

**THE INFLUENCE OF USING SCHOOLGY  
TOWARD STUDENTS' WRITING ABILITY IN  
RECOUNT TEXT AT THE FIRST SEMESTER OF  
TENTH GRADE AT MAN 1 LAMPUNG TENGAH  
IN THE ACADEMIC YEAR OF 2023/2024**

**An Undergraduate Thesis**

Submitted as a partial fulfillment of the proposal requirement for S1-  
Degree

**BY:**

**BUNGA SAHAL SABILA  
1711040032**

**Study Program : English Education**



**TARBIYAH AND TEACHER TRAINING FACULTY  
UNIVERSITAS ISLAM NEGERI RADEN INTAN  
LAMPUNG  
2023/2024**

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LAMPUNG  
2023/2024**

## ABSTRACT

Writing in English is harder than speaking fluently. It is due to the fact that the context of writing is produced by words and there is no direct rapport or interaction among the writer and the reader. It tells us that writing is difficult because writing is about how to produce and arrange words into understandable text in order to make an interaction with the reader. This research aimed to know the influence of using Schoology towards students' writing skill in recount text at the first semester of the tenth grade of in academic year 2023/2024.

This research used Quasi Experimental Design and Cluster Random as a sampling technique. This research used pre and post test to collect the data to the experimental class and control class students. There were pre-test which was held before they were given treatment in experimental class and post-test was held after given the treatment. In makes the data analysis, the researcher analyzed the data by using SPSS.

Based on the data finding and data analyzed the result of this research can be concluded that there was any significant influence of using Schoology towards students' writing skill in recount text at the first semester of the tenth grade of MAN 1 Lampung Tengah in academic year 2023/2024. Based on the result obtained in the independent sample t-test in the table 4.3, that the value of significant generated Sig. ( $\rho_{value}$ ) = 0.000 <  $\alpha$  = 0.05.  $H_a$  is accepted and  $H_o$  is rejected. Based on the computation, it can be concluded that there was any significant influence of using Schoology towards students' writing skill in recount text at the first semester of the tenth grade of MAN 1 Lampung Tengah in academic year 2023/2024. It was supported with the gain score from pre-test and post-test. Gain score was used to analyze normality, homogeneity and independent sample t-test. If gain score in manner positive indicates that post-test was higher than pre-test score. A negative score indicates that the post-test less than pre-test score. The mean of gain score of experimental class

was 17.22, where as the mean of gain in control class was showed that the gain in experimental class was higher than gain score in control class.

***Keyword : Recount text, Schoology Application, Quasi Experimental Design***

## DECLARATION

The researcher's identity, the undersigned below :

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## MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

*Nun. By the pen and what they write.”*  
**(Q.S. Al-Qalam:1).<sup>1</sup>**

---

<sup>1</sup>*Al-Quran 3 bahasa: Arab, Indonesia, Inggris*, Depok: Al-Huda  
Kelompok Gem Islami),  
Al Qolam: 1, p.1219



## **DEDICATION**

This thesis is dedicate to everyone who always loves, cares, and support me. I would like to dedicate this thesis to :

1. My Beloved Parents Mr. Pujianto and Mrs. Nurhayati, who always taught me good things and always support me in any condition. Thanks for the love and everlasting prayer for me since I was a child. May Allah Bless you all.
2. My Beloved Brother, Mukti Puan Nurseha and all of my big family who always support me to finish my thesis.
3. My Beloved Best Friends, Rizqa Rahma, Syahrul Sidiq, Earsy Alma Zafira, Alfaynie Axelfa, Aulia Fitri Ramadhani , Dinda Anisah Atmaja Putri, Cindy Qadri Azizah, and Cintia Wulandari who always reminds me to not giving up and always be there whenever I need them.
4. My Beloved Friends of 6A6 PBI A.
5. My Beloved Almamater, UIN Raden Intan Lampung which has contributed a lot for my development.

## **CURICULUM VITAE**

On April 19th, 2000, the author, Bunga Sahal Sabila, a female, was born in Nambah Dadi, Terbanggi Besar region, Central Lampung, as the youngest of two in the family to Mr. Pujiyanto and Mrs. Nurhayati, who were living at Jl Raya Merapi, 002/005 Dusun III, Terbanggi Besar, Lampung Tengah

The author's educational background began in kindergarten, specifically TK Citra Insani, and ended in 2005. Then, Elementary School at SDN 1 Nambah Dadi graduated in 2011. She continued her study in Junior High School at SMPN Negeri 6 Terbanggi Besar and graduated in 2014. Then, she continued in MAN 1 Lampung Tengah graduate in 2017. After finishing her study in senior high school, she decided to study in Raden Intan State Islamic University, Lampung, Faculty of Tarbiyah and Teacher Training, Department of Islamic Education (English Education) class A of 2017.

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Praise be to Allah, the most gracious and the most merciful, who has given her blessing and chance for completing this thesis entitled -The influence of using Pecha Kucha towards students' speaking ability of tenth grade of MAN 1 Lampung Tengah in academic year 2020/2021|| This thesis is written as one of requirements of S-1 degree the English Education Study Program of UIN Raden Intan Lampung. In finishing this thesis, the researcher obtained so many helps, supports, loves and many valuable things from various sides. Therefore, the researcher would sincerely thank to:

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May Allah, the Most Gracious and the Most Merciful, always give His blessing and compassion for all Muslim in the world. The researcher is fully aware that there are still a lot of weakness in this thesis. For this the researcher truthfully expects criticizes and suggestion from the reader to enhance the quality of the thesis.

Bandar Lampung, Oktober 2022

Declared by,

A handwritten signature in black ink, consisting of a large, stylized initial 'B' followed by several loops and a long horizontal stroke extending to the right.

**Bunga Sahal Sabila**  
**NPM. 1711040032**

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# CHAPTER I

## INTRODUCTION

### A. Affirmation of Title

As a first step to understanding the title of this thesis, and to avoid misunderstanding, the writer feels the need to explain some of the words which become the title of this thesis. The meant of title of this thesis is The Influence of Using Schoology Towards Students' Writing Skill in Recount Text at the First Semester of the Tenth Grade of MAN 1 Lampung Tengah in Academic Year 2023/2024. The description of some terms that contained in the title of this proposal are as follows:

The influence is the effect of one thing (or person) on another.<sup>1</sup>In other words, influence is an impact of a something, it can be a person or thing which has power, on something. Then, the influence in this title refers to the using of Schoology in teaching writing to students' writing skill.

Schoology is an online learning system designed to be an online learning application to help improve students' skills, this application has used to make it easier for teacher to deliver material easy and fun, monitor students, assess students' performance and the teacher can also keep records of attendance, online textbooks, and quizzes.<sup>2</sup>

Writing is a technique of composing words to communicate someone thoughts, feelings and perceptions.<sup>3</sup>Meanwhile, writing skill is the ability of the author to deliver an information to people or society.<sup>4</sup>Students writing

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<sup>1</sup>

Vocabulary.com.

<https://www.vocabulary.com/dictionary/influence>. Accessed on 4<sup>th</sup> February 2022.

<sup>2</sup> Sri Ainun Mawadah, -The Impact of using Schoology to Improve Students' Writing Skillll, (A Pre Experimental Research at the Eleventh Grade of MAN Selayar), (A Thesis, Muhammadiyah University of Makassar, 2021), 12, available at <https://digilibadmin.unismuh.ac.id>, accessed on 7<sup>th</sup> October 2021.

<sup>3</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2<sup>nd</sup> Ed., (White Plains NY: Longman, 2000), p. 337

<sup>4</sup> Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p. 22

skill is students' ability to show their thoughts by arranging the words into a text and deliver the text to inform other people.

Recount retells past events, usually in the order in which they happened. Recount is type text that list and describe past experiences by retelling event in the order in which they happened (chronological order). Recounts are written to retell events with the purpose of informing or entertaining (or both).<sup>5</sup>

Based on the description of the terms, it can be understood that what is meant by the title of this research is to know the influence of Schoology towards students' writing skill in recount text MAN 1 Lampung Tengah in Academic Year 2023/2024.

## **B. Background of problem**

The coronavirus pandemic gives many impacts to all aspects of human life which many public activities should be stopped such as work from home or study at home to stop the spread of this virus.<sup>6</sup> One of the many impacts coronavirus pandemics is educational system, especially in Indonesia. The government decides to conduct online learning. In online learning, the teacher needs technology to facilities in delivering the material and giving the assignments for students from home. One of the online learning activities is writing, especially in English subject.

Writing is one of the four basic skills in English that must be mastered by students. Among the four skills, writing is the most difficult skill to be learned. Writing needs hard thinking in producing words, sentences, paragraph to be a readable text. Richard and Renandya stated that writing is the most difficult

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<sup>5</sup> Virginia Rojas, *Language Features of Seven Writing Genres*, (Crawley: Language Consultant, 2010), p.10

<sup>6</sup> Risca Dwiaryanti and Fadali Rahma, -An Analyzing the Impact Pandemic of Covid-19 to the Education in Indonesia: Students, Teachers, and Parents, *Journal Konseling Pendidikan Islam*, *Islamic Institute of Al-Khairat Pamekasan*, Vol. 2 No.2, (2021) : p. 254, available at [ejournal. Al khairat. ac.id](http://ejournal. Al khairat. ac.id), accessed on 8<sup>th</sup> April 2022.

skill for second language learners to be mastered.<sup>7</sup> It means that when students write, they need process thinking to arrange words, sentences, paragraph for the reader to understand the information.

Writing is a mechanism or method for creating a language and showing someone's opinion, mind, or judgment.<sup>8</sup> It means that writing is the way of expressing something like thoughts or feeling in a written way. Writing can be used to communicate what feeling people have, to give an information, idea, advice, instruction, and so on. Writing needs a qualification to reveal a notion, sentiment, and mind by organize letter by letter into words, sentences, and paragraph.<sup>9</sup> It means that writing is a productive skill that requires learners to produce words to express their ideas by writing. It can be concluded that writing is the way about how to make or produce language to deliver a message, information, and also build communication to other people. writing is the most difficult skill for second language learners to be mastered.<sup>10</sup> It means that when students write, they need process thinking to arrange words, sentences, paragraph for the reader to understand the information.

Writing is a mechanism or method for creating a language and showing someone's opinion, mind, or judgment.<sup>11</sup> It means that writing is the way of expressing something like thoughts or feeling in a written way. Writing can be used to communicate what feeling people have, to give an information,

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<sup>7</sup> Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Analogy of Current Practice*, (London: Cambridge University Press, 2002), p.303

<sup>8</sup> Jeremy Harmer, *How to Teach Writing*, (Longman: Pearson Education Limited, 2004), p. 31

<sup>9</sup> Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University Press, 1983), p. 3

<sup>10</sup> Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Analogy of Current Practice*, (London: Cambridge University Press, 2002), p.303

<sup>11</sup> Jeremy Harmer, *How to Teach Writing*, (Longman: Pearson Education Limited, 2004), p. 31

idea, advice, instruction, and so on. Writing needs a qualification to reveal a notion, sentiment, and mind by organize letter by letter into words, sentences, and paragraph.<sup>12</sup>It means that writing is a productive skill that requires learners to produce words to express their ideas by writing. It can be concluded that writing is the way about how to make or produce language to deliver a message, information, and also build communication to other people. research at MAN 1 Lampung Tengah, the research found that the students have difficulty in writing. It was revealed that the students still confused how to start writing and felt difficult to express their ideas. The next problem is the students have problem that related with grammar. They got difficulties to arrange words in order to make a proper structure of sentences, and grammar. Then, the students also have no ability to make sentence that blend each other. It makes them feel difficult to learn writing.

The result of the interview with the English teacher showed that students' writing skill are poor. It also showed by students' writing score that was given by Mrs. Luluk Hidayatusofa, S.Pd as the English teacher in MAN 1 Lampung Tengah. The score is classified based on the theory of Heaton, which score divided into four categories.<sup>13</sup> It can be seen from the table below:

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<sup>12</sup> Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University Press, 1983), p. 3

<sup>13</sup> J.B. Heaton, *Writing English Language Test*, (New York: Longman, 1988), p. 146

**Table 1.1**  
**Preliminary Research Students' WritingScore at the First**  
**Semester of Tenth Grade of MAN 1 Lampung Tengah in**  
**Academic Year 2022/2023**

No	Score	Category	Classes			Total	Percentage
			X IIS 1	X IIS 2	X IIS 3		
1	100-80	Excellent to Very Good	3	4	4	11	12.2%
2	79-66	Good to Average	7	8	6	21	23.3%
3	65-56	Fair to Poor	12	9	11	31	34.4%
4	≤ 55	Very Poor	9	9	9	27	30.1%
<b>Number of Students</b>			<b>31</b>	<b>30</b>	<b>30</b>	<b>90</b>	<b>100%</b>

*Source: Document of the Score at the TenthGrade of MAN 1 Lampung Tengah in Academic Year 2023/2024.*

Based on Table 1, it can be known that achievement from the students in MAN 1 Lampung Tengah is still not yet optimal. It is only 35.5% of the students can achieve, while 64.5% of them are in poor score. It means that some of students still had the difficulties in their writing skill.

The students should be interested in learning English by providing them with appropriate media which are able make the students feel enjoy, not bored and also to improve their score in learning English. In the teaching and learning process there are many kinds of great media that can be applied the teacher, to improve the students' writing skill, one of which is Schoology. The researcher uses Schoology because it has several benefits in learning writing.

In such circumstances, the researcher wants to teach English using a new media. Students must be stimulated by new things so they can be interested in learning, especially in terms of writing. The current situation is because Covid-19 has obliged teachers and students to study online using the web so

that the use of Schoology as the media of teaching English chosen by researcher is expected to help facilitate the teaching and learning process in a pandemic.

Schoology is a free application that enables the teacher to share material and create discussion and board assignments. On the other hand, Schoology allows students to access the material without limitation of time.<sup>14</sup> Schoology offers free and easy-to-use learning, including social learning management (LMS). Schoology has complete specifications with various learning tools, for example, checking attendance, tests, quizzes, and assignment submissions.<sup>15</sup> It means that this learning media can be applied by teachers and students for collaborating about resources, assessment, and content on a secure and safe learning management platform. Schoology allows teachers and students to collaborate in order to achieve the learning goals. The collaboration in question is a variety of individual, group, and discussion data carried out in the Schoology group. Therefore, Schoology is very suitable to be used as a supporting learning media using the internet. Besides, both teachers and students can experience a new teaching and learning process through Schoology.

Schoology also can be used for teaching writing. Teacher can post the materials' explanation and the students can leave some comment or respond on commentary column about the explanation that they do not understand. Using Schoology in learning was likely to be more interesting, showed by the result of the research that the website design provides professional looks and beneficial features. Schoology is also suitable for students to do writing task, because students will be free to explore their idea without time limitation like in school (but there is a deadline from the teacher to collect the task).

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<sup>14</sup> Putu Yuni Widianingsih, Diah Ayu Manik Pradnya Dewi, and Putu Enik Kristianti, -Schoology as Learning Media to Improve Students' Writing Skill, || *JoES (Journal of Education Study)*, Volume 1 Issue 1, (2021) : p. 86

<sup>15</sup> Agustin Apriliani, Abdul Asib, Ngadiso, -The Effect of Schoology on The Students' Writing Interest, || *IJEE (Indonesian Journal of English Education)*, Vol. 7 No. 2, (2020) : p. 112

Students can post their writing in the Schoology wall group of class that created by the teacher. Then the teacher can evaluate the students' writing and give some suggestion and comments. In other words, Schoology can give stimulation for students to try their ability in writing achievement and increase the students' interest in learning writing.<sup>16</sup>From the explanation, the researcher concerned this research on the use of Schoology as a media application towards students' writing skill.

Based on the explanation, the researcher is interested in conducting an experimental research entitled -The Influence of Using Schoology towards Students' Writing Skill in Recount Text at The First Semester of The Tenth Grade of MAN 1 Lampung Tengah in academic year 2023/2024||

### **C. Identification of the problem**

Based on the background of the interview above, there are some problem that can be identified research such as:

1. The students encounter difficulties when starting writing
2. The students felt difficulties in used structure of the sentences and grammar
3. The students often got difficulties to express ideas in writing
4. The students had no ability to make the writing with the sentence that blend each other

### **D. Limitation of the problem**

In this research, the researcher focuses the research on the influence of using Schoology towards students' writing skill in recount text at the first semester of the tenth grade of MAN 1 Lampung Tengah in academic year 2023/2024

### **E. Formulation of the Problem**

The formulation of this research in these following question -Is there any influence of using Schoology towards

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<sup>16</sup>*Ibid.*, p. 90



students' writing skill in recount text at the first semester of the tenth grade of MAN 1 Lampung Tengah in academic year 2023/2024

## **F. Objectives of the Research**

The objective of this research is to find out the influence of using Schoology towards students' writing skill in recount text at the first semester of the tenth grade of MAN 1 Lampung Tengah in academic year 2023/2024

## **G. Benefits of the Research**

This research is expected to provide several benefits for:

### 1. Theoretically

In theory, it should be able to provide benefits as a contribution of knowledge in increasing students' learning motivation

### 2. Practically

#### a. For the Teacher

The result of this research is expected that was utilized as alternate way for language teaching activities or to be an option to do in the classroom.

#### b. For the Student

The outcome of this research is intended to give a benefit and increase students' motivation in studying.

#### c. For the School

The conclusion of this research is expected to encourage the school to observe English teaching, particularly in teaching writing.

#### d. For the Other Researcher

1) The other researcher can know deeply about the theory of this concept.

2) The result of the study can be used as a reference for other researcher.

3) The others researcher can give more attention to develop about this result of study.

## **H. Relevant of the Research**

Based on the theoretical study that has been done, there are several previous researches are relevant to the research that will be carried out by the writer, namely:

1. The results of research conducted by Asri Nova Rama, Amiruddin Rahim, and Alberth, with the title:

### **The Use of Schoology to Enhance Students' Reading Comprehension at Lakidende University.**

This study aimed to find out (1) the extent to which schoology enhance students' reading comprehension (2) the students' perception toward learning through shoology (3) the advantages of shoology for teaching reading comprehension (4) the disadvantages of shoology for teaching reading comprehension. This study was a mixed method research design known as explanatory mixed method design (Quan-Qual model). There were two groups involved namely experimental and control group. The study was carried out at Lakidende University of Unaaha with 40 undergraduates as the sample. Data were collected by using reading test and students' self-diary. Moreover, the data were analyzed quantitatively and interpreted by using the software program of SPSS 16.0. The qualitative analysis was also conducted to analyze students' self-diary. This study found that schoology give a significant enhancement on students' reading comprehension from pre-test to post-test revealed the significant difference ( $0.008 < 0.05$ ) before and after the implementation of schoology. Based on students' self-diary, it showed the students in experimental group gave positive responses toward schoology, the advantages of schoology for teaching reading comprehension were responsible, collaborative, ease of use and accessible.

2. The result of the conducted by Cahyasari Kartika Murni  
**The Effect Of Schoology Based E-Learning on Increasing Outcomes Students' Learning In Network Hardware Material In class X TKJ 2 in SMK NEGERI 3 BUDURAN, SIDOARJO.**

This research method using Pre-experimental onegroup pre-test and post-test used to determine the level of students' abilities before and after the treatment carried out. Regression analysis is used to find how much problems the independent variables on the dependent variable increase. The results of this study indicated that after used the learning process by using E-learning based in Schoology student score is increased. With an average of post-test is higher than the result of pre-test by a difference of 40.89. From the result of pre-test (sig). 0,046 and post-test result (sig) 0,000. The value pre-test and post-test under 0.05. P -value obtained was 0.000 which is smaller than 0.05. The regression equation obtained was  $Y = 8.889 + 1,123X$  and p-value (sig) of 0.000 was below 5% alpha. That mean  $H_0$  is rejected (no significant positive effect between E Schoology - learning based on student learning result), and accept  $H_1$  that is (there are significant and positive influence between Schoology E-learning based on learning result of students).

3. The result of the concuted by Agustin Apriliani, Abdul Asib, and Ngadiso  
**Schoology as a Learning Media Platform for Writing Skill.**

Schoology is micro blog educational website that can be applied by teacher and students for collaborating about resources, assessment, and content on a secure and safe learning management platform. Students can post their writing task in Schoology group that created by the teacher. Then, the teacher can evaluate the students' writing and give some suggestion or comments. In other

words, Schoology give stimulation for students to try their ability in writing achievement and increase the students' interest. This literature study reviews several papers studying the implication of Schoology as a learning media platform. The purpose of the study is to find out the implication using Schoology to the teachers and students. The findings expected that Schoology can be an alternative learning media platform that used by the teacher and the students to support teaching and learning process in writing.

4. The result of the concuted by Anita Anggraeni, Cynantia Rachmijati

**The Use Of Schoology As An Alternative Of Learning Applications In The Covid-19 Pandemic Period To Improve Students'writing Ability**

The research objective entitled" Schoology: an alternative of learning applications to improve students writing skills in the Covid 19 to is to determine the effect of Schoology online learning media on students' writing skills and to identify students' perceptions about the use of Schoology. The research method used a descriptive qualitative research. Technique in collecting the data were test, interview, questionnaire with research subject is 44 PGSD Students from Class of 2019. The content analysis method was used to analyze the data that was started from 1) data reduction, 2) data presentation, 3) drawing conclusion and verification. The results showed that 85.59% of students agreed that the use of Schoology improved their English language skills in general and 85.90% of students agreed it improved their writing skills. Perceptions of students using Schoology: 13.42% that Schoology is easy to use, 20.13% of students have an ordinary impression, 65.77% of students have the impression that is difficult to use. From their submitted task, there was improving of 40% of score and lessen writing error found. It is to be concluded that

Schoology did improve writing skill because the language of instruction in Schoology was English with user friendly outlook hence force the students to study harder using and writing in English. The research objective entitled "Schoology: an alternative of learning applications to improve students writing skills in the Covid 19" is to determine the effect of Schoology online learning media on students' writing skills and to identify students' perceptions about the use of Schoology. The research method used a descriptive qualitative research. Technique in collecting the data were test, interview, questionnaire with research subject is 44 PGSD Students from Class of 2019. The content analysis method was used to analyze the data that was started from 1) data reduction, 2) data presentation, 3) drawing conclusion and verification. The results showed that 85.59% of students agreed that the use of Schoology improved their English language skills in general and 85.90% of students agreed it improved their writing skills. Perceptions of students using Schoology: 13.42% that Schoology is easy to use, 20.13% of students have an ordinary impression, 65.77% of students have the impression that is difficult to use. From their submitted task, there was improving of 40% of score and lessen writing error found. It is to be concluded that Schoology did improve writing skill because the language of instruction in Schoology was English with user friendly outlook hence force the students to study harder using and writing in English.

## **I. Writing System**

The writing system in this study generally consist of 5 interrelated chapter. The writing system provides an overview related research, therefore it is stuctured as follows:

**Chapter I****INTRODUCTION**

This chapter the opening of a research. In this chapter describes about Affirmation of Title, background of the Problem, Identification, Limitation of Problem, Formulation of Problem, Objectives of the Study, Benefit of the Research, Scope of the Research, Relevant of the Research, Writing System.

**Chapter II****REVIEW OF RELATED LITERATURE**

This chapter describes a review of related literature to the theory used. Theories related to research variables are described in this chapter. The from the explanation of theory used, then the submission of hypohthesis and frame work think.

**Chapter III****RESEARCH METHODOLOGY**

This chapter explains how the research will be carried out operatinally and explana each research variable. This chapter contains about Place and Time Research, Research design, Research variable, Operational definition of variable ,Population, sample and sampling technique, Research procedure, Data colleting technique, Instrument of the Research, Scoring procedure, Validity, and realiability of the instrument, Data analysis.

**Chapter IV****RESULT AND DISCUSSION**

This chapter describes the description of the data and the result of study in

accordance with the data test and analyzes that have been carried out previously. Then explain the results of hypothesis testing.

## **Chapter V**

### **CONCLUSION AND SUGGESTION**

This chapter is the last part of a study. This chapter contains conclusion from the answer to the formulation of the problem posed in the study as well as recommendations in the form of suggestions or input for further the writer. The writer also conveyed the limitations of the research to be used as material for further analysis in the future.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. FRAME OF THEORY

##### 1. Writing

###### a. Definition of Writing

Writing is a process to make a language in order to express someone's mind, view, or persuasion.<sup>1</sup> It means that writing is the way that people use to show what they think and feel. Raimes defines writing as –a qualification to reveal a notion, sentiment, and mind by organize letter by letter into a words, sentences, and paragraphll.<sup>2</sup> It means that writing is making a written language by thinking, exploring, and discovering the ideas in order to produce a text that show personal meanings. In writing, the writers need to put their thought into meaningful sentence so the reader understand what they write about. Oshima and Hogue stated that –writing is done simultaneously, in students' mind they have already been thinking about what they want to say and how to say it into the written form so it leads them to think criticallyll.<sup>3</sup>

Another definition of writing is proposed by Brown. He mentioned that writing is –a process of composing words to express what people currently think, feel, and perceivell.<sup>4</sup> It means that writing is one of ways that can be used to show human thought in written form. People can write anything, as much as they want to express what they feel in a words. Writing looks similar with speaking which both of them are the way to express an ideas and showing something what they want to say. The difference is in speaking, the

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<sup>1</sup> Jeremy Harmer, *How to Teach Writing*, (Longman: Pearson Education Limited, 2004), p.31

<sup>2</sup> Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University Press, 1983), p. 3

<sup>3</sup> Alice Oshima and Ann Hogue, *Introduction to Academic Writing* (3<sup>rd</sup> Edition), (New York: Pearson Education Inc., 2007), p. 15

<sup>4</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2<sup>nd</sup> Edition, (White Plains, NY: Longman, 2000), p. 337



speakers do it spontaneous. While in writing, the writers need to think and arrange what they thought before they write it in a structured sentence.

Based on the ideas above the writer concludes that writing is an activity or an action that we can take to communicate a language, an idea, information, or knowledge to others by using draw graphic symbol that can be read and understood by them.

### **b. Writing Ability**

The ability of writer to deliver an information to people or society is called writing ability.<sup>5</sup> In order words, writing ability can be defined as a skill of a writer to write something that understandable by the readers so the meaning or the information of the written text is delivered well to the readers. Writing ability is the capability of a person to create a written message from words, into sentences, into text, and into coherent whole in which the meaning can be understood by the readers.<sup>6</sup> Means that, writing can be defined as a capability of someone to make the others understand the meaning of their idea, mind, of view with the coherence sentences.

Writing ability can be improved by practice a lot. Writing as activities by which people being try to express feeling, opinion and to exchange information by using written in the form of communication. Therefore, as a tool of communication, it is necessary for people to have a good writing ability. Writing ability can be scored by looking writing aspects. Writing aspects help writer in making a good writing, based on the preceding explanation, it can be conclude that writing ability is a skill that someone need to convey their idea or mind or to communicate the information to others in written forms. Writing ability can be improved by

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p.22 <sup>5</sup> Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008),

<sup>6</sup> Felix Ekarista, *Improving Students' Writing Ability in Recount Text Using Picture Series*, (Publishing services provided by Knowledge E, 2018), p.344

doing lots of practice. Also, scoring of writing can help a writer in making a great writing.

### **c. Aspects of Writing**

There are some criteria to make a good writing. Heaton stated that writing activity has five aspects that should be fulfilled as follows:

#### 1) Content

The ability to think creatively and develop thoughts.

#### 2) Organization

The ability to write in appropriate manner.

#### 3) Vocabulary

The ability to use of word/idiom.

#### 4) Language Use

The capability to write appropriate structure.

#### 5) Mechanics

The ability to use punctuation, capitalization, spelling, and layout correctly.<sup>7</sup>

Based on the explanation above, it can be concluded that there are five aspects of writing, they are content, organization, vocabulary, language use, and mechanics. These aspects are also used in scoring writing ability.

### **d. Concept of Writing Process**

In the process of writing, there are some steps that should be done to create a good writing. Harmer represents the steps into four ways. The steps are:

#### 1) Planning

Experienced writers organize what they want to write. They think, consider, and determine what they are going to say before they write something. For some writers this may involve making detailed notes.

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<sup>7</sup> J.B. Heaton, *Writing English Language Test*, (New York: Longman, 1988), p. 135

## 2) Drafting

Drafting refers to the first version of a piece of writing. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

## 3) Editing (reflecting and revising)

Once writers have produced a draft, usually they read the draft in order to know what the mistakes in sentence in the draft are. Perhaps, the information that they wrote is not clear enough or maybe the one of sentences is ambiguous or confusing. Reflecting and revising are often helped by other readers (or editors) who comment and make a suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

## 4) Final Draft

Final draft is the result of the draft that have edited by the writers. The writers produce the final draft after they change what supposed to be changed or edit the draft into the correct one.<sup>8</sup>

Based on the explanation, the researcher concludes that to have a good writing there are four stages that should be done by the writer. The first is planning. It is about collecting the ideas what she/he wants to write. The second is drafting, which in this stage the writer start to write based on the writer's plan. Then the third stage is editing. After the writer writes the first draft, the writer should read their first draft and change or fix what they should change or fix in the draft. The last is final draft, which it is the result of the writing process.

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<sup>8</sup> Jeremy Harmer, *How to Teach Writing* (Harlow: Pearson Education Limited, 2004), p. 4

## 2. Text

### a. Definition of Text

Text is the construction or synthesis of words, phrases, and sentences.<sup>9</sup> Anderson and Anderson said that texts are pieces of spoken or written language created for a particular purpose.<sup>10</sup> It means that text is a collection of words that arranged into a phrase or sentence which has a meaning in order to give an information, tell something, explain the meaning, etc. It means, when we write or we speak, we create texts. When we listen, read or view texts we interpret them to get the meaning. Several definitions above described that a text is a combination of the sentences in spoken or written that has meaning. Generally, text is sentences that combined together and has a particular purpose.

Text is made up of words, clauses, and sentences, and by following syntactic rules, writers can encode a complete semantic representation of their intended implications.<sup>11</sup> Means that in writing a text, the writer should care about grammar by organized the structure.

According to Anderson, there are two main categories of texts, they are literacy and factual as follows:

#### 1) Literacy Texts

Its purpose is to pique someone's interest by appealing to their emotions and imagination. There are three types of stories in this category: narrative, poetic, and dramatic.

#### 2) Factual Texts

It exposes, educates, or reassures the audience by conveying information or ideas to them. Factual texts include persuasive, recount, answer, interpretation, debate, knowledge study, exposition, and procedure.<sup>12</sup>

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<sup>9</sup> Ken Hyland, *Teaching and Researching Writing*, 2<sup>nd</sup> Ed., (Edinburgh Gate: Pearson Education Limited, 2009), p. 8

<sup>10</sup> Mark Anderson and Kathy Anderson, *Text type in English 3*, (South Yarra: Macmillan Education Australia, 1998), p. 1

<sup>11</sup> Hyland, *Teaching and Researching Writing*, 2nd Ed., 2009, 8

<sup>12</sup> Mark Anderson, Kathy Anderson, *Text type in English*, (Australia: Macmillan Education Australia PTY.LTD, 1997), p.1

## b. Genre of Text

According to Knapp and Watkins, a text is any completed act of communication such as a greeting between friends in the street, a television advertisement, a novel, or a movie and so on.<sup>13</sup> In other words text is a communication tool with a form of writing that through text readers and writers can communicate without having to meet in person. Knapp and Watkins stated that types of text in English are divided into several types. They are the genre of describing, the genre of explaining, the genre of instructing (procedural text), the genre of arguing, and the genre of narrating. These variations are known as genre.<sup>14</sup> However, Gerot and Wignell classified the genre of text into thirteen types as follows:

### 1) Recount

Recount is a type of text that retells a story for the purpose of informing or entertaining the reader.

### 2) Report

Report is a text that describes how things are in our environment with reference to a variety of natural, man-made, and social phenomena.

### 3) Narrative

Narrative is a text that is used to entertain, amuse, and deal with actual or vicarious experience in various ways.

### 4) Analytical Exposition

Analytical exposition is a text that attempts to persuade the reader or listener that something in the case is correct.

### 5) News Item

News item is a text that informs readers, listeners, or viewers about current events that are deemed newsworthy or important.

### 6) Anecdote

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<sup>13</sup> Peter Knapp & Megan Watkins, *Generic Text, Grammar*, (Sidney Australia: University of New South Wales Press Ltd, 2005), p.29

<sup>14</sup>*Ibid.* p.97-220

Anecdote is a text that tells the story of an unusual or amusing incident.

7) Spoof

Spoof is a text to retell an event with a humorous twist.

8) Procedure

Procedure is text that describes how something is done through a series of actions or steps.

9) Description

Description text is a text to describe a particular person, place, or thing.

10) Hortatory Exposition

Hortatory exposition text is one that is written to persuade the reader or listener that something should or should not be the case.

11) Reviews

Reviews is a text to critique an art work or event for a public audience.

12) Explanation

Explanation text is the text that explains the processes involved in the formation or operation of natural or sociocultural phenomena is known as an explanation text.

13) Discussion

Discussion text is a text to present (at least) two points of view about an issue.<sup>15</sup>

Based on those explanations, it can be concluded that there are types of text such as narrative, recount, and report. Each text has a difference in purpose and characteristics, but researcher only focused on recount text because the researcher want to know the ability of students to comprehend recount text, recount text is a text that tells the past events or provide information about past events in a coherent and sequential.

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<sup>15</sup> Linda Gerot, Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: Gerd Stabler, 1994), p. 192-220

### 3. Concept of Recount Text

#### a. Definition of Recount Text

Recount is a sort of writing that lists and describes prior experiences by repeating events in the order in which they occurred (chronological order). Recounts are written to recount events in order to entertain the reader (or both).<sup>16</sup>

According to Rosyadi, a recount is a piece of prose that retells past events, generally in the sequence in which they occurred.<sup>17</sup> The goal of recount text is to provide the listener with a narrative of what occurred and when it occurred.

Based on several definitions, the researcher found that a recount text is a narrative that retells an event or experience from the past. Its objective is to either enlighten or entertain the audience.

#### b. Types of Recount Text

Related to Rojas defines the recount text in four types there are personal recount, factual recount, and imaginative recount:

- 1) Personal Recount : these usually retell an event that the writer was personally involved in.
- 2) Factual Recount : recording an incident, e.g. a science experiment.
- 3) Imaginative Recount : writing an imaginary role and giving details of events, e.g. a day in the life of a pirate.
- 4) Historical Recount : retell historical stories, e.g. Indonesian Independent Proclamation.<sup>18</sup>

In conclusion to the preceding explanation, this research will employ historical recount since it is appropriate with the material in the syllabus.

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<sup>16</sup> Virginia Rojas, *Language Features of Seven Writing Genres*. (Crawley: Language Consultant 2010), p.10

<sup>17</sup> Arifian Rosyadi, *Learning Material Junior High School Grade VII*, (Surakarta: Teaching Material Development 2001), p.1

<sup>18</sup> Rojas, *Op, Cit*, p.10

### c. Language Features of Recount Text

Rojas state that recount text uses language features as follow:<sup>19</sup>

- 1) Noun as a personal pronoun such as Hasan, Devy, Dani, etc.
- 2) Individual Participant, focused on specific participant's story.
- 3) Past tens such as went, ate, ran, etc.
- 4) Time connective and conjunction to sequence the events, such as after, before, then, after that, etc.
- 5) Action verb, a verb that shows the events or occurrence, such as stayed, climbed, killed, etc.
- 6) Adverb and adverb phrase to show place, time and way, such as.

### d. Generic Structure of Recount Text

Recount text, being a type of text, has its own structure:

- 1) Orientation is providing information about who, where, and when;
- 2) Events is describing series of event usually recounted in chronological order;
- 3) Reorientation is rounds of the sequence events.<sup>20</sup>

Related to the explanation about it means that recount text consists of orientation, which introduces the participants, place and time, even which describe some events that happened in the past, and orientation which states personal comment of the writer.

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<sup>19</sup>*Ibid.*

<sup>20</sup> Ken Hyland, *Second Language Writing*, (Cambridge University Press: Cambridge, 2003), p.124



#### e. Example of Recount Text

##### A Beautiful Day at Jogja

**Orientation** Proclamation of Indonesian Independence was read at 10.00 a.m. on Friday, 17 August 1945. The declaration marked the start of the diplomatic and armed resistance of the Indonesian National Revolution, fighting against the forces of the Netherlands and pro-Dutch civilians, until latter officially acknowledged Indonesia's independence in 1949. The Netherlands declared that they had decided to accept de facto 17 August 1945 as Indonesia's independence date. The United Nations, who mediated in the conflict, formally acknowledge the date of independence as 27 December 1949.

##### **Reorientation:**

The document was signed by Sukarno and Mohammad Hatta, who were appointed president and vice-president respectively the following day.

#### 4. Concept of Media

##### a. Definition of Media

Media, often known as medium, is a tool that may be utilized to help individuals achieve their objectives. According to Gerlach and Ely, a medium is any person, object, instrument, or event that provides an environment in which learners or students can gain information, skills, and attitudes.<sup>21</sup> It indicates that in order to get information, media may be employed to aid and assist human action.

The role of media in the teaching and learning process is significant. The use of media can assist the instructor in communicating the information to the students. Students gain from employing media in the learning process as well as teachers. Media may enhance and improve classroom activities.

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<sup>21</sup> Gerlach, V.S., & Ely, D.P., *Teaching and Media: A Systematic Approach*, 2<sup>nd</sup> ed., (Englewood Cliffs, NJ: Prentice-Hall Incorporated, 1980), p. 241

In conclusion, media may be employed to achieve certain educational goals. The use of media can assist the teacher in delivering the material. Additionally, it assists students in learning more effectively and in developing an interest in the material given by the teacher.

#### **b. Classification of Media**

Sanjaya divided media into three categories. They are:

##### 1) Audio Media

Audio media is a type of media that can only be heard or has a voice element. Radio, song, and recorded media are examples of this type of media.

##### 2) Visual Media

Visual media is a type of media that can be watched but does not include a voice component. Textbooks, magazines, newspapers, journals, bulletins, web pages, blogs, and other forms of media fall into this category.

##### 3) Audio Visual Media

Audio visual media is a type of media that includes both a voice and a visual element that can be viewed. Video recordings, film, and television are examples of this type of media.<sup>22</sup>

Based on the statement above, Schoology can be classified as a visual media because Schoology belonging to microblogging.

### **5. Blended Learning**

Blended learning is a combination of the way of learning, between face-to-face and online. According to Rusman in Rini, et. al., blended learning is a combination of face-to-face learning and electronic learning or e-learning.<sup>23</sup> It means that blended

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<sup>22</sup> Wina Sanjaya, *Perencanaan dan Design Pembelajaran*, (Jakarta: Kencana Prenada Media Group, 2008), p. 211

<sup>23</sup> Rini Sefriani, et. al., -Blended learning with Edmodo: The effectiveness of statistical learning during the COVID-19 pandemic, *International Journal of Evaluation and Research in Education (IJERE)*, Vol. 10, No. 1, (2021), p. 294

learning is learning mode that offers an online mix (through digital media/online) and face-to-face delivery and teaching. Thus the common thread of understanding blended learning can be drawn that is the combination of face-to-face learning with online learning (in the network) or online.

In addition, Allan stated that blended learning is the use of various internet-based tools including chat rooms, discussion groups, podcasts, and self-assessment tools to support traditional.<sup>24</sup> In other words, blended learning combines classroom learning activities face to face with online learning activities by using an application, chat room, or else that use internet tools or digital media.

Based on the definition above, blended learning is a combination of face-to-face learning and electronic learning or e-learning in teaching and learning process. In this research, the researcher will use blended learning in teaching and learning process.

## **6. Concept of Schoology**

### **a. Definition of Schoology**

According to Widianingsih, et. al. stated Schoology is a free application that enables the teacher to share material and create discussion and board assignments. On the other hand, Schoology allows students to access the material without limitation of time.<sup>25</sup> It means that this learning media is safe learning management platform which can be applied by teachers and students for collaborating about resources, assessment, and content on a secure every time because it has no limitation of time.

Besides, Diaz, et. al., Schoology is one of the Learning Management Systems or can be said LMS, is one of the e-platforms that provides online learning. LMS are seen

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<sup>24</sup>*Ibid*

<sup>25</sup> Putu Yuni Widianingsih, Diah Ayu Manik Pradnya Dewi, and Putu Enik Kristianti, -Schoology as Learning Media to Improve Students' Writing Skill,|| *JoES (Journal of Education Study)*, Volume 1 Issue 1, (2021) : p. 86

information system that are focused on the processes of communication, collaboration, and educational purposes.<sup>26</sup> It means that Schoology is a learning management system that is focused on communicating, interacting with each other and the realization of educational goals. Schoology contains features that can make students and teachers communicate with each other, and can interact with teachers and other students, and other features that can support the realization of educational goals.

In addition, Dziuban also stated Schoology is a Learning Management System that provides facilities for students to interact and exchange information online. Schoology allows students to download learning materials, presentation slides, video tutorials, take quizzes, exams, discussions and submission of assignments given by educators.<sup>27</sup> It means that all students can share and download material from this application. The facilities in Schoology help the students to give and take an information or material even when they not in the same place. They can do it online.

Based on the definition above, it can be concluded that Schoology is made specifically to help people in an educational field. In this application, both of teacher and students can make a discussion, the students can access material easily, and share materials, videos, quizzes, etc.

### **b. Features of Schoology**

There are some features of Schoology based on the Astuti the features as follows :<sup>28</sup>

- 1) Attendance record

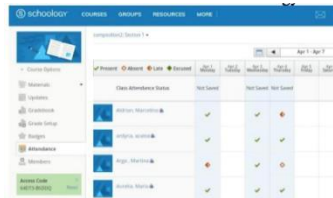
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<sup>26</sup> Sofia B. Diaz - Jose A. Diniz - Lentions J. Hadjileontiadis, *Towards an Intelligent Learning Management System Under Blended Learning*, (Switzerland: Springer, 2014), p. 42

<sup>27</sup>Dziuban, et. al., -Blended Learning. Education CenterFor Applied Research,|| Vol. 2 No. 7, (2004): p. 1-12

<sup>28</sup> Epata Puji Astuti , *Schoology and its contribution in English learning*. Journal of ELLIX vol.3.no.2.2019.

Schoology allows instructors to keep track of student attendance. Teachers can mark students as present, absent, or tardy, providing a convenient way to monitor student participation and track attendance records.



Class Attendance Dates	Not Saved	Not Saved	Not Saved	Not Saved	Not Saved	Not Saved
Andrew Morrison	✓	✓	✓	✓	✓	✓
Andrew Morrison	✓	✓	✓	✓	✓	✓
Andrew Morrison	✓	✓	✓	✓	✓	✓
Andrew Morrison	✓	✓	✓	✓	✓	✓

Figure 1 Attendance record

## 2) Interface

Schoology provides a user-friendly interface that resembles social media platforms like Facebook. This familiar interface makes it easier for students and teachers to navigate the platform, post updates, participate in discussions, and collaborate on assignments.



Figure 2 Interface facilitate

### 3) Online Gradebook

Schoology includes an online gradebook feature that enables teachers to record and manage students' grades. Teachers can create categories for different types of assignments, input scores, calculate overall grades, and share grade reports with students and parents.

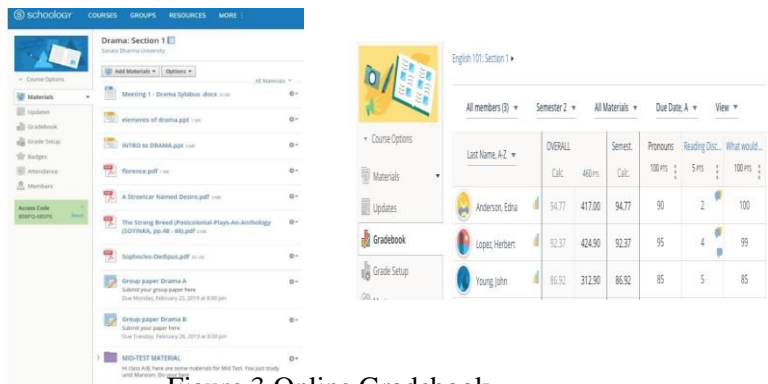


Figure 3 Online Gradebook

### 4) Tests and quizzes

Schoology offers tools to create and administer tests and quizzes digitally. Teachers can create multiple-choice, short answer, or essay-based assessments and customize settings such as time limits and grading options. Students can complete the assessments online, and teachers can review and grade the submissions within the platform.

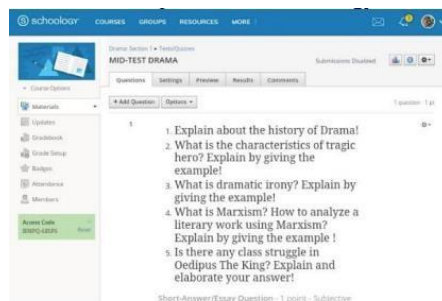


Figure 4 Test and Quizzes

### 5) Homework dropboxes

Schoology allows teachers to create digital dropboxes for homework assignments. Students can submit their assignments directly through the platform, eliminating the need for physical submissions. This feature simplifies the process of collecting and organizing assignments for teachers and provides a centralized location for students to submit their work.



Figure 5 Homework Dropboxes

### 6) Accessible through mobile phone

Schoology offers mobile applications for iOS and Android devices, making it accessible on smartphones and tablets. The mobile app provides students and teachers with on-the-go access to course materials, notifications, discussions, assignments, and grades. It allows users to stay connected and engaged with their courses, even when they are away from their computers.

### c. Procedure of Using Schoology

In using Schoology the english teacher can to do the five steps namely 1) planning, 2) teaching, 3) evaluating, 4) reporting according to Astuti the procedure as follows :<sup>29</sup>

#### 1) Planning

- a) The first steps is registrations, because teaching and learning process will run well if teachers do their best in preparing the material. Preparation is the key of the success. Schoology accommodates teacher in planning their teaching material in the coming year.
- b) Teacher can start it by creating a course and name it based on the name of the lesson.
- c) In each course, teacher can upload the syllabus, lesson plan and material for each meeting.
- d) Each course only can be accessed by student who have access code. The access code will appear in the teacher's account.
- e) So, only the teacher who can give the code to the member of the class.
- f) The material which is uploaded by the teacher can be an online textbooks or worksheet.
- g) The teacher can arrange classroom activity by making a folder for each meeting.
- h) Planning the material and giving it to the students before the class is important to increase student participation in class activity and discussion.

#### 2) Teaching

- a) In this steps the teacher make a groups discussion
- b) They come to the class with knowledge about the material, so it can increase classroom

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<sup>29</sup> Epata Puji Astuti , *Schoology and its contribution in English learning*. Journal of ELLIX vol.3.no.2.2019.



participation. Schoology also helps teacher to create paperless culture.

- c) First, Schoology provides online student's attendance with four category: present, absent, late, excused. It makes us easier to notice about student's attendance just by clicking the sign.
- d) Second, teacher does not need to copy the material on the paper for the student like what the traditional teaching do. In English literature for example, the material can be novel, short stories or plays which has hundreds pages. If we use traditional learning, it will spend a lot of cost to copy the book. But by sharing the material online, it can reduce the cost for the students.
- e) Teacher shares the material online such as e-book, journal, ppt, and etc. Student can access and read it by their gadget without print it. Students in this era are engage more with their gadget, so it is something familiar to them.

### 3) Evaluating

- a) First, teacher can give online assignment through Schoology.. They can submit their file in the form of doc, jpg, ppt, pdf and other extension of file.
- b) They can submit their assignment easily, they do not need to go to the campus and meet the teacher. What they should do is just upload their file in the assignment's folder that the teacher already
- c) There will be an explanation about the number of students who already send their assignment
- d) After that , teacher also can evaluate the students through quiz and test. Schoology helps the teacher to create an online quiz or test with certain period of time and the students can join to the quiz by answer it online.

### 4) Analysis

- a) After evaluating student's understanding about the lesson, teachers need to analyze the result. The analysis of the result is important to find out the percentage of students mastering the materials. Schoology provides the information about it by showing the statistic of the course.
- 5) Reporting
- a. Schoology has a menu called Course Gradebook. By this menu teachers can grade assignments, test/quizzes, assessments, and discussions directly in the Gradebook,
  - b. and the students can view these grades under their Grades tab as you post them. By clicking this menu, students can know about all their score during a semester. They can know their progress in studying the material..<sup>30</sup>

#### **d. Procedure of Guided Writing**

According to Oczkus, the procedure of guided writing as follows:

- 1) Planning : the students identify, collect, and organize the idea.
- 2) Writing : the teacher guides the students to write their first draft.
- 3) Editing : the students read their draft to find the error in the whole paragraphs.
- 4) Revising : in this stage, the students revising the error part.
- 5) Publishing : and then the last stage is students publish their writing.<sup>31</sup>

#### **e. Procedures of Teaching Writing by Using Schoology**

We know that writing is one of English skills that very complicated to learn. When the teacher teaching English using media, they must still use the steps of writing. So here,

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<sup>31</sup> Lori D. Oczkus, *Guided Writing: Practical Ideas, Powerful Result*, (Portsmouth: Heinemann Educational Books, 2007), p.32

the researcher constructs some steps for teaching writing by using Schoology. The steps are:

- 1) The teacher introduces how to use Schoology and the features.
- 2) The teacher asks the students to open their Schoology account and join the class.
- 3) The teacher explains all material about recount text by uploading a video that related with the material.
- 4) The teacher gives an example of recount text and asks the students to identify, collect, and organize the ideas based on recount text.
- 5) The teacher makes a discussion about the material in the form of discussion in Schoology.
- 6) The teacher guides the students in writing, with the students following the plan to write their first draft in the form of discussion in Schoology.
- 7) After the students finish their writing draft, the teacher asked them to evaluate their whole paragraphs to see what mistakes they do and asks them to revise.
- 8) The teacher asks the students to evaluate the revised paragraph and post the final draft in the Schoology's discussion page and then provided feedback to other students' work in Schoology's discussion page.

**f. Advantages of Using Schoology**

Additionally, there are several advantages of the implications of using Schoology as learning media in teaching writing, including:

- 1) The students will get opportunity to revise their writing so that it can improve students' motivation in learning writing.
- 2) The students will get some benefits from self-assessment and reflection. Self-reflection make students know their learning progress.

- 3) Students will easily to understand the material because they get feedback or comment from their teacher.<sup>32</sup>
- 4) Teachers can create connections with other students from different schools, states, or cultures.
- 5) Schoology provides a multitude of community resources and connections teachers can make with other teachers.
- 6) Students can upload homework assignments, take quizzes, polls and receive grades, feedback, and suggestions from teachers. Here, the parents can be involved by viewing their child's work and grades, and keep in touch with teachers.
- 7) Schoology provides a method for sharing documents and digital media online.<sup>33</sup>

#### **g. Disadvantages of Using Schoology**

There are some disadvantages of using Schoology. They are:

- 1) People who wants to use Schoology should have access to a computer or smartphone and internet connection.
- 2) Home displays that are less interactive so that first-time users of schoology have difficulty recognizing features in schoology.
- 3) In Schoology, there is no face-to-face interaction, which can lead to feelings of isolation.<sup>34</sup>

## **7. Concept of Google Classroom**

### **a. Definition of Google Classroom**

Google Classroom is one of the options for online learning. Google Classroom is used to assist teachers in creating and collecting assignments from students without the need of paper (paperless). As a result, Google Classroom

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<sup>32</sup> Putu Yuni Widianingsih, Diah Ayu Manik Pradnya Dewi, and Putu Enik Kristianti, -Schoology as Learning Media to Improve Students' Writing Skill,|| *JoES (Journal of Education Study)*, 2021, 86

<sup>33</sup> Agustin Apriliani, Abdul Asib, Ngadiso, -The Effect of Schoology on The Students' Writing Interest,|| *IJEE (Indonesian Journal of English Education)*, Vol. 7 No. 2, (2020) : p. 91

<sup>34</sup>*Ibid.*

may be accessible by teachers and students at any time and from any device, such as a laptop or smartphone, to communicate in the online learning process.

Google Classroom, according to Beal, is a technology that allows students and teachers to collaborate. In an online classroom, the teacher can also create and send tasks to students for free.<sup>35</sup> Janzein remarked that Google Classroom is purposely designed to simplify the instructional interface and alternatives for delivering and tracking assignments. Communication with the entire class or individuals is also facilitated through announcements, email, and push notifications.<sup>36</sup> It means that Google Classroom is one of the technologies available to let teachers create assignments for students without the need of paper. Students may become more involved in the learning process by utilizing Google Classroom.

Google Classroom works with Google Drive to create and distribute assignments, Google Docs, sheets, and slides for writing, Gmail for communication, and a Google Calendar for scheduling. A secret code can be used to invite students to attend a class. Each class establishes its own folder on the relevant user's Drive, where students can submit projects to be graded by her teacher. The software is accessible for both iOS and Android smartphones. Allow students to snap images and attach them to assignments, exchange files from other applications, and access information offline. The instructor can then track her students' development. Following that, the teacher assigns grades and comments on the students' work.<sup>37</sup> In other

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<sup>35</sup> Annita Muslimah, -A Survey on the use of Google Classroom in English Language Education Department of Islamic University of Indonesia (A Thesis, Islamic University Indonesia, 2018), 8, available at <https://bit.ly/3rxzKOp>, accessed on 10th January 2020.

<sup>36</sup> *Ibid.*, p. 17

<sup>37</sup> Haekal Fikri, -The Application of Google Classroom for Blended Learning in English Teaching at Universitas Sulawesi Barat (A Thesis, Sulawesi

words, Google Classroom serves the same purpose as the conventional class. The difference is Google Classroom necessitates the use of a computer and internet connectivity during the learning process.

Based on those explanations above, it can be concluded that Google Classroom facilitates teachers' handling of students' work. Because students are more excited about grasping the content provided by the teacher, Google Classroom can improve online learning.

#### **b. Procedure of Using Google Classroom**

There are some steps that must be followed by the teacher in the teaching and learning process by using Google Classroom as follows:

- 1) Teachers/students go to the Google website, and then sign on the page Google Classroom.
- 2) Make sure you have Google apps for education. Visit and sign on [classroom.google.com](https://classroom.google.com). Then, choose whether you are a teacher or a student, after creating for a teacher or join the class for students.
- 3) If you are a Google apps administrator, you can find more information about how to enable and disable services in access to the classroom.
- 4) The teacher can add their students directly or share a code to join the class.
- 5) The teacher gives an independent task or throws the discussion forum via an assignments page or discussion page then all class materials automatically field into their folder Google drives.
- 6) Besides, the teacher can also deliver announcements or information related to the subject that will study by students.
- 7) Students can keep track of what's due on the assignments page collection and began working.

- 8) The teacher can quickly see anyone who has not completed the task. Then, the teacher gives feedback and grades directly in the classroom.<sup>38</sup>

### **c. Advantages of Using Google Classroom**

There are some advantages found in using Google Classroom for online learning as follows:

- 1) Google Classroom empowers teachers to post class material, such as assignments, announcements, due dates, and the students can see all that is posted by the teacher.
- 2) Google Classroom can be accessed anytime and anywhere by using a personal computer or any gadget with a web association and an internet browser.
- 3) Google Classroom interfaces with Google Drive and effectively oversees data in a folder. When the students submit assignments and the teacher posts learning material and notes, all material can be overseen in one folder in Google Drive. This folder can be visited whenever need.<sup>39</sup>

From the advantages above, it can be concluded that Google Classroom is one of the ways that helped the teacher and students in online learning. It provided easier for the teacher to explain and give assignments for students. By using Google Classroom, the learning process can be effective and efficient because students and teachers can access it anytime and anywhere in a smart phone, laptop, or computer through an internet network.

### **d. Disadvantages of Using Google Classroom**

There are some disadvantages found in using Google Classroom for online learning, as follows:

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<sup>38</sup> Ibid.,p. 24-25

<sup>39</sup> Ibid., p. 26

- 1) Students had difficulties in submitting the assignments and downloading the material if there is not internet connection.
- 2) Students had difficulties in understanding the materials since the teacher only provided the materials and tasks without giving the instruction.<sup>40</sup>

From the disadvantages above, it can be concluded that the internet connection and lack of instructions are several students' difficulties in using Google Classroom. To solve the problem, the teacher must give instructions for students, so that the students felt challenging to understand what they have to do in the assignments. Besides that, the students also have to prepare adequate signals to collect the assignments and see the material that the teacher provides.

## 7. Concept of Recount Text

Many experts tried to define the meaning of recount text. According to Barwick, the Recount text describes an event that has accrued in the past. It means that Recount is a kind of text that retells events or experiences in the past. According to Anderson, recount text is speaking or writing about past events or a piece of text that retells past events, usually in the order in which they happened. Recount text means the form of the text telling about someone's experience in the past, therefore the experience of the readers themselves, such as their adventure and days activities. It means that recount text is a text which retells the event in the past. Moreover, according to Barwick, the purpose of recount text is to reconstruct past events in the time order in which they occurred.

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<sup>40</sup> Maulana Mualim, Desi Wijayanti Ma'rufah, and Endang Sartika, "The Strengths and Pitfalls of Google Classroom Application to Gen-Z Students," *Learning Hybridity, Journal of Proceeding International Conference on Islamic Education (ICIED)*, Vol. 4 No. 1, (2019) : p. 297–301, available at , accessed on 12<sup>th</sup> January 2022.



Writing and reading recount text usually can make the reader imagine the incidents which the writer tells. The purpose of recount text is to retail a series of events, usually, in the order, they occurred. In another word, the purpose of recount text is to inform the readers about something that has already happened.

#### **a. The generic Structure of Recount text**

There is a generic structure that is in recount text:

- 1) Orientation: the orientation supplies the background information. It establishes the time, setting, and who or what participating.
- 2) Series of events: sequence events that happened from the beginning until the end.
- 3) Re-orientation: this is an optional stage and is often used to complete the writing by rounding off the series of events.

Based on the explanation above, it can be concluded that recount text is a text that tells about something that happened in the past to give information about what has already happened. Recount text consist of three parts, namely orientation, series of event, and re-orientation. orientation mentions when the events happened, who was involved, what happened, and where the events took place. Series of events text what happened in sequence. Reorientation is the ending of the story.

#### **b. Types of recount text**

According to Keir, there are three types of recount text. There are personal recounts, factual recounts, and imaginative recounts.

- 1) Personal recount

The personal recount is something that the writer or speaker has experienced personally. It means that a personal recount is a story that tells about activities whereas the writer or

speaker involves or does by her or himself. This type uses first pronouns (I, we). Some examples of personal recounts include family holidays and diary entries.

2) Factual recount

Factual recount records the details of the particular incident. A factual recount is concerned with recalling events accurately. This type uses the third person pronouns (he, she, it, and they). Some examples include accident reports and historical recounts.

3) Imaginative recount

Imaginative recount gives details of what might have happened in the past. It means that an imaginative recount describes an imaginary role and gives details of imaginary events.

**c. Example of Recount text**

**“Journey Thorough Sorrow : A hospital Vigil”**

**Orientation:**

The rainy evening cast a somber atmosphere as I stood outside the hospital doors, hesitating before entering. My heart raced with trepidation, knowing that inside, I would confront the stark reality of my father's deteriorating health. The sterile scent of disinfectant greeted me as I stepped into the hushed corridors, the fluorescent lights overhead flickering intermittently. The orientation unfolded as I made my way to his room, taking in the clinical surroundings that mirrored the severity of the situation. My father lay in the hospital bed, his once-vibrant spirit subdued by illness. The orientation set the stage, introducing the characters (my father and myself), the setting (the sterile hospital

environment), and the initial circumstances (his declining health).

**Events:**

The days that followed became a series of heartbreaking events, each more challenging than the last. The medical updates delivered by the doctors painted a bleak picture, and the beeping machines became a dissonant soundtrack to our shared anguish. The events unfolded as we grappled with difficult decisions, witnessed the toll of the illness on my father's once-strong body, and navigated the emotional rollercoaster of hope and despair. In the midst of this narrative, the events were characterized by the poignant moments of connection, the silent exchanges of love and grief that defined our time together in the face of impending loss.

**Reorientation:**

As my father's journey reached its inevitable conclusion, the reorientation began to take shape. The room, once filled with the sterile hum of medical equipment, transformed into a sacred space for final goodbyes. In the quiet aftermath, a profound sense of loss settled in, but within that sorrow, there emerged a reorientation—a reflection on the enduring love and the memories that would outlast the pain. The final moments became a poignant reorientation, offering a bittersweet closure to the narrative. The hospital doors, once a threshold of uncertainty, now marked the passage from a chapter of suffering to one of remembrance, where the orientation, events, and reorientation converged to create a lasting emotional impact.

#### **d. Language features in a recount**

The language features usually found in a recount are :

- 1) Nouns and pronouns to identify people, animals, or things involved: firstly, my father refused my request and promised that he would teach me two or three years later, but I still whimpered.
- 2) Past action verbs to refer to the events: he just gave me some advice and since that accident.
- 3) Past tense to locate events concerning speaker's or writer's time: he began to teach me to ride the motorcycle around a field in my village.
- 4) Conjunction and time connectives to sequences the events: finally, my father surrendered and promised to teach me.
- 5) Adverb and adverbial phrases to indicate place and time: one day later, when I was alone at home, I intended to try my riding ability.
- 6) Adjective to describe nouns: I realized my ability to ride a motorcycle.

#### **B. Frame of Thinking**

Writing is necessary for English learning. It is because, in order to communicate successfully in English, pupils must be fluent not just vocally but also in writing. They should be able to write the language as well as speak it. In this scenario, the students must be proficient in writing in order to create a solid written form. Then, when learning to write, students must consider grammar, vocabulary, and, of course, how to organize the words into a proper sentence so that the readers understand what they are writing about. Because of this, students find it difficult to learn to write and lose interest in English, particularly in writing.

In order to overcome the problem, the teacher should discover a solution to solve students' writing problems and make an enjoyable writing activity for the students. Teachers might utilize

media to assist them in beginning to teach writing. As a result, in order to support the media for students, the researcher employs Schoology as a medium for students to study writing.

By using Schoology as teaching media, students will have a different activity in studying writing, making the teaching and learning process more engaging. Furthermore, students will have additional practice, allowing them to develop their writing abilities. Schoology can benefit students with visual learning styles in the teaching-learning process by attracting their attention and assisting them with their learning. Schoology's information is simple for students to comprehend.

### **C. Hypothesis**

Based on the theoretical views and assumption above, the researcher formulates the hypothesis as follows:

- H<sub>a</sub>: There is significant influence of using Schoology towards students' writing skill in recount text at the first semester of the tenth grade of MAN 1 Lampung Tengah in academic year 2023/2024
- H<sub>o</sub>: There is no significant influence of using Schoology towards students' writing skill in recount text at the first semester of the tenth grade of MAN 1 Lampung Tengah in academic year 2023/2024

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**Appendix 1****Students' Score at MAN 1 LAMPUNG TENGAH****X IIS 1**

<b>No</b>	<b>Nama Peserta Didik</b>	<b>Nilai</b>
1	Adinda Syifana Pratama	65
2	Akbar Ramadhan	60
3	Alfiyansyah Dimas Syahputra	55
4	Alihamzah	55
5	Alvan Fahri	60
6	Ananda Putri Kaila	55
7	Assa Zulfa Kamila	60
8	Aziz Hakim	54
9	Caesa Clianta M	55
10	Dinara Sefinawardani	70
11	Fachmi Syahda	68
12	Fathir Muksen	70
13	Fitri Oktavianti	68
14	Hafizah Khusnul Khotimah	60
15	Iftinan A. S	55
16	Intan Nuraini	80
17	M. Abdul H.	75
18	M. Ilham	65
19	M. Sahril Ramadhan	60
20	Nabila Azzahra S. S.	75
21	Naura Nuramelia	60
22	Panji Permana	65



23	Radhyesza Nazhra Islamie	80
24	Reckallea Putri M	55
25	Rino Ardhina Branta Putra	60
26	Rizky Raditya	54
27	Sifa Olia	54
28	Syahri Al Azhar	80
29	Uswatunnisa	65
30	William Hafrizal	75
31	Zendayla Mauswari	65

**X IIS 2**

<b>No</b>	<b>Nama Peserta Didik</b>	<b>Nilai</b>
1	Afifah Zahra E	52
2	Agil Dwi Saputra	60
3	Agil Pratama	60
4	Agung Lintar	80
5	Ahmad Febri Yanto	55
6	Azka Lutfiyah	68
7	Choirul Anam	62
8	Dedi Usman Hanapi	70
9	Fani Sulistia Wati	52
10	Fatih Hakim A R	52
11	Gustira Ketsya A P	66
12	Hanny Fanesha	70
13	Indaryatini	80
14	Laila Zahra Anis Salsabila	62
15	Lia Septiana	53
16	Muh. Fahri Saputra	68
17	Muh. Najmudin	70
18	Muh. Rizki Indra Susila	66
19	Muhammad Robitu	80
20	Nur Hasanah	56
21	Nur Syamsiyah	56
22	Oktavia Rahma Dani	80
23	Puji Syaiful Ghofar	62
24	Restu Kurniawan	70

25	Ria Aprilia	55
26	Rian Azwani	52
27	Rino Putra	55
28	Rizky Aditya	55
29	Sulistia Wulandari	60
30	Zahrotul Fu'adah	62

**X IIS 3**

<b>No</b>	<b>Nama Peserta Didik</b>	<b>Nilai</b>
1	Agil Yunarti	72
2	Alma Rianni Mahia Amru	70
3	Ayu Liawati	54
4	Bunga Adinda Pitaloka	60
5	Dea Ratna Nopita	60
6	Desi Ayu W	68
7	Fabbiana Zahra	80
8	Fitria Wulansari	55
9	Irma Indriani	62
10	Isra Mirna	62
11	Muhammad Riski Hambali	56
12	N Lisma	55
13	Neni Winalasari	80
14	Niken Ayuni	52
15	Nisrina Disti K	52
16	Pipi Wulandari	55
17	Reny Indriani Fajarwati	70
18	Repy Irsady	68
19	Resa Nurtia	55
20	Restiani	56
21	Settya Rahmat Nurcholik S	60
22	Siti Mutia Ismayanti	80
23	Tina Nurul Aripin	80
24	Via Nurwenda	64

25	Windi Oktapia	55
26	Winny Amelia L	60
27	Yuliani	54
28	Yulianingsih	65
29	Zaki Afrizal	66
30	Zunia Karunia P	64

## **Appendix 2 Interview Question for Teacher**

### **INTERVIEW QUESTIONS FOR THE TEACHER**

1. How long have you been teaching English?
2. Do you have a problem in teaching English especially in online class?
3. What is your problem in teaching writing?
4. How do you teach English in online class especially in writing text material? Is there a special treatment for teaching writing like using media, method, or else?
5. How about the students' writing in the class?

### Appendix 3 Interview Result with the Teacher

#### THE RESULT OF INTERVIEW WITH THE ENGLISH TEACHER IN PRELIMINARY RESEARCH

Teacher : Tiza Octa Kurniawan,S.Pd

(English Teacher)

Interviewer : Bunga Sahal Sabila (Reseacher)

Day/Date : Wednesday, August 25<sup>th</sup> 2021

Time : 09.45 WIB

Place : MAN 1 Lampung Tengah

No.	Questions	Answers	Conclusion
1	How long have you been teaching English?	It is about 6 years	She has been teach English since 2016
2	Do you have a problem in teaching English especially in online class?	Yes. Mostly, the students a bit difficult to understand what I've taught.	She faced some problems in teaching English.
3	What is your problem in teaching writing?	The students are not interested in writing activity and it makes their score are low.	Her students are not interested in writing.
4	How do you teach English in online	For writing text, I give tasks and ask the	She gives some tasks and ask the

	class especially in writing text material? Is there a special treatment for teaching writing?	students to translate text from textbook.	students to write text. She did not give special treatment.
5	How about the students' writing in class?	Most of them still poor in writing ability.	Students' writing ability is still low.



## Appendix 4 Interview Question for the Students

### INTERVIEW QUESTIONS FOR THE STUDENT IN PRELIMINARY RESEARCH

1. Apakah anda menyukai pelajaran bahasa Inggris? Alasannya?
2. Apakah anda suka menulis dalam bahasa Inggris? Alasannya?
3. Apakah anda sering berlatih menulis dalam bahasa Inggris?
4. Apakah anda mengalami kesulitan saat menulis teks dalam bahasa Inggris?
5. Bagaimana pengalaman belajar *writing text* anda dengan guru bahasa Inggris didalam kelas?

## Appendix 5 Students' Interview Result

### Interview for the Students

Day/Date : Wednesday, August 25<sup>th</sup> 2021

Time : 09.45 WIB

Place : MAN 1 Lampung Tengah

Nama: Sifa

No.	Question	Answer	Conclusion
1	Apakah anda menyukai pelajaran bahasa Inggris? Alasannya?	Iya, karena bahasa Inggris keren.	She said that she likes English subject
2	Apakah anda suka menulis dalam bahasa Inggris? Alasannya?	Saya suka menulis walau saya mengalami sedikit kesulitan. Melalui kegiatan menulis, saya dapat mengasah kemampuan bahasa Inggris saya.	She likes writing because it helps her to improve her English.
3	Apakah anda sering berlatih menulis dalam bahasa Inggris?	Sering.	She does writing exercise in English.
4	Apakah anda mengalami	Saya mengalami sedikit kesulitan di grammar.	She has a difficulty in the use of

	kesulitan saat menulis teks dalam bahasa Inggris?		grammar.
5	Bagaimana pengalaman belajar <i>writing text</i> anda dengan guru bahasa Inggris didalam kelas?	Cukup menyenangkan.	She likes to learn English in the class.

Nama: Settya

No.	Question	Answer	Conclusion
1	Apakah anda menyukai pelajaran bahasa Inggris? Alasannya?	Iya saya suka. Bahasa Inggris adalah bahasa yang harus dipelajari karena merupakan bahasa internasional.	He likes English subject.
2	Apakah anda suka menulis dalam bahasa Inggris? Alasannya?	Tidak. Menulis dalam bahasa inggris itu sulit dan bikin bosan.	He does not like writing in English.
3	Apakah anda sering berlatih	Tidak.	He does not do writing exercise.

	menulis dalam bahasa Inggris?		
4	Apakah anda mengalami kesulitan saat menulis teks dalam bahasa Inggris?	Lumayan banyak kesulitan saya. Saya gak punya banyak kosakata bahasa Inggris, suka bingung sama penulisannya juga karena apa yang ditulis suka beda sama yang didengarkan, sama kesulitan di grammar.	He said that he has a difficulty in making a text because of lack vocabulary, have a difficult in making a sentence, and the use of grammar.
5	Bagaimana pengalaman belajar <i>writing text</i> anda dengan guru bahasa Inggris didalam kelas?	Ngebosenin karena saya kurang suka nulis.	He does not like the learning writing text experience in the class.

Nama: Dedi

No.	Question	Answer	Conclusion
1	Apakah anda menyukai pelajaran bahasa Inggris? Alasannya?	Lumayan suka kak. Gatau alasannya, emang suka aja.	He likes English subject.

2	Apakah anda suka menulis dalam bahasa Inggris? Alasannya?	Menulis apa ini kak? Kalo menulis kayak bikin teks gitu kurang suka. Susah.	He does not like writing in English subject because it is boring.
3	Apakah anda sering berlatih menulis dalam bahasa Inggris?	Kadang, kalo pas ada pr.	He does the writing exercise.
4	Apakah anda mengalami kesulitan saat menulis teks dalam bahasa Inggris?	Iya masih kesusahan dengan penggunaan grammar, kosakata, gitu-gitu kak.	He has a difficulty in writing like the use of grammar and has limited vocabulary.
5	Bagaimana pengalaman belajar <i>writing text</i> anda dengan guru bahasa Inggris didalam kelas?	Biasa aja, tapi kadang bosan.	He said that the learning writing text experience in the class is bored.

Nama: Laila

No.	Question	Answer	
1	Apakah anda	Lumayan sih kak, tapi	She likes English

	menyukai pelajaran bahasa Inggris? Alasannya?	gak yang suka-suka banget gitu.	subject.
2	Apakah anda suka menulis dalam bahasa Inggris? Alasannya?	Lumayan suka, kadang merasa tertantang gitu buat nyari tau apa tulisan bahasa inggrisnya.	She likes to write in English.
3	Apakah anda sering berlatih menulis dalam bahasa Inggris?	Nggak juga sih, kadang-kadang aja.	She does writing exercise.
4	Apakah anda mengalami kesulitan saat menulis teks dalam bahasa Inggris?	Di penggunaan grammar, nyusun kalimat, sama vocabulary.	She has a problem in writing such as the use of grammar, arrange the sentence, and lack of vocabulary.
5	Bagaimana pengalaman belajar <i>writing text</i> anda dengan guru bahasa Inggris didalam kelas?	Kadang seru, kadang pegel karena nerjemahin teks di buku.	She said that sometimes the learning writing text experience in the class is fun and sometimes is just translate text.

Nama: Restu

No.	Question	Answer	Conclusion
1	Apakah anda menyukai pelajaran bahasa Inggris? Alasannya?	Kurang suka. Bahasa Inggris itu susah.	He does not like English subject.
2	Apakah anda suka menulis dalam bahasa Inggris? Alasannya?	Tidak.	He does not like to write in English.
3	Apakah anda sering berlatih menulis dalam bahasa Inggris?	Tidak.	He does not do the writing exercise.
4	Apakah anda mengalami kesulitan saat menulis teks dalam bahasa Inggris?	Banyak kak. Saya bingung cara nyusun kalimat, trus penggunaan kayak have atau has apa bedanya, kosa kata saya juga kurang banget.	He has a lot of difficulties in writing, such as he confuses how to arrange the sentences, the use of grammar, and lack of vocabulary.
5	Bagaimana pengalaman belajar <i>writing</i>	Nerjemahin gitu bikin gak semangat.	He said that the learning writing text experience in the

	<i>text</i> anda dengan guru bahasa Inggris didalam kelas?		class just translate and it makes the students lost their motivation in writing.
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Nama: Irma

No.	Question	Answer	Conclusion
1	Apakah anda menyukai pelajaran bahasa Inggris? Alasannya?	Iya saya suka karena memang suka bahasa Inggris dari kecil.	She likes English subject.
2	Apakah anda suka menulis dalam bahasa Inggris? Alasannya?	Suka. Kalo di twitter bikin postingan suka pake bahasa Inggris.	She likes to write in English.
3	Apakah anda sering berlatih menulis dalam bahasa Inggris?	Kadang-kadang kak.	She do the writing exercise.
4	Apakah anda mengalami kesulitan saat menulis teks dalam bahasa	Masih belum paham banget sama grammar.	She has a difficulties in grammar.



	Inggris?		
5	Bagaimana pengalaman belajar <i>writing text</i> anda dengan guru bahasa Inggris didalam kelas?	Kadang seru, kadang bosan. Tergantung gitu kak. Kalo Cuma nerjemahin gitu kadang ya bosan, pegel nulisnya.	She does not like to translate a text because it is bored.

## SILABUS PEMBELAJARAN

Satuan Pendidikan : MAN 1 Lampung Tengah  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : X / 1 (Ganjil)  
 Tahun Pelajaran : 2022

### KompetensiInti

- KI-1** : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI-2** Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab Dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, Masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI-3** : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan meta kognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI-4** : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah Konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

Kompetensi Dasar		Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
3.6	Menerapkan fungsi sosial, struktur teks, dan unsur	<b>Fungsi Sosial</b> Menjelaskan, mendeskripsikan,	Mengidentifikasi ungkapan-ungkapan	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong</li> </ul>	Menyimak dan menirukan beberapa contoh percakapan	8 JP	Buku Penunjang Kurikulum	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> </ul>

<p>kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense vs present perfect tense)</p>	<p>menyangkal, menanyakan, dsb.</p> <p><b>Struktur Teks</b></p> <ul style="list-style-type: none"> <li>◦ Memulai</li> <li>◦ Menanggapi (diharapkan/di luar dugaan)</li> </ul> <p><b>Unsur Kebahasaan</b></p> <ul style="list-style-type: none"> <li>◦ Kalimat deklaratif dan interrogative dalam <i>simple past tense, present perfect tense</i>.</li> <li>◦ Adverbial dengan <i>since, ago, now</i>; klausa dan adverbial penunjuk waktu</li> <li>◦ Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this</i>,</li> </ul>	<p>memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya</p> <ul style="list-style-type: none"> <li>◦ Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks</li> <li>◦ Memahami struktur teks ungkapan memberi dan meminta informasi terkait keadaan/tindakan</li> </ul>	<p>royong</p> <ul style="list-style-type: none"> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<p>terkait dengan intonasi, ucapan dan tekanan kata yang tepat</p> <ul style="list-style-type: none"> <li>◦ Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudian bertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut</li> <li>◦ Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-</li> </ul>		<p>2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016</p> <p>Kamus Bahasa Inggris Modul Pengalaman peserta didik dan guru</p>	<ul style="list-style-type: none"> <li>• Unjuk kerja</li> <li>• Portofolio</li> </ul>
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		<p><i>those, my, their,</i> dsb.</p> <p>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <p><b>Topik</b> Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>n/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya</p> <p>Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya</p>		<p>kalimat di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait.</p> <p>Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung</p> <p>Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut</p> <p>Melakukan refleksi tentang proses dan hasil belajar</p>			
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4.6	Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		<ul style="list-style-type: none"> <li>· Menyusun kalimat meminta informasi keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya</li> <li>· Menanggapi permintaan informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya</li> </ul>					
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			yang diajukan kepadanya					
3.7	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait <i>your sad experience, your unforgettable story, your holiday</i> , sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> <li>· Fungsi Sosial <ul style="list-style-type: none"> <li>Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan</li> </ul> </li> <li>· Struktur Teks <ul style="list-style-type: none"> <li>Dapat mencakup: <ul style="list-style-type: none"> <li>- orientasi</li> <li>- urutan kejadian/kegiatan</li> <li>- orientasi ulang</li> </ul> </li> </ul> </li> <li>· Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan</li> <li>- Adverbia</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>· Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks recount</li> <li>· Memahami struktur teks recount dalam memberi dan meminta informasi terkait <i>your sad experience, your unforgettable story, your holiday</i></li> <li>· Memahami unsur kebahasaan dari</li> </ul>		<ul style="list-style-type: none"> <li>- Menyimak guru membacakan cerita pengalaman pribadi, menirukan bagian demi bagian dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks</li> <li>- Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks</li> <li>- Mencermati analisis terhadap fungsi sosial,</li> </ul>			

		<p>penghubung waktu: <i>first, then, after that, before, when, at last, finally</i>, dsb.</p> <ul style="list-style-type: none"> <li>- Adverbia dan frasa preposisional penunjuk waktu</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul>	<p>teks recount dalam memberi dan meminta informasi terkait <i>your sad experience, your unforgettanle story, your holiday</i></p>		<p>rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya</p>			
4.7 Teks recount – peristiwa bersejarah			<ul style="list-style-type: none"> <li>· Membuat uraian tentang <i>pyour sad experience, your unforgettanle story, your holiday</i></li> <li>· Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang</li> </ul>		<ul style="list-style-type: none"> <li>- Mengumpulkan informasi untuk menguraikan teks dengan topik <i>your sad experience, your unforgettanle story, your holiday</i></li> <li>- Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> <li>- Melakukan refleksi</li> </ul>			
4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah		<ul style="list-style-type: none"> <li>· Topik Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>						
4.7.2 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait								

<p>peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>		<p>membacanya</p>		<p>tentang proses dan hasil belajar.</p>			
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**Kepala Sekolah**



**Hi. Wiratno, S.Pd, M.Pd.I**  
NIP. 197103101997031006

**Guru Mata Pelajaran**

**Tiza Octa Kurniawan S.Pd.**  
NIP. -



## Appendix 7 RPP Experimental Class

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP) DARING EXPERIMENTAL CLASS

Sekolah	:MAN 1 Lampung Tengah
MataPelajaran	:BahasaInggris
Kelas/Semester	:X/Genap
MateriPokok	:TeksRecounyour sad experience, your ungorgettanle story,your holiday
AlokasiWaktu	:4Minggux2Jam
Pelajaran@45Menit	

#### A. KompetensiInti

- **KI 3** : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitifberdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minat nya untuk memecahkan masalah.
- **KI4** : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

## B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
<p>3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait <i>my history, unforgettable moment, my holiday</i> dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> <li>· Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks recount</li> <li>· Memahami struktur teks recount dalam memberi dan meminta informasi terkait <i>your sad experience, your unforgettable story, your holiday</i>, sesuai dengan konteks</li> <li>· Memahami unsur kebahasaan dari teks recount dalam memberi dan meminta informasi terkait <i>your sad experience, your unforgettable story, your holiday</i>, sesuai dengan konteks</li> </ul>
<p>4.7 Teks recount topik <i>your sad experience, your unforgettable story, your holiday</i>, sesuai dengan konteks</p> <p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait <i>your sad experience, your unforgettable story, your holiday</i>, sesuai dengan konteks</p> <p>4.7.2 Menyusun teks recount</p>	<ul style="list-style-type: none"> <li>· Membuat uraian tentang <i>your sad experience, your unforgettable story, your holiday</i>, sesuai dengan konteks</li> <li>· Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> </ul>

<p>lisan dan tulis,pendek dan sederhana, terkait <i>your sad experience, your unforgettanle story, your holiday</i>, sesuai dengan konteks dengan memperhatikan fungsisosial,strukturteks ,dan unsur kebahasaan,secara benar dannsesuai konteks</p>	
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### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Melalui pengamatan materi yang diberikan guru melalui Schoology, peserta didik dapat mengklasifikasikan fungsisosial, struktur, dan unsur kebahasaan teks recount secara benar dan tepat.
- Setelah membaca dan memahami materi yang diberikan guru, peserta didik dapat menjelaskan perbedaan dan persamaan dari teks recount secara tertulis dengan tepat.
- Melalui kegiatan diskusi melalui schoology, peserta didik dapat membandingkan perbedaan dan persamaan teks biography dan history dari teks recount dengan kreatif.
- Melalui kegiatan mendesain teks recount, peserta didik dapat mendesain dan menuliskan teks recount terkait biography and histori cal yang relevan dengan lingkungan peserta didik secara mandiri dan kreatif.

**Fungsi Sosial**

Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan

**Generic Structure**

- Orientation
- Event
- Reorientation

**Unsur Kebahasaan**

- Kalimat deklaratif dan interogatif dalam simplepast, pastcontinuous, presentperfect, dan lainnya yang diperlukan
- Adverbia penghubung waktu: first, then, after that, before, when, at last, finally, dsb.
- Adverbia dan frasa preposisional penunjuk waktu
- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

**Topik**

*your sad experience, your unforgettable story, your holiday,*  
sesuai dengan konteks  
example :

**“Journey Through Sorrow : A hospital Vigil”****Orientation:**

The rainy evening cast a somber atmosphere as I stood outside the hospital doors, hesitating before entering. My heart raced with trepidation, knowing that inside, I would confront the stark reality of my father's deteriorating health. The sterile scent of disinfectant greeted me as I stepped into the hushed corridors, the fluorescent lights overhead flickering intermittently. The

orientation unfolded as I made my way to his room, taking in the clinical surroundings that mirrored the severity of the situation. My father lay in the hospital bed, his once-vibrant spirit subdued by illness. The orientation set the stage, introducing the characters (my father and myself), the setting (the sterile hospital environment), and the initial circumstances (his declining health).

**Events:**

The days that followed became a series of heartbreaking events, each more challenging than the last. The medical updates delivered by the doctors painted a bleak picture, and the beeping machines became a dissonant soundtrack to our shared anguish. The events unfolded as we grappled with difficult decisions, witnessed the toll of the illness on my father's once-strong body, and navigated the emotional rollercoaster of hope and despair. In the midst of this narrative, the events were characterized by the poignant moments of connection, the silent exchanges of love and grief that defined our time together in the face of impending loss.

**Reorientation:**

As my father's journey reached its inevitable conclusion, the reorientation began to take shape. The room, once filled with the sterile hum of medical equipment, transformed into a sacred space for final goodbyes. In the quiet aftermath, a profound sense of loss settled in, but within that sorrow, there emerged a reorientation—a reflection on the enduring love and the memories that would outlast the pain. The final moments

became a poignant reorientation, offering a bittersweet closure to the narrative. The hospital doors, once a threshold of uncertainty, now marked the passage from a chapter of suffering to one of remembrance, where the orientation, events, and reorientation converged to create a lasting emotional impact.

example : unforgettable story

### **First Time Marathon**

#### **Orientation**

Last month, I joined the Rogu Marathon, my first marathon contest. I thought it would be a great experience for me to try out. I had to run 42 kilometers to complete it. It was hard

#### **Event**

First I woke up very early in the morning because the marathon started at 7 am When I arrived at the venue,

I found out that there were actually a lot of people who participated in it. We were excited to run the marathon When the marathon started, I ran as fast as I could. After some kilometers. I was already tired, so I just jogged for the rest of the way. Finally, I finished the marathon It was exhausting, but it was also so fun

#### **Reorientation**

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Example : holiday

### **A Beautiful Day at Jogja**

#### **Orientation**

Last week, my friends and I went to Jogja. We visited many places.

#### **Event**

First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home.

#### **Reorientation**

For me, that was a beautiful day. we really enjoyed it, and i hope visit Jogja again.

#### **D. Metode Pembelajaran**

- 1) Pendekatan :Saintifik
- 2) Model Pembelajaran :Guided Writting
- 3) Metode :Tanya jawab,wawancara,diskusidanbermainperan

## E. Kegiatan Pembelajaran

### 1. Pertemuan Kesatu:

No	Kegiatan	Alokasi Waktu
1	<p><b>Pendahuluan</b></p> <ul style="list-style-type: none"> <li>· Peserta didik membuka aplikasi Schoology dan bergabung ke dalam kelas, kemudian menuliskan nama mereka pada kolom diskusi sebagai absen kehadiran.</li> </ul>	10 menit
2	<p><b>Kegiatan Inti</b></p> <p><b>1) Mengamati (observing)</b></p> <ul style="list-style-type: none"> <li>· Peserta didik membuka materi pembelajaran yang telah diunggah oleh guru di Schoology dan memperhatikan serta memahami materi teks <i>recount</i>.</li> <li>· Peserta didik tertarik turut serta dalam kegiatan pembelajaran daring dalam materi pembelajaran dengan tekun dan seksama mempelajari materi yang diunggah.</li> <li>· Guru memberikan contoh teks <i>recount</i> dan meminta siswa untuk mengidentifikasi, mengumpulkan, dan menyusun ide tentang teks <i>recount</i>.</li> </ul> <p><b>2) Menanya (Questioning)</b></p> <ul style="list-style-type: none"> <li>· Peserta didik setelah mengikuti pembelajaran daring dan berdiskusi, saling menanya antara guru dan peserta didik, dilakukan pada forum diskusi.</li> </ul> <p><b>3) Mengumpulkan Data (Exploring)</b></p> <ul style="list-style-type: none"> <li>· Peserta didik berupaya melakukan observasi, mengumpulkan dan menganalisis informasi, serta membangun hipotesis berdasarkan permasalahan setelah mengikuti pembelajaran daring.</li> </ul> <p><b>4) Mengasosiasi (Associating)</b></p>	25 menit



	<ul style="list-style-type: none"> <li>◦ Guru memandu peserta didik untuk membuat draft awal tentang teks recount di forum diskusi berdasarkan materi yang telah diunggah.</li> <li>◦ Peserta didik mulai membuat draft teks recount di forum diskusi</li> </ul> <p><b>5) Mengkomunikasikan (Communicating)</b></p> <ul style="list-style-type: none"> <li>◦ Setelah selesai membuat draft, guru meminta peserta didik mengevaluasi tulisan mereka dan meminta mereka untuk memperbaiki tulisan mereka.</li> <li>◦ Peserta didik memperbaiki kesalahan pada teks recount mereka.</li> <li>◦ Guru meminta peserta didik untuk kembali mengevaluasi teks recount mereka sebelum memposting draft akhir mereka ke halaman diskusi di Schoology.</li> <li>◦ Guru memberikan feedback pada tugas peserta didik.</li> </ul>	
<b>3</b>	<p><b>Penutup</b></p> <ul style="list-style-type: none"> <li>◦ Guru dan peserta didik membuat kesimpulan dari materi hari ini.</li> <li>◦ Guru menutup pertemuan.</li> </ul>	<b>10 menit</b>

## 2. Pertemuan Kedua:

No	Kegiatan	Alokasi Waktu
<b>1</b>	<p><b>Pendahuluan</b></p> <ul style="list-style-type: none"> <li>◦ Peserta didik membuka aplikasi Schoology dan bergabung ke dalam kelas, kemudian menuliskan nama mereka pada kolom diskusi sebagai absen kehadiran.</li> </ul>	<b>10 menit</b>
<b>2</b>	<p><b>Kegiatan Inti</b></p> <p><b>1) Mengamati (observing)</b></p> <ul style="list-style-type: none"> <li>◦ Peserta didik membuka materi pembelajaran</li> </ul>	<b>25 menit</b>

	<p>yang telah diunggah oleh guru di Schoology dan memperhatikan serta memahami materi teks <i>recount</i>.</p> <ul style="list-style-type: none"><li>◦ Peserta didik tertarik turut serta dalam kegiatan pembelajaran daring dalam materi pembelajaran dengan tekun dan seksama mempelajari materi yang diunggah.</li><li>◦ Guru memberikan contoh teks <i>recount</i> dan meminta siswa untuk mengidentifikasi, mengumpulkan, dan menyusun ide tentang teks <i>recount</i>.</li></ul> <p><b>2) Menanya (Questioning)</b></p> <ul style="list-style-type: none"><li>◦ Peserta didik setelah mengikuti pembelajaran daring dan berdiskusi, saling menanya antara guru dan peserta didik, dilakukan pada forum diskusi.</li></ul> <p><b>3) Mengumpulkan Data (Exploring)</b></p> <ul style="list-style-type: none"><li>◦ Peserta didik berupaya melakukan observasi, mengumpulkan dan menganalisis informasi, serta membangun hipotesis berdasarkan permasalahan setelah mengikuti pembelajaran daring.</li></ul> <p><b>4) Mengasosiasi (Associating)</b></p> <ul style="list-style-type: none"><li>◦ Guru memandu peserta didik untuk membuat draft awal tentang teks <i>recount</i> di forum diskusi berdasarkan materi yang telah diunggah.</li><li>◦ Peserta didik mulai membuat draft teks <i>recount</i> di forum diskusi.</li></ul> <p><b>5) Mengkomunikasikan (Communicating)</b></p> <ul style="list-style-type: none"><li>◦ Setelah selesai membuat draft, guru meminta peserta didik mengevaluasi tulisan mereka dan meminta mereka untuk memperbaiki tulisan mereka.</li><li>◦ Peserta didik memperbaiki kesalahan pada</li></ul>	
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	<p>teks recount mereka.</p> <ul style="list-style-type: none"> <li>◦ Guru meminta peserta didik untuk kembali mengevaluasi teks recount mereka sebelum memposting draft akhir mereka ke halaman diskusi di Schoology.</li> <li>◦ Guru memberikan feedback pada tugas peserta didik.</li> </ul>	
<b>3</b>	<p><b>Penutup</b></p> <ul style="list-style-type: none"> <li>◦ Guru dan peserta didik membuat kesimpulan dari materi hari ini.</li> <li>◦ Guru menutup pertemuan.</li> </ul>	<b>10 menit</b>

### 3. Pertemuan Ketiga

<b>No</b>	<b>Kegiatan</b>	<b>Alokasi Waktu</b>
<b>1</b>	<p><b>Pendahuluan</b></p> <ul style="list-style-type: none"> <li>◦ Peserta didik membuka aplikasi Schoology dan bergabung ke dalam kelas, kemudian menuliskan nama mereka pada kolom diskusi sebagai absen kehadiran.</li> </ul>	<b>10 menit</b>
<b>2</b>	<p><b>Kegiatan Inti</b></p> <p><b>1) Mengamati (observing)</b></p> <ul style="list-style-type: none"> <li>◦ Peserta didik membuka materi pembelajaran yang telah diunggah oleh guru di Schoology dan memperhatikan serta memahami materi teks <i>recount</i>.</li> <li>◦ Peserta didik tertarik turut serta dalam kegiatan pembelajaran daring dalam materi pembelajaran dengan tekun dan seksama mempelajari materi yang diunggah.</li> <li>◦ Guru memberikan contoh teks recount dan meminta siswa untuk mengidentifikasi, mengumpulkan, dan menyusun ide tentang teks <i>recount</i>.</li> </ul> <p><b>2) Menanya (Questioning)</b></p>	<b>25 menit</b>

	<ul style="list-style-type: none"> <li>◦ Peserta didik setelah mengikuti pembelajaran daring dan berdiskusi, saling menanya antara guru dan peserta didik, dilakukan pada forum diskusi.</li> </ul> <p><b>3) Mengumpulkan Data (Exploring)</b></p> <ul style="list-style-type: none"> <li>◦ Peserta didik berupaya melakukan observasi, mengumpulkan dan menganalisis informasi, serta membangun hipotesis berdasarkan permasalahan setelah mengikuti pembelajaran daring.</li> </ul> <p><b>4) Mengasosiasi (Associating)</b></p> <ul style="list-style-type: none"> <li>◦ Guru memandu peserta didik untuk membuat draft awal tentang teks recount di forum diskusi berdasarkan materi yang telah diunggah.</li> <li>◦ Peserta didik mulai membuat draft teks recount di forum diskusi.</li> </ul> <p><b>5) Mengkomunikasikan (Communicating)</b></p> <ul style="list-style-type: none"> <li>◦ Setelah selesai membuat draft, guru meminta peserta didik mengevaluasi tulisan mereka dan meminta mereka untuk memperbaiki tulisan mereka.</li> <li>◦ Peserta didik memperbaiki kesalahan pada teks recount mereka.</li> <li>◦ Guru meminta peserta didik untuk kembali mengevaluasi teks recount mereka sebelum memposting draft akhir mereka ke halaman diskusi di Schoology.</li> <li>◦ Guru memberikan feedback pada tugas peserta didik.</li> </ul>	
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### F. Alat/BahandanMediaPembelajaran

- Alat/Bahan:Handpnone, Laptop, Schoology Application
- MediaPembelajaran:Modul pembelajaran

### G. Penilaian Hasil Belajar

Rubrik Penilaian Aspek Keterampilan Writing

1. Teknik Penilaian : Tulis
2. Bentuk : Menulis Teks Recount
3. Pedoman penilaian :

No	Aspek	Deskripsi	Skor
1	Content	Isi sesuai dengan tujuan.	16-30
2	Organization	Ketepatan pengungkapan ide-ide dan kalimat pendukung dan paragraf.	9-20
3	Vocabulary	Ketepatan penggunaan kosa-kata.	9-20
4	Language Use	Ketepatan penggunaan bahasa, tingkat kerumitan bahasa dan tata bahasa yang dipakai sehingga kalimat yang ditulis efektif dan mudah dipahami.	10-25
5	Mechanics	Ketepatan tanda baca dan ejaan.	2-5

Lampung Tengah, 2022

Mengetahui  
Guru Mata Pelajaran



Tiza Octa Kurniawan S.Pd  
NIP.-

Mahasiswa



Bunga Sahal Sabila  
NPM.1711040032

## Appendix 8 RPP Control Class

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

#### DARING

#### CONTROL CLASS

Sekolah :MAN 1 Lampung Tengah

MataPelajaran :BahasaInggris

Kelas/Semester :X/Genap

MateriPokok :TeksRecount

AlokasiWaktu

:4Minggux2Jam

Pelajaran@45Menit

#### A. KompetensiInti

- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitifberdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- **KI4 :** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
<p>3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait <i>my history, unforgettable moment, my holiday</i> dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> <li>· Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks recount</li> <li>· Memahami struktur teks recount dalam memberi dan meminta informasi terkait <i>your sad experience, your unforgettable story, your holiday</i>, sesuai dengan konteks</li> <li>· Memahami unsur kebahasaan dari teks recount dalam memberi dan meminta informasi terkait <i>your sad experience, your unforgettable story, your holiday</i>, sesuai dengan konteks</li> </ul>
<p>4.8 Teks recount topik <i>your sad experience, your unforgettable story, your holiday</i>, sesuai dengan konteks</p> <p>4.8.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait <i>your sad experience, your unforgettable story, your holiday</i>, sesuai</p>	<ul style="list-style-type: none"> <li>· Membuat uraian tentang <i>your sad experience, your unforgettable story, your holiday</i>, sesuai dengan konteks</li> <li>· Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> </ul>

<p>dengan konteks</p> <p>4.8.2 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait <i>your sad experience, your unforgettable story, your holiday</i>, sesuai dengan konteks dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	
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### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Melalui pengamatan materi yang diberi kanguru melalui Schoology, peserta didik dapat mengklasifikasikan fungsi sosial, struktur, dan unsur kebahasaan teks recount secara benar dan tepat.
- Setelah membaca dan memahami materi yang diberikan guru, peserta didik dapat menjelaskan perbedaan dan persamaan dari teks recount secara tertulis dengan tepat.
- Melalui kegiatan diskusi melalui Schoology, peserta didik dapat membandingkan perbedaan dan persamaan teks biography dan history dari teks recount dengan kreatif.
- Melalui kegiatan mendesain teks recount, peserta didik dapat mendesain dan menuliskan teks recount terkait biography and historical yang relevan dengan lingkungan peserta didik secara mandiri dan kreatif.

### Fungsi Sosial

Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan.



### Generic Structure

- Orientation
- Event
- Reorientation

### UnsurKebahasaan

- Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan
- Adverbia penghubung waktu: first, then, after that, before, when, at last, finally, dsb.
- Adverbia dan frasa preposisional penunjuk waktu
- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.
- Ucapan, tekanan kata, intonasi, jeda, tanda baca, dan tulisan tangan

### Topik

*your sad experience, your unforgettable story, your holiday*

example :

#### **“Journey Through Sorrow : A hospital Vigil”**

##### **Orientation:**

The rainy evening cast a somber atmosphere as I stood outside the hospital doors, hesitating before entering. My heart raced with trepidation, knowing that inside, I would confront the stark reality of my father's deteriorating health. The sterile scent of disinfectant greeted me as I stepped into the hushed corridors, the fluorescent lights overhead flickering intermittently. The orientation unfolded as I made my way to his room, taking in the clinical surroundings that mirrored the severity of the situation. My father lay in the hospital bed, his once-vibrant spirit

subdued by illness. The orientation set the stage, introducing the characters (my father and myself), the setting (the sterile hospital environment), and the initial circumstances (his declining health).

**Events:**

The days that followed became a series of heartbreaking events, each more challenging than the last. The medical updates delivered by the doctors painted a bleak picture, and the beeping machines became a dissonant soundtrack to our shared anguish. The events unfolded as we grappled with difficult decisions, witnessed the toll of the illness on my father's once-strong body, and navigated the emotional rollercoaster of hope and despair. In the midst of this narrative, the events were characterized by the poignant moments of connection, the silent exchanges of love and grief that defined our time together in the face of impending loss.

**Reorientation:**

As my father's journey reached its inevitable conclusion, the reorientation began to take shape. The room, once filled with the sterile hum of medical equipment, transformed into a sacred space for final goodbyes. In the quiet aftermath, a profound sense of loss settled in, but within that sorrow, there emerged a reorientation—a reflection on the enduring love and the memories that would outlast the pain. The final moments became a poignant reorientation, offering a bittersweet closure to the narrative. The hospital doors, once a threshold of uncertainty, now marked the passage from a chapter of suffering to

one of remembrance, where the orientation, events, and reorientation converged to create a lasting emotional impact.

example : unforgettable story

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#### **Orientation**

Last month, I joined the Rogu Marathon, my first marathon contest. I thought it would be a great experience for me to try out. I had to run 42 kilometers to complete it. It was hard

#### **Event**

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#### **Reorientation**

After that, I wanted to join another marathon. I was interested in improving my running time, and also experienced a good feeling with the other runners It was a very wonderful experience for me.

Example : holiday

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#### **Orientation**

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#### **Event**

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#### **Reorientation**

For me, that was a beautiful day. we really enjoyed it, and i hope visit Jogja again.

#### **D. Metode Pembelajaran**

- 1) Pendekatan :Saintifik
- 2) Model Pembelajaran :Guided Writting
- 3) Metode :Tanya jawab,wawancara,diskusidanbermainperan

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### 1. Pertemuan Kesatu:

No	Kegiatan	Alokasi Waktu
1	<p><b>Pendahuluan</b></p> <ul style="list-style-type: none"> <li>◦ Peserta didik masuk melalui kode yang sudah dibagikan oleh guru.</li> <li>◦ Guru membuka kelas dan memeriksa kehadiran peserta didik dengan membuat postingan.</li> <li>◦ Peserta didik menuliskan nama mereka dalam kolom komentar sebagai absen.</li> <li>◦ Guru memberikan persepsi awal kepada peserta didik tentang materi yang akan diajarkan.</li> </ul>	10 menit
2	<p><b>Kegiatan Inti</b></p> <p><b>1) Mengamati (observing)</b></p> <ul style="list-style-type: none"> <li>◦ Guru memposting materi tentang teks recount di Google Classroom.</li> <li>◦ Peserta didik memperhatikan dan memahami serta tertarik turut serta dalam kegiatan pembelajaran daring dalam materi pembelajaran dengan tekun dan seksama mempelajari materi yang diberikan.</li> </ul> <p><b>2) Menanya (Questioning)</b></p> <ul style="list-style-type: none"> <li>◦ Peserta didik setelah mengikuti pembelajaran daring dan berdiskusi, saling menanya antara guru dan peserta didik dilakukan pada kolom komentar.</li> </ul> <p><b>3) Mengumpulkan Data (Exploring)</b></p> <ul style="list-style-type: none"> <li>◦ Peserta didik berupaya melakukan observasi, mengumpulkan dan menganalisis informasi, serta membangun hipotesis berdasarkan permasalahan setelah mengikuti pembelajaran daring.</li> </ul> <p><b>4) Mengasosiasi (Associating)</b></p> <ul style="list-style-type: none"> <li>◦ Peserta didik diberi kesempatan untuk</li> </ul>	70 menit

	<p>membuat sebuah teks recount dengan memotret hasil tugas mereka dan mengunggahnya pada Google Classroom.</p> <p><b>5) Mengkomunikasikan (Communicating)</b></p> <ul style="list-style-type: none"> <li>◦ Setelah selesai membuat teks, peserta didik mengunggah tugas mereka di Google Classroom.</li> <li>◦ Guru memberikan feedback.</li> </ul>	
<b>3</b>	<p><b>Penutup</b></p> <ul style="list-style-type: none"> <li>◦ Guru dan peserta didik membuat kesimpulan dari materi hari ini.</li> <li>◦ Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li> </ul>	<b>10 menit</b>

## 2. Pertemuan Kedua:

No	Kegiatan	Alokasi Waktu
<b>1</b>	<p><b>Pendahuluan</b></p> <ul style="list-style-type: none"> <li>◦ Peserta didik masuk melalui kode yang sudah dibagikan oleh guru.</li> <li>◦ Guru membuka kelas dan memeriksa kehadiran peserta didik dengan membuat postingan.</li> <li>◦ Peserta didik menuliskan nama mereka dalam kolom komentar sebagai absen.</li> <li>◦ Guru memberikan persepsi awal kepada peserta didik tentang materi yang akan diajarkan.</li> </ul>	<b>10 menit</b>
<b>2</b>	<p><b>Kegiatan Inti</b></p> <p><b>1) Mengamati (observing)</b></p> <ul style="list-style-type: none"> <li>◦ Guru memposting materi tentang teks recount di Google Classroom.</li> <li>◦ Peserta didik memperhatikan dan memahami serta tertarik turut serta dalam kegiatan pembelajaran daring dalam materi pembelajaran dengan tekun dan seksama</li> </ul>	<b>70 menit</b>

	<p>mempelajari materi yang diberikan.</p> <p><b>2) Menanya (Questioning)</b></p> <ul style="list-style-type: none"> <li>◦ Peserta didik setelah mengikuti pembelajaran daring dan berdiskusi, saling menanya antara guru dan peserta didik dilakukan pada kolom komentar.</li> </ul> <p><b>3) Mengumpulkan Data (Exploring)</b></p> <ul style="list-style-type: none"> <li>◦ Peserta didik berupaya melakukan observasi, mengumpulkan dan menganalisis informasi, serta membangun hipotesis berdasarkan permasalahan setelah mengikuti pembelajaran daring.</li> </ul> <p><b>4) Mengasosiasi (Associating)</b></p> <ul style="list-style-type: none"> <li>◦ Peserta didik diberi kesempatan untuk membuat sebuah teks recount dengan memotret hasil tugas mereka dan mengunggahnya pada Google Classroom.</li> </ul> <p><b>5) Mengkomunikasikan (Communicating)</b></p> <ul style="list-style-type: none"> <li>◦ Setelah selesai membuat teks, peserta didik mengunggah tugas mereka di Google Classroom.</li> <li>◦ Guru memberikan feedback.</li> </ul>	
<b>3</b>	<p><b>Penutup</b></p> <ul style="list-style-type: none"> <li>◦ Guru dan peserta didik membuat kesimpulan dari materi hari ini.</li> <li>◦ Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li> </ul>	<b>10 menit</b>

### 3. Pertemuan Ketiga

No	Kegiatan	Alokasi Waktu
<b>1</b>	<p><b>Pendahuluan</b></p> <ul style="list-style-type: none"> <li>◦ Peserta didik masuk melalui kode yang sudah dibagikan oleh guru.</li> </ul>	<b>10 menit</b>

	<ul style="list-style-type: none"> <li>◦ Guru membuka kelas dan memeriksa kehadiran peserta didik dengan membuat postingan.</li> <li>◦ Peserta didik menuliskan nama mereka dalam kolom komentar sebagai absen.</li> <li>◦ Guru memberikan persepsi awal kepada peserta didik tentang materi yang akan diajarkan.</li> </ul>	
<b>2</b>	<p><b>Kegiatan Inti</b></p> <p><b>1) Mengamati (observing)</b></p> <ul style="list-style-type: none"> <li>◦ Guru memposting materi tentang teks recount di Google Classroom.</li> <li>◦ Peserta didik memperhatikan dan memahami serta tertarik turut serta dalam kegiatan pembelajaran daring dalam materi pembelajaran dengan tekun dan seksama mempelajari materi yang diberikan.</li> </ul> <p><b>2) Menanya (Questioning)</b></p> <ul style="list-style-type: none"> <li>◦ Peserta didik setelah mengikuti pembelajaran daring dan berdiskusi, saling menanya antara guru dan peserta didik dilakukan pada kolom komentar.</li> </ul> <p><b>3) Mengumpulkan Data (Exploring)</b></p> <ul style="list-style-type: none"> <li>◦ Peserta didik berupaya melakukan observasi, mengumpulkan dan menganalisis informasi, serta membangun hipotesis berdasarkan permasalahan setelah mengikuti pembelajaran daring.</li> </ul> <p><b>4) Mengasosiasi (Associating)</b></p> <ul style="list-style-type: none"> <li>◦ Peserta didik diberi kesempatan untuk membuat sebuah teks recount dengan memotret hasil tugas mereka dan mengunggahnya pada Google Classroom.</li> </ul> <p><b>5) Mengkomunikasikan (Communicating)</b></p> <ul style="list-style-type: none"> <li>◦ Setelah selesai membuat teks, peserta didik mengunggah tugas mereka di Google Classroom.</li> </ul>	<b>70 menit</b>



	<ul style="list-style-type: none"> <li>Guru memberikan feedback.</li> </ul>	
<b>3</b>	<p><b>Penutup</b></p> <ul style="list-style-type: none"> <li>Guru dan peserta didik membuat kesimpulan dari materi hari ini.</li> <li>Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li> </ul>	<b>10 menit</b>

#### F. Alat/BahandanMediaPembelajaran

- Alat/Bahan: Handphone, Laptop, Google Classroom
- Media Pembelajaran: Modul pembelajaran

#### G. Penilaian Hasil Belajar

Rubrik Penilaian Aspek Keterampilan Writing

- Teknik Penilaian : Tulis
- Bentuk : Menulis Teks Recount
- Pedoman penilaian :

Lampung Tengah, 2022

Mengetahui  
Guru Mata Pelajaran



Tiza Octa Kurniawan S.Pd  
NIP.-

Mahasiswa



Bunga Sahal Sabila  
NPM.1711040032

**Appendix 9 Instrument of Pre-test****TEST INSTRUMENT  
(PRE-TEST)  
WRITING PRE TEST**

School : MAN 1 Lampung Tengah  
Class : X / Tenth grade  
Time Allotment : 60 minutes

1. Instruction!
  - a. Write about a recount text in least 150 words based on your own past experience. You may choose one topic below:
    - Your sad experienced
    - Your Unforgettable Story.
    - Your Holiday
  - b. Please work individually!
  - c. Follow the steps to help you create your text:
    - Decide the topic you will write.
    - Set the generic structure of the text you will write.
    - Write the text by considering the language features of the text.
    - Write by your hand!
    - Revise the text before submitting by checking the generic Structure and language features of the text.
2. Please collect only your final writing

## Appendix 10 Instrument of Post-test

### TEST INSTRUMENT (POST-TEST)

Class : X  
 Subject : English  
 Text : Recount Text  
 Time Allocation : 60 Minutes

School : MAN 1 Lampung Tengah  
 Class : X / Tenth grade  
 Time Allotment : 60 minutes

#### 1. Instruction!

- d. Write about a recount text in least 150 words based on your own past experience. You may choose one topic below:
  - Your sad experienced
  - Your Unforgettable Story.
  - Your Holiday
- e. Please work individually!
- f. Follow the steps to help you create your text:
  - Decide the topic you will write.
  - Set the generic structure of the text you will write.
  - Write the text by considering the language features of the text.
  - Write by your hand!
  - Revise the text before submitting by checking the generic Structure and language features of the text.

#### 2. Please collect only your final writing

## Appendix 11 Validation Form of Writing Test

### Expert Validation Form for Writing Test

Instruction :

Please give your response by thickening ( ) a box that representing your choice.

No.	Questions	Yes	No	Comment
1	Do the direction and instruction of the test instrument clear enough?			Yes, the instruction are very clear and student will understand the inruction
2	Do the time allocation quite effective?			2 minute are enough for prerpate the point and describe the topic
3	Do the indicators in the test instrument have covered generic structure?			Yes
4	Do the indicators in the test instrument have covered all aspects of writing that consist of content, organization, vocabulary, language use, and mechanics?			Yes, the indicators in the test instrument have covered all aspects of writing

**General comments**

Please give any general comment or suggestion you may have concerning this test development.

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

Lampung Tengah, Agustus 2022

Validator



Tiza Octa Kurniawan S.Pd

NIP.-

## Appendix 12 Instrument for Readability Test

### READABILITY OF WRITING TEST

Based on the instrument of writing test, please answer the following questions.

No	Questions	Yes	No	Scale (1-10)	Comment
1	Apakah anda paham dengan petunjuk (instruction) poin pertama?				
2	Apakah anda paham dengan petunjuk (instruction) poin kedua?				
3	Apakah anda paham dengan perintah (direction) no 1?				
4	Apakah anda paham dengan perintah (direction) no 2?				
5	Apakah anda paham dengan perintah (direction) no 3?				
6	Apakah anda paham dengan perintah (direction) no 4?				

\* 1 describes an item that is easy to read and 10 describes an item that is difficult to read.

## Appendix 13

## Result of Readability Test

No	Students' Name	Question and Scale					Total	Mean
		1	2	3	4	5		
1	Students 1	2	5	6	4	3	20	4
2	Students 2	1	3	5	6	5	20	4
3	Students 3	2	4	3	3	4	16	3.2
4	Students 4	1	2	4	4	3	14	2.8
5	Students 5	4	3	3	2	2	14	2.8
6	Students 6	3	2	2	1	4	12	2.4
7	Students 7	4	2	5	4	3	18	3.6
8	Students 8	2	1	3	5	4	15	3
9	Students 9	1	2	5	3	4	15	3
10	Students 10	2	4	5	3	4	18	3.6
11	Students 11	1	3	4	2	5	15	3
12	Students 12	5	3	4	6	7	25	5
13	Students 13	1	2	4	5	2	14	2.8
14	Students 14	1	3	2	4	5	15	3
15	Students 15	3	5	6	2	1	17	3.4
16	Students 16	2	4	5	3	1	15	3
17	Students 17	1	2	4	6	3	16	3.2
18	Students 18	2	4	5	2	3	16	3.2
19	Students 19	3	4	5	2	6	20	4
20	Students 20	2	3	4	2	1	12	2.4
21	Students 21	2	3	4	2	1	12	2.4
22	Students 22	2	3	4	5	2	16	3.2
23	Students 23	2	3	1	2	3	11	2.2
24	Students 24	2	3	4	5	6	20	4
25	Students 25	1	2	1	3	4	11	2.2
26	Students 26	2	1	1	3	4	11	2.2
27	Students 27	3	2	4	1	1	11	2.2
28	Students 28	2	3	1	4	5	15	3
29	Students 29	4	3	5	1	2	15	3
30	Students 30	3	4	6	2	5	20	4
31	Students 31	1	3	2	4	5	15	3

<b>Total Mean</b>	96.8
<b>Mean</b>	3.12

Based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers. Because the mean of the items (instrument) of writing test above is 3.12 (lower 4.46). It means that the instrument is readable.



## Appendix 14

## Students' Score of Pre-Test

a. Students' score pre-test  
In Experimental Class

No	Students' Code	Score
1	A1	55
2	A2	63
3	A3	62
4	A4	59
5	A5	54
6	A6	55
7	A7	56
8	A8	51
9	A9	50
10	A10	62
11	A11	45
12	A12	62
13	A13	53
14	A14	48
15	A15	55
16	A16	70
17	A17	68
18	A18	38
19	A19	65
20	A20	56
21	A21	62
22	A22	44
23	A23	45
24	A24	60
25	A25	44
26	A26	60
27	A27	62
28	A28	66
29	A29	44
30	A30	40
31	A31	37

b. Students' score pre-test  
in Control Class

3	F3	53
4	F4	53
5	F5	53
6	F6	51
7	F7	52
8	F8	55
9	F9	51
10	F10	49
11	F11	51
12	F12	45
13	F13	64
14	F14	54
15	F15	57
16	F16	70
17	F17	56
18	F18	71
19	F19	40
20	F20	49
21	F21	40
22	F22	57
23	F23	60
24	F24	52
25	F25	51
26	F26	38
27	F27	40
28	F28	54
29	F29	57
30	F30	54

No	Students' Code	Score
1	F1	63
2	F2	63

## Appendix 15

## Students' Score of Post-Test

b. Students' Score post-test  
in Experimental Class

No	Students' Code	Score
1	A1	68
2	A2	75
3	A3	80
4	A4	65
5	A5	60
6	A6	76
7	A7	78
8	A8	68
9	A9	70
10	A10	73
11	A11	60
12	A12	80
13	A13	76
14	A14	65
15	A15	78
16	A16	82
17	A17	79
18	A18	60
19	A19	75
20	A20	70
21	A21	78
22	A22	68
23	A23	70
24	A24	80
25	A25	65
26	A26	80
27	A27	78
28	A28	78
29	A29	65
30	A30	65
31	A31	60

b. Students' Score post-test  
in Control Class

No	Students' Code	Score
1	F1	75
2	F2	72
3	F3	53
4	F4	52
5	F5	64
6	F6	51
7	F7	71
8	F8	48
9	F9	39
10	F10	54
11	F11	65
12	F12	76
13	F13	65
14	F14	57
15	F15	40
16	F16	67
17	F17	60
18	F18	75
19	F19	64
20	F20	57
21	F21	63
22	F22	72
23	F23	75
24	F24	64
25	F25	64
26	F26	58
27	F27	78
28	F28	53
29	F29	65
30	F30	49

## Appendix 16

### Gain Score of Pre-test and Post-test in Experimental Class and Control Class

N o.	Co de	Prete st	Postte st	Gai n	N o.	Co de	Prete st	Postte st	Gai n
1	A1	55	68	13	1	F1	63	75	12
2	A2	63	75	12	2	F2	63	72	9
3	A3	62	80	18	3	F3	53	53	0
4	A4	59	65	6	4	F4	52	53	1
5	A5	54	60	6	5	F5	53	64	11
6	A6	55	76	21	6	F6	51	51	0
7	A7	56	78	22	7	F7	52	71	19
8	A8	51	68	17	8	F8	48	55	7
9	A9	50	70	20	9	F9	39	51	12
10	A10	62	73	11	10	F10	49	54	5
11	A11	45	60	15	11	F11	51	65	14
12	A12	62	80	18	12	F12	45	76	31
13	A13	53	76	23	13	F13	64	65	1
14	A14	48	65	17	14	F14	54	57	3
15	A15	55	78	23	15	F15	40	57	17
16	A16	70	82	12	16	F16	67	70	3
17	A17	68	79	11	17	F17	56	60	4
18	A18	38	60	22	18	F18	71	75	4
19	A19	65	75	10	19	F19	40	64	24
20	A20	56	70	14	20	F20	49	57	8
21	A21	62	78	16	21	F21	40	63	23
22	A22	44	68	24	22	F22	57	72	15
23	A23	45	70	25	23	F23	60	75	15
24	A24	60	80	20	24	F24	52	64	12
25	A25	44	65	21	25	F25	51	64	13
26	A26	60	80	20	26	F26	38	58	20
27	A27	62	78	16	27	F27	40	78	38
28	A28	66	78	12	28	F28	53	54	1

29	A29	44	65	21	29	F29	57	65	8
30	A30	40	65	25	30	F30	49	54	5
31	A31	37	60	23					

## Appendix 17

## The Analysis Students' Score of Pre-Test in Experimental Class

No	Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	A1	14	16	13	14	13	12	11	10	3	4	54	56	55
2	A2	17	16	13	14	15	14	15	15	4	3	64	62	63
3	A3	17	16	13	14	10	17	15	15	3	4	58	66	62
4	A4	14	15	15	15	14	13	13	13	3	3	59	59	59
5	A5	13	15	13	13	14	13	12	11	2	2	54	54	54
6	A6	15	15	13	12	13	13	12	13	2	2	55	55	55
7	A7	16	15	14	14	13	13	12	11	2	2	57	55	56
8	A8	14	14	12	13	12	12	11	10	2	2	51	51	51
9	A9	15	16	11	12	9	10	11	2	2	2	48	52	50
10	A10	16	16	14	15	14	13	15	15	3	3	62	62	62
11	A11	13	13	9	10	10	10	10	11	2	2	44	46	45

12	A12	16	16	15	15	14	14	14	14	3	3	62	62	62
13	A13	15	16	10	12	10	11	13	13	3	3	51	55	53
14	A14	17	17	9	8	10	11	13	13	2	2	48	48	48
15	A15	14	14	13	12	14	14	12	13	3	3	56	54	55
16	A16	17	17	16	17	17	17	16	15	4	4	70	70	70
17	A17	17	17	15	15	17	17	16	16	3	3	68	68	68
18	A18	13	14	9	11	8	12	9	6	2	3	38	38	38
19	A19	16	17	15	16	17	14	14	14	3	3	66	64	65
20	A20	14	14	13	13	14	15	12	11	3	3	56	56	56
21	A21	16	16	15	16	15	14	14	14	2	2	62	62	62
22	A22	13	12	13	13	9	9	8	7	2	2	45	43	44
23	A23	13	14	10	9	11	10	9	8	3	3	46	44	45
24	A24	15	16	13	12	16	16	13	13	3	3	60	60	60
25	A25	14	14	12	13	9	8	7	7	2	2	44	44	44
26	A26	15	16	16	15	13	13	15	12	3	2	62	58	60
27	A27	16	15	14	14	18	16	12	13	3	3	63	61	62
28	A28	15	15	13	14	13	13	10	11	2	2	65	67	66

29	A29	13	14	9	8	9	9	10	11	3	2	44	44	44
30	A30	15	16	9	8	8	9	6	5	2	2	40	40	40
31	A31	13	13	9	8	8	7	6	6	2	2	38	36	37
32	A32	16	12	12	13	14	15	12	2	5	6	45	32	67
33	A32	15	16	16	15	14	13	15	13	13	3	60	44	45
34	A34	14	14	10	12	13	15	14	12	13	2	45	45	45
35	A35	12	15	6	13	16	6	8	13	14	15	60	60	60
<b>Total</b>		461	470	388	395	387	389	366	348	81	81	1690	1692	1691
<b>Mean</b>		14,87	15,16	12,51	12,74	12,48	12,54	11,80	11,22	2,61	2,61	54,51	54,58	54,55

## Appendix 18

## The Analysis Students' Score of Pre-Test in Control Class

No	Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	F1	15	15	14	15	16	16	15	14	3	3	63	63	63
2	F2	17	16	14	15	15	15	14	13	4	3	64	62	63
3	F3	15	15	10	9	14	13	12	12	3	3	54	52	53
4	F4	16	15	12	11	14	16	10	8	2	2	54	52	53
5	F5	15	16	13	12	13	13	9	10	3	2	53	53	53
6	F6	16	17	9	8	12	11	11	12	3	3	51	51	51
7	F7	17	17	13	12	12	13	8	13	2	3	52	52	52
8	F8	17	16	12	13	13	12	11	10	3	3	56	54	55
9	F9	16	16	12	11	14	13	9	7	2	2	53	49	51
10	F10	16	15	11	12	13	13	8	6	2	2	50	48	49
11	F11	17	16	12	10	12	12	9	10	3	3	51	51	51
12	F12	15	14	9	7	11	10	10	8	3	3	48	42	45



13	F13	19	18	13	14	16	15	13	14	3	3	64	64	64
14	F14	15	15	13	12	10	11	13	13	3	3	54	54	54
15	F15	15	16	13	10	15	13	12	14	3	3	58	56	57
16	F16	22	19	14	15	17	18	14	15	3	3	70	70	70
17	F17	17	18	13	12	13	12	10	11	3	3	56	56	56
18	F18	22	20	14	13	17	15	16	17	3	3	71	71	71
19	F19	15	15	8	9	9	9	5	6	2	2	39	41	40
20	F20	16	16	8	9	12	11	11	11	2	2	49	49	49
21	F21	15	17	9	8	8	8	6	5	2	2	40	40	40
22	F22	18	17	12	12	14	14	11	10	3	3	58	56	57
23	F23	16	17	14	13	15	15	12	13	3	2	60	60	60
24	F24	14	13	10	11	13	12	12	12	3	3	53	51	52
25	F25	14	14	11	12	14	13	10	9	2	3	51	51	51
26	F26	13	13	9	8	9	9	6	5	2	2	39	37	38
27	F27	13	14	9	8	9	9	7	7	2	2	40	40	40
28	F28	16	16	13	12	13	13	11	10	2	2	55	53	54
29	F29	15	15	15	15	13	11	12	12	3	3	58	56	57

30	F30	13	14	15	14	13	11	12	12	2	2	55	53	54
31	F31	13	13	9	8	8	7	6	6	2	2	38	36	37
32	F32	16	12	12	13	14	15	12	2	5	6	45	32	67
33	F33	15	16	16	15	14	13	15	13	13	3	60	44	45
34	F34	14	14	10	12	13	15	14	12	13	2	45	45	45
35	F35	12	15	6	13	16	6	8	13	14	15	60	60	60
<b>Total</b>		480	475	354	342	389	376	319	319	79	78	1619	1587	1603
<b>Mean</b>		16,00	15,83	11,8	11,4	12,96	12,53	10,63	10,63	2,63	2,63	53,96	52,9	53,43

## Appendix 19

## The Analysis Students' Score of Post-Test in Experimental Class

No	Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	A1	20	22	15	13	14	14	15	15	4	4	68	68	68
2	A2	22	21	15	15	18	17	17	16	5	4	77	73	75
3	A3	23	22	17	16	19	19	18	18	3	5	80	80	80
4	A4	18	20	12	16	14	14	12	12	4	4	64	66	65
5	A5	18	20	12	14	12	12	15	11	3	3	60	60	60
6	A6	22	20	16	15	19	16	17	17	5	4	78	72	76
7	A7	20	20	16	17	19	20	17	19	4	4	76	80	78
8	A8	18	20	16	15	15	14	15	14	4	5	68	68	68
9	A9	20	18	16	17	15	15	17	14	4	4	72	68	70
10	A10	22	20	15	14	16	15	17	14	4	5	74	72	73
11	A11	17	18	12	14	13	12	14	12	4	4	60	60	60

12	A12	22	24	15	17	19	19	18	15	5	5	80	80	80
13	A13	20	23	15	17	17	18	16	16	5	4	74	78	76
14	A14	20	18	18	15	12	14	12	12	5	4	67	63	65
15	A15	20	21	18	17	16	19	18	18	5	4	77	79	78
16	A16	24	24	18	20	18	19	18	18	5	5	81	83	82
17	A17	22	20	17	18	16	20	19	16	5	5	79	79	79
18	A18	16	16	14	14	12	13	14	14	4	3	60	60	60
19	A19	21	22	15	15	16	17	16	18	5	5	73	77	75
20	A20	20	22	15	14	16	14	15	15	4	5	70	70	70
21	A21	21	22	18	17	18	17	18	19	4	4	79	77	78
22	A22	18	20	15	14	14	14	15	15	4	5	67	69	68
23	A23	20	18	16	15	16	14	15	19	4	5	70	70	70
24	A24	24	21	17	20	18	17	16	17	5	5	80	80	80
25	A25	18	18	13	14	13	17	15	14	4	4	63	67	65
26	A26	20	22	15	20	20	19	18	19	5	5	75	85	80
27	A27	20	20	18	18	18	18	18	19	4	3	78	78	78
28	A28	21	20	17	16	19	19	17	18	4	5	78	78	78

29	A29	18	16	17	14	16	13	16	18	2	2	67	63	65
30	A30	19	17	14	14	14	16	15	14	4	4	65	65	65
31	A31	15	14	14	15	14	14	14	14	3	3	60	60	60
<b>Total</b>		619	619	481	490	496	499	497	490	130	131	2220	2228	2225
<b>Mean</b>		19,96	19,9 6	15,5 1	15,8 0	16,0 0	16,0 9	16,0 3	15,8 0	4,19	4,22	71,61	71,87	71,77

## Appendix 20

## The Analysis Students' Score of Post-Test in Control Class

No	Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	F1	23	22	15	15	18	18	16	15	4	5	76	74	75
2	F2	20	21	14	14	18	17	16	16	4	4	72	72	72
3	F3	14	15	12	11	14	13	10	11	3	3	53	53	53
4	F4	14	15	12	11	14	13	8	10	4	3	52	52	52
5	F5	17	16	14	13	16	17	13	15	4	3	64	64	64
6	F6	14	14	11	12	12	13	10	10	3	3	50	52	51
7	F7	21	21	14	14	17	17	15	16	3	4	70	72	71
8	F8	15	14	9	10	12	11	10	11	2	2	48	48	48
9	F9	14	14	7	8	8	7	7	6	3	4	39	39	39
10	F10	14	15	12	11	14	13	9	11	4	5	53	55	54
11	F11	17	16	15	13	16	17	13	15	4	4	65	65	65

12	F12	23	22	15	15	18	18	16	16	4	4	76	76	76
13	F13	17	16	15	13	16	17	14	15	4	3	66	64	65
14	F14	15	16	14	13	14	14	11	10	4	3	58	56	57
15	F15	14	14	8	8	9	9	7	7	2	2	40	40	40
16	F16	18	18	15	15	17	16	13	13	4	5	67	67	67
17	F17	16	15	14	14	15	16	11	12	4	3	60	60	60
18	F18	23	22	15	15	18	18	16	15	4	5	76	74	75
19	F19	17	15	15	13	16	14	13	15	4	3	65	63	64
20	F20	15	15	14	14	14	14	11	11	3	3	57	57	57
21	F21	17	16	12	13	18	17	13	13	3	3	63	63	63
22	F22	21	21	14	14	18	17	16	16	3	4	72	72	72
23	F23	23	22	15	15	18	17	16	16	4	5	76	74	75
24	F24	17	16	15	13	16	17	13	15	3	3	64	64	64
25	F25	16	16	15	13	16	17	13	15	4	3	64	64	64
26	F26	15	15	14	14	14	14	11	11	4	4	58	58	58
27	F27	23	22	16	17	18	18	17	16	5	4	79	77	78
28	F28	14	15	12	11	14	13	9	10	4	4	53	53	53

29	F29	17	16	15	13	16	17	13	15	4	4	65	65	65
30	F30	15	14	9	10	12	11	10	11	3	3	49	49	49
<b>Total</b>		519	509	397	385	456	450	370	388	108	108	1850	1842	1846
<b>Mean</b>		17,3	16,9 6	13,2 3	12,8 3	15,2	15,0 0	12,3 3	12,9 3	3,6	3,6	61,66	61,4	61,53



## Appendix 21

### Result of Reliability of Pre-test Score in Experimental Class

#### Case Processing Summary

		N	%
Cases	Valid	31	100.0
	Excluded <sup>a</sup>	0	.0
	Total	31	100.0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	N of Items
.918	10

Based on the output of the table reliability above, it was gained score of Cronbach's Alpha 0.918. According to Arikunto, the data was reliable if the score of Cronbach's Alpha  $\geq 0.800$ , it means that the score of pre test above was reliable because the score of Cronbach's Alpha was 0.918 and it is very high reliability.

## Appendix 22

### Result of Reliability of Post-test Score in Experimental Class

#### Case Processing Summary

		N	%
Cases	Valid	31	100.0
	Excluded <sup>a</sup>	0	.0
	Total	31	100.0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	N of Items
.910	10

Based on the table of reliability above, it can see the score of Cronbach's Alpha of the post test score was 0.910. It means that the data above was reliable because it is related to the theory from Arikunto that the score of Cronbach's Alpha would reliable if the score  $\geq 0.800$ . From the table reliability score of post test score above it was very high reliability.

## Appendix 23

### Result of Pre-test and Post-test in Experimental Class Statistics

			Statistic	Std. Error
Pret-test Experimental	Mean		54.55	1.577
	95% Confidence Interval for Mean	Lower Bound	51.91	
		Upper Bound	58.36	
	5% Trimmed Mean		55.26	
	Median		55.00	
	Variance		82.723	
	Std. Deviation		9.095	
	Minimum		37	
	Maximum		70	
	Range		32	
	Interquartile Range		15	
	Skewness		-.301	.427
	Kurtosis		-.857	.833
	Post-test Experimental	Mean		71.77
95% Confidence Interval for Mean		Lower Bound	69.60	
		Upper Bound	74.74	
5% Trimmed Mean		72.33		
Median		73.00		
Variance		50.514		
Std. Deviation		7.107		
Minimum		60		
Maximum		82		
Range		22		
Interquartile Range		13		

Skewness	-.357	.427
Kurtosis	-1.199	.833

**Appendix 24**

**Result of Pre-test and Post-test in Control Class  
Statistics**

Pre-test Control	Mean		53.43	1.473
	95% Confidence Interval for Mean	Lower Bound	50.42	
		Upper Bound	56.45	
	5% Trimmed Mean		53.30	
	Median		53.00	
	Variance		65.082	
	Std. Deviation		8.067	
	Minimum		38	
	Maximum		71	
	Range		33	
	Interquartile Range		7	
	Skewness		.109	.427
	Kurtosis		.294	.833
	Post-test Control	Mean		61.53
95% Confidence Interval for Mean		Lower Bound	57.61	
		Upper Bound	65.45	
5% Trimmed Mean			61.89	
Median			64.00	
Variance			110.257	
Std. Deviation			10.500	
Minimum			39	
Maximum			78	
Range			39	
Interquartile Range			18	

Skewness	-.367	.427
Kurtosis	-.490	.833

## Appendix 25

### Result of Normality Test Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pre-test Experimental	.120	31	.200*	.959	31	.286
Post-test Experimental	.168	31	.030	.909	31	.014
Pre-test Control	.148	30	.091	.952	30	.190
Post-test Control	.126	30	.200*	.959	30	.289

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

a. Lilliefors Significance Correction

## Appendix 26

### Result of Homogeneity Test

#### Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
The Result of Students' Score	Based on Mean	1.292	1	60	.260
	Based on Median	1.110	1	60	.296
	Based on Median and with adjusted df	1.110	1	52. 293	.297
	Based on trimmed mean	1.238	1	60	.270

#### ANOVA

Experimental

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	4599.290	1	4599.290	69.039	.000
Within Groups	3997.097	60	66.618		
Total	8596.387	61			

## Appendix 27

### Result of Hypothetical Result of Independent Simple T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
The Result of Students' Score	Equal variances assumed	1.292	.260	-8.309	60	.000	-17.226	2.073	-21.373	-13.079
	Equal variances not assumed			-8.309	56.687	.000	-17.226	2.073	-21.378	-13.074





## DOCUMENTATION SCHOOLY EKSPERIMEN CLASS

BAHASA INGGRIS: Section 1

All Grading Periods All Materials Due Date, D View

Last Name, A-Z	OVERALL	Due Date, D
Azzahra, Nabila	N/A	
Fahri, Alfian	N/A	
Fahri, Alfian	N/A	
H, Muhammad Abdul	N/A	
hafrizal, william	N/A	
Hakim, Aziz	N/A	
Hakim, Aziz	N/A	
Hakim, Fath	N/A	
hamzah, ali	N/A	
Iham, M	N/A	
Kaila, Ananda Putri	N/A	

BAHASA INGGRIS: Section 1

Members

MAN 1 LAMPUNG TENGAH

- Nabila Azzahra
- Alfian Fahri
- Alfian Fahri
- Muhammad Abdul H
- william hafrizal
- Aziz Hakim
- Aziz Hakim
- Fath Hakim

Access Code: ZG6R-SPCH-SR75

Require approval



The screenshot shows the Schoology interface for a course titled "BAHASA INGGRIS: Section 1" at "SMAS PERINTIS 1 BANDAR LAMPUNG". The top navigation bar includes "UPGRADE", "COURSES", "GROUPS", and "RESOURCES". A left sidebar contains course management tools like "Materials", "Updates", "Gradebook", and "Attendance". The main content area lists several materials and assignments:

- Materials:** "buku recount text", "EBOOK:Recount Text Through Toontown Game At Senior High School Ekasakti (1).pdf", "BUKU RECOUNT TEXT", and "recount text".
- Assignments:** "Assignment 1 write recount text" (due Saturday, September 23, 2023 at 11:59 pm), "ASSIGNMENT 2" (due Saturday, September 23, 2023 at 11:59 pm), and "ASSIGNMENT 3" (due Saturday, September 23, 2023 at 11:59 pm).

On the right, a "Reminders" section indicates that reminders and upcoming items did not load, with options to "Refresh Reminders" and "Refresh Upcoming Items".

This screenshot shows the "Courses" section of the Schoology interface. It displays the course "BAHASA INGGRIS Section 1" at "SMAS PERINTIS 1 BANDAR LAMPUNG". Below the course header, there is a section for student comments:

- Comments:** The assignment is liked by 4 people. There are 9 comments visible. The comments are from:
  - Intan Nuraini (bank miss) on Mon Sep 18, 2023 at 3:44 pm - Like
  - Aziz Hakim (Slap miss) on Mon Sep 18, 2023 at 3:50 pm - Like
  - william hafizal (slap miss) on Mon Sep 18, 2023 at 5:48 pm - Like

A "Write a comment" input field is located at the bottom of the comment section. On the right side, a message states "Upcoming items did not load" with a "Refresh Upcoming Items" button.



### Assignment Writing class

The screenshot shows a list of student submissions for an assignment titled "Assignment Writing class". At the top, there are controls for "Add Materials", "Options", and a refresh icon. The list contains the following entries:

- Student 10 Isra Mirna
- Student 21 Settya Rahmat Nurcholik
- Student 27 Yuliani
- Student 12 N Lisma (highlighted with a red dot)
- Student 19 Resa Nurtia

## THE GOOGLE CLASSROOM FOR CONTROL CLASS

Classroom > WRITING SUBJECT (X IIS 2)  
ENGLISH SUBJECT

Forum Tugas kelas Orang Nilai

Sesuaikan

**WRITING SUBJECT (X IIS 2)**  
ENGLISH SUBJECT

Umumkan sesuatu ke kelas Anda

Mendatang  
Tenggat: Rabu  
23.59 – TEST PRE DAN P...  
Lihat semua

Bunga sahai memposting materi baru: materi recount text  
22.42

Bunga sahai memposting tugas baru: TEST PRE DAN POST TEST  
22.41

Classroom > WRITING SUBJECT (X IIS 2)  
ENGLISH SUBJECT

Forum Tugas kelas Orang Nilai

+ Buat

materi recount text  
Diposting 22.42

TEST PRE DAN POST TEST  
Tenggat: 25 Okt, 23.59

## DOCUMENTATION OF RESULT WRITING RECOUNT TEXT

The Fried Chicken

The chicken meat to be grilled, while my mother and my sister prepare rice, side dishes and drinks. After the chicken is cooked, we eat together while waiting at 10.00. We feel so happy to eat together.

All night we start to prepare the fireworks to be burnt. After the time is close to 10 o'clock, we counted down to set off fireworks. We immediately set off fireworks right along with the turn of the year. We also blew the trumpet to celebrate the excitement of the evening. In the morning, the fireworks show together with my big fire for next year. I hope we can hold this again.

Name : Intan  
Class : V IPS 1

C O U N T M	16 15 12 3	+ 3	73
C O U N T M	16 15 17 3	+ 3	73

Heaven in Labuan Bajo

June 2023 was my very best holiday I ever had. My brother took me and my little sister to Labuan Bajo for five days. It was a surprise from him because my little sister got good score at school.

There are alot of beautiful places to visit. My first reaction when we were arrived there is funny I cant stop saying "Alah, Maha Allah" along way to the hotel, also I wonderd to any because the scenery is pretty. And I got a chance to step on my foot in Labuan Bajo.

We went to Komodo Island, Padoi Island, Pink Beach, Taka Makasar, Manta Point, Kanawa Island, and other beautiful places that I cant mention. We also stayed at a fancy restaurant there. It was a memorable moment that I will cherish and proud of when I get older.

Name : Rachella Putri M  
Class : X IPS 1

R A C H E L L A M	20 18 21 20 2	+ 3	82
R A C H E L L A M	20 18 21 20 2	+ 3	82

Oops, Not My Friend

This is extremely super embarrassing memory I will never forget. When I was in elementary school, I have a cute boyfriend named "Diah". Why I call her cute? because she is pretty and shorter than me, she is also my desk mate back then.

In lunch time, we were at the canteen. I saw someone really look like her, I grabbed her hands and said "let's go" and then that girl suddenly released my hands. I turned my back then I saw it was another girl. I was so embarrassed when I saw my bestie "Diah" standing near the school pillar while looking at us. I said sorry to that girl and she was just laughing. On my way back to class, Diah can't stop laughing and tease me. I wanted to disappear that moment because I was embarrassed, but I was laughing too.

Name : Rachella Putri M  
Class : X IPS 1

C O U N T M	16 15 12 3	+ 3	73
C O U N T M	16 15 12 3	+ 3	73

Picnic at Krui Beach

Last week my family and I had picnic. We went to Krui Beach. We left our car at Seven in the morning. My father drove his car slowly. We arrived at Krui at One in the afternoon. Then we went to motel located near the beach. We spent the night there. It was small but beautiful.

In the morning, I woke up early. My sister did too. We ran away to the beach together. We went to enjoy the sunrise. A few moments later, our parents joined us. There were some people eat at the beach to do some things enjoy the sunrise.

An hour later, we went back to our motel and had breakfast. After that, my father took his fishing rod. He wanted to fish. I and my sister prepared our swimsuit. We went to swim in the beach. We spend whole day in the beach. We had lunch there. It was really fun. After getting we went back to our house. It was really nice holiday. We did our usual activities the following day.

Name : Rachella Putri M  
Class : X IPS 1

C O U N T M	16 15 12 3	+ 3	73
C O U N T M	16 15 12 3	+ 3	73

## DOCUMENTATION IN THE TREATMENT





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Jl. Letkol H. Endro Suratmin, Sukarame I, Bandar Lampung 35131  
 Telp. (0721) 780887-74531 Fax. 780422 Website: [www.radenintan.ac.id](http://www.radenintan.ac.id)

**SURAT KETERANGAN**

Nomor: B-0752/ Un.16 / P1 /KT/III/ 2024

*Assalamu'alaikum Wr.Wb.*

Saya yang bertandatangan dibawah ini:

Nama : Dr. Ahmad Zarkasi, M. Sos. I  
 NIP : 197308291998031003  
 Jabatan : Kepala Pusat Perpustakaan UIN Raden Intan Lampung  
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**THE INFLUENCE OF USING SCHOOLGY TOWARD STUDENTS' WRITING ABILITY IN  
 RECOUNT TEXT AT THE FIRST SEMESTER OF TENTH GRADE AT MAN 1 LAMPUNG  
 TENGAH IN THE ACADEMIC YEAR OF 2023/2024**

Karya

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*Wassalamu'alaikum Wr.Wb.*

Bandar Lampung, 14 Maret 2024  
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