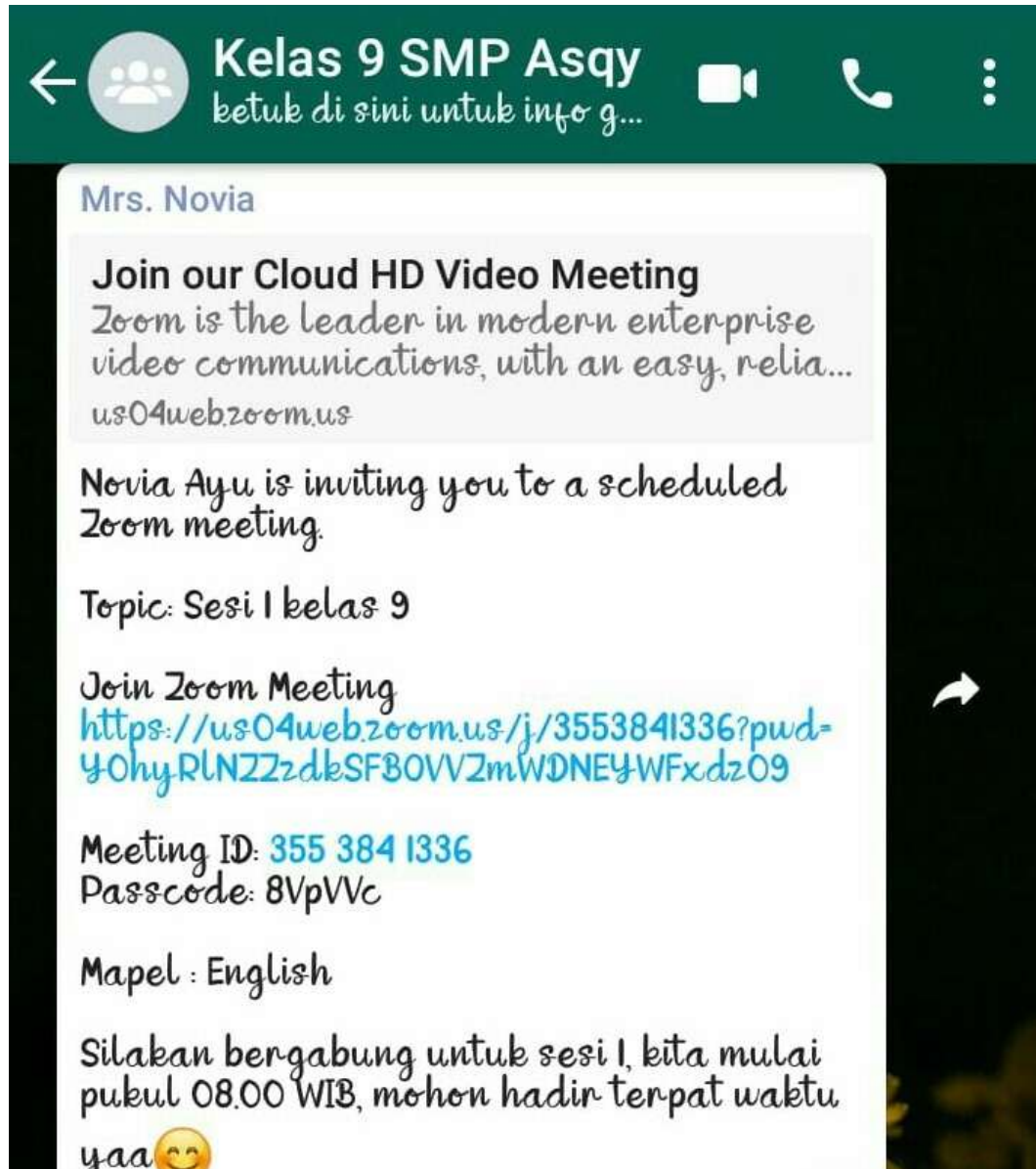
Appendix 3

Students' Attendance via Zoom meeting



Appendix 4

Learning Process





Zoom

Leave

Generic Structure

- Orientation : An orientation tells the readers who was involved in the story, what happened, when, and where the story happened.
- Events : An events is to tells the readers the sequence of events in a chronological order.
- Re-orientation : Re-orientation is to tell the conclusion of the events or and personal comments about the events.



Unmute



Start Video



Share



Participants



More

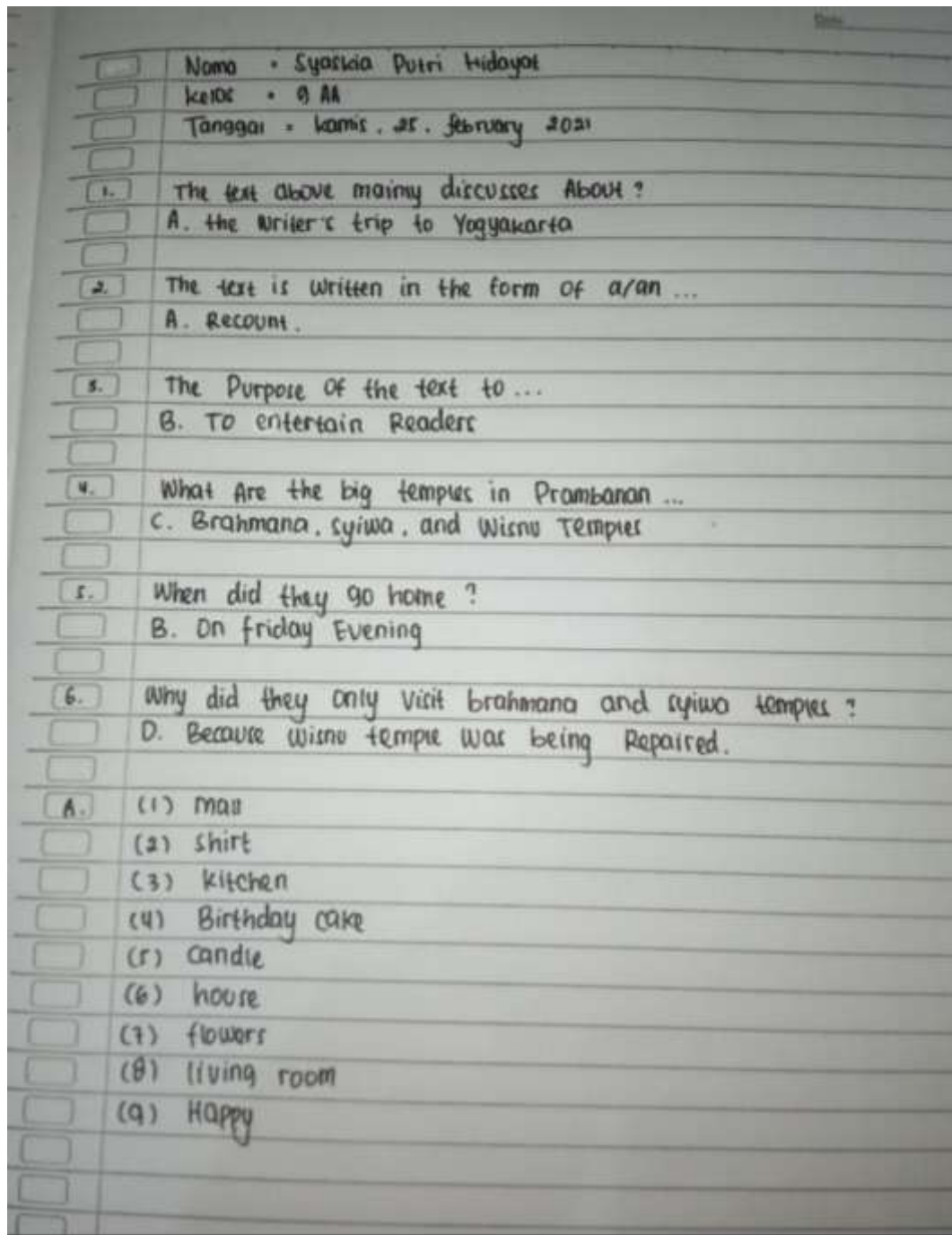


Appendix 5

Students' worksheet



<https://forms.gle/VF9S8aoZmWYtE4Gw9>



← Post



Rasya putra

Feb 25, 2021

BAGIAN 1:

1. A, The writer's trip to yongyakarta
2. A, recount text
3. B, to entertain readers
4. C, brahmana, syiwa and wisnu temple
5. C, on thursday evening
6. D, because wisnu temple was being repaired

BAGIAN 2:

1. Mall
2. Shirt
3. Kitchen
4. Birthday cake
5. Candle
6. House
7. Flowers
8. Living room
9. Happy



Appendix 6

Lesson Plan/weeks

RENCANA PEMBELAJARAN MINGGUAN SEMESTER GENAP

KELAS 9

SEKOLAH TAHFIDZ ASH-SHIDIQ TAHUN AJARAN 2020/2021

RPM BULAN FEBRUARI

PEKAN KE TIGA				
10.	Kamis, 18- Februari- 2021	Sesi 1	B. Inggris	<i>Recount Text</i>
PEKAN KE EMPAT				
9.	Kamis, 25- februari- 2021	Sesi 1	B. Inggris	<i>Review materi Recoun Text</i>

RPM BULAN MARET

PEKAN PERTAMA				
4.	Kamis, 4-Maret- 2021	Sesi 1	B. Inggris	Latihan Soal B. Inggris
PEKAN KE DUA				

9.	Kamis, 11- maret- 2021	Sesi 1	B. Inggris	Ulangan Harian bab <i>Recount Text</i>
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Appendix 7
PowerPoint



The Definition

Recount text is a text which retells something or events or experiences happened in the past in time order. Usually, this text are tells about someone's experiences, it could be good or bad experience.



The Purpose

- To share experience
- To retell something unforgettable
- To inform the audience / the readers
- To entertain the audience / the readers
- To make the readers learn something

The Kinds

- ✓ **Personal Recount** (Menceritakan pengalaman pribadi)
- ✓ **Factual Recount** (Menyajikan cerita yang benar adanya)
- ✓ **Biographical Recount** (Menceritakan kisah hidup seseorang)
- ✓ **Imaginative Recount** (Menceritakan cerita imajinatif yang telah terjadi) Example : A dream

Generic Structure

- Orientation : An orientation tells the readers who was involved in the story, what happened, when, and where the story happened.
- Events : An events is to tells the readers the sequence of events in a chronological order.
- Re-orientation : Re-orientation is to tell the conclusion of the events or and personal comments about the events.

Language Feature of Recount

- Introducing personal participant; I, my group, etc
- Written in the first or third person
- Using conjunction/connection; then, first, finally, etc
- Using linking verb; was, were, saw, heard, etc
- Using action verb; look, go, change, etc
- Using simple past tense
- Using adverb of time

Diving in Bunaken Island

Last year, I left New Zealand for Bunaken Island. I went there with a group of New Zealand divers. Getting there was not quite easy.

Soon after our arrival at Bunaken, we got a general briefing. It included a description about how to take pictures under water.

Then, we began our diving. In our diving, we saw groups of tiny fish. In order to identify them, we needed a good guide. Without some knowledge of their habitat and behavior, it was difficult to identify.

In summary, the trip was mostly enjoyable. This place is so impressive with its marine life.

Orientation

Event 1

Event 2

Re-orientation



MY MEMORABLE TIME IN SINGAPORE

I want to tell you about my memorable time in Singapore. It was one of the best holidays I ever had.

I shall never forget the spectacular sight of the city I saw from Mount Fable that night. The roller-coaster ride, the stunts performed by the dolphins and the killer whale at the SeaWorld were also exciting. I shall remember the thrill of having been on one of the longest rides in the monorail in Sentosa island for many years to come.

I also enjoyed various varieties of seafood of the makeshift roadside stalls at the Chinatown night market. I also enjoyed the shopping trips. My family and friends agreed that the souvenirs were value for money, especially the silk scarves with pretty prints and the attractive key chains.

It was the best holiday I have ever had. I hope I can visit there someday.

Orientation

Event 1

Event 2

Re-Orientation

Our trip to the Blue Mountain

On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colorful flowers and a tennis court. On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats. On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower. In the afternoon we went home.

EXERCISE

Please, make a recount text based on the theme bellow!

1. Good Experience
2. Bad Experience