THE EFFECTIVENESS OF FREEWRITING AND PEER EDITING TECHNIQUES ON WRITING PERSONAL RECOUNT TEXT OF THE TENTH GRADE STUDENTS IN SMA N 1 WANADADI BANJARNEGARA

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Submitted to Faculty of Tarbiya and Teacher Training of

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as a Partial Fulfilment of Requirements for *Sarjana Pendidikan* (S.Pd.) Degree

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STATEMENT OF ORIGINALITY

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MOTTO

“Expecto Patronum!!”

-Harry Potter-

DEDICATION

I dedicate this thesis to:

My beloved mom, Remi

My beloved dad, Abdul Azis

My Adorable Sister, Ismi Azizah Fitriyah

My Lovely family

My Dear, Rizqi Maulana Saviq

All of My Best Friends

Precious self, Irma Widyawati

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THE EFFECTIVENESS OF FREEWRITING AND PEER EDITING TECHNIQUES ON WRITING PERSONAL RECOUNT TEXT OF THE TENTH GRADE STUDENTS IN SMA N 1 WANADADI BANJARNEGARA

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Abstract: Writing can help students to communicate in everyday situations. Through writing, students can express their opinions or ideas into written form. However, the tenth-grades students in SMA N 1 Wanadadi were still confused about developing ideas in writing because of the students had lacks of vocabularies, did not understand the grammar and structure of the text. This study aimed to determine the effectiveness of Free Writing and Peer-Editing techniques on students' ability in writing personal recount text of the tenth grades students in SMA N 1 Wanadadi Banjarnegara. This research employed an experimental design and quantitative approach. The population was the tenth-grade students of SMA N 1 Wanadadi, which consisted of 360 students. The sample was selected using random sampling, with XA as the experimental class and XB as the control class. In collecting data, this study used a pretest and post-test in the written form. IBM SPSS statistic 23 program was used to analyse the data. The result of the t-test on experimental class shows that t count 6,319 > t value 2,030 and then Sig (2-tailde) = 0,000 < 0,050. Therefore, the statistical hypothesis implied that the Null Hypothesis (Ho) is rejected and the Alternative Hypothesis (Ha) is accepted. Thus, using Free Writing and Peer-Editing Techniques on students' ability in writing Personal Recount Text of the tenth grades students in SMA N 1 Wanadadi Banjarnegara is effective.

Keywords: *Freewriting, Peer Editing, Writing Personal Recount text*

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CHAPTER I

INTRODUCTION

This chapter explain background of study, operational definition, research questions, objective and significances of the research, and structure of the paper.

A. Background of Study

One of the four competence that has become crucial to the fundamental study of English is writing. Rao (2019) state that "writing is considered the most difficult skill among the four skills and the ELLs (English language learners) need to spend more time to practice it. Whatever ideas the learners get into their mind, immediately they have to note them down and later organize these ideas whenever they wish to write something. As there is no correspondence between the spelling and pronunciation of the English, the ELLs get confused in writing the correct spelling of the words. Moreover, the learners need to organize all the points in a systematic way when they aim at writing a good text. As writing involves more practice and commitment, the English teachers should apply several techniques such as group and pair works so that the learners can discuss their points with the others and develop their writing skills enormously in the ELL environment." (Rao, 2019). Even though writing comes as the last skill, it can't be neglected and needs a lot of attention from the teacher and the student because it is necessary in daily academic life. Students are expected to learn how to be good writers. If they can't write correctly and logically using appropriate language and style, life will be difficult for them not only at school but in adult life (Rajesh, 2017).

Writing can help students to communicate in everyday situations. Through writing, the students can express their opinions or ideas into writing form (Novie Soanti, Regina, 2015). Writing skills are a way to express one's thoughts and feelings on paper. As a result, every text, whether it is academic and non-academic are written in English. In other words,

writing skill is increasingly becoming a required subject for students to study (Rajesh, 2017). In summary, by mastering writing skills, students can communicate with others by sharing information, thoughts, experiences, or ideas in written form.

On the other hand, students find it difficult to express ideas in the written form. Most students are unable to distinguish the form of a paragraph in writing and correctly identify the main idea, topic sentence, supporting sentences, and concluding sentence. As a result, they received a low writing score. This is supported by Husein As-Sabiq that usually, writing is complicated and challenging. In reality, students don't understand how to make a choice of words and bring words together (Husein As Sabiq et al., 2021). Students often have many basic mistakes in written works about spelling, grammar, punctuation and organization. Besides that, learning writing at high school have many problems at the present such as lack of experienced writing skill teacher and lack of time to study, the time for teaching writing skill is not enough for students to improve their ability and students do not know principles of writing. Furthermore, according to empirical research by Abdullah in (Sartika & Arriyani, 2020) argued that students are rarely given the opportunity to practice writing, so their exposure to writing skills is limited. It can be concluded that students who learn English still have writing problems, such as difficulty expressing their ideas, lack self-confidence, have inadequate linguistic competence (vocabulary, spelling, and grammar), and have limited time to practice writing in the classroom. It causes students unable to write. When students begin to write, they may suddenly become blank and have nothing to write. This is one of the reasons students find it difficult to begin writing. It is supported by Sari & Al-Hafizh in (Fairuza, 2020) who state that as the newbie, students are usually confused and face difficulties by doing their first paragraph of recount text. It is because the students cannot choose the idea about the text students are going to write.

In order to reduce students' difficulties in writing, there are two technique that can be applied for students. The technique called “Free Writing and Peer Editing Technique”. Freewriting, or quick writing, is often used in the classroom as a pre-writing activity (Park, 2022). Elbow found that an activity that can help students learn simply is free writing, where free writing is done without having to worry about using good or correct words. It is supported by Bello who stated that practice is one-way to improve writing skill. Here, the practice will be conducted in form of free writing activity. Whatever the students write about, it is easy to start although the students write about their experience or short story or telling story (Isni, 2018). Freewriting, like brainstorming, is a useful way for students to simply start the “flow” of writing, unfettered by the potential of being judged for ungrammaticalities, incorrect spelling, or fuzzy thinking (Brown, 2015). The important one is they can start to write. In summary, Freewriting is a simply technique for assisting students in expressing themselves through writing, and it is hoped that it can give students a good start in writing.

After doing Free Writing, the next step is Peer editing. After free writing, students are guided not to care the writing mistakes they make, so it would be better if they knew their writing mistakes through peer-editing. This is supported by Vygotsky (1978) who claims that mind develops through one's interaction with the world around him/her. He emphasizes that learning is not an individual activity; but rather a cognitive activity that the nature of learning shifts the focus on learning from individual to the interaction within a social context. Thereby, peer interaction is cardinal to the improvement of students' learning, because it allows students to construct knowledge through social sharing and interaction (Bijami et al., 2013). So, Peer-editing are designed to help the students become a better writer. In this Peer-Editing process, students will check and correct their classmate’s writing. The aim is for them to know their mistakes in writing and then correct them. According to Oshima, peer editing is an interactive

process of reading and commenting on a classmate's writing (Oshima & Hogue, 2023). In addition, Bijami stated that students' development in increasing their knowledge through providing opportunities for critical thinking, and increasing their independence in writing can be obtained through peer-editing. It is noteworthy that peer editing has come to take an important part in writing instruction because it provides a flexible platform to help students writing practice (Bijami et al., 2013).

Thus, the researcher is interested in applying the free writing and peer editing techniques to write recount text. This is because both of them has some benefits in teaching writing. According to Li, Free Writing served a useful thinking tool for exploration and understanding of what is required in academic writing and what is entailed for the writing process. Students recognised the value of exercise and taking time to go through the writing process. Also, Freewriting can improve students' self-confidence while doing their writing. In relation to the preceding statement, freewriting can serve as training or warm-up for students when it comes to writing, which is especially useful for beginners who want to share their knowledge through writing (Li, 2007). In addition, feedback is a key element in language learning. It can promote minimal or deep learning (Bijami et al., 2013). The feedback here is peer editing that plays an important role in the writing process. Hyland writes that peer-editing helps the students and makes the students aware of their reader when they write and make revision. In addition, peer-editing also helps the students become more sensitive to problems in their writing and more confident in correcting them (Hanafizah Miftahul Fajri, Rita Inderawati, 1980).

Based on preliminary studies at SMA N 1 Wanadadi on March 29 2023, an English teacher said that the students' writing ability in learning English were various. Some students could understand quickly, some were slow, and some were very slow. The teacher said that it was because the students have lacks of vocabularies, did not understand the grammar and structure of the text. That is because of the heterogeneous backgrounds of

students. Then, that situations made the students have lack on writing ability. In addition, based on students' writing results on the pre-test, it was found that the students were still not proficient in writing. That is, they have not paid attention to the structure of the text. Some of them even only one paragraph during writing activity. This indicates that they are still confused about developing ideas in writing, in other words their writing does not have any variations.

This research aims to know the effectiveness of Free Writing and Peer-Editing Technique of students' ability in write recount text at SMA N 1 Wanadadi. Based on the explanation above, the researcher intended in conducting "***The Effectiveness of Free Writing and Peer-Editing Techniques on Writing Recount Text of The Tenth Grade Students in Sma N 1 Wanadadi Banjarnegara***".

B. Operational Definition

Based on the above background, the study also mentions several terms that will be discussed in this study, as follows:

1. Writing Ability

Writing ability is one of the skills that must be mastered in English. Writing ability can be define as the students' ability to write texts, sentences and paragraphs that can be measured from several aspects, namely; organization, logical development of ideas, grammar, punctuation, spelling, mechanics, style, and quality of expression.

2. Free Writing and Peer-editing

Freewriting and peer-editing techniques define as the techniques to write whatever the students want to write without worrying about the grammar, punctuation, spelling which will be edited or reviewed by student's peer to get better writing results.

Freewriting refers to the act of writing quickly for a set time from ten to fifteen minutes, just putting down whatever is in the mind, without pausing and worrying about what words to use, and without going back to modify what has been written. When someone free write, they write whatever comes into their head about their topic without stopping. Students are asked to write their own emotions and thoughts in their own styles, independently of their teachers, during free writing. Students select a subject and write about their emotions, thoughts, and dreams about that subject, with no restrictions on the genre of the text (poem, story, drama text, fairy tale etc.).

Moreover, Peer-editing is an activity in process of students' writing to responding to each other's writing. In peer editing there is an interaction with peers to develop their idea in writing skill. The students will learn collaboratively in their writing. Peer-editing is a technique to edit and evaluate a student's writing done by the other student or peer. In short, it can be called as editing peer's writing by the other peer. Peer Editing is a key component of the writing process. In this process students read each other's papers and provide feedback to each other.

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C. Research Question

This study has a research question that will be answered in the research results. This research question is as follows:

"Are Free Writing and Peer-Editing Techniques effective on students' ability in writing Personal Recount Text of the tenth grades students in SMA N 1 Wanadadi Banjarnegara?"

D. Objectives and Significances of The Research

This research includes the objective and significances of the research as follows:

1. Objective of the research

   To find out the effectiveness of Free Writing and Peer-Editing Techniques on students' ability in writing personal Recount Text of the tenth grades students in SMA N 1 Wanadadi Banjarnegara.

2. Significances of The Research

   The writer hopes this research can give contribution to the English teaching and learning. It has two major significances, namely practical and theoretical implications:

   a) Theoretical Significances

      This research adds concepts or theories for the development of science English education. Especially with regard to teaching writing.

   b) Practical Significance

      1) For The Teacher

         The result of this research is to add techniques in teaching writing and make it more varied by the teacher, so that the students can improve their ability in writing, especially to writing recount text.

2) Other Researcher

To give additional information for other researcher who wants to conduct further research on the related field.

E. Structure of the Paper

It is necessary to classify the research structure in order to conduct systematic research. This study's structure will be explained as follows:

Chapter I contains an introduction, which consists of background of study, operational definitions, research questions, research objectives and significance, and research structure.

Chapter II contains literature review, which consist theoretical framework, review of relevant studies, and hypotheses.

Chapter III contains research methods. The chapter consists of the type of research, time and place, population and research sample, variable and indicator of research, data collection techniques, and data analysis techniques.

Chapter IV contains data description, data analysis, and discussion. This chapter describes and answers the questions of the research question.

Chapter V contains conclusion, limitation of the study, and suggestion. In this chapter, the researcher concludes and provides some advice related to the study. It will be followed by reference and appendices.

CHAPTER II

LITERATURE REVIEW

This chapter explain the definition and theories related to the study and the variables of this research. Another resources kind of theories are needed to support this research, moreover, some previous studies will be explained in this part.

A. Theoretical Framework

Here are some theoretical frameworks that researcher use:

1. Writing

According to Nunan, writing is both a physical and a mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader (Nunan, 2003). Oshima and Houge state that writing is a process not a product, which means that a piece of writing is never complete; it is always possible to review and revise, and review and revise again (Oshima & Hogue, 1999). In summary, writing is the act of physical and a mental in processing a piece of text. When we write, we do more than just put words together to make sentences. Good writers go through several steps to produce a piece of writing (Zemach & Rumisek, 2006).

a. Pre-writing

Pre-writing can be done by choose a topic, gather ideas, and organise. Before you start writing, your teacher will offer you a specific assignment or some ideas for what you should write about. If not, you can choose the topic by

yourself. After that, gathering the ideas. Thinking what you will write about that topic. Then, choose which of the ideas you want to implement and where you want to implement them. Choose which idea to discuss first, which to discuss next, and which to discuss last. This step includes brainstorming; making a list, freewriting, and mind mapping.

b. Drafting

Write your paragraph or essay from start to finish. Use your notes about your ideas and organisation.

c. Reviewing and revising

Check what you have written. Ask a classmate to exchange text with you. Your classmate reads your text, and you read his or hers. Getting reader's opinion is a good way to know if your writing is clear and effective.

d. Rewriting

Revise structure and content, read your text again, make final corrections.

In the process of writing, the writer also need to know the principle and technique in writing.

1) Principles in Teaching Writing

Krause state some principles in Teaching Writing, such as:

a) Effective writing instructors realize the impact of their own writing beliefs, experiences, and practices.
b) Effective writing instruction encourages student motivation and engagement.
c) Effective writing instruction begins with clear and deliberate planning, but is also flexible.

d) Effective writing instruction and practice happen every day.

e) Effective writing instruction is a scaffolded collaboration between teachers and students (Zumbrunn & Krause, 2012).

2) Technique in Teaching Writing

a) Writing Log or Learning Log

The learning log is a journal for schoolwork. Students use learning logs to write down their thoughts, feelings, and questions about the subjects they are studying. Writing in this way helps them relate new information to what they already know, reflect on their learning process, and think about unclear ideas.

b) Short Post before and after class.

Students send short writings to the teacher, both at the beginning and at the end of the lesson, which can contain questions, comments, observations, or reflections on the material presented in class. Encourage students to write about ideas they found confusing, interesting, upsetting, and so on.

c) Correspondence

In this section, students are asked to write a letter or email to someone related to the event or topic they are studying. For example, a letter to a professor who comes up with a theory that students are studying. The question of whether the letter will be replied to or not, just ignore it.

d) Dialog Journal

In this activity, students are asked to exchange notes with other students or with the teacher. The notes certainly contain the things they learned in class.

e) Imaginary Dialogue

In this activity, students are asked to make imaginary written conversation with other people, for example, students are asked to write an interview script between them and Albert Einstein about the theory of relativity.

f) Free Writing

Students are invited to write quickly about the topics that have been studied for 5 to 10 minutes without stopping. In this opportunity students are free to write down the difficulties they face, their favourite parts of the topics that have been studied, parts of topics that have not been understood, and so on (Priambodo, 2021).

2. Writing Ability

Various definitions of writing ability have been formulated according to the three main approaches. First is based on implied writing skills in a product/text-oriented approach that regard writing ability as the ability to produce "a contextually" correct forms of language while adhering to prescribed patterns at the sentence or discourse level. Second is based on writing ability implied in a process/cognitive-oriented approach defined as the ability to initiate and evolve ideas in a given context, and then use specific revising and editing practices to bring them to maturity. The last is based on writing ability implied in reader/genre-oriented approach defines writing ability as the

ability to perform writing tasks for a specific purpose, satisfy a specific discourse community in terms of the structure and content of the discourse, and communicate functionally (Yi, 2009). In conclusion writing ability is the ability to produce contextually correct forms of language while still being guided by a predetermined pattern by developing ideas in a particular context, then revising and editing to make the writing better so that it can satisfy certain discourse communities in terms of discourse structure and content, and communicate functionally.

When ranging students' writing assessment, analytic scoring maybe more appropriately called analytic *assessment* in order to capture its closer association with classroom language instruction than with formal testing. Brown and Bailey (1984) created an analytical grading system with five key areas and five alternative levels in each category, ranging from "unacceptable" to "excellent." (Brown, 2004) (See appendices).

3. Free Writing Technique

According to Titisari in (Ma'rufah et al., 2021), free writing is provided when teacher only gives the title and everything is done by the students. Free writing is a technique to write quickly from ten to fifteen minutes that makes students write whatever comes into their head without stopping, worrying about grammar, spelling, organization or even making basic sense (Li, 2007). Goldberg in (Hasim, 2017) state that: Free Writing calls "Writing Without Form". Writing without form is writing from one's own mind. The results of the writing may not be in accordance with the form of writing in a particular genre, which is important to write itself, to write freely all thoughts that come to mind without fear.

According to Tussupbekova, the process approach of using the Freewriting technique, divided into 10 steps;

1. First, students have to find the main idea by discussing it with the group that already chosen by the teacher.
2. Students have lengthened the idea to the notes.
3. Students arrange the main idea from the keyword.
4. Students make a sequent sentence from the keyword.
5. Students start to make the first draft, without thinking about grammar or spelling errors.
6. Students switch each other's paper, and students give feedback (correct it together).
7. When students finished, students return the paper and got their own paper. Then, students start to fix the mistakes that students have made.
8. Students start to write the final draft of their writing.
9. Students give their draft to the teacher in order to get the feedback from the teacher.
10. After checking, the teacher gives the draft back to the students for doing proofread and give some comments (Tussupbekova et al., 2015).

Carino states that the advantages of free writing are: (1) the act of writing tends to generate more ideas and occasionally produces details that develop the ideas more than a list does, (2) it can be used for all kinds of paragraphs, no certain specification (Carino, 1991).

Clarkson also state the advantage of Free Writing. The following are some of the benefits of the Freewriting technique by Clarkson:

1) Freewriting makes students feel more comfortable about writing.
2) Freewriting helps students to get around with students' inner critics, the one that told the students that they cannot write.
3) Freewriting helps students‟ to release students' anxiety in writing.
4) Fourth, Freewriting helps students to discover the topics to write about; Freewriting helps students to improve writing in a formal way.
5) Freewriting is fun. Freewriting technique was a technique that can help students to be able to writing. The researcher said that this technique was fun because students were playing with a short time to write the keyword. It helps students to focus on the topic (Nurfiryalianti, Jamiluddin, 2014).

On the other hand, the Free Writing technique has its disadvantage. According to Hedge, as one of the type of writings, free writing seems easier to be practiced. Indeed, it consists of a number of steps to be concerned to produce ideas that is very beneficial for writing. One of the hardest tasks in writing is getting started. What make the writing skill, in general, becomes more difficult to be applied is that its components that should be seriously alert by the writer (Phonna, 2014). In order to produce a qualified free writing, the students should set the writing activity accurately. Planning and organizing ideas are the essential stages to be concerned on the topics preparatory. The students, then, are expected to engage the whole steps of writing

by classifying the ideas based on the need of the writing itself. The teacher, as a consequence, has to assist the students to select the information required to fulfil the tasks as well as helping the students to get their ideas (Hedge, 2000).

4. Peer-Editing Technique

Peer-editing is a technique to edit and evaluate a student's writing done by the other student or peer. In short, it can be called as editing peer's writing by the other peer (Hidayat & Didih Faridah, 2015). There are some benefits of peer-editing, such as; When students learn together with their friends, it encouraged the students to learn from each other. It means that if one student as an editor can explain mistakes of their writing to their friends by using their own way with the simple language and their friend will understand. It helps the students to revise and improve their writing when peers were able to provide concrete suggestions for revision (Tufliha, 2021). Peer editing also required students to engage in a number of cognitive processes such as reflection, analysis, and reviewing. In peer editing, learning is seen as a dynamic process in which learners themselves are actively involved, in which implementing cooperative work promotes discussion and sharing of ideas among students (Galvis, 2010). Peer editing also frames a self-awareness in student's writing. Peer editing brings positive thing for students, in case they will be aware to their friends writing assignment although they will just criticize it and students will try their best to revise their own works to avoid "constructive criticism" from their peer (Hanafizah Miftahul Fajri, Rita Inderawati, 1980). In summary, the benefits of peer-editing are student can learn from each other, engaged students in a series of cognitive processes, and frames a self-awareness in student's writing.

Peer editing, on the other hand, has significant drawbacks. It needs practice, and it should introduce a new skill that requires practice in order to be effective. Students must be taught how to critique their peers' writing. Because the first-year program begins too soon, students argue that they do not know enough about legal writing to be good peer editors. Some students do not benefit from peer editing; outliers-those at the opposite ends of the normal distribution-often gain the least from teaching strategies like peer editing. The best students discover that revising the work of bad writers provides little benefit to them (Dyah Ayu Amalia, 2020). In other words, the difficulties of peer editing can be seen that the students on the first year is difficult to practice because they do not know enough to review their peer's text, so that peer-editing requires training.

While the steps of conducting peer-editing can be done as follows:

a. All students write a simple paragraph, the topic is free they are interested in;
b. Then, they sit in a group of two;
c. After that, they interchange their paragraph each other;
d. Next, the student read carefully and check the error of his peer's work;
e. Then, if the student found the incorrect word(s), phrase(s), and sentence(s), he/she directly puts a marking on it and writes a suggestion on how to correct it (Hanafizah Miftahul Fajri, Rita Inderawati, 1980).

The use of peer-editing technique can overcome and minimize the students' problems in writing a paragraph. But, however peer-editing gives a significant influence to the students' writing ability particularly in writing a paragraph, the

teacher's feedback and assessment are needed to align the students' understanding if there are contradicted opinion between students in understanding a particular case of writing mechanics, grammar, and all related to writing rules, in this gap then the teacher can give feedback by correcting the students' mistakes if they have not known a particular case related to the academic writing rule (Hidayat & Didih Faridah, 2015).

5. Recount Text

Recount text, according to Grace, is a text that tells the reader or listener what happened in the past through a series of events (Sukma, 2015). Recount text is a text that retells past events, in order in which they happened. The purpose is to inform or entertain the reader (Marza & Hafizh, 2013). The text of the recount, according to Anderson, is a piece of text that records past occurrences, usually in the sequence in which they occurred (Fitria, 2020). In other word, Recount Text is a text which retells an event that has occurred in exact chronological order for the purpose of informing. In a recount text, students must retell a sequence of events or experiences that they have already had. Knapp and Watkins claim that recount texts are the most basic type of text, recounts are actually sequential texts that focus on more than just sequencing a series of events. An orientation is required in every story, no matter how simple. Indeed, it is impossible to tell a story without characters who are set in a specific time and place, though many postmodern narratives play with these conventions (Husna & Multazim, 2019).

According to Eggins, there are three stages that recount text has as generic structure, they are orientation, events and reorientation (Iriana, 2018). According to Lancashire Council, several generic structures that include orientation, events, and

reorientation. Each generic structure serves a social purpose. The following are their explanations:

1) Orientation

Recount begins by telling the reader who was involved, what happened, where the event occurred, and when it occurred. Orientation provides the reader with the background information required to understand the text, as well as information about the scene setting and the context of the text.

2) Events

The main acts that occurred in the text's story are referred to as events. When drafting a recount text, events are sorted chronologically. Additional details are sometimes given to provide information to the reader.

3) Reorientation

Reorientation is a statement-closing stage that includes elaboration. Several recount text include a final paragraph. The writer could make a personal comment or statement in this final paragraph (Husna & Multazim, 2019).

A recount text has linguistic feature, or language features in English. Saragih, Silalahi, and Pardede back up this claim by stating that language features in a recount text include the use of nouns and pronouns to identify things like animals, people, and something, the use of past action verbs to refer to events, the use of simple past tense to locate events in relation to experience's time, the use of conjunctions and time connectives to make the event sequential, and the use of adverb and adverbial (Saragih Natanael, 2014). According to Gerot and Wignell, Specific participants, the use of a material process, a time and place

circumstance, and the usage of the past tense and temporal phrase are all linguistic elements of a recount text that should be fulfilled. (Gerot & Wignell, 1994).

There are several types of recount text (Hudaya, 2018). There are; personal, factual, imaginative, procedural, and literary recounts. Those types can be more explained as follows:

1) Personal Recount

A personal recount is someone retelling an event that the writer was involved in. This means that the story is about the writer's personal experiences and events. Furthermore, it has a specific audience, which includes the writer and all of the characters in the story. A personal recollection is typically written to both inform and entertain the reader. A personal recount can also be referred to as a journal, letter, diary, or anecdote.

2) Factual Recount

A factual recount is used to spread information or knowledge. It aims to inform a particular incident.

3) Imaginative Recount

imaginative recount is a recount that aims to tell the factual experiment and imaginative ideas.

4) Procedural Recount

Procedural recount text aims to report the result of an investigation or experiment.

5) Literary Recount

A literary recount aims to interpret someone’s social activities whether it is real or not. Literary includes novels, poems, drama, and many other things. Thus, there are some styles of recount text that can be used in retelling past events to the reader or the listener.

B. Review of Relevant Studies

There are some previous studies that has similarities and differences with this research. The first previous study with the tittle *"Free Writing Technique in Teaching Writing Skill in EFL Classroom"* was written by Paizatul Isni. The objective of this research is to find out the effectiveness of Free Writing technique in teaching writing for the tenth graders of SMA NW Wanasaba in the school year 2016-2017 using Quantitative approach. The result was found that after submitting the data to a paired samples t-test, between the pre-test and the post-test was found that there was a significant difference in the mean scores, t(df=19) =-28.803 at p=0.000; it meant that the null hypothesis was rejected and alternative hypothesis was accepted. Thus, this technique was significantly effective in teaching writing for the tenth graders of SMA NW Wanasaba in the school year 2016-2017 (Isni, 2018). From the explanation above, there are similarities and differences with this study. The similarity is found that the study discusses the Free Writing Technique with a Quantitative approach and the data collection uses a pre-test and post-test. The difference is that this previous research only discussed one technique, it is Free Writing Technique in general in EFL classes, while my research was discussed two technique (free writing and peer-editing techniques) and more specific to Text recount.

The second previous study was written by Adelia Tufliha with the tittle of the research is *"The Effect of Using Peer Editing to Improve Students Ability in Writing at Eight Grade Students of Junior High School of 8 Bukittinggi Academic Year 2018/2019".* This research was due to discover the effect of using peer editing to improve students writing. It has been done at SMPN 8 Bukittinggi because some of students in SMPN 8 Bukittinggi still had problems in mastering English especiallyin writing text. Some of the students had a problem in making paragpraph clearly, in organizing their ideas, to found their grammatical or vocabulary error and etc. From the result and accounting the pre-test

and pos-test scores of experiment class, it was found using peer editing in writing had better result than not using peer editing (Tufliha, 2021). This previous research has some similarity to this research, such as; the research uses experimental research especially quasi experimental research and applying pre-test and post-test to get the data. On the other hand, it has the differences with this research. This previous research used the normality by using Lilliefors test, while this research use Kolmogorov-Smirnov. Then, this previous research only uses peer-editing technique, while this research uses free writing and peer-editing techniques.

The third previous study with the tittle *"From Instructed Writing to Free-Writing: A Study of EFL Learners"* was written by Saleh Alharthi. The objective of this research is intended to examine the impact of the free-writing journal on Saudi EFL learners. This research uses experimental research and quantitative approach. According to the findings, kids in the free-writing program learned more grammar than the control group. At the end of the study, the researcher evaluated students' perceptions of free writing and discovered that it enhanced their writing skills (Alharthi, 2021). From the explanation above, the similarity of this research is discussing the Free Writing Technique with an Experimental method and Quantitative approach. While the difference is the use of technique. The previous research only uses free writing technique, while this research uses free writing and peer-editing technique.

The fourth previous research was written by Díaz Galvis and Nubia Mercedes with the tittle *"Peer editing: a strategic source in EFL students' writing process".* The objective of this research is to promote collaborative assessment in the EFL writing process. The instruments used for collecting data were field notes, video recordings and students' artifacts. The results showed that when students were engaged in peer editing sessions, they created zones of proximal development in which

high achiever students provided linguistic scaffolding and empowered low achievers. It was also found that students used thinking strategies such as noticing and explaining when they identified errors related to the formal aspects of the language (Galvis, 2010). The similarity of this previous research is using peer editing technique to applying peer editing in the student writing process. The differences are they only use one technique, namely peer-editing, while this research use two technique, namely free writing and peer-editing techniques.

The last previous study with the tittle "Metode Free Writing Untuk Meningkatkan Kemampuan Reading Dan Writing Teks Deskriptif Mata Pelajaran Bahasa Inggris pada Siswa Kelas VII SMP Muhammadiyah Sewon Kab. Bantul Daerah Istimewa Yogyakarta" was written by Rina Lestari, Iskandar and Eli Fatmasari. The objective of the research is to determine the improvement of students' English reading and writing skills by using the free writing method in descriptive text. This type of research was classroom action research with 29 students of class VII B at SMP Muhammadiyah Sewon as subjects with qualitative approaches. The results of this study prove that the free writing method can improve reading and writing skills in learning English in descriptive text learning material (Lestari et al., 2021). From this explanation, the similarities of this study are uses free writing technique to write a text. The differences are use qualitative approaches while this research use quantitative approaches and the type of the research is classroom action research while this research is experimental research.

The similarities of this research and some previous research above are; discussing about Writing skill on students, using Quantitative methods, using pre-test and post-test as the instrument of the research, and some of them was applied Free Writing and Peer-Editing techniques. While the differences are; on the first previous study the researcher just applying free writing technique. Second previous research used the normality by using Lilliefors test, while this research

use Kolmogorov-Smirnov, also only use peer-editing technique. Third previous research also only discussing free writing. Last previous research uses qualitative approaches while this research uses quantitative approaches and the type of the research is classroom action research while this research is experimental research.

From the explanation above, several previous studies only discussed one of the free writing and peer-editing techniques. Finally, the researcher wanted to know how effective free writing and peer-editing are in the process of writing personal recount text.

C. Hypothesis

1. Null Hypothesis (Ho)

   The null hypothesis of this research is, Free Writing and Peer-Editing Techniques are not effective towards student writing personal recount text at SMA N 1 Wanadadi Banjarnegara.

2. Alternative Hypothesis (Ha)

   The alternative hypothesis of this research is, Free Writing and Peer-Editing Techniques are effective towards student writing personal recount text at SMA N 1 Wanadadi Banjarnegara.

UIN PROF. KH. SAIFUDDIN ZUHRI

CHAPTER III

RESEARCH METHOD

This chapter describes the process of answering the research questions. It contains type of the research, time and place, collecting data, and data analysis

A. Types of Research

This research used a quantitative approach and Experimental method. In this case the experimental research needs 2 classes, one class designated as the experimental class, and the other as the control class; both have the same ability and level. Both classes were given pre-test and post-test questions to investigate the effectiveness of free writing and peer-editing technique (X) and student's ability in writing recount text (Y).

B. Time and Place

The research was held from July 26th until until September 6th 2023.

Table 3.1 Schedule of the Research

No.	Class	Meeting	Time
1.	X A	Pre-Test	Wednesday, July 26th 2023
2.	X B	Pre-Test	Wednesday, July 26th 2023
3.	X A	Recount Text Material and Treatment 1 (Using Free Writing and Peer-Editing Technique)	Wednesday, August 2nd 2023
4.	X B	Recount Text Material with conventional learning	Thursday, August 3rd 2023

5.	X A	Recount Text Material and Treatment 2 (Using Free Writing and Peers-Editing Technique)	Wednesday, August 9th 2023
6.	X B	Recount Text Material with conventional learning	Thursday, August 10th 2023
7.	X A	Recount Text Material and Treatment 3 (Using Free Writing and Peers-Editing Technique)	Wednesday, August 23rd 2023
8.	X B	Recount Text Material with conventional learning	Thursday, August 24th 2023
9.	X B	Post Test	Thursday, August 30st 2023
10.	X A	Post Test	Friday, September 1st 2023

This research was taken at SMA N 1 Wanadadi which is located on Jalan Raya, Tapen Jurang, Tapen, Kec. Wanadadi, Kab. Banjarnegara, Jawa Tengah 53461. The reason of researcher to take place on this school is because some of the student at SMA N 1 Wanadadi have a difficultness in writing. Based on students work in writing activity, some students had less vocabulary, less mastery of grammar, and did not pay attention to text structure. Therefore, the researcher used Free writing and Peer-editing techniques to find out its effectiveness in students' ability to write personal recount texts.

C. Population and Research Sample

a. Population

The population of this study were all 10th grade students at SMA N 1 Wanadadi. The 10th grade of SMA N 1 Wanadadi consist of ten classes (10A – 10J) with a total of 360 students.

b. Sample

In this study, the researchers used *random Sampling*. The sample of this research are; class XA is used as an experimental class

and class XB is used as a control class, where each class consists of 36 students.

D. Variable and Indicator of Research

Here are two variables on this research:

a. Independent Variable

Independent Variables are often referred to as *stimulus, predictor, antecedent variable*. The independent variable is a variable that influences or causes the change or the emergence of the dependent variable (Sugiyono, 2019). Usually, independent variable is denoted by the letter X. The independent variable (X) in this study is "Free Writing and Peer-editing Techniques".

b. Dependent Variable

The dependent variable is often referred to as the output, criterion, consequence variable. The dependent variable is the variable that is affected or is the result, because of the independent variables (Sugiyono, 2019). Usually, dependent variable is denoted by the letter Y. The dependent variable (Y) in this study is "Students' ability in writing Personal Recount Text". Based on the description above, the research entitled "*The Effectiveness of Freewriting and Peer Editing Techniques on Writing Personal Recount Text of The Tenth Grade Students in SMA N 1 Wanadadi Banjarnegara"* has two research variables; namely Free Writing and Peer-editing Techniques (variable X) and Students' ability in writing Personal Recount Text (variable Y).

E. Data Collection Technique

This study uses two techniques in data collection, namely Pre-test, Post-test and also a Treatment.

1. Test

a) Pre-Test

This type of design requires two sample classes, namely the experimental class and the control class. The experimental class is the class that is given treatment and the control class is the class that is not given treatment. The two classes were given a test before learning activities (pre-test). (Galang Isnawan, 2020). The Pre-Test was given to both classes (control class and experimental class) on Wednesday, 26th July 2023.

b) Treatment

The experimental class was given the Free-writing and Peer-Editing technique three times, while the control class was not. The treatment was given once a week with Recount Text material. Free writing activities are carried out for ten to fifteen minutes, while Peer-editing activity carried out after the material is presented. On Wednesday, August 2nd 2023 was given treatment 1. Then, on Wednesday, August 9th 2023 was given treatment 2. Last treatment was given on Wednesday, August 23rd 2023 as treatment 3. Meanwhile, the control class was given three times of conventional learning on Thursday, August 3rd 2023, Thursday, August 10th 2023, and Thursday, August 24th 2023.

c) Post-Test

As in the pre-test, the post-test also requires two sample classes, namely the experimental class and the control

class. Furthermore, the two classes were given a test after learning activities (post-test).

2. Instrument Testing

Instrument testing is used to obtain data from the experimental class and control class.

a. Pre-test

In this session, students were asked to write a recount text based on two themes determined by the researcher. The students were asked to choose one of the themes. The time allotted for work is 20 minutes.

In addition, the test carried out using a writing test. The research instrument was designed by adapting previous research, but there were several sentences designed by the researcher. The instrument test can be seen in Appendix 1.

b. Treatment

The treatment was carried out three times in experimental class with personal Recount Text material and used Free-writing and Peer-editing Technique.

c. Post-test

In this session, students were asked to write a recount text based on two themes determined by the researcher. The students were asking to choose one of the themes (the theme given is different from the Pre-Test). The time allotted for work is 20 minutes. The instrument test can be seen in Appendix 1.

F. Data Analysis

In quantitative research, data analysis is an activity after data from all respondents or other data sources have been collected. Data analysis techniques in quantitative research use statistics (Sugiyono,

2019). Researcher used descriptive statistics in analysing the data. There are some steps to analyse the data;

1) Validity Test

Expert validity used in this research, was judged a lecturer of UIN Prof. K. H. Saifuddin Zuhri Purwokerto. The validity of Free Writing and Peer-editing Techniques instrument (presented in appendix) showed that the questions were considered valid.

2) Normality Test

The normality test is important requirements that may be followed while analysing the study data. It was done to determine whether or not the distribution of data was normal. In this study, the normality test was analysed using Kolmogorov-Smirnov and SPSS version 23 software. If the normality score is higher than 0,05, the data distribution is considered to be normal. On the other hand, if the normality test score is less than 0,05, it is possible that the data distribution is not normal.

Table 3.2 Critical Value of Kolmogorov-Smirnov Test

n	α = 0,20	α = 0,10	α = 0,05	α = 0,02	α = 0,01
1	0,900	0,950	0,975	0,990	0,995
2	0,684	0,776	0,842	0,900	0,929
3	0,565	0,636	0,708	0,785	0,829
4	0,493	0,565	0,624	0,689	0,734
5	0,447	0,509	0,563	0,627	0,669
6	0,410	0,468	0,519	0,577	0,617
7	0,381	0,436	0,483	0,538	0,576
8	0,359	0,410	0,454	0,507	0,542

9	0,339	0,387	0,430	0,480	0,513
10	0,323	0,369	0,409	0,457	0,486
11	0,308	0,352	0,391	0,437	0,468
12	0,296	0,338	0,375	0,419	0,449
13	0,285	0,325	0,361	0,404	0,432
14	0,275	0,314	0,349	0,390	0,418
15	0,266	0,304	0,338	0,377	0,404
16	0,258	0,295	0,327	0,366	0,392
17	0,250	0,286	0,318	0,355	0,381
18	0,244	0,279	0,309	0,346	0,371
19	0,237	0,271	0,301	0,337	0,361
20	0,232	0,265	0,294	0,329	0,352
21	0,226	0,259	0,287	0,321	0,344
22	0,221	0,253	0,281	0,314	0,337
23	0,216	0,247	0,275	0,307	0,330
24	0,212	0,242	0,269	0,301	0,323
25	0,208	0,238	0,264	0,295	0,317
26	0,204	0,233	0,259	0,290	0,311
27	0,200	0,229	0,254	0,284	0,305
28	0,197	0,225	0,250	0,279	0,300
29	0,193	0,221	0,246	0,275	0,295
30	0,190	0,218	0,242	0,270	0,290
35	0,177	0,202	0,224	0,251	0,269
40	0,165	0,189	0,210	0,235	0,252
45	0,156	0,179	0,198	0,222	0,238
50	0,148	0,170	0,188	0,211	0,226
55	0,142	0,162	0,180	0,201	0,216
60	0,136	0,155	0,172	0,193	0,207
65	0,131	0,149	0,166	0,185	0,199
70	0,126	0,144	0,160	0,179	0,192

75	0,122	0,139	0,154	0,173	0,185
80	0,118	0,135	0,150	0,167	0,179
85	0,114	0,131	0,145	0,162	0,174
90	0,111	0,127	0,141	0,158	0,169
95	0,108	0,124	0,137	0,154	0,165
100	0,106	0,121	0,134	0,150	0,161

3) Homogeneity Test

The homogeneity test was used to determine whether or not the data from the two groups included the same variation. This type of test, like the normality test, made use of SPSS version 23 software. The Levene Statistic with = 0.05 is used in this study. If the homogeneity score was more than 0,05, the data was regarded to be homogeneous.

4) T-test

T-test is used to know the effect of using freewriting and Peer-editing techniques on students' writing Personal Recount Text. The t-test was used by the researcher to determine whether the null hypothesis or alternative hypothesis should be accepted or rejected. The t-test used in this study is a Paired Sample T-test with a two-tailed significance test. The criteria for rejecting or not rejecting Ho based on the p-value are as follows: If the p-value or sig (2-tailed) is higher than the significance level of sig = 0.05 (5%), the null hypothesis is accepted. On the other hand, if the p-value is less than sig = 0.05 (5%), the alternative hypothesis is accepted (Jainuri, 2019). T-test analysed by using SPSS version 23 software.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, research finding between both class experimental and controlled class would be explained. The researcher gives the result and also the discussion. It presents the data that had been proceed by using SPSS

A. Findings

1. Data Description

The results of this research show the effectiveness of applying Free Writing and Peer-editing Technique to students in writing personal recount text. This research took two classes out of ten classes at SMA N 1 Wanadadi. Where the two classes are class XA as the experimental class and class XB as the control class. The experimental class was given treatment in the form of Free writing and Peer-editing, while the control class only applies conventional approach. Conventional approach refers to the traditional way of teaching where in most of the time lecture method is used. The way learners interact and perceive one another has a lot of impact on their achievement (John et al., 2023).

The pre-test and post-test instruments in this study were written text, in which students were requested to select a topic. The researcher presented two different topics to the students, and they had to choose one of them before beginning to write a personal recount text. The pre-test was given to both the experimental and control class in order to know students' writing abilities before the treatment. Treatment was given three times to the experimental class, where they had to do Free writing techniques before learning (as brainstorming) and Peer-editing after the material was given. The post-test was given to the experimental class after three time of treatments, and was given to control class after 3 times meeting with conventional learning or without Freewriting and

Peer-editing techniques. The results of the post-test were used to find out whether the Free writing and Peer-editing techniques were effective for students in writing personal recount texts.

The pre-test and post-test data results were analysed with the paired-sample t-test to evaluate the Free writing and Peer-editing Technique in SMA N 1 Wanadadi.

a) Data Description of Experimental Class

Here is data from the pre-test and post-test results of the experimental class:

Table 4.1 The Students' Score Experimental Class

STUDENTS	EXPERIMENT	
	Pre-Test	Post-Test
1	40	75
2	60	75
3	45	65
4	45	75
5	50	80
6	70	65
7	50	80
8	55	85
9	40	65
10	50	70
11	65	80
12	45	85
13	75	55
14	30	60
15	50	70
16	75	70
17	50	55
18	70	80
19	55	55
20	55	65
21	65	70
22	40	80
23	60	90
24	65	60

25	60	60
26	55	75
27	55	70
28	65	60
29	65	90
30	70	85
31	55	70
32	55	70
33	75	85
34	70	70
35	55	65
36	60	90

Based on the table above, the calculation results from the pre-test and post-test in the Experimental Class can be seen:

Table 4.2 The Result of Pre-test and Post-test on Experimental Class

STATISTICS	**EXPERIMENTAL CLASS**	
	Pre-test	**Post-test**
N	36	36
Mean	57,2	72,2
Modus	55	70
Maximum	75	90
Minimum	40	55
Mean Difference	15,0	

There are 36 students in the experimental class. Based on the result of Pre-test and Post-test, the researcher found that the score minimum of Pre-test in experimental class is 40 while the maximum score is 75. The score minimum of the Post-test in experimental class is 55, while the maximum score is 90. The mean of the Pre-test is 57,2, while the post test is 72,2 and Mean

difference is 15,0. As the result from the description above, it can be concluded that there was a difference between pre-test and post-test score, where the post-test score are higher than the pre-test score.

b) Data Description of Control Class

Here is data from the pre-test and post-test results of the control class:

Table 4.3 The Students' Score Control Class

STUDENTS	CONTROL	
	Pre-Test	Post-Test
1	70	60
2	45	50
3	60	65
4	55	65
5	75	70
6	45	55
7	50	70
8	70	75
9	45	55
10	55	60
11	65	65
12	55	75
13	45	55
14	50	75
15	65	55
16	60	70
17	65	80
18	50	85
19	55	85
20	50	65
21	55	60
22	60	60
23	50	80
24	70	60
25	70	80
26	75	85
27	65	80
28	70	65

29	60	50
30	75	50
31	75	70
32	75	60
33	60	75
34	60	75
35	60	70
36	65	65

Based on the table above, the calculation results from the pre-test and post-test in the Experimental Class can be seen:

Table 4.4 The Result of Pre-test and Post-test on Control Class

STATISTICS	CONTROL CLASS	
	Pre-test	**Post-test**
N	36	36
Mean	60,4	67,2
Modus	60	60
Maximum	75	85
Minimum	45	50
Mean Difference	6,8	

There are 36 students in the control class. Based on the result of Pre-test and Post-test, it can be found that the score minimum of Pre-test in control class is 45 while the maximum score is 75. The score minimum of the Post-test in control class is 50, while the maximum score is 85. The mean of the Pre-test is 60,4, while the post test is 67,2 and Mean difference is 6,8. Therefore, it can be concluded that there is difference between pre-test and post-test score, but it can be seen from the mean difference score, that the mean difference in the control class is lower than the experimental class.

2. Data Analysis

The following is analysis data from the pre-test and post-test results of the experimental class and control class. The data has been analysed using the normality test, homogeneity test, and t-test.

a) Normality Test

The results of the pre-test and post-test experimental class, as well as the control class, were used to generate the normality test data. If the significance value of the normality result is higher than 0,05, it can be concluded that the data distribution is normal. Meanwhile, if the score of normality test shows less than 0,05, it can be concluded that the data distributions is not normal. The result of normality test as follows:

Table 4.5 The Result of Normality Test

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Students' Ability in Writing Personal Recount Text	Pre-test Experimental Class	.141	36	.068	.951	36	.111
	Post-test Experimental Class	.141	36	.068	.951	36	.111
	Pre-test Control Class	.117	36	.200*	.932	36	.029
	Post-test Control Class	.118	36	.200*	.951	36	.115

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

According to the normality table, it can be state that the data is normally distributed. The significance value of the pre-test in the experimental class is 0,68, and the pre-test in the control class is 0,200. Then, the significance value in the post test in the experimental class is 0,68 and in the control class is 0,200. All of the data indicates that the probability value is more than 0.05. As a result, the data is normally distributed.

b) Homogeneity Test

The Homogeneity test was designed to determine whether or not the data from the experimental and control classes were homogenous (equal). In this study, the researcher used the Levene Statistic to scale the homogeneity test of both the experimental and control classes. The result of homogeneity test as follows:

Table 4.6 The Result of Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Students' Ability in Writing Personal Recount Text	Based on Mean	.014	1	70	.905
	Based on Median	.036	1	70	.850
	Based on Median and with adjusted df	.036	1	69.861	.850
	Based on trimmed mean	.015	1	70	.904

According to the table above, the significance level in the row Based on Mean column Sig is 0.905. Because Sig > 0.05, it can be said that the variance of the two groups of data is the same or homogeneous.

c) T-test

The t-test was performed by the researcher to assess whether the null hypothesis or alternative hypothesis should be accepted or rejected. If Sig > 0.05 then H0 is accepted and Ha is rejected. If Sig < 0.05 then H0 is rejected and Ha is accepted. The result of T-test as follows:

1) Paired Sample T-test of Experimental Class

T-test of data Pre-test and Post-test of the experimental class is to know the differences in the ability of the students in writing personal recount text using Free writing and Peer-editing techniques. The t-test of the pre-test and post-test in the experimental class is shown in the following table:

Table 4.7 The Result of Paired Sample Statistics of Experimental Class

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pre-test Experimental Class	57.22	36	10.313	1.719
Post Test Experimental Class	72.22	36	10.313	1.719

The descriptive analysis of the processed data is described in the paired sample group statistics table. The mean score of the pre-test found in the table 57,22 in experimental class and the mean score of the post-test is 72,22. N indicates there are 36 data. The standard deviation was used to calculate the degree of risk, which is 10,313 in the experimental class's pre-test and 10,313 in the experimental class's post-test. The Standard Error Mean was

used to examine how well the average data from the sample data can estimate the population mean for each variable.

The experimental class's standard error mean in the pre-test and post-test is 1,719. Because the data was normally distributed, the std error mean may be ignored. Based on the pre-test and post-test mean, it is reasonable to believe that the post-test on the data is higher than the pre-test. Because the average (mean) post-test score is 72,22 from 36 data points, and the data distribution (standard deviation) obtained is 10,313 with a standard error mean of 1,719. It indicates that the post-test on the data is higher the pre-test.

Table 4.8 The Result of Paired Sample Test of Experimental Class

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1	Pre-test Experimental Class - Post Test Experimental Class	-15.000	14.243	2.374	-19.819	-10.181	-6.319	35	.000

The table above shows that the results of the paired sample test in the experimental class, t = -6,319 with df = 35 at a significance level of 0,05. Then Sig (2-tailed) = 0,000 < 0,05. From the result, it can be said that at a significance level of 0,05 H_0 is rejected and H_a is Accepted.

The above table's output includes information on the mean paired differences, which is -15,000. This value represents the difference between the average pre-test and post-test outcomes for the experimental class. It can be written (57,22 – 72,22 = -15,000), and the difference is between -19,819 to -10,181 (95% Confidence Interval of the Difference lower and upper).

Based on the table above, it is found that the t count is negative, which is -6,319. This negative t count occurs because the pre-test mean value is lower than the post-test mean value. In this case, a negative t count might be positive. So, the value of the t count becomes 6,319. Next, found of the t table, which searches the t-table based on the df value and the significance value (α/2). The value of df is 35 and the value of 0,05/2 is 0,025. This number serves as the starting point for locating the t table in the distribution of the t statistical table. Then, based on df 35 and the value of 0,025 found that the t-table value is 2,030.

Thus, because t count 6,319 > t table 2,030, it can be concluded that H_0 is rejected and Ha is accepted. It can be concluded that there is an average difference between the pre-test and post-test results.

2) Paired Sample T-test of Control Class

The aim of t-test of data Pre-test and Post-test of the control class is to know differences in the ability of the students in writing personal recount text using conventional learning.

The t-test summary of the results of the pre-test and post-test in the control class is shown in the following table:

Table 4.9 The Result of Paired Sample Statistics of Control Class

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Control Class	60.42	36	9.664	1.611
	Post-test Control Class	67.22	36	10.382	1.730

According to the table, the mean of the pre-test in the control class is 60,42 and the mean score of the post-test is 67,22. N indicates there are 36 data. The standard deviation was used to measure the level of risk, which in the pre-test of the control class is 9,664 and the standard deviation in the post-test of the control class is 10,382.

The standard error mean in the pre-test is 1,611, while post-test is 1,730. Based on the pre-test and post-test mean, it can be assumed that the post-test on the data is higher than the pre-test. Because the average score (mean) of the post-test is 67,22 from 36 data, and the distribution of data (Std. Deviation) obtained is 10,382 with a standard error mean of 1,730. It means that the post-test on the data is higher than the pre-test.

Table 4.10 The Result of Paired Sample Test of Control Class

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test Control Class - Post-test Control Class	-6.806	13.264	2.211	-11.293	-2.318	-3.079	35	.004

Based on the table above, the results of the paired sample test in the experimental class, t = -3,079 with df = 35. Then, Sig (2-tailed) = 0,004 < 0,05. From the result, it can be said that at a significance level of 0,05 H_0 is rejected, and H_a is accepted. In other words, there was a difference in the pre-test and post-test scores in the control class.

The mean paired differences are -6,806. This value shows the difference between the control class's average pre-test and post-test results. It can be written (60,42 – 67,22 = -6,806), and the difference is between -11,293 to -2,318 (95% Confidence Interval of the Difference lower and upper). Based on the output of the table above, it is known that the t count is negative, which is -3,079. This negative t count is caused because the mean value of the pre-test results is lower than the mean post-test results. In a case like this, a negative t count can be positive. So, the value of the t count

becomes 3,079. Next, found of the t table, which searches the t-table based on the df value and the significance value (α/2). The value of df is 35 and the value of 0,05/2 is 0,025. We use this value as the basis of reference in finding the t table in the distribution of the t statistical table. Then look up the t-table value based on df 35 and the value of α 0,025, so the t-table is 2,030.

Thus, because t count 3,079 > t table 2,030 as a basis for the above decision. It can be concluded that there is an average difference between the pre-test and post-test results, which means that there is an effect towards student writing personal recount text at SMA N 1 Wanadadi using conventional approach.

B. Discussion

This research was conducted at SMA N 1 Wanadadi. The objective of this research is to find out the effectiveness of Free Writing and Peer-Editing Techniques on students' ability in writing personal Recount Text of the tenth grades students in SMA N 1 Wanadadi. Researcher used a quantitative approach and quasi experimental method. The method chosen is to compare the differences in writing ability between students in class XA as experimental class and use free writing and peer-editing techniques during learning activities, with XB as control class, who did not use free writing and peer-editing techniques during learning activity.

At the biggening, the students of experiment and control class was tested using pre-test to know their ability in writing personal recount text before treatment. The question from the pre-test given was to create a personal recount text by choosing one of two themes determined by the researcher. Previously, the questions from the pre-test given had been validated by expert judgement, who is one of the lectures of UIN

Prof. K. H. Saifuddin Zuhri Purwokerto. After pre-test, the researcher applied free-writing and peer-editing techniques in experimental class 3 times, while in control class was use conventional learning. Then, after 3 times of treatment, researcher gave post-test to experiment and control class. The instruction of the question was same as pre-test, but the theme is different.

The researcher analysed normality and homogeneity test from the data of pre-test of experiment and control class using the IBM SPSS statistics 23 program. The results of this analysis show that the data is normally distributed and homogeneous. The significance value of the pre-test in the experimental class is 0,68, and the pre-test in the control class is 0,200. For the significance value in the post test, it can be seen that in the experimental class is 0,68 and in the control class is 0,200. The data shows that the probability value is more than 0,05 and it can be concluded that the data was normally distributed. Then, the homogeneity test shows that the significance level in the row Based on Mean column Sig is 0.905. Because Sig > 0.05, it can be concluded that the variance of the two groups of data is the same or homogeneous.

After completing the normality and homogeneity test, the researcher used T-test to test the hypothesis using IBM SPSS 23 program. The researcher used paired-sample t-test. The result of paired sample t-test show that the mean of experimental class was 57,22 on the pre-test and the post-test 72,22 with the 36 data. The standard deviation of the pre-test was 10,313, and the post-test also 10,313. Std. Error mean on pre-test and post-test was 1,719. The mean pf control class in the paired sample statistical table of pre-test was 60,42 and the post test was 67,22 with 36 data. The standard deviation of the pre-test was 9.664 and the post-test was. Std error mean of pre-test was 10.382 and the post test was 1,611 1,730. Therefore, the mean of the pre-test and post-test of experiment and control class can be assumed that it is different. It can be seen in Mean Difference on table 4.2, that the increase in the

experimental class is 15,000 while the increase in the control class is 6,806 (see table 4.4). In other words, there is an increase in scores in both classes which can be seen from Mean Difference. If the Mean Difference are compared, the increase in scores is more significant in the experimental class than in the control class. In conclusion, using free writing and peer-editing techniques in writing personal recount text is more effective than without free writing and peer editing techniques.

Moreover, in experimental class obtained Sig (2-tailed) = 0,000 < 0,05 which means that at a significance level of 0,05 H_0 is rejected and H_a is Accepted. The df of experimental class was 35, it means that the t-table is 2,030. The t-count was 6,319. From that, t count 6,319 > t table 2,030. It can be concluded that H_0 is rejected and Ha is accepted. Besides, in control class obtained Sig (2-tailed) = 0,004 < 0,05. The df of control class was 35, it means that t-table is 2,030. The t-count was 3,079. Because t count 3,079 > t table 2,030, it can be said that there is an average difference between the pre-test and post-test results of control class. Although the experiment and control classes Ha were accepted, it can be noticed the difference between the t-count and t-table in the experimental class and control class. There was differences or effect that in the experimental class, which was higher than the control class. It can be concluded that the class that received freewriting and peer-editing techniques was more influential than the class that did not receive it.

Thus, Free writing and peer-editing technique helps students to elaborate their writing ability. This is in accordance with several literature reviews in this research, like Nurfiryalianti and Jamaluddin (2014) who stated that Freewriting helps students to improve writing in a formal way. According to Brown (2015), Free writing makes students start the “flow” of writing, unfettered by the potential of being judged for ungrammaticalities, incorrect spelling, or fuzzy thinking. Elbow (1998) also state that Freewriting can help students learn simply to get

on writing and not be held by worries about whether they use good words or right words. In addition, the researcher applied peer-editing that help the students become a better writer. As Binjami (2013) said that Peer editing on writing develops students to improve their knowledge through providing opportunities to think critically, and to improve their autonomy. Hyland (2004) also state that Peer-editing can helps the students and makes the students aware of their reader when they write and make revision. The statements above have been proven in this research, where the use of Freewriting and Peer-editing techniques in writing is effectively used.

Besides, during freewriting and peer-editing activity, researcher found that the students enjoyed the activity and said if free writing and peer-editing is easy to do, but sometimes students confused about what they will write and unable to edit their friend's writing. This is as stated by Hedge (2000) that as one of the type of writings, free writing seems easier to be practiced. Indeed, it consists of a number of steps to be concerned to produce ideas that is very beneficial for writing. One of the hardest tasks in writing is getting started. What make the writing skill, in general, becomes more difficult to be applied is that its components that should be seriously alert by the writer. In addition, peer-editing according to Amalia (2020) who said that the first-year program is too soon, its mean that the students complain that they do not know enough about legal writing to be capable peer editors. That is why Peer-editing is sometimes difficult to practice, especially in the first year of high school.

Previous study also supports the results of this research. Based on previous study in the second chapter, the first study was done by Paizatul isni about *Free Writing Technique in Teaching Writing Skill in EFL Classroom*, where the results of the research were significantly effective in teaching writing in EFL classroom. For the second previous study was conducted by Adelia Tufliha about *The Effect of Using Peer*

Editing to Improve Students Ability in Writing at Eight Grade Students of Junior High School of 8 Bukittinggi Academic Year 2018/2019, it was found that using peer-editing in writing had better result than not using peer-editing. The third previous study with the tittle *"From Instructed Writing to Free-Writing: A Study of EFL Learners"* was written by Saleh Alharthi, the result of this study according to the analysis, students in the freewriting program acquired better grammar acquisition than the control group, and the students can improve their writing skill. The fourth previous research was written by Díaz Galvis and Nubia Mercedes with the tittle *"Peer editing: a strategic source in EFL students' writing process"*, it can be found that when students were engaged in peer-editing sessions they created zones of proximal development in which high achiever students provide linguistic scaffolding and empowered low achievers. It was also found that students use thinking strategies such as noticing and explaining when they identified errors related to the formal aspects of the language. The last previous study with the tittle "Metode Free Writing Untuk Meningkatkan Kemampuan Reading Dan Writing Teks Deskriptif Mata Pelajaran Bahasa Inggris pada Siswa Kelas VII SMP Muhammadiyah Sewon Kab. Bantul Daerah Istimewa Yogyakarta" was written by Rina Lestari, Iskandar and Eli Fatmasar. The results of this study prove that free-writing method can improve reading and writing skills in learning English in descriptive text learning material. In summary, all previous studies accommodate this research, where Freewriting and Peer-editing techniques are effective in writing.

Furthermore, based on the explanation above, it can be concluded that Freewriting and peer-editing techniques was effective on students' writing ability in writing personal recount text on the tenth grades students in SMA N 1 Wanadadi Banjarnegara. On the other hand, Freewriting and peer-editing technique was effective on students' ability

in writing personal recount text, but still needed teachers to elaborate more on the process of students writing activity.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter explain conclusion and some suggestions for the English teacher, the students, and for the further researcher.

A. Conclusion

This research examined the effectiveness of Freewriting and Peer-Editing Techniques on students' ability in writing Personal Recount Text of the tenth grades students in SMA N 1 Wanadadi Banjarnegara. The data was obtained using pre-test and post-test. Researcher also used two classes as research objects, namely the experimental class and the control class, where pre-test and post-test have been given to both classes. The data obtained was processed using IBM SPSS statistics 23. Researcher use normality test and the result was data normality distributed. Then, the researcher used homogeneity test, and the result was data is homogeneous. The last is t-test to assess whether the null hypothesis or alternative hypothesis should be accepted or rejected.

Based on the results of data processing, it was found that the pre-test and post-test results in the experimental class and control class both had increased scores. However, the increase in value shown by the mean differences in the experimental class was higher than in the control class. The mean difference of experimental class is 15,0, while in control class is 6,8. Moreover, the result of the t-test on experimental class shows that t count 6,319 > t value 2,030 and then Sig (2-tailde) = 0,000 < 0,050. Therefore, the statistical hypothesis implied that the Null Hypothesis (Ho) is rejected and the Alternative Hypothesis (Ha) is accepted. From the statement before, it can be concluded that using Free Writing and Peer-Editing Techniques on students' ability in writing Personal Recount Text of the tenth grades students in SMA N 1 Wanadadi is effective.

B. Limitation of Study

This research has limitations, which is the limited time. Where tenth grade students in the first semester must follow the steps of Freewriting and Peer-editing Techniques and had to understand them over three meetings. However, with the teacher explaining in detail and the students paying attention, both Freewriting and Peer-editing techniques can be applied well.

C. Suggestion

According to the conclusion, the researcher gave some suggestions that might be necessary to be delivered to English teacher, the students, and other or further researchers.

It is quite important for English teachers to apply a technique that allows students simply to understand the lesson. According to the study, using Free Writing and Peer-Editing techniques in teaching Personal Recount Text to tenth grade students is effective. Furthermore, using freewriting and peer-editing techniques may create a different environment in the teaching and learning of the material.

For the students, Freewriting and Peer-editing technique could be a solution for finishing students writing in recount text. Freewriting technique helps students while writing personal recount text in the right order, also Peer-editing can help students to write better. The researcher suggests that students in SMA N 1 Wanadadi can build up their vocabularies.

For the next researcher, who are interested to make another research that might be similar with this research, this research can be one of the sources. In other words, the researcher hopes that further researchers can study more, can explore more with different skills and different samples.

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UIN PROF. KH. SAIFUDDIN ZUHRI

APPENDICES

Appendix 1. Instrument Validity

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Alamat: Jalan Jenderal A. Yani, No.40A Purwokerto 53126

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Desi Wijayanti M., M.Pd.

Jabatan : Dosen Program Studi Tadris Bahasa Inggris

Telah membaca instrument penelitian yang berjudul **"The Effectiveness of Free Writing Technique on Writing Recount Text of The Tenth Grade Students in Sma N 1 Wanadadi"** oleh:

Nama : Irma Widyawati

NIM : 1917404046

Prodi : Tadris Bahasa Inggris

Dengan ini menyatakan instrument penelitian tersebut ☑

☐ Layak digunakan untuk mengambil data tanpa revisi

☑ Layak digunakan untuk mengambil data dengan revisi sesuai saran

☐ Tidak layak

Catatan (bila perlu)

.....
.....

Demikian keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Purwokerto, Mei 2023
Validator,

Desi Wijayanti M., M.Pd.
NIP.199212152018012003

Expert 2

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Alamat: Jalan Jenderal A. Yani, No.40A Purwokerto 53126

SURAT KETERANGAN VALIDASI PENILAIAN SISWA

Yang bertanda tangan dibawah ini:

Nama : Helianti Mersian, S.Pd

Jabatan : Guru Bahasa Inggris SMA N 1 Wanadadi

Telah membaca Penilaian dalam penelitian yang berjudul **"The Effectiveness of Free Writing and Peer Editing Technique on Writing Personal Recount Text of The Tenth Grade Students in Sma N 1 Wanadadi"** oleh:

Nama : Irma Widyawati

NIM : 1917404046

Prodi : Tadris Bahasa Inggris

Dengan ini menyatakan penilaian tersebut ☑

☑ Sudah Sesuai

☐ Sudah Sesuai berdasarkan saran

☐ Tidak Sesuai

Catatan (bila perlu)

.....
.....

Demikian keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Banjarnegara, September 2023
Validator,

Helianti Mersian, S.Pd
NIP. 197502082007012008

Appendix 2. Observation Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor : B.m.3805/Un.19/D.FTIK/PP.05.3/07/2023 24 Juli 2023
Lamp. : -
Hal : **Permohonan Ijin Riset Individu**

Kepada
Yth. Kepala SMA N 1 Wanadadi
Kec. Wanadadi
di Tempat

Assalamu'alaikum Wr. Wb.
Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

1. Nama	: Irma Widyawati
2. NIM	: 1917404046
3. Semester	: 9 (Sembilan)
4. Jurusan / Prodi	: Tadris Bahasa Inggris
5. Alamat	: Sidarata, rt 04 rw 02, Kec. Punggelan, Kab. Banjarnegara
6. Judul	: The Effectiveness of Free Writing and Peer Editing Technique on Writing Personal Recount Text of The Tenth Grade Students in SMA N 1 Wanadadi

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

1. Objek	: Kemampuan menulis teks Recount pada siswa kelas 10
2. Tempat / Lokasi	: SMA N 1 Wanadadi
3. Tanggal Riset	: 25-07-2023 s/d 25-09-2023
4. Metode Penelitian	: Eksperimen

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris

Maria Ulpah

PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS NEGERI 1 WANADADI
Jl. Raya Tapen – Wanadadi, Kec. Wanadadi, Kab. Banjarnegara, Prov. Jawa Tengah ✉53461 ☎ (0286)597138
Faksimile: 0286-597138; surel: sman1wanadadi@gmail.com; website: www.sman1wanadadi.sch.id
Ig: @smanegeri1wanadadi; fb: SmansawanaDadi, twitter: @SmansawanaDadi; yt: smansawana DADI (official)

SURAT KETERANGAN

NO: 423.4 / 407 / IX / 2023

Yang bertanda tangan dibawah ini :

N a m a	:	**HERI SUHARYANA, S.Pd**
NIP	:	**19650213 198902 1 001**
Jabatan	:	Kepala Sekolah
Nama Sekolah	:	SMA Negeri 1 Wanadadi, Kabupaten Banjarnegara, Provinsi Jawa Tengah.
Alamat	:	Jln. Raya Tapen-Wanadadi, Banjarnegara Kode Pos. 53461. Telp.0286597138.

Dengan ini menerangkan bahwa mahasiswa di bawah ini:

Nama	:	IRMA WIDYAWATI
NIM	:	1917404046
Prodi	:	Tadris Bahasa Inggris
Jenjang	:.	S1

Benar-benar telah selesai melakukan penelitian untuk Skripsi di SMA Negeri 1 Wanadadi, Banjarnegara pada tanggal 25 Agustus 2023 s/d 13 September 2023 guna melengkapi data pada penyusunan skripsi yang berjudul sebagai berikut: "THE EFFECTIVENESS OF FREE WRITING AND PEER EDITING TECHNIQUE ON WRITING PERSONAL RECOUNT TEXT OF THE TENTH GRADE STUDENTS IN SMA N 1 WANADADI"

Demikian surat keterangan ini dibuat dengan sebenarnya, kemudian untuk dapat dipergunakan sebagaimana mestinya.

Wanadadi, 13 September 2023
Kepala Sekolah

PEMPROV JATENG SMAN 1 WANADADI DISDIKBUD

HERI SUHARYANA, S.Pd
NIP. 19650213 198902 1 001

Appendix 3. Transcript

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI
PURWOKERTO

TRANSKRIP NILAI

Nama Mahasiswa : IRMA WIDYAWATI
NIM : 1917404046
Fakultas : Tarbiyah & Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)

No	SMT	Kode MK	Nama Mata Kuliah	SKS	Nilai		
					Huruf	Angka	Jumlah
1	1	INS 011	Logika	2	A-	3.6	7.2
2	1	INS 002	Ilmu Kalam	2	A-	3.6	7.2
3	1	TIK 001	Ilmu Pendidikan	2	A	4.0	8.0
4	1	TBI 005	Basic English Grammar	2	B+	3.3	6.6
5	1	TBI 004	Free Writing	2	A-	3.6	7.2
6	1	TBI 003	Speaking for Daily Communication	2	A-	3.6	7.2
7	1	TBI 002	Literal Reading	2	B	3.0	6.0
8	1	TBI 001	Listening for Leisure	2	A-	3.6	7.2
9	1	INS 020	BTA dan PPI	0	B+	3.3	0.0
10	1	INS 017	Al `Arabiyyah Al Asaasiyyah	2	B	3.0	6.0
11	1	INS 015	Basic English	2	A	4.0	8.0
12	2	INS 018	Al Arabiyyah At Tathbiiqiyyah	2	B	3.0	6.0
13	2	TIK 002	Filsafat Pendidikan Islam	2	A	4.0	8.0
14	2	TBI 010	Intermediate English Grammar	2	B-	2.6	5.2
15	2	TBI 009	Paragraph Writing	2	B	3.0	6.0
16	2	TBI 008	Speaking for Formal Communication	2	A-	3.6	7.2
17	2	TBI 007	Interpretive Reading	2	A	4.0	8.0
18	2	TBI 006	Listening for Factual Communication	2	A-	3.6	7.2
19	2	INS 021	Aplikasi Komputer	0	B+	3.3	0.0
20	2	INS 016	English for Academic Purposes	2	A-	3.6	7.2
21	2	INS 008	Ushul Fiqh	2	A	4.0	8.0
22	2	INS 004	Akhlaq dan Tasawuf	2	A-	3.6	7.2
23	3	INS 009	Filsafat Islam	2	A-	3.6	7.2
24	3	TIK 003	Ilmu Pendidikan Islam	2	A	4.0	8.0
25	3	TBI 015	Advanced English Grammar	2	B+	3.3	6.6
26	3	TBI 014	Essay Writing	2	B+	3.3	6.6
27	3	TBI 013	Speaking for Academic Purposes	2	A	4.0	8.0
28	3	TBI 012	Critical Reading	2	B	3.0	6.0
29	3	TBI 011	Listening for Critical Thinking	2	A-	3.6	7.2
30	3	INS 007	Islamic Building/Dasar-dasar Keislaman	2	A	4.0	8.0
31	3	INS 006	Ulumul Hadits	2	A	4.0	8.0
32	3	INS 005	Ulumul Qur`an	2	B-	2.6	5.2
33	3	INS 003	Fiqh	2	A	4.0	8.0
34	4	TBI P35	English for Young Learners	2	A-	3.6	7.2
35	4	TIK 009	Sosiologi Pendidikan	2	A	4.0	8.0
36	4	TIK 012	Pengembangan Profesi Guru	2	A-	3.6	7.2
37	4	TIK 019	Statistika Pendidikan	2	B	3.0	6.0
38	4	TIK 010	Psikologi Pendidikan	2	A-	3.6	7.2
39	4	TIK 011	Psikologi Perkembangan Peserta Didik	2	A-	3.6	7.2
40	4	TBI P45	Theories of Translation	2			
41	4	TBI P40	Bussiness English	2			
42	4	TBI 030	Curriculum and Learning Model Observation	1	A	4.0	4.0
43	4	TBI 018	Complex English Grammar	1	B+	3.3	3.3
44	4	TBI 017	Academic Writing	2	A	4.0	8.0
45	4	TBI 016	Public Speaking	2	A-	3.6	7.2
46	4	INS 012	Ilmu Alamiah Dasar	2	B-	2.6	5.2
47	4	INS 010	Filsafat Ilmu	2	A-	3.6	7.2
48	5	TBI 031	LSCM Observation	1	A-	3.6	3.6
49	5	TBI P36	Classroom Action Research	2	A-	3.6	7.2
50	5	TBI P41	Tourism Management	2			

No	SMT	Kode MK	Nama Mata Kuliah	SKS	Nilai		
					Huruf	Angka	Jumlah
51	5	TBI P46	Fiction Text Translation	2			
52	5	TIK 007	Pendidikan Global	2	A-	3.6	7.2
53	5	TIK 018	Pengembangan Kurikulum	2	A-	3.6	7.2
54	5	TBI 022	English Phonology	2	A-	3.6	7.2
55	5	TBI 021	Introduction to Linguistics	2	A	4.0	8.0
56	5	TBI 020	Semantics	2	A-	3.6	7.2
57	5	TBI 019	English Syntaxes	2	A-	3.6	7.2
58	5	INS 014	Bahasa Indonesia	2	A	4.0	8.0
59	5	INS 013	Sejarah Kebudayaan Islam	2	A	4.0	8.0
60	5	TIK 013	Bimbingan dan Konseling	2	B	3.0	6.0
61	5	TBI 023	English - Indonesian Translation	2	A	4.0	8.0
62	6	TIK 004	Sejarah Pendidikan Islam	2	A	4.0	8.0
63	6	TIK 022	Metodologi Penelitian Kuantitatif Pendidikan	2	A-	3.6	7.2
64	6	TIK 021	Metodologi Penelitian Kualitatif Pendidikan	2	A	4.0	8.0
65	6	TIK 005	Administrasi Pendidikan	2	B	3.0	6.0
66	6	TBI P47	Cross Culture Understanding	2			
67	6	TBI P42	Public Speaking	2			
68	6	TBI 028	Language Testing & Evaluation	2	A	4.0	8.0
69	6	TBI 027	Instructional Media for English	2	A-	3.6	7.2
70	6	TBI 026	Teaching English as Foreign Language	2	A	4.0	8.0
71	6	TBI 025	Developing Material Design for English	2	A-	3.6	7.2
72	6	TBI 024	Morphology	2	A-	3.6	7.2
73	6	TBI P37	ICT (Information Communication Technology)	2	A	4.0	8.0
74	7	TBI P38	English for Difable	2	A	4.0	8.0
75	7	TBI P49	Translation Text Editing	2			
76	7	TBI P48	Translation Text Analysis	2			
77	7	TBI P44	Educational Enterpreneurship	2			
78	7	TBI P43	English for Mass Media	2			
79	7	TBI P39	Language Learning and Acquisition	2	A	4.0	8.0
80	7	TBI 032	Micro Teaching	2	A	4.0	8.0
81	7	TBI 029	Seminar Proposal	2	A	4.0	8.0
82	7	INS 001	Pendidikan Pancasila dan Kewarganegaraan	3	A-	3.6	10.8
83	8	INS 019	KKN	3	A	4.0	12.0
84	8	TBI 033	Macro Teaching	2	A	4.0	8.0
85	8	TBI 034	Skripsi	6			

Purwokerto, 19-09-2023

Indeks Prestasi Komulatif (IPK): 3.63
Predikat : **Istimewa / Cumlaude**

Jml MK diambil : **74**
Jml SKS diambil : **143**
Jml Nilai : **519.5**

Mengetahui Wakil Dekan 1

Dr. SUPARJO, M.A
NIP: 19730717 199903 1 001

Appendix 4. Research Instrument

1. Pre-test

PRE-TEST

Name :

Class :

Time Allotment: 20 minutes

Work Individually!

Create a recount text for at least 10-15 sentences (3 paragraph) based on your past experience about:

1. Last Year Birthday
2. Embarrassing Moment

2. Post-test

POST-TEST

Name :

Class :

Time Allotment: 20 minutes

Work Individually!

Create a recount text for at least 10-15 sentences (3 paragraph) based on your past experience about:

1. My Holiday
2. Bad Day Ever

Appendix 5. Analytical Scale for Rating Composition Tasks *(Brown, 2004)*

	20 Excellent to Good	**15 Good to Adequate**	**10 Adequate to Fair**	**5 Unacceptable**
I. Organization: Introduction, Body, and Conclusion	Appropriate title, effective introductory paragraph, topic is stated, it leads to body; transitional expressions used; arrangement of material shows plan (could be outlined by the reader); supporting evidence given for generalizations; conclusion logical and complete	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed; sequence is logical but transitional expressions may be absent or misused	Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization
II. Logical development of ideas: content	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought	Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content
III. Grammar	Native-like fluency in English grammar; correct use of	Advanced proficiency in English grammar; some grammar	Ideas are getting through to the reader, but grammar problems are	Numerous serious grammar problems interfere with

	relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences	problems don't influence communication, although the reader is aware of them; no fragments or run-on sentences	apparent and have a negative effect on communication; run-on sentences or fragments present	communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences
IV. Punctuation, spelling, and mechanics	Correct use of English writing convention; left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; left margin correct; paper is neat and legible	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas	Serious problems with format of paper; parts of essay not legible; errors in sentence punctuation; unacceptable to educated readers
V. Style and quality of expression	Precise vocabulary usage; use of parallel structures; concise; register good	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise	Some vocabulary misused; lacks awareness of register; may be too wordy	Poor expression of ideas; problems in vocabulary; lacks variety of structure

PROF. KH. SAIFUDDIN ZUHRI

Appendix 6. Lesson Plan

Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMA N 1 Wanadadi
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X / 1
Materi Pokok	: Recount Text
Alokasi Waktu	: 2 x 45 menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadannya.
3. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount dengan dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.
4. Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
1.1 Menghargai dan menghayati ajaran agama yang dianutnya	
2.1 Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli	

(toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.	
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.11.1 Peserta didik mampu mengidentifikasi fungsi sosial dari recount text 3.11.2 Peserta didik mampu mengidentifikasi generic structure dari recount text 3.11.3 Peserta didik mampu mengidentifikasi unsur kebahasaan simple past tense 3.11.4 Peserta didik mampu menyebutkan adverbial phrase untuk mengungkapkan waktu, tempat dan cara: yesterday, last year, a week ago,in Malang 3.11.5 Peserta didik mampu menunjukkan conjunction dan time connectives: Then, after that, first, finally.

4.11 Teks recount 4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount)	4.11.1.1 Peserta didik mampu menyesuaikan unsur kebahasaan dan struktur teks recount sederhana 4.11.1.2 Peserta didik mampu merancang kalimat sederhana tentang pengalaman dalam bentuk simple past tense
4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.11.2.1 Peserta didik mampu membuat teks recount sederhana terkait pengalaman pribadi atau peristiwa di waktu lampau 4.11.2.2 Peserta didik mampu mempertunjukkan hasil teks recount sederhana yang telah dibuat.

C. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

1. Menggunakan struktur teks dan unsur kebahasaan simple past tense
2. Menggunakan kata keterangan waktu yang sering digunakan pada teks recount
3. Menggunakan kata penghubung waktu sesuai dengan konteks dalam teks recount
4. Menyesuaikan unsur kebahasaan dan struktur teks recount sederhana
5. Membuat teks Recount sederhana

D. Materi pembelajaran

Teks tulis sederhana tentang recount text

1. Fungsi sosial

   Recount text berfungsi untuk menceritakan kembali kejadian-kejadian atau pengalaman di masa lalu.

2. Struktur teks

   - Orientations: Pengenalan berupa informasi mengenai siapa, dimana, kapan peristiwa atau kejadian itu terjadi di masa lalu.
   - Events: Menceritakan peristiwa yang terjadi secara berurutan
   - Reorientation: Pengulangan pengenalan yang ada di tahap pertama dan merangkum semua peristiwa atau kejadian yang diceritakan.

3. Unsur kebahasaan

   - Penggunaan simple past tense: *I went to the beach*
   - Penggunaan adverb dan adverbial phrase untuk mengungkapkan waktu, tempat dan cara: *last month, in Malang, lately, dll*
   - Penggunaan conjunction dan time connectives untuk mengurutkan peristiwa atau kejadian: *and, or, after that, then dll.*

4. Topik

   Membuat Recount text sederhana

   Contoh Recount text:

Climb the Mountain

Two days ago, I went to the Merapi Mountain. It was the first time I climbed the mountain. I did it with some of my friends. We start climbing at 8 p.m. It was so dark and we only used flashlight to get the way. I felt no worry because all of my friends were professional climber. I just followed their instruction. ***[Orientation]***

We climbed slowly and enjoy the night there. After 7 hours walking in the dark, we could reach the top of the mountain. It was at 3 a.m. early in the morning. We were not alone. There were a lot of people who reached

that top before us. We waited the sun rises by cooking some food and making some hot drink to get back our energy. We sang some songs together, shared stories and got acquainted with people there. After seeing the sun raised, we had to go back home. However, it was great experience i had ever done so far. ***[Events]***

Overall, that was my great experience I had ever have. ***[Reorientation]***

E. Metode Pembelajaran

1) Pendekatan: Scientific Approach
   (Mengamati, Menanya, Mengumpulkan informasi, Mengasosiasi, Mengkomunikasikan)
2) Model pembelajaran: Discovery Based Learning
   (Siswa distimulasi untuk mengidentifikasi unsur-unsur teks dan karakteristiknya sebelum materi dijelaskan oleh guru)
3) Metode pembelajaran: Contextual Teaching and Learning
   (Siswa diminta untuk menceritakan pengalaman pribadinya secara singkat (dua atau tiga kalimat)).

F. Media, alat, dan sumber

1) Media
   a) Teks: Guru memberikan contoh recount teks kepada siswa dengan cara membacakan teks recount di depan kelas dan juga memberikan contoh teks recount yang tidak beraturan dan memerintahkan siswa untuk menyusun teks recount tersebut.
   b) Powerpoint: Guru menggunakan powerpoint untuk mempermudah siswa dalam memahami materi tentang recount teks. Di dalam powerpoint terdapat penjelasan lengkap materi serta contoh-contoh teks recount.
2) Alat
   a) Laptop: Guru menggunakan laptop untuk menampilkan powerpoint di depan kelas

b) Projector: Guru menggunakan projector untuk menampilkan powerpoint pada LCD di depan kelas

c) LCD: Guru menggunakan LCD sebagai alat bantu agar siswa dapat melihat slide dengan jelas dalam size yang besar

3) Sumber pembelajaran:

a) Buku Bahasa Inggris kelas X semester I: Guru menggunakan buku bahasa inggris sebagai pedoman dalam mengajar siswa

b) Contoh teks tertulis: Guru menggunakan contok dari teks-teks tertulis agar siswa lebih mudah memahami dan melihat secara nyata apa itu teks recount

c) Sumber dari internet https://www.zenius.net/blog/recount-text

Guru menggunakan sumber dari internet untuk menambahkan contoh-contoh atau penjelasan yang belum terdapat di buku bahasa Inggris.

G. Kegiatan Pembelajaran

Pertemuan: 1 *(Holiday)*

Kegiatan	Deskripsi Kegiatan	Waktu
Kegiatan Awal	• Guru masuk ke dalam kelas dan memberi salam kemudian Greeting (good morning, good afternoon) • Guru dan siswa berdoa • Guru mengecek absensi siswa • Guru melakukan brainstorming dengan cara menanyakan pengalaman siswa saat liburan	15 menit
Kegiatan Inti	**Mengamati** • Guru menampilkan tema yang akan dipelajari pada materi recount text	60 menit

	• Siswa diminta untuk mengidentifikasi contoh text Recount tentang *holiday* • Guru menjelaskan tentang generic structure dari recount text • Guru menjelaskan unsur kebahasaan dari Recount Text • Guru menjelaskan tentang apa itu Freewriting dan Peer-editing technique • Guru memberikan contoh Freewriting dan Peer-editing **Menanya** • Guru menstimulasi siswa untuk memberikan komentar tentang tema yang telah diberikan • Guru bertanya tentang apa yang siswa fikirkan tentang tema tersebut • Guru memberikan waktu untuk menemukan beberapa kosa kata yang berkaitan dengan tema tersebut • Guru meminta siswa untuk menyebutkan kata-kata tersebut **Mengasosiasi** • Siswa diminta untuk menuliskan beberapa kosa kata terkait tema yang sudah ditentukan dengan batas waktu yang sudah ditentukan oleh guru • Siswa diminta untuk mengeliminasi beberapa kata yang mungkin tidak relevan dengan tema yang sudah ditentukan • Siswa diminta untuk membuat sebuah recount text sederhana dari kata-kata yang sudah dibuat sebelumnya	

	• Siswa diminta untuk memeriksa hasil kerja teman sebangkunya dengan bantuan guru	
Kegiatan Akhir	• Guru mereview materi yang telah dipelajari • Guru dan siswa mengakhiri kegiatan dengan membaca hamdalah	15 menit

Pertemuan 2: ***(Bad day ever)***

Kegiatan	Deskripsi Kegiatan	Waktu
Kegiatan Awal	• Guru masuk ke dalam kelas dan memberi salam kemudian Greeting (good morning, good afternoon) • Guru dan siswa berdoa • Guru mengecek absensi siswa • Guru melakukan brainstorming dengan cara menanyakan pengalaman siswa tentang hari terburuk mereka	15 menit
Kegiatan Inti	**Mengamati** • Guru menampilkan tema yang akan dipelajari pada materi recount text • Siswa diminta untuk mengidentifikasi contoh text Recount tentang *Bad Day Ever* • Guru menjelaskan tentang generic structure dari contoh recount text tersebut • Guru menjelaskan unsur kebahasaan dari Recount Text tersebut • Guru menjelaskan kembali tentang apa itu Freewriting dan Peer-editing technique	60 menit

	• Guru memberikan contoh Freewriting dan Peer-editing **Menanya** • Guru menstimulasi siswa untuk memberikan komentar tentang tema yang telah diberikan • Guru bertanya tentang apa yang siswa fikirkan tentang tema tersebut • Guru memberikan waktu untuk menemukan beberapa kosa kata yang berkaitan dengan tema tersebut • Guru meminta siswa untuk menyebutkan kata-kata tersebut **Mengasosiasi** • Siswa diminta untuk menuliskan beberapa kosa kata terkait tema yang sudah ditentukan dengan batas waktu yang sudah ditentukan oleh guru • Siswa diminta untuk mengeliminasi beberapa kata yang mungkin tidak relevan dengan tema yang sudah ditentukan • Siswa diminta untuk membuat sebuah recount text sederhana dari kata-kata yang sudah dibuat sebelumnya • Siswa diminta untuk memeriksa hasil kerja teman sebangkunya dengan bantuan guru	
Kegiatan Akhir	• Guru mereview materi yang telah dipelajari • Guru dan siswa mengakhiri kegiatan dengan membaca hamdalah	15 menit

Pertemuan 3: ***(Last Year Birthday)***

Kegiatan	Deskripsi Kegiatan	Waktu
Kegiatan Awal	• Guru masuk ke dalam kelas dan memberi salam kemudian Greeting (good morning, good afternoon) • Guru dan siswa berdoa • Guru mengecek absensi siswa • Guru melakukan brainstorming dengan cara menanyakan pengalaman siswa tentang ulang tahun mereka	15 menit
Kegiatan Inti	**Mengamati** • Guru menampilkan tema yang akan dipelajari pada materi recount text • Siswa diminta untuk mengidentifikasi contoh text Recount tentang *Last Year Birthday* • Guru menjelaskan tentang generic structure dari recount text • Guru menjelaskan unsur kebahasaan dari Recount Text • Guru menjelaskan kembali tentang apa itu Freewriting dan Peer-editing technique • Guru memberikan contoh Freewriting dan Peer-editing **Menanya** • Guru menstimulasi siswa untuk memberikan komentar tentang tema yang telah diberikan • Guru bertanya tentang apa yang siswa fikirkan tentang tema tersebut	60 menit

	• Guru memberikan waktu untuk menemukan beberapa kosa kata yang berkaitan dengan tema tersebut • Guru meminta siswa untuk menyebutkan kata-kata tersebut **Mengasosiasi** • Siswa diminta untuk menuliskan beberapa kosa kata terkait tema yang sudah ditentukan dengan batas waktu yang sudah ditentukan oleh guru • Siswa diminta untuk mengeliminasi beberapa kata yang mungkin tidak relevan dengan tema yang sudah ditentukan • Siswa diminta untuk membuat sebuah recount text sederhana dari kata-kata yang sudah dibuat sebelumnya • Siswa diminta untuk memeriksa hasil kerja teman sebangkunya dengan bantuan guru	
Kegiatan Akhir	• Guru mereview materi yang telah dipelajari • Guru dan siswa mengakhiri kegiatan dengan membaca hamdalah	15 menit

H. Evaluasi

No	Ranah	Teknik Instrumen
1.	Sikap	Observasi
2.	Pengetahuan	Diskusi interaktif
3.	Keterampilan	Menulis teks recount

I. Rubrik Penilaian

	20 Excellent to Good	**15 Good to Adequate**	**10 Adequate to Fair**	**5 Unacceptable**
I. Organization: Introduction, Body, and Conclusion	Appropriate title, effective introductory paragraph, topic is stated, it leads to body; transitional expressions used; arrangement of material shows plan (could be outlined by the reader); supporting evidence given for generalizations; conclusion logical and complete	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed; sequence is logical but transitional expressions may be absent or misused	Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization
II. Logical development of ideas: content	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought	Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content
III. Grammar	Native-like fluency in English grammar; correct use of	Advanced proficiency in English grammar; some grammar	Ideas are getting through to the reader, but grammar problems are	Numerous serious grammar problems interfere with

	relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences	problems don't influence communication, although the reader is aware of them; no fragments or run-on sentences	apparent and have a negative effect on communication; run-on sentences or fragments present	communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences
IV. Punctuation, spelling, and mechanics	Correct use of English writing convention; left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; left margin correct; paper is neat and legible	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas	Serious problems with format of paper; parts of essay not legible; errors in sentence punctuation; unacceptable to educated readers
V. Style and quality of expression	Precise vocabulary usage; use of parallel structures; concise; register good	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise	Some vocabulary misused; lacks awareness of register; may be too wordy	Poor expression of ideas; problems in vocabulary; lacks variety of structure

Mengetahui,

Guru Pengampu

Helianti Mersian, S.Pd

NIP. 197502082007012008

Banjarnegara, 26 Juli 2023

Mahasiswi UIN Prof. K. H. Saifuddin Zuhri Purwokerto

Irma Widyawati

NIM. 1917404046

Control Class

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMA N 1 Wanadadi
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X / 1
Materi Pokok	: Recount Text
Alokasi Waktu	: 2 x 45 menit

A. Kompetensi Inti

5. Menghargai dan menghayati ajaran agama yang dianutnya.
6. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadannya.
7. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount dengan dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.
8. Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
1.1 Menghargai dan menghayati ajaran agama yang dianutnya	
2.1 Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun,	

percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.	
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.11.1 Peserta didik mampu mengidentifikasi fungsi sosial dari recount text 3.11.2 Peserta didik mampu mengidentifikasi generic structure dari recount text 3.11.3 Peserta didik mampu mengidentifikasi unsur kebahasaan simple past tense 3.11.4 Peserta didik mampu menyebutkan adverbial phrase untuk mengungkapkan waktu, tempat dan cara: yesterday, last year, a week ago,in Malang 3.11.5 Peserta didik mampu menunjukkan conjunction dan time connectives: Then, after that, first, finally.
4.12 Teks recount 4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial,	4.11.1.1 Peserta didik mampu menyesuaikan unsur kebahasaan dan struktur teks recount sederhana

struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount)	4.11.1.2 Peserta didik mampu merancang kalimat sederhana tentang pengalaman dalam bentuk simple past tense
4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.11.2.1 Peserta didik mampu membuat teks recount sederhana terkait pengalaman pribadi atau peristiwa di waktu lampau 4.11.2.2 Peserta didik mampu mempertunjukkan hasil teks recount sederhana yang telah dibuat.

C. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

6. Menggunakan struktur teks dan unsur kebahasaan simple past tense
7. Menggunakan kata keterangan waktu yang sering digunakan pada teks recount
8. Menggunakan kata penghubung waktu sesuai dengan konteks dalam teks recount
9. Menyesuaikan unsur kebahasaan dan struktur teks recount sederhana
10. Membuat teks Recount sederhana

D. Materi pembelajaran

Teks tulis sederhana tentang recount text

5. Fungsi sosial

   Recount text berfungsi untuk menceritakan kembali kejadian-kejadian atau pengalaman di masa lalu.

6. Struktur teks
    - Orientations: Pengenalan berupa informasi mengenai siapa, dimana, kapan peristiwa atau kejadian itu terjadi di masa lalu.
    - Events: Menceritakan peristiwa yang terjadi secara berurutan
    - Reorientation: Pengulangan pengenalan yang ada di tahap pertama dan merangkum semua peristiwa atau kejadian yang diceritakan.
7. Unsur kebahasaan
    - Penggunaan simple past tense: *I went to the beach*
    - Penggunaan adverb dan adverbial phrase untuk mengungkapkan waktu, tempat dan cara: *last month, in Malang, lately, dll*
    - Penggunaan conjunction dan time connectives untuk mengurutkan peristiwa atau kejadian: *and, or, after that, then dll.*
8. Topik

    Membuat Recount text sederhana

    Contoh Recount text:

Climb the Mountain

Two days ago, I went to the Merapi Mountain. It was the first time I climbed the mountain. I did it with some of my friends. We start climbing at 8 p.m. It was so dark and we only used flashlight to get the way. I felt no worry because all of my friends were professional climber. I just followed their instruction. ***[Orientation]***

We climbed slowly and enjoy the night there. After 7 hours walking in the dark, we could reach the top of the mountain. It was at 3 a.m. early in the morning. We were not alone. There were a lot of people who reached that top before us. We waited the sun rises by cooking some food and making some hot drink to get back our energy. We sang some songs together, shared stories and got acquainted with people there. After seeing the sun raised, we had to go back home. However, it was great experience i had ever done so far. ***[Events]***

Overall, that was my great experience I had ever have. ***[Reorientation]***

E. Metode Pembelajaran

4) Pendekatan: Scientific Approach
   (Mengamati, Menanya, Mengumpulkan informasi, Mengasosiasi, Mengkomunikasikan)
5) Model pembelajaran: Discovery Based Learning
   (Siswa distimulasi untuk mengidentifikasi unsur-unsur teks dan karakteristiknya sebelum materi dijelaskan oleh guru)
6) Metode pembelajaran: Contextual Teaching and Learning
   (Siswa diminta untuk menceritakan pengalaman pribadinya secara singkat (dua atau tiga kalimat)).

F. Media, alat, dan sumber

4) Media
   c) Teks: Guru memberikan contoh recount teks kepada siswa dengan cara membacakan teks recount di depan kelas dan juga memberikan contoh teks recount yang tidak beraturan dan memerintahkan siswa untuk menyusun teks recount tersebut
   d) Powerpoint: Guru menggunakan powerpoint untuk mempermudah siswa dalam memahami materi tentang recount teks. Di dalam powerpoint terdapat penjelasan lengkap materi serta contoh-contoh teks recount.
5) Alat
   d) Laptop: Guru menggunakan laptop untuk menampilkan powerpoint di depan kelas
   e) Projector: Guru menggunakan projector untuk menampilkan powerpoint pada LCD di depan kelas
   f) LCD: Guru menggunakan LCD sebagai alat bantu agar siswa dapat melihat slide dengan jelas dalam size yang besar
6) Sumber pembelajaran:

d) Buku Bahasa Inggris kelas X semester I: Guru menggunakan buku bahasa inggris sebagai pedoman dalam mengajar siswa
e) Contoh teks tertulis: Guru menggunakan contok dari teks-teks tertulis agar siswa lebih mudah memahami dan melihat secara nyata apa itu teks recount
f) Sumber dari internet https://www.zenius.net/blog/recount-text

Guru menggunakan sumber dari internet untuk menambahkan contoh-contoh atau penjelasan yang belum terdapat di buku bahasa Inggris.

G. Kegiatan Pembelajaran

Pertemuan: 1 *(Holiday)*

Kegiatan	Deskripsi Kegiatan	Waktu
Kegiatan Awal	• Guru masuk ke dalam kelas dan memberi salam kemudian Greeting (good morning, good afternoon) • Guru dan siswa berdoa • Guru mengecek absensi siswa • Guru melakukan brainstorming dengan cara menanyakan pengalaman siswa saat liburan	15 menit
Kegiatan Inti	**Mengamati** • Guru menampilkan tema dan contoh yang akan dipelajari pada materi recount text • Siswa diminta untuk mengidentifikasi text tersebut • Guru mulai menjelaskan materi yang akan diajarkan yaitu *recount text* • Guru menjelaskan tentang *generic structure* dari *recount text*	60 menit

	• Guru menjelaskan tentang unsur kebahasaan dari recount text • Guru memberikan contoh *recount text* **Menanya** • Guru menstimulasi siswa untuk memberikan komentar tentang tema yang telah diberikan • Guru bertanya tentang apa yang siswa fikirkan tentang tema tersebut **Mengasosiasi** • Siswa diminta untuk membuat sebuah recount text sederhana dari judul/tema yang telah diberikan	
Kegiatan Akhir	• Guru mereview materi yang telah dipelajari • Guru dan siswa mengakhiri kegiatan dengan membaca hamdalah	15 menit

Pertemuan 2: *(Bad day ever)*

Kegiatan	Deskripsi Kegiatan	Waktu
Kegiatan Awal	• Guru masuk ke dalam kelas dan memberi salam kemudian Greeting (good morning, good afternoon) • Guru dan siswa berdoa • Guru mengecek absensi siswa • Guru melakukan brainstorming dengan cara menanyakan pengalaman siswa tentang hari terburuk mereka	15 menit

Kegiatan Inti	**Mengamati** • Guru menampilkan tema dan contoh yang akan dipelajari pada materi recount text • Siswa diminta untuk mengidentifikasi text tersebut • Guru mulai menjelaskan materi yang akan diajarkan yaitu *recount text* • Guru menjelaskan tentang *generic structure* dari *recount text* • Guru menjelaskan tentang unsur kebahasaan dari recount text • Guru memberikan contoh *recount text* **Menanya** • Guru menstimulasi siswa untuk memberikan komentar tentang tema yang telah diberikan • Guru bertanya tentang apa yang siswa fikirkan tentang tema tersebut **Mengasosiasi** • Siswa diminta untuk membuat sebuah recount text sederhana dari judul/tema yang telah diberikan	60 menit
Kegiatan Akhir	• Guru mereview materi yang telah dipelajari • Guru dan siswa mengakhiri kegiatan dengan membaca hamdalah	15 menit

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Pertemuan 3: ***(Last Year Birthday)***

Kegiatan	Deskripsi Kegiatan	Waktu
Kegiatan Awal	• Guru masuk ke dalam kelas dan memberi salam kemudian Greeting (good morning, good afternoon) • Guru dan siswa berdoa • Guru mengecek absensi siswa • Guru melakukan brainstorming dengan cara menanyakan pengalaman siswa tentang ulang tahun mereka	15 menit
Kegiatan Inti	**Mengamati** • Guru menampilkan tema dan contoh yang akan dipelajari pada materi recount text • Siswa diminta untuk mengidentifikasi text tersebut • Guru mulai menjelaskan materi yang akan diajarkan yaitu *recount text* • Guru menjelaskan tentang *generic structure* dari *recount text* • Guru menjelaskan tentang unsur kebahasaan dari recount text • Guru memberikan contoh *recount text* **Menanya** • Guru menstimulasi siswa untuk memberikan komentar tentang tema yang telah diberikan • Guru bertanya tentang apa yang siswa fikirkan tentang tema tersebut **Mengasosiasi**	60 menit

	• Siswa diminta untuk membuat sebuah recount text sederhana dari judul/tema yang telah diberikan	
Kegiatan Akhir	• Guru mereview materi yang telah dipelajari • Guru dan siswa mengakhiri kegiatan dengan membaca hamdalah	15 menit

H. Evaluasi

No	Ranah	Teknik Instrumen
4.	Sikap	Observasi
5.	Pengetahuan	Diskusi interaktif
6.	Keterampilan	Menulis teks recount

I. Rubrik Penilaian

	20 Excellent to Good	15 Good to Adequate	10 Adequate to Fair	5 Unacceptable
I. Organization: Introduction, Body, and Conclusion	Appropriate title, effective introductory paragraph, topic is stated, it leads to body; transitional expressions used; arrangement of material shows plan (could be outlined by the reader);	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed; sequence is logical but transitional expressions	Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical;

	supporting evidence given for generalizations; conclusion logical and complete	may be absent or misused		inadequate effort at organization
II. Logical development of ideas: content	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought	Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content.
III. Grammar	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences	Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware of them; no fragments or run-on sentences	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences
IV. Punctuation, spelling, and mechanics	Correct use of English writing convention; left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; left margin correct; paper is neat and legible	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas	Serious problems with format of paper; parts of essay not legible; errors in sentence punctuation; unacceptable to educated readers

UIN PROF. K.H. SAIFUDDIN ZUHRI

V. Style and quality of expression	Precise vocabulary usage; use of parallel structures; concise; register good	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise	Some vocabulary misused; lacks awareness of register; may be too wordy	Poor expression of ideas; problems in vocabulary; lacks variety of structure

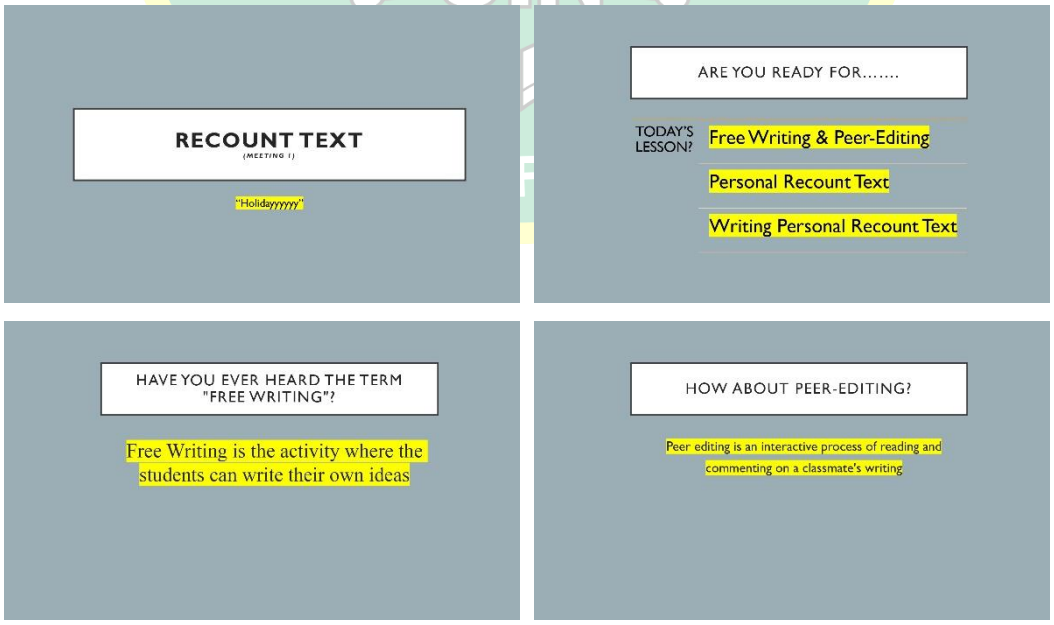
Mengetahui,
Guru Pengampu

Helianti Mersian, S.Pd
NIP. 197502082007012008

Banjarnegara, 26 Juli 2023
Mahasiswi UIN Prof. K. H. Saifuddin Zuhri Purwokerto

Irma Widyawati
NIM. 1917404046

Appendix 7. Power Point



WHAT IS RECOUNT TEXT?

Recount text is a text that is telling the reader about one story, action, or activity. Recount text is a text which retells event or experiences in the past.

GENERIC STRUCTURE OF RECOUNT TEXT

ORIENTATION	Provides the setting (where, when) and introduces participants (who)
EVENTS	Tell what happened, in what sequence
RE-ORIENTATION	The repetition of the introduction in the first stage and summarizes all the events or incidents that are told

EXAMPLE

Climb the Mountain

Two days ago, I went to the Merapi Mountain. It was the first time I climbed the mountain. I did it with some of my friends. We start climbing at 8 p.m. It was so dark and we only used flashlight to get the way. I felt no worry because all of my friends were professional climber. I just followed their instruction.

We climbed slowly and enjoy the night there. After 7 hours walking in the dark, we could reach the top of the mountain. It was at 3 a.m. early in the morning. We were not alone. There were a lot of people who reached that top before us. We waited the sun rises by cooking some food and making some hot drink to get back our energy. We sang some songs together, shared stories and got acquainted with people there. After seeing the sun raised, we had to go back home. However, it was great experience i had ever done so far.

Overall, that was my great experience I had ever have.

Climb the Mountain

Two days ago, I went to the Merapi Mountain. It was the first time I climbed the mountain. I did it with some of my friends. We start climbing at 8 p.m. It was so dark and we only used flashlight to get the way. I felt no worry because all of my friends were professional climber. I just followed their instruction. (Orientation)

We climbed slowly and enjoy the night there. After 7 hours walking in the dark, we could reach the top of the mountain. It was at 3 a.m. early in the morning. We were not alone. There were a lot of people who reached that top before us. We waited the sun rises by cooking some food and making some hot drink to get back our energy. We sang some songs together, shared stories and got acquainted with people there. After seeing the sun raised, we had to go back home. However, it was great experience i had ever done so far. (Events)

Overall, that was my great experience I had ever have. (Re-Orientation)

LANGUAGE FEATURES

- **Using the simple past tense:** *I went to the beach*
- **Using adverbs and adverbial phrases to express time, place and method:** *last month, in Malang, recently, etc.*
- **Use of conjunctions and time connectives to sort events or occurrences:** *and, or, after that, then, etc.*

No.	Verb 1	Verb 2	Arti
1	Go	went	pergi
2	Begin	began	memulai
3	abash	abashed	memalukan
4	hang	hung	menggantung
5	have	had	mempunyai
6	abolish	abolished	menghapus
7	learn	learned	belajar
8	promise	promised	janji
9	educate	educated	mendidik
10	hear	heard	mendengar
11	hide	hid	menyembunyikan
12	hit	hit	memukul
13	deny	denied	menyangkal
14	discuss	discussed	bediskusi
15	finish	finished	menyelesaikan
16	forget	forgot	melupakan
17	research	researched	penelitian
18	scratch	scratched	menggaruk
19	search	searched	mencari
20	stretch	stretched	meregang
21	switch	switched	beralih
22	teach	taught	mendidik
23	arise	arose	muncul
24	awake	awoke	bangun
25	be (is/am/are)	was/were	ada, adalah
26	bear	bore	menanggung
27	beat	beat	mengalahkan/memukul
28	become	became	menjadi
29	befall	befell	menimpa
30	beget	begot	menurunkan

WHAT DO YOU THINK ABOUT HOLIDAY?

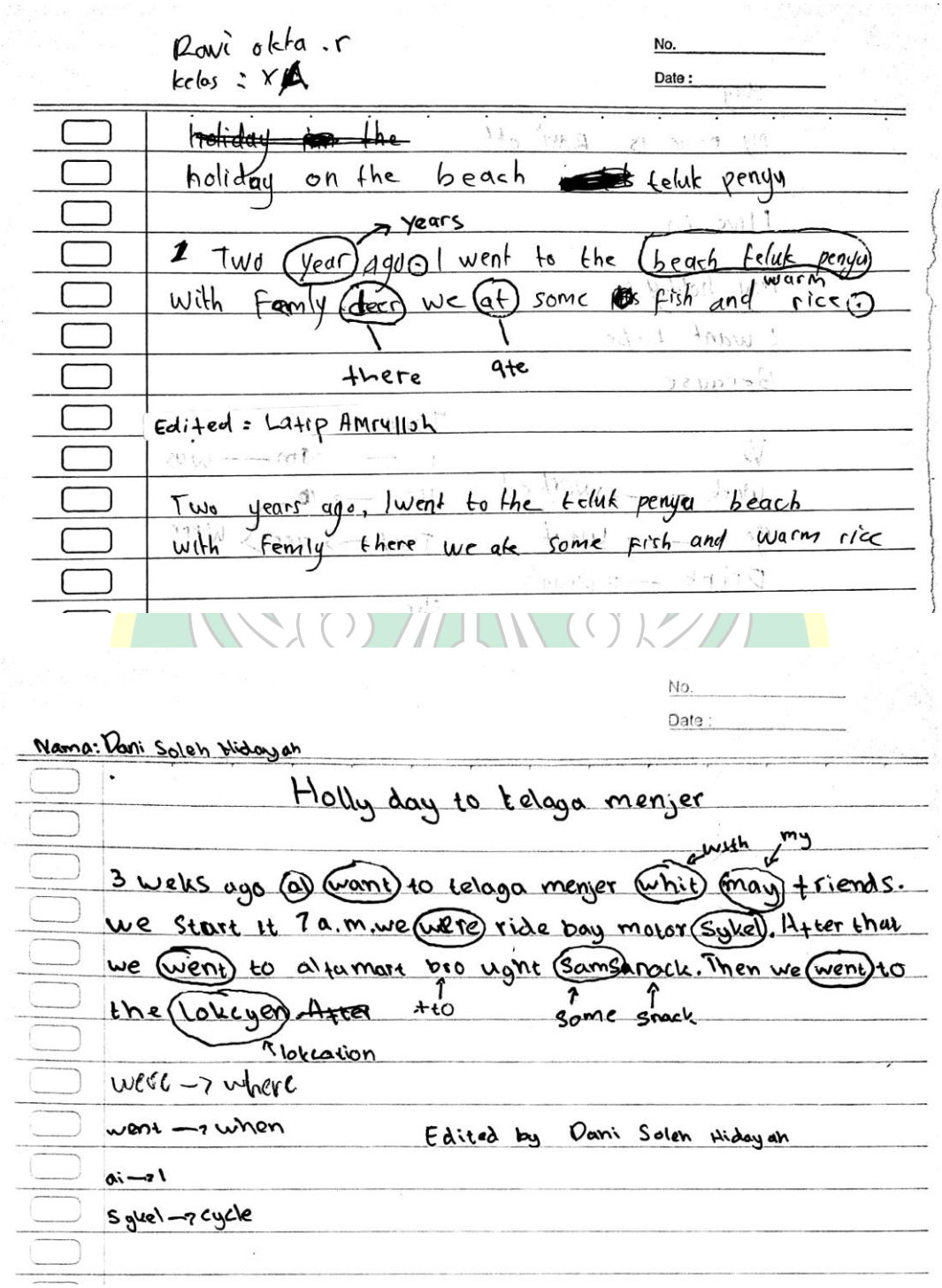
LAST MONTH	FAMILY	BEACH
YESTERDAY	FRIENDS	MOUNTAIN
LAST WEEK	BOY/GIRL FRIEND	ZOO
LAST YEAR	TEACHER	MALL
3 YEARS AGO	ALONE	HOME

CREATE YOUR OWN SIMPLE RECOUNT TEXT

Themes: Holiday

1. Write vocabulary related to your holiday
2. Eliminate some words that may not be relevant to the theme that has been determined
3. Create a personal recount text from the words that were made before (don't think about grammar or typos, write as freely and as you like)
4. Check and correct the results of your peers

Appendix 8. Treatment Sheet of Experimental Class



Rovi okta .r
kelas : XA

No.
Date :

~~holiday the~~
holiday on the beach teluk penyu

years
Two year ago I went to the beach teluk penyu
with Femly deer we at some fish and warm rice.
there ate

Edited : Latip Amrulloh

Two years ago, I went to the teluk penyu beach
with Femly there we ate some fish and warm rice

No.
Date :

Nama: Dani Soleh Hidayah

Holly day to telaga menjer

with my
3 weks ago ai want to telaga menjer whit may friends.
we start it 7 a.m. we were ride bay motor Sykel. After that
we went to alfamart bro ught Samsanack. Then we went to
the lokcyen ~~After~~ +to some snack
lokcation

were → where
went → when
ai → I
Sykel → cycle

Edited by Dani Soleh Hidayah

Nama = LATIP A
Kls = XA
Absen = 20

No.
Date:

Holidy to Surya Yudha

At that time I was on vacation to
Surya Yudha to swin wit my fress, It wes ind Morning
Dear wi at Sammudl
It wes my ordyn holidy with friends was in the

was
holiday

edyited = Ravi okta ramadani

At that time I was on vacation to Surya yudha
to swin with friends was in the
It was my ordynari holiday

Nama = Latip Amrullah
Kls = XA
Absen = 20

No.
Date:

Last year's birthday

- year

Last year't birthday I was given a
gift by my girlfriend and cake and my friend gave Supries
with egg and flour to my body and my
mother made yellow rice at that
time I was very happy, even
though I had to shower again at that time

No.
Date:

Nama = Azzara Fajar n.p
Kelas = XA
Absen = 08

Last Birthday

On my Birthday yesterday, when I was 15 y.o, it was quite fun, I celebrated my birthday as usual. On that day my mama made for me, my favorite noodles and my mama made me bakpao with spicy chicken. On that day I got quite a lot of gifts from my older sister, my bestie, my perents, and my cousin. So that I can also buy a gift for myself, named Flower Legos. But for now, the Flower legos that I bought for myself, I have given to one of my best friends. Cuz it is a sign of my love for him. Even though my birthday isn't as exciting as other people's, it's very happy and gratitude.

No.
Date:

Nama : Anggun Fitriyani
Kelas : X-A

last year Birthday

In September 2020 I had my birthday on the 2nd, I celebrated it with my Family, I celebrated it at home, after I celebrated my birthday, I went to the Pelita depo to buy things I liked from my aunt, I was there bought a lot of things such as clothes, bags, shoes sandals and others, after that my family and I bus Food and drunk there, after eating we go home

No.

Date:

Name : Sara Aprilia

Class : X. A

Bad Day Ever

The bad experience that I had was when I hosted an event. I said the wrong name when there was a greeting from one of the village officials. There I was very ashamed and wanted to disappear from the earth. But I remained professional and continued the event until it was finished.

No.

Date:

Bad day Ever

One the first Ramadhan fast, I intended to visit my grandmother. but something happened without being asked. My finger was caught in the car door because of my own doing, I screamed and was unconscious for a few minutes, after I was crying uncontrolably because this hurt so much.

The next day, my finger swelled blue and the nail feel off. don't want this to happen. Thank you!

Nama : Refina Maharani

Kls : X - A

No : 10

Nama : Januari Cahya Wardani
Kelas : X - A
No. Abs : 18

No.
Date:

Bad Day Ever

In May 2023, the worst day happened to me. I and my older brother had a big fight because a trivial matter. He said unpleasant words until I felt down. I feel so sad, because of trivial matter I and my older brother even fight.

UIN PROF. KH. SAIFUDDIN ZUHRI

Appendix 9. **Pre-test and Post-test Sheet of Experimental Class**

PRE-TEST

Name : Fajri umajid
Class : 10-A
Time Allotment: 20 minutes

Work Individually!

Create a recount text for at least 10-15 sentences (3 paragraph) based on your past experience about:

1. Last Year Birthday
2. Embarrassing Moment

1 On birthday last year, it was the same as normal days and there were no surprises, just getting up early and doing activities as usual.

SCORE : 30

- Organization : 5 (unacceptable)
- Logical development of ideas : 5 (unacceptable
- Grammar : 5 (unacceptable)
- Punctuation, spelling, mechanics : 10 (adequate to fair)
- Style and quality of expression : 5. (unacceptable)

POST-TEST

Name :Fajri Umajid

Class :10-A

Time Allotment: 20 minutes

Work Individually!

Create a recount text for at least 10-15 sentences (3 paragraph) based on your past experience about:

1. My Holiday
2. Bad Day Ever

Holiday to beach

6 month ago I went to Slili beach. I did it with some of my friends. It was the first time I went to beach. We start at 2 a.m. On the way to the beach, I am so sleepy and decided to slept. When we Arrived at the beach I saw sun rise and drink COFFE. When it was noon, we Played in the water and Played Sand. I drunk Coconut and ate Pop mie, It so hot Flavour. I went to home at 3 P.m. and we arrived at 9 P.m. ~~It was so~~ I so enjoy after that because is so happy for me.

SCORE : 50

- Organization : 10 (adiquate to fair)
- Logical development : 10 (adiquate to fair)
- Grammar : 10 (adiquate to fair)
- Punctuation, Spelling, Mechanics : 10 (adiquate to fair)
- Style and quality of Expression 10 (adiquate to fair)

PRE-TEST

Name : Mustafid A.

Class : X A

Time Allotment: 20 minutes

Work Individually!

Create a recount text for at least 10-15 sentences (3 paragraph) based on your past experience about:

1. Last Year Birthday
2. Embarrassing Moment

1. On brithdays, last year it was the same as normal days and there were no surprises just getting up early and doing activites as usual

2.

SCORE : 30

- Organization : 5 (unacceptable)
- Logical development of ideas : 5 (unacceptable
- Grammar : 5 (unacceptable)
- Punctuation, spelling, mechanics : 10 (adequate to fair)
- Style and quality of expression : 5. (unacceptable)

POST-TEST

Name : Mustafid A.

Class : X A.

Time Allotment: 20 minutes

Work Individually!

Create a recount text for at least 10-15 sentences (3 paragraph) based on your past experience about:

1. My Holiday
2. Bad Day Ever

My Holiday

In this holiday weekend, I went to my aunt's house. I went with my brother rode a motorcycle. We went from my house at 09.00 a.m. and we arrived at 10.00 a.m. Then we spent two night there in village located at bottom of the mountain Slamet.

first day, we visited a mount Slamet located in the village ketenger. We climbed the mountain Slamet an saw the sight around the mountain Slamet. at the mountain top Slamet we can saw the field and residential areas the mountain Slamet.

Score = 80

organization = 15

logical development of ideas = 15

Grammar = 15

Punctuation, spelling, mechanics = 20

style and quality of expression = 15

PRE-TEST

Name : az.zara fajar n.p

Class : xA

Time Allotment: 20 minutes

Work Individually!

Create a recount text for at least 10-15 sentences (3 paragraph) based on your past experience about:

1. Last Year Birthday
2. Embarrassing Moment

Embarrasing Moment

Once upon a time, i with my friend go to the school canteen. In the canteen There are lots of students who want to buy snacks. While the crowd was going on. my eyes fixed on a boy who looked like my junior high school friend.

I kept looking at she, until she finished queuing and started to sit on the cafeteria chair. I was really hot on she, until I finally worked up the courage to call she.

I started to stand up, and after that I loudly called my friend's name and looked at she. His turned to me with a strange look and I realized that I had the wrong person. I immediately turned my attention and I didn't dare to look at she again. I was so embarrase and didn't want to repeat that momen again.

SCORE = 65

- Organization = ~~20~~ 15
- Logical Development of ideas = 15
- Grammar = 10
- Punctuation spelling and mechanics = 15
- Style and qualification of expression = 10

POST-TEST

Name : Az. Zara Fajar n.P

Class : XA

Time Allotment: 20 minutes

Work Individually!

Create a recount text for at least 10-15 sentences (3 paragraph) based on your past experience about:

1. My Holiday
2. Bad Day Ever ✓

Lost Half my Soul

One day in January 2023, right after sincia (CNY). I'm very excited to run the day, it feels like half of my soul is full, because i just received angpao money, even though it's only from the nuclear family, but its not bad, I'm grateful. That day I had money and it feet like I could have everything on this earth.

That day, i decided to buy a McLaren Hotwheels. I was very excited, i searched all the online shops, and I found it at the Orange shop. There i was immediately confused about which one to buy, i didn't read the description and didn't read the ratings of the item, i decided to order it straight away, without a second thought.

After I bought the Hotwheels, without looking at the description and rating, I waited for 3 days. But there was no progress on my order, I started to get suspicious, after that I looked for more information about the online shop. What really shocked me, it turned on that the online shop belonged to a fraudster, there were already several people who had also been tricked. I was very angry and and annoyed, because my money had been eaten by the fraudster.

SCORE : 90

- organization : 20
- logical development of ideas : 20
- Grammar : 15
- Punctuation, spelling, and mechanics : 20
- Style and quality of expression : 15

PRE-TEST

Name : Yasmin Zalika Naraya

Class : X - A

Time Allotment: 20 minutes

Work Individually!

Create a recount text for at least 10-15 sentences (3 paragraph) based on your past experience about:

1. Last Year Birthday
2. Embarrassing Moment

Last February in my birthday, my mom suprised me with a cake when I woke up in the morning. That day was the day I had been waiting for. In that day I'm turned 15 years old. This is the most awaited day and the happiest day for me.

I realize that I'm getting older and old. But in this year, I would graduate and being a high school student. I'm so excited for that. I didn't expect much on my birthday yesterday. I just want a long life and a healthy body. And more successful in the future.

SCORE : 60

- organization : 10
- Logical Development of ideas : 15
- Grammar : 10
- Punctuation, Spelling and mechanics : 10
- Style and quality of expression : 15

POST-TEST

Name : Yasmin Zulika Nasaya

Class : X-A

Time Allotment: 20 minutes

Work Individually!

Create a recount text for at least 10-15 sentences (3 paragraph) based on your past experience about:

1. My Holiday
2. Bad Day Ever

A Trip to the Dufan

Last year, my family and I went to the Dunia Fantasi (DUFAN) or Fantasy World in Jakarta. It is a part of the Ancol Dreamland and is Jakarta's largest recreation park.

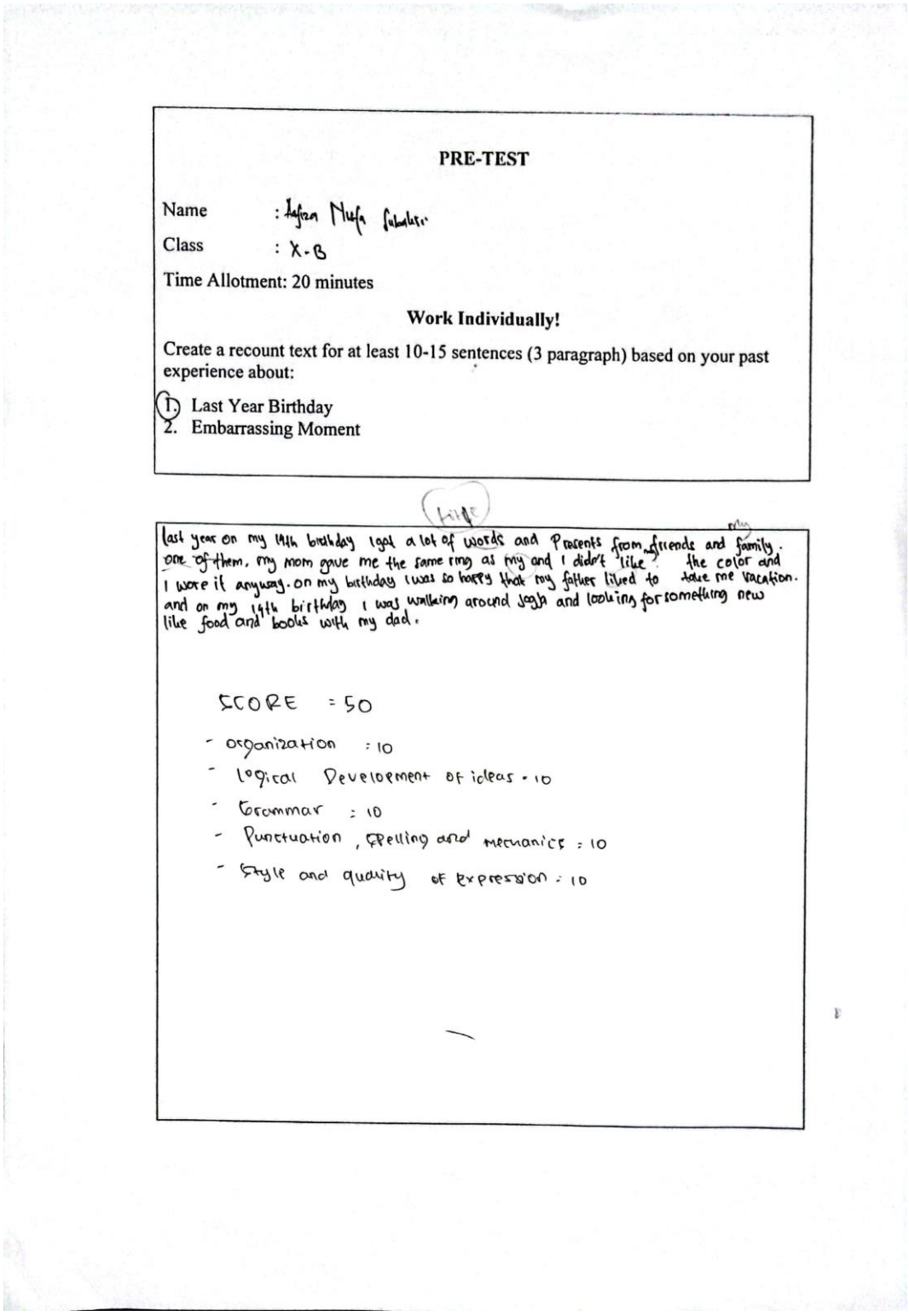
In the morning, when we got to the Dufan there was a great big line, so we had to wait awhile to get in. After we entered, we went straight up the roller coaster rides known as halilintar. I felt very scared, my body was shook and I'm definitely cried. We also ride Ontang. Anting, Propeller, rafting, etc. Some of rides do require a high mentality to ride it. But rides for children are also available such as the bom-bom car and the carosel. Apart from that, there are also many places to eat and snacks. We spend as much time as we like from morning until evening.

It was a very excited and fun day but also tired, and also I want to go there again another time.

SCORE : 90

- Organization : 20
- Logical Development of ideas : 20
- Grammar : 15
- Punctuation, Spelling, and Mechanics : 20
- Style and quality of Expression : 15

Appendix 10. Pre-test and Post-test Sheet of Control Class



PRE-TEST

Name : Afiza Nufa Subakri

Class : X-B

Time Allotment: 20 minutes

Work Individually!

Create a recount text for at least 10-15 sentences (3 paragraph) based on your past experience about:

1. Last Year Birthday
2. Embarrassing Moment

Title

last year on my 14th birthday I got a lot of words and Presents from friends and family. one of them, my mom gave me the same ring as my and I didn't like the color and I wore it anyway. on my birthday I was so happy that my father liked to take me vacation. and on my 14th birthday I was walking around Jogja and looking for something new like food and books with my dad.

SCORE = 50

- organization : 10
- logical Development of ideas : 10
- Grammar : 10
- Punctuation, Spelling and mechanics : 10
- Style and quality of expression : 10

POST-TEST

Name : Aafiza Nisfa Subakti

Class : X-B

Time Allotment: 20 minutes

Work Individually!

Create a recount text for at least 10-15 sentences (3 paragraph) based on your past experience about:

1. My Holiday
2. ~~2.~~ Bad Day Ever

My Holiday

My holiday yesterday only in home. I help mother as wash clothes, wash plate and wipe off. After that I'm here my mother to > pick up mangoes in the garden.

After picking the mangoes, I went to grandma's house with mom, and did not ~~forget~~ to give the mango to grandma.

I'm happy to give the mangoes to grandma. and of course it's nice to meet her again.

SCORE = 75

- Organization = 15
- Logical Development of ideas = 15
- Grammar = 15
- Punctuation, spelling, and mechanics = 15
- Style and quality of expression = 15

PRE-TEST

Name : Keyza Rizqi Apriliana

Class : X-B

Time Allotment: 20 minutes

Work Individually!

Create a recount text for at least 10-15 sentences (3 paragraph) based on your past experience about:

1. Last Year Birthday
2. Embarrassing Moment

Last Year Birthday

When April 28th i was birthday but i just sitting in my bedroom and feeling lonely. Noone cares about my birthday. I feel sorry to myself. When my birthday came i was having a lot of problems. so i felt sad. I didn't celebrate it LMAOOO. My Parents also didnt say anything to me. But it's ok. I Thik they dont remember it. Even my friends also didnt say anything to me. But my boyfriend say "Happy Birthday, my sweetheart" LMAOOO. Even its just online i feel happy. He cant say anything in real life because we are far away LOL. When i birthday i always scared dont want to birthday

Sorry if i wrote wrong, still learning :: It's really okay dear

SCORE = 70
- Organization = 15
- Logical development of ideas = 15
- Grammar = 10
- Punctuation, Spelling, and mechanics = 15
- Style and quality of expression = 15

POST-TEST

Name : Keyza Rizqi Apriliana

Class : X-B

Time Allotment: 20 minutes

Work Individually!

Create a recount text for at least 10-15 sentences (3 paragraph) based on your past experience about:

1. My Holiday ✓
2. Bad Day Ever

Holiday to Singapore

2 years ago. I went to Singapore. I visited many places with my boyfriend. First, we visited Merlion park, we took pictures against the background of the Merlion statue duo. Then we visited gardens by the bay. there see a combination of nature and technology, very beautiful. A beautiful array of exotic plants from flue. There are seasonal flower exhibition held the flower fields. And we are tired from walking around and then we take a rest at Serene garden which presents an outdoor garden with a cool at mosphere. Throughout the garden where unique bonsai trees grow, also mellow mini waterfalls. And finally we went to Singapore zoo, we see lots of animals there are lions, giraffes, mouse deer, foxes, monkey, etc. We took pictures of them too, then we felt hungry so we went a restaurant to eat, after eating we decided go home. For me that was beautiful day. We really enjoyed it, and i hope i could visit Singapore again.

SCORE : 85

- organization : 20
- logical development of ideas : 15
- grammar : 15
- Punctuation, Spelling, and mechanics : 15
- Style and quality of expression : 20

PRE-TEST

Name : ADELIA JULIYANTI

Class : X-B

Time Allotment: 20 minutes

Work Individually!

Create a recount text for at least 10-15 sentences (3 paragraph) based on your past experience about:

1. Last Year Birthday
2. Embarrassing Moment

Last Year Birthday ✓

It's my 15th birthday and my best friend wishes me a happy Birthday

and I make cakes and yellow rice

on July 31, 2022

I felt happy and happy

And I got a Present from my best Fried and Father

SCORE : 45

- organization : 10
- Logical development of ideas : 5
- Grammar : 10
- Punctuation, spelling, and mechanics : 10
- Style and quality of expression : 10

POST-TEST

Name : Adelia Juliyanti

Class : X-B

Time Allotment: 20 minutes

Work Individually!

Create a recount text for at least 10-15 sentences (3 paragraph) based on your past experience about:

1. My Holiday
2. Bad Day Ever

Holiday to Jogja

Last year, I went to Jogja with teachers and Friends. We leave at 10 Pm. we take the bus.

We enjoy the evening on our bus accompanied by snacks. we arrive at 4 am and we play together. After Praying we go to the beach and play in the sand and water of the beach inthe morning. After that we swim warm water and shower. After that we went to the temple, museum, monjali.

after that go home at 5pm and until 9pm the I eat and sleep.

SCORE : 70.

- organization : 15
- logical development of ideas : 15
- Grammar : 15
- Punctuation, Spelling, and mechanics : 15
- Style and quality of expression : 10

PRE-TEST

Name : Afifah Amatullah Arub

Class : XB

Time Allotment: 20 minutes

Work Individually!

Create a recount text for at least 10-15 sentences (3 paragraph) based on your past experience about:

1. Last Year Birthday
2. Embarrassing Moment

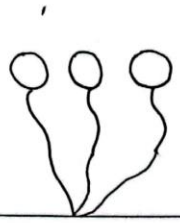
My Birthday Party ✓

Last year, I was 15. I was born in Banjarnegara, 12 September 2007, and last year at 12 september 2022 im finnaly 15. I have a surprise from my family. My mom make "nasi tumpeng" and my dad give me beautiful birthday cake. We are eating this food together.

My grandmother give me flower bucket. I love the flower bucket. My little sister give me a doll with greeting card. And the last one, we are take a picture together. It was a beautiful memoris for me. I love all the think of my was birthday party. I hope, my next birthday partyissame or better than my 15th birthday party.

SCORE = 60

- Organization = 15
- Logical development of ideas = 15
- Grammar = 5
- Punctuation, Spelling, Mechanics = 10
- Style and quality of expression = 15



POST-TEST

Name : Afifah Amatulloh Arub

Class : XB

Time Allotment: 20 minutes

Work Individually!

Create a recount text for at least 10-15 sentences (3 paragraph) based on your past experience about:

1. My Holiday
2. Bad Day Ever

My Holiday

Last year, i went to Jakarta and Bekasi. I went with my family to visit relatives and vacation there. we left at 11 pm by car. I fell asleep on the way.

After 7 hours, we arrived at Bekasi. We visited our relatives. After that, we went to SGC Mall. We returned home at 7pm. The next day, we jogged at Gelora Bung Karno stadium. After that we went around the city. We took the LRT from Tamini, Sarinah, Cikini and back to Tamini. we stayed 5 days in Bekasi.

Overall, that was my great experience i had ever have.

SCORE = 80

- organization : 20
- logical development of ideas : 15
- Grammar : 15
- Punctuation, spelling, and mechanics : 15
- Style and quality of expression : 15

Appendix 11. Documentation of Teaching and Learning Activity

1) Pre-test and Post-Test Validity

UIN PROF. KH. SAIFUDDIN ZUHRI

2) Treatment 1

3) Treatment 2

4) Treatment 3

5) Post-Test (Controlled Class)

6) Post-Test (Experimental Class)

GEDUNG
F