The Influence of Students' Experience of Visiting Tourism Places on Their Writing Skill of Recount Text (A Study at the Eight Grade of MTs N 01 Semarang in the Academic Year of 2020/2021)

THESIS

Submitted in Partial Fulfillment of the Requirements for
Obtaining the Degree of Bachelor of Education in English
Language Education

By:

Muhammad Miftahul Hakim

Students Number: 1503046063

EDUCATION AND TEACHER TRAINING FACULTY

UNIVERSITAS ISLAM NEGERI WALISONGO

SEMARANG

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2021

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had been ratified by the board of examiner of Education and Teacher Training Faculty of the State Islamic University of Walisongo and can be received as one of any requirement for gaining the Bachelor Degree in English Education.

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Assalamu'alaikum Wr. Wb

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Name	: Muhammad Miftahul Hakim
Student Number	: 1503046063
Department	: English Language Education Department

is ready to be submitted to Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at Munaqosyah Session.

Wassalamu'alaikum Wr. Wb

Advisor I,

Dra. Ma'rifatul Fadhilah, M. Ed.

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MOTTO

EVERYONE CHANGES, SO DO I.

اعْمَلْ لِدُنْيَاكَ كَأَنَّك تَعِيشُ أبَدًا، وَاعْمَلْ لِآخِرَتِكَ كَأَنَّكَ تَمُوْتُ غَدًا

Meaning: "Work for your world as if you will live forever. And work for your afterlife as if you were to die tomorrow morning."

DEDICATION

No writing project of mine reaches fruition without the patience and support of everyone who actually it is no enough by only writing their name. Finally, this thesis is dedicated to them, but the foremost dedications are to:

- My beloved father and mother **(**Sutrimo and Sa'adah**)** who always devote their affection and give advice till the writer finished arranging this thesis. Thank you for giving the writer spirit.
- My beloved sisters**(**Ika and Baety**)** who always give love, inspiration an motivation.
- My beloved family **(** Sutrimo, Sa'adah, Ika and Baety **)**who always give me spirit to finish my thesis.

Thanks a billion, there is no word but pray may Allah multiply rewards for all your kindness.

ABSTRACT

Title : **The Influence of Students' Experience of Visiting TourismPlaces on Their Writing Skill of Recount Text (A Study at the Eight Grade of MTs N 01 Semarang in the Academic Year of 2020/2021).**

Name : Muhammad Miftahul Hakim

Student Number : 1503046063

This research discusses the Influence of Students' Experience of Visiting Tourism Places on Their Writing Skill of Recount Text (A Study at the Eight Grade of MTs N 01 Semarang in the Academic Year of 2020/2021).The researcher found the phenomenon that most of students are less of Their Writing Skill of Recount Text This quantitative research is experimental Class. The researcher conducted the research in the 20th may 2021 until 4st june 2021 in the second semester of MTs N 01 Semarang .the collecting the data, it was found that the mean of VIII I students Their Writing Skill of Recount Text score was = 73,93, and the mean score of VIII J student their Writing Skill of Recount Text was score 79.30. Based on the finding of the study, it was obtained that the calculation of the Sig. (2-tailed) in Experimental class is 0.050 , that is the same 0.05 (0.000 < 0.05), and in Control Class is 0.023 which is smaller than 0.05 (0.000< 0.05). So, Ho is rejected, and Ha is accepted. These results can be concluded that students' experience of visiting tourism places has an effect on students' writing skills of recount text in the experimental class and control class.. The finding students' experience of visiting tourism places showed that students were very interested. Students were more active in looking for new vocabulary when they are in a location where many people speak English and are able to express it in a coherent and good Writing, students are not ashamed to sparse words in English when they spoke with foreigners. The writer recommends the students to improve their Writing skill, especially recount text in experience of visiting tourism places.

Keywords: Writing Skill, Recount Text , Experience, Visiting Tourism place.

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بسم ا لله ا لر حمن ا لر حيم

First and foremost, thanks to Allah SWT, the Almighty God for his blessing, kindness, and inspiration in lending me to accomplish the final project.

Second, *shalawat* and *salaam* for the Prophet Muhammad SAW who brings us from the darkness to the brightness.

The researcher realizes that there are many people who are already helped his in arranging and writing this thesis directly or indirectly. In this chance, the writer would like to express deeper appreciation to:

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10. Last but not least, those who cannot be mentioned one by one have supported, gave motivation and prayed to the writer to finish this thesis.

Finally, the writer realizes that this thesis is far from being perfect. Therefore the writer will happily accept constructive criticism in order to make it better. The writer hopes that this thesis would be beneficial to everyone.

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CHAPTER I

INTRODUCTION

This chapter highlights the introduction of the thesis. To reach this goal, the chapter explores some matters including the background of the research, the reason why the researcher chooses the topic, research question, objective of the research, and significance of the research for certain agents like students, teachers, and researchers. This chapter describes the important subject which is the scope of the research and definition of key terms:

A. Background of the Research

Each student certainly has experiences about visiting tourism places in their life. The memories of students are commonly digitally captured in the form of user-generated content (e.g. reviews, responses, and photographs). Kim, Ritchie and Mc Cormick in Pearl argue that memorable experiences (MEs) by assisting students in constructing their stories can improve skill of writing.[1]

From the students' experience of visiting tourism places, students not only gain experience about the tourism places they visit, but also they get various experiences such as emotional experiences, spiritual experiences, intellectual experiences that will be used in writing. The experiences will make it easier for students to express their ideas.[2] For example, a student gets an assignment from his English teacher to write a text about personal experiences, it is clear that a person's experience is

[1] Pearl M. C. Lin, Vincent Wing Sun Tung, Hanqin Qiu Zhang & Qiushi Gu, *Tourist Experience on Memorable Hospitality Services* (China : Journal of China Tourism Researh, 2018) Page 125.
[2] Feifei Xu, Lorraine Brown, Philip Long, *Travel Experiences and Aspirstions from Chinese Youth* (China : Proceedings of International Conference, 2016) Page 4.

very important for students' writing skills, they will express their ideas that they have experienced in the past.

Related to the opinion, Celce-Murcia and Olshtain in Nadiah Ma'mun give their idea about writing that writing is the production of the written word that results in a text but the text must be read and comprehended in order for communication to take place. Writing is also a communicative act, is a way of sharing observations, information, thoughts, or ideas with others. Writing has a significant function as a medium of communication to express our ideas, to share knowledge and to exchange information. According to Celce-Murcia and Olshtain it is related with writing because writing is a medium communication to express our idea.[3]

Based on hadiths Prophet Muhammad SAW said:

قَيِّدُوا الْعِلْمَ بِالْكِتَابِ

"Tie the science with writing" (Silsilah Ahadits Ash Shahiihah no. 2026)

This hadist showed the importance of writing. Writing an experience, for example what we get is better if this experience is written through writing which will make it easier for students to save an experience and help students to express and develop ideas, thoughts and feelings in writing skills, especially recount text.[4]

Based on the result of the data of student assignments, from researcher Atikasari Husna and Akhmad Multazim there are several aspects of students' difficulties in writing recount text, those are mechanic aspect, grammar aspect, content aspect, organization aspect, and generic structure of recount text. From the aspect of content itself the students

[3] Nadiah Ma'mun, *The Grammatical Errors On The Paragraph Writing of the English Department Students,* (Semarang: UIN Walisongo Semarang, 2015).Page 48-50.
[4] *https://muslim.or.id/27761-catatlah-ilmu-ketika-di-majelis-ilmu.html.* (Accessed on January 10. 2021, at 15.41).

were still confused to explore their idea in writing a recount text, so the content of their writing product was less.[5]

Many students find the difficulty to write because of the lack of an idea or their experience. Some problems can be found in students' learning activities related teaching writing skill of recount text. Recount text is a text which retells events or experiences in the past. So, the ability of writing recount text is related with the students' experience of visiting tourism places.[6]

Based on the background of the research above, the researcher conducted research and entitled "*The Influence of Students' Experience of Visiting Tourism Places on Their Writing Skills of Recount Text (A Study at the Eight Grade of MTs N 01 Semarang in the Academic Year of 2020/2021*.

B. Reason for Choosing the Topic

Writing is functional communication, making learners possible to create imagined worlds of their own design. It means that, through writing, learners can express thought, feeling, ideas, experiences, etc to convey a specific purpose. The purpose of writing is to give some information.[7] Writing cannot be separated from an experience. Sometimes when a teacher asks students to write recount text they are confused about what they are going to write. But many of them don't realize that everyone has an experience in their life, especially the experience of visiting tourism places that can actually help them in writing recount text. From this statement, the researcher was interested in finding out about "The

[5] Atika Husna, Akhmad Multazim, *Students' Difficulties in Writing Recount Text at Inclusion Classes*, (Yogyakarta : English Teaching Journal, 2019). Page 70.
[6] Ma'rifatul Fadhilah, *The Effectiveness of Written 'Peer Review' Towards English 3 Students' Writing Skill* (Semarang : Vision Journal, 2017). Page 1.
[7] Richard Kern, Literacy and Language Teaching, (New York: Oxford University Press, 2000), p. 172.

Influence of Students' Experience of Visiting Tourism Places on Their Writing Skills of Recount Text (A Study at the Eight Grade of MTs N 01 Semarang in the Academic Year of 2020/2021).

C. Research Question

1. How are the students' experiences of visiting tourism places at the eight grade of MTs N 01 Semarang?
2. Are there any significants influences of students' experience of visiting tourism places on their writing skills of recount text at the eight grade of MTs N 01 Semarang?

D. Objective of Study

a. To explain the influences of students' experiences of visiting tourism places on their writing skills of recount text.

b. To measure the students' experience of visiting tourism places at eight grade of MTs N 01 Semarang.

E. Significance of the Research

a. For Teacher

The writer hopes the result of this research will be useful in teaching and learning English, especially in teaching recount text in writing ability of students. Through this research, the teacher can encourage students to practice.

b. For Student

The result of this research is that the influence of students' experiences visiting tourism places on writing skills make students understand that experience can help them in writing recount text. Students can use this research as a reference to improve their writing skills.

c. For further researchers

The researcher expects the result of this research can give a valuable contribution to the future researchers who are interested in finding out the influence of students' experiences visiting tourism places on their skills in writing recount text. The next researchers are

suggested to develop this research to get more understanding about the recount text and how it is applied in writing.

F. Scope and Limitation of the study

The scopes of the study are limited to the subject and object investigated

1. Subject

   The subject is the Students atthe Eight Grade of MTs N 01 Semarang in the Academic Year of 2021/2022.

2. The object is that the students' experience of visiting tourism places on their writing skills of recount text.

G. Definition of Key Terms

In order to clarify the key terms used in this study, some definitions are put forward.

1. Students' Experience of Visiting Tourism Places

   Experience is a subject and holistic phenomenon. Experience is an event that is captured by the five senses and stored by memory. [8]Experience can be obtained or felt when events have just happened or have been going on for a long time. The experiences that occur can be given to whom only to be used and become a guide and learning human. Students' experience means a number of student activities that have been carried out in the past or have recently occurred which contain information stored in students' memories.

[8] Siamak Seyfi a , C. Michael Hallb, S. Mostafa Rasoolimaneshc , *Exploring Memorable Cultural Tourism Experiences* (Malaysia : Journal of Heritage Tourism, 2019) Page 4.

The experience of students visiting tourism places means everything obtained or felt by students when visiting tourism places. Tourism places that have their own characteristics or uniqueness will usually affect at a memory, and the experience of visiting there will not be easily forgotten.[9]As an example of a student who went to the zoo to see an animal that was unique and had never been encountered before. It will be remembered more by him and will be his first unforgettable experience.

When visiting a place, people sometimes experience something which goes beyond physical or sensory properties. This is often referred to as 'sense of place' or 'genius loci. This means that the place has its own meaning, such as a historic place. Historic places are genius loci because historical places have character, identity and deep culture towards the factors that shape them. Experience is divided into three, emotional experience, spiritual experience, and intellectual experience.[10]

2. Writing

According to Harmer (2007) writing is considered as a productive skill along with speaking. When students deal with language production, it means that they should use their knowledge to produce the language to achieve a communicative purpose either in the form of spoken or written language.[11] In additionally Brown (2001) states that writing is seen as a process, it focuses on the various stages that any process of writing goes through, such as putting ideasdown on paper to

[9]Siamak Seyfi a , C. Michael Hallb, S. Mostafa Rasoolimaneshc , *Exploring Memorable Cultural Tourism Experiences* (Malaysia : Journal of Heritage Tourism, 2019) Page 4.
[10] Dr Ying Wang, *More Important than Ever Measuring Tourist Satisfaction*(Australia : Griffith Institute for Tourism, 2016) Page 6.
[11] Jeremy Harmer, *The practice of English Language teaching* – 4th Edition, (London : Longman, 2007), Page. 265.

transform thoughts into words.[12]It means that the process of writing is more valuable than the end of the product.

Writing is about ideas. Writing begins with thinking. Great writing begins with great thinking. Human brain is designed to make connections. Stubborn, defiant resistance to writing can be lessened when the writing topic and task connect with student's wholesome knowledge, talents, and interests. Writing can connect with parts of life that occur outside school. Some students may have been involved in school girl scouts, boy scouts, or similar organizations. Their experience could form a connection with writing topic. Students who are involved in school extracurricular activities may have club, team, or other experiences like adventures, visiting tourism places. The best idea is usually not found in one magical moment of inspired intellectual perfection. The best ideas develop over time and with extended work.[13]

According to Hayes (1996) in Sara Cushing writing is also social because it is a social artifact and is carried out in a social setting. What we write, how we write, and who we write to is shaped by social convention and by our history of social interaction, the genres in which we write were invented by other writes and phrases we write often reflect phrases earlier writers have written. [14]Based on the definition raised by, Hayes, it can be assumed that writing is a social process where someone can express their ideas through writing taken from their experiences of social interactions. From the process of social interaction, they get ideas to be used as writing material. Writing like language in general is a meaning making activity that is socially and culturally shaped and individually and purposeful.

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[12] Douglas Brown, *Teaching by Principles : An Interactive Approach to Language Pedagogy -2th Edition*, (New York : Longman), p. 336.

[13] Keen J.Babbage *"Extreme Writing"* (UK : Rowman and Littlefield Education)

[14] Sara Cushing Weigle, *"Assessing Writing"* (Inggris : Cambridge University Press, 2010). Page 19.

3. Writing Skill

Writing skill is the process or result of recording language in the form of conventionalised visible marks or graphic signson a surface.[15] Chastain in Mirlohi define, writing skills are basic communication skills and unique assests in the process of learning a second language. "Writing is functional communication, making learners possible to create imagined worlds of their own design." It means that, through writing, learners can express thought, feeling, ideas, experiences, etc to convey a specific purpose. The purpose of writing is to give some information.[16] However, writing skill helps to provide a change to our thinking patterns in processing a form of writing.To improve writing skill, we need a deep knowledge grammar system. Grammar functions as a medium to fix language forms. Naturally, we must have the opportunity to practice our writing skills by individual exercise. To measure how far our writing skills, we need supervision from people who mastering writing skills to monitor and guide us whether our writing is correct or not.[17]Based on the definition above, we can conclude that writing skills are a person's ability and knowledge about how to write and how people make a sentence or an arrangement word that he/she will write.

Writing skills are an important part of the communication process through which people can express their thoughts, feelings, and opinions in writing. The Writing skill is the ability to pour something in written form.William in Irfan Effendi and Ahdi Riyono states writing skill is an ability to express and organize the ideas, opinions,

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[15] Hartman, R.R.K. Stork, F. C, Dictionary of Language and Linguistics, London Applied Science Publisher LTD, 1972) p. 258.

[16] Richard Kern, Literacy and Language Teaching, (New York: Oxford University Press, 2000), p. 172.

[17] Mehdi Mirlohi, *"The Effect of Instruction on Writing Performance of Intermediate EFL Persian Students"* , International Journal of Linguistics Macro Think Institute(Vol.4 No.4, 2017), p. 327

and feelings in the written form that requires content, organization, grammar, vocabulary, and mechanical aspects.[18]

Based on the definition put forward by William, it can be assumed that writing skills are putting thoughts into written language through sentences that are arranged completely and clearly so that they can be communicated to readers successfully.A person's ability to write is determined by accuracy in using language elements, organizing discourse in the form of essays, accuracy in using language, and choosing the words used for writing. The writer must be skilled at making use of the language structure and vocabulary. Writing skills do not come automatically, but must go through a lot of practice and regularity. Writing skill is specific abilities which help writers put their thoughts into words in a meaningful form and mentally interact with massage. Writing skill helps the learner gain independence, comprehensibility, fluency, and creativity in writing. Writing skills are an important part of the communication process through which people can express their thoughts, feelings, and opinions in writing.

4. Recount Text

According to Knapp and Watskin (2005), a recount text is a text which lists and describes past experiences by retelling events in the order in which they happened in the chronological order. This social function of this text is to tell the past experiences by retelling events in sequence. Recount text is comprised of three main parts, which is the orientation, the events, and the re-orientation. It tells information about what happened, when it happened, where it happened and who was involved[19].

[18] Irfan Effendi and Ahdi Riyono, "The Effects of TV New cast Use in Teaching Writing for the Vo-cational School" *, Vision Journal for Language and Foreign Language Learning ,*(Vol 6, No 2, 2017), Page. 152.
[19]Natanael Saragih, Roswita Silalahi, Hilman Pardede,

A recount reconstructs past events in the time order in which they occurred. It involves telling what happened and interpreting or evaluating the experience in some way.[20] It means that, a recount text reconstructs past events in the time order in which the writer occurred. It involves telling what happened and interpreting or evaluating the experience in the past. In this text, the writer can give more information to the reader about experiences and event. In order word, recount text is one of type of texts that retells some event in the past in order to inform and entertain the reader. Recount text includes eyewitness account, newspaper report, letter, conversation, television interview and speeches. So, in this text the writer can describe the experience or chronology. The text describes about the writer's personal experience which truly happens in his or her life. It means that recount text is a text used to tell the writers' experiences or events in the past to the readers.

In Addition, according to Hyland, recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. We can look at the sample of recount in personal letters, police report, insurance claims, and incident reports. [21] It means that in making recount text students are expected to be able to express their ideas about recent experiences or events that are focused on informing the reader chronologically. Recount text shows something our activities that we have done in the past, for example the activity as long as holiday, last week's activity, seminar etc.

The Effectiveness of Using Recount Text to Improve Writing Skill For Grade III Students of Kalam Kudus Elementary School 2 Pematangsiantar, (Pematangsiantar : IOSR Journal Of Humanities And Social Science, 2014). Page 57.

[20] Blake Education, *Targeting Text ; Recount, Procedure, Exposition*, (Singapure: Green Giara Press, 1998), p.4.

[21] Ken Hyland, *"Genre and Second Language Writing"*, (The United State of America: The University of Michigan Press, 2004), p.29

Based on the definition above, we can take the conclusion about a recount text is a text that is made to entertain and inform readers about events that occurred in the past. For example, such as the experience of visiting tourism places or the experience of meeting idol artists.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses some theories related to the research. They are previous research, literature review, theoretical framework, and hypotheses.

A. Previous Research

There are some studies that have been done related to the tittle. They are :

First, the research from Rahman Hakim, entitled *"The Influence of Using Diary Towards Students' Recount Text Writing Ability at the Eighth Grade of MTs Bani Sueb Tarahan South Lampung at the Second Semester in the Academic Year of 2015/2016"*.[22] This research aims to obtain empirical evidence on the effects of the process-genre approach in students' writing abilities on recount text. This previous study has similarities and differences with my current study. The research is conducted by using quantitative research design. The data collection techniques also will be the same with my research, namely using test. However, it has many differences. There is a different way to collect data, which is using an experiment. This previous study explained the influence of using writing diary towards students' recount text writing ability. Strength of this research is the text and data of researcher are easily understood. In this study, it is better if the researcher provides more references about writing diary.

Second, the research from Asih Kurnia. 2018, entitled "The Influence of Using Recount Text on the Students' Writing Skills at Eight

[22] Rahman Hakim, *The Influence of Using Writing Diary Towards Students' Recount Text Writing Ability* (Lampung : MTs Bani Sueb Tarahan South Lampung, 2017).

Grade Students of MTs Syarif Hidayatullah Cirebon".[23]In this study, the aim of the research is to find out the data from the students, such: To find out the students' response to recount text, the students' ability in writing before and after by using recount text, the effect of using recount text on students' ability in writing. This previous study has similarities and differences with my current study. The research is conducted by using qualitative and quantitative research design. In this research, the techniques of collecting data are observation, questionnaire and test. The qualitative data that analyzed by describing the objective condition of the school and the quantitative data that analyzed by using T-test one and design group. In this study having analyzed the data, the writer found that there is positive effect of using recount text on students' writing skills; proud, by using t-test formula one design group between pre-test and post-test. Meanwhile in my research, only used quantitative research design, where to collect data will be the same, namely using questionnaire and test.The similarity of the research is about recount text. The object to be studied is eight grade junior high school students. This previous study was explained about recount text. it can improve student writing skills. while my research is to measure the influence of students' experience of visiting tourism places to improve writing skill of recount text.

Third, the research from Naelil Izzati. 2018, entitled "The Influence of student's Imagination Toward Their Writing Skill Of Descriptive Text".[24]This previous study has similarities and differences with my current study.The aim of this study is to find out the relationship between students' imagination toward their writing skill of descriptive text. Meanwhile, in my research is to find out influence students' experience

[23] Asih Kurnia, *The Influence of Using Recount Text on the Students' Writing Skills* (Cirebon : MTs Syarif Hidayatullah 2018).
[24] Naelil Izzati, *The Influence of student's Imagination Toward Their Writing Skill Of Descriptive Text,* Semarang, MTs NU 01 Tarub, 2018)

of visiting tourism places on their writing skill of recount text. The population of this study encompassed all students of MTs NU 01 Tarub especially the eighth grade students in the academic year of 2017/2018. The data collection techniques also will be the same with my research, namely using questionnaire and test.The research is conducted by using quantitative research design. The data were analyzed by using one predicator regression. The weaknesses of this study are data sources based on the use of questionnaires. Indeed, the questionnaire was used to describe how imagination of students in the writing skill of descriptive text. We only know through questionnaires without seeing their abilities.The strength of this research is the text and data of researcher easily understood. The use of questionnaires and observations make it easier for researchers to get data in a practical and fast way. In this study, it is better if the researcher provides more references about student's imagination toward their Writing Skill of Descriptive Text.

B. Literature Review

1. The Concept of Experience

Experience can be interpreted as something that has been experienced, lived or felt, both long ago and recently.[25] According John Dewey in Psarianos Ermolaos, experience is the result of continuous interaction between humans and the environment. Human experience considered as a special type of interaction with the environment in which the one side defines and shapes the other and simultaneously it is shaped by it, opening up possibilities for new forms of coping with the situations and forming of activities. [26]For example, joyful experiences, experiences that can make someone happy or arouse a sense of joy. A person can feel happy because there is something around him that forms a sense of joy which is a symbol of interaction with his environment.

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[25] Psarianos Ermolaos, *The Conceptual Meaning of Experience in Dewey's Educational Philosophy*, (Greece, International Conference The Future of Education, 2019).p.1
[26] Ibid P.2-3.

Dewey's concept of experience is proposed in terms of feeling, enliving and conceiving. Feeling refers to the basic mode of experience where action, emotion, cognition and communication constitute an original unity.[27]Enliving, aesthetic experience, constitutes the life world, as a person-in-world experience. Even though Enliving is holistic and relational, a certain distance emerges between action, emotion and cognition which allows contemplation and choice. Conceiving, on the other hand, refers to the isolating and abstracting understanding of the world with even greater distance between action, emotion and cognition. Such a differentiation provides a clearer understanding of the scope of education. [28] Dewey's concept of experience allows a holistic approach to education, in the sense that it is based on the interaction between the human being and the world. It takes all sides of human existence, its being in the world, as the methodological point of departure. Experience is a central aspect of this interaction and thus a communicative, historic and cultural phenomenon rather than an individual or mental one. There are several reasons for the interest in Dewey's concept of experience. With respect to the ongoing political discourse on education, the concept counteracts a developing culture of reification, of surveying, testing and measuring. It is clear that some aspects of experience can be measured. But experience as an integral event is beyond such an approach.

2. Students' Experience of Visiting Tourism Places

Experience is one of the most-used terms in education, and it is recognized as being related to learning (education). Experience is very important in the creation of a text. Experience is a category of thinking, a minimal unit of analysis that includes people (their intellectual, affective,

[27] Hansjörg Hohr, *The concept of experience by John Dewey revisited: conceiving, feeling and "enliving"*, (Norwegia, an International Journal, 2016). Page 1

[28] Ibid p.1

and practical characteristics), their material and social environment, their transactional relations (mutual effects on each other), and affect. Vygotskij (1935/2001) in Wolff Michael Roth argues that experience is not something concealed within individuals, but extends in space and time across individuals and setting in the course of themselves are perfused with affect. [29]A person can write a text when he has an idea / experience that will be expressed. As one example is the experience of students visiting tourism places, which can be used as material in writing a recount text.

when a person visits tourism places, they will have various kinds of experiences, they not only get experience about the tourism places they visit, but they will get a variety of experiences such as emotional experience, spiritual experience, intellectual experience that will be used in writing.[30]Emotional experiences are someone's experiences based on the natural human instinct to live together with other people. For example, joy, sadness, shame, surprise, fear. Spiritual experiences that are transcendent in everyday life and involvement with transcendent events in everyday life. For example, fulfillment of inner needs, peace of mind, and peace of mind by feeling that God always accompanies and guides the individual's life. Intellectual experience is an experience based on a person's intellect, which then still requires guidance and direction from others. For example, participate in discussions at international seminars, go into the field in the research process, receive education in formal institutions such as campuses and schools. Everyone has different experiences even though they see the same object, this is influenced by: the level of knowledge and education of a person, the actor or factor on the party who has the experience, the perceived object or target factor

[29]Wolff Michael Roth, Alfredo Jornet, *Towards a Theory of Experience*, (Germany : Science Education, 2014) Page 1-3.
[30]Feifei Xu, Lorraine Brown, Philip Long, *Travel Experiences and Aspirstions from Chinese Youth* (China : Proceedings of International Conference, 2016) Page 4.

and the situation factor in which the experience is carried out. Age, education level, socioeconomic background, culture, physical environment, occupation, personality and life experience of each individual also determine the experience. Everyone's experience with an object can vary because experience has a subjective nature, which is influenced by the contents of the memory. Whatever enters the senses and is noticed will be stored in his memory and will be used as a reference in response to new things. For example in Indonesia, when we go to Borobudur temple. We meet tourists and indirectly we have to be able to speak English so that they understand what we are talking about something what we say. So meeting tourists encourages us to know better and want to learn what is English.

3. The Concept of Writing

a. The Definition of Writing

Writing is the one of basic skills of the English language. Writing is the process of describing a language in written form. Writing is included in productive skill. Productive skill is developing ideas through knowledge and vocabulary that had by the writer. In this skill, students actually can produce language themselves based on their ideas through their knowledge and vocabulary.[31] Writing is one way to express ideas, experiences and feeling into written form. Students' should be encouraged to express their ideas, experiences, thoughts, and feeling. Writing is not a natural activity. Physically and mentally, normal people learn to speak a language. Writing in English is meant to fill the gap that exists between the ability to express ideas, feelings, opinions, and others in Indonesia and the ability to express the same things in written form in English. It means that by written forms,

[31] Maslichah, Siti Tarwiyah, *"Enhancing Students' Ability in Writing Descriptive Text through Graphic Organizers"* (Semarang : Vision Journal, 2017). Page 117.

someone can express ideas and sense more correctly. In writing we have to choose the good and right words and phrases, and must follow the proper structure. In mastering writing, students need to practice and counseling from the teachers. In writing, the students try to use English in oral form as well. Writing can be satisfying if we master vocabulary, grammar, punctuation and idiom. By mastering writing skill, the writers can elaborate their ideas in a systematic arrangement. Before writing, the writers need to think how the ideas of the writers can be understood by the reader. The writers have to use the correct written language, so the reader can understand the ideas of the writer.

According to Wikipedia states that writing is an important element in English, especially in language communication. It is very different from speaking that uses oral communication to interact, writing is to use indirect techniques to interact. In most languages, writing is a complement to the spoken language. Writing is not a language, but a tool used to make the language read. In a language system, writing depends on many structures that are similar to speech, such as vocabulary, grammar, and semantics, in addition to be a system of signs or symbols. The results of writing are called text, and the recipient of the text is called the reader. Motivation for writing includes publication, storytelling, correspondence, recording, and diary. Writing has played a role in maintaining history, maintaining culture, disseminating knowledge through the media and establishing a legal system. Writing is a more reliable method for recording and presenting transactions in a permanent form.[32]It means writing can be interpreted as a complementary tool that has a structure similar to speech. But writing is different from speaking. Because a speech has its characteristics, namely using sound, while writing is by using written media.

[32]https://en.wikipedia.org/wiki/Writing (accessed on 8 April 2021, at 9.38).

Writing is one of language abilities that as process to express idea, feeling, and arguments in the form of words in sentences. This skill is used to communication from one to another by writing. Writing is used as an aide-memoire or practice tool to help students practice and work with language they have been studying. In writing we bring knowledge into being, we record and preserve it .[33] Writing is also the representation of language in a textual medium using a set of meaningful signs or symbols. Writing is a tool for communication and learning that allows us to document, collect, and widely circulate detailed information. Writing also provides a means of expressing oneself and persuading others. In order to make a good writing, a writer should clear purposes. The writing also should consist of specific information connected and arranged orderly using appropriate word or sentence.

According to Heaton (1990) in Wahyuni define writing is to explain or give information about something in writing form. Moreover, Writing is not just about mastering grammatical and rhetorical devices but also of conceptual and judgemental elements. Furthermore, Basturkmen (2006) mentions that writing is a way to express ideas, emotions, feels, and opinions in written form. Writing is considered a difficult skill because it has involves many aspects.[34] Based on the definition raised by, Heaton, and Basturkmen, it can be assumed that writing is a process of expressing ideas, thoughts, feeling to communicate with other people in written form. Writing is one of the skills that include many aspects, such as idea or thought that to be conveyed in writing form. When we write something do not comply with the correct rules, the message we want to convey in writing will not be understood by the reader. We have to pay attention to

[33] Ken Heyland, *Teaching and Researching Writing* (Malaysia : Longman, 2009). Page 2.
[34]Irna Wahyuni, Mukhaiyar, Jufrizal, " *The effect collaborative writing and reading habits toward the students' writing of recount text at the grade eight of mtsn kamang*", *Thesis,*(Padang : Universitas Negeri Padang, 2016), Page.17.

grammatical sentences and our way of writing when we want to write something. We should be careful because even the slightest mistake in writing will change its meaning.

b. The Principle of Writing

To improve the quality of our written work, we must take the time to plan, prepare, and then review our work. We often don't want to do it, and instead prefer to go straight to the task at hand. Encouraging writing that is thoughtful and pays attention to detail is beneficial. Using a variety of local issues and writing formats will help us develop ideas, imagination and sensitivity to style. Idea within a paragraph should flow smoothly from one to the text and subordinate ideas should be related to the main idea presented in the topic sentence. Based on Dietsch's book in Nadiah Ma'mun there are distinctive features of principles writing in order the paragraph to be affective, those are

1. Interest

To write an effective paragraph that is worth reading. Choose a topic we know and care about. Consider how we might arouse interest. Scan our prewriting; we may find an overlooked gem that will be just the look for our opening. A secret a good essay writing is to remember that readers like to be entertained; include anecdotes and offbeat examples. Supply action verbs and concrete nouns that enable the reader to share our vivid impression. It means that the writer should choose a good topic to read. An interesting tittle or topic can encourage the reader to know the whole of paragraphs. Try to make interest topic sentence. So, the reader will be eager to continue their reading. The readers like to be entertained. The way to catch readers' attention of the paragraph is to stimulate curiosity by choosing an interesting topic.

2. Writing as a Language Skill

John Langan states that there are four stages of language skills, they were (listening, speaking, reading and writing). The stages is a way to obtain and develop language. It means that every aspect of the four languages has an important role in the development of children's language, and it is not assessed that one of them is the most important, because all of these aspects are interrelated with each other. Writing skills are the most recent language skills mastered by children after listening, speaking and reading skills. Compared to the three language skills, writing skills are the most difficult to master. Writing require mastery of various linguistic elements, namely linguistic elements that are prerequisites and also are human development that was previously possessed, namely listening skills, speaking skills, reading skills and also elements outside the language itself such as cognitive abilities and creativity that a person has.[35]

According to Tarigan (2008) in Wati, Atmazaki and Tressyalina state that writing is a language skill that used to communicate indirectly. writing is not face-to-face with other people to interact, on the other hand, writing is a productive skill and expressive activity in the form of symbol and written form.[36]Based on the statement above we know that writing is the most difficult skill among the 3 other skills. When we write something, we must master our vocabulary, correct punctuation, and sentence structure, but the skills in speaking, listening, reading, and writing are things that cannot be separated because they are connected.

[35] John Langan, College Writing Skills, (New York : Mc Graw Hill, 2005), p.12.
[36]Ria Wati, Atmazaki and Tressyalina, " Contribution of Reading Comprehension Ability and Learning Motivation to Writing", *International on Education, Social Sciences and Technology (ICESST), 2018 ,* Page. 990.

Comparatively, writing as a language skill is a late development in the process of mankind's savagery to the present day. Therefore, the fact that everyone has difficulty understanding the act of writing is hardly surprising.

Some people believe that writing is a "natural gift" rather than a learned skill. People have an attitude think that they have the difficulty of writing. People feel that everyone else findings writing easy or at least tolerable. Such people typically say, "I'm not good at any writing" or "English was not one of my good subjects." the attitude of the people implies that they simply do not have a talent for writing, while others do. The result of this attitude is that people try to avoid writing. When the people do write something, they don't try the best. It becomes a self-fulfilling prophecy their writing fails chiefly because people have brainwashed themselves into thinking they don't have the "natural talent" needed to write. Unless the people's attitude changes, they probably will not learn how to write with optimistic. A realistic attitude about writing must build on the idea that writing is a skill. It is a skill like driving, typing, or cooking and like any skill, it can be learned.[37]Based on the conclusion above writing is not something difficult if we want to learn and try, of course, writing requires a long and difficult process. If we can do that, we will feel the benefits. The benefit that we can get from writing is everyone can write if they want to learn.

3. The Purposes of Writing

[37] John Langan, *College Writing Skills*, (New York: Mc Graw Hill, 2005), p. 13-14.

According to O'Malley and Pierce, there are three purposes of writing based on the types of writing in English language learning, those are: [38]

1) Informative It is represented by "informative writing," that is purposed to share knowledge or information, give directions, and state ideas to other. Informative writing involves describing events or experiences, analyzing concept, speculating on causes and effect, and developing new ideas that are purposed to inform something may important to the readers. Basically, writing is one way to communicate in written form. The purpose of writing is to convey the message, teach to the readers, an idea in the main of the writer, so the readers know about something conveyed by the writer. A writer should be able to choose the right topic and have to appropriate with the readers' condition.
2) Expressive or Narrative It is represented by "expressive writing" or "narrative writing is" that is purposed to share a personal or imaginative expression. Commonly it is composed by the writer story or essay. Expressive or narrative often used to perform a pleasure discovery, story, poems, or short play.
3) Narrative it means, through writing, the writer would like to help the readers for understanding, appreciating the writers' feelings and reasoning, and make the readers' life easier and fun with the writers' creation. The writer purpose to pleasing and evade the readers' sorrow. Expressive it means, through writing the writer aim to express the feeling and emotion so the readers can understand the meaning provided the writing. Persuasive It is represented by "persuasive writing" that is purposed to persuade the readers to do something. It effort to influences others and initiate action or change. This type of

[38] J. Michael O"Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners* (London: Longman, 1996) p. 137-138

writing includes evaluation of book, movie, consumer product, or controversial issues. Beside on the explanation above, we can conclude that through writing, the writer aims to convince the readers about the truth of ideas presents, so the readers can be influenced and feel sure about the writers' idea. Writing can be used in many a way. It can be used by many people to deliver message, to express ideas, to respond about something given, to persuade, and to suggest in written form for particular purpose.

4. Process of Writing

Writing is a creative process. as a creative process, writing must undergo a conscious process. According to Oshima and Hogue there are roughly four steps in writing process, namely:

1. Prewriting

The first step is called prewriting. Prewriting is a way to get ideas. In this step, we choose a topic and collect ideas to explain the topic. There are several techniques we can use to get ideas. The technique called listing. Listing is a prewriting technique in which we write the topic at the top of a piece of paper and then quickly make a list of the words or phrases that come into your mind. Don't stop to wonder if an idea is good or not. Keep on writing until the flow of ideas stops. In prewriting step, the student starts to write by gaining the ideas, there are several tips to get ideas, one of them suggested by Oshima and Hogue is listing technique.

2. Organizing

The next step in writing process is to organize the ideas into a simple outline. In this step the idea is organized into a simple outline to choose the specific angle or part to develop into paragraph.

3. Writing

The next step is to write a rough draft, using our outline as a guide. Write our rough draft as quickly as we can without stopping think about grammar, spelling, or punctuation. Just get our ideas down on paper. We will probably see many errors in our rough draft. This is perfectly usual and acceptable-after all, this is just a rough draft. We will fix the error later. Notice that the writer added some ideas that were not in his outline. Notice also that we added a concluding sentence at the end. After getting the specific idea and then the student can start writing. This step of writing can be called as rough draft because the student probably makes any errors.

4. Polishing

In this step we polish what we have written. This step is also called revising and editing. Polishing is most successful if we do it in two steps.

First, lack the big issues of content and organization (revising). Then work on than smaller issues of grammar, punctuation, and mechanics (editing).

This is the last step of writing process. The student edits and fixes the rough draft in the aspect of grammatical rules, punctuation, etc. The student has finished the writing process after revising, editing stage.[39]

5. Difficulties in Writing English

Like all learning problems, difficulties in writing can be devastating to a student's education. Writing skill is complex and sometimes it is difficult to teach. Requiring mastery are not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. As students' progress, they are increasingly expected to express what they know about many different subjects

[39][39] Nadiah Ma'mun, *The Grammatical Errors On The Paragraph Writing of the English Department Students,* (Semarang: UIN Walisongo Semarang, 2015).Page 63-65.

through writing. If a student fails to develop certain basic skills, he will be unable to write with the speed and fluency required to excel as these demands increase. Indeed, for a student's struggling with a writing problem, the writing process itself interferes with learning. Students faced with such difficult odds have trouble staying motivated. The basic point that makes writing difficult is the use of language aspect or ability in written likes punctuation, spelling, grammatical, vocabulary and so on. According to Jordan (1997), writing is often confusing with the process of putting words down on paper in the same structure as an outline prepared with appropriate style and vocabulary the major ideas arranged in some often on the correction of mechanical and grammatical errors.[40]

Byrne divided the problems that make writing difficult into three categories. The first is Linguistic Difficulty. Linguistics aspect like grammar, vocabulary, language use and choice of sentence in writing must have fully monitoring. The second is Physiology Difficulty, which more focuses on the writer's difficulty because there aren't direct interaction and feedback from the reader when they are writing. This difficulty more focuses on difficulty in develop written material or content of composition. The third is cognitive difficulty. Writing has to be thought through formal instruction like spelling, punctuation, capitalization and paragraphing.[41]

6. Creative Writing

Writing is very important. Writing is our means of expressing thoughts and feelings: we build ourselves up when we construct a piece of writing. Through writing we are one with

[40] R.R.Jordan, *English for Academic Purpose*, (New York : Cambridge University Press), Page 46.
[41] Donn Byrne, *Teaching Writing Skill*, (London : Longman Group Limited, 1988), Page 4.

ourselves. Everyday we are bombarded with words through the mass media, so that they can influence writing and how to think and feel. When we write stories or descriptions, we have a picture in our mind, as well as the thoughts and feelings we want to express. The reader is like a white canvas waiting to be filled with shapes and colors. If we think about them constantly, as if we face the audience head on, we can keep our interest even more. When offering a point of view or discussing a topic, imagine them as smart enough listeners that we are less likely to make the mistake of stating the obvious. It is even better if we think that they are unsure or even against our opinion. So we will be motivated to anticipate rejection and anticipate rejection and face them, so that our treatment of the subject is more comprehensive, our style is sharper and more persuasive. It will help us and our writing style more naturally if we remember that we are writing for an audience, not assigning words in a void. Some things to keep in mind in writing personal experiences; make a word sketch book, writing down sights, people, events, news, dreams, gestures or body language, etc. As a guideline in writing, there are no rules regarding the best sentence length, paragraph writing is the main element of style. It is important to avoid monotone writing and balance short and long paragraphs.[42]

7. Definition of Writing Skill

Writing is a form of thinking because it requires a process, namely when collecting ideas, ideas, or fantasies that will be put into a series of words and sentences so that they can be understood by the reader. Writing ability is the ability or ability of a person to express feelings related to a problem clearly,

[42] B. A. Phyrhian, Albert Rowe, *Correct English*, (London : Hodder Education, Hachette UK, 1985), Page 187,

straightforwardly, and thoroughly by using written language.The ability to write is closely related to the world of writing.Writing skills are language skills used by humans as indirect communication. The writer must be able to think precisely to choose the words and variations of the sentence to be used so that the writing can be understood by the reader. Finoza revealed that writing is the work of arranging words, sentences and paragraphs to describe and or review certain topics and themes in order to get the final result in the form of an essay.[43] So, the relationship between writing skills and writing activities is clear, that is, both are activities to convey messages through a series of words or writing and the final result is in the form of an essay.

Writing skills are specific abilities which help students or writers put their thought into words in a meaningful form and to mentally interact with the message. It helps the learner gain independence, comprehensibility, fluency, and creativity in writing. Independence is the ability to function in a given area without depending upon another's help. Independence writing isthe ability to write anything one can say or understand in his/her language without depending upon another's help. Comprehensibility means the ability to be understood; intelligence. Fluency is the ability to read, speak, or write easily, smoothly, and expressively. Fluency skills are the ability to see larger segment and phrases as wholes as and aid to reading and writing more quickly. If learners have mastered these skills, they will be able to write so that not only they can read what they have written, but other speakers of that language can read and understand it. Writing skill is a program of comprehensive writing that performed for beginning, struggling, at-risk for the writers. Writing skills can help the students to

[43] Finoza, Lamuddin ,*Komposisi Bahasa Indonesia*, (Jakarta : Diksi Insan Mulia, 2010), Page 192.

become a good writer. The students have to know and understand the essential foundation of writing skills such as strategy, technique, and opportunity. Writing skills also give the special instruction in spelling, handwriting, and key boarding. Beside that, writing skills can build the fluency and confidence for students and provide the variety of strategy and opportunity to apply it. In writing skills, the students are expected to understand to the instruction involving grammar, usage, paragraph composition, and sentence structure.[44]A good writing can be done by students if their grammar is good. In fact, grammar and spelling are important in writing, because it is the purposes in the condition of writing to be correct word and grammar. In short, to get a good writing, students must know the construction of sentence. They must know the subjects and verbs such as singular subject requires singular verb, beside that, they must know the preference of pronouns and they can use the appropriate pronouns in order that the sentences will not be ambiguous. Then, students must have consistency in writing especially in a tense. Finally, students must use a correct spelling, punctuation, capitalization, and usage words as requirements. After the students understand grammar correctly, words appropriately, spelling, and punctuation, there is an important thing to remember to write a good writing. It is an element of satisfactory writing. The elements of satisfactory writing are clarity, coherence and focus. Clarity involves the ambiguity, vagueness, and obscurity. An important thing in clarity is if the students can use the appropriate word to be good sentences in order that the readers can understand what the writer means. Then, there must be a connection between ideas, sentences, and paragraph in coherence.

[44] Ma'rifatul Fadhilah, *The Effectiveness of Written Peer Review Towards English III Students' Writing Skill,* (Semarang : UIN Walisongo Semarang, 2015), page 49-50.

Moreover, there is a focus containing the reason why the students write. They often fail in writing because there is no focus. Without focus the sentences will not be coherent.

According to Heaton, varied skills are necessary for good writing which can be grouped into five general components or main areas.

1. Language use : the ability to write correct and appropriate sentences
2. Mechanical skills: the ability to use correctly those conventions peculiar to the written language, for example punctuation, and spelling
3. Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information
4. Stylistic skills: the ability to manipulate sentences and paragraphs, and use language effectively
5. Judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.[45]

8. The Characteristics of Writing Skill

According to Ur, there are 8 characteristics of writing skill:

1. Permanents, it means that the form of discourse is fixed and stable, we however can read it in any condition we want to.
2. Explicit, it means that those must be clarity about the context and reference. The writer must be careful for arranging the form of words, so readers are directed to the same interpretation about the written work.

[45]JB.Heaton, *Writing English Language Tests*, (London : Longman, 1975), page 135.

3. Densities, the information that will be given to the reader are translated effectively. The use of repetition words are rarely found in the written form. It is very different to spoken language.
4. Detachment, the writer must have an ability to predict their readers reaction about their writing, because the writer doesn't interact directly to the reader.
5. Organization, the writer usually has an opportunity to edit the written work before it is available to be read. So the written work tends to be organized and well purposed.
6. Slowing of production, speed and reception are slower than spoken
7. Standard Language, it is usually acceptable for a varied language
8. A learnt skill, it must be learnt and thought to acquire the skill[46]

4. The Concept of Recount Text

A. Definition of Recount Text

According to (Knapp and Watskin, 2005) in Riana, recount text is a text which lists and describes past experiences by retelling events in the order in which they happened in the chronological order. The purpose of recount text is to retell events with the purpose either informing or entertaining their audience (or both). Recount has several types of text that can be used to write. According to Sitorus and Sipayung (2018) in Riana, various types of recount text can be seen from two aspects; First, in the personal recount. It is a recount text that serves to tell about the author's personal experience. The second can be seen in the factual recount.

[46] Penny Ur, *A Course in Language Teaching*, (United Kingdom : Cambridge University Press, 1996), Page 159-161.

It is a recount text that serves to present reports of events that actually happened, such as science experiment reports or police reports. The last, it can be seen in an imaginative recount. It is a type of recount text that serves to present an imaginative story.[47]

In Addition, according to Hyland, recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. We can look at the sample of recount in personal letters, police report, insurance claims, and incident reports. [48] It means that in making recount text students are expected to be able to express their ideas about recent experiences or events that are focused on informing the reader chronologically. Recount text shows something our activities that we have done in the past, for example the activity as long as holiday, last week's activity, seminar etc.

B. Generic Structure of Recount Text

A recount text has a title , usually summarizes the text. The basic recount consists of orientation, events and reorientation. Each generic structure has social functions. The explanations of them are explained below:

a. Orientation

Recount begin with telling the reader who was involved, what happened, the location took place and the time of event. Orientation gives the reader the background information needed to understand to text and they would recognize about

[47]Riana br.Sianipar, "An Analysis of Recount Text In English Textbooks Used By Tenth Grade Students", *JOLLT Journal of Languages and Languages Teaching,* (Vol 8, No 2, 2020), Page 121-122.

[48] Ken Hyland, *"Genre and Second Language Writing"*, (The United State of America: The University of Michigan Press, 2004), p.29

the scene setting and the context of the text. Background information answering who?when? Why?.

b. Events

Event is the main activities that occurred in the story of the text. In writing a recount text, events are ordered in a chronological sequence. They are identified and described in chronological order. Sometimes additional details are added to give information for the reader.

c. Reorientation

Reorientation is a closing step of statement that includes elaboration. It a personal opinion regarding the events described. Several recount texts also have concluding paragraph. In this concluding paragraph, the writer could give information for the reader.

C. Language Feature

Language feature of recount text explained by Kara Munn, there are as follows:

1) Use of proper nouns and pronouns identify people, animals, or things.
   Example : Mr. Johnson, the postman, She.
2) Word Families are used to build topic information.
   Example : smoke signals, drums, telephone, television.
3) Varied action verbs are used to build word chains.
   These may be synonym, antonym or repetition.
4) Descriptive words add details about who, what, when, where and how.
5) Adverb and adverbial phrases sequence events in time and indicate place.
   Example : on 20 April 2020

6) Texts are written in past tense to retell past events.
   Example : she smiled.
7) Conjunctions (when, but) to combine clauses and connective to sequences events (first, then, finally) are used.[49]

D. Example of Recount Text

Orientation :

On Tuesday VIIIA, VIIIB and VIIIC went by bus to Warso Farm.

When we got there we went to the toilets and washed our hands. Then we had morning tea.

Series of Events :

First we went to the dairy shed to watch the cows being milked by a machine. Next we fed the baby goat with the bottle. Then we went and held the chickens. After that we went to see Babe the cow and the other cows in the shed. Everyone lined up to milk the cow. Next we all went of a hayride. We fed ponies, goats, donkeys, sheep and deer. At the end we went to the toilet and had lunch. Then we got on the bus and came back to school.

Re-orientation **:** I liked feeding the ponies the best.[50]

C. Conceptual Framework

From the review of previous studies and review of related literatures above, I can conclude that Students' Experience of Visiting Tourism Places on Their Writing Skill of Recount Text is a discussion technique that involves the students in an active engagement. It can be used to synthesize important science concept, writing, and public speaking. The advantage of this technique is its flexibility in the application. In this

[49] Munn, Kara, *Targeting Text* (Singapore: Green Geant Press 1999), p 6.
[50] Dr. Emalia Iragiliati S, M.Pd.,*Interactive English 2*, (Bogor : Yudhistira, 2014) Page 106-107.

research the researcher will used Students' Experience of Visiting Tourism Places on Their Writing Skill to teach writing a Recount Text because there are still many students who get difficulties in writing Recount Text. The researcher believes that this technique will give some benefits such as to enhance student learning, to motivate students to learn the material, to teach students work independently, and to develop their social skill. Moreover, this technique might be an effective way to improve students' skill in writing Recount Text.

D. Hypothesis of the Study

According to Sugiyono (2017), hypotheses are temporary answers to the formulation of research problems, where the formulation of research problems is expressed in the form of statement sentences. It is said temporarily because the answers given are only based on relevant theories, not based on empirical facts obtained through data collection.[51]

Hypothesis alternative (Ha):

There is a significant influence of students experience of visiting tourism places on their writing skills of recount text at the eight grade of MTs N 01 Semarang in the Academic Year of 2021/2022. According to Ali and Abdurrahman (2017) hypothesis alternative can be accepted if the results of the regression statistics shownumber less than 0.05 (<0.05).[52] Which means there is significant influence of the independent variable on the dependent variable.

[51] Sugiono, *Metode Penelitian Pendidikan*, (Bandung : Alfabeta, 2017), Page 96
[52] Sambas Ali Muhidin and Maman Abdurahman, *Analisis Korelasi, Regresi, dan Jalur dalam Penelitian*, (Bandung : Pustaka Setia, 2017),p.198.

Because of statistical computation, the alternative hypothesis needs to be changed into the null hypothesis (Ho) as follow:

Hypothesis null (Ho) :

There is no significant influence of students experience of visiting tourism places on their writing skills of recount text at the eight grade of MTs N 01 Semarang in the Academic Year of 2021/2022. According to Ali and Maman (2017) the null hypothesis is acceptable if the results of the regression statistics show a number greater than 0.05 (>0.05).[53]Which means there is no significant influence of the independent variable on the dependent variable.

Based on the statements of the two hypotheses above, the researcher was testing how much the results of the alternative hypotheses (Ha):

There is a significant influence of students experience of visiting tourism places on their writing skills of recount text.

[53] Sambas Ali Muhidin and Maman Abdurahman, *Analisis Korelasi, Regresi, dan Jalur dalam Penelitian*, (Bandung : Pustaka Setia, 2017),p.198.

CHAPTER III

RESEARCH METHOD

This chapter discusses the research methodology. It consists of the research method, research setting, research participants, instruments, data collection techniques, and data analysis techniques.

A. Research Design

The research method plays an essential role in research. Based on the problem and the objectives above, it is considered that the research design that will be suitable for applying in this research is quantitative research. According to Watson Quantitative approach is one of the efforts of scientific inquiry (scientific inquiry) which is based on the philosophy of logical positivism that operates with strict rules of logic, truth, legal law.[54] In this research, the researcher will use an experimental research design. Experimental research can be defined as a systematic method for building relationships that contain causal phenomena.[55]

This research used an experimental method with one experimental and control class. According to Nunan had been characterized that quasi experiment has both pre-test and post-test experimental and control groups, but no random assignment of subjects.[56]

[54]Adamovic and Hedden, p. 174.

[55]Trinto, *Pengantar Penelitian Pendidikan Bagi Pengembangan Profesi Pendidikan Dan Tenaga Kependidikan* (Jakarta: Kencana Prenada Media Group, 2010), p. 202.

[56]David Nunan, *Research Methods in Language Learning* (Cambridge: Cambridge University Press, 1992), p. 41.

Table 3.1

The Procedure of Pre-test And

Post-test Group Design

The research designadapted from Arikunto[57]:

Group	Pre-test	Treatment	Post-test
Experimental	O_1	X	O_2
Control	O_3	-	O_4

Both courses use different processing methods. After treatment, the students in both classes were tested on vocabulary, and their scores became the main data of the study. Researchers use the t-test formula, which is significantly different from students' vocabulary comprehension ability, and then interpret the analysis results to determine students' understanding of vocabulary.

B. Research Setting

a. Setting of Place

The Research place at MTs N01 Semarang, located in street Fatmawati, Semarang.This study was designed for seven-grade students with 60 students.

b. Setting of Time.

The time for collected this research was in the20th may until 1th june 2021. It was in the academic year of 2020/2021 in the second semester.

C. Population

Population is the representation of an individual group in all members of a certain interest group.[58]The population of this research was

[57]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2006), p. 86.

the eight grade students of MTs MTs N01 Semarangin the academic year 2020/2021. The total number of the entire students is 60 which consisting into two classes: VIII-I (30 students), and VIII-J (30 students).

D. Variable

According to Arikunto, "variable is the object of research or something that became the concern of research" [59]

In this study, there were three types of variables. They were two independent variables (X1 and X2) and one dependent variable (Y).

1. The independent variable

Independent variable (Predictor) is the variable that influences the change or emergence of the dependent variable". The first independent variable this research was the use of Writing Skill, Variable (X1). And the second independent variable in this research was the use Recount Text, Variable (X2).

2. The dependent variable

Dependent variable is variable that was affected or that be the result because of the existence of the independent variable. The dependent variable of this study was the students' Experience tourism places.

E. Data Collection Technique

In the methodology, there are several techniques in collecting data, such as observation, interview, questionnaire, documentation, and test. In this study, the technique is used to collect student data from the use ofword wall to teach vocabulary from the beginning of the study to the end.

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[58] Timothy C. Urdan. 2010. Statistics in Plain English(3rd Ed.). New York: Taylor & Francis e-Library. Page 1.

[59]Suharsimi Arikunto. 2013. *Prosedur Penelitian Suatu Pendekatan Praktik.* Jakarta: Rineka Cipta. Page 161.

Suharsimi argues in his book that data collection methods are essentially ways in which researchers can collect data.[60]in this research, the researcher is going to conduct the test and documentation to receive data in this research. The steps are follow:

a. Test

There are several kinds of test instruments in data collection, include: personality tests, aptitude tests, achievement tests, intelligence tests, and attitude test. In this research, the writer used achievement test shaped multiple choice. It consists of 25 questions. The first part is designed to 20 multiple choices and make up a recount text about what the students think. Based on the opinion of Trianto in his introduction to educational research for the development of the education profession and teaching staff the test can be in the form of a series of questions, worksheets, or the like that can be used to measure the knowledge, skills, talents, and abilities of the research subjects. Some suggestions and objects studied, there are several types of tests, namely: personality tests, aptitude tests, intelligence tests, attitude tests, interest tests, and achievement tests.[61]In this research, researcher use an achievement test because the researcher wants to determine student achievement after Experience tourism places.

In this research, the researcher will use the Pre-test and Post-test to get or collect the data. The Pre-test will be given to students before the treatment. In this Pre-test, students are assigned to answer the paper of the test orally about Recount Text. The purpose of this test is to know the writing skill about tourism places in Recount text.before the treatment. And the Post-test will be given to students

[60]Mundir, *Statistik Pendidikan(Pengantar Analisis Data Untuk Penulisan)* (Yogyakarta: Pustaka Pelajar, 2014), p. 262.

[61]Trinto, p. 264.

after the treatment. The purpose of the Post-test is to compare the Recount Text understanding of students between before and after the treatment given to students..

b. Documentation

Documentation is one method of collecting data to look for data in the form of notes, transcripts, books, newspapers, inscriptions, magazines, minutes of meetings, and agendas.[62] As explained in his book, Trinto mentions that there are two kinds of documentation, namely the documentation guidelines which contain an outline or categories for which data will be searched, and a checklist that lists the variables for which data will be collected.[63]

In this study, "documents" were used to obtain data on the Recount text in Writing Skill to Experience tourism places in the form of official documents. The documents that this research will use are students' English scores, student attendance lists, students' English schedules, and then MTs N 01 Kota Semarang's teaching media and student photos.

F. Technique of Data Analysis Pre-Test

Researchers compare pre-test and post-test scores in the experimental and controlled classes. This research used applies Descriptive Statistics, Normality Test and Paired T Test. The steps are as follows :

a) Descriptive Statistics

Descriptive statistics is a field of statistics that studies the ways of collecting, compiling, and presenting data from a research. Descriptive statistics is a part of statistical science that summarizes, presents and describes data in an easy-to-read form so that it provides more complete information. Descriptive statistics are only concerned with describing or providing information about a data or situation or phenomenon, in other

[62]Mundir, p. 278.
[63]Trinto, p. 268.

words, only seeing a general picture of the data obtained.[64]Descriptive statistics are methods related to collecting and presenting data so as to provide useful information.

Descriptive statistics serve to describe or provide an overview of the object under study through sample or population data. The data presented in descriptive statistics are usually in the form of data centering measures. One measure of data centering that is commonly used is the mean.[65]Apart from being in the form of data centering measures, it can also be presented in the form of one of which is the diagram and table. Descriptive statistics used in this research are mean, median, minimum and maximum value data.

b) Normality Test

Normality test is used to know whether the data is normally distributed or not. The normality tests are supplementary to the graphical assessment of normality.[66]The normality test compare the scores in the sample to a normally distributed set of scores with the same mean and standard deviation; the null hypothesis is that "sample distribution is normal".If the test is significant, the distribution is non-normal.For small sample sizes, normality tests have little power to reject the null hypothesis and therefore small samples most often pass normality tests.

To find out the distribution data, researcher used normality test with Shapiro Wilk.The reason for using the Shapiro-Wilk test is because the number of samples in this study is small. The normality test using the Shapiro-Wilk can be carried out simultaneously for two groups (experimental and controlled classes). The data fulfills the assumption of normality or is normally distributed if the Shapiro-Wilk significance value is more than 0.05 (> 0.05), otherwise those

[64]Dedy Kuswanto, *Statistik Untuk Pemula & Orang Awam* (Jakarta: Laskar Aksara, 2012).
[65]M. Fauzi, *Metode Penelitian Kuantitatif* (Semarang: Walisongo Press, 2009).
[66]Alan C Elliott and Wayne A Woodward, *Statistical Analysis Quick Reference Guidebook: With SPSS Examples*, 1st edn (London: Sage Publications, 2017).

that are not normally distributed have a significance value of less than 0.05 (< 0.05).

In this research, the writer used 1-Sample K-S with tool SPSS program to find out the normality of the data. Here are some steps:

- Prepare the worksheet of SPSS
- Click Variable View, type On the column name first row, type X and the second row, type Y, on the label column first row , type the name of X variable and the second row, type the name of Y variable
- Click *Data view*, fill the score of data on the column of X variable and Y variable
- Click *Analyze*, choose *Regression*, choose *Linier*
- Click X variable, click to enter on the independent column
- Click Y variable , click to enter on the dependent column
- Click save, Linier Regression Save dialog will be appeared, check list *Unstandarized*, click *Continue*, click *OK*
- The output of Regression will appear. Since we will not use the output, so we back to the data in SPSS. There will appear new variable named Res-1
- Click *Analyze*, click *Nonparametric tests*, choose *Legacy Dialogs*, click *1-Sample KS*, the dialog column will appear
- Click *Unstandarized* , click to enter on test Variable List column.
- On the options of Test Distribution, Check list *Normal*, click *OK*.

c). The Paired T Test of Pre Test and Post Test in Experimental andControl Class.

The variable in this study has two categories. Therefore, the test was carried out using the mean difference test method for two paired samples (paired sample t-test). This different test model is used to analyze the pre-test and post-test or before and after research

models. This test used to process certain treatments on the same sample at two different observation periods. Paired sample t-test and normally distributed data were used. Paired sample t-test is one of the testingmethods used to assess the effectiveness of treatment, stating that there are differences in the average before and after being given treatment.[67]

The basis for making the decision to accept or reject Ho in this test is as follows:

1. If t value > t table and probability (Asymp.Sig) < 0.05, then Ho is rejected and Ha is accepted.
2. If t value < t table and probability (Asymp.Sig) > 0.05, then Ho is accepted and Ha is rejected.

The following is the procedure of paired sample t-test test:[68]

1. Determine the hypothesis; which are:
   Ho: There is no effect of using the Word Wall Media method on students' vocabulary in the experimental and controlled class.
   H1: The use of the Word Wall Media method has an effect on students' vocabulary in the experimental class.
   H2: The use of the Word Wall Media method has an effect on students' vocabulary in the controlled class.
2. Determine the level of significance of 5% or 0.05
3. Determine the test criteria, which are:
   Ho is rejected if the significance value is < 0.05, it means that there are differences in student scores in the experimental class and controlled class between the results of the pre-test and post-test.

[67]M.A. Widiyanto, *Statistika Terapan. Konsep Dan Aplikasi Dalam Penelitian Bidang Pendidikan, Psikologi Dan Ilmu Sosial Lainnya* (Jakarta: PT Elex Media Komputindo, 2013).
[68]Syofian Siregar, *Metode Penelitian Kuantitatif* (Jakarta: Fajar Interpratama Mandiri, 2013).

Ho is accepted if the significance value is > 0.05, it means that there are no differences in student scores in the experimental class and controlled class between the results of the pre-test and post-test.

4. Make conclusions based on hypothesis testing.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses about research design, and data analysis of the research.

A. Research Finding

Based on the result of the questionnaire, it can be concluded that most of the students of 8I and 8J Enjoy with the Experience tourism place make a Recount Text with some reasons. make the understanding the information native, availability of voiced pronunciation.

However, the result of the test showed that the Experience tourism place make a Recount Text had better score on students' Recount text.. It is proven by the mean score of class 8I was 73,93, while class 8J was 79,30. Besides, the significantly (2-tailed) score was 0.000 which is lower than 0.005. It showed that there is significance different between 8I and 8J. On the other word, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. Therefore, the result of this research found that the Experience tourism place make a Recount Text has better effect on students' Writing Skill.

B. <u>The Data Analysis of Pre-Test and Post-Test</u>

1. Descriptive Statistics

Table 4.1

The Descriptive Statistics Result of Pre- Test and Post Test in Experimental and Control Class

Based on the results of the data got and the processing using the Descriptive statistic is :

Experimental Class

Case Processing Summary

	Test	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Experimental Class	Pre Test	30	100.0%	0	0.0%	30	100.0%
	Post Test	30	100.0%	0	0.0%	30	100.0%

Descriptives

	Test			Statistic	Std. Error
Experimental Class	Pre Test	Mean		64.57	1.995
		95% Confidence Interval for Mean	Lower Bound	60.49	
			Upper Bound	68.65	
		5% Trimmed Mean		64.65	
		Median		66.00	
		Variance		119.357	
		Std. Deviation		10.925	
		Minimum		44	
		Maximum		85	
		Range		41	
		Interquartile Range		12	
		Skewness		-.567	.427
		Kurtosis		-.025	.833
	Post Test	Mean		73.93	1.451
		95% Confidence Interval for Mean	Lower Bound	70.97	
			Upper Bound	76.90	
		5% Trimmed Mean		73.81	
		Median		74.00	

	Variance	63.168	
	Std. Deviation	7.948	
	Minimum	60	
	Maximum	90	
	Range	30	
	Interquartile Range	9	
	Skewness	.257	.427
	Kurtosis	-.141	.833

Control Class

Case Processing Summary

	Test	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Control Class	Pre Test	30	100.0%	0	0.0%	30	100.0%
	Post Test	30	100.0%	0	0.0%	30	100.0%

Descriptives

	Test			Statistic	Std. Error
Control Class	Pre Test	Mean		70.87	1.533
		95% Confidence Interval for Mean	Lower Bound	67.73	
			Upper Bound	74.00	
		5% Trimmed Mean		71.41	
		Median		71.00	
		Variance		70.464	
		Std. Deviation		8.394	

Post Test	Minimum		44	
	Maximum		83	
	Range		39	
	Interquartile Range		13	
	Skewness		-1.011	.427
	Kurtosis		2.161	.833
	Mean		79.30	1.310
	95% Confidence Interval for Mean	Lower Bound	76.62	
		Upper Bound	81.98	
	5% Trimmed Mean		79.56	
	Median		81.00	
	Variance		51.459	
	Std. Deviation		7.173	
	Minimum		64	
	Maximum		90	
	Range		26	
	Interquartile Range		11	
	Skewness		-.546	.427
	Kurtosis		-.663	.833

2. Normality Test

Based on the results of the data got and the processing using the Normality test is To test whether or not the data used is normal, it can be done using the Shapiro-Wilk test of

normality by looking at the Sig. If the value is Sig. (2-tailed) is greater than the specified significance level of 5 percent (0.05), then the data is normal.

Table 4.2

The Normality Result of Pre-Test and Post Test in

Experimental and Control Class

Experimental Class

Tests of Normality

	Test	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Experimental Class	Pre Test	.171	30	.025	.921	30	.140
	Post Test	.113	30	.200*	.964	30	.173

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

a. Lilliefors Significance Correction

Control Class

Tests of Normality

	Test	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Control Class	Pre Test	.126	30	.200*	.925	30	.099
	Post Test	.164	30	.039	.944	30	.101

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

a. Lilliefors Significance Correction

3. The Paired T Test of Pre Test and Post Test in Experimental and Control Class.

Based on the results of the data got and the processing using the paired sample t-test, the average scores of the experimental class and control class students who took the Pre Test and Post Test were as follows:

Table 4.3

The result of Paired T Test of Pre Test and Post Test in Experimental and Control Class

Experimental Class

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	64.57	30	10.925	1.995
	Post Test	73.93	30	7.948	1.451

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre Test & Post Test	30	.631	.000

Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test - Post Test	-9.367	8.536	1.558	-12.554	-6.179	-6.010	29	.000

Control Class

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	70.87	30	8.394	1.533
	Post Test	79.30	30	7.173	1.310

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre Test & Post Test	30	.674	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test - Post Test	-8.433	6.388	1.166	-10.819	-6.048	-7.231	29	.000

C. Hypothetical test

Decision making guidelines:

If the value of Sig. (2-tailed) < 0.05, then H0 is rejected and H1/H2 is accepted.

If the value of Sig. (2-tailed) > 0.05, then H0 is accepted and H1/H2 is rejected.

1) The Effect of Students Experience of Visiting Tourism Places on Writing Skills of Recount Text in Experimental Class.

Table 4.4

Table of Paired samples test Hypothesis Test 1

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test - Post Test	-9.367	8.536	1.558	-12.554	-6.179	-6.010	29	.000

Hypothesis Formulation:

H0: there is no effect of students' experience of visiting tourism places on students' writing skills of recount text in the experimental class.

H1: students' experience of visiting tourism places has an effect on students' writing skills of recount text in the experimental class.

Based on the results of the analysis, it is known that the value of Sig. (2-tailed) is 0.000 which is smaller than 0.05 (0.000 < 0.05), so H0 is rejected and H1 is accepted. These results can be concluded that students' experience of visiting tourism places has an effect on students' writing skills of recount text in the experimental class.

2). The Influence of Students Experience of Visiting Tourism Places on Writing Skills of Recount Text in Control Class

Table 4.5

Table of Paired samples test Hypothesis Test 2

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test - Post Test	-8.433	6.388	1.166	-10.819	-6.048	-7.231	29	.000

Hypothesis Formulation:

H0: there is no effect of students' experience of visiting tourism places on students' writing skills of recount text in the control class.

H2: students' experience of visiting tourism places has an effect on students' writing skills of recount text in the control class.

Based on the results of the analysis, it is known that the value of Sig. (2-tailed) is 0.000 which is smaller than 0.05 (0.000 < 0.05), so H0 is rejected and H2 is accepted. These results can be concluded that students' experience of visiting tourism places has an effect on students' writing skills of recount text in the control class.

CHAPTER V

CONCLUSION

In this chapter, the researcher presents the conclusion of this study, some suggestions, and closing.

a. Conclusion

Based on the result of research that had be done in this thesis with the title **The Influence of Students' Experience of Visiting Tourism Places on Their Writing Skill of Recount Text (A Study at the Eight Grade of MTs N 01 Semarang in the Academic Year of 2020/2021).**the researcher made the conclusion as follow:

1. There are some significant differences between the experimental and control classes. In the result of the average post-test of the experimental class was 73,93 which was higher than the control class 79,30. It means that Students' Experience of Visiting Tourism Places on Their Writing Skill of Recount Text was better than non-using Students' Experience of Visiting Tourism Places on Their Writing Skill of Recount Text.

2. Based on the result of the calculation of the Sig. (2-tailed) in Experimental class is 0.050 , that is the same 0.05 (0.000 < 0.05), and in Control Class is 0.023 which is smaller than 0.05 (0.000<0.05). So Ho is rejected and Ha is accepted. It can be concluded that there is a significant difference between the Students' Experience of Visiting Tourism Places on Their Writing Skill of Recount Text was better than non-using Students' Experience of Visiting Tourism Places on Their Writing Skill of Recount Text.

In other words, Students' Experience of Visiting Tourism Places on Their Writing Skill of Recount Text was better than non-using Students'

Experience of Visiting Tourism Places on Their Writing Skill of Recount Text.

is found to be helpful and effective The Influence of Students' Experience of Visiting Tourism Places on Their Writing Skill of Recount Text (A Study at the Eight Grade of MTs N 01 Semarang in the Academic Year of 2020/2021).

B. Suggestion

Based on the results obtained, there are several suggestions as follows:

1. For Teachers

The teacher must be innovative in choosing learning media that are appropriate to the students' abilities and learning material. So, students are interested in learning English.

2. For Students

Students are advised to always pay attention to what the teacher says carefully in Online Classes. Students not only pay attention to the material but can also work together and actively improve their Writing Skill in interesting and different ways in Recount text.

3. For Further Researcher

The results of this study are expected to be used as a consideration or preview for further researchers in conducting the same research field with different research objects. This thesis is presented to the readers. Researchers realize that it is still less than perfect. Researchers expect suggestions and criticisms to make it perfect. Researchers hope this can be useful for readers.thanks.

b. Closing

Alhamdulillahi rabbil 'aalamin. True praise belongs only to Allah, who gives strength and health until this thesis is completed. The author believes this research is far from perfect. Therefore, constructive criticism

and suggestions are expected. Finally, the authors hope this thesis is useful for us. Amiin.

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APPENDIX

APPENDIX 1

Students' Name List of Experimental Class (VIII I)

No	Name of Students	Code
1	ACHMAD AZHARI	**I-1**
2	AHMAD BILAL AL FARUQ	**I-2**
3	APRILIANI MELATI SUKMAWATI	**I-3**
4	ARDIYAN KUSUMA	**I-4**
5	ARIELAAURORA BENEFITA TAZKIA	**I-5**
6	AUIA NI'MATIN NADA	**I-6**
7	DANIA DIAN AGUSTINA	**I-7**
8	DESWHARINDA SYAMSIAR FALAH	**I-8**
9	DEVI NUR HAFIZHAH ZAHRA	**I-9**
10	FALIH ISHAQ ADIYANTO	**I-10**
11	GANES SAKHI TALITA	**I-11**
12	INDRIANI WULANDARI	**I-12**
13	ITSNA KHOIRUS SHOLIKHAH AL JUHANI	**I-13**
14	KEYSHA ANINDYA MAHARANI AYUNINGTYAS	**I-14**
15	LAILA AMALINA FADHILAH	**I-15**
16	MAHMUD KALAMUDIN ADZ-DZAHABI	**I-16**
17	MAWAR PUTRI CAHYANI	**I-17**
18	MOCHAMMAD AKBAR PUTRA PRANDIKA	**I-18**
19	MUHAMMAD ADITYA SAPUTRA	**I-19**
20	MUHAMMAD FARREL ROZAN	**I-20**
21	MUHAMMAD MAULIDA BASSYA ALKHOIRY	**I-21**
22	NAJWA ASSYIFA JANNAH	**I-22**
23	NAYAKA AULIA RAGAH DIVA	**I-23**
24	NOVIANA RIZKA AMELIA	**I-24**
25	RAFEL DWI SUSANTO	**I-25**
26	RAFI FAYZUL HAQ	**I-26**
27	RAMADHAN IVAN K	**I-27**
28	RENATA HERFANI	**I-28**
29	SALWA FIKRIYYAH UCHIK NABILLA	**I-29**
30	SATRIA AQILLA PRIMA	**I-30**

Appendix 2

Students' Name List of Control Class (VIII J)

No	Name of Students	Code
1	AFINA FAILA AZZAHRA	**J-1**
2	ALFIS ILMAN A'LA DAROJAT	**J-2**
3	ALWINDRA IRSYAD MAULANA DEVLIN	**J-3**
4	ANANDA MEHLIKA ZAHRA	**J-4**
5	ANGKUSPRANITA HELSA FARDANTIE	**J-5**
6	ANNISA MAULIDIA AZZAHRA	**J-6**
7	ARIMA BERLIANA PUTRI	**J-7**
8	ASHILA DESTY FAJRANI	**J-8**
9	BINTANG AZFAR DESKAPASHA	**J-9**
10	CHIARA CINTA AZURA	**J-10**
11	CINTA AULIA DEA FINANDA	**J-11**
12	DIANNISA KINAURA	**J-12**
13	DINDA QANITA RAMADHANTY	**J-13**
14	FATIMAH NUR JANNATI	**J-14**
15	GHINAN SULTHON AL-HABIB	**J-15**
16	HIBATULLAH TARIO ZAKI	**J-16**
17	HILMIANA NAILAL HUSNA	**J-17**
18	LABIB FAUZI KHOIRUL ANAM	**J-18**
19	MAULID MARIZKA AZZAHRA AL AZIZAH	**J-19**
20	MUHAMMAD ABBAS FATIHU RAHMAN	**J-20**
21	MUHAMMAD ALFIAN RIZKY	**J-21**
22	MUHAMMAD DAFFA ATHALLA	**J-22**
23	MUHAMMAD DRAJAD MAULANA	**J-23**
24	MUHAMMAD IZZUL AMAL	**J-24**
25	MUHAMMAD JAVA ZULFIAN FIRDAUS	**J-25**
26	RADITYA FEBRIANDARU MUHAMMAD ARIF	**J-26**
27	RIZKY NUR HIDAYAT PUTRA	**J-27**
28	SAFILA PUSPA SOKA WATI	**J-28**
29	SALSABILA SHAFA HUSNI	**J-29**
30	SITI KHANIFAH	**J-30**

Appendix 3

Lesson Plan for Experimental Class

Lesson Plan for Experimental Class

School : MTs N 01 Semarang
Subjects : English
Class / Semester : VIII / 2
Material : recount text
Allocation Time : 3 x 20 Minutes

A. Objective learning

After following the learning process, students are expected to:

- Understand about recount text meaning in writing in the context of everyday life.
- Able to write recount text with clear related to the immediate environment.
- Students can write recount text with clearly.
- Students can improve their writing skill which can be applied in everyday life.

B. **Learning Media, Tools / Materials & Learning Resources Media:**

- Media : Worksheets, pre-test, post-test.
- Tools / Materials : books, blackboard, pens, laptops.
- Learning Resources : PAKAR (Active learning guide) English curriculum 2013 SMP / MTS class VIII)

C. Learning Method

- Scientific approach (Observing, Questioning, Experimenting, Associating, Communicating)
- Write the recount text personally

D. Learning steps

Introductory Activity (5 Minutes)	
Doing the opening with an opening greeting and praying to start learning, checking the presence of students as an attitude of discipline	
Linking material/themes/learning activities to be carried out with students' experiences with previous materials/themes/activities and asking questions to remember and connect with the next material.	
Convey motivation about what can be obtained (goals & benefits) by studying the material: recount text	
Describe the things that will be studied, the competencies to be achieved, and the learning methods that will be taken	
Core Activity (50 Minutes)	
Exploration	Researchers explain the definition of the writing , writing test and recount text, explain the characteristics. Give examples of recount text involving students.

Elaboration	- The researcher displays a recount text in the laptop. - Then ask students to express verbally what is definition of recount text . - Researchers ordered student to repeat the definition of recount text. - When student repeat the definition of recount text., if a student mistakes saying it, the researcher helps them justify the student's mistake. - The teacher divides the students into 4 groups to make a recount text and discuss with their friends after that student will presented their duty in front of class. - Next, the researcher gives the students a test sheet with the aim of measuring the extent of students' introduction the recount text . - As students work on it, researchers surround students. - Next, the researcher corrects the mistakes of his students in terms of writing recount text .
Confirmation	Researchers then provide reinforcement and conclusion through the performance of researchers and students.
Closing Activity (5 Minutes)	
- Researchers correct mistakes made by students (write recount text). - Researchers assess students' work in answering questions. - Researchers provide a word of motivation to students.	

D. Assessment of Learning Outcomes

- Knowledge Assessment in the form of multiple-choice written tests & written descriptions, oral tests/observations of question and answer discussions and conversations as well as assignments
- Skills assessment in the form of performance assessment, project appraisal, product appraisal, and portfolio assessment.

E. Learning Tools / Resources:

Rating:

Indicator Achievement Competence	**Technique Assessment**	**Form Instrument**	**Instrumen**

Revealed orally write of recount text .	writing.	Pre-test and Post-test.	Make a recount text.

Rating Format Vocabulary

No	Classification	Score
1	Very good	90-100
2	Good	70-89
3	Fair	50-69
4	Poor	30-49
5	Very poor	10-29

Semarang, 22 Mei 2021

Researcher

Muhammad Miftahul Hakim

NIM : 1503046063

English Subject Teacher

Agus Muhadjir, S.P.d

NIP. 197008311998031002

Students' Worksheet Experiment Class

Worksheet

Name of grups :
Class :

Make a recount text with grups , minimum of two paragraphs .

Appendix 4

Lesson Plan for Control Class

Lesson Plan for Control Class

School : MTs N 01 Semarang
Subjects : English
Class / Semester : VIII / 2
Material : recount text
Allocation Time : 3 x 20 Minutes

E. Objective learning

After following the learning process, students are expected to:

- Understand about recount text meaning in writing in the context of everyday life.
- Able to write recount text with clear related to the immediate environment.
- Students can write recount text with clearly.
- Students can improve their writing skill which can be applied in everyday life.

F. **Learning Media, Tools / Materials & Learning Resources Media:**

- Media : Worksheets, pre-test, post-test
- Tools / Materials : books, blackboard, pens, laptops.
- Learning Resources : PAKAR (Active learning guide) English curriculum 2013 SMP / MTS class VIII)

G. Learning Method

- Discussion

H. Learning steps

Introductory Activity (5 Minutes)	
Doing the opening with an opening greeting and praying to start learning, checking the presence of students as an attitude of discipline	
Linking material/themes/learning activities to be carried out with students' experiences with previous materials/themes/activities and asking questions to remember and connect with the next material.	
Convey motivation about what can be obtained (goals & benefits) by studying the material: recount text	
Describe the things that will be studied, the competencies to be achieved, and the learning methods that will be taken	
Core Activity (50 Minutes)	
Exploration	Researchers explain the definition of the writing , writing test and recount text, explain the characteristics. Give examples of recount text involving students.
Elaboration	- The researcher displays a recount text in the laptop. - Then ask students to express verbally what is definition of recount text . - Researchers ordered student to repeat the definition of recount text. - When student repeat the definition of recount text., if a student mistakes saying it, the researcher helps them justify the student's mistake.

	- The teacher divides the students into 4 groups to make a recount text and discuss with their friends after that student will presented their duty in front of class. - Next, the researcher gives the students a test sheet with the aim of measuring the extent of students' introduction the recount text . - As students work on it, researchers surround students. - Next, the researcher corrects the mistakes of his students in terms of writing recount text .
Confirmation	Researchers then provide reinforcement and conclusion through the performance of researchers and students.

Closing Activity (5 Minutes)

- Researchers correct mistakes made by students (write recount text).
- Researchers assess students' work in answering questions.
- Researchers provide a word of motivation to students.

D. Assessment of Learning Outcomes

- Knowledge Assessment in the form of multiple-choice written tests & written descriptions, oral tests/observations of question and answer discussions and conversations as well as assignments
- Skills assessment in the form of performance assessment, project appraisal, product appraisal, and portfolio assessment.

E. Learning Tools / Resources:

Rating:

Indicator Achievement Competence	**Technique Assessment**	**Form Instrument**	**Instrumen**
Revealed orally write of recount text .	writing.	Pre-test and Post-test.	Make a recount text.

Rating Format Vocabulary

No	Classification	Score
1	Very good	90-100
2	Good	70-89
3	Fair	50-69
4	Poor	30-49
5	Very poor	10-29

Semarang, 24 Mei 2021

Researcher

Muhammad Miftahul Hakim

NIM : 1503046063

English Subject Teacher

Agus Muhadjir, S.P.d

NIP. 197008311998031002

Appendix 5

Instrument of Pre-test

Name :

Class :

I. Choose the correct answer with crossing (X) a,b,c, or d!

Visiting Liberty Statue

When Claire visited the Statue of Liberty for the first time, she instantly admired it as a symbol of freedom. Claire made sure to make reservations before her visit because only 240 people are permitted to climb the staircase to the top of the statue every day. After climbing almost 400 stairs, Claire received spectacular views of the city from the statue's crown. During her visit, Claire learned that the Statue of Liberty was not always the color that it is now. She found out that because the statue's exterior is made of copper, the statue oxidized over time, giving it the greenish appearance it has in present day.

When it was first constructed, the statue was the same color as a shiny penny! After touring the Statue of Liberty, Claire spent the rest of the day in New York City visiting other important monuments and historic landmarks. Claire left New York hoping to have had the time to explore more sites, but she can't wait to return to the city in the future.

1. How many people are permitted to climb the statue's stairs per day?
A. 150
B. 400
C. 240
D. 100

2. From which part of the statue did Claire receive spectacular views of the city?
A. The mouth
B. The crown
C.The eyes
D. The nose

3. Why has the Statue of Liberty changed color over time?
A. It was painted green during restorations.
B. New York's poor air quality has eroded the statue.
C. Its copper exterior oxidized.
D. The statue is poorly maintained by the city.

a Summer Holiday

I just returned from the greatest summer vacation! It was so fantastic, I never wanted it to end. I spent eight days in Paris, France. My best friends, Henry and Steve, went with me. We had a beautiful hotel room in the Latin Quarter, and it wasn't even expensive. We had a balcony with a wonderful view. We visited many famous tourist places. My favorite was the Louvre, a well-known museum. I was always interested in art, so that was a special treat for me. The museum is so huge, you could spend weeks there. Henry got tired walking around the museum and said "Enough! I need to take a break and rest."
We took lots of breaks and sat in cafes along the river Seine. The French food we ate was delicious. The wines were tasty, too. Steve's favorite part of the vacation was the hotel breakfast. He said he would be happy if he could eat croissants like those forever. We had so much fun that we're already talking about our next vacation.

4. What city did they go to for their summer vacation?
A. Paris
B. Lyon
C. Louvre
D. Latin

5. How long was the summer vacation?
A. Eight weeks
B. Eight days
C. Two weeks
D. One week

6. What did their hotel room have?
A. A refrigerator
B. A view of the metro
C.A balcony
D. A bottle of wine

7. Who got tired walking in the Louvre museum?
A. Henry
B. Harry
C. Seine
D. Steve

8. What did Steve enjoy the most?
A. The hotel breakfast and the croissants
B. The wine and the food
C.The Latin Quarter and the balcony
D. The cafes along the river Seine

Study Tour

Last week, my school had a study tour to SaungAngklungMangUdjo in Bandung. We started our journey very early in the morning. There are six buses to take our groups. We stopped in the rest area before went directly toward Bandung.
When we arrived at SaungAngklungMangUdjo, we were welcome by hot Sundanese drinks known as Bandrek It was very unique. After that, we went around the gallery that sells the Sundanese handicrafts. We then walked to the hall, it was a rounded stage. Everybody sat anxiously.

The Angklung shows soon began with a performance of a large group of dancers and Angklung players. Then, the master of ceremony introduced herself and offered the audience a short course to play Angklung. She then taught the audience to play the Angklung, each rhythm. Soon after the audience knew the basic sound, we all played popular songs together. The master ceremony spoke in English too because there foreigners among the visitors. At the end of the show, we were asked to join the performing children to dance together.
We really enjoyed the performance of bamboo musical instruments combined with the wonderful dances and nice master of ceremony. We were all very cheerful and refreshed after the show.

9. What is the main idea of the first paragraph?
A. The trip to SaungAngklungMangUdjo started very early
B. The audience was cheerful and refreshed after the show
C. The master of ceremony taught the audience to play Angklung
D. The visitors were asked to join the performing children to dance

10. What did the students do before the show?
A. Playing popular songs on Angklung
B. Making Sundanese hot drink Bandrek
C. Learning how to do traditional dances
D. Going around the gallery that sells Sundanese handicraft

11. Why did the master of ceremony speak in English?
A. The audience was all foreigners
B. To make the performance more attractive
C. It would encourage the audience to join the performance
D. There were foreigners among the audiences in the hall

Camping

Hendra and I camped in the mountain last weekend. It was very beautiful and very quiet there. The air wash fresh. The location of our camp site was on the top of a hill, so we could see the scenery around us. It was amazing, It was green everywhere. It was also easy to

get water as it was near a small river. You see the water is as clear as a crystal. We brought a lot of food from home. There were some noodles, cans of sardines, soft drink, and biscuits. Hendra brought cooking utensils for cooking noodle.
On the first day, we spent our time setting up tent and exploring the surrounding area. I was happy to find that there were many campers there. At night, after we had dinner, we met other campers. We catted and played guitar. It was fun meeting people who had the same hobby. It was not frightening at all at night in the forest as it was very noisy that night. We laughed and sang, and some campers even danced. We went to bed almost dawn. No wonder we got up late the following day. We hiked with others campers until afternoon. We did not realize that it was almost 5 in the afternoon and we had to go back home soon. It was really nice. I planned to go there again on the next long holiday. I would ask other friends to join.

12. What was amazing according to the writer of the text?
A. The location of the campsite
B. The fresh air of the mountain
C.The scenery around the campsite
D. The small river in the mountain

13. What did the writer do on the second day of their camping activity?
A. They chatted and played guitar
B. They had a greet and meet activity
C. They hiked with the other campers
D. They laughed and sang songs together

14. "…we spent our time setting up the tent and exploring the surrounding are." (paragraph 2) What does the word "exploring" mean?
A. Traveling through to learn about it
B. Going backward and forward to watch something
C. Observing carefully to examine something
D. Looking for something in surrounding area

Visiting Pen pal's House

Last weekend, I visited my pen pal's house. His Name is Anto. There were many activities I did there. In the morning, Anto and I had breakfast. We had traditional food. I liked it very much.
After breakfast, he took me to the garden behind his house. The garden was very big and beautiful. There is a big bird cage in the garden. There were many kinds of birds in that cage. I spent a long time feeding the birds. I also took pictures with those beautiful birds.
After visiting the bird cage, Anto and I went to the flower garden not far from his house. We took a rest and had lunch under a big tree and watch butterflies flying above colourful flowers. In the afternoon, we swam in the pool in the backyard. It was so fun. I really enjoyed my time with Anto.

15. The text above tells us about ….
A. A holiday at a friend's place

B. A picture of bird
C. A big bird cage
D. A big garden

16. What is the last paragraph about?
A. Anto had butterflies as his pet
B. The writer's friend is a good swimmer
C. There are a lot of flowers in Anto's house
D. The writer had a good time with his friend

17. Where did the writer spend his afternoon?
A. Under a tree
B. Inside big bird cage
C. In the flower garden
D. In the swimming pool

18. From the text, we know that the writer ….
A. Had gone and visited many places during his holiday
B. Lived in the same village with his pen pal, Anto
C. Liked butterflies and swimming very much
D. Spent his holiday at friend's house

Joining Marathon

Last year I joined the Chicago Marathon, my first marathon contest. I had to run 26,2 miles to complete it. It was hard.
At first, I just wanted to get the experience of joining a marathon. I thought it would be one life time experience. After finishing it, I changed my mind. I wanted to join another one. I was interested to complete at least one more marathon and improve my time. I also experienced a good feeling between participants and the spectators that made me happy. It was a very wonderful thing for me. So I decided that I had to join another marathon the following year.

19. What is the text about?
A. The writer's activities of watching Chicago marathon contest.
B. The writer's wonderful feeling after watching marathon.
C. The writer's good achievement in marathon.
D. The changing of the writer's feeling after joining the marathon.

20. To improve his achievement, the writer …
A. Asked for advice how to run well
B. Practiced hard with other participants
C. Planned to join another marathon
D. Ran faster and faster

II. Please make a recount text about the holidays.

GOOD LUCK

Appendix 6

Instrument of Post-test

Name :

Class :

I. Choose the correct answer with crossing (X) a,b,c, or d!

an Unpleasant Experience

Last week, Mr Budi's wife had an accident. Her youngest child, Yusuf, was at home when it happened. He was playing with his new toy car. Suddenly Yusuf heard his mother calling, "Help! Help!" he ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pan was on fire. Mr. Budi had gone to the office. The other children had gone to school.
Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbour's house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Yusuf's mother to the clinic. When Mr. Budi came home, his wife told him what had happened. He was very proud of his son, "When you are a man, you will be just like your father," she said.

1. Who was at home when the accident happened?
A. Her son
B. Her husband
C.Her neighbour
D. Her youngest child

2. How did Yusuf do to help his mother?
A. He called his father
B. He put out the fire
C. He asked his neighbour to help
D. He advised Mrs. Budi to stay calm

3. Who took Mrs. Budi to the clinic?
A. Her son
B. Her husband
C.Her neighbour
D. Her children

4. How did the neighbour help Mrs. Budi?
A. He called Mrs. Budi's husband and ran to the kitchen
B. He called the fireman and put out the ?
C. He put out the fire and took Mrs. Budi at the clinic
D. He called the fireman and advised Mrs. Budi to stay calm

5. The main idea of the second paragraph is ….
A. Mrs. Budi got accident
B. Mr. Budi was proud of his son
C. Yusuf asked his neighbour to help
D. Mr. Budi and his other children had gone

6. The main idea of the last paragraph is ….
A. Mrs. Budi got accident
B. Mr. Budi was proud of his son
C. Yusuf asked his neighbour to help
D. Mr. Budi and his other children had gone

a Holiday to Yogyakarta

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.
On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated.
On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.
In the evening we left for Jakarta by wisata bus.

7. The text above mainly discusses about…..
A. the writer's trip to Yogyakarta
B. the writer's first visit to Prambanan
C. the writer's impression about the guide
D. the writer's experience at Yogya Kraton

8. The text is written in the form of a……..
A. recount
B. narrative
C. report
D. descriptive

9. The purpose of the text is to……
A. tell past events
B. entertain readers
C. describe the smugglers
D. inform readers about events of the day

10. What are the big temples in Prambanan?
A. paria, brahmana, and temples
B. brahmana, syiwa, and wisnu temples
C. wisnu, syiwa, and borobudur temples
D. borobudur, syiwa, and brahmana temples

11. When did they go home?
A. On Saturday morning
B. On Friday evening
C.On Thursday evening
D. On Friday afternoon

12. Why did they only visit Brahmana and Syiwa temples?
A. because there was no wisnu temple
B. because wisnu temple was amazing
C. because wisnu temple was too small
D. because wisnu temple was being repaired

a Holiday to the Zoo

Yesterday my family and I went to the zoo to see the elephant. When we got to the zoo, we went to the shop to buy some food to give to the animals.
After getting the food, we went to the nocturnal house where we saw birds and reptiles which only come out at night.
Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell off when he let go off the rope, but he was ok.
During the lunch we fed some birds in the park. In the afternoon we saw the animals being fed. When we returned home we were very tired but happy. It was because we had so much fun activities at many places at the zoo.

13. What happened to the writer's dad when he rode an elephant?
A. He felt a thrill
B. He felt fun
C. He fell off
D. He failed

14. Why did the writer and his family feel very tired after having a trip to the zoo?
A. They had to visit many places in the zoo
B. They took a long time to reach the zoo area
C. They had to feed a lot of animals in the zoo
D. They had no time to take a rest in the zoo

15. … our family felt tired after visiting the zoo, we were still happy.
A. Since
B. Because
C. Although
D. Nevertheless

a Picnic

Last weekend I and my classmates went to the countryside to have a picnic. Before leaving, we made some sandwiches for lunch. We left quite early to avoid the traffic jam. After driving for two hours, we arrived at a very nice place. It was near a river with some big trees around it. The driver parked the car under the tree. Seeing the clear an cool water of the river, my friends and I decided to swim. After having lunch together, we went around the area to enjoy the scenery. We saw some beautiful birds and butterflies.
After walking for about an hour, we decided to return to the car and go home. Unfortunately, we cloud not start up the car. Finally after sometime, we cloud make the car start up by pushing it. We were happy although we felt a bit tired when we got home.

16. What is the main idea of the second paragraph?
A. The writer made sandwiches for lunch
B. The writer did some fun activities during their picnic
C. After doing some activities, the writer went home by car
D. Last weekend the writer prepared to have a picnic in the countryside

17. Why did the writer and his friends decide to swim in the river?
A. They felt hot after having lunch
B. They felt tired after having a walk
C. The water was cool and clear
D. It was a tiring day

18. Because of the trouble they had at the end of their picnic, they probably ….
A. Got home a bit late
B. Decided to swim again
C. Had to spend the night there
D. Decided not to have a picnic again

a Trip

Last April, John took a trip to Las Vegas, Nevada. Las Vegas is a popular destination in the western portion of the United States. The town is most popular for its casinos, hotels, and exciting nightlife.
In downtown Las Vegas, John spent a lot of time on The Strip, which is a 2.5 mile stretch of shopping, entertainment venues, luxury hotels, and fine dining experiences. This is probably the most commonly visited tourist area in the city. The Strip at night looks especially beautiful. All of the buildings light up with bright, neon, eye-catching signs to attract visitor

attention.

A stay in Las Vegas can feel similar to a visit to many popular cities worldwide. Many of the hotels have miniature versions of important international sites and monuments. These famous landmarks include the Eiffel Tower, Venice, and even ancient Rome.

One day, John took a side trip outside of the city to visit the Grand Canyon, one of the Seven Wonders of the Natural World. The canyon offers a breathtaking view of Nevada's ridges and natural landscape. John especially liked the canyon because it was removed from all of the noise and movement in downtown Las Vegas.

John had a great time during his trip to Las Vegas. He did not win a lot of money in the casinos. However, he managed to see a lot of amazing sites during his visit to this city that never sleeps.

19. When did John travel to Las Vegas?

A. Last weekend

B. Last summer

C. Last spring

D. Yesterday

20. What is an activity that a tourist cannot do on The Strip?

A. Eat

B. Visit the Grand Canyon

C. Stay overnight

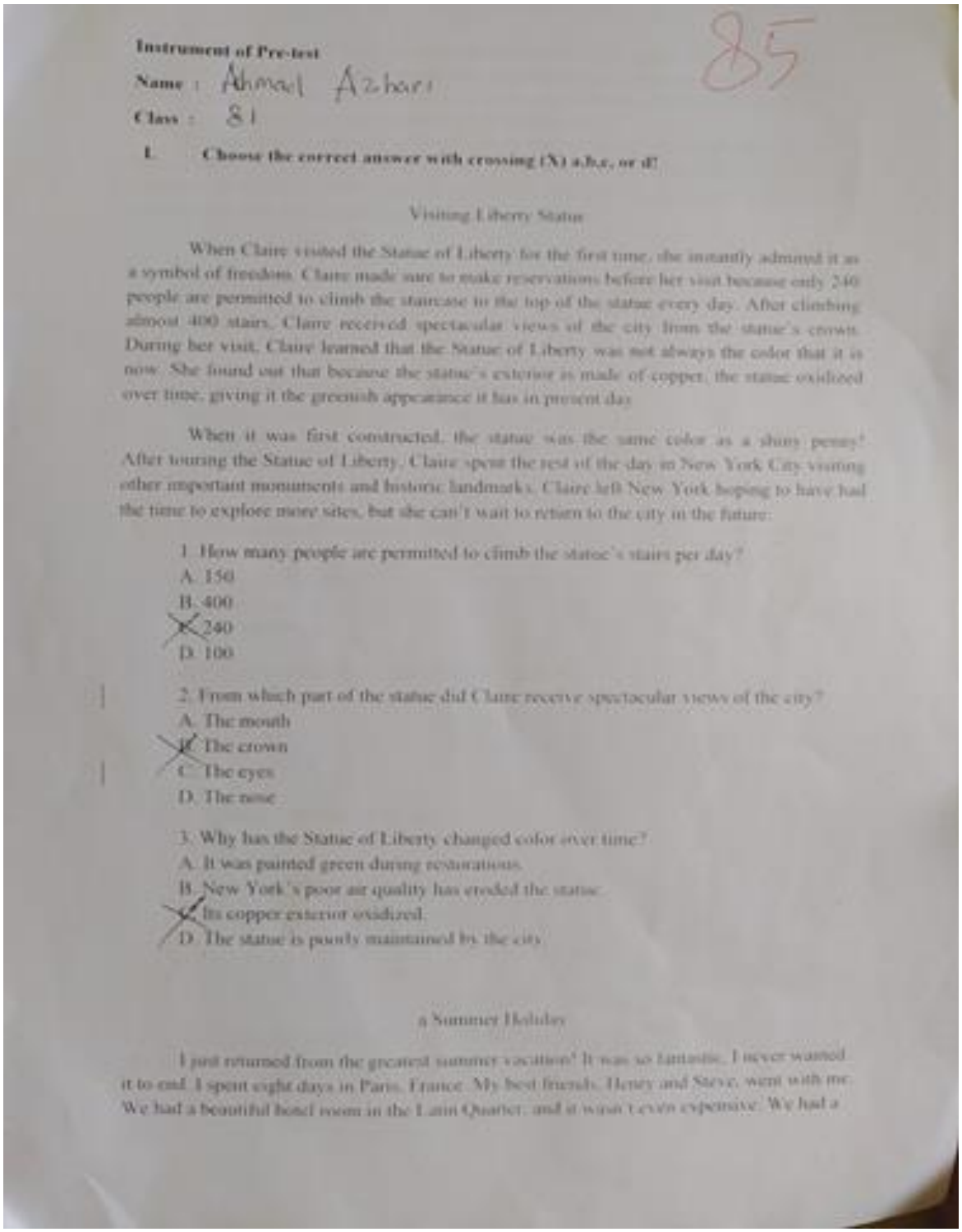
D. Shop

II. Please make a recount text about the holidays.

GOOD LUCK

Appendix 7

Students' Pre-test for Experimental Class



Instrument of Pre-test

Name : Ahmad Azhari

Class : 8 I

85

I. Choose the correct answer with crossing (X) a,b,c, or d!

Visiting Liberty Statue

When Claire visited the Statue of Liberty for the first time, she instantly admired it as a symbol of freedom. Claire made sure to make reservations before her visit because only 240 people are permitted to climb the staircase to the top of the statue every day. After climbing almost 400 stairs, Claire received spectacular views of the city from the statue's crown. During her visit, Claire learned that the Statue of Liberty was not always the color that it is now. She found out that because the statue's exterior is made of copper, the statue oxidized over time, giving it the greenish appearance it has in present day.

When it was first constructed, the statue was the same color as a shiny penny! After touring the Statue of Liberty, Claire spent the rest of the day in New York City visiting other important monuments and historic landmarks. Claire left New York hoping to have had the time to explore more sites, but she can't wait to return to the city in the future.

1. How many people are permitted to climb the statue's stairs per day?
A. 150
B. 400
C. 240
D. 100

2. From which part of the statue did Claire receive spectacular views of the city?
A. The mouth
B. The crown
C. The eyes
D. The nose

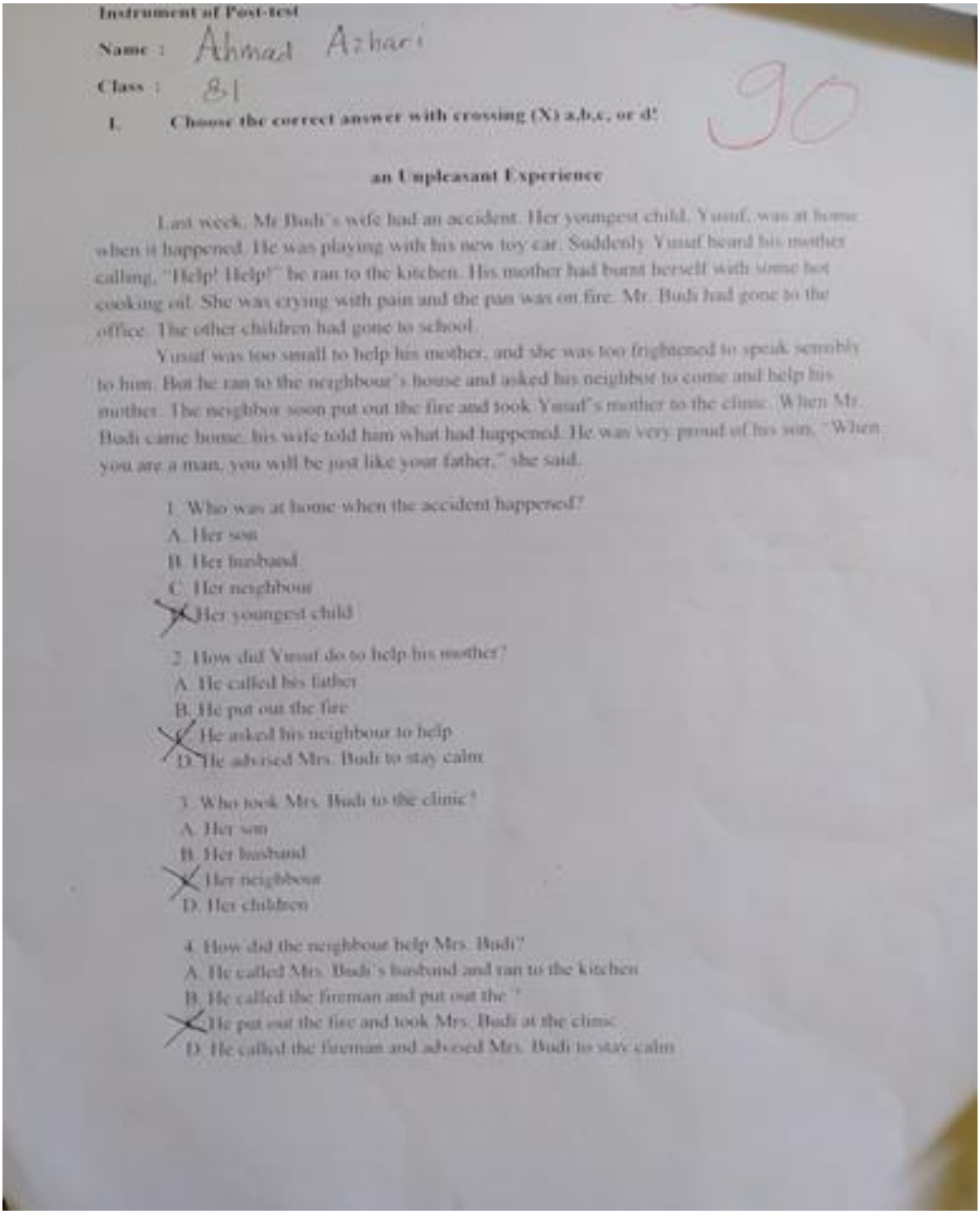
3. Why has the Statue of Liberty changed color over time?
A. It was painted green during restorations.
B. New York's poor air quality has eroded the statue.
C. Its copper exterior oxidized.
D. The statue is poorly maintained by the city.

a Summer Holiday

I just returned from the greatest summer vacation! It was so fantastic. I never wanted it to end. I spent eight days in Paris, France. My best friends, Henry and Steve, went with me. We had a beautiful hotel room in the Latin Quarter, and it wasn't even expensive. We had a

Appendix 8

Students' Post-test for Experimental Class



Instrument of Post-test

Name : Ahmad Azhari

Class : 8.1

90

I. Choose the correct answer with crossing (X) a,b,c, or d!

an Unpleasant Experience

Last week, Mr Budi's wife had an accident. Her youngest child, Yusuf, was at home when it happened. He was playing with his new toy car. Suddenly Yusuf heard his mother calling, "Help! Help!" he ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pan was on fire. Mr. Budi had gone to the office. The other children had gone to school.

Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbour's house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Yusuf's mother to the clinic. When Mr. Budi came home, his wife told him what had happened. He was very proud of his son. "When you are a man, you will be just like your father," she said.

1. Who was at home when the accident happened?
A. Her son
B. Her husband
C. Her neighbour
X Her youngest child

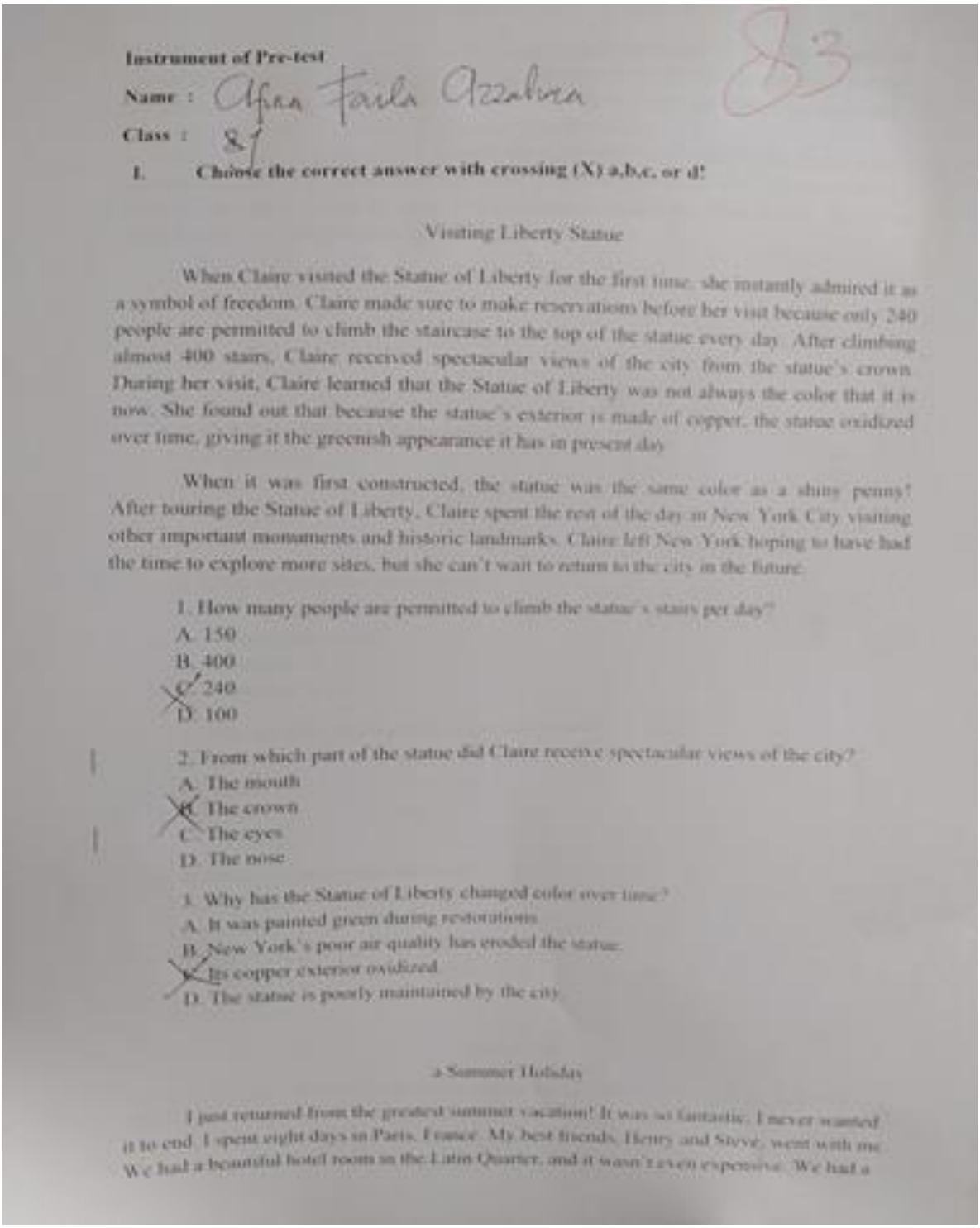
2. How did Yusuf do to help his mother?
A. He called his father
B. He put out the fire
X He asked his neighbour to help
D. He advised Mrs. Budi to stay calm

3. Who took Mrs. Budi to the clinic?
A. Her son
B. Her husband
X Her neighbour
D. Her children

4. How did the neighbour help Mrs. Budi?
A. He called Mrs. Budi's husband and ran to the kitchen
B. He called the fireman and put out the "
X He put out the fire and took Mrs. Budi at the clinic
D. He called the fireman and advised Mrs. Budi to stay calm

Appendix 10

Students' Pre-test for Control Class



Instrument of Pre-test

Name : Afra Farla Azzahra 23

Class : 8.1

I. Choose the correct answer with crossing (X) a,b,c, or d!

Visiting Liberty Statue

When Claire visited the Statue of Liberty for the first time, she instantly admired it as a symbol of freedom. Claire made sure to make reservations before her visit because only 240 people are permitted to climb the staircase to the top of the statue every day. After climbing almost 400 stairs, Claire received spectacular views of the city from the statue's crown. During her visit, Claire learned that the Statue of Liberty was not always the color that it is now. She found out that because the statue's exterior is made of copper, the statue oxidized over time, giving it the greenish appearance it has in present day.

When it was first constructed, the statue was the same color as a shiny penny! After touring the Statue of Liberty, Claire spent the rest of the day in New York City visiting other important monuments and historic landmarks. Claire left New York hoping to have had the time to explore more sites, but she can't wait to return to the city in the future.

1. How many people are permitted to climb the statue's stairs per day?
A. 150
B. 400
C. 240
D. 100

2. From which part of the statue did Claire receive spectacular views of the city?
A. The mouth
B. The crown
C. The eyes
D. The nose

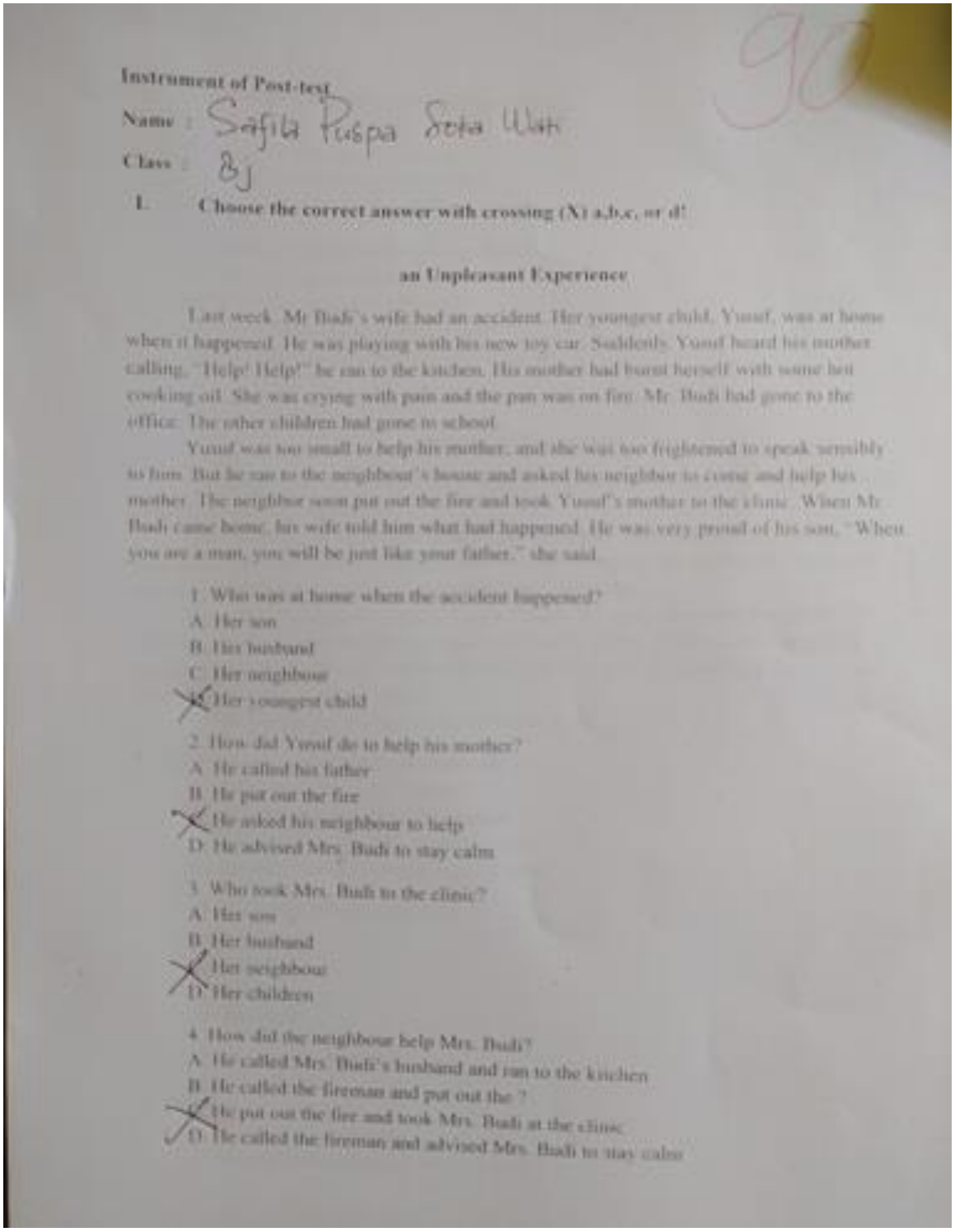
3. Why has the Statue of Liberty changed color over time?
A. It was painted green during restorations.
B. New York's poor air quality has eroded the statue.
C. Its copper exterior oxidized.
D. The statue is poorly maintained by the city.

a Summer Holiday

I just returned from the greatest summer vacation! It was so fantastic. I never wanted it to end. I spent eight days in Paris, France. My best friends, Henry and Steve, went with me. We had a beautiful hotel room in the Latin Quarter, and it wasn't even expensive. We had a

Appendix 11

Students' Post-test for Control Class



Instrument of Post-test

Name : Safila Puspa Setia Wati

Class : 8J

90

I. Choose the correct answer with crossing (X) a,b,c, or d!

an Unpleasant Experience

Last week Mr Budi's wife had an accident. Her youngest child, Yusuf, was at home when it happened. He was playing with his new toy car. Suddenly Yusuf heard his mother calling, "Help! Help!" he ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pan was on fire. Mr. Budi had gone to the office. The other children had gone to school.

Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbour's house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Yusuf's mother to the clinic. When Mr. Budi came home, his wife told him what had happened. He was very proud of his son. "When you are a man, you will be just like your father," she said.

1. Who was at home when the accident happened?
A. Her son
B. Her husband
C. Her neighbour
X D. Her youngest child

2. How did Yusuf do to help his mother?
A. He called his father
B. He put out the fire
X C. He asked his neighbour to help
D. He advised Mrs. Budi to stay calm

3. Who took Mrs. Budi to the clinic?
A. Her son
B. Her husband
X C. Her neighbour
D. Her children

4. How did the neighbour help Mrs. Budi?
A. He called Mrs. Budi's husband and ran to the kitchen
B. He called the fireman and put out the ?
X C. He put out the fire and took Mrs. Budi at the clinic
D. He called the fireman and advised Mrs. Budi to stay calm

Appendix 11

The Score Pre-Test and post test of Experimental and Control Class

Experimental Class (8I)				Control Class (8J)			
No	Student's Code	Pretest	Posttest	No	Student's Code	Pretest	Posttest
1	I-1	85	90	1	J-1	83	88
2	I-2	48	60	2	J-2	74	78
3	I-3	71	78	3	J-3	60	73
4	I-4	73	80	4	J-4	71	85
5	I-5	44	65	5	J-5	71	81
6	I-6	70	74	6	J-6	70	84
7	I-7	74	90	7	J-7	71	89
8	I-8	70	78	8	J-8	44	65
9	I-9	62	70	9	J-9	70	75
10	I-10	61	73	10	J-10	65	78
11	I-11	73	62	11	J-11	64	83
12	I-12	67	70	12	J-12	77	85
13	I-13	62	87	13	J-13	73	86
14	I-14	60	75	14	J-14	74	71
15	I-15	65	74	15	J-15	81	85
16	I-16	44	65	16	J-16	64	64
17	I-17	81	75	17	J-17	63	69
18	I-18	62	80	18	J-18	78	80
19	I-19	70	85	19	J-19	64	83
20	I-20	60	71	20	J-20	75	77
21	I-21	70	82	21	J-21	74	84
22	I-22	79	70	22	J-22	78	85
23	I-23	44	60	23	J-23	73	71
24	I-24	66	71	24	J-24	71	83
25	I-25	44	65	25	J-25	69	74
26	I-26	73	74	26	J-26	64	75
27	I-27	63	73	27	J-27	60	70
28	I-28	70	74	28	J-28	82	90
29	I-29	60	71	29	J-29	81	81
30	I-30	66	76	30	J-30	82	87

Appendix 12

The Result of Descriptive Statistics of Experimental Class and Control Class

Experimental Class

Case Processing Summary

	Test	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Experimental Class	Pre Test	30	100.0%	0	0.0%	30	100.0%
	Post Test	30	100.0%	0	0.0%	30	100.0%

Descriptives

	Test			Statistic	Std. Error
Experimental Class	Pre Test	Mean		64.57	1.995
		95% Confidence Interval for Mean	Lower Bound	60.49	
			Upper Bound	68.65	
		5% Trimmed Mean		64.65	
		Median		66.00	
		Variance		119.357	
		Std. Deviation		10.925	
		Minimum		44	
		Maximum		85	
		Range		41	
		Interquartile Range		12	
		Skewness		-.567	.427
		Kurtosis		-.025	.833
	Post Test	Mean		73.93	1.451
		95% Confidence Interval for Mean	Lower Bound	70.97	
			Upper Bound	76.90	
		5% Trimmed Mean		73.81	
		Median		74.00	
		Variance		63.168	
		Std. Deviation		7.948	
		Minimum		60	

	Maximum	90	
	Range	30	
	Interquartile Range	9	
	Skewness	.257	.427
	Kurtosis	-.141	.833

Control Class

Case Processing Summary

	Test	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Control Class	Pre Test	30	100.0%	0	0.0%	30	100.0%
	Post Test	30	100.0%	0	0.0%	30	100.0%

Descriptives

	Test			Statistic	Std. Error
Control Class	Pre Test	Mean		70.87	1.533
		95% Confidence Interval for Mean	Lower Bound	67.73	
			Upper Bound	74.00	
		5% Trimmed Mean		71.41	
		Median		71.00	
		Variance		70.464	
		Std. Deviation		8.394	
		Minimum		44	
		Maximum		83	
		Range		39	
		Interquartile Range		13	
		Skewness		-1.011	.427
		Kurtosis		2.161	.833
	Post Test	Mean		79.30	1.310
		95% Confidence Interval for Mean	Lower Bound	76.62	
			Upper Bound	81.98	
		5% Trimmed Mean		79.56	

	Median	81.00	
	Variance	51.459	
	Std. Deviation	7.173	
	Minimum	64	
	Maximum	90	
	Range	26	
	Interquartile Range	11	
	Skewness	-.546	.427
	Kurtosis	-.663	.833

Appendix 13

The Result of Normality Test of Experimental Class and Control Class

Experimental Class

Tests of Normality

	Test	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Experimental Class	Pre Test	.171	30	.025	.921	30	.140
	Post Test	.113	30	.200*	.964	30	.173

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

a. Lilliefors Significance Correction

Control Class

Tests of Normality

	Test	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Control Class	Pre Test	.126	30	.200*	.925	30	.099
	Post Test	.164	30	.039	.944	30	.101

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

a. Lilliefors Significance Correction

Appendix 14

The Result of Paired T Test of Experimental Class and Control Class

Experimental Class

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	64.57	30	10.925	1.995
	Post Test	73.93	30	7.948	1.451

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre Test & Post Test	30	.631	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test - Post Test	-9.367	8.536	1.558	-12.554	-6.179	-6.010	29	.000

Control Class

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	70.87	30	8.394	1.533
	Post Test	79.30	30	7.173	1.310

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre Test & Post Test	30	.674	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test - Post Test	-8.433	6.388	1.166	-10.819	-6.048	-7.231	29	.000

Appendix 15

The Result of Homogeneity of Experimental Class and Control Class

Decision making guidelines:

If the value of Sig. (2-tailed) < 0.05, then H0 is rejected and H1/H2 is accepted.

If the value of Sig. (2-tailed) > 0.05, then H0 is accepted and H1/H2 is rejected.

1) The Effect of Students Experience of Visiting Tourism Places on Writing Skills of Recount Text in Experimental Class.

Tabel Paired Samples Test Uji Hipotesis 1

Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test - Post Test	-9.367	8.536	1.558	-12.554	-6.179	-6.010	29	.000

Hypothesis Formulation:

H0: there is no effect of students' experience of visiting tourism places on students' writing skills of recount text in the experimental class.

H1: students' experience of visiting tourism places has an effect on students' writing skills of recount text in the experimental class.

Based on the results of the analysis, it is known that the value of Sig. (2-tailed) is 0.000 which is smaller than 0.05 (0.000 < 0.05), so H0 is rejected and H1 is accepted. These results can be concluded that students' experience of visiting tourism places has an effect on students' writing skills of recount text in the experimental class.

2). The Influence of Students Experience of Visiting Tourism Places on Writing Skills of Recount Text in Control Class

Tabel Paired Samples Test Uji Hipotesis 2

Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test - Post Test	-8.433	6.388	1.166	-10.819	-6.048	-7.231	29	.000

Hypothesis Formulation:

H0: there is no effect of students' experience of visiting tourism places on students' writing skills of recount text in the control class.

H2: students' experience of visiting tourism places has an effect on students' writing skills of recount text in the control class.

Based on the results of the analysis, it is known that the value of Sig. (2-tailed) is 0.000 which is smaller than 0.05 (0.000 < 0.05), so H0 is rejected and H2 is accepted. These results can be concluded that students' experience of visiting tourism places has an effect on students' writing skills of recount text in the control class.

Appendix 16

Profile of Madrasah Tsanawiyah Negeri 1 Kota Semarang

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA SEMARANG
MADRASAH TSANAWIYAH NEGERI 1 KOTA SEMARANG
Jl Fatmawati Telp. (024) 6716521 Semarang
Email :mtsn1semarang@gmail.com, Website : http://mtsn1semarang.sch.id

PROFIL MADRASAH

IDENTITAS

1. Nama Madrasah	: Madrasah Tsanawiyah Negeri 1 Kota Semarang
2. Nomor Statistik Madrasah	: 210170
3. Nomor Identitas Madrasah	: 121133740001
4. Alamat	:
Jalan	: Fatmawati No. 1 Semarang
Nomor	: 01
Kelurahan	: Sendangmulyo
Kecamatan	: Tembalang
Kota	: Semarang
Kode POS	:50272
No. Telp	: (024) 6716521
Email	: mtsn1semarang@gmail.com
5. Jenjang Akreditasi	: A (96) + Fc
6. Tahun Berdiri	: 1979
7. Tahun Operasi	: 1979
8. Kepemilikan Tanah	
Luas Tanah	: 6839 m²
Status	: Hak Pakai Atas Nama Kementerian Agama Republik Indonesia
9. Ijin Mendirikan Bangunan	
Luas Bangunan	: 2516 m²
10. Jumlah Guru	
Laki - laki	: 26 Orang
Perempuan	: 40 Orang
11. Jumlah Tenaga Kependidikan	
Laki – laki	: 9 Orang
Perempuan	: 6 Orang
12. Identitas Kepala Madrasah	:
Nama	: Drs. Asroni, M.Ag
NIP	: 196702021993031008
Pendidikan/Jurusan	: Pasca Sarjana(S2) Pendidikan Islam Konsentrasi Manajemendan Kebijakan Pendidikan Islam

Alamat : Depoksari RT.02/27 Kelurahan Tlogosari Kulon Kec. Pedurungan.

13. Foto Copy Akreditasi :….

1. SK Team Pengelola Riset

Pembimbing

a. Saindan Lingkungan

1. Roesijanti Eka ningsih, S.Pd
2. Hj. Rokhmah Nuryati,S.Si

b. IPS Humaniora

1. Dra. Rubini
2. Tanti Lestari, S.Pd

c. Matematika

1. Drs. H. Sugiyarto
2. Suwahir, S.Pd

d. Agama

1. Hj. Muta'alimah, S.Ag, M.S.I
2. Nasichin, S.Ag, M.S.I

e. Bahasa

1. H. Suyikto, S.Pd
2. Sri Lestari, S.S

2. Surat Tugas/SK :

Kepala Perpustakaan : Anggit Dwi Purnanto, S.Pd
Pustakawan : Wisnu Zamroni
Laboran :

3. Profil Madrasah:

PERSONALIA

Jumlah Seluruh Personalia : 81, terdiri dari 66 guru dan 15 personal lainnya.

Jumlah Guru											Personalia Lain			
Status Kepeg		Jenis Kelamin		Pendidikan			Kesesuaian Mengajar		Sertifikat Pendidik		TU	Laboran	Pustakawan	Lainnya
PNS	Non PNS	L	P	Blm S1	S1	S1 Lebih	Sesuai	Tdk Sesuai	Sdh	Blm				

54	12	26	40	1	54	11	v	-	43	23	9	-	1	5

PESERTA DIDIK
MTs N 1 TH 2020/2021

Kls 7		**Kls 8**		**Kls 9**		**Jumlah**	
Lk	**Pr**	**Lk**	**Pr**	**Lk**	**Pr**	**Lk**	**Pr**
155	**177**	**150**	182	**141**	**169**	**446**	**528**

S A R A N A

Ruang																													
Kelas		Lab. Komp		Lab. IPA		Lab. Bhs		Perpustakaan		R.Kamad		R. Guru		R. TU		R. Aula		Masjid/ Mushola		WC		R. OSIS		R. Seni		R. UKS		R. BK		R. Kantin	
B	R	B	R	B	R	B	R	B	R	B	R	B	R	B	R	B	R	B	R	B	R	B	R	B	R	B	R	B	R	B	R
30	-	3	-	1	-	-	1	1	-	1	-	1	-	1	-	1	-	1	-	29	1	1	-	1	-	1	-	1	-	1	-

Keterangan :

B: Baik
R: Rusak

STATUS TANAH

Luas Tanah				Luas Bangunan
HM	HGB	HGU	Belum Sertifikat	
6839	-	-	1571	2.516

Sarana Bermasalah	
Tanah	Bangunan
-	-

PROGRAM MADRASAH

TAHUN PELAJARAN 2019/2020

1. RENCANA PROGRAM YANG SUDAH DILAKSANAKAN

a. Intensifikasi Program Kelas unggulan.

b. Pengembangan pembelajaran Multi Media.

c. Pelaksanaan Pembelajaran Paikem

d. Intensifikasi Tadarus Al-Qur'an Sholat dhuha, istighosah dan Shalat Dhuhur.

e. Bimbingan intensif study lanjut ke Madrasah/Sekolah Favorit.

f. Penyaluran bakat, minat dalam kegiatan ekstrakurikuler.

g. Pembiasaan keagamaan

h. Tahfidz kelas unggulan Agama

i. Pembimbingan Olimpiade bagi kelas unggulan Scient

PROGRAM KEUNGGULAN LIFE SKILL

- Aplikasi computer dan internet.

- Seni Baca Al-Qur’an (MTQ).
- Muhadatsah.
- English Club.
- Jurnalistik.
- Marching Band.
- Musik Band.
- Karya Ilmiah Remaja (KIR).
- Olah Raga.
- Olympiade (Mat, IPA)
- Tahfidz

PROFIL KELAS UNGGULAN

A. Kelas Sains

Kelas sains menekankan keunggulan pada pembinaan mata pelajaran matematika, IPA, Bahasa Inggri sdan Bahasa Indonesia yang berbasis TIK dan Bilingual.

- Target

1. Sukses ujian nasional lulus 100% dengan nilai memuaskan
2. Menjuarai kompetisi sains madrasah tingkat kota dan provinsi
3. Menjuarai lomba bersifat akademis ditingkat kota
4. Mampu berkomunikasi secara sederhana menggunakan Bahasa Ingris
5. 75% siswa kelas unggulan diterima disekolah lanjutan Favorit

B. Kelas Agama

Menekankan pada pembinaan mata pelajaran fiqih(Materi KitabTaqrib), Aqidah Akhlak (Materi Kitab Ta’alim Mutta’alim), Bahasa Arab (Kitab Nahwu Shorof), Tahfidz dan Mukhadloroh.

- Target

1. Ujian akhir madrasah bidang agama mendapat nilai minimal 75
2. Khatam kitab Taqribdan Ta’lim Mutta’alim

3. Khatam Nahwu Shorof
4. Program tahfidz kelas 7 : juz amma + juz 29 , kelas 8 juz amma + juz 28 , kelas 9 juz amma + juz 27
5. Mampu ceramah keagamaan/kultum dan khotbah
6. Diterima di sekolah lanjutan yang di inginkan siswa.

PROGRAM PENINGKATAN
MUTU MADRASAH

- Peningkatan Program Kompetensi Guru (80 % Sertifikasi)
- Peningkatan Program MGMP, KKG, Diklat dan PTK.
- Pengembangan Perpustakaan.
- Peningkatan Sarana dan Prasarana Pembelajaran.
- Intensifikasi Kelas Unggulan.
- Penerapan Manajemen Berbasis Madarasah (MBM).
- Kerjasama dengan Komite dan Lembaga lain (Dinas Lain).

REKOMENDASI/SARAN

a. Penuntasan program sertifikasi guru.
b. Penambahan sarana dan prasarana.
c. Peningkatan anggaran dan pengelola anggaran yang akuntabel.
d. Pengangkatan Guru dan Karyawan yang representatif (sesuai kebutuhan)

PROGRAM JANGKA PENDEK
MTs NEGERI 1 KOTA SEMARANG
TAHUN PELAJARAN 2019/2020 SUDAH DILAKSANAKAN

1. Pembangunan dan meninggikan 4 kelas baru (Perpustakaan, Lab Bahasa, kelas 7 H, 7 I dan 8 I)
2. Mabeler 1 ruang36 set
3. Pembuatan Kanopi untuk kegiatan sholat jamaahdhuhur
4. Pembuatan Ruang Karawitan (masih proses)

5. Membentuk Badan Usaha (Koperasi Sejahtera) yang terdiri dari
   a. Unit Pemberdayaan Ekonomi SIswa (UPES)
   b. Unit Simpan Pinjam
   c. Unit Buku dan LKS

Semarang, Juli 2019

Kepala MTs N 1 Kota Semarang

Drs. H. Asroni, M. Ag
NIP. 196702021993031008

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA SEMARANG
MADRASAH TSANAWIYAH NEGERI 1 SEMARANG

Jl. FatmawatiTelp/Fax. (024) 6716521 Website : http://mtsn1smg.sch.id
S E M A R A N G

PROFIL

MTs NEGERI 1 KOTA SEMARANG

TAHUN PELAJARAN 2019/2020

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA SEMARANG
MADRASAH TSANAWIYAH NEGERI 1 KOTA SEMARANG
JalanFatmawatiTelp. (024) 6716521 Semarang
Email :mtsn1semarang@gmail.com, Website : http://mtsn1semarang.sch.id

SURAT KEPUTUSAN
KEPALA MADRASAH TSANAWIYAH NEGERI 1 KOTA SEMARANG
NOMOR:001.1/ MTs.11.33.119/KP.02.3/01/ 2020

TENTANG

TEAM PENGELOLA RISET
MADRASAH TSANAWIYAH NEGERI 1 KOTA SEMARANG
TAHUN PELAJARAN 2019 /2020

KEPALA MADRASAH TSANAWIYAH NEGERI 1 KOTA SEMARANG

Menimbang :

1. Bahwa untuk melaksanakan Pengembangan riset Madrasah perlu dibentuk panitia/Team.

2.Bahwa Guru/Pegawai yang namanyatercantumdalamlampiran Surat Keputusaninidipandang cakapdanmampudiberitugaskepanitiaan/team.

Mengingat :

1.Undang-Undang Republik Indonesia No. 20 Tahun 2003 tentangSistimPendidikan Nasional;
2. KeputusanMenteri Agama RI Nomor 54 Tahun 1987;
3.KalenderPendidikanTahunPelajaran 2019 /2020.

M E M U T U S K A N

Menetapkan :

Pertama :Kepada para Guru/Pegawai yang namanyatercantumpadalampiran Surat Keputusaninisebagai Team RisetTahunPelajaran 2019 /2020.
Kedua :Dalammenjalankantugasnya Team berpedomanpadaketentuan yang berlaku.
Ketiga :Biaya yang timbulakibatterbitnyaSurat KeputusaninidibebankanpadaAnggaran Madrasah
Keempat :Surat Keputusaniniberlakusejakditetapkansampaidengantugas Teamselesai.
Kelima :Apabiladikemudianhariternyataterdapatkekeliruandalamkeputusanini, makaakandiubahdan dibetulkankembalisebagaimanamestinya.

Ditetapkan di : Semarang
Padatanggal : 02 Januari 2020

Kepala,

Drs. H. Asroni, M.Ag
NIP. 196702021993031008

Lampiran Surat KeputusanKepala MTs N 1Kota Semarang
Nomor :001.1/MTs. 11.33.119/KP.02.3/ 01 /2020
Tanggal : 02 Januari 2020

Daftar Team PengelolaRiset

KetuaTeam : Drs. H. Asroni, M.Ag

Pembimbing
a. SaindanLingkungan
1. RoesijantiEkaningsih, S.Pd
2. Hj. RokhmahNuryati,S.Si

b. IPS Humaniora
1. Dra. Rubini
2. Tanti Lestari, S.Pd

c. Matematika
1. Drs. H. Sugiyarto
2. Suwahir, S.Pd

d. Agama
1. Hj. Muta'alimah, S.Ag, M.S.I
2. Nasichin, S.Ag, M.S.I

e. Bahasa
1. H. Suyikto, S.Pd
2. Sri Lestari, S.S

Ditetapkan di : Semarang
Padatanggal : 02 Januari 2020

Kepala,

Drs. H. Asroni, M.Ag
NIP. 196702021993031008

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA SEMARANG
MADRASAH TSANAWIYAH NEGERI 1 KOTA SEMARANG
JalanFatmawatiTelp. (024) 6716521 Semarang
Email :mtsn1semarang@gmail.com, Website : http://mtsn1semarang.sch.id

SURAT KEPUTUSAN
KEPALA MADRASAH TSANAWIYAH NEGERI 1 KOTA SEMARANG
NOMOR:001.2/ MTs.11.33.119/KP.02.3/01/ 2020

TENTANG

TEAM PETUGAS PERPUSTAKAAN DAN LABORAN
MADRASAH TSANAWIYAH NEGERI 1 KOTA SEMARANG
TAHUN PELAJARAN 2019 /2020

KEPALA MADRASAH TSANAWIYAH NEGERI 1 KOTA SEMARANG

Menimbang :

1. BahwauntukmelaksanakanPengembanganriset Madrasah perludibentukpanitia/Team.

2.Bahwa Guru/Pegawai yang namanyatercantumdalamlampiran Surat Keputusaninidipandang cakapdanmampudiberitugaskepanitiaan/team.

Mengingat :

1.Undang-Undang Republik Indonesia No. 20 Tahun 2003 tentangSistimPendidikan Nasional;

2. KeputusanMenteri Agama RI Nomor 54 Tahun 1987;

3.KalenderPendidikanTahunPelajaran 2019 /2020.

M E M U T U S K A N

Menetapkan :

Pertama :Kepada para Guru/Pegawai yang namanyatercantumpadalampiran Surat Keputusaninisebagai Team RisetTahunPelajaran 2019 /2020.
Kedua :DalammenjalankantugasnyaPetugasPerpustakaanberpedomanpadaketentuan yang berlaku.
Ketiga :Biaya yang timbulakibatterbitnyaSurat KeputusaninidibebankanpadaAnggaran Madrasah
Keempat :Surat Keputusaniniberlakusejakditetapkansampaidengantugas Teamselesai.
Kelima :Apabiladikemudianhariternyataterdapatkekeliruandalamkeputusanini, makaakandiubahdan dibetulkankembalisebagaimanamestinya.

Ditetapkan di : Semarang
Padatanggal : 02 Januari 2020

Kepala,

Drs. H. Asroni, M.Ag
NIP. 196702021993031008

Lampiran Surat KeputusanKepala MTs N 1Kota Semarang
Nomor :001.2/MTs. 11.33.119/KP.02.3/ 01 /2020
Tanggal : 02 Januari 2020

PetugasPerpustakaandanLaboran

KepalaPerpustakaan : AnggitDwiPurnanto, S.Pd
Pustakawan : WisnuZamroni
Laboran : Sri Hartati, Amd.Kom

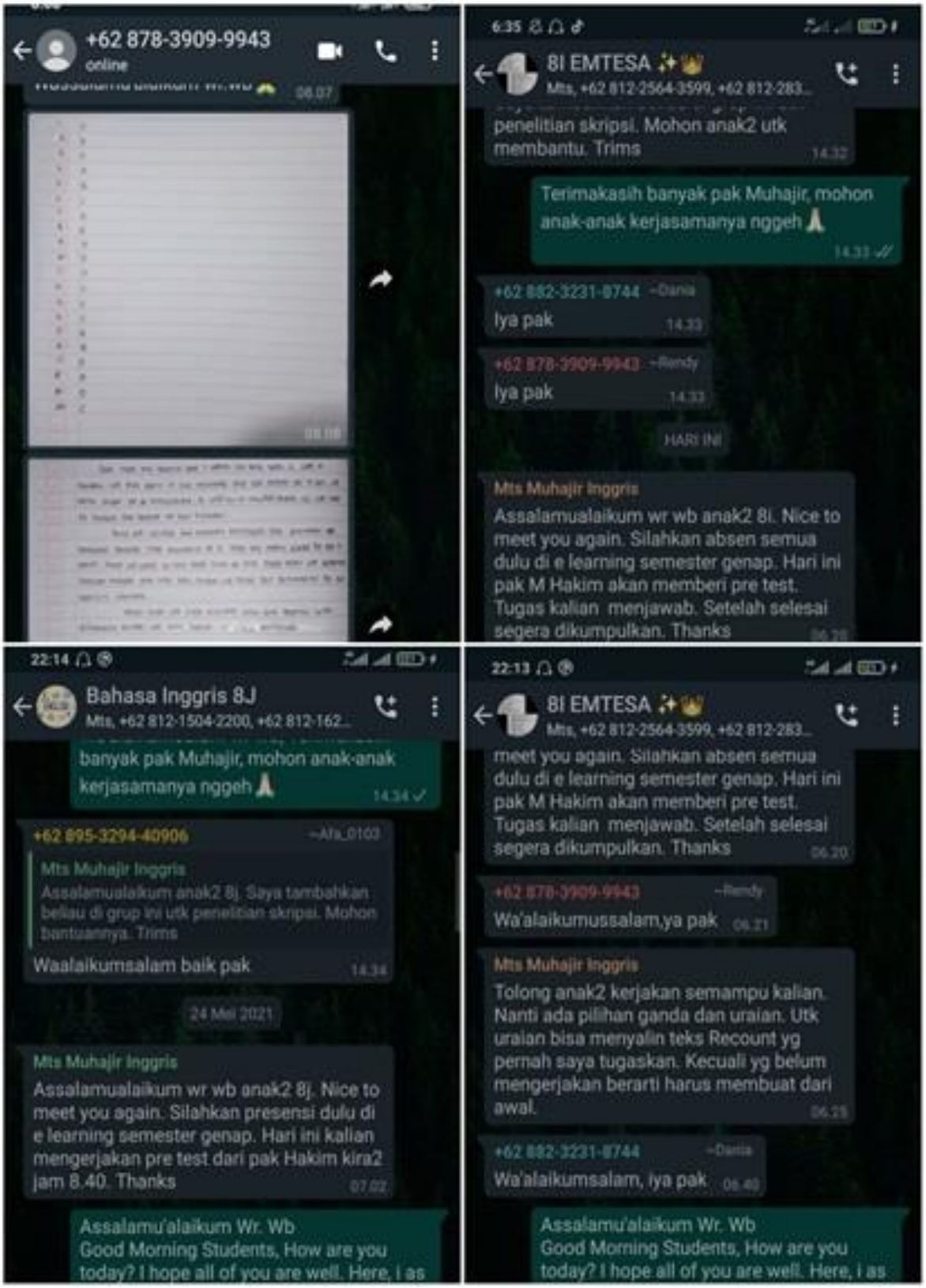
Ditetapkan di : Semarang
Padatanggal : 02 Januari 2020

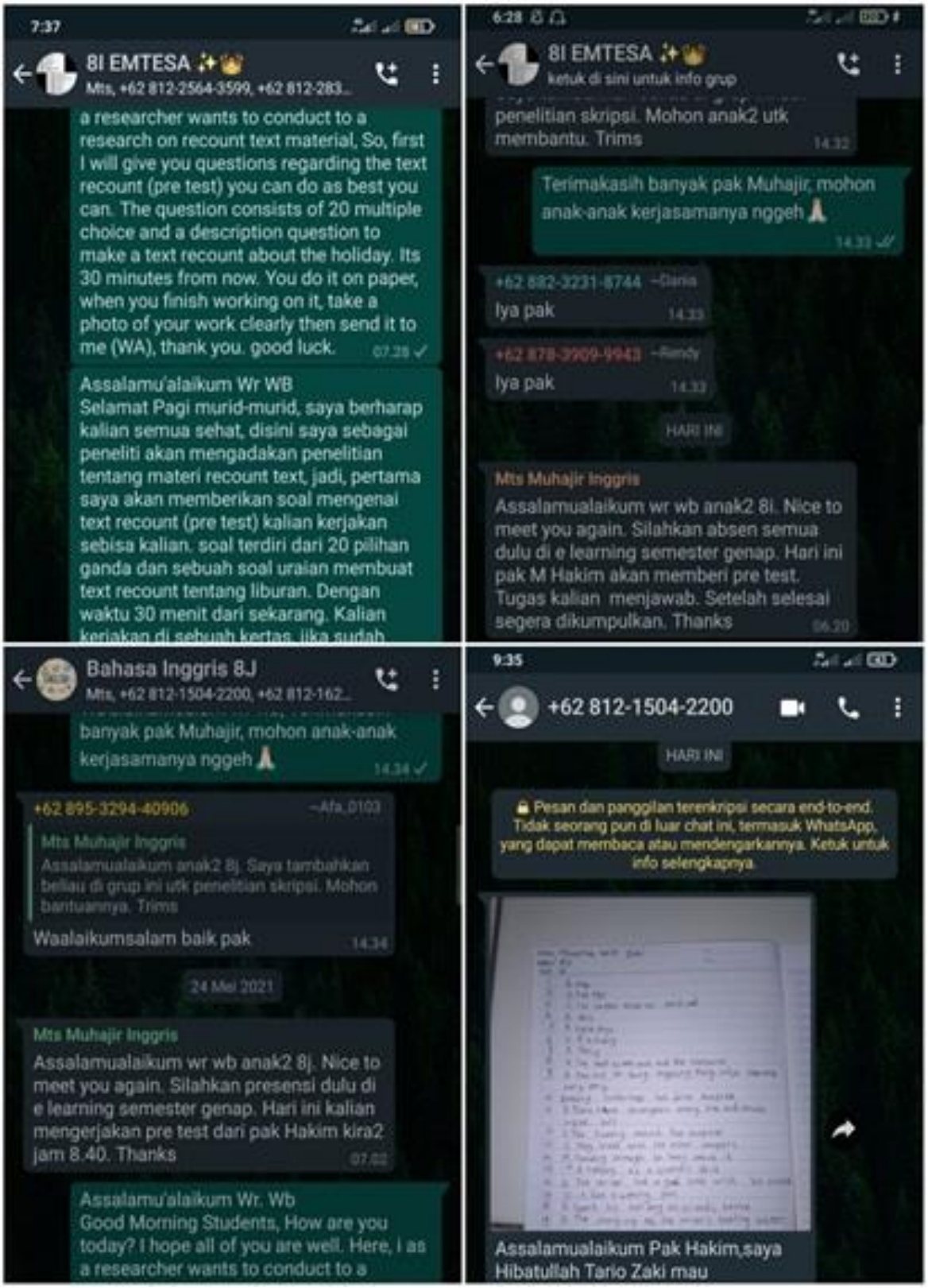
Kepala,

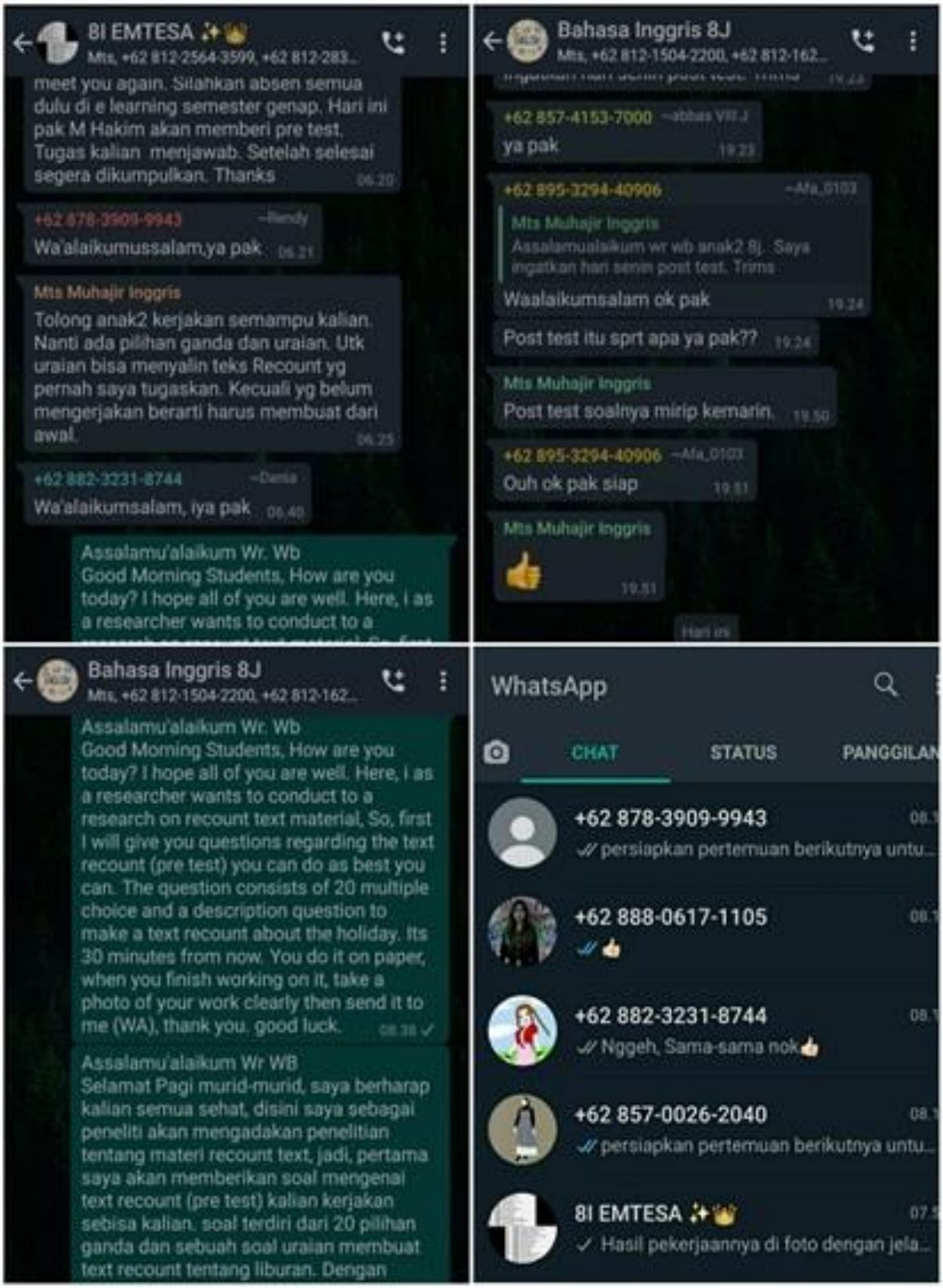
Drs. H. Asroni, M.Ag
NIP. 196702021993031008

Appendix 17

Documentation


+62 878-3909-9943
online
8I EMTESA
penelitian skripsi. Mohon anak2 utk membantu. Trims
Terimakasih banyak pak Muhajir, mohon anak-anak kerjasamanya nggeh
+62 882-3231-8744 ~Dania
Iya pak
+62 878-3909-9943 ~Rendy
Iya pak
HARI INI
Mts Muhajir Inggris
Assalamualaikum wr wb anak2 8I. Nice to meet you again. Silahkan absen semua dulu di e learning semester genap. Hari ini pak M Hakim akan memberi pre test. Tugas kalian menjawab. Setelah selesai segera dikumpulkan. Thanks
Bahasa Inggris 8J
banyak pak Muhajir, mohon anak-anak kerjasamanya nggeh
+62 895-3294-40906 ~Afa_0103
Mts Muhajir Inggris
Assalamualaikum anak2 8j. Saya tambahkan beliau di grup ini utk penelitian skripsi. Mohon bantuannya. Trims
Waalaikumsalam baik pak
24 Mei 2021
Mts Muhajir Inggris
Assalamualaikum wr wb anak2 8j. Nice to meet you again. Silahkan presensi dulu di e learning semester genap. Hari ini kalian mengerjakan pre test dari pak Hakim kira2 jam 8.40. Thanks
Assalamu'alaikum Wr. Wb
Good Morning Students, How are you today? I hope all of you are well. Here, i as
8I EMTESA
meet you again. Silahkan absen semua dulu di e learning semester genap. Hari ini pak M Hakim akan memberi pre test. Tugas kalian menjawab. Setelah selesai segera dikumpulkan. Thanks
+62 878-3909-9943 ~Rendy
Wa'alaikumussalam,ya pak
Mts Muhajir Inggris
Tolong anak2 kerjakan semampu kalian. Nanti ada pilihan ganda dan uraian. Utk uraian bisa menyalin teks Recount yg pernah saya tugaskan. Kecuali yg belum mengerjakan berarti harus membuat dari awal.
+62 882-3231-8744 ~Dania
Wa'alaikumsalam, iya pak
Assalamu'alaikum Wr. Wb
Good Morning Students, How are you today? I hope all of you are well. Here, i as


8I EMTESA ✨👑
Mts, +62 812-2564-3599, +62 812-283...
a researcher wants to conduct to a research on recount text material, So, first I will give you questions regarding the text recount (pre test) you can do as best you can. The question consists of 20 multiple choice and a description question to make a text recount about the holiday. Its 30 minutes from now. You do it on paper, when you finish working on it, take a photo of your work clearly then send it to me (WA), thank you. good luck.
Assalamu'alaikum Wr WB
Selamat Pagi murid-murid, saya berharap kalian semua sehat, disini saya sebagai peneliti akan mengadakan penelitian tentang materi recount text, jadi, pertama saya akan memberikan soal mengenai text recount (pre test) kalian kerjakan sebisa kalian. soal terdiri dari 20 pilihan ganda dan sebuah soal uraian membuat text recount tentang liburan. Dengan waktu 30 menit dari sekarang. Kalian
8I EMTESA ✨👑
ketuk di sini untuk info grup
penelitian skripsi. Mohon anak2 utk membantu. Trims
Terimakasih banyak pak Muhajir, mohon anak-anak kerjasamanya nggeh 🙏
+62 882-3231-8744 ~Dania
Iya pak
+62 878-3909-9943 ~Randy
Iya pak
HARI INI
Mts Muhajir Inggris
Assalamualaikum wr wb anak2 8i. Nice to meet you again. Silahkan absen semua dulu di e learning semester genap. Hari ini pak M Hakim akan memberi pre test. Tugas kalian menjawab. Setelah selesai segera dikumpulkan. Thanks
Bahasa Inggris 8J
Mts, +62 812-1504-2200, +62 812-162...
banyak pak Muhajir, mohon anak-anak kerjasamanya nggeh 🙏
+62 895-3294-40906 ~Afa_0103
Mts Muhajir Inggris
Assalamualaikum anak2 8j. Saya tambahkan beliau di grup ini utk penelitian skripsi. Mohon bantuannya. Trims
Waalaikumsalam baik pak
24 Mei 2021
Mts Muhajir Inggris
Assalamualaikum wr wb anak2 8j. Nice to meet you again. Silahkan presensi dulu di e learning semester genap. Hari ini kalian mengerjakan pre test dari pak Hakim kira2 jam 8.40. Thanks
Assalamu'alaikum Wr. Wb
Good Morning Students, How are you today? I hope all of you are well. Here, I as a researcher wants to conduct to a
+62 812-1504-2200
HARI INI
Pesan dan panggilan terenkripsi secara end-to-end. Tidak seorang pun di luar chat ini, termasuk WhatsApp, yang dapat membaca atau mendengarkannya. Ketuk untuk info selengkapnya.
Assalamualaikum Pak Hakim,saya Hibatullah Tario Zaki mau


8I EMTESA ✨👑
Mts, +62 812-2564-3599, +62 812-283...
meet you again. Silahkan absen semua dulu di e learning semester genap. Hari ini pak M Hakim akan memberi pre test. Tugas kalian menjawab. Setelah selesai segera dikumpulkan. Thanks
+62 878-3909-9943 ~Rendy
Wa'alaikumussalam,ya pak
Mts Muhajir Inggris
Tolong anak2 kerjakan semampu kalian. Nanti ada pilihan ganda dan uraian. Utk uraian bisa menyalin teks Recount yg pernah saya tugaskan. Kecuali yg belum mengerjakan berarti harus membuat dari awal.
+62 882-3231-8744 ~Dania
Wa'alaikumsalam, iya pak
Assalamu'alaikum Wr. Wb
Good Morning Students, How are you today? I hope all of you are well. Here, i as a researcher wants to conduct to a
Bahasa Inggris 8J
Mts, +62 812-1504-2200, +62 812-162...
+62 857-4153-7000 ~abbas VIII J
ya pak
+62 895-3294-40906 ~Afa_0103
Mts Muhajir Inggris
Assalamualaikum wr wb anak2 8j. Saya ingatkan hari senin post test. Trims
Waalaikumsalam ok pak
Post test itu sprt apa ya pak??
Mts Muhajir Inggris
Post test soalnya mirip kemarin.
+62 895-3294-40906 ~Afa_0103
Ouh ok pak siap
Mts Muhajir Inggris
Hari ini
Bahasa Inggris 8J
Mts, +62 812-1504-2200, +62 812-162...
Assalamu'alaikum Wr. Wb
Good Morning Students, How are you today? I hope all of you are well. Here, i as a researcher wants to conduct to a research on recount text material, So, first I will give you questions regarding the text recount (pre test) you can do as best you can. The question consists of 20 multiple choice and a description question to make a text recount about the holiday. Its 30 minutes from now. You do it on paper, when you finish working on it, take a photo of your work clearly then send it to me (WA), thank you. good luck.
Assalamu'alaikum Wr WB
Selamat Pagi murid-murid, saya berharap kalian semua sehat, disini saya sebagai peneliti akan mengadakan penelitian tentang materi recount text, jadi, pertama saya akan memberikan soal mengenai text recount (pre test) kalian kerjakan sebisa kalian. soal terdiri dari 20 pilihan ganda dan sebuah soal uraian membuat text recount tentang liburan. Dengan
WhatsApp
CHAT
STATUS
PANGGILAN
+62 878-3909-9943
persiapkan pertemuan berikutnya untu...
+62 888-0617-1105
+62 882-3231-8744
Nggeh, Sama-sama nok👍
+62 857-0026-2040
persiapkan pertemuan berikutnya untu...
8I EMTESA ✨👑
Hasil pekerjaannya di foto dengan jela...

KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG

FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Prof. Hamka Km.2 Semarang 50185

Telepon 024-7601295, Faksimile024–7615387

www.walisongo.ac.id

Nomor : B-1221/Un.10.3/D.1/PG.00/05/2021 18 Mei 2021

Lamp : -

Hal : Mohon Izin Riset

a.n. : Muhammad Miftahul Hakim

NIM : 1503046063

Yth.

Dekan FITK UIN Walisongo

Di Semarang

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa:

Nama	:	Muhammad Miftahul Hakim
NIM	:	1503046063
Alamat	:	Sumbergirang RT 01 RW 07 Kec. Lasem, Kab. Rembang
Judul Skripsi	:	The Influence of Students' Experience of Visiting Tourism Places on Their Writing Skills of Recount Text (A Study at the Eight Grade of MTs N 01 Semarang in the Academic Year 2020/2021)
Pembimbing	:	Ma'rifatul Fadhilah, M.Ed.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutandiberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama dua minggu, mulai tanggal 20 Mei 2021 sampai dengan 4 Juni 2021.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terima kasih.

Wassalamu’alaikum Wr.Wb.

	a.n. Dekan, Wakil Dekan Bidang Akademik Mahfud Junaedi

Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA SEMARANG
MADRASAH TSANAWIYAH NEGERI 1 KOTA SEMARANG
Jalan Fatmawati Telp. (024) 6716521 Semarang
Website: http//mtsn1smg.sch.id / Email : mtsn1semarang@gmail.com

SURAT KETERANGAN

Nomor : 245 /MTs.11.33.119/ TL.00 /06 /2021

Kepala Madrasah Tsanawiyah Negeri 1 Kota Semarang menerangkan dengan sesungguhnya bahwa,Mahasiswa yang tersebut dibawah ini :

Nama	: Muhammad Miftahul Hakim
NIM	: 1503046063
Program	: Pendidikan Bahasa Inggris
Fakultas	: Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang

Telah melaksanakan penelitihan pada tanggal 20 Mei 2021 s.d 04 Juni 2021,untuk memenuhi tugas Skripsi dengan judul "The Influence of Students'Experience of Visiting Tourism Places on Their Writing Skills of Recount Text (A Study at the Eight Grade of MTsN 01 Semarang in the Academic Year 2020/2021)"

Demikian Surat Tugas ini dibuat untuk dapat dilaksanakan sebagaimana mestinya.

Semarang, 04 Juni 2021

Kepala

Drs. H. Asroni, M.Ag
NIP. 196702021993031008

AKADEMI STATISTIKA (AIS)
MUHAMMADIYAH SEMARANG
TERAKREDITASI BADAN AKREDITASI NASIONAL PERGURUAN TINGGI (BAN-PT)
KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
Jl. Prof. DR. Hamka Km.01 Ngalian Tambak Aji Semarang, 50815 Telp. 024-7608786 Fax. 024-7619177 email : baakaism@yahoo.com

PENELITI : Muhammad Miftahul Hakim

NIM : 1503046063

JURUSAN : Pendidikan Guru Bahasa Inggris

JUDUL : The Influence of Students' Experience of Visiting Tourism Places on Their Writing Skill of Recount Text (A Study at the Eight Grade of MTs N 01 Semarang in the Academic Year of 2020/2021).

HIPOTESIS:

a. Hipotesis Perbedaan Rata-Rata Kelas Eksperimen

H_o: $\mu_1 = \mu_2$

H_1: $\mu_1 \neq \mu_2$

b. Hipotesis Perbedaan Rata-Rata Kelas Kontrol

H_o: $\mu_1 = \mu_2$

H_1: $\mu_1 \neq \mu_2$

HASIL DAN ANALISIS DATA

Uji Perbedaan Rata-Rata Kelas Eksperimen

t-Test: Paired Two Sample for Means

	Posttest	*Pretest*
Mean	73.93333333	64.56666667
Variance	63.16781609	119.3574713
Observations	30	30
Pearson Correlation	0.631484664	
Hypothesized Mean Difference	0	
df	29	
t Stat	6.010330703	
P(T<=t) one-tail	7.74143E-07	
t Critical one-tail	1.699127027	
P(T<=t) two-tail	1.54829E-06	
t Critical two-tail	2.045229642	

Keterangan:

Sig. = 0.000 > 0.05, maka H_0 ditolak artinya bahwa terdapat perbedaan rata-rata nilai antara sebelum dan sesusudah berkunjung ke tempat wisata terhadap kemampuan menulis siswa.

AKADEMI STATISTIKA (AIS)
MUHAMMADIYAH SEMARANG
TERAKREDITASI BADAN AKREDITASI NASIONAL PERGURUAN TINGGI (BAN-PT)
KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
Jl. Prof. DR. Hamka Km.01 Ngaliyan Tambak Aji Semarang, 50815 Telp. 024-7608786 Fax. 024-7619177 email : baakaism@yahoo.com

Uji Perbedaan Rata-Rata Kelas Kontrol

t-Test: Paired Two Sample for Means

	Posttest	*Pretest*
Mean	79.3	70.86666667
Variance	51.45862069	70.46436782
Observations	30	30
Pearson Correlation	0.673549203	
Hypothesized Mean Difference	0	
df	29	
t Stat	7.231014408	
P(T<=t) one-tail	2.90892E-08	
t Critical one-tail	1.699127027	
P(T<=t) two-tail	5.81784E-08	
t Critical two-tail	2.045229642	

Keterangan:

Sig. = 0.000 < 0.05, maka H_0 ditolak artinya bahwa terdapat perbedaan rata-rata nilai antara sebelum dan sesusudah berkunjung ke tempat wisata terhadap kemampuan menulis siswa.

Semarang, 16 Juni 2021

Kepala Laboratorium

Deden Istiawan, S.Si.,M.Kom

CURICULUM VITAE

A. PERSONAL IDENTITY

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Address : Desa Sumbergirang Rt 01/Rw 07, Kec. Lasem, Kab. Rembang.

Phone Number : 0895392326435

B. EDUCATIONAL BACKGROUND

1. FORMAL EDUCATION :
    a. SD N 02 Sumbergirang
    b. SMP N 01 Pancur
    c. SMA N 01 LASEM
    d. UIN Walisongo Semarang
2. NON-FORMAL EDUCATION : -