



**TEACHING WRITING RECOUNT TEXT AT THE  
SEVENTH GRADE STUDENTS OF MTs  
AL - ANSOR MANUNGGANG JULU  
PADANGSIDIMPUAN**

**A THESIS**

*Submitted to Padangsidempuan State Islamic University  
as a Partial Fulfillment of the Requirement for the Graduate  
Degree of Education (S.Pd) in English*

Written by

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**TARBIYAH AND TEACHER TRAINING FACULTY**

**STATE ISLAMIC UNIVERSITY  
SYEKH ALI HASAN AHMAD ADDARY**

**PADANG SIDEMPUAN**

2022



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2022**

## LETTER AGREEMENT

Term : Munaqosyah

Padangsidempuan, November 2022

Item : 7 (seven) exemplars

a.n. **Karina Indah Putri**

To: **Dean**

**Tarbiyah and Teacher Training Faculty**

In-

Padangsidempuan

Assalamu 'alaikumwarohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Karina Indah Putri**, entitled "**Teaching Writing Recount Text At The Seventh Grade Students Of MTs Al – Anzor Manunggang Julu Padangsidempuan**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wassalamu 'alaikumwarohmatullah wabarakatuh

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## AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMY CIVITY

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**SCHOLAR MUNAQOSYAH EXAMINATION**

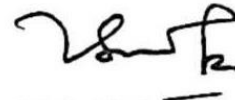
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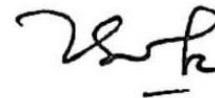


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## **LEGALIZATION**

**Thesis : Teaching Writing Recount Text at the Seventh  
Grade Students of MTs Al- Ansor Manunggang  
Julu Padangsidempuan**

**Written By : Karina Indah Putri**

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**TEXT AT** **THE SEVENTH GRADE STUDENTS**  
**OF AL-** **ANSOR MANUNGGANG JULU**  
**PADANGSIDIMPUAN**

### **ABSTRACT**

This study intended to investigate teaching writing recount text at the seventh grade students of MTs Al-Ansor Manunggang Julu Padangsidempuan. The problems faced by teacher in teaching writing were: 1) Still many shortcomings of teachers and students in learning, 2) Students lack of practice, 3) The teacher spent too much time trivialities to amuse the students.

This study had two formulations of the problem, they were how is the teachers process of teaching writing recount text. How the teachers use a good teaching writing recount text. The purposes of this study were to describe the process in teaching writing recount text, to know the teachers use a good teaching process in teaching writing recount text.

This study used qualitative descriptive method. The researcher subjects are one English teachers of the seventh grade students of MTs Al- Ansor Manunggang Julu. The object of research is teachers teaching writing recount text. The data collection of this research are observation and interview. The technique of data analysis used was data reduction, data display, and conclusion drawing.

The research findings are the various strategies that teacher used in teaching writing recount text: pre-writing, drafting, revising, sharing

**Key words:** *Teaching Strategies*



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**TEXT AT** : **THE SEVENTH GRADE STUDENTS**  
**OF AL-** : **ANSOR MANUNGGANG JULU**  
**PADANGSIDIMPUAN**

### **ABSTRAK**

Penelitian ini bertujuan untuk menyelidiki pengajaran menulis teks recount pada siswa kelas tujuh MTs Al-Ansor Manunggang Julu Padangsidimpuan. Permasalahan yang dihadapi guru dalam mengajar menulis adalah: 1) Masih banyak kekurangan guru dan siswa dalam pembelajaran, 2) Siswa kurang latihan, 3) Guru terlalu banyak menghabiskan waktu untuk hal-hal sepele untuk menghibur siswa.

Penelitian ini memiliki dua rumusan masalah, yaitu bagaimana proses guru dalam mengajar menulis teks recount. Bagaimana guru menggunakan teks recount menulis pengajaran yang baik. Tujuan dari penelitian ini adalah untuk mendeskripsikan proses dalam mengajar menulis teks recount, untuk mengetahui guru menggunakan proses pengajaran yang baik dalam mengajar menulis teks recount.

Penelitian ini menggunakan metode deskriptif kualitatif. Subjek penelitian adalah salah satu guru Bahasa Inggris siswa kelas tujuh MTs Al-Ansor Manunggang Julu. Objek penelitian adalah guru yang mengajar menulis teks recount. Pengumpulan data dalam penelitian ini adalah observasi dan wawancara. Teknik analisis data yang digunakan adalah reduksi data, penyajian data, dan penarikan kesimpulan.

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**Kata kunci:** *Strategi Pengajaran.*

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Praised to Allah SWT, the almighty creator who has given me health, opportunity, strength, time, knowledge so that I can completed this thesis entitled **“Teaching Writing Recount Text At The Seventh Grade Of Mts Al - Ansor Manunggang Julu”**. Then, pray along with greetings to the spirit of our lord the great prophet Muhammad saw, that who has brought us from the darkness era into the lightness era.

It is a pleasure to acknowledgement the help and contribution to all of lecturer, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. In the process of finishing this thesis, I got a lot of guidance and motivation from many people. Therefore, in this chance I would like to express my deepest gratitude to the following people:

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I realize this thesis can not be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidempuan, April2022  
Researcher

**KARINA INDAH PUTRI**  
**Reg. Num. 17 203 00007**

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# CHAPTER 1

## INTRODUCTION

### **A. Background of the Problem**

English has emerged as Indonesia's most significant foreign language due to the fact that it is one of the subjects tested on in the national final exam before junior and senior high school students graduate. English has come a long way as a foreign language. Additionally, an essential requirement for admission to prestigious universities is English proficiency. In fact, there are four English language skills: speaking, writing, listening, and reading, in addition to their relationships to one another. Depending on the methods used, these four language skills have been taught in different ways. The concept of integrating the four skills with the three elements of language pronunciation, vocabulary, and grammar.

Anything that is used by teachers or students to help them learn a language plays a significant role in instructional material because it can help teach writing. Descriptive, narrative, report, news item, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and recount text are among the numerous teaching materials for writing. Narrative, descriptive, report, procedure, and recount texts are the only types of texts that junior high school students are expected to learn, according to the curriculum for 2013.

Teaching writing a recount text is a text that retells past events or experiences for the purpose of information or entertainment. It typically

appears in personal letters, journals, travel reports, etc. so that it can appreciate stories from the past, write them down, and tell them now and in the future.

In the recount text, students have to retell the sequence of events or the experience they have in the past and retell past events. The purpose is to entertain or inform others. Students are expected to be able to write about their past by learning to recount text about what happened and when it happened.

Today, the government faces many obstacles in order to improve the quality of education. One of the efforts given by the government is to provide quality teachers in schools, which is the reason for the government to constantly focus on enhancing personal education quality. This is taken because the success of the teaching and learning process is crucial to the quality of education. Second effort is given by the institution is to provide additional hours outside of school such as English lessons to train students to understand more in English lessons, especially in teaching writing. Various efforts have been made by the teacher to provide knowledge writing learning and writing training, but the reality shows that until now the ability to write is still far from expectation. All these efforts are made so that students' ability to write recount texts increases and is as expected in the purpose of teaching writing recount texts.

The condition of teaching writing recount text in schools is less effective because the teaching in the classroom is too monotonous so that it



makes students bored. Based on interview with one of English teacher MTs

AL – ANSOR MANUNGGANG JULU. The teacher said that:

“Less successful learning is marked by achievement or value achieved by students in learning English, especially in terms of writing that is not satisfactory. Some of the factors that cause students' difficulties in learning writing lessons are: (1) students lack of practice (2) The teacher spent too much time trivialities to amuse the students. (3) Activity system monotonous and less interesting teaching and learning, so students get bored.”

In conclusion, all of these notions above are be identifications that the ability of the students in mastering teaching writing has not been effective and still far from expected.

The importance of teaching writing recount text is to tell an event or experience that happened in the past. With the intention of either educating or entertaining their readers. Because the outcome of the text depends on how students want to make recount text, students must consider the elements of recount text. It is expected of students to express their ideas about the experience or last events in order to inform readers.. This is important for apply the elements in the text, it is also used to determine whether the text is true or not.

As in the interview above, there are still many shortcomings of teachers and students in learning, such as Students lack of practice, The teacher spent too much time trivialities to amuse the students. And activity system monotonous and less interesting teaching and learning. All of which cannot be allowed, the teacher must make certain efforts otherwise it will damage student learning achievement. Therefore the researcher will look for how

the teacher's responsibility in teaching writing recount texts and how the teacher can overcome it.

Based on the explanation above, the researcher is interested to do a research entitled “**Teaching Writing at The Nineth Grade Students of MTS AL – ANSOR Manunggang Julu**”

## **B. Definition of Key Term**

The researcher will provide the following definitions of the terms used in the title of this study to avoid confusion:

### 1. Teaching

Teaching is the act or process of assisting another person in acquiring knowledge, skills, or attitudes. This study will concentrate on the steps involved in delivering writing instruction.

### 2. Writing

Writing is the process of expressing ideas, information, knowledge, or experience and understanding the writing in order to acquire knowledge or information to share. The material that will be the focus of teaching writing in this study is recount text.

### 3. Recount Text

Describe text is a text that is recounting to the peruser around one story, activity, or movement. Text that recounts past events or experiences is known as a "recount."

### **C. Formulation of the Problems**

In order to be clear about the problem in this research, researcher formulates the problem as follows:

1. What steps are used by the teacher in the process of teaching writing recount text?
2. Why does the teacher use the steps in the process of teaching writing recount text?

### **D. Objectives of the Research**

The researcher determines that the following can be stated as the objectives of the research based on the formulations of the problem:

1. To know the steps used by the teacher in process of teaching writing recount text.
2. To know the teachers use the steps in the process of teaching writing recount text.

### **E. Significances of the Research**

The result of this study is expected to be beneficial for teacher and student. The significances are:

- a. For the English Teachers

This research is important for lecturers because it can help teachers find better ways to teach languages, especially writing, and it can also improve and develop the learning process.

b. For the Headmaster

This research is significant for headmaster as it helps to guide English teachers for the implementation of learning in accordance with the competencies and curriculum.

c. For the Researchers

As a teacher candidate, this research should hopefully provide the knowledge necessary for the teacher to enter the education field.

## CHAPTER II

### LITERATURE REVIEW

#### A. Teaching Writing Recount Text

##### 1. Teaching Writing

According to Jeremy Harmer “teaching is the transmission of knowledge from teacher to students, or the concerted sharing of knowledge and experience, which is usually organized within a discipline to enable their understanding and application of knowledge, concepts and processes”.<sup>1</sup>In addition Graeme Burton and Richard Dibble by stated “Teaching is the stimulation, guidance, direction, and encouragement of learning, as well as the intimate contact between a more mature and a less mature personality intended to advance the learner's education.”.<sup>2</sup>

From the explanation above can conclude that, instructing can be expressed as an action or interaction to help somebody getting information and figure out how to follow through with something and it incorporates a transmission of sciences, abilities, feeling, direction, heading, support and perspectives. To help understudies get and build new information, the transmission is a course of systemizing conditions, task material, and valuable open doors by sorting out and overseeing another person's possible sources.

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<sup>1</sup>Jeremy Harmer, “*The Practice of EnglishLanguage Teaching*,” August 2007. P. 107.

<sup>2</sup>Graeme Burton and Richard Dimbleby, *Teaching Communication*, (Francis:e-Library, 2002), p. 61.

According to David Nunan stated

“writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly and thinking process which demands intellectual effort, and it involves generating ideas, planning, goal setting, monitoring, evaluating what is going to be written as well as what has been written, and using language for expressing exact meanings”.<sup>3</sup>

According to Jeremy harmer stated

“Writing is a basic language skill, as important as speaking, listening and reading. Writing encourages students to focus on accurate language use because they think as they write it may well provoke language development as they resolve problems which the writing puts into their minds”.<sup>4</sup>

From the above clarification it tends to be reasoned that, composing is a reasoning to design thoughts, contemplate how to communicate into great composition, composing can urges understudies to zero in on exact language use since they think when they compose can set off language improvement as they take care of issues composed into their psyches.

In light of the assertions above, it tends to be presumed that educating can be expressed as an action or cycle to help somebody getting information and figure out how to follow through with something and it incorporates a transmission of sciences, abilities, excitement, direction, course, consolation and perspectives. Composing is a reasoning to imagine thoughts, ponder how to communicate into

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77. <sup>3</sup>David Nunan, *Teaching English to Speaker of Other Language*, (New York, 2015), p.

<sup>4</sup>Jeremy Harmer, “*How to Teach Writing*” May 2007, p.31.

great composition.. Teaching writing is to communicate between writer and reader about the idea and knowledge of the writer responsibility. Teaching writing also includes the process of telling a story that is either imaginary or not real and putting it into writing. Teaching writing also includes having students organize their thoughts and ideas into short paragraphs or simple sentences. So that teachers of writing can organize their thoughts and ideas into short paragraphs or simple sentences.

## **2. Purpose of Teaching Writing Recount Text**

Teaching writing must have a purpose. Even if people just write plainly, it is impossible if they write without a purpose. In Nurbayani, James and Andrew stated that teaching writing serves a number of purposes. These are:

- a. To Inform  
The most common purpose for writing is to inform what is written. In writing, people frequently present information.
- b. To Persuade  
People Sometimes, you write to convince someone to do or believe something. It's to convince someone with your writing.
- c. To Express  
People writes almost everything about how people express themselves. Writing also gives them a chance to show who they are.
- d. To Entertain  
Writing also has the ability to entertain. By reading a funny story, people may laugh, and this can really keep someone entertained.<sup>5</sup>

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<sup>5</sup>Nurbayani, "Strategies for Successful Writing", Volume 2, No 2, May 2003, p. 25.

According to curriculum K13 the purpose of recount text in teaching writing “is a text that retells past events chronologically with its purpose is to give descriptions or entertain the reader”.<sup>6</sup>

From the explanation above can conclude that, teaching writing recount text have purpose to inform, persuade, express and entertain. Of make the learning process more active, shape student’s abilities, and to optimize the learning process with teaching writing recount text in teaching to improve student communication skills.

### **3. Principles of Teaching Writing**

Teaching writing adheres to a number of guiding principles. In Harsyaf, Bryne offers the following guidelines for teaching writing:

1. Teach students to write.  
Classroom writing assignments need to be set up in a way that reflects how good writers write. We need to encourage our students to plan, organize, write, and revise their work
2. Provide relevant and adequate written language experience  
When choosing text types for reading and writing, be careful to remember that students typically can read language that is more advanced than they are able to produce.
3. Demonstrate to students how written language functions as a communication medium. Students are more likely to write effectively when they understand the context, so teachers need to vary the audience, identify who the intended readers are, and try to make every piece of writing fulfil some kind of communicative purpose real or simulated.
4. Teach students how to write texts.  
You won't be able to teach all the crucial aspects that contribute to a text's coherence unless you encourage the production of complete texts.

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<sup>6</sup>Yulia Rulani Khatimah Siti Wachidah, Asep Gunawan, And Diyantri, *Bahasa Inggris When English Rings A Bell*, Edisi Ke 4 (Jakarta: Pusat Kurikulum Dan Perbukuan, Balitbang, Kemendikbud, 2017



5. Teach students different kinds of texts.  
To develop the various skills necessary to produce written texts, students need opportunities to practice various writing forms and functions.
6. Make writing tasks realistic and relevant.  
The ultimate objective of classroom writing assignments should be to help students write complete texts that are connected, conceptualized, and appropriate pieces of communication.
7. Integrate writing with other skills.  
Teachers should develop tasks or activities that integrate writing with other skills. For instance, if we ask students to listen to an English song, we could give them a worksheet on which they could try to complete the words that were left out.
8. Use a variety of techniques and practice formats.  
From controlled writing to guided writing to free writing, teachers must offer a variety of writing activities. Practice and different techniques will be required for each activity. In the classroom, collaborative writing generates discussions and activities that encourage an efficient writing process.
9. Provide the necessary assistance.  
Revision is an essential part of the writing process because the traditional method of marking, which focuses on the teacher correcting mistakes, needs to be reviewed and adapted to include both students and teachers. Students require writing time in the classroom. The teacher's job is to choose or create activities that help students complete a piece of writing.

Douglas Brown also defined the principles of teaching writing. They are:

1. Incorporate practices of “good” writers.  
This first rule is very broad. However, if you want to come up with a method that has a writing objective, think about the various strategies used by successful writers and see if your method includes some of these strategies..
2. Balance process and product.  
Make sure students are carefully guided through the appropriate stages of the writing process because writing is a composing process that typically requires multiple drafts before an effective product is created. This includes giving your own role as a guide and responder careful consideration. At the same time, you shouldn't get so caught up in the steps that have to be taken to get to the finished product that you forget about the goal of creating a writing that is effective, clear, and articulate. Make sure students

understand that the effort put into this final product was well worth it.

3. Account for cultural/literary backgrounds.

Check to see that your methods do not assume that your students are familiar with rhetorical conversation in English. Try to help students understand what it is exactly that they are accustomed to and then gradually bring them to the use of acceptable English rhetoric if there are some obvious contrasts between the native traditions of the students and those that you are attempting to teach them.

4. Connect reading and writing.

It goes without saying that students learn to write in part by carefully observing what has already been written. That is, they learn by reading or watching the written word. Students can learn a lot about how to write and what might be the subject of their writing by reading and studying a variety of relevant types of text.

5. Provide as much authentic writing as possible.

Sharing writing with other students in the class is one way to add authenticity, regardless of whether the writing is real or for display. It can still be authentic if the purposes for writing are clear to the students, the audience is explicitly stated, and at least some intent is present to convey meaning.

6. Frame your techniques in terms of prewriting, drafting, and revising stages.

Approaches to process writing typically frame their writing stages.<sup>7</sup>

From the explanation above can conclude that. To achieve the objective of learning, the teacher can follow the principles to increase student participation in the learning process. The stated objectives should be the focus of all activities conducted by teachers and students. Study is the process of achieving certainties in accordance with expectations for the purpose. As a result, teaching writing needs to be able to motivate students to participate. The goal of teaching should be to help each student grow as individuals. The development of students'

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<sup>7</sup>H.Douglas Brown, *Teaching by Principles*, (San Francisco State University, 2007), p. 402-403.

generic abilities like critical thinking and communication skills, among others, must be the primary focus of the curriculum and teaching that is designed to meet students' future needs. Students should be encouraged by teachers, encouraged by teachers, and motivated by classes that are engaging, interesting, and fun. Assessments must be relevant to the discipline and consistent with the desired learning outcomes.

#### **4. Process of Teaching Writing**

The effectiveness of teaching writing is influenced by a number of factors that are involved in the process. These crucial aspects of teaching writing can provide some direction for creating an efficient English teaching method. According to Ozagac in Magfirah stated there are several process of teaching writing such as:

##### **a. Brain-storming**

The students begin to consider the given subject during the brainstorming portion. This can be done individually or in groups so that everyone in the class can benefit from each other. All of the students' ideas are written down on the whiteboard by the teacher without omitting any previous ideas. Depending on the student's ideas and the instructor, mind maps or linear order may be used to organize the student's thoughts during the brainstorming phase.

##### **b. Planning**

During this stage, students are permitted to eliminate some concepts and organize the remaining ones as "main support" and "example"; that is to say, plan the writing. It is not unusual for students to modify the plan by adding or removing information. However, they actually keep adding and removing until the final product is completed.

##### **c. Writing the first draft**

The students begin writing their first draft (essays) by examining the plans. They may rearrange their minor supports or change the order of their primary support. At this stage, there are always grammatical, organizational, or vocabulary selection and form errors. The students are forced to edit and proofread as a result.

##### **d. Editing**

While proofreading refers to "how one writes," editing refers to "what one writes. "Due to the fact that students must concentrate on one thing to correct at a time, the difference is very important in process writing.

e. The final product

The researcher has completed some of the previous steps to arrive at the final writing product at this stage. Some feedback is required to ensure that the writing is flawless and readable in order to produce the ideal finished product. In most classrooms, certain writing processes and steps are utilized. The process writing approach is a method for looking at how people write. Typically, this procedure occurs during classroom activities.<sup>8</sup>

Can draw that conclusion from the preceding explanation.

Showing composing are vital in showing composing process since it can assist the understudies with getting information that educator has given, and it very well may be a direction to make a compelling showing in the English educating and educational experience. Because process writing is a tool used to enable students to efficiently express their feelings, thoughts, and knowledge in writing through some processes, all of these steps are very important for students to learn how to write through a process.

## 5. Steps of Teaching Writing

There are several steps of teaching writing according to Jungnan Bae stated five steps of teaching writing: pre-writing, drafting, revising, editing, and sharing. The following is an in-depth look at each of these steps.

a. Pre-writing

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<sup>8</sup>MagfirahYuniarPratama, "The Use Of Process Writing in Teaching Students' Writing Skill", Volume 6, No. 1, June 2020, p.22.

The goal of the step before writing is to get students thinking about what to write about and how to approach the given subject. Tricia Hedge suggests that teachers remind students of two crucial questions in order to effectively implement this stage: the motivation behind their composition and its crowds. That is, when students create a global outline for their writing, they should keep in mind the text's content as well as the readers they are aiming for.

b. Drafting

Students struggle to transition from planning to actual writing. However, at some point, students must convert plans into temporary text. In this regard, Ron White presents the accompanying action which can assist understudies with progressing from thought creating to drafting.

c. Revising

Students should consider their writing from a new perspective when deciding how to improve it during the revision phase. Students should be made aware by teachers that revision does not focus on minor grammar errors but rather on the content and structure of the entire text.

d. Editing

During the editing stage, students carefully proofread their own writing or that of a peer to correct mechanics and grammatical errors. During this stage, the students' primary concern was content rather than local grammar or mechanics.

e. Sharing

Students' writing is usually read by their teacher, but they should gradually learn to write to other students and real readers outside of the classroom. Writing classrooms should strive for genuine communication through written texts, even though writing to demonstrate students' knowledge is an essential component.<sup>9</sup>

It is possible to draw the conclusion that there are the steps of teaching writing based on the explanation. Which can assist educators and the educators with canning follow the moves toward make the understudies more dynamic in growing experience. Teachers can also increase student interest and achieve learning objectives.

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<sup>9</sup>JungnanBae, "Teaching Process Writing for Intermediate/Advanced Learners in South Korea", may 201, Volume 2, No 1, p.8.

Since the goal of the discussion is the same for both the process of teaching writing and the steps of teaching writing, the researcher chose to use Jugnan's method because it is easier to understand.

## 6. Definition of Recount Text

According to Arifian defined “A piece of text known as a recount text recounts past events, typically in the order in which they occurred. The audience is provided with a description of what happened and when in a recount text.”<sup>10</sup> In addition Aditiawarman, Raflis and Yessy defined “recount text is a text which tells about the past experience by retelling the event in chronological order with the purpose is either to inform or to entertain the audience”.<sup>11</sup> According to Anderson in Amri, Dumaris and Herman stated “A recount text is a piece of writing that systematically recounts previous events and serves the purpose of describing those events. The difference is that recount text is written about past experiences.”<sup>12</sup>

According to the preceding explanation, a recount text is one in which events or experiences from the past are retold in a way that is true and can be proven. It is typically found or presented in journals, diaries, personal letters, and other forms of writing to inform or entertain their

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<sup>10</sup>M. ArifianRosyadi, “*Learninig Material Junior High School Grade VII*”, August 2014, p. 1.

<sup>11</sup>Mac Aditiawarman, RaflisBoestanuddin, and YessyMarzona, “*Recount Text Through Toontown Game at Senior High School*”, September 2018, p.1.

<sup>12</sup>AmriSidauruk, DumarisE.Silalahi, and Herman, “The Effect of Problem Based Learning (PBL) on Writing Recount Text”, *JETAFL*, Volume 6, No. 1, June 2020, p.34.

readers. One illustration is "the corona virus. "So that it can appreciate stories from the past, write about them, and tell them now and in the future.

## 7. Social Function of Recount Text

There are social functions of recount text according to Knapp in Mayasari stated Recount text has some social functions, which are:

- a. To retell something happened.  
Recount recounts an earlier event. The reader should be informed of who was involved, what took place, where, and when at the beginning of the recount.
  - 1). To inform something to the readers.  
It illuminates to the perused about what occurred, where this even occurred and when it worked out.to recount events in order to inform and entertain. The recount text is written in the past tense.
  - 2). To entertain.  
Recall occasionally recounts funny events. It has a capability to engage the perused. Retelling events to inform and entertain is the social function of recount.<sup>13</sup>

According to Anderson in Dwi stated Text that recounts past events can both inform and tell stories. In our lives, telling a story to someone both verbally and in writing is common. In the event that understudies can talk it up easily, it is feasible for them to record it with a similar progression of familiarity. When they share these texts with others, they can also include references for them to read, which also helps them improve their reading skills.

The researcher concludes that the social functions of teaching writing can be to inform and to tell stories about past events based on

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<sup>13</sup>Dian CandraPrasetyanti, "Analysis of Generic Structure and Language Features of Recount Text Paragraph Writing By Eight Grade Students", Volume 1, No 2, July 2020, p. 17.

the above explanation. In our lives, it is common to tell a story to someone, either verbally or in writing, and sometimes, a funny experience is retold. It serves the reader's entertainment purpose..

## 8. Generic Structure of Recount Text

Analysis in generic structure, divided into three parts. According to Vikri Febry, Irsyad, and Yustika defined there were orientation, event, and reorientation analyses. The orientation provides readers with the background information they need to comprehend the text, including who was involved, where it took place, and when. The event, or a collection of events arranged chronologically. The reorientation, as well as a private observation regarding the incident or the final outcome. The explanations of them are explained below:

### a. Orientation

The first part of a recount involves informing the reader who was involved, what took place, where it took place, and when it happened. The reader will be able to recognize the setting of the scene and the context of the text if orientation provides them with the background information they need to comprehend the text..

### b. Events

The main activities that took place during the text's narrative are called events. When writing a recount text, the events are arranged chronologically. To provide the reader with additional information, additional details are sometimes added.

### c. Reorientation

A final step in a statement that includes elaboration is reorientation. There is a paragraph at the end of several recount texts as well. The writer could make a personal comment or statement in this last paragraph.<sup>14</sup>

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<sup>14</sup>VikriFebruansyah, IrsyadNugraha, YustikaNurfajriah, "An Analysis of Students' Difficulties in Writing Recount Texts", *English Education and Applied Linguistics (EEAL)* Volume 3, No.2, 2020, p.5.



And also according to Derewianka in Ayu stated generic structure of recount text is as follows:

a. Orientation

The orientation gives the audience all the background information they need to understand the text. Make use of the words "who, what, when, where, and why" to ensure that the orientation is comprehensive and detailed. The essayist or speaker needs to give data about what occurred, who or what was involved, when and where the occasions happened and why. The author will have an easier time choosing how much detail is required if they are aware of the audience and the goal.

b. Series of Events

In a series of events, the events are written in order. It begins with the first event and continues through the second and final events. The writer's imagination determines the total number of events. Occasions ought to be chosen cautiously to add to the comprehension crowd might interpret the subject. Students should be prepared to discard irrelevant or uninteresting events and details. Most of the time, a recount is more than just a "shopping list" of all the possible details. Students should be told to pick only events that are important to them and can be expanded upon by adding specific details.

c. Re-orientation (optional)

The final section wraps up the story by providing a summary of the outcomes or results, assessing the significance of the subject, or expressing one's own personal perspective or opinion. It can also speculate about the future to look into the future. However, not every recount ended with reorientation. It's up to you.<sup>15</sup>

Based on the explanation of the generic structure of recount text in teaching writing above, in this research, the generic structure is systematic in a plot presented in a text, or as a step by step mapping of ideas or information in the text.

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<sup>15</sup>AyuFirmala Sari, Wennyta and YantiIsmiyanti, " An Analysis of Generic Structure on Recount Text", Volume 2, No.2, April 2018, p.3.

## 9. Lexico Grammar of Recount Text

There are several lexico grammar of recount text. According to Lester in Asriani stated lexico grammar of recount text. They are:

### a. Proper Nouns

A proper noun acts in the same way that a common noun does—it is a person, place, thing, or idea. This proper noun, however, is capitalized. The days of the week, the months of the year, towns, cities, streets, states, countries, and brands are all proper nouns..

### b. Pronoun

A word that replaces a noun, noun phrase, or noun clause is called a pronoun. One of the more common parts of speech is the pronoun. In a sentence, a pronoun can be used as a subject, an object, or a complement. Pronouns, in contrast to nouns, rarely permit modification. In English, pronouns belong to the closed word class. Recount text frequently uses the following pronouns: Pronouns like personal, possessive, and reflexive, among others, Pronouns such as: I, I, you, he, he, she, she, they, they, mine, yours, his, hers, and theirs are all included. Repetition-preserving nouns are one of their functions.

### c. Simple Past Tense

The simple past tense is a tense used to indicate that an action occurred in the past. When talking about things that happened in the past, we use the past tense. For completed actions that took place at a specific time in the past, the simple past tense is used..

### d. Adjective

A word or phrase that alters a noun or pronoun is an adjective. For instance: In this instance, the adjectives "long" and "green" modify the noun "snake," making them adjectives.

In this example, the baseball modifier team is successful. Nonetheless, baseball is certainly not a descriptor since it isn't predicative of the thing. The only adjective in the sentence is "good."

### e. Action verbs

A verb that indicates what someone or something is doing is called an action verb.

For example: Mary sleeps on the couch

I go to the beach

### f. Conjunction and time connective

Conjunction are linking word which join groups of words and Conjunctions are linking words that join groups of words and sentences. Mary sleeps on the couch. I go to the beach. The sentence will appear abrupt if the students do not use them enough. There are numerous common conjunctions, such as and, after, after that,

because, or, for, but, and so on. Some examples of conjunction include:

He felt persuaded in light of the fact that his outcome had gotten to the next level.

Despite my exhaustion, I continued working and began making mistakes.

On the other hand, class will resume tomorrow:

He felt motivated because his result had improved.

I was tired but I continued to work and I started to make mistakes.

However, lesson will resume tomorrow.

g. Adverbs

Adverbs can change the meaning of verbs, adjectives, other adverbs, and even entire clauses. Adverbs can inform us of the method, time, and location of a task. Adverbs like these are common: truly, rapidly, particularly, early, indeed, right away, yesterday.<sup>16</sup>

So, from the explanation above the lexico of recount text is gives more variations of recount text sand as a means of gathering experience and information.

## B. Review of Related Findings

The following researchers have conducted research that is related to this study:

The first research was written by Allieni Harris, Mohd. Ansyar, Desmawati Radjab, they have a research about “An Analysis of Students’ Difficulties in Writing Recount Text at Tenth Grade Of SMA N 1 Sungai Limau”.<sup>17</sup> Quantitative research is the focus of this study. The participants in this study are students in class X at SMA N 1 Sungai Limau. Additionally,

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<sup>16</sup>AsrianiHasibuan andTrifo Maida Simatupang, “Students’ Errors in Using Lexicogrammatical Features in Writing Recount Text”, Voume 5, No 1, June 2018, p. 25-27.

<sup>17</sup>Allieni Harris, Mohd. Ansyar, and DesmawatiRadjab, “An Analysis of Students’ Difficulties in Writing Recount Text at Tenth Grade of SMA N 1 Sungai Limau”, Volume 2, No 1, November 2014,.

class X.1 and class X.3 are selected using the cluster sampling technique. A writing test is used as the instrument. Students' writing test data are analysed using indicators, interpreted, and turned into research findings. According to the findings of this study, students had a mean score of 2.3 for their ability to write recount texts.

The second research was written by Atikasari Husna, AkhmadMultazim, they have a research about “Students’ Difficulties in Writing Recount Text at Inclusion Classes”.<sup>18</sup> The review has a place with a blended technique research including 30 understudies of eighth grade consideration class. The methods for gathering data were trying. The data were analysed in a number of steps: analysing the work of the students, determining the average score by means of descriptive statistics, and the final step is to carry out descriptive analysis. The study's findings indicate that aspects of content, organization, grammar, mechanics, and the general structure of recount texts, particularly orientation and reorientation, are connected to students' difficulties in writing recount texts.

It is possible to draw the conclusion that exercising Mapping the mind It is anticipated that teachers will be able to provide better teaching methods and that students will be able to do more exercises to improve their ability to write. Designing tests can make it easier for students to learn recount text.

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<sup>18</sup>Atikasari Husna and Akhmad Multazim, “Students’ Difficulties in Writing Recount Text at Inclusion Classes”, Volume 9, No 1, July 2019, p. 52-76.

The third research was written by Ali Syahban Amir, he had a research about “Using Personal Journal to Improve Writing Ability in Recount Text”.<sup>19</sup> Experiments 1 and 2 are included in the quasi-experimental design of this study. The personal journal was used for the first experiment, and the teacher applied the learning to the second experiment. Students are given a test of their learning outcomes after being treated in each group to collect data on their learning outcomes. According to the findings of this study, personal journals have a positive impact on students' recall writing. There was an increase of 11.13 percent in the mean score on the pre-experiment of Experiment 1. In the second experiment, there was a 10.16 percent increase. This demonstrates that utilizing a personal journal is more beneficial.

The fourth research was written by Cynthia Laksmi Dewi, he had a research about “Improving Students' Creativity in Writing Recount Text by Using Mind Mapping”.<sup>20</sup> Classroom action research was the method used in this study. Two cycles are carried out. Planning, carrying out, observing, and reflecting were all parts of each research cycle. These stages are repetitive so the scientist can allude back to the main stage in the wake of finishing the last stage. This study has gathered both qualitative and quantitative data. Qualitative data were gathered through observation,

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<sup>19</sup>Ali Syahban, “Using Personal Journal to Improve Writing Ability in Recount Text”, Volume 9, No 1, May 2020, p. 1-12.

<sup>20</sup>Cynthia LaksmiDewi, “Improving Students' Creativity in Writing Recount Text By Using Mind Mapping”, Volume 12, No 2, July 2017, p. 128-138.

whereas quantitative data were gathered through testing. The findings demonstrated that using mind-mapping could help students write more imaginative recount texts. From 39.47 percent to 76.31 percent, the learning outcome, innovative thinking, and critical thinking all improved. The improvement is evidence that using mind mapping has a positive effect.

Along these lines, from clarification above discoveries it can presumed that activities. Mapping the mind it is anticipated that teachers will be able to provide better teaching methods and that students will be able to complete a greater number of exercises in order to improve their ability to write, and the design of tests may facilitate students' learning of recount text.

## **CHAPTER III**

### **METHODOLOGY**

#### **A. Place and Time of the Research**

This research will be done in MTsAl AnsorManunggang Julu. This school is located at Jl. H. Tengku Rizal Nurdin, Km.8 No.3 Manunggang Julu Village, Southeast Padangsidimpuan District, Padang Sidimpuan City, and Province of North Sumatera, Indonesia. The research conducted from December 2021 until finish.

#### **B. Method of the Research**

The type of this research was qualitative research. Strauss and Corbin in Salim and Syahrums defined “qualitative research is a type of research in which the discovery procedure does not use statistical or quantification procedures”.<sup>21</sup>

This research used descriptive method. The descriptive method was used in this study. A descriptive method is a type of research that uses natural, engineered phenomena to describe and explain something. The theoretical foundation serves as a guide for the research to focus on the actual facts. This study talked about how teaching grammar strategies are based on natural, not artificial, phenomena. In andi, Nasir stated that the goal of descriptive research is to provide a systematic, accurate, and factual

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<sup>21</sup>Salim and Syahrums, *Metodologi Pendidikan Kualitatif*, (Bandung:Ciptapustaka Media, 2012), p. 41.

picture of the facts, properties, and connections between the investigated phenomena.<sup>22</sup> Descriptive research was used to describe conditions as they were, without treating or manipulating the variables. Instead of looking at how or why something happened naturally, this study looked at what happened, not how it happened.

### **C. Respondents**

Respondents in this research was a English teacher who teach in the seventh grade of Al Ansor Manunggang Julu.

### **D. Techniques of Collecting Data**

In this research the data was collected using observation and interview.

#### **1. Observation**

An assortment strategy known as perception requires going into the field to notice things connected with space, place, entertainers, exercises, time, occasions, and goals.<sup>23</sup> Observation is used to describe the environment, the activity, the people involved, and the significance of the event from their perspectives.<sup>24</sup> The subject, the behaviour of the subject during the interview, and anything else that was thought to be relevant were observed in order to provide additional information regarding the interview's outcome..

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<sup>22</sup>Andi Ibrahim, et. al., *Metodologi Penelitian*, (Makassar:Gunadarma Ilmu, 2018),p.45.

<sup>23</sup>Ahmad Nizar, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, PTK dan Penelitian Pengembangan*, (Bandung: Ciptapustaka Media,2016) , p.143.

<sup>24</sup> Ahmad Nizar, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, PTK dan Penelitian Pengembangan*, (Bandung: Ciptapustaka Media,2016) , hlm.144.



The observer directly observed the teacher's writing instruction process during the observation. In the meantime, a check list is used for observation. A check list is a list with the names of the things that need to be looked into thoroughly and methodically. With this checklist, the investigator could be more confident that each and every target incident would be recorded. In addition, pictures of the entire procedure were used to document it so that a more comprehensive understanding of writing recount text could be obtained. The researcher acted as the passive participant in this study, which collected data through non-participant observation. This shows that the specialist didn't take part in homeroom subject exercises.

The observation will take place at four meetings. Classroom observation, which was used to collect data on the teacher's process in teaching writing recount text, was the most widely used instrument for collecting data about all types of classroom verbal and nonverbal behaviour.

## 2. Interview

According to Bogdan and Biklen in Agus and syahrum interview is a purposeful conversation, usually between two people or more directed by one person with the intention of obtaining data

information.<sup>25</sup> The interview can be used as a strategy to support other techniques and to collect data.

Participants were then personally interviewed for this study. The most common way of showing composing describe text and how educators utilize a decent showing process in showing composing relate text are two inquiries connected with the title of this review. In order to get more information, the participant was interviewed to learn more about their perspective. In this study, the interviews' data were recorded using a mobile phone.

Denzin and Lincoln in Adhi and Ahmad said Unstructured interviews, group interviews, and structured interviews are all types of interviews. These are the reasons:<sup>26</sup>

a. Structured Interview

Structured interview refers to a situation when a interviewer ask a series of temporal questions on each respondent based on answer category certain or limited.

b. Group Interview

It is a new technique that can be applied in a structured interview, semi structured interview, or unstructured interview which then become popular among social scientist. Questions

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<sup>25</sup>Salim and Syahrums, *Metodologi Pendidikan Kualitatif*, (Bandung:Ciptapustaka Media, 2012), p. 119.

<sup>26</sup>Kusumastuti Adhi and Ahmad Mustamil Khoiron, *Metode Penelitian Kualitatif* (semarang: lembaga pendidikan sukarno pressindo, 2019),file:///C:/Users/user/Downloads/Metode Penelitian Kualitatif (2).pdf.

systematic for several individuals as a group. Questions systematic for several individuals as a group at the same time, alright both in formal and informal settings.

c. Unstructured Interview

Basically, no interview structured to provide more space broad compared to its type another interview.

This research used structured interview, which a series of questions that related to the title of this research are asked in a sequence prepared by the interviewer and the answers are recorded in a standardized form. As additional instrument of observation.

## **E. Techniques to Maintain the Data Trustworthiness**

In qualitative research, it was very important to check the reliability of the data used to disprove the assumption that qualitative research is not scientific. In order to reduce bias and increase the validity of the collected data, Lexy J. Moleong says that there are five methods for determining the trustworthiness of the data.:

1. Extension Participation

The term "extension of participation" refers to the fact that this research remained in the field of study up until the data collection was exhausted.<sup>27</sup> It's possible to say that the extension takes a long time to complete.

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<sup>27</sup>Lexy J. Moleong, *Metode Penelitian Kualitatif*. (Semarang: lembagapendidikansukarno, 2019),p157.

## 2. Persistence

The researcher was required to conduct the research with meticulousness, attention to detail, and adherence to the subject of the research.<sup>28</sup> Perseverance can do in depth and detail if the extension participation was extended or carried out over a relatively long period.

## 3. Triangulation

The technique of using something other than the data as a comparison or verification of the data to determine its trustworthiness was known as triangulation.<sup>29</sup> To put it another way, this study can recheck its findings by comparing them to the other method of theory using triangulation. In this study, detailed data can be obtained through comparison of interview and observation.

## 4. Peer Debriefing

Peer debriefing was checked with friends through discussion, and the interview result and final result were presented to friends.<sup>30</sup> The goal of this method is to approach the research's findings with honesty and openness.

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<sup>28</sup> Hardani Ahyar, Dhika Juliana, and Helmina, *Metode Penelitian Kualitatif dan Kuantitatif*, (Mataram:Pustaka Ilmu, 2020),p.202.

<sup>29</sup> Umar Siddiq and Miftahul Choiri, *Metode Penelitian Kualitatif di Bidang Pendidikan*, (Ponorogo:Nata Karya, 2019),p.94.

<sup>30</sup> Ahmad Nizar, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, PTK dan Penelitian Pengembangan*, (Bandung: Ciptapustaka Media,2016) , hlm.166.

## 5. Analyze Negative case

Analyze the negative case that was collected by the research using the model and the tendency of the information that has been collected as a used as a substance of comparison<sup>31</sup>. This technique was used in an effort to increase the invention of the argument.

## 6. Checking Member

The member examination was the most significant component of the credibility examination. Data, interpretation, and conclusion are all checked with those involved.<sup>32</sup> The member's conclusion can be considered credible if they concur with all of the research reports.

## 7. Detail Description

The detail description was a method for requiring the researcher to present the findings of their study.<sup>33</sup> In order to establish the research's context, careful and accurate description is used.

## 8. Auditing

Auditing is to ensure that data are accurate and reliable, either in terms of the process or the outcome.<sup>34</sup>

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<sup>31</sup> Umar Siddiq and Miftahul Choiri, *Metode Penelitian Kualitatif di Bidang Pendidikan*, (Ponorogo: Nata Karya, 2019), p.92.

<sup>32</sup> Hardani Ahyar, Dhika Juliana, and Helmina, *Metode Penelitian Kualitatif dan Kuantitatif*, (Mataram: Pustaka Ilmu, 2020), p.203.

<sup>33</sup> Ahmad Nizar, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, PTK dan Penelitian Pengembangan*, (Bandung: Ciptapustaka Media, 2016), hlm.161.

<sup>34</sup> kusumastuti adhi and ahmad mustamil Khoiron, *Metode Penelitian Kualitatif* (semarang: lembaga pendidikan sukarno pressindo, 2019), file:///C:/Users/user/Downloads/Metode Penelitian Kualitatif (2).pdf.

As previously stated, the triangulation technique will be utilized in this study. The goal of triangulation is to help the discoveries' believability and legitimacy. Denzin identified four kinds of triangulation in Khan: data triangulation, investigator triangulation, theoretical triangulation, and methodological triangulation. In this study, data and methodological triangulation were used.<sup>35</sup> In this study, data and methodological triangulation were used. In this study, data and methodological triangulation were used. The process of gathering data from multiple sources is known as data triangulation.<sup>36</sup> Methodological triangulation is the process of measuring the same unit using multiple methods. Observation and interviewing were used as data collection methods for methodological triangulation

## **F. Techniques of Data Analysis**

After the observations and interviews were conducted, the data were analyzed. Data reduction, data display, and conclusion drawing were the phases of the study's data analysis that were carried out in accordance with the method that Miles and Huberman recommended. The following is an explanation of those procedures:

### **1. Data Reduction**

Data reduction is a type of analysis that sharpens, focuses, discards, and organizes the results of interview and observation data in order to draw

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<sup>35</sup>Sabina Yeasmin and Rahman.K.F, "Triangulation Research Method as the Tool of Social Science Research," *Bup Journal* 1, no. 1 (2012): 154–63, <http://www.bup.edu.bd/journal/154-163.pdf>.

<sup>36</sup>Sabina Yeasmin and Rahman.K.F, "Triangulation Research Method as the Tool of Social Science Research," *Bup Journal* 1, no. 1 (2012): 154–63, <http://www.bup.edu.bd/journal/154-163.pdf>.

and confirm a final conclusion.<sup>37</sup> This study selects, focuses, simplifies, abstracts, and transforms the data in written field notes or transcriptions through data reduction.

## 2. Data Display

Data display is the second major flow of analysis. Analyses that describe what takes place in the natural environment include data display.<sup>38</sup> Display the interview and observation data results so that a final conclusion can be drawn for this study.

## 3. Conclusion Drawing

The final step in the data analysis is called the conclusion. In the context of the study, a conclusion is reached after the interview and observation data are presented. There are two ways to draw conclusions. This study can use the temporary conclusion drawing as the final conclusion if it is valid and can answer the research problem being investigated.<sup>39</sup>

On the other hand, if the data were incorrect or the results were unclear, the study should repeat the process, starting with the data display, to see if the data display matches the problem formulation. To put it another way, it is possible to draw a final conclusion regardless of whether

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<sup>37</sup> Sandu Siyoto and M Ali Sodik, *Dasar Metodologi Penelitian*, Yogyakarta: Literasi Media, 2015), p.122.

<sup>38</sup> Ahmad Nizar, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, PTK dan Penelitian Pengembangan*, (Bandung: Ciptapustaka Media, 2016), hlm.172.

<sup>39</sup> Umar Siddiq and Miftahul Choiri, *Metode Penelitian Kualitatif di Bidang Pendidikan*, (Ponorogo: Nata Karya, 2019), p.84.

or not the data display addresses the research issues that are the subject of the current study.

It can be concluded that the data analysis outlined above will be carried out by this research. In addition, those methods for data analysis have been utilized in this study.



## CHAPTER IV

### THE RESULTS OF RESEARCH

This chapter describes the findings which are intended to answer the research questions of this study. The findings are presented based on the data gathered from the interviews and observation.

#### A. General Findings

MTsAl – Ansor Manunggang Julu's seventh-grade writing instructors were first described in this study as a general description of the thesis before the settings of the research were discussed.

This research was conducted in MTs Al – Ansor Manunggang Julu which addressed at Jl. H. Tengku Rizal Nurdin, Km.8 No.3 Manunggang Julu Village, Southeast Padangsidempuan District, Padang Sidempuan City, Province of North Sumatera, Indonesia. MTs Al - Ansor was founded in 1994. This school was driven by Mr. H. Sahdi Ahmad Lubis. There are 1.500 students and 50 teachers. Facilities and infrastructure in MTs Al – Ansor Manunggang Julu are in the following condition: There are twenty-two classrooms: seven for the seventh grade, seven for the eighth grade, and seven for the ninth grade. This school likewise have two research center, one musholla, one library, soccer field, field service, one unit UKS space for each and every individual who get injury or something occurred, bottle and latrines. The educational plan utilized in MTs Al - Ansor Manunggang Julu is K-13 educational program. The Indonesian school system's K–13 curriculum taught students how to live as faithful, productive, creative, innovative, and

empathetic citizens who can contribute to society, culture, and global civilization.

Due to the fact that this school is divided into two subject schedules, teachers and students always arrive at school at 2:00 p.m. in the morning from 8 a.m. to 12 p.m. for religious instruction and from 2 p.m. to 4 p.m. for general instruction. All teachers and students go to their respective locations once the learning time has begun to begin the teaching and learning process. Students would be punished by the picket teacher if they were found hanging out during teaching and learning hours—13 was used in the classroom by MTs Al-Ansor Manunggang Julu teachers. There are also a few extracurricular activities at this school, such as: Football, sewing, nasyid group, and table tennis.

Every day teachers and students enter school at 02.00 noon, because this school is divided into two subject schedules. in the morning from 08.00 to 12.00 for religious lessons and in the afternoon from 02.00 to 04.30 for general lessons. When the learning time has started, all teachers and students enter their respective locales to start the teaching and learning process. If the picket teacher found students hanging around during teaching and learning hours, the students would get punishment. Teachers of MTs Al – Ansor Manunggang Julu used K-13 in teaching. This school also has several extracurricular activities likes: Nasyid group, Football, Sew, and Table tennis.

## B. Specific

In this part, this study presents the interview and observation data that were gathered. This study gathered through interviews and observations, the subjects provided some information regarding the research questions. This section is broken up into two findings:

### 1. The steps of teaching writing recount text.

This session explained the data found in the field. It was related to teaching process in teaching recount text at the seventh grade in MTs Al - Anzor Manunggang Julu. There was one English teacher of the seventh grade (Mrs. KH) as main subjects who had been interviewed and observed.

Based on the results of interview and observation there were five steps that Mrs. KH used in teaching writing. She stated:

*“Dalam mengajar menulis saya menggunakan lima langkah, yaitu pra-menulis, menyusun, merevisi, mengedit, dan berbagi.”<sup>40</sup>*

Pre-writing, drafting, revising, editing, and sharing are the five steps that teachers use when teaching writing recount text. Prewriting, drafting, revising, editing, and sharing are all steps in the writing process. To ensure that students have written well, it is essential for them to work through each step.

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<sup>40</sup>Interview with Mrs. KH...., at 15.15 am Monday 17 January 2022.

### 1) Pre-writing

In the pre-writing step Mrs. KH did several stages. Such as setting or determining writing goals, then identify potential readers and choose or determine the topic of writing then formulate the title of the writing.

*“Pada langkah pertama pada tahap pre-writing saya memberikan waktu sekitar 2 menit bagi siswa untuk menetapkan atau menentukan tujuan mereka menulis.”<sup>41</sup>*

It means students are asked to set or determine their writing goals within 2 minutes. Because in writing the students must know what their purpose is to write and what information the reader will get when reading their writing.

*“Setelah siswa sudah mendapatkan tujuan mereka menulis, selanjutnya langkah kedua pada tahap pre-writing saya memberikan waktu sekitar 2 menit bagi siswa untuk memikirkan dan mengidentifikasi calon dari pembaca tulisan siswa.”<sup>42</sup>*

It means students are asked to think about and identify potential readers of student writing within 2 minutes. Because in writing students must identify potential readers, because the writing that will be shared by students will be read by readers. So, it must be adjusted by the reader.

*“Setelah siswa sudah mengetahui dan mengidentifikasi calon pembaca. Kemudian langkah selanjutnya pada tahap pre-writing saya meminta siswa untuk menentukan dan memilih topic untuk tulisan siswa.”<sup>43</sup>*

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<sup>41</sup>Interview with Mrs. KH...., at 15.15 am Monday 17 January 2022.

<sup>42</sup>Interview with Mrs. KH...., at 15.15 am Monday 17 January 2022.

<sup>43</sup>Interview with Mrs. KH...., at 15.15 am Monday 17 January 2022.

It means students are asked to determine and choose the topic of student writing. Determining the topic, theme, and title is very important before starting to write, because it is the basis for directing the development of writing.

*“Setelah topic untuk tulisan sudah di pilih, kemudian langkah selanjutnya pada tahap pre-writing saya meminta siswa untuk merumuskan judul untuk tulisan mereka.”<sup>44</sup>*

It means students are asked to formulate a title for their writing. The title is very important to describe the content and the title should be attractive. Because there are readers when they see the title, students are immediately interested in seeing and reading the contents of the title.

## 2) Drafting.

In the drafting step, Mrs. KH did several stages. Such as pouring information and ideas, then developing ideas and starting to write the first outline freely.

*“Langkah pertama pada tahap drafting saya meminta siswa untuk menuangkan informasi dan gagasan yang telah diperoleh pada langkah pre-writing.”<sup>45</sup>*

It means to be able to organize the ideas that students have collected through pre-writing activities in the form of rough drafts and then start compiling them into sentence by sentence. The students have begun to be able to develop a written framework into a rough draft of writing. In this

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<sup>44</sup>Interview with Mrs. KH..., at 15.15 am Monday 17 January 2022.

<sup>45</sup>Interview with Mrs. KH..., at 15.15 am Monday 17 January 2022.

process, students will begin to prioritize the content of writing, so that all thoughts, ideas, and feelings can be put into writing.

*“Langkah selanjutnya pada tahap drafting, saya meminta para siswa untuk mulai menulis kerangka tulisan secara bebas.”<sup>46</sup>*

It means students begin to learn to tell stories and the stories are roughly poured into writing while pouring out various ideas and story concepts that have been compiled in the framework. Furthermore, students can develop ideas and arrange their writing concepts systematically so that high self-confidence is needed.

### 3) Revising

In the revising step, Mrs. KH carried out activities in the form of correct student drafts in terms of content to make improvements, then developing ideas and starting to write the first outline freely.

*“Padatahap revising, sayamemberikaninformasibahwasiswadapat memperbaiki tulisannya. Mulai dari menambahataumengurangi data atau mengurangi data, kalimat, atau aspek tulisan lain yang memang harus diperbaiki, dan lain sebagainya.”<sup>47</sup>*

It means the students need to do the stage of perfecting the draft or writing that has been made, with the aim of staying focused on the purpose of the writing. During the revision or improvement phase, writers can sift through various ideas in their writing. Students can start adding, replacing, deleting, or rearranging the structure of the writing if the final result of the

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<sup>46</sup>Interview with Mrs. KH...., at 15.15 am Monday 17 January 2022.

<sup>47</sup>Interview with Mrs. KH...., at 15.15 am Monday 17 January 2022.

writing is not in accordance with the purpose of the original writing. Authors can also review their writing and compare it with other relevant posts.

#### 4) Editing

In the revising step, Mrs. KH carried out activities in the form of making improvements by re-examining writing errors.

*“Selanjutnya di tahap penyuntingan, masih bias melakukan perbaikan dengan cara meneliti kembali kesalahan penulisan, berupa kesalahan dalam tata bahasa, ejaan, kapitalisasi, dan tanda baca.”<sup>48</sup>*

It means the students can begin to focus on perfecting their writing by paying attention if there are errors both at the technical and mechanical stages of writing, namely spelling, grammar, capitalization, punctuation and others. Students need to further refine their writing through reading activities. Because by expanding or adding reading material, students are more sensitive to errors found in the editing process.

#### 5) Sharing

In the sharing stage, Mrs. KH carried out activities in the form of exchanging writings from students.

*“Tahap ini merupakan proses terakhir dalam tahapan menulis. Dalam tahap ini, siswa diminta untuk saling berbagi tulisan kepada siswa lain untuk di koreksi, ini berupaya tulisan siswa tidak hanya dibaca oleh satu orang saja, tetapi bias dibaca oleh banyak orang.”<sup>49</sup>*

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<sup>48</sup>Interview with Mrs. KH...., at 15.15 am Monday 17 January 2022.

<sup>49</sup>Interview with Mrs. KH...., at 15.15 am Monday 17 January 2022.

It means the students will start by publishing their writings to their classmates or closest people first, then students will usually receive more comments and input before finally making them gain a lot of knowledge and insight about the advantages and disadvantages of the writing they produce. By doing this sharing, students have more reinforcement and input on their writing.

Based on the preceding explanation, it is possible to draw the conclusion that the seventh-grade teachers at MTs Al-Ansor Manunggang Julu taught writing in five steps. Sharing, revising, editing, and prewriting were all included.

## **2. The reasons of using the steps in the process of teaching writing recount text.**

The instructor ought to provide numerous steps for the class in order to make teaching and learning successful. The teacher arranges the steps to ensure that teaching and learning runs smoothly, is conducive, and achieves its objectives. The method that will be used in the class should be creative and innovative. The following characteristics of students should be known by teachers: These factors could help teachers select a variety of instructional methods that are appropriate for their students.

At range junior high school, students still want to learn in a fun way. Teachers must therefore be able to control students' attention throughout the learning process. The teacher's lessons should be more



interesting because of the creative process. It can really be used by teachers to pique students' interest and attention.

When deciding how to teach writing, there are a lot of different things to take into consideration. The students' characteristics, the material the instructor would teach, the appropriate media, etc. are significant in determining the procedure. The teacher should concentrate on the teaching and learning process. They should also be precise when choosing the method of teaching and learning. It assisted educators in selecting a method that was appropriate for their class. Because it is simpler to comprehend, the researcher chose to use Jugnan's steps for teaching writing in this study. The reasons teachers used the steps to teach writing recount text are listed below.

#### 1)Pre-writing

In teaching writing the first step is pre-writing. At this time students are given time to think. This step includes the process while teaching. From the results of interview that has been done with Mrs. KH, she said that:

*“Saya menggunakan langkah pre-writing ini karena sangat penting untuk memulai sebelum menulis. Karena siswa dapat menetapkan atau menentukan tujuan mereka menulis.”<sup>50</sup>*

In the setting goals. Students must know what the purpose of writing is. What is the student's goal to provide information to the reader?

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<sup>50</sup>Interview with Mrs. KH...., at 15.20 am Monday 17 January 2022.

And this can be in the form of news. What is the student's goal to explain to the reader? And this can be in book form. Or is it the student's goal to make a publication? And this will be made in the form of scientific articles.

*“Saya menggunakan langkah ini karena setelah siswa menentukan tujuan mereka menulis. Selanjutnya pada langkah pre-writing ini siswa juga harus mengetahui atau mengidentifikasi calon pembaca.”<sup>51</sup>*

In this step students must identify the readers, such as how old the reader? What is the profession of the reader? Why is it important to identify the readers? Because the writing that students will share will be read by the readers. So, it must be adjusted by the readers.

*“Saya menggunakan langkah ini Karena kemudian siswa dapat memilih atau menentukan topic tulisannya.”<sup>52</sup>*

In this step students determine or choose a writing topic, the topic chosen must be actual, have a deep level of discussion and be adjusted to the readers.

*“SayamenggunakanLangkahinikarenasiswamerumuskanjuluuntuktulisanmereka.”<sup>53</sup>*

In this step students determine or formulate a title. Because the title is very important to describe the content and the title must be attractive. Because there are readers when they see the title of students are immediately interested in seeing and reading the contents of the title.

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<sup>51</sup>Interview with Mrs. KH..., at 15.25 am Monday 17 January 2022.

<sup>52</sup>Interview with Mrs. KH..., at 15.30 am Monday 17 January 2022.

<sup>53</sup>Interview with Mrs. KH..., at 15.32 am Monday 17 January 2022.

## 2) Drafting

In this step students are given time to write. Drafting is the most decisive step to produce structured and quality writing. This is because in the process of writing a draft all the basic ideas will be put on the paper. There is a reason Mrs. KH, used drafting in teaching writing, she said that:

*“saya menggunakan langkah drafting ini karna penting bagi siswa. Pada tahap ini siswa akan menuangkan informasi dan gagasan yang telah diperoleh pada langkah pre-writing.”<sup>54</sup>*

The students need to express their thoughts and consider them to be conveyed to others. In expressing ideas is done with little attention to spelling, punctuation, and other mechanical errors. The activities in this stage include writing a rough draft, writing the main concept, and emphasizing content development.

*“Saya menggunakan langkah ini karena siswa dapat mengungkapkan dan mengembangkan ide mereka dan memulai menulis kerangka tulisan pertama secara bebas.”<sup>55</sup>*

In developing the framework into a complete essay, students are free to express their ideas in text form. First, students develop their ideas or topics in the form of words, sentences, until they become temporary rough writing. Students are more focused in expressing their ideas in writing. By Therefore, matters relating to language mechanics, such as

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<sup>54</sup>Interview with Mrs. KH...., at 15.35 am Monday 17 January 2022.

<sup>55</sup>Interview with Mrs. KH...., at 15.39 am Monday 17 January 2022.

letter writing, use of punctuation marks, word writing, received less attention. Because it is still a draft or temporary writing.

*“Saya menggunakan langkah ini karena pada langkah drafting ini siswa di arahkan untuk tidak takut salah pada saat penulisan, karna tulisannya masih bersifat sementara, masih dapat diperbaiki, dan diperbaiki lagi sampait erbentuk teks yang diharapkan.”<sup>56</sup>*

At the stage of compiling information the students do not need to worry about errors in writing, because at the next stage the text that has been compiled will be corrected and rearranged. The students only focus on the activity of expressing ideas and compiling story information without hesitation.

### 3)Revising

In this revision step, students are given time to make it better their writing. The students are invited to try to think go back and look again at the text they have compiled before. They are invited to review whether their ideas have been clearly and completely stated. Mrs. KH, said that:

*“Saya menggunakan langkah revising ini karena sangat membantu siswa dalam meningkatkan tulisannya, karna pada langlah revisin ini siswa dapat mengoreksid raf karangannya dari segi isi untuk melakukan perbaikan.”<sup>57</sup>*

In this step students can give each other feedback on the writings they have made, then make revisions based on their comments then corrected the first draft. Then think about what to add, what to cut and

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<sup>56</sup>Interview with Mrs. KH...., at 15.42 am Monday 17 January 2022.

<sup>57</sup>Interview with Mrs. KH...., at 15.45 am Monday 17 January 2022.

what which must be replaced. For example, in writing a story, related to the cultivation of the story structure that has been prepared, students can change the character of the perpetrator who was originally evil to be good.

#### 4)Editing

The same as revising, editing is also about improving writing, students are given time to make it correct Then the reason for used editing in teaching writing, Mrs. KH, said that:

*“Saya menggunakan langkah editing ini karena siswa dapat mencari kesalahan dalam tata bahasa, ejaan, kapitalisasi, dan tanda baca.”<sup>58</sup>*

Examine the revised draft carefully for errors in punctuation, capitalization, grammar, and spelling. Correct any errors discovered. After that, enlist the assistance of other readers to locate any errors you missed. The changing steps may include remedy, construction, association, and other modifications made with the intention of producing an accurate, reliable, and finished product. During the revision phase, suggestions from friends and teachers should be taken into consideration, as should comparisons with other writers' examples.

#### 5) Sharing

In this step the students are given time to share the finished product and complete their final copy. Share it with others by

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<sup>58</sup>Interview with Mrs. KH...., at 15.49 am Monday 17 January 2022.

publishing it or presenting it. There is the reason for used the sharing step in teaching writing, Mrs. KH, said that:

*“Alasan saya menggunakan langkah sharing ini agar tulisan siswa tidak hanya sekedar tugas tetapi bias dibaca oleh banyak orang, biasanya saya meminta siswa untuk menukar tulisan nya dengan teman yang lain.”<sup>59</sup>*

After the students copy their writings correctly and neatly, then students publish their writings through sharing the results of sharing their writings. For example in learning to write stories, publication activities can be carried out by assigning students to read the results of the stories they have written, while other students provide opinions related to the story. Other sharing activities can be done by asking parents to read and comment on stories that have been written by students. Thus, in publication activities students receive various supports.

In view of meetings with the educator above, it very well may be reasoned that involving different moves toward showing composing can be supposed to be one of the significant things in making the educational experience fruitful and the understudies useful during educational experience. The methods teachers employ make it easier for students to accept and comprehend the material being taught because every teacher has the same goal, which is to educate students.

In summary, there are several steps teachers take when teaching writing. at the seventh grade students of MTs Al – Ansor Manunggang

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<sup>59</sup>Interview with Mrs. KH...., at 15.52 am Monday 17 January 2022.

Julu. They were: (1) Pre-writing, (2) Drafting, (3) Revising, (4) Editing, (5) Sharing.

### **C. Discussion**

According to the above description of the data, the subjects of this study were Mrs. KH, a seventh-grade teacher. Because the instructor followed all of the writing instruction steps, the researcher observed that the instructor provided an effective writing instruction process. The researcher then discovered a number of teacher-applicable teaching strategies. In accordance with the information presented in the preceding section of this research, there are a number of established teaching strategies that teachers employ when instructing writing. Pre-writing, drafting, revising, editing, and sharing were those steps. The students could learn how to teach writing structure by following those steps.

Harmer in Indah, stated there are two approaches to teaching writing, each of which can be used to achieve the objective of teaching the writing skill. They are concentrating not only on the finished product but also on the writing process itself. He stated that those who support a process approach to writing are led by focusing on the writing process. Teachers, on the other hand, must pay close attention to the various stages of the writing process.<sup>60</sup> Teaching writing using a variety of methods is a good way to help students master writing, especially recounting text. The teacher who used kind of process in

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<sup>60</sup>Indah Hermina, "Teaching Writing Recount Text At Mts Miftahul Ulum Warungdowo Pasuruan", Volume 8, No, 2, September 2003, p.15.

their class was included active and creative teacher. It helped students to reduce their boredom and lift up their spirit when they follow the lessons. Besides that the students would have many experiences in their learning in the school.

In order to guarantee the success of the teaching and learning process, the instructor should provide the class with numerous steps. The teacher has set up the procedures to make sure that the teaching and learning process goes well, is fun, and reaches its goals. The instructional strategy that will be utilized in the class ought to be creative and novel. These factors can be used to arrange a variety of teaching methods because teachers should be aware of the characteristics of the students they teach.

In Arina, Hyland asserted that writing in the language becomes a difficult activity due to the involvement of meaningful language segments: words, sentences, and grammar, as well as how to put those parts of language into writing.<sup>61</sup> The instructor should provide the class with numerous steps to ensure the success of the teaching and learning process. In order to guarantee that the teaching and learning process is successful, enjoyable, and achieves its objectives, the instructor has established the procedures. The instructional approach that will be used in the class should be original and creative. Teachers should be aware of the characteristics of the students they teach, so these factors can be used to arrange a variety of teaching methods.

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<sup>61</sup>Arina Muflikhati, "Improving Students' Writing Skills On Recount Texts Through The Use Of Dialogue Journal Writing Of The Tenth Grade Students Of Sma It Abu Bakar Yogyakarta In The Academic Year Of 2012/2013", p. 17.



When a teacher decides how to teach writing, there are numerous factors to take into account. The characteristics of the students, the content that the instructor would teach, the appropriate media, etc. are crucial considerations when selecting the procedure. The teacher should concentrate on the teaching and learning process. They should also carefully select the method of instruction and learning. It helps educators select a method that is appropriate for their class.

According to Brown in Rizky, brainstorming is a method of thinking process. According to Brown, brain-storming is a method that aids in the beginning of the thinking process. When preparing students to read, discuss, or write about a topic, brainstorming is frequently used to great effect.<sup>62</sup> By allowing students to generate lists, phrases, thoughts, words, ideas, or questions about a topic without the fear of being "wrong," brainstorming challenges students' ability to think critically and solve problems. By engaging and concentrating on a single subject, brainstorming helps students prepare for writing.

The next process is planning. The first process of stating the writing process, it is the most important stage because a writer plans what he/she is going to write by choosing and narrowing a topic. It also includes the process of gathering information and organizing it. To start writing, a writer has to plan and consider the purpose, audience, and content structure.

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<sup>62</sup>Rizky Ayu Mardhikaningrum, "Using The Brainstorming Technique To Improve The Eighth Grade Students' Writing Ability At Smp N 1 Nanggulan Kulon Progo", P.26.

Writing the first draft is the next step. The process of writing in the first version is called writing the first draft. It is frequently done with the expectation that it will be improved in the future. Consequently, an essayist might deliver various drafts en route to the last rendition to create a decent composition. After that, he considers his draft and makes any necessary revisions, taking into account things like grammar, capitalization, punctuation, spelling, and so on.

Editing is the next step. The mechanical aspect of writing, or spelling and punctuation, is examined at this stage. Prior to sharing what they have composed with others, the understudies survey the draft once and for all and make remedies for lucidness. An illustration of the misspellings might be included on an editing checklist. This list might be helpful to the students in the future for their education.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

The first step in the writing process is the most crucial because a writer chooses and narrows a topic to plan what he or she will write about. It also includes the process of organizing and gathering information. A writer must plan and consider the purpose, audience, and content structure before beginning to write.

#### **A. Conclusion**

The researcher elaborates on the study's summary in this chapter. Based on the data and discussion gathered from the research question's response, this study reached its conclusion. There are two parts to it: conclusion and advice. According to the findings of the research, the English teacher at MTs. Al-Ansor Manunggang Julu used a number of methods to teach writing recount texts. Brainstorming, planning, writing the first draft, and producing the final product were the various processes that the participants in this study utilized. The teacher used all of these methods to teach writing about text. Students' comprehension and mastery of the writing recount text can be aided by each process taught by teachers..

In conclusion, students' writing learning outcomes will be enhanced by teachers' writing instruction. Students will be able to master the material, particularly recount text, with the assistance of teachers who employ various writing teaching methods.

## **B.Suggestion**

The research offered a number of recommendations for how teachers should teach writing based on its findings. The suggestions are made for readers, students, and potential teachers.

### 1. For the teacher

The teacher needs to find the right medium or method so that the students can easily understand the material. The lesson should also be presented in a fun and easy-to-understand manner by the teacher. Through this review, the educator can consider that conceptualizing cycle as an elective action in educating composing. Because it is simpler for students to comprehend the concepts before writing a text,.

### 2. For the students

The students must broaden their exposure to writing activities and discover their preferred method of writing instruction. To get better at writing, they should practice often. It is suggested that students use the writing process of brainstorming in a way that makes them feel at ease and gives them ideas for writing.

### 3. For the reader

The purpose of this research was to expand the reader's understanding of the writing teaching process. The reader will be inspired to implement the various methods described above in writing instruction or writing mastery. The pursuer additionally can get those cycle for the reference in educating or picking up composition. The

reader's ability to learn to write should hopefully improve as a result of its process. The reader may be inspired to develop a novel and creative method for mastering writing by this out.

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## CURRICULUM VITAE



### A. Identity

Name : Karina Indah Putri  
Reg. Num : 1720300007  
Place/ Date of Birthday : Medan, 27 August 1999  
Gender : Female  
Religion : Islam  
Address : JL. Mahoni III LK.IV  
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### B. Parents

Father's Name : Sapiruddin  
Job : Passed Away  
Mother's Name : Nur Hayati  
Job : House Wife

### C. Educational Background

1. SD Negeri 2703 Ampung Siala	2005-2011
2. SMP N 1 Batang Natal	2011-2014
3. MAS Al – Anzor Manunggang Julu	2014-2017
4. UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan	2017-2022

## APPENDIX II

**Teacher's name : Khaerani Harahap, S.Pd**

**Observation Date : 20 Januari 2022**

**Class : VII - C**

**Subject : Recount Text**

### Observation Sheet

**Teachers' teaching writing recount text at the seventh grade students of MTs**

**Al-Ansor Manunggang Julu**

NO	Indicators of teachers writing process	Yes	No	Teacher's Actions
1	Pre-Writing	√		<ol style="list-style-type: none"><li>1. The students can setting or determine the purpose of writing.</li><li>2. The students also have to know or identify potential readers.</li><li>3. The students can choose or determine the topic of their writing</li><li>4. The students formulate a title for their writing.</li></ol>
2	Drafting	√		<ol style="list-style-type: none"><li>1. The students will pour information and ideas that have been obtained in the pre-writing step.</li><li>2. The students can express and develop their ideas and start writing the first draft freely.</li></ol>

				<p>3. The students are directed not to be afraid of making mistakes at the time of writing, because the writing is still temporary, it can still be repaired again.</p>
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This observation sheet is adapted from the theory Ozagac

## APPENDIX II

**Teacher's name : Khaerani Harahap, S.Pd**

**Observation Date : 28 Januari 2022**

**Class : VII - C**

**Subject : Recount Text**

### Observation Sheet

**Teachers' teaching writing recount text at the seventh grade students of MTs**

**Al-Ansor Manunggang Julu**

NO	Indicators of teachers writing process	Yes	No	Teacher's Actions
3	Revising	√		5. The students can correct the draft of their essay in terms of content to make improvements.
4	Editing	√		4. The students can look for errors in grammar, spelling, capitalization, and punctuation.
5	Sharing	√		1. The students' writing are not just assignments but can be read by many people.

This observation sheet is adapted from the theory Jugnan

## APPENDIX II

**Teacher's name : Khaerani Harahap, S.Pd**

**Observation Date : 20 Januari 2022**

**Class : VII - C**

**Subject : Recount Text**

### Observation Sheet

**Teachers' teaching writing recount text at the seventh grade students of MTs**

**Al-Ansor Manunggang Julu**

NO	Indicators of teachers writing process	Yes	No	Teacher's Actions
1	Brain - Storming	√		<ol style="list-style-type: none"><li>6. Teacher enter to the classroom she always said "Assalamualaikum/ "Good Morning".</li><li>7. Teacher invites students to pray led by one of the students.</li><li>8. Teacher checks students attendance.</li><li>9. Before explain the new material about recount text, the teacher discuss material that has been studied before about preposition of time.</li><li>10. Teacher introduced and explained the new material about recount text to students.</li><li>11. Then, the teacher explains orally the meaning of the recount text, the structure of writing the recount text and writes an example of recount text on the blackboard with the title holiday.</li><li>12. Next, Then the teacher gives the students about 5-7 minutes to make and think about the idea or title of the story that will be written according to the material presented been taught by the teacher.</li></ol>

2	Planning	√		<ol style="list-style-type: none"> <li>1. After students determine their title, then the teacher continues the discussion about how to write recount text.</li> <li>2. The teacher explains again in front of the class, about the structure of recount text, the teacher explains that in writing recount text there are 3 structures and the teacher writes on the blackboard the structure of the recount text, namely orientation, events, and reorientation. And use the simple past tense.</li> <li>3. Then the teacher gives directions to write the paragraph structure of the recount text. The teacher gives an example on the blackboard that in paragraph 1 is orientation. In paragraph 2-4 is events. In paragraph 5 is reorientation.</li> </ol>
3	Writing the first draft	√		<ol style="list-style-type: none"> <li>1. After the teacher explains how to write recount text, then students are given about 10-15 minutes to make a story about their holiday experience, and write it in paragraph recount text.</li> <li>2. Then the teacher reminds the students to use the structure arrangement in writing the text and must use the simple past tense.</li> </ol>
4	Editing	√		<ol style="list-style-type: none"> <li>1. After 15 minutes have passed the students have completed the task and handed it over to the teacher.</li> <li>2. Then the teacher corrects the students' writing, checks whether the students have used the recount text structure and used the simple past tense in the text.</li> <li>3. If the teacher still finds errors in writing or students' lack of understanding of the material, the teacher can repeats the lesson and explains again.</li> </ol>
5	The final product	√		<ol style="list-style-type: none"> <li>1. After the teacher corrects all student assignments, then the teacher gives a value for each text that students do.</li> <li>2. To improve students' understanding in writing recount texts, the teacher gives the task again by making stories about natural disasters, to be done at home.</li> </ol>

This observation sheet is adapted from the theory Ozagac

APPENDIX III  
DOCUMENTATION



Interview with Mrs. Khaerani Harahap, S.Pd



Observation with Mrs. Khaerani Harahap, S.Pd



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN  
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Nomor : B - 53 /In.14/E/TL.00/01/2022  
Hal : Izin Penelitian  
Penyelesaian Skripsi

7 Januari 2021

Yth. Kepala MTs Al-Ansor Manunggang Julu  
Kota Padangsidempuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Karina Indah Putri  
NIM : 1720300007  
Program Studi : Tadris/Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "Teaching Writing Recount Text at the Seventh Grade Students of MTs Al-Ansor Manunggang Julu".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Dekan  
  
Dr. Lelya Hilda, M.Si.  
NIP. 19720920 200003 2 002  






**YAYASAN PONDOK PESANTREN AL-ANSOR**  
**MADRASAH TSANAWIYAH SWASTA AL-ANSOR**

Jl. H. Tengku Rizal Nurdin, Km. 8 No. 3 Desa Manunggang Julu, Kecamatan Padangsidimpuan Tenggara Kota Padangsidimpuan  
Provinsi Sumatera Utara Telp. (0634) 24273, NPSN : 10264612, NSM : 121212770008, Email : rntsalansor@gmail.com

Nomor : 094/MTs/01/2022  
Lamp : -  
Hal : **Surat Keterangan Selesai Riset**

Padangsidimpuan, 31 Januari 2022

Kepada Yth:  
Ketua Dekan Fakultas Tarbiyah  
IAIN Padangsidimpuan  
Di  
Tempat

Dengan Hormat,

Berdasarkan surat Dekan Fakultas Tarbiyah IAIN Padangsidimpuan Nomor : B-53/ln.14/E/TL.00/01/2022 Tanggal 07 Januari 2022, tentang Mohon Izin Penelitian Penyelesaian Skripsi mahasiswa Dekan Fakultas Tarbiyah IAIN Padangsidimpuan di MTs.S Al-Ansor Padangsidimpuan, atas nama:

Nama : Karina Inda Putri  
NIM : 1720300007  
Program Studi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Judul Penelitian : **"Teaching Writing Recount Text at the Seventh Grade of MTs Al-Ansor Manunggang Julu"**

Dengan ini kami sampaikan bahwa nama yang tersebut diatas benar telah melakukan penelitian di MTs.S. Al-Ansor.

Demikian surat keterangan ini kami sampaikan untuk dapat dipergunakan seperlunya

