

**THE EFFECT OF USING HOLIDAY PICTURES
IN WRITING RECOUNT TEXT
AT GRADE X SMKS BUDAYA CIKAMPAK,
LABUHAN BATU SELATAN, SUMATERA UTARA**



A THESIS

Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Education (S. Pd) in English Department

Written By:

RAHAYU UTAMI DEWI

Reg. No. 19 203 00030

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2023

**THE EFFECT OF USING HOLIDAY PICTURES
IN WRITING RECOUNT TEXT
AT GRADE X SMKS BUDAYA CIKAMPAK,
LABUHAN BATU SELATAN, SUMATERA UTARA**



A THESIS

Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Education (S. Pd) in English Department

Written By:

RAHAYU UTAMI DEWI
Reg. No. 19 203 00030



Advisor I

Advisor II



Rayendriani Fahmei Lubis, M.Ag.
NIP. 19710510 200003 2 001



Yusni Sinaga, M. Hum.
NIP.19700715 200501 2 010

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2023

LETTER OF AGREEMENT

Term : Thesis
Item : 7 (seven) exemplars

Padangsidimpuan, November 2023
a.n. **Rahayu Utami Dewi**
To : **Dean Tarbiyan and Teacher**
Training Faculty
In-
Padangsidimpuan

Assalamu'alaikum Wr. Wb

After reading, studying and giving advice for necessary revision on thesis belongs to **Rahayu Utami Dewi** entitled "The Effect of Using Holiday Pictures in Writing Recount Text at Grade X SMKS Budaya Cikampak, Labuhan Batu Selatan " we approved that the thesis has been acceptable to complete the requirement to fulfil for the degree of Graduate of Education (S. Pd) in English.

Therefore, we hope that the thesis will soon examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty UIN SYAHADA Padangsidimpuan. Thank you.

Wassalamu'alaikum Wr. Wb

Advisor I



Rayendriani Fahmei Lubis, M.Ag.
NIP. 19710510 200003 2 001

Advisor II



Yusni Sinaga, M. Hum.
NIP. 19700715 200501 2 010

DECLARATION LETTER OF THESIS COMPLETION

The name who signed here:

Name : Rahayu Utami Dewi
Registration Number : 19 203 00030
Faculty Department : Tarbiyah and Teacher Training Faculty/TBI-3
The Tittle of the Thesis : The Effect of Using Holiday Pictures in Writing
Recount Text at Grade X SMKS Budaya Cikampak,
Labuhan Batu Selatan

I hereby declare that I have arranged and written the thesis by myself, without asking illegal help from others, except the guidance from advisors, and without plagiarism along with the ethic code of UIN SYAHADA Padangsidimpuan in article 12 verses 2.

I did the declaration truthfully, if there was a deviation and incorrect in my declaration letter on, I resigned to get punishment as what had involved in students' ethic code of UIN SYAHADA Padangsidimpuan in article 19 verse 4 that was about dispossession of academic degree disrespectfully and the other punishment according to the norm and accepting the requirement.

Padangsidimpuan, 15 November 2023

Declaration Maker,



Rahayu Utami Dewi
Reg. No. 1920300030

APPROVAL STATEMENT FOR PUBLICATION

As academic cavity of The State University for Islamic Studies Padangsidempuan, the name who signed here;

Name : Rahayu Utami Dewi
Registration Number : 19 203,00030
Faculty Department ; Tarbiyah and Teacher Training Faculty/TBI-3
Kind : Thesis


To develop of science and knowledge, I hereby declare that I present The State Institute for Islamic Studies **Non Exclusive Royalty Right** on my thesis with entitled "**The Effect of Using Holiday Pictures in Writing Recount Text at Grade X SMKS Budaya Cikampak, Labuhan Batu Selatan**" With all the sets of equipment (if needed) Based on the Non Exclusive Royalty Right, the State Islamic University Padangsidempuan has the right to save, to format, to organize in data base form, keep and publish my thesis as far as I am determined as a writer and owner of its creative right.

Based on statement above all, this statement is made truthfully to be used properly.

Padangsidempuan, 15 November 2023

The Signed,



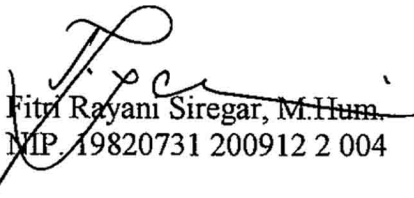

Rahayu Utami Dewi
Reg. No. 1920300030

EXAMINERS
SCHOLAR MUNAQASYAH EXAMINATION


Name : Rahayu Utami Dewi
Reg. Number : 1920300030
Department : English Education Department
Faculty : Tarbiyah and Teacher Training Faculty
Title of Thesis : **THE EFFECT OF USING HOLIDAY PICTURES IN
WRITING RECOUNT TEXT AT GRADE X SMKS
BUDAYA CIKAMPAK, LABUHAN BATU SELATAN,
SUMATERA UTARA**

Chief,

Secretary,



Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

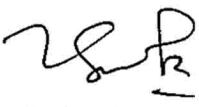


Sokhira Linda Vinde Rambe, M.Pd.
NIP. 19851010 201903 2 007

Members,




Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004



Sokhira Linda Vinde Rambe, M.Pd.
NIP. 19851010 201903 2 007



Rayendriani Fahmei Lubis, M.Ag.
NIP. 19710510 200003 2 001



Yusni Sinaga, M.Hum
NIP. 19700715 200501 2 010

Proposed :

Place : Padangsidempuan
Date : December, 15th 2023
Time : 08.00 until finish
Result : 81.75 (A)
IPK : 3.74
Predicate : Sangat memuaskan



**MINISTRY OF RELIGIOUS AFFAIRS
UIN SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY**

Jalan T. Rizal Nurdin Km, 4.5 Sihitang 22733
Telepon (0634) 2280, Faximile (0634) 24022

LEGALIZATION

Thesis : **The Effect of Using Holiday Pictures in Writing
Recount Text at Grade X SMKS Budaya Cikampak,
Labuhan Batu Selatan**

Name : **Rahayu Utami Dewi**

Reg. Numb : **19 203 00030**

Faculty/Department : **Tarbiyah and Teacher Training Faculty / TBI**

The thesis has been accepted as a partial fulfillment of the requirement for graduate degree of Education (S.Pd) in English.

Padangsidimpuan, 09 Oktober 2023
Dean of Tarbiyah and Teacher Training Faculty



Dr. Lelya Huda, M.Si.
NIP. 19720920-200003 2 002

ABSTRACT

Name : **Rahayu Utami Dewi**
Reg. No : **1920300030**
Faculty : **Tarbiyah and Teacher Training Faculty**
Department : **English Education (TBI)**
Title of Thesis : **The Effect of Using Holiday Pictures in Writing Recount Text at Grade X SMKS Budaya Cikampak, Labuhan Batu Selatan, Sumatera Utara**

This research focused on the effect of using holiday pictures in writing recount text at grade X SMKS Budaya Cikampak, Labuhan Batu Selatan, Sumatera Utara. There are several problems that exist in the school in learning recount text were: 1) The students are still confused looking for it ideas to write so they find it difficult to start writing a few sentences or paragraphs. 2) The students have not mastered grammar. 3) The students have not mastered grammar, so they are difficult to use words into sentences. The purpose of the research is to discuss the students' writing recount text using Holiday Pictures was significantly better than teachers' media at grade X SMKS Budaya Cikampak, Labuhan Batu Selatan, Sumatera Utara. The approach used in this research was experimental research with pre-test and post-test. Population in this research was 40 students and sample of this research was 40 students. Researcher choosed two classes as sample using normality and homogeneity test. As samples were X AP-1 as a control class was 20 students and X AP-2 as an experimental class was 20 students. In this research, researcher gave pre-test and post-test. The data got from students, writing test. After the data have been analyzed experimental class using holiday pictures and control class using teacher's media, the researcher found that after using holiday pictures the mean score in experimental class was higher. Therefore, holiday pictures was affect to recount text, it means H_a as a hyphothesis of this research was accepted and H_o was rejected. In conclusion, there is significant the effect of using holiday pictures in writing recount text at grade X SMKS Budaya Cikampak, Labuhan Batu Selatan, Sumatera Utara.

Key Words: *Holiday Pictures, Recount Text*

ABSTRAK

Nama : **Rahayu Utami Dewi**
NIM : **1920300030**
Fakultas : **Tarbiyah and Teacher Training Faculty**
Jurusan : **English Education (TBI)**
Judul Skripsi : **The Effect of Using Holiday Pictures in Writing Recount Text at Grade X SMKS Budaya Cikampak, Labuhan Batu Selatan, Sumatera Utara**

Penelitian ini berfokus pada pengaruh holiday pictures terhadap penulisan recount text pada siswa kelas X SMKS Budaya Cikampak, Labuhan Batu Selatan, Sumatera Utara. Ada beberapa permasalahan yang ada disekolah dalam pembelajaran recount text antara lain: 1) Siswa masih bingung mencari ide untuk menulis sehingga kesulitan untuk memulai menulis beberapa kalimat atau paragraf. 2) Siswa belum menguasai tata bahasa. 3) Siswa kesulitan merangkai kata menjadi kalimat. Tujuan dari penelitian ini adalah untuk mendiskusikan penulisan recount text siswa menggunakan Holiday Pictures secara signifikan lebih baik dibandingkan media guru di kelas X SMKS Budaya Cikampak, Labuhan Batu Selatan, Sumatera Utara. Pendekatan yang digunakan dalam penelitian ini adalah penelitian eksperimen. Populasi dalam penelitian ini adalah 40 siswa dan sampel penelitian adalah 60 siswa. Peneliti memilih dua kelas sebagai sampel dengan menggunakan uji normalitas dan homogenitas. Sebagai sampel adalah X AP-1 sebagai kelas kontrol sebanyak 20 siswa dan X AP-2 sebagai kelas eksperimen sebanyak 20 siswa. Dalam penelitian ini peneliti memberikan pre-test dan post-test. Data diperoleh dari pre-test dan post-test. Setelah data dianalisis kelas eksperimen yang menggunakan holiday pictures dan kelas kontrol menggunakan media guru, peneliti menemukan skor rata-rata kelas eksperimen sebelum menggunakan holiday pictures rendah dan skor rata-rata eksperimen setelah menggunakan holiday pictures lebih tinggi. Oleh karena itu holiday pictures berpengaruh terhadap penulisan recount text siswa. Artinya H_a sebagai hipotesis penelitian ini diterima dan H_0 ditolak. Kesimpulannya, ada Pengaruh holiday pictures terhadap penulisan recount text pada siswa kelas X SMKS Budaya Cikampak, Labuhan Batu Selatan, Sumatera Utara.

Kata Kunci: *Holiday Pictures, Recount Text*

ACKNOWLEDGEMENT



First, praise and gratitude I would to say a lot of thanks to ALLAH SWT, who has given me the opportunity, time, knowledge and health so that I able complete this thesis. Second, Shalawat and Salam to the Prophet Muhammad SAW whose benefits and gifts we hope for will be hereafter. This opportunity I would like to express my deepest gratitude to the following people:

1. Mrs. Rayendriani Fahmei Lubis, M. Ag., as my first advisor and Mrs. Yusni Sinaga, M. Hum., as my second advisor. Both of my advisors who have helped me in providing ideas and knowledge for completing this thesis, without their guidance and direction this thesis would not have been completed.
2. Mr. Dr. H. Muhammad Darwis Dasopang, M. Ag., as Rector University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.
3. Mrs. Fitri Rayani Siregar. M. Hum., as the Chief of English Department.
4. All lecturers and all of cavities academic of university of Syekh Ali Hasan Ahmad Addary Padangsidempuan who have given me so much knowledge, since I entered this university until I finished.
5. Specially my beloved parent as the best support system the first (my beloved ummi Mrs. Ardiana Harahap that really i loved) thanks to your prayers I can finish this. My beloved sister (Suhartati), my young sister (Herja Al-Fauza) and

my handsome young brother (Rizky Maulana) who have supported me both in terms of advice and cost.

6. My beloved friendship (Lukman Hakim Nasution, Abdurrahaman Assyawali, Alma'rifatul Aisyah, Andre Pratama, Arifin, Dinda Tri Kusuma Wardhani, Hikmah Ramdhani Hasibuan, Jamiah Nst, Khoirunnisa Harahap, Marlina Pohan, May Sari Aisyah Dalimunthe, Nur Hoddina Hasibuan, Nurlaila Siregar, Ramli Hasibuan, Royhan Malik Pulungan, Wahyu Hasibuan, Windi Nur Pitaloka and to all of my best friends that I can't mention them one by one) thank you for helping me so far and for listening my complaints.
7. All of beautiful students/santriyah in Litakuna Hafidzah.
8. Last but not least, I want to thank me, I want to thank me for believing in me, I want to thank me for doing all this hard work, I want to thank me for having no days off and I want to thank me for never quitting, for just being me at all times.

I realize that are still many shortcomings in this thesis. Therefore, I would be very grateful for correction to improve this thesis. It is such a pleasure for me to get critiques and suggestion to make this thesis better.

Padangsidimpuan, November 2023

Researcher

Rahayu Utami Dewi
Reg. No. 19 203 00030

TABLE OF CONTENT

Title	Page
INSIDE PAGE	i
LEGALIZATION OF ADVISORS	ii
AGREEMENT OF ADVISORS	iii
DECLARATION LETTER OF THESIS COMPLETION	iv
APPROVAL STATEMENT FOR PUBLICATION	v
LEGALIZATION OF DEAN OF TARBIYAH TEACHING TRAINING FACULTY	vi
ABSTRACT	vii
ABSTRAK	viii
ARABIC ABSTRACT	ix
ACKNOWLEDGEMENT	x
TABLE OF CONTENT	xi
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF APPENDIXES	xiv
CHAPTER I INTRODUCTION	1
A. Background of the Problem	1
B. Identification of the Problem	6
C. Limitation of the Problem	6
D. Definition of Operational Variables	6
E. Formulation of the Problem	7
F. Objective of the Research	7
G. Significances of the Research	8
H. Outline of Thesis	8
CHAPTER II THEORITICAL DESCRIPTION	10
A. Theoretical Description	10
1. Writing Recount Text	10
a. Definitions of Writing	10
b. Process of Writing	12
c. Components of Writing	14
d. Purposes of Writing	16
e. Writing Assessment	17
f. Procedure of Teaching Writing	20
g. Definitions of Recount Text	22
h. Types of Recount Text	23
i. Purposes of Recount Text	24
j. Generic Structure of Recount Text	24
k. Language Features of Recount Text	27
l. The Example of Recount Text	28
2. Holiday Pictures	29
a. Definitions of Holiday Pictures	29
b. Advantages and Disadvantages of Using Holiday Pictures	30

c. Steps of Implementing Holiday Pictures.....	32
B. Review of Related Findings	32
C. Conceptual Framework	35
D. Hypothesis	36
CHAPTER III METHODOLOGY	37
A. Place and Time	37
B. Research Design	37
C. Population and Sample	38
D. Instrument of Research	39
E. Validity and Reliability Instrument	42
F. Procedures of the Research	43
G. Tchnique of Data Analysis	45
H. Hypothesis Test	47
CHAPTER IV THE RESULT OF RESEARCH	49
A. Description of Data	49
1. Data Description before Using Holiday Pictures	49
a. Score of Pre-test in Experimental Class	49
b. Score of Pre-test in Control Class	52
2. Description of Data after Using Holiday Pictures	55
a. Score of Post-test in Experimental Class	55
b. Score of Post-test in Control Class	59
3. The Result of Comparison in Experimental Class and Control Class	62
4. Hypothesis Test	
B. Data Analysis	63
1. Normality Test	63
2. Homogeneity Test	64
3. Hypothesis Test	65
C. Discussion of the Result.....	66
D. Threats of the Research	69
CHAPTER V CONCLUSION AND SUGGESTION	70
A. Conclusion	70
B. Suggestion	70

REFERENCES

APPENDIXES

LIST OF TABLES

Title	Page
Table 2.1 Table of the Example of Recount Text	28
Table 3.1 Research Design	37
Table 3.2 The Population of Grade X SMKS Budaya Cikampak, Labuhan Batu Selatan, Sumatera Utara	38
Table 3.3 The Sample of Grade X SMKS Budaya Cikampak, Labuhan Batu Selatan, Sumatera Utara	38
Table 3.4 Rubric Score of Writing	39
Table 4.1 The Students' Score of Pre-test in Experimental Class	49
Table 4.2 The Score of Pre-test in Experimental Class	50
Table 4.3 Frequency Distribution of Students' Score of Pre-test in Experimental Class	51
Table 4.4 The Students' Score of Pre-test in Control Class	52
Table 4.5 The Score of Pre-test in Control Class	53
Table 4.6 Frequency Distribution of Students' Score of Pre-test in Control Class	54
Table 4.7 The Students' Score of Post-test in Experimental Class	56
Table 4.8 The Score of Post-test in Experimental Class	57
Table 4.9 Frequency Distribution of Students' Score of Post-test in Experimental Class	57
Table 4.10 The Students' Score of Post-test in Control Class	59
Table 4.11 The Score of Post-test in Control Class	60
Table 4.12 Frequency Distribution of Students' Score of Post-test in Control Class	60
Table 4.13 Descriptive Statistics of Experimental Class and Control Class.....	62
Table 4.14 Result of Normality Test Experimental Class	63

Table 4.15 Result of Normality Test Control Class.....	64
Table 4.16 Result of Homogeneity Test	64
Table 4.17 T-test Result	65
Table 4.18 The Result of T-test Calculation	66

LIST OF FIGURES

Title	Page
Figure 2.1 The Conceptual Framework	35
Figure 4.1 Data Description of Pre-test in Experimental Class	52
Figure 4.2 Data Description of Pre-test in Control Class	55
Figure 4.3 Data Description of Post-test in Experimental Class	58
Figure 4.4 Data Description of Post-test in Control Class	61

LIST OF APPENDIXES

- Appendix 1 : Lesson Plan
- Appendix 2 : Surat Pernyataan Validasi Instrument Penelitian Tugas Akhir Skripsi
- Appendix 3 : Instrument
- Appendix 4 : Documentation
- Appendix 5 : Curriculum Vitae
- Appendix 6 : Surat Riset
- Appendix 7 : Surat Balasan Riset

CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is the body of words and the system for their use in communicating that are common to people of same community or nation, same geographical area, or same cultural addition. Then, language is any particular system human communication. Sometimes a language is spoken by most people in a particular country, but sometimes a language is spoken by only part of the population of a country. One of language in this world is English.

English as a Foreign Language (EFL) describes situation where students learn English in order to use it with any other English speakers in the world.¹ Moreover, Indonesian students learn English as a foreign language because it becomes a subject from junior high school to university. English has been a part of the education curriculum system in Indonesia.

Consequently, every formal level education in Indonesia provides English teaching. In this case, students are required to master in four skills, they are listening, speaking, reading, and writing. As stated before, the EFL students should learn the four skills. One of the productive skills in learning English is writing.

¹Jeremy Harmer, *The Practice of English Language Teaching* (London: Longman, 2002), 25.

Writing skill has many important aspects for communicating because it can help people to interact with others not only by using spoken language but also the written language itself. Every student has different reasons to learn English. Some students must learn English because the curriculum. Many schools at this time requires students to learn English from Elementary School, some even from Kinder Garden.

The other students learn English because they think English will be useful in the future and some students learn English according to their choice. They learn English because they like English or they like listen to English song or the others. Whatever the reason students learn English, whether it's listening, speaking, reading, or writing it will be better if they learn English from an early age because English will be useful for them. Most of students think that writing is a boring activity but some people also like writing. Some students also choose this subject because they feel writing is very challenging.

Writing is a process that needs of describing a language to produce a message. Writing is one of the skills in English that should be known. Raimes stated that writing helps students learn. Writing is a creative process and creatively means making something out of nothing. When students write composition, for example, they are being creative. Writing for the students is a process that should not only improve their

language ability but also stimulate thinking and thus develop their cognitive ability.²

Harmer also stated “writing encourages students to focus on accurate language use and, because they think as they write, it may provoke language development as they resolve problems which the writing puts into their minds.”³ There are several problems with good writing commonly encountered, such as the teacher has used some medias to improve in writing recount text base on generic structure, but the students’ ability in writing recount text is still low, the students still confused looking for main idea so they got difficulty to writing a few sentences or paragraphs and students have not mastered grammar, so they are difficulty putting words into sentences.

In addition, writing is a skill for researching and exploring ideas other communication activities. Writing is included in productive skills. Teachers develop teaching materials and media in class and in learning activities. Then students get interesting and helpful media they learn English easily. The teacher must know how to use various teaching methods or techniques and media.

Then, media as medium is used in instruction to deliver material to the learners.⁴ Media can be used to present information that is needed to

²Fitri Rayani Siregar, “Teaching Writing and Evaluating Students’ Writing (In a Process Approach)” Vol. 01, no. 01 (n.d.): 4, <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/article/view/119/108>.

³Jeremy Harmer, *How to Teach Writing* (Edinburgh: Pearson Education, 2004), 36.

⁴Robert Heinich, *Instructional Media and the New Technologies of Instruction* (Canada: Macmillan Publishing Company, 2009), 98.

deliver the message to the students. Media also gives students required experiences to build their prior knowledge.⁵ This means learning through the media can to improve the education system to test the skills of students. Learning class activities use learning media to support teachers and knowledge of students. In addition, learning must be done with the help of media according to the teacher's lesson plan.

On the other hand, teachers as trainers must prepare to teach students in front of the class. Then, the teacher gives some interesting things to support student learning activities, especially during the teacher teaches writing. Media such as Pictures can be used a instructions to students to complete assignments. The Picture that can use as the media is holiday Pictures.

Holiday Pictures as media can helps students to choose ideas that make students feel interested and motivated students to learn writing skills telling text. In this way, the media can be more effective when the teacher teaches writing skills to retell the text. Holiday Pictures makes teacher more interested in pictures as a media for teaching recount text and more active in learning. Holiday pictures can also tell a story clearly shows clear character expression, plot and presentation description of the situation in the story. This is how most students have fun learn text writing. So, most of the students will enjoy studying writing recount text. Recount text is an interesting genre that very

⁵Heinich, *Instructional Media and the New Technologies of Instruction*, 98.

useful for students to explore and express ideas, opinions, and their experiences.

Moreover, as the researcher found in the location of the study in the SMKS Budaya Cikampak, there are many specific problems faced by students in their writing skill such as; the students got difficulty to express their ideas in writing, the students have lack of vocabulary, students are not interested when they are learning in the class especially on writing subject, the students who felt bored when they are trying to understand the writing in the recount text. These cases can be affected by some factors among others; the students interest in writing, the material, the media, and the unsuitable technique in English teaching. Beside of that, the traditional teaching is also giving the contribution in their difficulty because they cannot develop their own way to express themselves.

Based on the explanation above, the researcher found out an alternative way to solve the problem by a media in students writing recount text of the eight grade students of SMKS Budaya Cikampak. One of the alternative way is by applying the holiday Picture as the media. This holiday picture is one of the media that can be used to improve the students recount text writing skill.

Based on the statements above, the researcher wants to conduct a research about “The Effect of Using Holiday Pictures in Writing

Recount Text at Grade X SMKS Budaya Cikampak, Labuhan Batu Selatan, Sumatera Utara”.

B. Identifications of the Problem

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

1. The teacher has used some medias to improve in writing recount text based on generic structure, but the students' ability in writing recount text is still low.
2. The students still confused looking for main idea so they got difficulty to writing a few sentences or paragraphs
3. The students have not mastered grammar, so they are difficult to use words into sentences.

C. Limitation of the Problem

This research focused on the use of holiday pictures to solve students' writing recount text at the students of SMKS Budaya Cikampak, Labuhan Batu Selatan, Sumatera Utara.

D. The Definitions of the Operational Variables

This research is supported by three educational theories, there are recount text and holiday pictures.

1. Writing Recount Text

Writing recount text is telling ideas writerly about the events that happen in the past.

2. Holiday Pictures

Holiday Pictures is pictures of which comprehensively represent a holiday.

E. Formulations of the Problem

Based on the background above, problems can be formulated as follows:

1. How is the students' writing recount text ability before learning using Holiday Pictures at grade X SMKS Budaya Cikampak, Labuhan Batu Selatan, Sumatra Utara?
2. How is the students' writing recount text ability after learning using Holiday Pictures at grade X SMKS Budaya Cikampak, Labuhan Batu Selatan, Sumatra Utara?
3. Is there any significant effect of Holiday Pictures on students' writing recount text ability at grade X SMKS Budaya Cikampak, Labuhan Batu Selatan, Sumatra Utara?

F. Purposes of the Research

Based on the formulation above, the researcher made the purpose of the research as follow:

1. To examine the students' writing recount text ability before using Holiday Pictures at grade X SMKS Budaya Cikampak, Labuhan Batu Selatan, Sumatra Utara.

2. To examine the students' writing recount text ability after using Holiday Pictures at grade X SMKS Budaya Cikampak, Labuhan Batu Selatan, Sumatra Utara.
3. To examine whether there is significant effect of Holiday Pictures on students' writing recount text ability at grade X SMKS Budaya Cikampak, Labuhan Batu Selatan, Sumatra Utara.

G. Significances of the Research

The result of this research is expected to enrich the readers' knowledge in writing process. The significances are:

1. Gives information for English teachers about the effect of using Holiday Pictures in writing recount text and teacher can enrich the quality of teaching and learning process.
2. Develop students ability in writing recount text, and makes students more interested in using Holiday Pictures in writing recount text.
3. It will be useful for other researchers to add their resources of the research. It also can be used for researcher to compare with the new research about using holiday Pictures in writing recount text.

H. Outline of Thesis

The outline this thesis is divided into five chapters. Chapter one consists of background of the problem, identification of problems, limitation of the problem, formulation of the problem, significances of the research, definition of operational variable terminologies.

Chapter two consists of the theoretical description. It divided into subchapters which consist of simple present tense, board game, review of related findings, conceptual framework and hypothesis.

Chapter three consists of methodology of the research which is divided into subchapter, the place and time of the research, the research design, population and sample, instrument of the research, validity and reliability, technique of collecting data, and the technique of analysis the data. Chapter four consists of the data description, hypothesis testing, and discussion. Chapter five consists of the conclusion about the result of this research and suggestion that are given by the researcher.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

In conducting a research, every research has theorist to explain concept or term. The terms are following:

1. Writing Recount Text

a. Definitions of Writing

There are several definitions of writing according to the experts that will be learning. According to Dewi's book, it means "that someone can express what are there in their mind by using letter, symbol, or words that can be understood by the reader as a manifestation from their mind".⁶ The second is from Jack and Richards stated "Writing is view as the result of complex process of planning, drafting, reviewing and revising and some approaches to the teaching of first and second language".⁷ So, writing is a process to express idea, feeling and opinion by words.

Writing is also process of inventing ideas and thinking about how to express and organizing them into paragraphs. On other hand, writing also can be said as a process of conveying what the brain thinks into written form, which aims to let other

⁶Utami Dewi, *How to Write* (Medan: La-Tansa Press, 2011), 2.

⁷Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics, fourth edition* (Pearson Education Limited: Britain. 2010), 641.

people know about what writer are thinking. The third is statement from Tarigan, as follow:

Writing is a process reduce or defining signs or symbol graphics that result a language which can understand by someone, until other people can read the signs or symbol graphics and they can understanding with language from that graphic. Writer can convey what writer think and what writer feel by writing.

According to Lubis, writing is an activity for producing and expressing, it is producing the words and sentences then it expressing with the meaning of ideas, thus writing skill is the activity to transfer the ideas through words and sentences the idea will change to scientific.⁸ So, writing is an activity to express ideas into words and sentences.

Writing is the expression of language in the form of letters, symbols, or words. Writing becomes the most important part in our life. Writer can share everything in our life or writer can communicate no verbally in written form. Writing also process when the writer imagines, organizes, edits. By writing, the writer can express what happened in her mind, so that the readers will know about it. The writing process also includes prewriting, composing, revising, and publishing. People have used many tools of writing includes paint, pencils, pens, typewriters and computers. The writing can be formed on a piece of paper or a computer screen.

⁸Rayendriani Fahmei Lubis, "Writing Narrative Text" Vol. 02, no. 01 (2014): 61.

Based on the explanation above, the researcher concluded writing is a process to express idea, opinion and information into sentences or paragraphs on a paper or screen, so the reader can understand the meaning of the text. Every human activity must have some process to achieve the goals. Likewise with writing, writing also has several processes which will be explained below.

b. Process of Writing

Writing process is several steps which writer does to produces something or to think about what the writer want to write by producing words that has certain meaning. There are four main elements in writing process. They are planning, drafting, editing (editing and revising), and final version it is cited by Harmer. Those process will be explained below, those are:

1) Planning

In planning process, there are three main issues that have to be thought by writers. It means the writers will decide the purpose of writing. It is important that students will know about the purpose of writing. By knowing the purpose of our writing, the writers can decide the most appropriate style of the language. Therefore, the result will be effective to reach the purpose. Then, writers have to think about the audience.

The reader will be the audience, because most of the language styles, diction, and paragraph structure will be influenced by the readers. Next, writers will consider the content structure that is how best to sequence that facts, ideas, or arguments which they will decide to include.

2) Drafting

Drafting is the first version of a piece of writing. A lot of time should be given for the first draft, and the students should be reminded that at this point students need to focus on the development ideas and the organization of those ideas more than the development of perfect grammar, punctuation or spelling.

3) Editing

Editing means the students read again what they write as a draft. By doing this, the mistakes can be minimized by writers and it makes writing be effective. In editing, the students find something bad it can be changed to make writing well. For example, the information is not clear, the grammar is not wrong, the sentences have ambiguous meaning, the diction is not appropriate, and writers write in bad sequence. If the students find these conditions, the students should be changed or corrected.

4) Final Version

The last stage is the final version. After all process have been done, the writers make final version. It is possible that the final version is much different in the plan and the draft has been made before. It happens since there are many change in editing process. Any unimportant information stated in the draft can be deleted and inappropriate diction is change.⁹

The aim of knowing the process of writing is to produce good writing. To find out whether the writing is good or not, writer can look at several component of writing which will be explained in the next sub topic.

c. **Components of Writing**

To know students' ability in writing there are some scoring test. Hughes classified that there are five scoring components namely, content, organization, vocabulary, mechanics and generic structure.¹⁰

1) Content

The content refers to the topic and its explanation, discussion, evaluation, and conclusion. It should be clear, specific and relevant. The good content had to fulfill the

⁹Jeremy Harmer, *How to Teach Writing* (Edinburgh: Pearson Education, 2004), 69.

¹⁰Arthur Hughes, *Testing for Language Teachers* (Britain: Cambridge University Press, 2010), 123.

criteria such as full of information, substantive make a clear and relevant with the problem.

2) Organization

The organization refers to the students' ability to write ideas of information in good logical, topic supporting sentences be clearly state.

3) Vocabulary

The good writer has to enrich their vocabularies for their writing's quality. But is enough without choose the correct vocabulary to the text.

4) Mechanics

Mechanics refers to students' ability in using word appropriately, using function.

5) Generic structure

The way in which is elements of a text are arranged to match it purpose. The students will use this knowledge to structure their writing, depending on their purpose.

After knowing the definition of writing, the process of writing and component of writing writer can start to write. Writer is often confused about the purpose when writer want to write, so writer have to know the purpose of writing.

d. Purposes of Writing

According to Michael and Lorraine, there are three purpose in writing. They are: to entertain, to inform and to persuade

1) Writing to entertain

Writing to entertain is intended to engage the readers feeling. It can be seen in the form of funny stories, surprising actions, or simple quizzes. Besides, entertaining is often used in other purposes of written language. We may see a brief of joke in a news paper, magazine, even in an academic writing which is the formal one. In addition, writing to entertain takes the form of imaginative writing or creative writing like novels, stories, poems, song lyrics, plays and sreenplays.

2) Writing to inform

It telss the readers about something. Something that is important to be known by the readers including what, where, when, why and how it happens. It also reports the information as objectively as possible. Example of writing to inform are newspaper articles, scientific or business reports, instructions or procedures, and essays for school and university.

3) Writing to Persuade

Related to this purpose, the writers need to assure the readers by showing the logical arguments and some

evidences about the topic being discussed. It also means to convince the readers about something that is necessary to be discussed further and to give reasons for or against something. The example of writing to persuade are argumentation text, expository text, speech and articles.¹¹

Based on the explanation above, we can conclude that through writing, the writer aim to convince the readers about the truth of ideas presents, so the readers can be influenced and feel sure about the writers' idea. The next sub topic will explain about writing assesment.

e. Writing Assessment

According to Isaacson students writing can be evaluated on five product factors : fluency, content, conventions, syntax and vocabulary.

1) Fluency

The first writing skill a teacher might assess is fluency. Students able to translate one's thought into written words. A simple curriculum-based measure of fluency is the total number of words written during a short writing assignment. When fluency is the focus, misspellings, poor word choices, and faulty punctuation are not considered. Attention is only directed to the student's facility in translating thoughts into

¹¹Lorraine Valdez Pierce and J. Michael O'Malley, *Performance and Portofolio Assesment for Language Minority Students* (Urbana: National Clearinghouse for Bilingual Education, 2001), 199.

words. A baseline of at least three writing samples should be collected and the total number of words counted for each. For the purpose of evaluation, this total can be compared with those of proficient writers of the same age or grade level. However, total words may be used best in monitoring the student's progress, comparing performance with his or her own previous fluency.

2) Content

Content is the second factor to consider when writing a product. Content features include the composition's organization, cohesion, accuracy (in expository writing), and originality (in creative writing). Analytical scales are the best way to lend some objectivity to evaluation of content. One can choose from a general rating scale, appropriate for almost any writing assignment, or one tailored to a specific genre or text structure.

3) Conventions

In order to fulfill the communicative function of writing, the product must be readable. Writers are expected to follow the standard conventions of written English: correct spelling, punctuation, capitalization, and grammar and legible handwriting. Consequently, even if the message is communicated, readers tend to be negatively predisposed to

compositions that are not presentable in their form or appearance. Teachers traditionally have been more strongly influenced by length of paper, spelling, word usage, and appearance than by appropriateness of content or organization.

4) Syntax

A child's early attempts at writing move from writing single words to writing word groups and sentences. Beginning writers often produce sentences that follow a repeated subject-verb (S-V) or subject-verb-object (S-V-O) pattern. A more mature writer will vary the sentence pattern and combine short S-V and S-V-O sentences into longer, more complex sentences. Seldom does a student write sentences at only one level of syntactic maturity. One determines a syntactic level by analyzing all the sentences in the sample and summarizing them according to the type most often used.

5) Vocabulary

The words used in a student's composition can be evaluated according to the uniqueness or maturity of the words used in the composition. Both quantitative and qualitative methods can be used to evaluate vocabulary. A simpler classroom-based method of looking at vocabulary is to simply make

note of words used repeatedly (over-used words) as well as new and mature words the student uses.¹²

Referring to this, the necessity of students' ability in writing can be seen or can be evaluate by how to asses writing above. Writing assesment can improve student ability in writing. Writer can look how to asses the writing which will be explained in the next sub topic.

f. Procedure of Teaching Writing

1) Pre-Teaching

Pre-teaching tasks review and build students' knowledge of relevant vocabulary, relevant grammar points and, most importantly, students' background knowledge, since that is what really generates thoughtful and interesting written work. Pre-writing tasks are a crucial element of successful writing instructions.

2) While Teaching

In while-teaching, it is divided into three steps, namely: exploration, elaboration, and confirmation. While-teaching is the main activity in learning process.

a) Exploration

The teacher open the exploration by saying the material will be studied and teacher gives the example.

¹²Stephen Isaacson, "Simple Ways to Assess the Writing Skills of Students with Learning Disabilities" Vol. 98, no. No. 1 (2023): 257.

The aim is to correlate the example and material for students and it makes the students interesting with the material.

b) Elaboration

In elaboration, the teacher uses the media, technique or method.

c) Confirmation

In confirmation activity, the teacher checked their work and gives a score one by one, then the teacher asks to the students to pay attention because the teacher will close the meeting.

3) Post-Teaching

In post-teaching, the teacher asked the students what the student have learned and reviews the material. The teacher gave the students the time to ask about material which the student did not understand. The teacher closes the meeting without explain what is the material in the next meeting.¹³

Based on the explanation above, the procedure of teaching writing is pre teaching, while teaching and post teaching. Teacher need to know what is the procedure of teaching writing to improve learning process. Learning process can be more

¹³Putri Purnama Sari and Saunir Saun, "Teaching Writing by Using the Process-Genre Approach at Junior High Schools," *Journal of English Language Teaching* Vol.2 (2013): 259, <https://ejournal.unp.ac.id/index.php/jelt/article/download/2613/2213>.

interesting if the teacher use various procedure of teaching writing.

g. Definition of Recount Text

A recount text can retell an event in the form of email, a journal or a diary.¹⁴ However, Peter Knapp and Megan Watkins write that recount text called narrating or narrative because it is a genre that students pick up and write their story naturally. They also say that recount text formally is sequential text that does little more than sequence a series of events. It means that when people tell a story, they not only write series of events but also they write the characters set up in particular time and place.¹⁵ It can be conclude recount text is a text that tell something happened in the past.

Recount text is one of many English texts that should be taught and comprehended by students, because it is considered as a difficult text. In other words, students have to learn writing recount text in order to they can organize their past experience or recount story into a written form. In senior high school, recount text for instance can be applied in students' daily activities because they can learn the use of simple past tense, the schematic of recount text, and apply language features. Recount

¹⁴Margaret Warner, *Easy Text Types: Text Types for Students who have little or no experience of English*, (Australia: Ready-Ed, 2009), 25.

¹⁵Peter Knapp and Megan Watskin, *Genre, TEXT, grammar (Technologies for Teaching and Assessing Writing)*, (Sydney: University of New South Wales Press, 2005), 222.

text also have some types, researcher will explain more about types of recount text in the next sub topic.

h. Types of Recount Text

Maria shows there are two types of recount text such as personal recount, historical events or biographies recount; those can be explained as follows:

1) Personal Recount

Personal recount relate to personal story, it retells an event that the writer or the speaker has been personally involved in. It has specific audiences, including the writer and the other people that involved in the narrative. The narrator use first person singular to show the voice of the narrator and third person to refer to other people that involved in the narrative. Second person can exist in quoted speech for instance the teacher asked us “What are you doing?”

2) Historical or Biographies Recount

Historical recount is aimed to retell the activities chronologically. It is not same as personal recount because the events are episodic not serial; it then does not necessarily happen one immediately after the other one. It has different forms for instance auto-biographies, memoirs, empathetic are written 10 from the perspective of the writer in first person;

and autobiographies, biographies, and events are written in third person.¹⁶

Recount text have some types such as personal recount that retell an event that writer has been personally involved in. the other types are historical recount that retell the activities chronologically. Recount text also have some purpose which will be explained below.

i. Purposes of Recount Text

Recount text have some purposes, that is:

- 1) Recount text is to tell the readers what happen in the past through a sequence of events.¹⁷
- 2) Recount text also can describe past experiences by retelling events in the order in which they happened.

It means, writer can rewrite our experiences in the past in a text by using recount text. To write a recount text the writer must know the generic structure of recount text, to make it easier write a recount text.

j. Generic Structure of Recount Text

Below is the generic structure of recount text. Recount text has three-part in general, that is:

¹⁶Maria Estela Brisk, "Young Bilingual Writers' Control of Grammatical Person in Different Genres," *The Elementary School Journal* Vol. 112 (2012): 449.

¹⁷Peter Knapp and Megan Watskin, *Genre, TEXT, grammar (Technologies for Teaching and Assessing Writing)*, (Sydney: University of New South Wales Press, 2005),145.

1) Orientation

Orientation usually takes in the first paragraph and contains an introduction in an article, for example, the specific name of the character in the biography, where he lived and was born, the date of birth, and explanation of who the biographical character is.

2) Event

The event contains the experience and tells what happened with the biographical character. Usually is recounted in chronological order complete with the time of year and namely is event 1, event 2, and event 3.

3) Re-orientation

The repeat phase of the introduction is in the first stage. It summarizes all the events related, and it can also write a comment or personal impression of the event.¹⁸

However, According to Derewinaka as state by Nurandini there are three points in generic structure of recount text, they are:

1) Orientation

Orientation is in the first of the text. It consists of background information in order to make the audience understand the text. It then provides the details of settings and

¹⁸Linda Gerot and Peter Wignell, *Making Sense of Language* (Gerd Stabler, 2004), 145.

participants; it shows where the place is, when the time happened, and how many people that involved.

2) Series of event

Series of event retells what was occurred. Those events are ordered in sequential chronologies; the stories or events are told based on their sequence.

3) Reorientation

Reorientation is in the end of the text. It summarizes the events and concludes the whole events. It means that it is the final paragraph which tells the ending and conclusion of the given story. After knowing the generic structure of recount text, writer also must know language features of recount text. Here are some language features of recount text.¹⁹

Based on explanation above, researcher concludes that generic structure of recount text consist of orientation telss about who was involved, what happened, where events took place, when it happened, and why it happended. Event tells about structure of what happened. Reorientation is conclusion of events. So, generic structure is the structure or points which build the entire text.

¹⁹Risma Nurandini, "The Effect of Songs to the Students' Recount Text Writing Quantity," *Journal of Linguistics and Language Teaching* Vol. 2 (2015): 4.

k. Language Features of Recount Text

According to Hyland the grammatical features of a recount text include:

- 1) Use of nouns and pronouns to identify people, animals, or things involved
- 2) Use of action verbs to refer to events
- 3) Use of past tense to locate events in relation to speaker's or writer's time
- 4) Use of conjunctions and time connectives to sequence the events
- 5) Use of adverbs and adverbial phrases to indicate place and time
- 6) Use of adjective to describe nouns.²⁰

The students generally have not been able to create a recount text, because the students assume that writing is very difficult that should expressing ideas or ideas which from a good paragraph and must know the steps or criteria in making the writing in recount text. The students must know what is the language features in recount text to know how to write a good recount text. The researcher will give an example of recount text below.

²⁰Ken Hyland, *Genre and Second Language Writing* (Inggris: University of Michigan Press, 2004), 135.

1. The Example of Recount Text

This example is talking about the holiday, which is including orientation, events and re-orientation.

Table 2.1
Table of the example of recount text

No	Generic Structure	Example
1	Orientation	Last year, my family and I went to Padang. Writer stayed at our family's house. The house near to the hill and has a beautiful garden.
2	Events	In the morning, my family and I saw Jam Gadang. The scenery was very beautiful. Then, writer went to Lembah Anai. Writer took a bath in Lembah Anai and writer also took a Picture there. After that, writer took a rest and had a lunch around Lembah Anai. Writer went home in the afternoon
3	Re-orientation	Writer writerre tired. Howeverr, I think it was my favourite holiday. I hope my next holliday will be more interesting.

Writing is a process of using letters of the alphabet, punctuation and spaces to communicate thoughts and ideas in a readable form. Writing skills is the ability to express ideas, opinions and thoughts which help another people to get some information that can be read and understood. In writing, of course there are some difficulties that the writer will face, such

as: grammar problems, mechanical problems, sentence structure problems, and diction problem.

But now world of education is increasingly sophisticated, such as the development of learning media that makes it easier to learn more effectively. Likewise with writing which has several media to facilitate the writing process, such as: diary book, animated video, story book, comics and holiday Picture. In thi research, researcher will explain about holiday Picture as a media in writing recount text which will explain below.

2. Holiday Pictures

a. The Definition of Holiday Pictures

A holiday picture is drawings, photographs, posters, slides, cartoons, magazine advertisements, diagram, graphs, tables, charts and maps can be valuable resource for teaching writing. Picture provide a shared experience for the students in the class, a common base that leads to a variety of language activities.²¹ Holiday picture can be used in many ways in the classroom to interest and to motivate students.

According to Wright that holiday pictures are not just an aspect of method but through their representation of places, objects, and people they are an essential part of the overall

²¹Ann Raimes, *Techniques in Teaching Writing* (Oxford: Oxford University Press, 1983).

experiences that the teacher must help the students to cope with.²²

According to Jon Tarrant, holiday pictures is the landmark: of course it is nice to have a family member in the picture as writer, but the principal objective of the holiday snapshot is normally to record the places and things seen.²³ Holiday picture is the event of picture of which comprehensively represent a holiday.²⁴

It means, the holiday picture is a picture which capture family picture during the holiday. Using a picture as a media in writing recount text of course have some advantages which makes people prefer to use holiday pictures as a media.

b. Advantages and Disadvantages of Using Holiday Pictures

Based on Wright, the advantages of holiday picture are:

- 1) Easy to prepare
- 2) Easy to organise
- 3) Interesting
- 4) Meaningful and authentic
- 5) Sufficient amount of language.²⁵

Besides the several advantages of using holiday pictures as a media in writing recount text that have been listed above, of

²²Andrew Wright, *Picture for Language Learning* (Australia: Cambridge University Press, 2006), 1.

²³Jon Tarrant, *Digital Camera Techniques* (United Kingdom: Focal Press, 2002).

²⁴Wright, *Picture for Language Learning*, 133.

²⁵Wright, *Picture for Language Learning*, 135.

course a media also has several disadvantages that make the writer sometimes choose other media as in writing recount text. Likewise with holiday Pictures which have some disadvantages which will be explained below.

- 1) Holiday pictures to specific testing procedure, it elicits only one type of discourse, namely description. Pictures not always are shortcoming because the test can elicit reliable data if it purpose of the evaluation is to assess the candidates' ability to describe events.
- 2) Holiday pictures tell very little about the candidates capacity for interaction, since there is no actual interlocutor to interact with. Pictures are modified version, the candidate needs to describe the event according the correct sequence of the Pictures to naive listener who thus needs to organize the orders of the Pictures based on the description provided by the candidate.²⁶

After knowing some advantages and disadvantage of holiday pictures as media in recount text, writers also need to know the steps for using holiday Pictures as media in writing recount text to make it easier for writers to make good and correct recount text.

²⁶Wright, *Picture for Language Learning*, 136.

c. Steps of Implementing Holiday Pictures

The teacher can apply the holiday picture in several steps, those are:

- 1) The teacher asks students to bring their own holiday Pictures.
- 2) Then, the teacher asks the students to write the topic based on the holiday pictures.
- 3) The students write down their own recount text by using holiday picture.
- 4) The teacher asks the students to collect their task.²⁷

The steps of implementing holiday pictures can help teacher to know how to use holiday pictures as a media in teaching writing. This step also can help teacher if a teacher confused how to use this media. Teacher also can be more interesting to use this media after know how easy to use holiday pictures.

B. Review of Related Findings

Actually, there are some related findings to this research, there are many researchers had done the research about The Effect of Holiday Pictures in Writing Recount Text. There are some researchers uses Holiday Picture as media.

The first is Utami in her finding based on the result of the application of Holiday Picture as the media in students' recount text

²⁷Wright, *Picture for Language Learning*, 137.

skill, it could be conclude that there was an improvement of the students' recount text writing skill by using Holiday Picture as the media among the eight graders of SMP Purnama Trimurjo Central Lampung. It can be proved by the result of observation sheet on students' activities. It shows that there is improvement in students' activities from the cycle I to cycle II. It is clear enough to state that Holiday Pictures as the media can be used to improve the students' recount text writing skill.²⁸

The second is Habibah in her research, that holiday Pictures as media can help the students' ability in writing Recount text. By applying it, the score of the students in writing Recount Text got increasing from the pre-test until the post-test in each cycle. The research had proved the effectiveness of applying that media. It implied that the use of holiday Picture as media could improve the students' ability in writing Recount Text also help the teacher to teach vocabulary and tenses.²⁹

The third is Siahaan in her journal, Picture is one of effective media is English teacher. Students are attracted to see colorful pictures. This may trigger their motivation to practice their writing skill it has

²⁸Pancaning Utami, "Improving the Recount Text Writing Skill through Holiday Picture at the Eight Grade Students of SMP Purnama Trimurjo Central Lampung" (IAIN Metro Lampung, 2018).

²⁹Hana Habibah, "The Use of Holiday Picture as Media in Writing Recount Text at the Eight Grade of SMPN 4 Percuit Sei Tuan" (UIN Sumatera Utara, 2018).

been proved by this research that students thought by using pictures achieved more significant score than without pictures.³⁰

Based on the related finding above, some researchers used Holiday Pictures to improve students' writing skill. The researcher will use Holiday Pictures to improve students' writing skill in recount text.

³⁰Mungkap Mangapul Siahaan, "The Effects of Using Pictures in Writing Recount Text at Grade X SMA Seminari Menengah" Vol. 3, no. 2 (n.d.), <https://www.politeknikmbp.ac.id/karya-ilmiah/category/53-volume-3-no-2.html?download=416:mungkap-mangapul-siahaan>.

C. Conceptual Frameworks

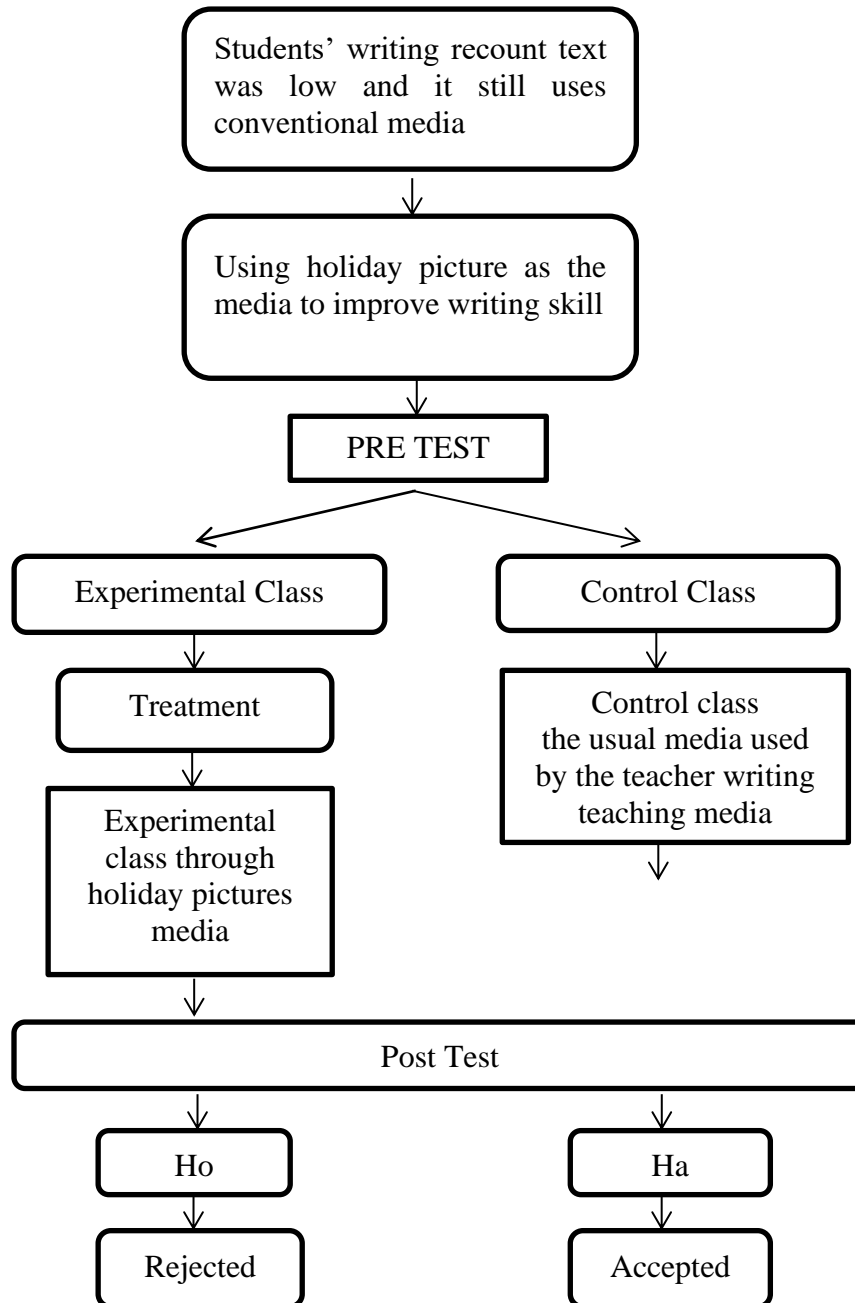


Figure 2.1
The Conceptual Framework

D. Hypothesis

The researcher formulates the hypothesis as follow:

1. Alternative hypothesis (H_a): there is a significant effect of using holiday Pictures in writing recount text at students grade X SMKS Budaya Cikampak, Labuhan Batu Selatan, Sumatera Utara.
2. Null hypothesis (H_0): there is no significant effect of using holiday Pictures in writing recount text at students grade X SMKS Budaya Cikampak, Labuhan Batu Selatan, Sumatera Utara.

CHAPTER III
RESEARCH METODOLOGY

A. Place and Time

This study conducted at tenth grade of SMKS Budaya Cikampak where located in Cikampak, Labuhan Batu Selatan, Sumatra Utara. This research was conducted from December 2022 until November 2023.

B. Research Design

The kind of the research is quantitative research approach with experimental method. This research was experimental design with pre test-post test control group design. The pre test-post test control group design involves two groups of subject, one class was taught in experimental treatment (experimental group) and the other is not given a treatment (control group). The research design was used one treatment can be seen below:

Table 3.1
Research Design

No	Class	Pre-test	Treatment	Post-test
1	Experimental Class	√	√ Holiday Pictures	√
2	Control Class	√	×	√

The researcher used two classes, the first in an experimental class and the second is control class. Experimental class taught by holiday pictures and control class taught by conventional media.

C. Population and Sample of the Research

1. Population

The population of this research is all of the students grade X SMKS Budaya Cikampak, Labuhan Batu Selatan, Sumatera Utara. The population of the sample consists of 2 classes with 40 students. It can be seen in the table below:

Table 3.2
The population of X grade of SMKS Budaya Cikampak, Labuhan Batu Selatan, Sumatra Utara.

No	Classes	Students in the Class
1.	X AP 1	20
2.	X AP 2	20
Total of Sample		40

2. Sample

The researcher carried out using total sampling which means the entire population is used as a sample. The researcher made that X AP 1 as experimental class. That consists of 20 students. Then, X AP 2 as the control class of 20 students. It can be see in the table below:

Table 3.3
The sample of X grade of SMKS Budaya Cikampak, Labuhan Batu Selatan, Sumatra Utara

No	Classes	Students in the Class
1.	X AP 1	20
2.	X AP 2	20
Total of Sample		40

D. Instrument of Data Collection

1. Instrument

Instrument of collecting data is a tool or facility use by researchers in collecting data so the work is easier and the result is better, in a more sense carefully, completely and systematically so that it is easier to process or analyzed.³¹ The instrument of this research is test in kinds of writing test. The test for pre-test and for post-test.

Table 3.4
Rubric Score of writing

No	Indicators	Score			
1.	The students are able to write grammatically	20	15	10	5
2.	The students are able to use vocabulary	20	15	10	5
3.	The students are able to write mechanicly	20	15	10	5
4.	The students are able to write fluency	20	15	10	5
5.	The students are able to use form(organization)	20	15	10	5

The criteria of scoring are as determined by ranges of the scores as following:

³¹Peter Airasian L. R. Gay, Geoffrey E. Mills, *Educational Research Competencies for Analysis and Applications*, ed. PearsonEducaton, Tenth Edit. (United States of America, 2012).

No	Aspect	Indicator		Score
1	G R A M M A R	1	Few (if any) noticeable errors of grammar or word order.	20
		2	Some errors of grammar or word order which do not however, interfere with comprehension.	15
		3	Errors of grammar or word order frequent; efforts of interpretation sometimes required on reader's part.	10
		4	Errors of grammar or word order so severe as to make comprehension virtually impossible.	5

No	Aspect	Indicator		Score
2	V O C A B U L A R Y	1	Use of vocabulary and idiom rarely (it at all) distinguishable from that of educated native writer.	20
		2	Uses wrong or inappropriate words fairly frequently; expression of ideas may be	15

	U L A R Y		limited because of inadequate vocabulary.	
		3	Limited vocabulary and frequent errors clearly hinder expression of ideas.	10
		4	Vocabulary limitations so extreme as to make comprehension virtually impossible	5

No	Aspect	Indicator		Score
3	M E C H A N I C S	1	Few (if any) noticable lapses in punctuation or spelling.	20
		2	Errors in punctuation or spelling fairly frequent; occasionally reading necessary for full comprehension.	15
		3	Frequent errors in spelling or punctuation; lead sometimes to obscurity.	10
		4	Errors in spelling or punctuation so severe as to make comprehension virtually	5

			impossible.	
--	--	--	-------------	--

No	Aspect	Indicator		Score
4	F L U E N C Y	1	Choice of structures and vocabulary consistently appropriate: like that of educated native writer.	20
		2	Some structures or vocabulary items noticeably in appropriate to general style.	15
		3	Structures or vocabulary items sometimes not only in appropriate but also misused, little sense of ease of communication.	10
		4	Communication often impaired by completely inappropriate or misused structures or vocabulary items.	5

No	Aspect	Indicator		Score
5	O R G A N I Z A T I O N	1	Highly organized clear progression of ideas well linked: like educated native writer.	20
		2	Some lack of organization; re-reading required for clarification of ideas.	15
		3	Individual ideas may be clear, but very difficult to deduce connection between them.	10
		4	Lack of organization so severe that communication is seriously impaired. ³²	5

E. The Validity and Reliability Instrument

1. Validity

Validity is the important one measuring in a research process. Validity is important in all forms research and all types of test and measures in some situations, a test or instrument is used to make number different interpretation.

In this research, the researcher used test as instrument. To make sure that the test has been available for students, the

³²Arthur Hughes, *Testing For language Teachers*, (New York: Cambridge University Press, 1990). 91-93.

researcher uses construct validity. Construct validity is used to know that the test is valid or not by using expert judgment such as advisor. So, to valid the test, the researcher asked to the teacher, he thinks that the test is valid.

2. Reliability

Reliability means the result of the test has similarity. A research instrument says to have a high reliability value, if the tests make to have consistent results in a measure that would be measured. In this research the researcher used inter - rater reliability with kappa Cohen by using SPSS v.25 to measure the reliability of the writing test.

F. The Procedure of the Research

To get the data from the student, the researcher collected by giving pretest and post-test by test to students. To get the data from the student, the researcher collected by giving pre-test and post-test by test to students.

1. Giving pre-test

It is a test given before doing the treatment to the students. It is needed to know students' competence in experimental and control class. It's also used to find the homogeneity and normality level. There are some procedures will be followed by the researcher. They are:

- a) The researcher prepared the test before do the test

- b) The researcher shared out the test to the students
- c) The researcher explained and gave instruction for them
- d) The researcher collected the test
- e) The researcher checked the students' test to get the score form

2. Treatment

After giving the pre-test to students, the students will be given treatment. The experimental class received treatment taught by holiday pictures, while the control class taught by using teacher media. The researcher has some procedure of treatment in experimental class, as following:

- a) Researcher came to the class, open the class by salam. Then pray together.
- b) The researcher explained recount text by using holiday pictures.
- c) The researcher asked the holiday pictures that asked to bring in the previous meeting.
- d) The researcher told students how to use the holiday pictures
- e) The researcher made a conclusion from the lesson
- f) The researcher closed the class by Alhamdulillah and salam

Treatment in control class, as following:

- a) Researcher came to the class, open the class by salam. Then pray together
- b) Warming up
- c) Checked attendance

- d) The researcher explained about recount text and make example.
 - e) The students wrote recount text.
 - f) The researcher made a conclusion from the lesson.
 - g) The researcher closed the class by Alhamdulillah and salam.
3. Giving post-test

After giving treatment, the researcher conducted a post-test. The benefit is to know the difference score of experimental class and control class and to know effect or not holiday pictures in learning recount text of students. The researcher has some procedure, as following:

- a) The researcher prepared the test
- b) The researcher shared out the test to students
- c) The researcher gave instruction to do the test
- d) The researcher wrote down the test
- e) The researcher collected the test
- f) The researcher examined the students test to get the score from both of the classes

G. Technique of Analyzing Data

1. Normality Test

Normality test use to know whether the data is research is normal or not. The researcher using one sample Kolmogorov-Smirnov Test.

The hypothesis for normally test is formulated as follows:

H_0 : The data is normal distribution

H_a : The data is not normal distribution

One-Sample Kolmogorov-Smirnov Test

		Pre-test Control Class
N		20
Normal Parameters ^{a,b}	Mean	56,5000
	Std. Deviation	21,70981
Most Extreme Differences	Absolute	,183
	Positive	,152
	Negative	-,183
Test Statistic		,183
Asymp. Sig. (2-tailed)		,078 ^c

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

From the data above can be seen that the significance is 0.078. It means $0.078 > 0.05$. H_0 is accepted and H_a is rejected. So, the data is normal.

2. Homogeneity Test

Homogeneity test used to see the data from two classes will be same or different in variant case. Homogeneity test is used to know control class and experimental class have the same variant or not. The researcher used test of homogeneity of variances with using SPSS v.25.

		Levene Statistic	df1	df2	Sig.
test score	Based on Mean	,485	1	78	,488
	Based on Median	,450	1	78	,504
	Based on Median and with adjusted df	,450	1	77,420	,504
	Based on trimmed mean	,512	1	78	,477

Based on the table above, it showed that variance between groups based on mean have significance 488. It means $\text{sig} > \alpha = 0.05$. $488 > 0.05$. The data both of groups are homogenous.

3. Hypothesis Test

Hypothesis is the provisional result of the research. The formulation of the problem has been written in the form of a question. This research use Independent Sample t-test with using SPSS v.25. The researcher made the hypothesis from the data that have been analyzed by looking at the t_{table} and compare it to t_{count} if $t_{\text{count}} > t_{\text{table}}$ it means the alternative hypothesis is accepted (there is significant effect). Then, if $t_{\text{count}} < t_{\text{table}}$ means hypothesis rejected (there is no significant effect)

CHAPTER IV

THE RESULT OF THE RESEARCH

This chapter tells about the result of the research. The research tells about the effect of using Holiday Pictures in Writing Recount Text at Grade X SMKS Budaya Cikampak, Labuhan Batu Selatan, Sumatera Utara. The researcher conducted the research by conducting pre-test to know the students' mastery before the treatment and conducting post-test is to know the students' mastery after giving treatment by using Holiday Pictures. After getting the data, the researcher used the statistical formulation to test the hypothesis. Then, the researcher described the data as follows:

A. Description of Data

1. The Description of Data before Using Holiday Pictures

a) Score of Pre-test in Experimental Class

Absolutely, the researcher used the test as instrument of collecting data. After distributed the instrument of research for grade X SMKS Budaya Cikampak, Labuhan Batu Selatan, Sumatera Utara, the score of pre-test in experimental class can be seen as below:

Table 4.1
The students' Score of Pre- test in Experimental Class

No	Name	Total Score
1	HZ	60
2	SAD	70
3	WATR	35
4	ITTT	30
5	KIBP	40
6	AA	40
7	MKP	85

No	Name	Total Score
8	RS	35
9	DA	30
10	ANS	75
11	LA	50
12	DAM	65
13	AA	30
14	NA	30
15	RAS	30
16	AB	65
17	CA	50
18	F	55
19	RP	30
20	TP	45
Total		950

In pre-test of experimental class, the researcher calculated the data and got total score is 950. After that the researcher found the minimum and maximum to get the range, and then researcher found mean, median and modus from the data. In pre-test of experimental class, the researcher calculated the result that has been gotten from the students in answering the question. The score of pre-test in experimental class could be seen in the following table:

Table 4.2
The Score of Pre- test in Experimental Class

No.	Description	Result
1.	Total score	950
2.	Maximum	85
3.	Minimum	30
4.	Mean	47.5
5.	Median	42.5
6.	Mode	30
7.	Range	55
8.	Std. Deviation	17.434

Based on the table above, the total score was 950, the highest score was 85, the lowest score was 30, mean was 47.5, median was 42.5, mode was 30, range was 55, and standard deviation was 17.434.

Then, the calculation of the frequency distribution of the students' score of experimental class could be seen on the table below:

Table 4.3
Frequency Distribution of Students' Score of Pre- test in
Experimental Class

No.	Interval	Mid-point	Frequency	Precentage
1.	30-39	34.5	8	40%
2.	40-49	44.5	3	15%
3.	50-59	54.5	3	15%
4.	60-69	64.5	3	15%
5.	70-79	74.5	2	10%
6.	80-89	84.5	1	5%
Total			20	100%

From the table above, the students' number in class interval between 30-39 was 8 students (40%), class interval between 40-49 was 3 students (15%), class interval between 50-59 was 3 students (15%), class interval between 60-69 was 3 students (15%), class interval between 70-79 was 2 students (10%), and class interval between 80-89 was 1 student (5%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

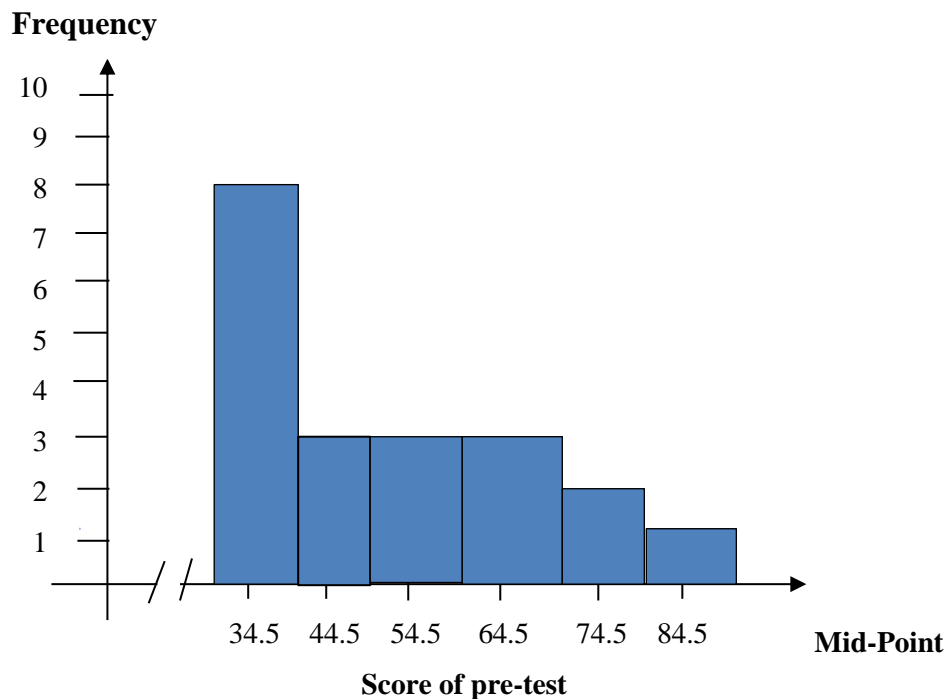


Figure 4.1
Data Description of Pre-Test In Experimental Class

From the histogram, the students number who got score 30-39 was 8 students, the students' score 40-49 was 3 students, the students' score 50-59 was 3 students, who got score 60-69 was 3 students, the students' score 70-79 was 2 students, and the last the students who got score 80-89 was 1 student.

b) Score of Pre-test in Control Class

Absolutely, the researcher used the test as instrument of collecting data. After distributed the instrument of research for grade

X SMKS Budaya Cikampak, Labuhan Batu Selatan, Sumatera Utara, the score of pre-test in control class can be seen as below:

Table 4.4
The students' Score of Pre- test in Control Class

No	Name	Total Score
1	SA	45
2	LAM	75
3	SKS	80
4	RA	30
5	AK	30
6	N	30
7	IMWL	88
8	FM	85
9	ML	65
10	RS	30
11	RS	35
12	CNG	75
13	L	30
14	RFSK	80
15	WS	85
16	SR	70
17	MAR	40
18	DA	50
19	AA	70
20	NA	45
Total		1130

In pre-test of control class, the researcher calculated the data and got total score is 1130. After that the researcher found the minimum and maximum to get the range, and then researcher found mean, median and modus from the data. In pre-test of control class, the researcher calculated the result that has been gottem from the students in answering the question. The score of pre-test in control class could be seen in the following table:

Table 4.5
The Score of Pre- test in Control Class

No.	Description	Result
1.	Total score	1130
2.	Maximum	85
3.	Minimum	30
4.	Mean	56.5
5.	Median	57.5
6.	Mode	30
7.	Range	55
8.	Std. Deviation	21.710

Based on the table above, the total score was 1130, the highest score was 85, the lowest score was 30, mean was 56.5, median was 57.5, mode was 30, range was 55, and standard deviation was 21.710.

Then, the calculation of the frequency distribution of the students' score of control class could be seen on the table below:

Table 4.6
Frequency Distribution of Students' Score of Pre- test in Control Class

No.	Interval	Mid-point	Frequency	Precentage
1.	30-39	34.5	6	30%
2.	40-49	44.5	3	15%
3.	50-59	54.5	1	5%
4.	60-69	64.5	1	5%
5.	70-79	74.5	4	20%
6.	80-89	84.5	5	25%
Total			20	100%

From the table above, the students' number in class interval between 30-39 was 6 students (30%), class interval between 40-49 was 3 students (15%), class interval between 50-59 was 1 student (5%), class interval between 60-69 was 1 student (5%), class

interval between 70-79 was 4 students (20%), and class interval between 80-89 was 5 students (25%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

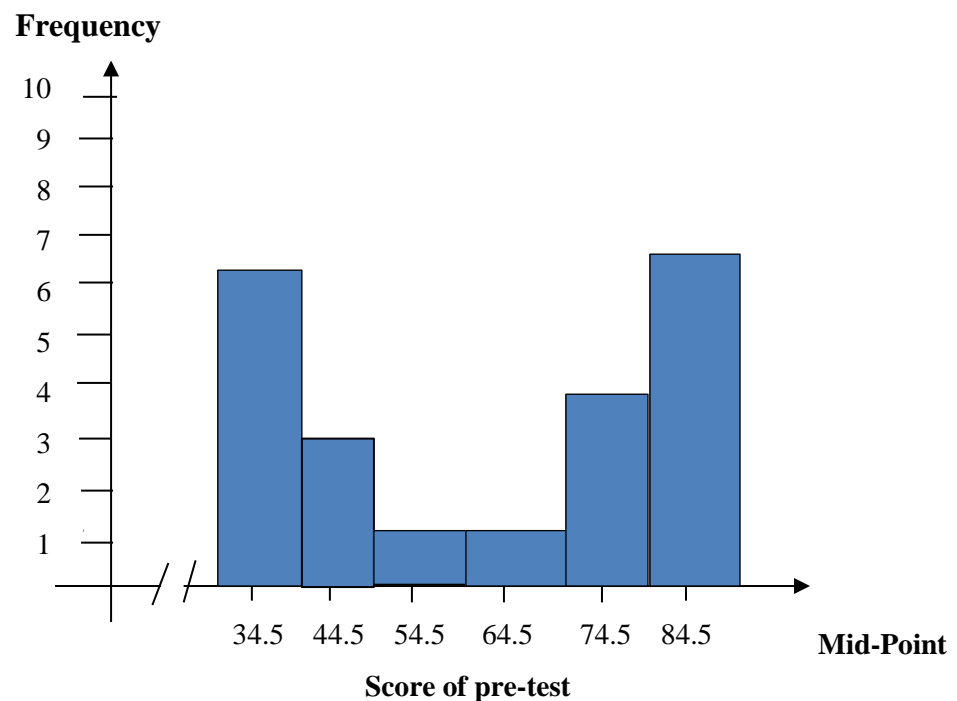


Figure 4.2
Data Description of Pre-Test In Control Class

From the histogram, the students number who got score 30-39 was 6 students, the students' score 40-49 was 3 students, the students' score 50-59 was 1 student, who got score 60-69 was 1 student, the students' score 70-79 was 4 students, and the last the students who got score 80-89 was 5 students.

2. The Description of Data after Using Holiday Pictures

a. Score of Post-test in Experimental Class

Absolutely, the researcher used the test as instrument of collecting data. After distributed the instrument of research for grade X SMKS Budaya Cikampak, Labuhan Batu Selatan, Sumatera Utara, the score of pre-test in experimental class can be seen as below:

Table 4.7
The students' Score of Post- test in Experimental Class

No	Name	Total Score
1	HZ	90
2	SAD	85
3	WATR	95
4	ITTT	60
5	KIBP	80
6	AA	90
7	MKP	90
8	RS	50
9	DA	60
10	ANS	90
11	LA	75
12	DAM	95
13	AA	80
14	NA	60
15	RAS	50
16	AB	65
17	CA	85
18	F	90
19	RP	55
20	TP	70
Total		1515

In post-test of experimental class, the researcher calculated the data and got total score is 1515. After that the researcher found the minimum and maximum to get the range, and then researcher found mean, median and modus from the data. In post-test of

experimental class, the researcher calculated the result that has been gotten from the students in answering the question. The score of pre-test in experimental class could be seen in the following table:

Table 4.8
The Score of Post-test in Experimental Class

No.	Description	Result
1.	Total score	1515
2.	Maximum	95
3.	Minimum	50
4.	Mean	75.75
5.	Median	80
6.	Mode	90
7.	Range	45
8.	Std. Deviation	15.583

Based on the table above, the total score was 1515, the highest score was 95, the lowest score was 50, mean was 75.75, median was 80, mode was 90, range was 45, and standard deviation was 15.583.

Then, the calculation of the frequency distribution of the students' score of experimental class could be seen on the table below:

Table 4.9
Frequency Distribution of Students' Score of Post-test in Experimental Class

No.	Interval	Mid-point	Frequency	Precentage
1.	50-57	53.5	3	15%
2.	58-65	61.5	4	20%
3.	66-73	69.5	1	5%
4.	74-81	77.5	3	15%
5.	82-89	85.5	2	10%
6.	90-97	93.5	7	35%
Total			20	100%

From the table above, the students' number in class interval between 50-57 was 3 students (15%), class interval between 58-65 was 4 students (20%), class interval between 66-73 was 1 student (5%), class interval between 74-81 was 3 students (15%), class interval between 82-89 was 2 students (10%), and class interval between 90-97 was 7 students (35%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

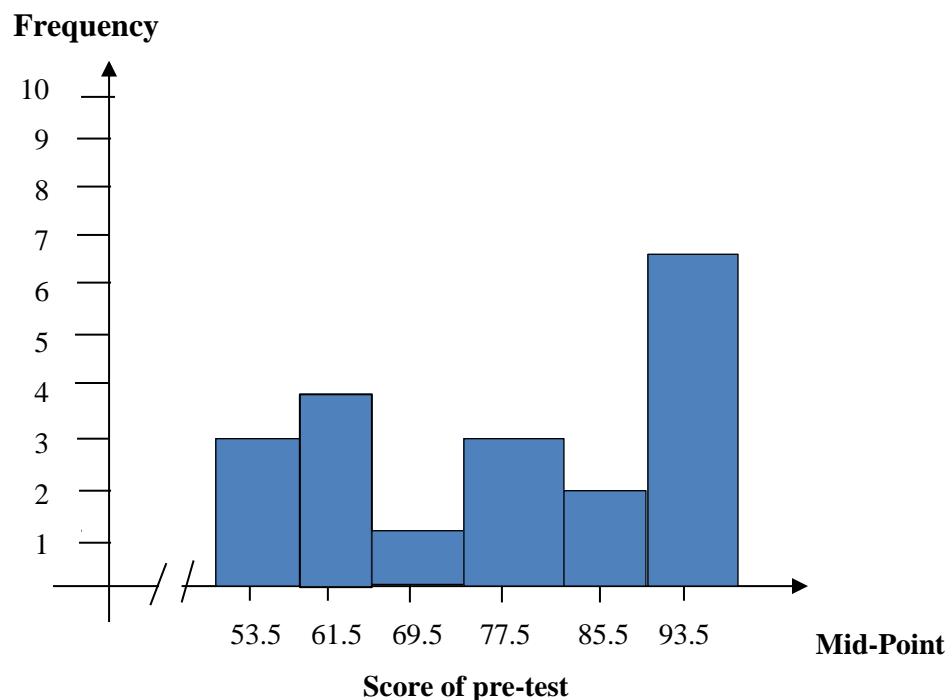


Figure 4.3
Data Description of Post-test in Experimental Class

From the histogram, the students number who got score 50-57 was 3 students, the students' score 58-65 was 4 students, the students' score 66-73 was 1 student, who got score 74-81 was 3

students, the students' score 82-89 was 2 students, and the last the students who got score 90-97 was 7 students.

b. Score of Post-test Control Class

Absolutely, the researcher used the test as instrument of collecting data. After distributed the instrument of research for grade X SMKS Budaya Cikampak, Labuhan Batu Selatan, Sumatera Utara, the score of pre-test in control class can be seen as below:

Table 4.10
The students' Score of Post- test in Control Class

No	Name	Total Score
1	SA	80
2	LAM	85
3	SKS	90
4	RA	60
5	AK	50
6	N	55
7	IMWL	85
8	FM	60
9	ML	80
10	RS	60
11	RS	65
12	CNG	85
13	L	85
14	RFSK	85
15	WS	85
16	SR	75
17	MAR	50
18	DA	55
19	AA	80
20	NA	60
Total		1370

In post-test of control class, the researcher calculated the data and got total score is 1370. After that the researcher found the minimum and maximum to get the range, and then researcher found

mean, median and modus from the data. In post-test of control class, the researcher calculated the result that has been gotten from the students in answering the question. The score of post-test in control class could be seen in the following table:

Table 4.11
The Score of Post- test in Control Class

No.	Description	Result
1.	Total score	1370
2.	Maximum	90
3.	Minimum	50
4.	Mean	68.5
5.	Median	70
6.	Mode	50
7.	Range	40
8.	Std. Deviation	13.964

Based on the table above, the total score was 1370, the highest score was 90, the lowest score was 50, mean was 68.5, median was 70, mode was 50, range was 40, and standard deviation was 13.964.

Then, the calculation of the frequency distribution of the students' score of control class could be seen on the table below:

Table 4.12
Frequency Distribution of Students' Score of Post- test in Control Class

No.	Interval	Mid-point	Frequency	Precentage
1.	50-56	53	7	35%
2.	57-63	60	2	10%
3.	64-70	67	1	5%
4.	71-77	74	2	10%
5.	78-84	81	3	15%
6.	85-91	88	5	25%

Total	20	100%
-------	----	------

From the table above, the students' number in class interval between 50-56 was 7 students (35%), class interval between 57-63 was 2 students (10%), class interval between 64-70 was 1 student (5%), class interval between 71-77 was 2 students (10%), class interval between 78-84 was 3 students (15%), and class interval between 85-91 was 5 students (25%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

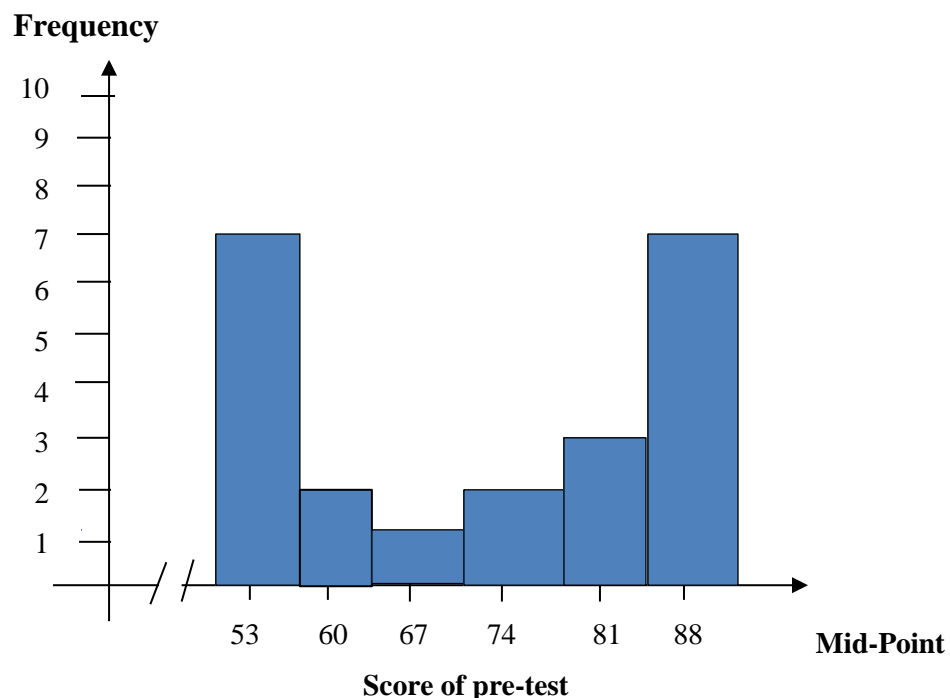


Figure 4.4
Data Description of Post-Test In Experiment Class

From the histogram, the students number who got score 50-56 was 7 students, the students' score 57-63 was 2 students, the

students' score 64-70 was 1 student, who got score 71-77 was 2 students, the students' score 78-84 was 3 students, and the last the students who got score 85-91 was 5 students.

3. The Result of Comparison in Experimental Class and Control Class

In comparing the samples used, the researcher interpreted the descriptive statistics of the experimental class and the control class using SPSS V.25 as below:

Table 4.13
Descriptive Statistics of Experimental and Control Class

	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
pre-test experimental class	20	47,50	3,898	17,434
post-test experimental class	20	75,75	3,484	15,583
pre-test control class	20	56,50	4,854	21,710
post-test control class	20	71,50	3,122	13,964
Valid N (listwise)	20			

Based on the table above, it can be seen that the mean score in pre-test experimental class is 47.5 and in post-test is 75.75. meanwhile, the mean score in pre-test control class is 56.5 and in post-test is 71.50. the participants consisted of 20 students.

Furthermore, std. Deviation in pre-test experimental class is 17.434 and in post-test is 15.583. meanwhile, the mean score in pre-test control class is 21.710 and in post-test is 13.964. From the data above, it can be seen that there is different mean between pre-test and post-test in experimental and control class.

B. Data Analysis

1. Normality Test

In this research, normality test that was used is Kolmogorov-Smirnov Test. Data normality of the two groups was calculated using SPSS v.25. the significant level of test was 5% or 0.05.

a. Result of Normality Test in Experiment Class

For normality test in this study, researcher using SPSS v.25 and Kolmogorov Smirnov test. the data are considered normally distributed if $\text{sig.} \geq 0.05$. On the other hand, the data is considered not normally distributed if $\text{sig.} \leq 0.05$. For the result of normality test experimental class see the table below:

Table 4.14
Result of Normality Test in Experimental Class

class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experiment Class						
pre-test experiment class	,166	20	,148	,886	20	,023
post-test experiment class	,174	20	,116	,890	20	,027

a. Lilliefors Significance Correction

Based on the table above, Data from experimental class is normality distributed. This could be seen from the result of the value in Sig. which is higher than 0.05 ($0.148 > 0.05$ and $0.116 > 0.05$).

b. Result of Normality Test Control Class

The normality test on the control class was also used SPSS v.25 and Kolmogorov Smirnov test. For the result of normality test experimental class see the table below:

Table 4.15
Result of Normality Test in Control Class

class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Control Class pre-test control class	,183	20	,078	,851	20	,006
post-test control class	,229	20	,007	,857	20	,007

a. Lilliefors Significance Correction

Based on the table above, data from experimental class is normality distributed. This could be seen from the result of the value in Sig. which is higher than 0.05 ($0.078 > 0.05$ and $0.07 > 0.05$).

2. Homogeneity Test

In this study, a homogeneity test was performed to determine whether the data used had homogeneous variance or not. When calculating the data, the researcher used SPSS v.25. in the homogeneity test, the assumption is met if the results are given in the drawing column ≥ 0.05 . For the result of the homogeneity test sees the table below :

Table 4.16
Result of Homogeneity Test

		Levene Statistic	df1	df2	Sig.
test score	Based on Mean	,485	1	78	,488
	Based on Median	,450	1	78	,504
	Based on Median and with adjusted df	,450	1	77,420	,504
	Based on trimmed mean	,512	1	78	,477

Based on the results of analysis of homogeneity of variance analysis of the data using SPSS v.25 calculation, it was obtained that a significance value sig. was 0.488 which is > 0.05 . this means that the value of the sample has a homogeneous variance.

3. Hypotesis Test

Based on the results of the data analysis requirements test, it can be seen that the two classes after treatment are normal and have homogeneous variance, thus to test the hypothesis using Independent Sample T-test using SPSS v.25. The hypothesis that was tested as follows:

(Ha): there is a significant effect of using holiday Pictures in writing recount text at students grade X SMKS Budaya Cikampak, Labuhan Batu Selatan, Sumatera Utara.

(Ho): there is no significant effect of using holiday Pictures in writing recount text at students grade X SMKS Budaya Cikampak, Labuhan Batu Selatan, Sumatera Utara.

The results of the test can be seen in the table below :

Table 4.17
T-test Result

	class	N	Mean	Std. Deviation	Std. Error Mean
t-test	experiment class	20	77,75	13,810	3,088
	control class	20	68,50	14,699	3,287

Based on the data in the table above, it can be seen that the experimental class consists of 20 students and the control class consists of 20 students. The average score after the test in the experimental class was 77.75 while in the control class 68.50. Therefore, it can be concluded that there is a difference in the post-test average between the experimental class and the control class. The average of the experimental

class is shown to be higher than the average of the control class with a difference of 9.25. For the calculation of T-test see the table below :

Table 4.18
The Result of T-test Calculation

		Levene's Test for Equality of Variances					t-test for Equality of Means		95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
t-test	Equal variances assumed	1,074	,306	2,051	38	,047	9,250	4,510	,120	18,380
	Equal variances not assumed			2,051	37,853	,047	9,250	4,510	,119	18,381

the results of calculation using independent sampel t-test, it was found that sig (2-tailed) < 0.05 or 0.047 < 0.05. Based on the test criteria, H_0 is rejected and H_a is accepted. Thus, there is a significant effect of using holiday Pictures in writing recount text at students grade X SMKS Budaya Cikampak, Labuhan Batu Selatan, Sumatera Utara.

C. Discussion of the Result

The researcher discussed the result of this research with the the theory that related with holiday picture. Based on the result of this research, the researcher found that holiday picture has the significant effect to taught writing recount text. The researcher discussed the result of this research and compared with related findings.

First, the research by Utami in her finding based oh the result of the application of Holiday Picture as the media in students' recount text skill, it could be conclude that there was an improvement of the students' recount text writing skill by using Holiday Picture as the media among the eight graders of SMP Purnama Trimurjo Central Lampung. It can be proved by the result of

observation sheet on students' activities. It shows that there is improvement in students' activities from cycle I to cycle II. The average in cycle I is 65% and cycle II is 92,5%. It achieves the indicator of success when 70% of the students are active in learning process. The recount text writing skill also improves through the use of holiday Pictures. It is supported by the improvement of the students' average score from pretest 51,05 to post-test I 65,85 then became 72,95 in post-test II. In the cycle I, there are 7 students who passed the test. Moreover, in the cycle II, there are 17 students who get score ≥ 70 . It means that the result of cycle II reaches the indicator of success that is $\geq 70\%$ of the students who fulfill the MMC. It is clear enough to state that Holiday Pictures as the media can be used to improve the students' recount text writing skill.³³

Then Habibah in her research in her research, that holiday Pictures as media can help the students' ability in writing Recount text. By applying it, the score of the students in writing Recount Text got increasing from the pre-test until the post-test in each cycle. The research had proved the effectiveness of applying that media. It was shown in tables, the students' score from pre-test, post-test in cycle I and post-test in cycle II. It was because the teacher controlled the class better, directly admonished the students who were noisy. So the class became quieter and also provided more interesting activity in cycle II. Students' data in post-test of cycle II showed that the mean of students' scores were higher than the mean of

³³ Pancaning Utami, "Improving the Recount Text Writing Skill through Holiday Picture at the Eight Grade Students of SMP Purnama Trimurjo Central Lampung" (IAIN Metro Lampung, 2018).

the students' score in post-test of cycle I and also better than the pre-test. In the last test of cycle II, there were 22 students who got the score above 75 point and only 5 students who got the score under 75 point. This improvement not only happened in the mean of students' score but also the expression, interest, and excitement of students showed that there was improvement. It can be seen in the interview, and observation sheet. Most of the students were more active and enthusiastic during teaching learning process. It implied that the use of holiday Picture as media could improve the students' ability in writing Recount Text also help the teacher to teach vocabulary and tenses.³⁴

The last, Siahaan in her journal stated that picture is one of the effective media. She said that by using pictures students achieved more significant score than without pictures. The difference or the improvement as the whole students' got in post test from control to experimental group was 195 or 6,5 point in average. The total squares of the respondents at the time administering was 934,168 points where its standard deviation was 5,70. Meanwhile, the total sum squares of the respondents at the time of administering the post-test in control group was 467,5 points where it is standard deviation was 4,01. Testing hypothesis showed that t-test (2,8) was lower than t-table (1,67) at level of significant 5% for two tailed test. There is

³⁴Hana Habibah, "The Use of Holiday Picture as Media in Writing Recount Text at the Eight Grade of SMPN 4 Percut Sei Tuan" (UIN Sumatera Utara, 2018).

a significant effect of using pictures series on the eight grade students' vocabulary mastery at SMA Seminari Menengah.³⁵

From the result of the research that is previously stated. It was proved that the students who were taught by using holiday picture got better result. In summary, the researcher found that all the related findings support this research. It can be concluded from the above explanation that using holiday is appropriate in teaching writing recount text to the students. It was found that there is significant effect of using holiday picture to the writing recount text in this research.

D. Threats of the Research

The researcher found some threats of the research as follows:

1. The researcher was unknowing of how seriously the students were taking the test.
2. Due to the research giving students additional time to complete the test.
3. There were few students that have the same answer.
4. There were few students didn't serious do the test

³⁵Mungkap Mangapul Siahaan, "The Effects of Using Pictures in Writing Recount Text at Grade X SMA Seminari Menengah" Vol. 3, no. 2 (n.d.), <https://www.politeknikmbp.ac.id/karya-ilmiah/category/53-volume-3-no-2.html?download=416:mungkap-mangapul-siahaan>.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusion of this research are:

1. The students' ability in writing recount text before using holiday pictures at grade X SMKS Budaya Cikampak, Labuhan Batu Selatan, Sumatera Utara was 47.5. It means the students' ability in writing recount text is enough.
2. The students' ability in writing recount text after using holiday pictures at grade X SMKS Budaya Cikampak, Labuhan Batu Selatan, Sumatera Utara was 75.75. It can be conclude the students' ability in writing recount text is high.
3. After the researcher found the results of calculation using independent sample t-test, it was sig (2-tailed) < 0.05 or $0.047 < 0.05$. Based on the test criteria, H_0 was rejected and H_a was accepted. So, there is significant Effect of Using Holiday Pictures in Writing Recount Text at Grade X SMKS Budaya Cikampak, Labuhan Batu Selatan, Sumatera Utara.

B. Suggestion

After completing the research, the research learned a lot about how to teach and learn English. The research concluded that some things required proof as a result form the experience. One of

information is better for the teacher to use media in teaching learning process.

It prompts the research offering the following suggestions:

1. For the headmaster of SMKS Budaya Cikampak, Labuhan Batu Selatan, Sumatera Utara to motivated the teacher, especially English teacher to use Holiday Pictures in recount text, because this media can help students understanding the lesson.
2. For the English teacher, it hoped to use holiday pictures to teaching recount text, because to make the students' learning process more fun and active.
3. For the students, holiday pictures can be useful to improve knowledge more about recount text.
4. The researcher suggests to another researcher to use this media in solving other problems and find other factors that face by students' in learning English process.

REFERENCES

- Brisk, M. E. (2012). Young Bilingual Writers' Control of Grammatical Person in Different Genres. *The Elementary School Journal*, Vol. 112, 449.
- Gerot, L., & Wignell, P. (2004). *Making Sense of Language*. Gerd Stabler.
- Habibah, H. (2018). *The Use of Holiday Picture as Media in Writing Recount Text at the Eight Grade of SMPN 4 Percuit Sei Tuan*. UIN Sumatera Utara.
- Harmer, J. (2002). *The Practice of English Language Teaching*. London: Longman.
- Harmer, J. (2004). *How to Teach Writing*. Edinburgh: Pearson Education.
- Heinich, R. (2009). *Instructional Media and the New Technologies of Instruction*. Canada: Macmillan Publishing Company.
- Hughes, A. (2010). *Testing for Language Teachers*. Britain: Cambridge University Press.
- Hyland, K. (2004). *Genre and Second Language Writing*. Inggris: University of Michigan Press.
- Isaacson, S. (2023). Simple Ways to Assess the Writing Skills of Students with Learning Disabilities, *Vol. 98*(No. 1).
- L. R. Gay, Geoffrey E. Mills, P. A. (2012). *Educational Research Competencies for analysis and Applications*. (PearsonEducaton, Ed.) (Tenth Edit). United States of America.
- Lubis, R. F. (2014). Writing Narrative Text. *Education Journal*, Vol. 02(01). Retrieved from <https://jurnal.iainpadangsidimpuan.ac.id/index.php/EEJ/article/view/115/104>
- Nurandini, R. (2015). The Effect of Songs to the Students' Recount Text Writing Quantity. *Journal of Linguistics and Language Teaching*, Vol. 2, p.4.
- Pierce, L. V., & O'Malley, J. M. (2001). *Performance and Portofolio Assesment for Language Minority Students*. Urbana: National Clearinghouse for Bilingual Education.
- Raimes, A. (1983). *Techniques in Teaching Writing*. Oxford: Oxford University Press.
- Sari, P. P., & Saun, S. (2013). Teaching Writing by Using the Process-Genre Approach at Junior High Schools. *Journal of English Language Teaching*,

Vol.2. Retrieved from
<https://ejournal.unp.ac.id/index.php/jelt/article/download/2613/2213>

Siahaan, M. M. (n.d.). The Effects of Using Pictures in Writing Recount Text at Grade X SMA Seminari Menengah, *Vol. 3(2)*. Retrieved from <https://www.politeknikmbp.ac.id/karya-ilmiah/category/53-volume-3-no-2.html?download=416:mungkap-mangapul-siahaan>

Siregar, F. R. (n.d.). Teaching Writing and Evaluating Students' Writing (In a Process Approach), *Vol. 01(01)*. Retrieved from <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/article/view/119/108>

Tarrant, J. (2002). *Digital Camera Techniques*. United Kingdom: Focal Press.

Utami, P. (2018). *Improving the Recount Text Writing Skill through Holiday Picture at the Eight Grade Students of SMP Purnama Trimurjo Central Lampung*. IAIN Metro Lampung.

Wright, A. (2006). *Picture for Language Learning*. Australia: Cambridge University Press.

APPENDIX 1 LESSON PLAN

Control Class

Rencana Pelaksanaan Pembelajaran

1. Identitas

Tingkat Pendidikan	: SMK
Lesson	: English
Class	: X
Thema	: Recount Text
Alocation Time	: 2 X 45 Minute

2. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan

pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

3. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.
4. Menangkap makna dalam teks recount lisan dan tulis sederhana.
5. Menyusun teks recount lisan dan tulis sederhana tentang pengalaman/ kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

4. Indicator

1. Mampu mengidentifikasi tujuan komunikasi, struktur teks, dan unsur kebahasaan dari teks *recount* tentang peristiwa bersejarah lisan dan tulis sesuai konteks penggunaan.
2. Mampu menjelaskan isi teks lisan dan tulis yang menceritakan peristiwa bersejarah dengan benar dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks *recount* sesuai konteks penggunaan.
3. Mampu memberi informasi tentang peristiwa bersejarah secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* sesuai konteks.

5. Materi Pembelajaran

Recount Text

6. Metode Pembelajaran

Ceramah, tanya jawab dan penugasan

7. Media

Menggunakan buku paket, papan tulis dan kamus

8. Prosedur

Pendahuluan	<ol style="list-style-type: none"> a. Guru masuk ke kelas mengucapkan salam b. Guru membuka pelajaran dengan ucapan Bassmallah c. Sebelum memulai pelajaran guru membuat warmer up
-------------	---

<p>Kegiatan Inti</p>	<ol style="list-style-type: none"> a. Guru bertanya kepada siswa tentang recount text sebelum mempelajarinya. b. Guru menjelaskan pelajaran tentang recount text dan siswa mendengarkan c. Guru memberikan beberapa contoh soal tentang recount text dan menjelaskan contoh tersebut. d. Guru menyuruh siswa untuk memberikan contoh lain dari recount text dan menuliskannya ke papan tulis. e. Guru memberikan waktu kepada siswa untuk bertanya yang belum mengerti tentang recount text. f. Guru memberikan pertanyaan kepada siswa mengenai materi recount text untuk mengetahui tentang pemahaman siswa
<p>Penutup</p>	<ol style="list-style-type: none"> a. Guru memberikan tugas tentang recount text. b. Guru meminta siswa membawa foto liburan mereka masing-masing untuk digunakan sebagai media dipertemuan selanjutnya. c. Guru memberi penilaian d. Guru membuat kesimpulan tentang materi recount text e. Guru mengabsen dan menutup pertemuan dengan ucapan Alhamdulillah dan mengucapkan salam

Experiment Class

Rencana Pelaksanaan Pembelajaran

2. Identitas

Tingkat Pendidikan	: SMK
Lesson	: English
Class	: X
Thema	: Recount Text
Alocation Time	: 2 X 45 Minute

2. Kompetensi Inti

5. Menghayati dan mengamalkan ajaran agama yang dianutnya
6. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
7. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

8. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

3. Kompetensi Dasar

6. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
7. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
8. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.
9. Menangkap makna dalam teks recount lisan dan tulis sederhana.
10. Menyusun teks recount lisan dan tulis sederhana tentang pengalaman/ kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

4. Indicator

4. Mampu mengidentifikasi tujuan komunikasi, struktur teks, dan unsur kebahasaan dari teks *recount* tentang peristiwa bersejarah lisan dan tulis sesuai konteks penggunaan.

5. Mampu menjelaskan isi teks lisan dan tulis yang menceritakan peristiwa bersejarah dengan benar dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks *recount* sesuai konteks penggunaan.
6. Mampu memberi informasi tentang peristiwa bersejarah secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* sesuai konteks.

5. Materi Pembelajaran

Recount Text

6. Metode Pembelajaran

Ceramah, tanya jawab dan penugasan

7. Media

Menggunakan buku paket, papan tulis dan kamus

8. Prosedur

<p>Kegiatan Pendahuluan</p>	<ol style="list-style-type: none"> a. Guru masuk ke kelas mengucapkan salam b. Guru membuka pelajaran dengan ucapan Basmallah c. Sebelum memulai pelajaran guru membuat warmer up
<p>Kegiatan Inti</p>	<ol style="list-style-type: none"> a. Guru bertanya sekilas kepada siswa tentang recount text sebelum mempelajarinya. b. Guru menjelaskan pelajaran tentang recount text dan siswa mendengarkan c. Guru memberikan beberapa contoh soal tentang recount text dan menjelaskan contoh tersebut. d. Guru menyuruh siswa untuk

	<p>memberikan contoh lain dari recount text dan menuliskannya ke papan tulis.</p> <p>e. Guru menanyakan kembali kepada siswa tentang foto liburan yang diminta dibawa dipertemuan sebelumnya.</p> <p>f. Guru memberi instruksi tentang penggunaan media tersebut</p> <p>g. Guru memberikan waktu kepada siswa untuk bertanya yang belum mengerti tentang recount text.</p> <p>h. Guru memberikan pertanyaan kepada siswa mengenai materi recount text untuk mengetahui tentang pemahaman siswa.</p> <p>i. Guru memberikan tugas tentang recount text.</p> <p>j. Guru memberi penilaian</p>
Penutup	<p>a. Guru membuat kesimpulan tentang materi recount text</p> <p>b. Guru menutup pertemuan dengan ucapan Alhamdulillah dan mengucap salam</p>

APPENDIX 3
INSTRUMENT

Pre-Test

Name :

Class :

Time : 90 Minute

Please write a recount text based on the theme below!

- a. The last holiday
- b. Unforgettable holiday
- c. Holiday recap

.....
.....
.....
.....
.....
.....

.....
.....
.....
.....
.....
.....

.....
.....
.....
.....
.....
.....

Padangsidimpuan, July 2023

Validator

.....

Post-Test

Name :

Class :

Time : 90 Minute

Please write a recount text based on the holiday pictures below!

.....
.....
.....
.....
.....
.....
.....
.....

.....
.....
.....
.....
.....
.....
.....
.....

.....
.....
.....
.....
.....
.....
.....
.....

Padangsidempuan, July 2023

Validator

.....

APPENDIX 4
DOCUMENTATION









KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733 Telephone (0634) 22080 Faximile (0634) 24022

Nomor : **B-320/Un.28/E.1/PP.00.9/10/2022**
Lamp : -
Perihal : **Pengesahan Judul dan Penunjukan Pembimbing Skripsi**

20 Oktober 2022

Yth.

1. Rayendriani Fahmei Lubis, M. Ag.
2. Yusni Sinaga, S. Pd, M. Hum.

(Pembimbing I)
(Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama : Rahayu Utami Dewi
NIM : 19 203 00030
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Effect of Using Holiday Pictures in Writing Recount Text at Grade X SMKS Budaya Cikampak, Labuhan Batu Selatan, Sumatera Utara

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
Wakil Dekan Bidang Akademik

Dr. Lis Yulianti Syafrida, S.Psi.,M.A
NIP 19801224 200604 2 001

Ketua Program Studi
Tadris Bahasa Inggris

Fitri Rayani Siregar, M.Hum.
NIP 19820731 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faximile (0634) 24022

Nomor : B - 3645 /Un.28/E.1/TL.00/07/2022 26 Juli 2023
Hal : **Izin Penelitian**
Penyelesaian Skripsi.

Yth. Kepala SMKS Budaya Cikampak
Labuhan Batu Selatan Sumatera Utara

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Rahayu Utami Dewi
NIM : 1920300030
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Cikampak, Labuhan Batu Selatan, Sumatera Utara

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect of Using Holiday Pictures in Writing Recount Text at Students Grade XI SMKS Budaya Cikampak, Labuhan Batu Selatan, Sumatera Utara"**

Demikian disampaikan, atas kerjasama yang baik diucapkan terimakasih.

a.n Dekan
Wakil Dekan Bidang Akademik

Dr. Lis Yulianti Syafrida Siregar, S.Psi, M.A
NIP 19801224 200604 2 001



YAYASAN PENDIDIKAN BUDAYA
SEKOLAH MENENGAH KEJURUAN (SMK) SWASTA BUDAYA CIKAMPAK
PROGRAM KEAHLIAN
OTOMATISASI DAN TATAKELOLA PERKANTORAN DAN MULTIMEDIA
KECAMATAN TORGAMBA KABUPATEN LABUHANBATU SELATAN
NSS: 022073103009 NPSN: 10261519

Alamat : Jln. Pendidikan Cikampak

E-mail : smkbudaya@yahoo.com

Telp: (0624)491123

Kode Pos : 21572

Nomor : 432 / 035 /SMK-BUD/CK/TU/IX/2023

Lampiran :-

Perihal : Surat Balasan Izin Penelitian

Kepada.

Yth. Dekan Bidang Akademik

UIN SYEKH ALI HASAN ADDARY PADANG SIDEMPUNAN

Di -

Tempat

Yang bertanda tangan di bawah ini :

Nama : Budi Sanjaya Pohan, S.T.

NIP : -

Jabatan : Kepala Sekolah

Unit Kerja : SMKS Budaya Cikampak

Menerangkan bahwa:

Nama : Rahayu Utami Dewi

NIM : 1920300030

Fakultas : Tarbiyah dan Ilmu Keguruan

Program Studi : Tadris Bahasa Inggris

Alamat : Cikampak, Labuhanbatu Selatan, Sumatera Utara

Telah kami beri persetujuan untuk melaksanakan penelitian di SMKS Budaya Cikampak sebagai syarat untuk penyelesaian Skripsi dengan judul **"The Effect Of Using Holiday Pictures in Writing Recount Text at Students Grade X SMKS Budaya Cikampak, Labuhanbatu Selatan, Sumatera Utara"**

Demikian surat ini disampaikan untuk dipergunakan sebagai mana mestinya.



Cikampak, 2 September 2023

Kepala SMKS Budaya Cikampak

Budi Sanjaya Pohan, S.T