THE EFFECT OF USING FREE WRITING TECHNIQUE ON STUDENTS' WRITING ABILITY IN WRITING RECOUNT TEXT

(A Pre-Experimental Study On Writing Class At The Tenth Grade Of Students' SMAN 8 Rejang Lebong)

THESIS

This Thesis Is Submitted To Fulfill The Requirement

For "Sarjana" Degree In English Tadris Study Program

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2025

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Setelah mengadakan pemeriksaaan dan juga perbaikan yang penting, maka kami berpendapat bahwa skripsi atas nama **Isna Sukraina (20551026)** sebagai mahasiswi dari Program Studi Bahasa Inggris , dengan berjudul " **The Effect Of Free Writing Technique On Student's Writing Ability In Writing Recount Text**" sudah dapat diajukan dalam sidang munaqasyah di institut Agama islam Negeri (IAIN)Curup.

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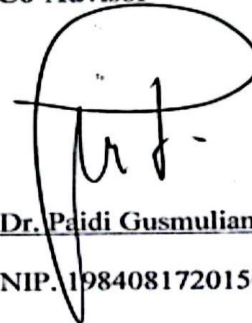
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PREFACE

All prise to be Allah SWT that the writer had finally finished writing his thesis entitled "**The Effect Of Using Free Writing Technique On Students' writing Ability In Writing Recount Text(A Pre-Experimental Research On Writing Class At The First Grade Of Students' SMAN 8 Rejang Lebong In Academic Year 2024/2025)".**

This thesis is submitted as a part of the completion for undergraduate degree of strata 1(S1)in English study program of IAIN Curup. The writer realizes that this thesis is far from being perfect, therefore the write really appreciates some suggestion and critics for being perfect in the future. Finally, the author hopes that this thesis can be useful for many people who are interested in this field of the study.

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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Assalamua'alaikum wr.wb

All of praise just for Allah SWT who has bestowed it His grace, mercy and guidance to the writer, so that he is able completed the preparation of this thesis which ran smoothly and was completed well. Peace and salutation always be upon to Prophet Muhammad SAW, who has provided an exemplary path for humanity, granting direction, and strength to complete this thesis. This thesis entitled "**The Effect Of Using Free Writing Technique On Students'Writing Ability In Writing Recount Text",** which is one of the requirements for obtaining a bachelor's degree in the English study program of IAIN Curup.

In this occasion the writer would like to express my greatest appreciation to honour and gratitude to beloved my parents **(Mr.Sugirman And Mrs.Siti Samsiyah)** for their valuable supports and moral encouragement in motivating the writer the finish this thesis. Next , to Mam Jumatul Hidayah as the cief of English Tadris Study program at IAIN CURUP, who has provided assistance and encouragement to the writer. The writer would like to express my deepest gratitude for his wonderful and excellent advisors**(Mr Dr. Prihantoro, SS., M.Pd and Mr Dr. Paidi Gusmuliana, M.Pd**) for all the precius and uncountable,time,advice,guidance,corrections, and suggestion during the process of doin this thesis. Next, I would like to express my gratitude to the examiners for ma'am **(Dr. Leffi Noviyenty, M.Pd, and Meli Fauziah, M.Pd)**, for

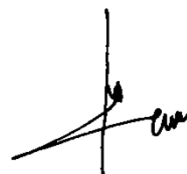their insightful guidance and constructive feedback throughtout the revision and preparation of this thesis.

Thirdly , the writer also wants to express her appreciation to the people helped to finish this thesis. Therefore, her appreciated to my lovely sister Nurlaili Septia Ningsih , my friends Imam Badrus, and to my nephew Hizam Habib Oktarian who always supports and prays for my steps in pursuing education until end. Thank you for All of big family SMA N 8 Rejang Lebong my teacher and students which has helped in the process of collecting data in this thesis, and big family English tadris study program thanks to supporting me.

Finally, the author hopes and prays that all parties who have helped during the author's education will get blessings from Allah SWT may Allah always facilitate their affairs and be given success in this world and the hereafter. The author realizes that this thesis is still far from perfect. Therefore, the author hopes that there will be constructive criticism and suggestions for improvement in the future.

Wassalamu'alaikum Wr. Wb

Curup,   February 2025

The Researcher

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MOTTO

‘‘ .حَسْبُنَا اللّٰهُ وَنِعْمَ الْوَكِيلُ نِعْمَ الْمَوْلَى وَنِعْمَ النَّصِيْرُ ‘‘

Hasbunallah wanikmal wakil nikmal maula wanikman nasir

" Cukuplah bagi kami Allah, sebaik-baiknya pelindung dan sebaik-baiknya penolong kami"

ABSTRACT

Isna Sukraina, 2025   : "The Effect Of Using Free Writing Technique On Students' Writing Ability In Writing Recount Text."

Advisor   : Dr. Prihantoro,SS.,M.Pd

Co-Advisor   : Dr . Paidi Gusmuliana ,M.Pd

This research aims to see the effect of using free writing techniques on students' writing ability in writing recount texts. Free writing is defined as writing any ideas or thoughts that come to mind in a given time period without stopping. This research objectives to find out the students' ability before and after using free writing technique and to find out the significant effect of this technique on students' writing ability in recount text. This research used a quantitative approach using an pre-experiment one group pre test and post test. This research was the tenth grade at Senior High School SMA 8 Rejang Lebong with a total of 114 student and sample of the research of X A with a total of 28 students'. The mean score of the pre-test results was 57,64 and the mean post-test score was 79,17. The Shapiro Wilk normality test results show that the pretest and post test data are normally distributed. The Paired sample T test results show that there is a significant effect between the pretest and post test data with sig (2-tailed) of $0,001 < 0,05$, which indicated that the hypothesis null(Ho) was rejected and the Hypothesis alternative(Ha) was accepted. Thus, it can be concluded that the free writing technique effective and has a significant effect on students' writing ability in writing recount text.

Keywords : Free Writing Technique, Writing Ability, Recount Text

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CHAPTER 1
INTRODUCTION

In this chapter, the researcher presents a brief introduction by explaining the background of the study as the reason for the research, the research question, the objective of the study as the purpose of the research, the delimitation of the study, the operational definition, the significance of the study, and the thesis organization.

A. Background Of The Study

Writing is something that can help us to communicate in daily life. By writing, we can better express our thoughts, ideas, and experiences. Writing makes it easier for others to understand what we want to convey. Writing also allows us to record and store it systematically, so we can look back at it at any time. In addition, good writing can help our information convey messages more effectively and convincingly in various situations. One of the initial stages in developing writing skills is pre-writing.

Ahadianingsih states Prewriting is the most basic stage of advanced writing skills[1]. Prewriting is when the writer starts their writing process. In this stage, five techniques that was help the writer develop a topic and get words on paper such as; Free writing, questioning, making a list, clustering, and preparing a scratch outline[2]. These techniques help the writer think and create material and they are a central part of the writing process. Prewriting is the first step in the writing

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[1] Ahadianingsih (2021), "The Use of Straw String Media to Improve Pre-Writing Skills for Children Intellectual Disability."

[2] John Langan. *English Skill with Readings* : Sixth edition. (New York : McGraw-Hill companies, Inc., 2006), P.20

process. Sometimes, the student has trouble to thinking about what they want to write first. To overcome this problem, one approach can expand students' ideas. Namely by using free writing techniques. In the learning context, free writing can be used as a tool to generate new ideas, expand understanding of certain topics, or stimulate student creativity. By giving allowing students to write freely and without pressure, they can explore their ideas in more depth and better develop their writing skills.

According to Elbow and Belanoff, free writing is defined as writing any ideas or thoughts that come to mind in a given period without stopping. The purpose of free writing is to liberate writers from the fear of mistakes and allow them to express their thoughts and ideas freely. Elbow said' that how to improve students writing skills is to the practice Free writing techniques in the amount of time. Also, Elbow found that the Free writing techniques absolutely can help the students to avoid the worries when students start to make their writing[3]. Free writing technique, also known as free writing, is a type of writing technique where an individual continuously writes without any constraints.

The term "free" in this context means that the writer expresses whatever comes to mind without paying attention to language rules. It also implies that there is a sense of freedom or lack of pressure in the writing process[4]. This statement aligns with the following expression: "The free writing technique is easy to use and

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[3] Elbow, P.& Belanoff, P.(2003).*Being a Writer.Boston*: McGraw Hill Higher Education

effective.[5] Jacobs in oktavianti outlines the nature of free writing as having three important aspects "concentrating on content, not worrying about form, and writin without stopping[6]. Free writing makes students the masters or masters of what they want to write.

Writing abilities are very important for success in higher education and the world of work, therefore mastering writing skills from an early age will be very beneficial for students. Writing helps students to express ideas, thoughts , and feelings in writing. Apart from that, writing skills encourage students to develop imagination and think creatively[7]. The Writing process can develop students' ability in writing because they can write independently. Writing is a tool to convey our ideas as well as information through the written form which results in the text." Writing is an activity of writing, written or printed words". Writing is the way to know, learn, and communicate[8].

In learning English, writing is one step to speak English more organized and easy. However, learning to write in English is still not easy, especially for non-English Department students[9]. To make the students master the writing abilities, is developed in the teaching-learning process[10]. Based on the results of the pre-

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[5]Kelas Xi, D I Smk, and Sangkuriang Cimahi, *"Efektivitas Penerapan Teknik Free Writing Terhadap Keterampilan Menulis Cerita Pendek Peserta Didik"* 1, no. 2 (2023): 48–57.

[6] *Oktavianti, Gusmuliana, and Apriani, "The Students' Strategies in Developing Their Ideas in Writing Essay."*(Journal of Development and Innovation in Language and Literature Education)2021.vol 1

[7] Sartika, Dewi & Arriyani, *"Enhancing Students Writing Skill To Write Descriptive Text Using Peer Review and Free Writing Techniques."*

[8] Sinaga et al., "The Effect of Free Writing Technique on Students' Writing Ability."

[9] *Virdaus, "The Improvement Of English Writing And Students' Motivation Through Brainstorming."Journal* Motoric(Media Of Teaching Oriented And Children)(2019):15-16.

[10] Novita Sari, Saunir Saun, and Rusdi Noor Rosa, *"Strategy in Teaching Writing an AnalyticalExposition Text Toward Grade XI Students* "."Journal of English Language Teaching" (JELT) 2, no.March (2014): 209–19.

observation that have been carried out previously, the researcher chose SMA Negeri 8 Rejang Lebong as the location of the research because the school has characteristics and problems that are worthy of research. Through interviews with English Teachers at SMA Negeri 8 Rejang Lebong, students' writing skills at the school are still very low, sometimes even they do not master basic vocabulary in English at all. This makes it difficult for them to compose sentences. There were students' limitations in writing in foreign languages. Students have difficulty developing ideas or ideas in writing. Students find it difficult to organize structure and develop effective sentences in writing representational texts. Students also have difficulty in overcoming fear and anxiety in writing English because they are not familiar in writing English.

According to Hernowo Hasim in his book entitled "*Free Writing*" he said," that to be able to write, even if it is only free writing, the mind needs to contain something. If the mind is empty, or does not contain, the activity of writing (even though free writing) will still be difficult to carry out. Then, what is the easiest mind content to write? Experience. Yes, experience is the content of the mind that is easy to write freely"[11]. Recount text is a type of text that contains past experiences.

There have been some studies dealing with this technique, such as those conducted by by jusriani, the title "*Developing Students Writing Skill Through Free Writing Technique.* This research aimed to find out the effectiveness of free

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[11] Hernowo hasim,"*Free writing;mengejar kebahagian dengan menulis*".(yogyakarta:PT,Bentang Pustaka;2017). Pg.134

writing iteaching writing at the eight grade students of smpn 1 dampal selatan and to find the students' response in learning writing by using recount text[12]. The Instrument used in collecting the data was writing test, that consisted of pre-test and post-test.

Secondly Study conducted by Miftahul Muttaqin et al[13]"*The implementation of free writing paragraph on students'writing skill at the seventh grade of MTSN Parteker Pamekasan*". This study aims to find the implementation of free writing paragraph to the students' writing skill and measure the effectiveness of free writing paragraph to their writing skill. The variables in this study are; independent variable is free writing paragraph and dependent variable is the students' writing skill. The design in this study is pre-experimental design (pre-test and post-test). Test and documentation are used as the instruments, while the researcher takes one class as a sample of the study. Test was used to know students' writing skill and to measure how significance is the effect of using free writing paragraph on students' writing skill at the seventh grade of MTsN Parteker Pamekasan.

Third ,study conducted by Alya Nur Fadila[14] "*Effectiveness Of Application Of Free Writing Techniques On The Short Story Writing Skills Of Class*"**.** This research is motivated by the low short story writing ability of vocational students in the Indonesian language subject. This study aims to see the effectiveness of free writing techniques through students' short story writing skills. The technique in

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[12] Jusriani," *Developing Students Writing Skill Through Free Writing Technique For Recount Text At The Viii Grade Students Of Smp Negeri 1 Dampal Selatan.*(2023)

[13] Muttaqiin and Halim, "The Implementation of Free Writing Paragraph on Student's Writing Skill at the Seventh Grade of MTsN Parteker Pamekasan."

[14] *Alya Nur Fadilah,Xi, Smk, and Cimahi, "Efektivitas Penerapan Teknik Free Writing Terhadap Keterampilan Menulis Cerita Pendek Peserta Didik."*

this research is quantitative research. The subjects of this study were students of class XI at SMK Sangkuriang 1 Cimahi. The instruments used in this study were interview sheets, response questionnaires to learning, and student questionnaires. The material used in this research is writing short stories.

The fourth research was conducted by Dwi Rahmawati[15]" *The Influence Of Freewriting Technique Towards Students' Writing Ability* "the result was that the students who were taught using the Freewriting technique got a higher score than those who were taught using the individual writing with procedure text. The population was the students in the second semester at eleventh grade of SMK Negeri 4 Bandar Lampung, 722 students in 24 classes. The sample for this research was two classes. One class was AKL 1 as experimental, there were 35 students, and another class was AKL 2 as the control class, there were 35 students. In determining the sample, the researcher used cluster random sampling technique. In collecting the data, the researcher used a writing test. In analysing the data, the researcher used the t-test formula. The fifth research was conducted by *The Effect Of Using Freewriting Technique On Students' Writing In Recount Text* to find the empirical evidence of the Effect of Using Freewriting Technique on Students"writing in Recount Text at the Eight-Grade of MTs Al-Ikhlas Jakarta[16]

Based on the above findings, several previous studies have been conducted in the same field. Namely, free writing techniques to improve students' writing skills. Continuing the previous research, this study chose the free writing technique to

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[15] Dwi Rahmawati and Akhmad Sutiyono, "The Influence of Freewriting Technique towards Students' Writing Ability 23 Jurnal Ilmiah Mahasiswa Pendidikan Bahasa Inggris STKIP PGRI Bandar Lampung*"* no. 2017 (2023): 23–30.

[16] Fairuza, "The Effect of Using Freewriting Technique on Students' Writing in Recount Text."(2020)

dig deeper into the influence of this technique on students' writing ability. By taking different levels of education. This research aims to expand the understanding of free writing techniques in various circles and their impact on writing skills. Therefore, this study is titled title" *The Effect Of Using Free Writing Technique On Students' Writing Ability In Writing Recount Text* (A Pre-Experimental Study On Writing Class At The Tenth Grade Of Students' SMAN 8 Rejang Lebong) *To* find out how much influence the free writing technique has on students' writing ability in recount text.

B. Research Question

With reference to the background of the research above, it is necessary to Analyze the the effect of using free writing technique on students'writing ability in writing recoun text. The researcher formulates the research question as follows:

1. How are students' recount writing abilities before the implemantation of the free writing Technique?

2. How are students' recount writing abilities after the implemantation of the free writing Technique?

3. Is there any significant effect recount writing ability before and after using the free writing Technique?

C. Objective of the Research

The research objectives. In this case, the research objectives could be:

1. To find out the student writing ability before and after use of free writing techniques on students'writing ability in writing recount text.

2. To find out effect used of free writing techniques on students'writing ability in writing recount text.

D. Delimitation of the Research

The research is focused on student writing ability before and after the use of Free writing technique. In this research, the research was focused on recount text with using pre experimental research with one group pre test and post test design. The process of teaching writing to the Tenth grade students at SMA 8 Rejang Lebong in the 2024/2025 academic year using the free writing technique.

E. Operational Definition

The operational definitions of this research are:

a. Free Writing Technique

According to Elbow and Belanoff[17] , freewriting is defined as writing any ideas or thoughts that come to mind in a given time period without stopping. Allowing thoughts to flow freely without judgment or self-censorship. Free-writing is an effective technique for generating ideas that form an initial working text. As in all free association techniques, free-writing asks one to suspend one's judgments and preferences and records all ideas as potentially significant: a determination is made later during revision Free writing broadly

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[17] Elbow, P.& Belanoff, P.(2003).*Being a Writer.*Boston: Mc Graw Hill Higher Education

defined as writing without stopping and editing, has been viewed and used as a powerful technique for developing students' writing[18].

b. **Writing Ability**

Writing process can develop students' ability in writing because they can write independently. Writing is a tool to convey our ideas as well as information through the written form which the result is in the text. Writing is an activity of writing, written or printed words. Writing is the way to know, learn, and communicate[19].

c. **Recount Text**

Recount text is Contains a chronology of events or activities carried out in the past. The focus of the writing is to retell the activities that have been carried out social function is to reconstruct, to record events or activities.

F. Hypothesis

In order to answer the problem of the following hypothesis are proposed :

Ho : There is no a significant effect of using free writing technique On students writing ability in writing recount text.

Ha : There is a significant effect of using free writing technique on students writing ability in writing recount text.

G. Significance of the Study:

1. For the researcher herself, this research is written to fulfill the thesis in the English Tadris Study Program.

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[18] *Elbow, P. (1973). Writing without Teachers, pp. 1–7. New York, NY: Oxford University Press.*
[19] Sinaga et al., "The Effect of Free Writing Technique on Students' Writing Ability."

2. For the teachers, it provides an alternative way to give insights to teachers about the effectiveness of the effect of using free writing technique on students' writing ability in writing recount text.

3. For the students, the research aims to enhance their writing skills in a more engaging and enjoyable manner, so that students can actively participate in the learning process.

4. For the researcher, this study provides practical experience in writing. The researcher can teach the free writing technique to anyone who faces difficulties in writing, which serves as an initial step in the writing process.

H. Thesis Organization

The explanation of this research will be organized into five chapters.

1. Chapter I : Introduction, In this chapter of the research background explaining of the context and importance of the research, research question, objective of the research, significance of the research, delimitation of the research, operational of definitions and systematics of the research, hypothesis, and thesis organization.

2. Chapter II : literature Review. In this chapter includes the riview of related theories and review of the related findings and academic reference to understand the theoritical background of the research.

3. Chapter III : Research Methodology. In this chapter Presents about the methodology of the research which includes the kind of research, research design,population and sample, collecting data analysis and technique of collecting data.

4. Chapeter IV : Finding and Discussion. In this chapter it contains presented and data analysis of pre-test and post test using descriptive statistics on the effect of the using of free writing techniques on student writing ability in writing recount text.

5. Chapter V : Conclusion and Suggestion. In this chapter conclusion from the research wich are summarized based on the findings and suggestion of the research.

CHAPTER II
LITERATURE RIVIEW

This chapter presents the literature review of this research. This chapter contains a literature review or theoretical study that is relevant to the research conducted. This review of related theories, and previous research related to the research topic.

A. Review Of Related Theories

a. Writing

Writing is a tool to convey our ideas as well as information through the written form which the result is in the text . Writing is pouring ideas or ideas in the form of writing. An idea is a series contained in the mind that is the result of a person's creative process. Writing makes it easier for us to put ideas into writing. Hornby states in Oxford Advance Learner's Dictionary, Writing is the activity to make letters or number on a surface, especially using pen or pencil[20].

Writing ability is one of skill in English have to be mastered. In other hand, writing is a language skill which is difficult to acquire. So, writing is not easy so that the writing ability must be trained step by step[21]. Raimes in states that writing is a skill in which we express ideas, feelings, and thoughts that are arranged in words, sentence, and paragraph by using eyes, brain and hand[22].

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[20] Hornby, *Oxford Advance Learner's Dictionary*. (Oxford: Oxford University Press, 2007) 6 th Ed. P 528
[21] Mufarridun, *The Influence of Using Free Writing Technique Towards Students 'Analytical Exposition Text Writing Ability At*.(2018)
[22] Ann Raimes, Technique in Teaching Writing, (New York: Oxford University Press, 1983), p.2

Writing is an activity to express ideas through written language. Ideas for writing can include feelings, opinions and experiences. In writing we can bring our experiences and knowledge into writing. Writing is an art to develop the ideas we get. Writing means we explore our thoughts in written form that later we and others can read. According to William Hazzlit[23], the nineteenth-century novelist, "The more a man writes, the more he can write"[24]. Writing ability is considered to be one of the most important means of communication through which humans can express their thoughts and discover the thoughts of others. It is considered to be the pride of the human mind, as it is the greatest production of human thinking. Through writing ability, culture has been recorded and transferred from a generation to another. In addition, through writing, the human being could record the developments around it, how it shapes our lives, and how it influences the society overall.

Writing in English as a second or additional language has become an important skill that can be applied in many areas of human activity. As we become a society within which written text is an important instrument that helps create new ideas, services, and products, English text is often used as a preferred mode of communication. Traditionally approaches in teaching how to write in English range from pedagogies that center function or text structure and grammar,content or information, and personal expression[25]. In this case, the

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[23] William Hazlitt *1778–1830. English essayist ; Every man, in his own opinion, forms an exception to the ordinary rules of morality. Characteristics (1823) no. 305*
[24] *Virdaus, "The Improvement Of English Writing And Students' Motivation Through Brainstorming." Journal Motoric(Media Of Teaching Oriented And Children)(2019):15-17.*
[25] Durinova, MarinaA."*exploring idea generation and development:A New view on creativity in second languange writing".* proQuest LLC,Ph.D.Desertation,tje university of Iowa(2023):p.187

topic given is usually familiar for the students. The reason for it is because it is easier for them to express their ideas so they are able to write the text given by the teacher[26]. Writing ability is an ability to produce good writing. To produce good writing, the student should study hard and practice more so that the readers can understand the written form that is produce. Writing skill refers to the ability to convey thoughts, information, and opinions through written language[27].

b. **Steps In Writing**

Brown he said that, In the writing process there are several stages carried out as a writing process, namely namely pre-writing,drafting, revising, and editing[28].

1. Pre writing

Pre-writing is the first step that students must take before writing. Pre-writing is the first activity which, in this activity can motivate students to write. This section is the original plan thaT they wrote. in pre-writing activities, there are several strategies and techniques that students can use to generate ideas, namely, brainstorming, free writing, asking questions, making lists and grouping.

2. Drafting

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[26] S.dewi,L.suhartini: *The Effect of Free Writing Technique o n Students' Writing Skills at SMA Negeri 6 Kendari(2019)*
[27] Mufarridun, *The Influence of Using Free Writing Technique Towards Students 'Analytical Exposition Text Writing Ability At*.(2018)
[28] *Brown, H. D. (2003). Language Assessment: Principles and Classroom Practices.* California: Pearson Education

The second step in the writing process is editing. In this second stage, the writer concentrates on practicing his writing skills by writing the ideas that are in his mind without paying attention to grammatical accuracy or the correctness of concepts. The writer begin to write down ideas in their heads based on the arrangement of the main ideas or discussion topics from pre-writing activities. They are try to generate ideas that was become the content of their writing. This makes it easier to move on to the next step.

3. Revising

The third step in the writing process is revision. Proofreading is a difficult stage of writing for students. At this stage, the writer revise their draft of writing. They rewrite the draft after getting feedback from the teacher on their writing. In addition, revisions can also be made with several drafts with partners in the class writing group, then rearranging the draft based on peer feedback. By providing feedback on their writing, students can re-correct their writing unnecerssary parts.

4. Editing

And the last step of the writing process is editing. In the process, writers have to correct their writing errors, they make edits to their writing, especially if there are grammatical errors. At this stage, spelling and punctuation rules are checked before finally showing their writing to others. After that, students re-examined the concept of writing, then corrected.

c. **Teaching Writing**

Jeremy harmer said "Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English[29]. However, it can be used for a variety purposes, ranging from being merely a "backup" for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for learners.

The importance given to writing differs from teaching situation to teaching situation. In some cases it shares equal billing with the other skills; in other curricula it is only used, if at all, in its "writing-for learning" role where the students write predominately to argument their learning of the grammar and vocabulary of the language. Partly, because the nature of the writing process and also because of the need for accuracy in writing, the mental processes that a student goes through when writing differ significantly from the way they approach discussion or other kinds of spoken communication. This is just as true for single sentence writing as it is with single paragraphs or extended texts. When writing, students frequently have more time to think than they do in oral activities.

They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them. Writing encourages students to focus on accurate language use and, because they think

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[29] *Jeremy Harmer. 2004.,How to teach writing*, (*Pearson education limited*: *Longman, 2004*), 4-5

as they write, it may well provoke language development as they resolve problems with the writing puts into their mind.

d. Writing Assessment

On the other hand, An effective composition should meet the qualities in some terms proposed by Brown below :

1. Content

Content is the substance of writing, the experience of the main idea. The content of writing should be clear enough for readers so that the reader can understand the messages and gain information in it. Besides that, its content should be also well unfiled and completed.

2. Organization

Organization In organization of writing concerns with the ways the writer arranges and organizes the ideas or the messages in the writing. It could be chronological order, order of importance, general to particular to general order.

3. Vocabulary

Vocabulary is all the words that a person knows or uses. First, productive (active) vocabulary, it is words that they can produce themselves. The second one is receptive vocabulary (passive), it is words that they understand but may never produce. Vocabulary is the total number of words that are needed to communicate ideas and express the speakers meaning. That is the reason why it is important to learn vocabulary. So,

vocabulary is the most important in language. Without knows the vocabulary, we was difficult to understand a language.

4. Language Use

Grammar is a structure of language form or a verb phrase used to express a time relationship. Grammar is a description of the rules for forming sentences, including an account of the meaning that these forms convey. Language use in writing is the use of correct grammatical form and synthetic pattern of separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out a logical relationship in paragraph writing. It can be concluded that grammar in writing as the use of sentence structures and constructions including the accuracy and correctness in using agreement, number, tense, word order, articles, pronouns, and preposition.

5. Mechanic

Heaton[30] states "the mechanic concerns about the writers' ability to use correctly those conventions peculiar to the written language – such as punctuation and spelling." The mechanic of writing also refers to the use of capitalization. Then, Oshima and Hogue[31] add "using correct punctuation is important because it conveys meaning just as words do." While the spelling means the word looks like. If the writer wrote the wrong spelling, so it was

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[30] *Heaton*, J. B. (1988). W*riting English Language Tests Longman Handbook for Language Teachers (New Edition)*. London Longman Group UK Ltd
[31] Hogue, alice oshima ann, Introduction to Academic Writing, 2007

create un-meaningful words. So, mechanics including capitalization, spelling, and punctuation in writing.

Assessment of recount text writing writing is a productive skill. The students' ability in this skill is measured typically through performance-based assessment. For this reason, a scoring rubric for the recount text is chosen as the assessment tool. Lee created a scoring rubric for recount genre. His scoring rubric measures students' recount text writing based on three criteria (namely content and structure,language future)[32].

Table 2.1

Assesment Of Writing Ability Of Recount Text From Lee[33]

Evaluation criteria-recount		Description of rating scale			
		4.excellent	**3.pretty good**	**2.average**	**1.Need improvment**
Content and structure	a. Orientation	A very clear orientation, estabilishing who was onvolved, where,and when the events	A generally clear orientation which provides necessary background information	Some missing information in the orientation	Lots of missing information in the orientation
	b.sequence	Past events are sequenced in a very clear order	Past events are generally clearly sequenced	Some events not in the right order	Past events are all over the place :hard to figure out a clear
	c.ends	Very appropriate and impersive ending ending with a felling a thought ,or arereflection	Appropriate ending	An ending is provide but it is not very appropiate	No ending is provided

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[32] Jeremy Harmer, *How to Teach Writng* (England: Pearson Education Limited, 2004), p. 4.

[33] Lee, I. (2017). *Classroom Writing Assessment and Feedback in L2 School Contexts*. Singapore: Springer Nature

	a. Tenses	Past tense verbs almost almost completely accurate	Tense generally accurate	Quaite a number of tense errors	Full of tense errors
Languag e future	b.time expression	Very appropriate and accurate use of time expression to link up events	Generally good use of time expression to link up events	Some time expressions to link up events	No time expression to link up events
	c.appropiate word	A large range of appropriate words to describe events	A good range of words to describe events	Some good words to describe events	An extremely limited range of words to describe events

Table 2.2
Qualification Score Of Writing Test By Best [34]

CATEGORIES	SCORE
Excellent	76-100
Prety good	51-75
Fair	26-50
Poor	0-25

e. Recount Text

1. **Definition**

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[34] Best. (1981). Descriptive Research. New Jersey: Englewood Cliff

Recount text is a Contains a chronology of events or activities carried out in the past. Derewinka said "Recount is a reconstruction of something happened in the past. It is the unfolding sequence of events over time and the purpose is to tell what happened". Recounts with by telling the reader who was involved, what happened where this event took place and when it happened. The sequence of event is then described in some sort of order, for instance a time order. Recount text reconstruct past experience[35]. A recount is the unfolding of a sequence of events over time to keep the past alive and to interpret experience to tell what happened. The focus of the writing is to retell the activities that have been carried out social function is to reconstruct, to record events or activities for the purpose of informing the focus of writing is activities or experiences in the past grammatical patterns:

- Use of past tense sentences.

- The verbs in the predicay or process section are action verbs or material Process.

2. Types of Recount text

In exploring how text work by Derewianka there are three types of recount[36]. They are:

a. Personal Recount

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[35] Derewianka, *Primary English Teaching Association*, *1990* - Education - 87 pages.
[36] Derewianka, *Primary English Teaching Association*, *1990* - Education - 87 pages.

Personal recount is a recount that retelling of an activity that writer or speaker has been personally involved in (e.g. oral anecdote, diary entry). Language features of recount are:

1) Use of first pronoun (I, We).

2) Personal responses to the events can be included, particularly at the end.

3) Details are often chosen to add interest or humor.

b. **Factual Recount**

Factual recount is a recount that recording the particulars of an accident. (E.g. report of a science experiment, police report, news report, historical recount). Language features of factual recount are:

1) Use of third person pronoun (he, she, it, they).

2) Details are usually selected to help the reader reconstruct the activity or incident accurately.

3) Sometimes the ending describes the outcome of the activity (e.g. in a science experiment).

4) Mention of personal feelings in probably not appropriate.

5) Details of time, place, and manner may be need to be precisely stated.

c. **Imaginative Recount**

Imaginative recount is a recount that taking on an imaginary role and giving details events (e.g. a day in the life of a Roman Slave: how I invited…). Language features of imaginative recount are:

1) Usually written in the first person.

2) It may be appropriate to include personal reactions.

Based on the explanation above it can be stated that the types of recount that will be written by the students is personal recount. Personal recount is retelling an activity that the writer has been personally involved in and may be used to build the relationship between the writer and the reader.

3. **Generic structure**

According to Derewianka the recount generallybegins with an orientation, giving the reader or listener the background information needed to understand the text (i.ewho was involved, where it happened, when it happened). Then the recount unfolds with a series of events ordered in a chronological sequence. At various stage there may be some personal comment on the incident (e.g. we had a wonderful time) it called re-orientation. The re-orientation expresses a personal opinion regarding the events described. In other words this is where you bring your writing to a close by; saying how things went, saying what you felt about the things that happened and/or mentioning something which was or may happen later[37].

Table 2.3

Generic structure of recount text

Text Elements	Exsamples
Orientation	Some friends and I went to Jogjakarta foa a vacation.

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[37] Derewianka, *Primary English Teaching Association,* 1990 - *Education - 87 pages.*

Series of events	We had our vacation soon after the school exam was over. We chose to go to Jogjakarta became we thought that the place was nice and the people were friendly. In addition, some friends told me that it had a lot of places of interests We left for Jogja early in the moming, and we took Prames train that departed at 08:00. We got off in the Tugu railway station, and headed to Malioboro for some food and drinks. After we had a walk around the place for minutes, we took a taxi and headed to the beach. It was Parangtritis beach which is well known for everybody for its legend of Roro Kidul. We played with water and enjoyed the beauty of the waves reaching the seashore. We stayed there for a day before finally we decided to be back to Maliobor
Re-orientation	We were very happy to spend a day playing with water and enjoy the natural beauty of the beach. We left Malioboro at a quarter to four and went back home by Pramex train that departed at 4:00

f. Free Writing Technique

    a.   **Definition of Free Writing**

Freewriting, broadly defined as writing without stopping and editing, has been viewed and used as a powerful technique for developing student writing since it was initially advocated by writing theorist Peter Elbow. In the simplest terms, freewriting refers to the act of writing quickly for a set time from ten to fifteen minutes, just putting down whatever is in the mind, without pausing and worrying about what words to use, and without going back to modify what has been written. In Elbow's own words, "the only requirement is that you never stop[38].

There are at least five theories about free writing discovered by Hernowo Hasim in his book entitled "free writing theory". Hernowo Hasim has tried to research books that discuss explanations about the theories of free writing. The five theories were proposed by two psychologists, James W. Pennebaker and Lev Vigotsky, then Bobbi DePorter and Mike Hernacki, and Peter Elbow and Natalie Goldberg. If we have time to understand it, we was be able to practice free writing in very varied and self-empowering forms. According to

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[38] "Li, L. Y. . *Exploring the use of focused freewriting in developing academic writing. Journal of University Teaching & Learning Practice,* 4(1), 40–53.

him, free writing aims to boost writing potential while improving writing skills. So, the practice of free writing is done in a private space.

Indeed, the results can be used for publication. However, these results need to be filtered, processed, arranged, and then modified (edited) in such a way.I will start explaining the theory of free writing from the book Opening Up by Dr. James W. Pennebaker. Dr. Pennebaker did research on writing for healing purposes. He formulated free writing as writing to throw away. When you write, throw away (write) all the burdens that disturb your mind. Like throwing out the trash, writing to throw away is writing to get out everything you don't need or that bothers you.

In the book Opening Up by Vygotsky, he is a Russian psychologist who researched the relationship between language and thought. According to Dr. Pennebaker, Vygotsky were the inventors of free writing. Vygotsky formulated free writing as writing in process. When you practice free writing, what you need to prioritize and pay attention to is the process and not the results of writing. This implies that whatever you write is not important. What's important, again, is the process or feeling the process you're comfortable or stressed at the moment of writing.

The book Quantum Learning by DePorter and Hernacki, according to DePorter and Hernacki, free writing - also known as fast writing in this book - is writing using the right brain. As we know, the function of the right brain is 180 degrees different from the function of the left brain - discovered by Roger Sperry. When operating, the right brain is very free, disorganized and thinks

holistically. So, when you do free writing, you write freely and don't have to determine this or that first. The right brain also moves spontaneously or instinctively.

Finally, the free writing theory was proposed by Peter Elbow, who wrote the book Writing without Teachers, and Natalie Goldberg, who wrote the book Writing Down the Bones. Elbow calls free writing writing without censorship and editing, while Goldberg calls it writing without form. Both recommend that when practicing free writing, limit time, aka use an alarm. Elbow recommends a length of time for free writing between 10 and 15 minutes, while Goldberg is more flexible, namely 5, 10 or 15 minutes. Writing without censorship and editing is writing that does not require re-checking what has been written. Keep writing until the alarm goes off. Writing without form is writing that doesn't need to be thought about or arranged what the result (form) be like. So just channel whatever is in your mind that can be channeled. No need to worry and no need to think too seriously about what your writing be like[39] . Based on the book, the most relevant and often used theory by researchers is from Peter Elbow's theory.

Writing is a way for us to express our thoughts. In writing there is the term pre-writing. Pre-writing is usually done at the beginning of writing to be able to develop ideas that will be used in writing a piece of writing. One way to get ideas for writing is called free writing. The freewriting process involves writing

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[39] Hasim hernowo.(2017):*free writing :mengejar kebahagiaan dengan menuli*s.Bentang pustaka-yogyakarta:B first hlm.28-33

continuously without stopping or proofreading, allowing the mind to freely explore and capture thoughts on the page[40]. According to Elbow and Belanoff in jeremy harmer, freewriting is defined as writing any ideas or thoughts that come to mind in a given time period without stopping[41].That how to improve students in writing skills is to take the practice of free writing technique in the amount of time. Also, elbow found that free writing technique absolutely can help the students to avoid the worries when students start to make their writing[42].

In Free writing assures that students are taken away from the stance of correcting what students write in spelling and many other things. Whereas free writing activity focused on the process, not the product. Students do not have to think about their mistakes while doing freewriting. While the free writing activity is not concerned in forming the sentence to be exactly good or to complete a proper text. Students are given some of the time in freewriting to make good material for their writing. Freewriting technique is one technique to teach writing by making the students want to write and help them to generate the idea and engage them more deeply in the process of writing dealing with their own experiences[43]. Elbow in sastari ika presents four important benefits of freewriting :

1. Freewriting is crudely practically. Freewriting gets you going, gets you writing, makes it much easier to begin.

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[40] Hogue, First Steps in Academic Writing.

[41] Elbow, P.& Belanoff, P.(2003).Being a Writer.Boston: Mc Graw Hill Higher Education

[42] Fairuza, "The Effect of Using Freewriting Technique on Students' Writing in Recount Text."

[43] Br Sitepu, "*The Effect of Using Freewriting Technique on Students' Analytical Exposition Text Writing Ability of Eleventh Grade Students of Sma Swasta Harapan Bangsa Kuala.*" Serunai : Jurnal Ilmiah Ilmu Pendidikan,(2022):172-281

2. Freewriting does not just get words on paper, it improves thinking.

3. Freewriting puts life into our writing : voice, energy, presence. Freewriten language is usually livelier than our careful writing because freewriting leads us to speak on paper.

4. Freewriting is that can help us get a lot of useful words on paper. It helps us find some enjoyment in writing[44].

b. The Advantages And Disadvantages Of Free Writing

Technique Free writing has been tried and adopted in a wide spectrum of educational contexts. Previous research has reported the use of free writing as a useful learning and instructional tool for varied purposes, both in writing classes and in the disciplines. For example, free writing has been reported to be used as a writing technique for writing practice in the composition class, a vehicle for students' self-expression and discovery. A technique for developing metacognitive awareness, a strategy for improving lecture comprehension, an assessment tool for reading comprehension and a disciplinary technique for developing student learning and writing in thedisciplines. Mark levi in sastari ika presents the advantages of free writing are: 1). Freewriting help you find a purpose when you don't have a purpose in mind. 2). This technique help you explore situations all kinds of any field you can imagine. 3). Freewriting help you understand your world, spot, oppurtinities, and option, solve problems, creat ideas and make

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[44]sastari ika, "The Effect Of Applying Freewriting Technique On Students ' Achievement In Writing Report Text."(2017)

decission. 4). By freewriting technique we can reach a level of thinking that's often difficult to attain during the course of a normal bussines day[45].

Disadvantages of Using Freewriting In the aims of making capable freewriting, the students have to make the activity of writing accurately. Students have to prepare important steps such as the plan and the way students organize the topic of their writing. Further, the students are expected to catch up on the whole steps of classifying the writing based on the idea of the writing itself. By that, the teacher has to help the students to get the right information to complete the task as the students aim to make which helped by the teacher.

c. **Procedure Of Free Writing**

Also, it offers a student center activity that can be very beneficial for writing class. Elbow and brown explains:

You may follow these steps of how to make a free writing:

  1. From your list of changes, choose one idea that interested you.

  2. Write the idea at the top of a clean sheet of paper.

  3. For ten minutes, write about this topic without stopping.

 This means that you should be writing something constantly.

  a. Write down everything that comes to your mind.

  b. Do not judge your ideas.

  c. Do not worry about your spelling and grammar.

  d. If you run out of things to say, continue writing whatever comes to your mind[46].

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[45] sastari ika, "The Effect Of Applying Freewriting Technique On Students ' Achievement In Writing Report Text."(2017)
[46]Elbow, P.& Belanoff, P.(2003).*Being a Writer.Boston*: McGraw Hill Higher Education

B. Review Of Relevant Studies

There have been some studies dealing with this technique, such as conducted by There have been some studies dealing with this technique, such as those conducted by by Jusriani, the title "*Developing Students Writing Skill Through Free Writing Technique.* This research aimed to find out the effectiveness of free writing teaching writing at the eight grade students of smpn 1 dampal selatan and to find the students' response in learning writing by using recount text[47]. The Instrument used in collecting the data was writing test, that consisted of pre-test and post-test. The research focused on the junior high school level while this study focused on the senior high school .

Secondly Study conducted by Miftahul Muttaqin et al[48]" *the implementation of free writing paragraph on students'writing skill at the seventh grade of MTSN Parteker Pamekasan*". The results show the students who are taught using free writing have higher achievement than those who are not on students' writing skills. In this study the researcher used free writing paragraphs. This study aims to find the implementation of free writing paragraph to the students' writing skill and measure the effectiveness of free writing paragraph to their writing skill. The variables in this study are; independent variable is free writing paragraph and dependent variable is the students' writing skill. The design in this study is pre-experimental design (pre-test and post-test), while the approach is quantitative research. Test and documentation are used as the instruments, while

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[47] Jusriani," *Developing Students Writing Skill Through Free Writing Technique For Recount Text At The Viii Grade Students Of Smp Negeri 1 Dampal Selatan*.(2023)

[48] Muttaqiin and Halim, "The Implementation of Free Writing Paragraph on Students'Writing Skill at the Seventh Grade of MTsN Parteker Pamekasan."

the researcher takes one class as a sample of the study. Test was used to know students' writing skill and to measure how significance is the effect of using free writing paragraph on students' writing skill at the seventh grade of MTsN Parteker Pamekasan. The research focused on the junior high school level while this study focused on the senior high school

Third ,study conducted by Alya Nur Fadila[49] "*Effectiveness Of Application Of Free Writing Techniques On The Short Story Writing Skills Of Class*"**.** This research is motivated by the low short story writing ability of vocational students in the Indonesian language The research focuses on the application of the short story, this research focuses on recount text. This study aims to see the effectiveness of free writing techniques through students' short story writing skills. The technique in this research is quantitative research. The subjects of this study were students of class XI at SMK Sangkuriang 1 Cimahi. The instruments used in this study were interview sheets, response questionnaires to learning, and student questionnaires. The material used in this research is writing short stories. The research focuses on the application of the short story, this research focuses on recount textin the tenth grade of senior high school.

The fourth was conducted by dwi Rahmawati[50]" *The Influence Of Freewriting Technique Towards Students' Writing Ability* "the result was that the students who were taught using the Freewriting technique got a higher score than

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[49] Xi, Smk, and Cimahi, *"Efektivitas Penerapan Teknik Free Writing Terhadap Keterampilan Menulis Cerita Pendek Peserta Didik."*
[50] Dwi Rahmawati and Akhmad Sutiyono, *"The Influence of Freewriting Technique towards Students' Writing Ability* 23 Jurnal Ilmiah Mahasiswa Pendidikan Bahasa Inggris STKIP PGRI Bandar Lampung"* no. 2017 (2023): 23–30.

those who were taught using the individual writing. The population was the students in the second semester at eleventh grade of SMK Negeri 4 Bandar Lampung, 722 students in 24 classes. The sample for this research was two classes . One class was AKL 1 as experimental, there were 35 students, and another class was AKL 2 as the control class, there were 35 students.In determining the sample, the researcher used cluster random sampling technique. In collecting the data, the researcher used a writing test. In analysing the data, the researcher used the t-test formula[51].

The last research was conducted by Fairuza *The Effect Of Using Freewriting Technique On Students' Writing In Recount Text* to find the empirical evidence of the Effect of Using Freewriting Technique on Students "writing in Recount Text at the Eight-Grade of MTs Al-Ikhlas Jakarta. The sample was 60 students. The sample was 60 students selected by purposive sampling technique and was divided into two classes; experimental class and controlled class. The technique which used in the study was a quantitative method using quasi-experimental design[52]. The study used a quasy experimental research design in junior high school while this study used a pre-experiment design in class x senior high school. In the explanation above, there is a lot of research that explains the use of free writing techniques in increasing students' motivation and self-confidence, and their skills in recount text , writing paragraph texts, short stories,

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[51]Dwi Rahmawati and Akhmad Sutiyono, "*The Influence of Freewriting Technique towards Students' Writing Ability* 23 Jurnal Ilmiah Mahasiswa Pendidikan Bahasa Inggris STKIP PGRI Bandar Lampung" no. 2017 (2023): 23–30.

[52] Fairuza, "The Effect of Using Freewriting Technique on Students' Writing in Recount Text."(2020)

and other types of texts. However, in this study, researcher wante to find out whether the use of free writing techniqueson students'writing ability in writing recount text. The researcher used pre-experimental research. In the learning process at SMA 8 Rejang Lebong High School, students face various challenges in writing, including writing different types of texts such as recounts, descriptive texts, narrative text, procedures, and others. With this research, the researcher was attempt to use the free writing technique to improve students' on writing ability in recount text. There are the research was be conducted under the title"*The Effect Of Free Writing Technique On Students' Writing Ability In Writing Recount Text"*

CHAPTER III
RESEARCH METODOLOGY

This chapter is devided into several parts, each addressing a specific aspect of the research methodology employed in the study. The parts include; Type of the research, time and located, population and sample, instrument of the research, procedures of collecting data, and techniques of data analysis.

A. Kind Of The Research

The Research uses a quantitative research method, Quantitative research is a study that uses a lot of numbers, starting from the process of data collection, data analysis, and the appearance of data[53]. Experimental research used to determine the influence of independent variables (treatment) on dependent variables (outcomes) under controlled conditions. The researcher used design as pre-experiments one group pre test and post test design. This design includes a pre-test measure followed by a treatment and a post-test for a single Group[54]. This design includes one a single group of participants who are assess before and after the treatment. A pre-test is given to measure students' initial writing skills in recount text, then continues with the application of free writing technique as a learning method. After being given treatment, a final test was carried out, namely a post test, to transmit changes in students' writing abilitiy. This design includes a pre-test measure followed by a treatment and a post-test for a single group.[55]

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[53] Elia and Dkk, *Metode Penelitian Kualitatif Dan Kuantitaif*.Yogyakarta: pustaka ilmu

[54] Creswell and Creswell, *Mixed Methods Procedures*.

[55] Jhon W.cresswell, -2018 *Research Design:Qualitative,Quantitative,And Mixed Methods Approaches* .pg 269.Creswell and Creswell.Creswell and Creswell.Creswell and Creswell, <i>Mixed Methods Procedures</i>.

Table 3.1

Pre Experiment With One Group Pre Test And Post Tes

$$01 \quad \text{———} \quad X \quad \text{———} \quad 02$$
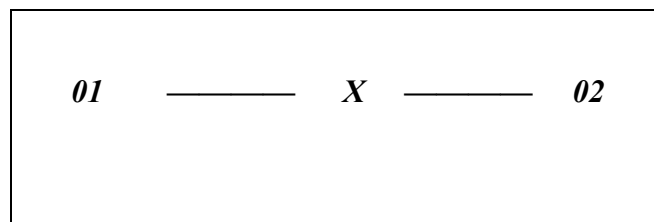
Where:

O1 : The Students Pre-test

X : The Treatment By Using Free Writing Technique

O2 : The Students'Post-Test

B. Time and Located

This research was conducted at SMA N 8 Rejang Lebong, located at Jl.Air meles atas, Kecamatan selupu rejang, Kabupaten rejang lebong, provinsi Bengkulu. This research was conducted in November 2024 – February 2025.

C. Population And Sampel

a. Population

Population relates to objects or subjects, and the total number in an area research in the form of people, objects, events, and institution[56]. In this research, the population is the Tenth-grade students of SMA 8 Rejang Lebong in the academic year 2023/2024.

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[56] Waruwu marinu ,*Pendekatan Penelitian Pendidikan: Metode Penelitian Kualitatif, Metode Penelitian Kuantitatif dan Metode Penelitian Kombinas*i (Mixed Method). Hal(2896-2910) Vol.7 No. 1 .(2023)

Table 3.2

The Number Of Population[57]

No	Class	Male	Female	Total
1	X A	11	17	28
2	X B	11	19	30
3	X C	8	20	28
4	X D	10	28	28
Sum of population				114

(Source;data from SMA 8 Rejang Lebong)

b. **Sample Of The Research**

A sample is a small portion of a population that represents the overall characteristics of that population. The researcher used In this study the sampling was taken by Non probability with purvosive sampling before determine sample of this research. Non probability sampling is a sampling technique that does not give every member of the population the same opportunity. Which was the criteria for selecting the sample with the lowest mean score[58]. This research, reseacher applied the initial value technique to determine which class would be used as research of the samples. The process begins by calculating the mean score from each class to ensure

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[57] Source : Data from SMA N 8 Rejang Lebong

uniformity in students ability levels between the class. Next, after the mean score the researcher analyzed the data to select to choose some as the

representative class as the experiment group. This selection of this sample was guided by a careful consideration of to ensure uniformity in the outcomes derived from the analyzed of mean score.The results are presented in the following table;

Table 3.3
The Mean Score From The Population

No	Class	Mean score
1	X A	48,53
2	XB	50,44
3	XC	53,59
4	XD	52,48

Therefore the researcher chose the one class, namely X A as the experimental class with a score of 48,53 becouse the mean score the lowest score. With the number of students as follows:

Table 3.4

Sample Of The Research

No	Class	Male	Female	Total
1	X A	11	17	28
Sum of sample				28

D. Data Collecting Technique

Instrument is a tool which is used for collecting data. The instrument used in this researchwas test. The writing test consisted of pre-test and post-test. The pre-test administered before the implementation of the free writing technique to find out the students proficiency in writing, where as the post-test was done, after the treatment by used the free writing technique. Writing proficiency to build up through the used of the free writing technique developing ideas in writing ability. The instruments used in this research include:

1. Giving the pre-test

2. Applied the treatment would be used to the free writing technique to the experimental group

3. Giving the post-test

E. Procedure of the research

Table 3.5

Procedure of the research

```
┌─────────────────────┐
│     Quantitative    │
│   (pre experiment)  │
└─────────────────────┘
           │
           ▼
┌─────────────────────┐
│       Pre test      │
└─────────────────────┘
           │
           ▼
┌─────────────────────┐
│      Treatment      │
│    (free writing    │
│      technique      │
└─────────────────────┘
           │
           ▼
┌─────────────────────┐
│      Post test      │
└─────────────────────┘
           │
           ▼
┌─────────────────────┐
│     Data analyze    │
└─────────────────────┘
```
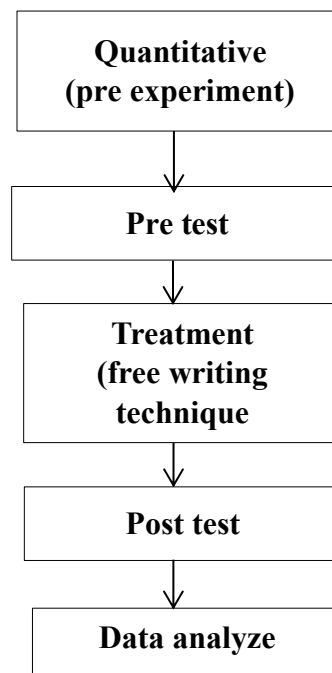
Procedure in pre experimental class:

(1**) Pre-activities**

- The teacher greets and invites prayer to start learning.
- Teachers motivate students and ask about their health conditions.
- The teacher checks the attendance of students.
- The teacher gives an aperception of the material to be studied.
- The teacher conveyed the goals that will be achieved in today's learning.
- The teacher conveys an outline of the scope of the material studied.
- The teacher conveys the learning methods and assessment techniques to be used.

(2) **Whilst-activities**

- The teacher explained the definition, social function, structure and languange feature of the recount text.
- The teacher gives an example of a recount text.
- The teacher gives an explanation of the technique that will be used in writing a recount text.
- The teacher asks the students to write as many ideas as possible in their minds for ten minutes using the freewriting technique.

(3). Post-activities

- The teacher provides feedback on the text recount material.
- The teacher informed the activities that will be carried out at the next meeting.
- Teachers and students pray together to end learning.

F. Data Analyze Technique

Data Analysis technique is an activity after all data is obtained and then analyzed. In this study, the researcher analyzed the data previously obtained from the pre-test and post-test to find out whether the use of Free writing technique has an impact on students' writing ability in writing recount text the data analysis technique. This research used descriptive and inferential statistics to analyze data. In addition, the researcher used paired sample t- test in SPSS to test the hypothesis of this research[59].

1. **Mean**

    Mean is the average value of a data curve. The meaning of the data here is from pre test and post test data. The mean value is used as one of the descriptive statistics to describe the characteristics of the data. The following is the formula ;

    Mean score

    $$Mx = \frac{\sum x}{N}$$

    Mx   : Mean score experimental group

    $\sum x$: The sum of student scores in experimental group

    N   : The amount of students experimental group

1. **Standard Deviation**

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[59] Dewi and Suhartini (2019), "T*he Effect of Free Writing Technique o n Students' Writing Skills at SMA Negeri 6 Kendari."*

The standard deviation in this study was used to measure how much effect the use of free writing techniques had on students' writing ability in writing recount text. The following is the formula :

$$SDX = \sqrt{\frac{\Sigma_{x^2} - \frac{(\Sigma \overline{X})^2}{N}}{N-1}}$$

SDx   : Standard deviation of experimental group

X   : Score of experimental groups

$\overline{X}$: Mean score of experimental groups

N   : The number of students at experimental group

2. **Hypothesis Testing (Paired Sample T-Test)**

A hypothesis is a statement that states the relationship between two or more variables in a study. The researcher here used a paired simple t test which is part of statistical analysis, the purpose of which is to find out the average difference in the results of the pre test and post test before and after the treatment using free writing technique. Based on the Sig value, if it is known to be significant (Sig 2-tailed) <0.05. The hypothesis used which is

       Ho   :   There is no a significant difference of using free writing technique On students writing ability in writing recount text.

       Ha   :   There is a significant difference of using free writing technique on students writing ability in writing recount

Hypothesis testting (Paired sample t-test) is one of the testing technique used to assess the effectiveness of treatment, marked by a difference in the average before and after the treatment. The folowing is the formula:

$$T = \frac{X - \mu}{\frac{S}{\sqrt{n}}}$$

Where:

X : Observed Mean Of The Sample

μ : Assumed Mean

S :Standar Deviation

$\sqrt{n}$: Sample Size

G. Instrument Of The Research

1. Writing Test

After identifying the blueprint, the researcher was required to write the test items. The writing test consisted of one item in text format. The writing test consisted of directions and test items. The instructions must be clear to make the students easier in understanding the test instrument.

PRE-TEST

Name:

Class:

Time Allocation:

Instructions:

1. Write a recount text by choosing one of the topics from the list below:
    Topics:

    1. My holiday
    2. My first day at my school
    3. Embrassing moment
    4. Bad day ever
    5. My ffamily event

2. Recount text must consist of its generic structure as follows :

    a. Orientation; The background information needed to understand the text (i.ewho was involved, where it happened, when it happened)

    b. Series of events; the recount unfolds with a series of events ordered Chronologically

    c. Re-orientation; some personal comment on the incident (e.g. we had a wonderful time)

3. Recount text must consist of 250 words.

4. Pay attention to the following aspects (Scoring Rubric) when you are writing your
    recount text :

    a. Content and structure

    b. Language Features

POST-TEST

Name:

Class:

Time Allocation:

Instructions:

1. Write a recount text by choosing one of the topics from the list below*:*
   Topics:

   1. Travelling

   2. Visiting a beautiful place

   3. Unforgettable moment

   4. Dreams

   5. My first meeting with my Close friend

2. Recount text must consist of its generic structure as follows :
   a. Orientation; The background information needed to understand the text (i.e

      who was involved, where it happened, when it happened)

   b. Series of events; the recount unfolds with a series of events ordered

      chronologically

   c. Re-orientation; some personal comment on the incident (e.g. we had a

      wonderful time)

3. Recount text must consist of 250 words.

4. Pay attention to the following aspects (Scoring Rubric) when you are writing your
   recount text :

   c. Content and structure

   d. Language Features

The quality of instrument used in a research is very important. Therefore, the Validity and reliability are two aspects that must be fulfilled to ensure the isntrument is effective.

1. **Validity**

     One of the principles of a language assessment is validity, this is very important in choosing and using instruments. To achieve validity, the researcher use content validity. Content validity here includes several aspects, namely, Teching moduls, basic competance indicators, teaching techniques, teaching media. the researcher writing test to examine students' writing ability using free writing technique in writing recount text. *For Further Details See Appendix 6*

     After getting the test, the researcher then gives it to an expert validation. The test is checked by someone who already understands and is an expert in the field that the researcher is researching, namely Miss Nastiti Handayani,M.Pd. The test is analyzed based on several important points, such as number, words, processing time, title, and Component writing (Content and Structure, Languange Use).

     For further details see Appendix 8

2. **Reliability**

     The reseacher used the **inter rater reliability**. To ensure the reliability of the research data the reseacrher took several crucial steps, firstly, the researcher employed a detailed scoring rubic to evaluate the students writing test.this rubic ensured that the evaluation was consisstent and accurate. additionally, the researcher also conducted **inter-rater**

reliability checks to ensure that the evaluations conducted by raters were consisted. as a result the researcher could ensure that the collected data was accurate, and consistent for the reliability of the the data. Inter Rater reliability (RIR) is a concept in research that is used to assess how consistent and accurate the assessment is made by two or more different raters. The goal is to ensure that assessments conducted by different appraisers have a high level of suitability, so that they can be trusted and relied upon. Here, the researcher uses the pre-test results of the raters to find the conformity results of the reliability of the inter rater. The reliability test was analyzed by using inter-rater reliability[60].

Symmetric Measures		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Measure of Agreement	Kappa	,628	,100	8,587	<,001
N of Valid Cases		28			
a. Not assuming the null hypothesis.					
b. Using the asymptotic standard error assuming the null hypothesis.					

[60] Atiah et al., "Investigating the Effect of Freewriting Techniques On."(2023)

Interpretasi Nilai Kappa Menurut Altman (1991)

Nilai K		Kekuatan kesepakatan
	≤0.20	Buruk
0.21 -	0.40	Kurang dari sedang
0.41 -	0.60	Sedang
0.61 -	0.80	Baik
0.81 -	1.00	Sangat baik

The results were obtained from the results of student scores in the writing test.

From the table above, it shows that the level of conformity between the appraisers is good (0.628). Based on the interpretation assesment from Altman (1991) then it can be believed that the assessment carried out by the two appraisers has a high level of conformit. Next the assesment inter-rater reliabiity table:

CHAPTER IV

FINDING AND DISSCUSSION

This chapter examine the findings and discussion conducted at SMA 8 Rejang Lebong to determine to effect free writing technique on students writing ability in writing recount text, next the researcher clarify how to research and data analys were conducted, as well as the discussion.

A. Findings

a. The Students'Writing Abilities In Recount Text Before Using Free Writing Techniques

In this section, the author presents the results of data analysis on writing ability in text recount. This study aims to find out the initial writing ability of students, therefore the researcher conducted a pre-test to collect data about students' abilities The students' grades in the pre-test before the treatment was carried out using the free writing technique. The data was taken on Monday, January 6th, 2025. Students who are assigned to write a text are retelling. The researcher found the results of the students' pre-test based on the rubik assessment of text writing, namely the content and structure, the use of language before providing treatment using free writing techniques analyzed using descriptive statistics and data processing using SPSS. The result is information as shown in the following table:

Table 4.1

The Students Score In Pre Test

Before Using Free Writing Techniques

No	Students	Rater 1	Rater 2	Rater 3	Pre ttest score
1	Student 1	50	50	45	48,33
2	Student 2	62	62	66	63,33
3	Student 3	45	45	45	45,00
4	Student 4	70	66	62	66,00
5	Student 5	66	66	66	66,00
6	Student 6	45	45	41	43,67
7	Student 7	62	66	58	62,00
8	Student 8	50	50	50	50,00
9	Student 9	66	66	62	64,67
10	Student 10	70	70	70	70,00
11	Student 11	41	45	41	42,33
12	Student 12	66	62	62	63,33
13	Student 13	58	54	50	54,00
14	Student 14	58	58	62	59,33
15	Student 15	54	54	58	55,33
16	Student 16	45	45	45	45,00
17	Student 17	62	58	62	60,67
18	Student 18	41	41	41	41,00
19	Student 19	58	45	54	52,33
20	Student 20	58	58	58	58,00
21	Student 21	50	54	54	52,67
22	Student 22	50	58	54	54,00
23	Student 23	70	70	70	70,00
24	Student 24	70	70	66	68,67
25	Student 25	70	70	66	68,67

26	Student 26	62	62	58	60,67
27	Student 27	62	62	58	60,67
28	Student 28	70	70	66	68,67
Sum					1,614
Mean score					57,64

From The table above shows the data of the students'pre-test results before the treatment using the free writing technique. The score results obtained above are based on rubic writing, namely content and structure, and languange use. The researcher used SPSS version 30.0 to calculate the average score and standard deviation. The following is the calculation result which includes the average score, minimum value, maximum value, and standard deviation based on the value table installed above. The result of this calculation are as follows:

Table 4.2

The Result Students Pre Test

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	28	41,00	70,00	57,3571	9,03579
Valid N (listwise)	28				

From the pre-test data above in table 4.2 for the pre-test score, we can see that from the number of 28 students, there is an average score of 57.3571 and a standard deviation of 9.03579. Furthermore, from the previous table, the lowest score in pre test is 41.00 and the highest score in pre test is 70.00. The following are the details of the students'ability before the free writing technique based on the score obtained; it is known that the number of students who got a score range

from 51-75 was 21 students, and as many as 7 students got a score range of 26-50. Following are the details of who got score include 1 student got 41, 1 student got 42, 1 student got43, 2 student got student 45, 1 student got 48,1 student got 50, 2 student got 52, 2 student got 55, 1 student got 58,1 student got 59, 3 student got 60, 1 student got 62,2 student got 63,1 student got 64,2 student got 66, 3 student got 68,2 student got 70. Based on the result of the mean value obtained 57,35. It can be conclude the classified is "Prety good". This score shows that overall, students' writing ability is still at an adequate level, the score is still below the expected standard because the maximum score is only 70 with a mean score of 57.33. Even so, the pre-test score has shown the student's efforts in writing, and later you will see a difference in writing results after being treated using the Free writing technique.

b. **The Students'Writing Abilities After Using Free Writing Techniques**

In This parts presents the result of data analysis about the writing ability in recount text of using free writing technique.the student score in post test done after treatment , it was Conducted Monday, february 03th,2025 . The student assigned to write recount text. The researcher found out the result of the students post test based on the scoring rubic of writing text which are content and structure, languange use after giving treatment using free writing technique which were analyzed using descriptif statistic and the data processing using SPSS . The resulted in the information as shown in the following table.

Table 4.3

The Score Students Post Test

After The Using Free Writing Technique

No	Students	Rater 1	Rater 2	Rater 3	Post Test Score
1	Student 1	75	79	79	77,66
2	Student 2	83	83	79	81,67
3	Student 3	75	75	70	73,33
4	Student 4	87	87	87	87,00
5	Student 5	75	75	87	79,00
6	Student 6	70	70	70	70,00
7	Student 7	75	83	83	80,33
8	Student 8	70	75	83	76,00
9	Student 9	83	83	83	83,00
10	Student 10	87	87	83	85,67
11	Student 11	70	75	75	73,33
12	Student 12	75	75	70	73,33
13	Student 13	79	79	79	79,00
14	Student 14	75	75	79	76,33
15	Student 15	70	75	75	73,33
16	Student 16	70	70	79	73,00
17	Student 17	75	75	79	76,33
18	Student 18	75	75	75	75,00
19	Student 19	70	70	75	71,66
20	Student 20	83	83	83	83,00
21	Student 21	75	83	83	80,33
22	Student 22	70	75	70	71,66
23	Student 23	83	83	83	83,00
24	Student 24	83	87	83	84,33
25	Student 25	87	87	87	87,00

26	Student 26	87	87	87	87,00
27	Student 27	87	87	87	87,00
28	Student 28	91	91	91	91,00
Sum					2.271
Mean score					79,17

From The table above shows the data of the students'post test results after the treatment using the free writing technique. The score results obtained above are based on rubic writing, namely content and structure, and languange use. The researcher used SPSS version 30.0 to calculate the mean score and standard deviation. The following is the calculation result which includes the average score, minimum value, maximum value and standard deviation based on the value table installed above. The result of this calculation are as follows:

Table 4.4

The result Score In Student Post Test

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	28	70,00	91,00	79,1786	5,80583
Valid N (listwise)	28				

From the post test data above in table 4.2 for the post test score, we can see that from the number of 28 students, there is an average score of 79,1786 and a standard deviation of 5,80583. Furthermore, from the previous table, the lowest

score in pre test is 70.00 and the highest score in pre test is 91.00. The following are the details of the students'salary based on the score obtained;it is known that the number of students who got a score range from 51-75 was 9 students, meaning that they are included in the prety good category and as many as 19 students got a score range of 76-100 they were included in the Excellent category. Following are the details of who got score include 1 student got 70 , 2 student 71 , 4 student gotm 73, 1 student got student 75, 3 student got 76, 1 student got 77, 2 student got 79, 1 student got 80, 1 student got 80, 3 student got 83, 1 student got 84 , 1 student got 85 , 4 student got 87,1 student got 91. Based on the result of the mean value obtained 79,17. It can be conclude the classified is "Excellent". This means that the results of the post test that has been carried out using the free writing technique on students in class X A as many as 28 students succes.

c. **The Effect Of Free Writing Technique On Students Writing Abilities**

After the data analys pre-test and post test, to find out the free writing technique on students writing ability in writing recount text .The researcher analyzed the comparison between the data obtained by the before and after using the free writing technique. The result of this analysis will the answer third research question. Below are the Comparison between pre test and post test scores.

Table 4.5

The Comparison Between Pre Test And Post Test Scores

Class		Mean Score	Standard Deviation	Students Who Are Get The Score > 75	Students Who Are Get The Score<75
Experiment	Pre Test	57,35	9,035	0	28
	Post Test	79,17	5,805	22	6

Based On The Table Above, the mean score of the pre test score is 57.35 with a standard deviation of 9.035, then the mean score of the post test is 79.17 with a standard deviation of 5.805. From the results of the pre-test, no students got a score of 75, there were only 2 students who got a score of 70. Then from the results of the post test, there were 22 students who got a score above 75 and 6 students still got a score below 75. From this study, there is a significant difference between the results of the pre test and the post test, which means that the free writing technique can improve writing ability in recount text. The normality test is presented in the table below using the Shapiro-Wilk test to determine whether the data is normally distributed or not.

Table 4.6

Tests of Normality

Kolmogorov-Smirnov[a]	Shapiro-Wilk

	Statistic	Df	Sig.	Statistic	Df	Sig.
pretest	,115	28	,200*	,939	28	,105
posttest	,137	28	,195	,955	28	,266

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

a. Lilliefors Significance Correction

The table above is used to see whether the pre test and post test data are normally distributed or not, the normality test above using Shapiro-Wilk, from the data it can be concluded that the following are the Shapiro-Wilk values based on the pre test p-value 0.105 (0.105 > 0.05) and post test 0.266 (0.266 > 0.05). With a p-value of 0.105 for the pre-test and 0.266 for the post-test, both data meet the assumption of normality. After normality test and homogenity test of the data the researcher the continued the analysis by comparing the values obtained using the t test.the result are as follow:

Table 4.7

Paired sample test

				Paired Samples Test						
			Paired Differences						Significance	
					95% Confidence Interval of the Difference					
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	One-Sided p	Two-Sided p
Pair 1	pretest - posttest	-21,82143	6,17074	1,16616	-24,21419	-19,42867	-18,712	27	<,001	<,001

Based on the results presented in the table above, the significance value of Sig (2-tailed) significance value was obtained for the same variance assumption condition, with   Sig value of <.001 which is smaller than 0.05 (<.001 < 0.05).

This shows that the null hypothesis (H0) is rejected, while the alternative hypothesis (Ha) is accepted. Thus, it can be concluded that the free writing technique has a significant influence on improving students' ability to write recoun text, which is reflected in the comparison between pre-test data and post-test data.

B. Discussions

Based on the results of the analysis of pre-test and post test data using the Free Writing technique to improve students' writing ability in recount texts, it can be concluded that the results of this analysis data show that the use of free writing techniques can improve students' writing ability in recount texts.The free writing technique used can help students in developing their ideas better, interesting and varied. In addition, the free writing technique can help students when they experience writing blocks where when writing students stop for a long time to think about what to write, then with this technique can help students to avoid writing blocks.

In addition, it can be seen from the results of the pre-test of students before the treatment, the average score of students is 57.64 out of a large number of 28 students. The smallest value is pretested at 41.00 and the maximum is 70.00. There were 21 students with a pretty good score category and 7 students got a score range of 26_50 with a fair score category. For the post test score, after the treatment, the students'score increased with an average score of 79.17 from the maximum score of 70, and the maximum score was 91.00. From the post test scores, 19 students got a score from the score range of 76-100 with the category

Excellent while 9 students got a score from the score range of 51-75 with the category pretty good .

After obtaining the results of the pre test and post test both before or after the treatment, a significant difference was obtained. The results of the standard deviation for the pre test 9.035 and the post test 5.805. In addition, it was also found that the difference in students who got a score <75 many 28 student and who got a score > of 75 was 0 students for the pre-test before the treatment and who got a score of >75 for as many as 22 students and who got a score <75 total of 6 students after the treatment was carried out as many as .

For the normality test here, the researcher used the Shapiro Wilk Test of Normality with sig. for the pretest, which is .105 and for the post test, 266 means that the number is <0.05.means that this technique is very influential in the students'ability to write recount texts. In this study, it is also known that the value of SIG (2-tailed) <.001 is less than 0.05(001<0.05.meaning that Ho's hypothesis is rejected and Ha is accepted.thus it can be concluded that the free writing technique has a significant influence in improving students' ability to write recount texts which is reflected in the comparison between pre-test and post test data. [61]

Based on previous study from the title *The Influence Of Using Free Writing Technique Towards Students' Analytical Exposition Text Writing Ability*. This research is conducted based on the phenomena taking place in school that are

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[61] wulandari, *The Effect of Using Free Writing Technique on Students 'Ability in Writing Recount Text* At Madrasah Aliyah Al-Ihsan Boarding School Riau By Faculty of Education and Teaching Training Pekanbaru 1441 H / 2020 M.

many students considered writing is difficult, the students have lack of vocabulary, the students cannot express their ideas in written form well especially in analytical exposition text, students writing score are still low, the students do not focus and feel bored when they write analytical exposition, the teaching technique that is used by teacher is still less enjoyable for the students. After the research was carried out, the results were that, From the data analysis, it was found that the result of test was tobserved (6.75) with tcritical (1.664), it means that the score of to served was higher than critical, so Ha is accepted. So, there was influence of using free writing technique towards students' analytical exposition text writing ability at the first semester of the eleventh grade of MA AL- HIKMAH Bandar Lampung in the Academic Year of 2017 / 2018.

From previous research, the free writing technique in writing text analytical exposition has increased, meaning that this technique has been successfully carried out. Similarly, in this study, using the free writing technique to improve the ability to write recount text, as a result, students' vocabulary increased, their creativity in writing increased, students found writing ideas more easily, students avoided writing blocks after using this technique, which means based on the conclusion that this technique has improved in various aspects of writing. In addition, students have improved in understanding how to make writing paragraphs student understand the structure of recount text such as orientation,series of event , and re-orientation. as well as in making text recounts, the more we write experience, the more paragraphs will be written. Then in this study there are also researcher findings that students already understand the

content and structure of recount text well and also they understand the use of language use in text recount, making it easier for students to write the next recount text.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter , the researcher provides conclusions and suggestions that can be drawn from the results of research at SMAN 8 Rejang Lebong.

A. Conclussion

From the result of the study this research wants to discuss the effect of using free writing technique on students writng ability in writing recount text. In the study used a pre experimental design with one group pre test and post test design. The researchers focused on students first grade at SMA 8 Rejang Lebong in academic year 2024/2025. After the treatment conducted and pre test and post test the results of the pre test before the treatment and the post test after the treatment experienced a significant increase .

In this study, it is also known that the value of SIG (2-tailed) <.001 is less than 0.05(001<0.05. Meaning that Ho's hypothesis is rejected and Ha is accepted. Thus it can be concluded that the free writing technique has a significant influence in improving students' ability to write recount texts which is reflected in the comparison between pre-test and post test data in this study, using the free writing technique to improve the ability to write recount text, as a result, students' vocabulary increased, their creativity in writing increased, students found writing ideas more easily, students avoided writing blocks after using this technique, and also students find it easier to write paragraphs after using the free writing technique in writing text recounts. Which means based on the conclusion that this technique

has improved in various aspects of writing. Both in writing recount texts, students also understand more about the Content and structure, and languange use such as orientation, series of event, and re-orientation. And than in the study, students are easier to pour ideas into their writing In Writing Recount Text.

B. Suggestion

Based on the results of this study, of course, it is inseparable from constructive suggestions for the future.there are some suggestions that can be used for the future based on the researcher's findings:

1. For the teachers, it provides an alternative way to give insights to teachers about the effect of using free writing technique on student writing ability in writing recount text

2. For the students, the research aims to enhance their writing ability in a more engaging and enjoyable manner, so that students can actively participate in the learning process

3. For the researcher, this study provides practical experience in writing. The researcher can teach the free writing tecnique to anyone who faces difficulties in writing, which serves as an initial step in the writing process

4. For future researcher, this research can be a reference and if you are going to conduct a similar study, you can use a wider samp

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APPENDICES

APPENDIX 1

SK PEMBIMBING

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage http://www.iaincurup.ac.id E-Mail : admin@iaincurup.ac.id

Nomor : 659 Tahun 2024

Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang	:	a.	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
		b.	Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
Mengingat	:	1.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
		2.	Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
		3.	Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
		4.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
		5.	Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
		6.	Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
		7.	Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tantang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
Memperhatikan	:	1.	Permohonan Saudara Isna Sukraina tanggal 18 Oktober 2024 dan kelengkapan persyaratan pengajuan Pembimbing Skripsi
		2.	Berita Acara Seminar Proposal Pada Hari Jumat tanggal 26 Juli 2024

M E M U T U S K A N :

Menetapkan			
Pertama	:	1.	**Dr. Prihantoro, SS,. M.Pd** 19750820 200801 1 004
		2.	**Dr. Paidi Gusmuliana, M.Pd** 19840917 201501 1 004

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A   : **Isna Sukraina**
N I M   : **20551026**
JUDUL SKRIPSI : **The Effect of Using Free Writing Technique on Students Writing Ability in Writing Recount Text**

Kedua	:	Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga	:	Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat	:	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku;
Kelima	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam	:	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh	:	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berla ku ;

Ditetapkan di Curup,
Pada tanggal 18 Oktober 2024
Dekan,

Sutarto

Tembusan :
1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;

APPENDIX 2

KARTU PEMBIMBING
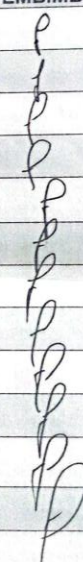
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP

Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010
Homepage: http://www.iaincurup.ac.id Email: admin@iaincurup.ac.id Kode Pos 39119
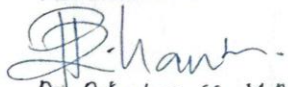
BELAKANG

KARTU BIMBINGAN SKRIPSI

NAMA	:	ISWA SUKRAINA
NIM	:	20551026
PROGRAM STUDI	:	Tadris Bahasa Inggris
FAKULTAS	:	Tarbiyah
PEMBIMBING I	:	Dr. Prihantoro, ss. M. Pd
PEMBIMBING II	:	Dr. Paidi Gusmuliana, M. Pd
JUDUL SKRIPSI	:	the effect OF Using Free Writing Technique On Students writing ability In writing Recount text
MULAI BIMBINGAN0	:	
AKHIR BIMBINGAN	:	

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING II
1.	16 Oktober 2024	Revisi BAB I (Reseach GAP)	
2.	21 Oktober 2024	Revisi BAB II	
3.	4 November 2024	Acc Penelitian	
4.	8 Januari 2025	Revisi Bab IV Olah data / Findings	
5.	13 Januari 2025	Bimbingan Bab IV	
6.	20 Januari 2025	Bimbingan Bab V	
7.	27 Januari 2025	Bimbingan Bab IV dan V	
8.	3 Februari 2025	Revisi Bab IV dan V	
9.	6 Februari 2025	Bimbingan Bab V	
10.	10 Februari 2025	Revisi BAB V dan Foot Note	
11.	11 Februari 2025	Revisi Abstrak dan Foot Note	
12.	13 Februari 2025	Acc sidang muna Qasah	

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDDAH
DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP

CURUP, 13 Februari 2025
PEMBIMBING II,

PEMBIMBING I,

Dr. Prihantoro, SS., M.Pd
NIP. 197508202008011009

Dr. Paidi Gusmuliana, M.Pd
NIP. 198409172015011004

DEPAN

KARTU BIMBINGAN SKRIPSI

NAMA	:	ISNA SUKRAINA
NIM	:	20551026
PROGRAM STUDI	:	TADRIS BAHASA INGGRIS
FAKULTAS	:	TARBIYAH
DOSEN PEMBIMBING I	:	Dr. Prihantoro, SS, M.Pd
DOSEN PEMBIMBING II	:	Dr. Paidi Gusmuliana, M.Pd
JUDUL SKRIPSI	:	The effect of using Free writing Technique on Student's writing Ability in writing Recount Text
MULAI BIMBINGAN	:	
AKHIR BIMBINGAN	:	

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING I
1.	16 Oktober 2024	Revisi BAB I dan II	
2.	4 November 2024	Revisi BAB II dan Instrument	
3.	11 November 2024	Acc Penelitian	
4.	7 Januari 2025	Bimbingan Bab IV	
5.	13 Januari 2025	revisi Bab IV findings	
6.	20 Januari 2025	revisi Bab IV conclusion	
7.	24 Januari 2025	Bimbingan Bab IV findings	
8.	27 Januari 2025	revisi Bab IV discussion	
9.	3 Februari 2025	revisi Bab V conclusion	
10.	5 Februari 2025	revisi reference	
11.	10 Februari 2025	Bimbingan Bab IV dan V	
12.	13 Februari 2025	Acc Sidang mynaqasah	

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDAH
DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP,

CURUP, 13 Februari 2025

PEMBIMBING I,

Dr. Prihantoro, SS., M.Pd.
NIP. 19750820 2008 011004

PEMBIMBING II,

Dr. Paidi Gusmuliana, M.Pd.
NIP. 19840917 2015 011004

- Lembar **Depan** Kartu Biimbingan Pembimbing I
- Lembar **Belakang** Kartu Bimbingan Pembimbing II
- Kartu ini harap dibawa pada setiap konsultasi dengan Pembimbing I dan Pembimbing II

APPENDIX 3

SURAT REKOMENDASI PENELITIAN

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
Homepage: http://www.iaincurup.ac.id Email: admin@iaincurup.ac.id Kode Pos 39119

Nomor : /In.34/FT/PP.00.9/11/2024   12 November 2024
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

Kepada Yth. **Kepala Dinas Penanaman Modal dan**

Pelayanan Terpadu Satu Pintu (PTSP)

Kab. Rejang Lebong

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama	: Isna Sukraina
NIM	: 20551026
Fakultas/Prodi	: Tarbiyah / TBI
Judul Skripsi	: The Effect of Using Free Writing Technique on Students' Writing Ability in Writing Recount Text
Waktu Penelitian	: 11 November 2024 s.d 11 Februari 2025
Lokasi Penelitian	: SMAN 8 Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan
Wakil Dekan

Dr. Sakut Anshori, S.Pd.I., Hum
NIP. 19811020 200604 1 002

Tembusan : disampaikan Yth ;
1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip

APPENDIX 4

SURAT PENELITIAN DARI(PTSP)

PEMERINTAH KABUPATEN REJANG LEBONG
DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
Basuki Rahmat No.10 ☎ Telp. (0732) 24622 Curup

S U R A T   I Z I N
Nomor : 503/380 /IP/DPMPTSP/XI/2024

TENTANG PENELITIAN
KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG

Dasar :   1. Keputusan Bupati Rejang Lebong Nomor 14 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan Berusaha Berbasis Resiko dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
2. Surat dari Wakil Dekan I Fakultas Tarbiyah IAIN Curup Nomor : **2005/In.34/FT/PP.00.9/11/2024** tanggal 12 November 2024 Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama /TTL	:	Isna Sukraina/Sumber Bening,12 September 2002
NIM	:	20551026
Pekerjaan	:	Mahasiswa
Program Studi/Fakultas	:	Tarbiyah /TBI
Judul Proposal Penelitian	:	"The Effect Of Using Free Writing Technique On Students Writing Ability In Writing Recount Text"
Lokasi Penelitian	:	SMAN 8 Rejang Lebong
Waktu Penelitian	:	13 November 2004 s/d 11 Februari 2025
Penanggung Jawab	:	Wakil Dekan I Fakultas Tarbiyah IAIN Curup

Dengan ketentuan sebagai berikut :
a) Harus mentaati semua ketentuan Perundang-Undangan yang berlaku.
b) Selesai melakukan penelitian agar melaporkan/menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
c) Apabila masa berlaku Izin ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon.
d) Izin ini dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat Izin ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut di atas.

Demikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Curup
Pada Tanggal : 13 November 2024

Kepala Dinas Penanaman Modal dan
Pelayanan Terpadu Satu Pintu
Kabupaten Rejang Lebong

ZULKARNAIN, SH
Pembina Tingkat I/IVb
NIP. 19751010 200704 1 001

Tembusan :
1. Kepala Badan Kesbangpol Kab. RL
2. Wakil Dekan I Fakultas Tarbiyah IAIN Curup
3. Kepala SMAN 8 Rejang Lebong
4. Yang Bersangkutan
5. Arsip

APPENDIX 5

SURAT KETERANAGN SELESAI PENELITIAN

PEMERINTAH PROVINSI BENGKULU

SMA NEGERI 8 REJANG LEBONG

Air Meles Atas, Selupu Rejang, Rejang Lebong, Bengkulu 39153,
Laman sman8rejanglebong.sch.id, Pos-el sman8rejanglebong@gmail.com

SURAT KETERANGAN SELESAI PENELITIAN
NOMOR : B. 000.9.2/ 41 /SMAN8RL/2025

Yang bertanda tangan di bawah ini :

Nama	:	SUPREHATEN, S.Pd
NIP	:	196707121990021002
Pangkat/Gol	:	Pembina TK I, IV/b
Jabatan	:	Kepala Sekolah SMA Negeri 8 Rejang Lebong

Menerangkan dengan sebenarnya bahwa :

Nama	:	ISNA SUKRAINA
NIM	:	20551026
Jenis Kelamin		Perempuan
Pekerjaan	:	Mahasiswi
Fakultas/Program Studi	:	Tarbiyah/Tadris Bahasa Inggris
Judul Penelitian	:	" The Effect of using free writing technique on students writing ability in writing recount text "
Lokasi Penelitian	:	SMA Negeri 8 Rejang Lebong

Nama di atas **Benar** telah menyelesaikan Penelitian di SMA Negeri 8 Rejang Lebong pada tanggal 13 November 2024 s/d 11 Februari 2025 dengan judul Penelitian " The Effect of using free writing technique on students writing ability in writing recount text".

Demikian keterangan ini dibuat dengan sebenar – benarnya untuk dapat dipergunakan sebagaimana mestinya.

Rejang Lebong , 03 Februari 2025
Kepala Sekolah,

SUPREHATEN, S.Pd
Pembina TK I (IV/b)
NIP. 196707121990021002

APENDIX 6

MODUL/LESSON PLAN ,CP ,ATP

<table>
<tr><td colspan="2" align="center">Informasi Umum</td></tr>
<tr><td>Mata Pelajaran</td><td>: Bahasa Inggris</td></tr>
<tr><td>Kelas/Fase</td><td>: X/E</td></tr>
<tr><td>Nama Sekolah</td><td>: SMA Negeri 8 Rejang Lebong</td></tr>
<tr><td>Tahun Ajaran</td><td>: 2024/2025</td></tr>
</table>

A. Capaian pembelajaran

Pada akhir fase E. peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur. eksposisi, recount, report, dan teks asli menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.

Cp Elemen	Butir Tujuan Pembelajaran
Fase E	

Elemen Menyimak-berbicara	
Pada akhir fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks	● Mengidentifikasi secara mandiri konteks, gagasan utama, informasi rinci, makna tersirat dan tersurat, dan karakteristik, dari ragam teks lisan dan tulisan yang disajikan dalam bentuk multimoda mengenai topik yang dekat dengan keseharian peserta didik atau isu yang hangat sesuai usia mereka. ● Menguraikan gagasan dan pendapat disertai dengan alasan sederhana terhadap ragam teks lisan dan tulisan yang disajikan dalam bentuk ● Menganalisis konteks, gagasan utama, informasi rinci, makna tersirat dan tersurat, dan karakteristik, dari ragam teks lisan dan tulisan yang disajikan dalam bentuk multimoda mengenai topik yang dekat dengan keseharian peserta didik atau isu yang hangat sesuai usia mereka
Elemen Membaca – memirsa	

Pada akhir fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk sederhana dalam memahami informasi tersirat dalam teks.

Elemen Menulis- mempresentasikan

Pada akhir fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi

- Mengomunikasikan secara efektif ide utama dan detail relevan dalam diskusi atau presentasi, opini, dan membuat perbandingan tentang isu yang dekat dengan keseharian peserta didik atau isu yang hangat sesuai usia mereka

- Mengevaluasi detil spesifik dan inti dari beragam teks lisan dan tulisan yang disajikan dalam bentuk multimoda untuk membuat inferensi sederhana dalam memahami informasi tersirat dalam teks

- Merancang ragam teks lisan atau tulisan melalui proses menulis dengan memperhatikan tujuan penulisan dan minat pembaca mengenai topik yang dekat dengan keseharian peserta didik atau isu yang hangat sesuai usia mereka

- Memproduksi ragam teks lisan atau tulisan menggunakan kosakata dan kata kerja umum yang tepat dan sesuai melalui proses menulis yang memperhatikan tujuan penulisan dan minat pembaca mengenai topik yang

diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosa kata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan denganpembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digita	dekat dengan keseharian peserta didik atau isu yang hangat sesuai usia • Menyajikan informasi teks lisan atau tulisan dengan menggunakan ragam moda presentasi yang efektif dalam menyampaikan tujuan

B. Alur Tujuan Pembelajaran(ATP)

ALUR TUJUAN PEMBELAJARAN

1. Mengidentifikasi secara mandiri konteks, gagasan utama, informasi rinci, makna tersirat dan tersurat, dan karakteristik, dari ragam teks lisan dan tulisan yang disajikan dalam bentuk multimoda mengenai topik yang dekat dengan keseharian peserta didik atau isu yang hangat sesuai usia mereka.
2. Menggunakan Bahasa inggris untuk menghasilkan teks Narasi, Deskripsi, Prosedur. Eksposisi, Recount, Report, Dan Teks Asli dalam bentuk tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.
3. Menguraikan gagasan dan pendapat disertai dengan alasan sederhana terhadap ragam teks lisan dan tulisan yang disajikan dalam bentuk.
4. Menganalisis konteks, gagasan utama, informasi rinci, makna tersirat dan tersurat, dan karakteristik, dari ragam teks lisan dan tulisan yang disajikan dalam bentuk multimoda mengenai topik yang dekat dengan keseharian peserta didik atau isu yang hangat sesuai usia mereka.

---

5. Mengomunikasikan secara efektif ide utama dan detail relevan dalam diskusi atau presentasi, opini, dan membuat perbandingan tentang isu yang dekat dengan keseharian peserta didik atau isu yang hangat sesuai usia mereka dalam bentuk multimoda untuk membuat inferensi sederhana dalam memahami informasi tersirat dalam teks

6. Merancang ragam teks lisan atau tulisan melalui proses menulis dengan memperhatikan tujuan penulisan dan minat pembaca mengenai topik yang dekat dengan keseharian peserta didik atau isu yang hangat sesuai usia mereka

7. Memproduksi ragam teks lisan atau tulisan menggunakan kosakata dan kata kerja umum yang tepat dan sesuai melalui proses menulis yang memperhatikan tujuan penulisan dan minat pembaca mengenai topik yang dekat dengan keseharian peserta didik atau isu yang hangat sesuai usiaa mereka

8. Menyajikan informasi teks lisan atau tulisan dengan menggunakan ragam moda presentasi yang efektif dalam menyampaikan tujuan

Mengetahui,

Kepala   sekolah   **Rejang Lebong,   Desember 2024**

SMA Negeri 8 Rejang Lebong   **Guru mata pelajaran**

Suprehaten,S.Pd   **Efri Wijayanto,S.Pd**

C. Lesson plan

Pertemuan 1

MODUL AJAR	
INFORMASI UMUM	
1. Penyusun	ISNA SUKRAINA
2. Instansi	SMAN 8 REJANG LEBONG
3. Tahun Penyusunan	Tahun 2024
4. Jenjang Sekolah	SMA
5. Mata Pelajaran	Bahasa Inggris
6. Kelas/Fase	X/E
7. Semester	I (Ganjil)
8. Unit / Tema	Recount Text
9. Alokasi Waktu	2x45 Menit /2 JP

10. Model pembelajaran	Direct Method
11. Fokus skill	Writing,Reading
12. Profil pelajar pancasila	Bernalar kritis Kreatif,Bergotong royong, Berkebhinekaan global.
13. Metode pembelajaran	Tanya Jawab,Diskusi,dan mengerjakan soal
14. Sarana dan prasarana	Media: papan tulis,spidol,leptop Sumber belajar: E-Learning,E-Book,Buku paket LKS,video youtube
15. Target peserta didik	Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar

KOMPETENSI AWAL
Recount Text : Definition ,social fungtion and Generic Structure Of Recount Text
CAPAIAN PEMBELAJARAN
Pada akhir fase E. peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur. eksposisi, recount, report, dan teks asli menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.
KOMPETENSI INTI

A. Tujuan Pembelajaran
Setelah melakukan pembelajaran, diharapkan peserta didik mampu

1. Menjelaskan definisi, tujuan, struktur teks, ciri-ciri unsur kebahasaan dari recount

2. Membedakan dan menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dari beberapa teks recount lisan dan tulis

3. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah

4. Menyusun teks recount, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan

B. Pemahaman bermakna
Recount text merupakan salah satu jenis teks dalam belajar bahasa inggris yang memiliki fungsi untuk menceritakan kembali kejadian

atau pengalaman yang terjadi dimasa lalu. Strukture recount text yaitu ada 3 orientation ,series of event and re orientation

KEGIATAN PEMBELAJARAN	
Tahap Pembelajaran	**Kegiatan Pembelajaran**
Pendahuluan	➢ Guru memberi salam dan mengajak berdo'a pembelajaran dimulai. ➢ Guru memberi motivasi kepada peserta didik dan menanyakan kondisi kesehatan. ➢ Guru mengecek kehadiran peserta didik. ➢ Guru memberi apersepsi tentang materi yang akan dipelajari. ➢ Guru menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini. ➢ Guru menyampaikan garis besar cakupan materi yang dipelajari. ➢ Guru menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan
Kegiatan Inti	➢ Guru membagi atau membuat kelompok untuk peserta didik. ➢ Peserta didik diberi motivasi atau rangsangan (stimulus) tentang materi yang akan dipelajari dengan cara mengamati video yang berhubungan dengan materi.

	➢ Peserta didik secara berkelompok menjelaskan definisi, tujuan, struktur teks, ciri-ciri unsur kebahasaan dari sebuah teks recount.
	➢ Peserta didik secara berkelompok menganalisis fungsi sosial,struktur teks ,dan unsur kebahasaan
	➢ Setelah melakukan diskusi kelompok, guru mengarahkan peserta didik untuk mempresentasikan hasil diskusinya didepan kelas, peserta didik secara individu menulis hasil diskusi disampaikan temannya.
	➢ Peserta didik diberikan sebuah LKPD dan peserta didik mencari dan mengumpulkan informasi tentang fungsi sosial, struktur teks, dan unsur kebahasaan terkait teks recount. Hingga pada akhirnya peserta didik menemukan informasi terkait text recount.
	➢ Peserta didik bersama dengan guru melakukan diskusi kelas untuk menganalisis hasil jawaban dan menyamakan persepsi tentang materi yang dipelajari
Kegiatan penutup	➢ Guru memberikan feedback tentang materi recount teks.
	➢ Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya.
	➢ Guru dan peserta didik berdo'a bersama untuk mengakhiri pembelajara

PERTEMUAN KE 2 DAN 3

KOMPETENSI AWAL
Recount Text : Languange future Of Recount Text

CAPAIAN PEMBELAJARAN
Pada akhir fase E. peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur. eksposisi, recount, report, dan teks asli menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.

KEGIATAN INTI

A. Tujuan pembelajaran

Setelah melakukan pembelajaran, diharapkan peserta didik mampu.

1. Menjelaskan ciri-ciri unsur kebahasaan dari recount
2. Membedakan dan menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dari beberapa teks recount lisan dan tulis
3. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks recount lisan dan tulis terkait dimasa lampau
4. Menyusun teks recount, pendek dan sederhana, terkait peristiwa dimasa lamapu, dengan memperhatikan

B. Pemahaman Bermakna

Recount Teks menceritakan kejadian dimasa lampau sehingga recount text harus menggunakan past tense yang berfungsi untuk mengungkapkan kejadian dimasa lampau yakni past tense.

CTujuan Pembelajaran

1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks recount lisan dan tulis tentang pengalaman dimasa lampau

2. Menyusun teks recount, pendek dan sederhana, terkait cerita dimasa lampau, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan, secara benar dan sesuai

KEGIATAN PEMBELAJARAN	
Tahap Pembelajaran	**Kegiatan Pembelajaran**
Pendahuluan	➢ Guru memberi salam dan mengajak berdo'a pembelajaran dimulai. ➢ Guru memberi motivasi kepada peserta didik dan menanyakan kondisi kesehatan. ➢ Guru mengecek kehadiran peserta didik. ➢ Guru memberi apersepsi tentang materi yang akan dipelajari. ➢ Guru menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini. ➢ Guru menyampaikan garis besar cakupan materi yang dipelajari. ➢ Guru menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan
Kegiatan Inti	➢ Guru bersama peserta didik mengingat kembali terkait materi yang sudah disampaikan dipertemuan sebelumnya. ➢ Guru menyampaikan lanjutan materi pada pertemuan pertama. ➢ Peserta didik aktif menanggapi secara lisan terkait recount text.

	➤ Guru menjelaskan tentang unsur kebahasaan menggunakan waktu lampau (past) yang digunakan dalam membuat teks recount. ➤ Guru memberi tugas untuk mengerjakan LKPD ➤ Peserta didik mengumpulkan hasil pekerjaan kepada guru
Kegiatan penutup	➤ Guru memberikan feedback tentang materi recount teks. ➤ Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya. ➤ Guru dan peserta didik berdo'a bersama untuk mengakhiri pembelajara

Pertemuan 4,5 dan 6

MODUL AJAR	
INFORMASI UMUM	
1. Penyusun	ISNA SUKRAINA
2. Instansi	SMAN 8 REJANG LEBONG
3. Tahun Penyusunan	Tahun 2024
4. Jenjang Sekolah	SMA

5.	Mata Pelajaran	Bahasa Inggris
6.	Kelas/Fase	X/E
7.	Semester	I (Ganjil)
8.	Unit / Tema	Recount Text
9.	Alokasi Waktu	2x45 Menit /6 JP
10.	Model pembelajaran	Direct Method
11.	Fokus skill	Writing Free writing technique
12.	Profil pelajar pancasila	Bernalar kritis Kreatif,Bergotong royong, Berkebhinekaan global.
13.	Metode pembelajaran	Tanya Jawab,Diskusi,dan mengerjakan soal
14.	Sarana dan prasarana	Media: papan tulis,spidol,leptop Sumber belajar: E-Learning,E-Book,Buku paket LKS,video youtube
15.	Target peserta didik	Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar
KOMPETENSI AWAL		

Recount Text : Languange future Of Recount Text

CAPAIAN PEMBELAJARAN

Pada akhir fase E. peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur. eksposisi, recount, report, dan teks asli menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.

KEGIATAN INTI

  A. **Tujuan pembelajaran**

   Setelah melakukan pembelajaran, diharapkan peserta didik mampu

   1. Menjelaskan ciri-ciri unsur kebahasaan dari recount

   2. Membedakan dan menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dari beberapa teks recount lisan dan tulis

3. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks recount lisan dan tulis terkait dimasa lampau

4. Menyusun teks recount, pendek dan sederhana, terkait peristiwa dimasa lamapu, dengan memperhatikan

B. Pemahaman Bermakna

Recount Teks menceritakan kejadian dimasa lampau sehingga recount text harus menggunakan past tense yang berfungsi untuk mengungkapkan kejadian dimasa lampau yakni past tense

KEGIATAN PEMBELAJARAN	
Tahap Pembelajaran	**Kegiatan Pembelajaran**
Pendahuluan	➢ Guru memberi salam dan mengajak berdo'a pembelajaran dimulai. ➢ Guru memberi motivasi kepada peserta didik dan menanyakan kondisi kesehatan. ➢ Guru mengecek kehadiran peserta didik. ➢ Guru memberi apersepsi tentang materi yang akan dipelajari. ➢ Guru menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini. ➢ Guru menyampaikan garis besar cakupan materi yang dipelajari.

	➢ Guru menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan
Kegiatan Inti	➢ Guru bersama peserta didik mengingat kembali terkait materi yang sudah disampaikan dipertemuan sebelumnya. ➢ Guru menjelaskan teknik free writing kepada siswa. ➢ Guru memberikan contoh teks recount yang telah ditulis menggunakan teknik free writing. ➢ Siswa menentukan topik yang ingin ditulis berdasarkan pengalaman dimasa lampau. ➢ Guru membimbing siswa dalam menulis menggunakan teknik free writing. ➢ Siswa diberi waktu menulis 10-15 menit dengan menggunakan teknik free writing. ➢ Siswa menulis teks recount menggunakan teknik free writing tanpa memikirkan kesalahan grammar,ejaan,atau struktur kalimat. ➢
Kegiatan penutup	➢ Guru memberikan feedback tentang materi recount teks. ➢ Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya. ➢ Guru dan peserta didik berdo'a bersama untuk mengakhiri pembelajara

APPENDIX 7

SCHDULE

Date	Time Allacation	Topic	Metting
Monday,6th January 2025	2X45	Pre Test	1
Monday,13th January 2025	2X45	Definition And Generic Struvture	2
Thursday,16th January 2025	2X45	Languange Use	3
Monday,23th January 2025	2X45	Create Recount Text With Using Free Writing Technique	4
Monday,27th January 2025	2X45	Create Recount Text With Using Free Writing Technique	5
Monday,03th February 2025	2X45	Post Test	6

APPENDIX 8
EXPERT VALIDATOR

INSTRUMENT PRE-TEST

Name:

Class:

Time Allocation:

Instructions:

1. Write a recount text by choosing one of the topics from the list

    1. My Holiday

    2. My first day at my school

    3. Embarrassing Moment

    4. Bad Day Ever

    5. My family event

2. Recount text must consist of its generic structure as follows :

    a. Orientation; The background information needed to understand the text (i.e

    who was involved, where it happened, when it happened)

    b. Series of events; the recount unfolds with a series of events ordered

    chronologically

    c. Re-orientation; some personal comment on the incident (e.g. we had a

    wonderful time)

3. Recount text must consist of 250 words.

4. Pay attention to the following aspects (Scoring Rubric) when you are writing your

    recount text :

    d. Content and structure

INSTRUMENT POST-TEST

Name:

Class:

Time Allocation:

Instructions:

1. Write a recount text by choosing one of the topics from the list below: –
   Topics:

   1. Travelling

   2. Visiting a beautiful place

   3. Unforgettable moment

   4. Dreams

   5. My first meeting with my Close friend

2. Recount text must consist of its generic structure as follows :
   g. Orientation; The background information needed to understand the text (i.e who was involved, where it happened, when it happened)

   h. Series of events; the recount unfolds with a series of events ordered chronologically

   i. Re-orientation; some personal comment on the incident (e.g. we had a wonderful time)

3. Recount text must consist of 250 words.

4. Pay attention to the following aspects (Scoring Rubric) when you are writing your recount text :

   c. Content and structure

   d. Language Features

Assessment recount text from(lee,2017,p.18)

Evaluation criteria-recount		Description of rating scale			
		4.Excellent	3.Pretty good	2.Average	1.Need improvment
Content and structure	a	A very clear orientation, estabilishing who was onvolved,where,and when the events	A generally clear orientation which provides necessary background information	Some missing information in the orientation	Lots of missing information in the orientation
	b	Past events are sequenced in a very clear order	Past events are generally clearly sequenced	Some events not in the right order	Past events are all over the place :hard to figure out a clear
	c	Very appropriate and impersive ending ending with a felling a thought ,or arereflection	Appropriate ending	An ending is provide but it is not very appropiate	No ending is Provided
Language future	a	Past tense verbs almost almost completely accurate	Tense generally accurate	Quaite a number of tense errors	Full of tense errors
	b	Very appropriate and accurate use of time expression to link up events	Generally good use of time expression to link up events	Some time expressions to link up events	No time expression to link up events
	c	A large range of appropriate words to describe events	A good range of words to describe events	Some good words to describe events	An extremely limited range of words to describe events

Notes from Validator:

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. In addition, please pay attention to your spelling.The blue color words or statements mean the validator's additional point for your instrument.The red color means something that you need to revise or delete.

Curup,11 November 2024

Validator

Nastiti Handayani, M.Pd

APPENDIX 9

Student Basic Writing

	XA		XB	
No	Name student	Score	Name student	Score
1	Student 1	36	Student 1	75
2	Student 2	75	Student 2	75
3	Student 3	25	Student 3	75
4	Student 4	24	Student 4	24
5	Student 5	75	Student 5	75
6	Student 6	35	Student 6	29
7	Student 7	27	Student 7	29
8	Student 8	42	Student 8	42
9	Student 9	14	Student 9	75
10	Student 10	42	Student 10	23
11	Student 11	75	Student 11	75
12	Student 12	18	Student 12	75
13	Student 13	33	Student 13	42
14	Student 14	44	Student 14	23
15	Student 15	75	Student 15	29
16	Student 16	75	Student 16	29
17	Student 17	20	Student 17	75
18	Student 18	29	Student 18	40
19	Student 19	5	Student 19	45
20	Student 20	29	Student 20	45
21	Student 21	75	Student 21	29
22	Student 22	29	Student 22	60
23	Student 23	24	Student 23	42
24	Student 24	75	Student 24	29
25	Student 25	41	Student 25	23
26	Student 26	23	Student 26	75
27	Student 27	29	Student 27	50
28	Student 28	50		

XC	XD

No	Name student	score	Name student	Score
1	Student 1	34	Student 1	75
2	Student 2	26	Student 2	64
3	Student 3	76	Student 3	34
4	Student 4	52	Student 4	50
5	Student 5	58	Student 5	75
6	Student 6	67	Student 6	50
7	Student 7	75	Student 7	64
8	Student 8	53	Student 8	34
9	Student 9	76	Student 9	75
10	Student 10	29	Student 10	75
11	Student 11	67	Student 11	64
12	Student 12	45	Student 12	50
13	Student 13	48	Student 13	50
14	Student 14	24	Student 14	45
15	Student 15	38	Student 15	42
16	Student 16	76	Student 16	29
17	Student 17	76	Student 17	34
18	Student 18	59	Student 18	24
19	Student 19	76	Student 19	28
20	Student 20	36	Student 20	75
21	Student 21	40	Student 21	60
22	Student 22	40	Student 22	75
23	Student 23	46	Student 23	75
24	Student 24	28	Student 24	75
25	Student 25	75	Student 25	75
26	Student 26	76		
27	Student 27	31		
28				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
XA	28	23,00	75,00	48,5357	18,05236
XB	27	23,00	75,00	50,4444	19,91585
XC	27	24,00	76,00	53,5926	18,32035
XD	25	24,00	75,00	52,4800	16,88471
Valid N (listwise)	25				

APPENDIX 10

THE RESULT PRE TEST AND POST TEST

A. The Result Student Pre Test

No	Students	Rater 1	Rater 2	Rater 3	Pre ttest score
1	Student 1	50	50	45	48,33
2	Student 2	62	62	66	63,33
3	Student 3	45	45	45	45,00
4	Student 4	70	66	62	66,00
5	Student 5	66	66	66	66,00
6	Student 6	45	45	41	43,67
7	Student 7	62	66	58	62,00
8	Student 8	50	50	50	50,00
9	Student 9	66	66	62	64,67
10	Student 10	70	70	70	70,00
11	Student 11	41	45	41	42,33
12	Student 12	66	62	62	63,33
13	Student 13	58	54	50	54,00
14	Student 14	58	58	62	59,33
15	Student 15	54	54	58	55,33
16	Student 16	45	45	45	45,00
17	Student 17	62	58	62	60,67
18	Student 18	41	41	41	41,00
19	Student 19	58	45	54	52,33
20	Student 20	58	58	58	58,00
21	Student 21	50	54	54	52,67
22	Student 22	50	58	54	54,00
23	Student 23	70	70	70	70,00
24	Student 24	70	70	66	68,67
25	Student 25	70	70	66	68,67
26	Student 26	62	62	58	60,67

27	Student 27	62	62	58	60,67
28	Student 28	70	70	66	68,67
Sum					1,614
Mean score					57,64

B. The Result Student Post Test Score

No	Students	Rater 1	Rater 2	Rater 3	Post Test Score
1	Student 1	75	79	79	77,66
2	Student 2	83	83	79	81,67
3	Student 3	75	75	70	73,33
4	Student 4	87	87	87	87,00
5	Student 5	75	75	87	79,00
6	Student 6	70	70	70	70,00
7	Student 7	75	83	83	80,33
8	Student 8	70	75	83	76,00
9	Student 9	83	83	83	83,00
10	Student 10	87	87	83	85,67
11	Student 11	70	75	75	73,33
12	Student 12	75	75	70	73,33
13	Student 13	79	79	79	79,00
14	Student 14	75	75	79	76,33
15	Student 15	70	75	75	73,33
16	Student 16	70	70	79	73,00
17	Student 17	75	75	79	76,33
18	Student 18	75	75	75	75,00
19	Student 19	70	70	75	71,66
20	Student 20	83	83	83	83,00
21	Student 21	75	83	83	80,33

22	Student 22	70	75	70	71,66
23	Student 23	83	83	83	83,00
24	Student 24	83	87	83	84,33
25	Student 25	87	87	87	87,00
26	Student 26	87	87	87	87,00
27	Student 27	87	87	87	87,00
28	Student 28	91	91	91	91,00
Sum					2.271
Mean score					79,17

APPENDIX 11

DATA RESULT OFF ALL RATERS

A. Score Students Post Test Rater I

Students	Content And Score			Languange Features			Total Score	Categories
	Orientation	Sequence	Ends	Tenses	Time Expression	Appropiate Word		
1	3	1	2	2	2	2	50	F
2	3	3	2	2	2	3	62	PG
3	2	2	1	2	2	2	45	F
4	3	3	2	3	3	3	70	PG
5	3	2	2	3	3	3	66	PG
6	2	2	1	2	2	2	45	F
7	3	3	3	2	2	2	62	PG
8	2	2	1	2	3	2	50	F
9	3	2	2	3	3	3	66	PG
10	3	2	3	3	3	3	70	PG
11	2	1	1	2	2	2	41	F
12	3	3	3	2	2	3	66	PG
13	3	2	3	2	2	2	58	PG
14	2	2	3	3	2	2	58	PG
15	3	2	2	2	2	2	54	PG
16	2	2	2	2	2	1	45	F
17	3	2	3	3	2	2	62	PG
18	2	1	1	2	2	2	41	F
19	3	2	3	2	2	2	58	PG
20	3	2	3	2	2	2	58	PG
21	2	2	2	2	2	2	50	F
22	2	2	2	2	2	2	50	F
23	3	2	3	3	3	3	70	PG
24	3	3	2	3	3	3	70	PG
25	3	3	3	3	2	3	70	PG
26	3	3	2	2	3	2	62	PG
27	2	3	3	2	3	2	62	PG
28	3	2	3	3	3	3	70	PG

Table title row: SCORE STUDENTS' PRE TEST RATER I

SCORE STUDENTS POST TEST RATER I							
Student	**Content And Score**			**Languange Features**		**Total Score**	**Categories**
	Orientation	**Sequence**	**Ends**	**Tenses**	**Time Expression**	**Appropiate Word**	
1	4	3	3	3	3	2	75	PG
2	4	4	3	3	3	3	83	E
3	3	3	3	3	3	3	75	PG
4	4	4	3	4	3	3	87	E
5	4	3	2	3	3	3	75	PG
6	3	3	2	3	3	3	70	PG
7	3	3	3	3	3	3	75	PG
8	3	3	3	2	3	3	70	PG
9	4	3	3	3	3	4	83	E
10	4	3	3	3	4	4	87	E
11	3	2	3	3	3	3	70	PG
12	4	3	3	2	3	3	75	PG
13	4	3	3	3	3	3	79	E
14	3	3	3	3	3	3	75	PG
15	4	2	3	2	3	3	70	PG
16	3	3	3	3	3	2	70	PG
17	3	3	3	3	3	3	75	PG
18	3	2	3	3	3	3	70	PG
19	4	3	3	3	3	4	83	E
20	4	3	3	3	4	3	83	E
21	4	3	3	3	3	2	75	PG
22	4	3	2	3	2	3	70	PG
23	4	3	4	3	3	3	83	E
24	4	3	3	4	3	3	83	E
25	4	4	4	3	3	3	87	E
26	4	3	3	3	4	4	87	E
27	4	3	4	3	3	4	87	E
28	4	3	3	4	4	4	91	E

Curup, 05 februari 2025
Rater I

Meli kusumaningrum,M.Pd

	SCORE STUDENTS PRE TEST RATER II							
Student	Content And Score			Languange Features			Total Score	Categories
	Orientation	Sequence	Ends	Tenses	Time Expression	Appropiate Word		
1	3	1	2	2	2	2	50	F
2	3	3	2	2	2	3	62	PG
3	2	2	1	2	2	2	45	F
4	3	3	2	2	3	3	66	PG
5	3	2	2	3	3	3	66	PG
6	2	2	1	2	2	2	45	F
7	3	3	3	2	2	3	66	PG
8	2	2	1	2	3	2	50	F
9	3	2	2	3	3	3	66	PG
10	3	2	3	3	3	3	70	PG
11	2	1	2	2	2	2	45	F
12	2	3	3	2	2	3	62	PG
13	3	2	2	2	2	2	54	PG
14	2	2	3	3	2	2	58	PG
15	3	2	2	2	2	2	54	PG
16	2	2	2	2	2	1	45	F
17	2	2	3	3	2	2	58	PG
18	2	1	1	2	2	2	41	F
19	1	2	2	2	2	2	45	PG
20	2	3	2	2	2	2	54	PG
21	3	2	3	2	2	2	58	PG
22	3	2	3	2	2	2	58	PG
23	3	2	3	3	3	3	70	PG
24	3	3	2	3	3	3	70	PG
25	3	3	3	3	2	3	70	PG
26	3	3	2	2	3	2	62	PG
27	2	3	3	2	3	2	62	PG
28	3	2	3	3	3	3	70	PG

SCORE STUDENTS POST TEST RATER II							
Student	Content And Score			Languange Features			Total Score	Categories
	Orientation	Sequence	Ends	Tenses	Time Expression	Appropiate Word	Total Score	Categories
1	4	3	3	3	3	3	79	E
2	4	4	3	3	3	3	83	E
3	3	3	3	3	3	3	75	PG
4	4	4	3	4	3	3	87	E
5	4	3	2	3	3	3	75	PG
6	3	3	2	3	3	3	70	PG
7	4	3	4	3	3	3	83	E
8	3	3	3	3	3	3	75	PG
9	4	3	3	3	3	4	83	E
10	4	3	3	3	4	4	87	E
11	3	3	3	3	3	3	75	PG
12	4	3	3	2	3	3	75	PG
13	4	3	3	3	3	3	79	E
14	3	3	3	3	3	3	75	PG
15	4	2	3	3	3	3	75	PG
16	3	3	3	3	3	2	70	PG
17	3	3	3	3	3	3	75	PG
18	3	3	3	3	3	3	75	PG
19	3	3	3	3	3	2	70	PG
20	4	3	3	3	4	3	83	E
21	4	3	3	3	3	2	75	PG
22	4	3	2	3	2	3	70	PG
23	4	3	4	3	3	3	83	E
24	4	3	3	4	3	3	83	E
25	4	4	4	3	3	3	87	E
26	4	3	3	3	4	4	87	E
27	4	3	4	3	3	4	87	E
28	4	3	3	4	4	4	91	E

Curup, 06 februari 2025
Rater II
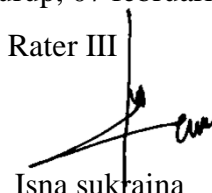
Efri Wijayanto,S.Pd

Student	Content And Score			Languange Features			Total Score	Categories
	Orientation	Sequence	Ends	Tenses	Time Expression	Appropiate Word		
1	2	1	2	2	2	2	45	F
2	3	3	3	2	2	3	66	PG
3	2	2	1	2	2	2	45	F
4	3	2	2	2	3	3	62	PG
5	3	2	2	3	3	3	66	PG
6	2	2	1	2	2	2	41	F
7	3	2	2	2	2	3	58	PG
8	2	2	1	2	3	2	50	F
9	2	2	2	3	3	3	62	PG
10	3	2	3	3	3	3	70	F
11	2	1	2	2	2	2	41	F
12	2	3	3	2	2	3	62	PG
13	2	2	2	2	2	2	50	F
14	3	2	3	3	2	2	62	F
15	3	3	2	2	2	2	58	PG
16	2	3	2	2	2	2	45	F
17	3	2	3	3	2	2	62	PG
18	2	1	1	2	2	2	41	F
19	3	2	2	2	2	2	54	PG
20	3	3	2	2	2	2	58	PG
21	3	2	2	2	2	2	54	PG
22	2	2	3	2	2	2	54	F
23	3	2	3	3	3	3	70	PG
24	3	2	2	3	3	3	66	PG
25	3	2	3	3	2	3	66	PG
26	3	2	2	2	3	2	58	PG
27	3	2	2	2	3	2	58	PG
28	3	2	2	3	3	3	66	PG

SCORE STUDENTS' PRE TEST RATER III

	Content And Score			Languange Features			Total Score	Categories
Student	Orientation	Sequence	Ends	Tenses	Time Expression	Appropiate Word		
1	4	3	3	3	3	3	79	PG
2	4	3	3	3	3	3	79	E
3	3	2	3	3	3	3	70	PG
4	4	4	3	4	3	3	87	E
5	4	3	2	3	3	3	87	PG
6	3	3	2	3	3	3	70	PG
7	4	3	4	3	3	3	83	E
8	4	3	3	4	3	3	83	E
9	4	3	3	3	3	4	83	E
10	3	3	3	3	4	4	83	E
11	3	3	3	3	3	3	75	PG
12	3	3	3	2	3	3	70	PG
13	4	3	3	3	3	3	79	E
14	3	3	3	3	3	3	79	E
15	4	2	3	3	3	3	75	PG
16	3	3	3	3	3	4	79	E
17	3	3	3	3	3	4	79	E
18	3	3	3	3	3	3	75	PG
19	3	3	3	3	3	3	75	E
20	4	3	3	3	4	3	83	E
21	4	3	3	4	3	3	83	E
22	4	3	2	3	2	3	70	PG
23	4	3	4	3	3	3	83	E
24	4	3	3	4	3	3	83	E
25	4	4	4	3	3	3	87	E
26	4	3	3	3	4	4	87	E
27	4	3	4	3	3	4	87	E
28	4	3	3	4	4	4	91	E

Curup, 07 februari 2025

Rater III

Isna sukraina

APPENDIX 12
RATER LETTER

After verifying the rubric for assessing writing recount text that will used in the researcher

entitled "*The Effect Of Using Free Writing Technique On Students' Writing Ability In Writing*

Recount Text"

Writing Skills" arranged by   :

Name	: Isna Sukraina
Nim	: 20551026
Study program	: English Study Program (TBI)
Faculty	: Tarbiyah
With my undersigned	:
Name	: Melli kusmaningrum, M.Pd
Institution	: IAIN Curup
Position	: Dosen Bahasa Inggris

Confirmed that the rubric is correctly used to check students' Recount text and the assessment

results can be reliably accounted for.

Curup, 05 februari 2025

Rater I

Meli kusumaningrum,M.Pd

RATER LETTER

After verifying the rubric for assessing writing recount text that will used in the researcher

entitled "*The Effect Of Using Free Writing Technique On Students' Writing Ability In Writing*

Recount Text"

Writing Skills" arranged by   :

Name   : Isna Sukraina

Nim   : 20551026

Study program   : English Study Program (TBI)

Faculty   :Tarbiyah

With my undersigned   :

Name   : Efri Wijayanto,S.Pd

Institution   : IAIN Curup
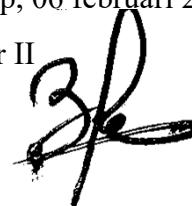
Position   : Guru Bahasa Inggris

Confirmed that the rubric is correctly used to check students' Recount text and the assessment

results can be reliably accounted for.

Curup, 06 februari 2025

Rater II

Efri Wijayanto,S.Pd

RATER LETTER

After verifying the rubric for assessing writing recount text that will used in the researcher entitled "*The Effect Of Using Free Writing Technique On Students' Writing Ability In Writing Recount Text"*

Writing Skills" arranged by   :

Name   : Isna Sukraina

Nim   : 20551026

Study program   : English Study Program (TBI)

Faculty   : Tarbiyah

With my undersigned   :

Name   : Isna sukraina

Institution   : IAIN Curup

Position   : Mahasiswa

Confirmed that the rubric is correctly used to check students' Recount text and the assessment

results can be reliably accounted for.

Curup, 07 februari 2025

Rater III

Isna Sukraina

PRE-TEST

Name: Anisa Putri

Class: X A

Time Allocation:

Instructions:

1. Write a recount text by choosing one of the topics from the list below:
   Topics:
   1. My Holiday
   2. My first day at my school
   3. Embarrassing Moment
   4. Bad Day Ever
   5. My family event

2. Recount text must consist of its generic structure as follows :
   a. Orientation; The background information needed to understand the text (i.e

      who was involved, where it happened, when it happened)

   b. Series of events; the recount unfolds with a series of events ordered

      chronologically

   c. Re-orientation; some personal comment on the incident (e.g. we had a

      wonderful time)

3. Recount text must consist of 250 words
4. Pay attention to the following aspects (Scoring Rubric) when you are writing your

   recount text :
   a. Content and structure

   b. Language Features

My First day at School

When I first entered school, I was really confused about who I wanted to be friends with. I just sat under the tree in front of the Tur room. luckily, during the MPIS, a girl approached me to go. got acquainted and I got to know My name to her and her name was Mey Mey Finally I had a long-term friend. After a while we became close friends

My second day at my new School, also the Seond day of MPIS, yesterday was the ~~first~~ first dan of MPIS, we were told to bring cardboard hats, cocks of different colors and co ded food. I sat in the stands, waiting for Mey mey, a new friend I met yesterday even though we just met we, became close very quickly

When Memey came, Memey greeted me in a friendly manner and he asked me what food I had brought. not long after we were chatting there ~~2~~ 2 girls and they said "can we join or not? "yes " I answered in a friendly what's your name? "I asked the two of them My name is Rahma and this is my friend nabila one of the girls answered after we had been chatting for quite a while I and there new friends seemed to know each other

POST-TEST

Name: Anisa Putri

Class: ✗ A

Time Allocation:

Instructions:

1. Write a recount text by choosing one of the topics from the list below:

   Topics:

   1. Travelling
   2. Visiting a beautiful place
   3. Unforgettable moment
   4. Dreams
   5. My first meeting with my Close friend

2. Recount text must consist of its generic structure as follows :

   d. Orientation; The background information needed to understand the text (i.e who was involved, where it happened, when it happened)

   e. Series of events; the recount unfolds with a series of events ordered chronologically

   f. Re-orientation; some personal comment on the incident (e.g. we had a wonderful time)

3. Recount text must consist of 250 words.

4. Pay attention to the following aspects (Scoring Rubric) when you are writing your recount text :

   c. Content and structure

   d. Language Features

Name : Anisa Putri

Class : X A

Smile Behind the Rain

I still remember that day, when I and the other OSIS members played in the rain together after doing activities in the language month. ~~we~~ we ran together under the rain and played in the puddles

Then they asked me to sit in the middle of the basketball court and we made a circle.

~~That the~~

That moment in the rain was one of the most unforgettable moments in my life I still remember my friends· smiles and the way they made me feel happy

The moment taught me that happiness doesn't need perfect conditions. small moments like playing in the rain can become the most preciouns memories n our lives

That day was a very happy day. ˅˅

PRE-TEST

Name: Ayu anggita rahma dani

Class: XA

Time Allocation:

Instructions:

1. Write a recount text by choosing one of the topics from the list below:
   Topics:
   1. My Holiday
   2. My first day at my school
   3. Embarrassing Moment
   4. Bad Day Ever
   5. My family event

2. Recount text must consist of its generic structure as follows :
   a. Orientation; The background information needed to understand the text (i.e

      who was involved, where it happened, when it happened)

   b. Series of events; the recount unfolds with a series of events ordered

      chronologically

   c. Re-orientation; some personal comment on the incident (e.g. we had a

      wonderful time)

3. Recount text must consist of 250 words
4. Pay attention to the following aspects (Scoring Rubric) when you are writing your
   recount text :
   a. Content and structure

   b. Language Features

My Family event

New Year's holiday For Me and Family
go an trip and we went on a trip with my
Mother's extended Family

I spent the first few days just relaxing and catching
up on some much neded slep. I also spent a lot of
time with my Family wich was nice because we don't
always get to spend as much time together as we
would Like.

one of the things I enjoyed most about being at
home wes being able to cook my own meals. I love to
cook and I was able to try out some new recipes that I
had been wanting to try I also made some of my
Favorite dishes like my mom's
Overall I had a great time spending my holiday
break at home.

POST-TEST

Name: ayu anggita . R.

Class:

Time Allocation:

Instructions:

1. Write a recount text by choosing one of the topics from the list below:
   Topics:
   1. Travelling

   2. Visiting a beautiful place

   3. Unforgettable moment

   4. Dreams

   5. My first meeting with my Close friend

2. Recount text must consist of its generic structure as follows :
   d. Orientation; The background information needed to understand the text (i.e who was involved, where it happened, when it happened)

   e. Series of events; the recount unfolds with a series of events ordered chronologically

   f. Re-orientation; some personal comment on the incident (e.g. we had a wonderful time)

3. Recount text must consist of 250 words.

4. Pay attention to the following aspects (Scoring Rubric) when you are writing your recount text :
   c. Content and structure

   d. Language Features

Name: Ayu anggita. R.

Class: XA.

Past memories with mother

i Still Remember the days when my mother was alive she was a kind and loving person who always Put others before herself. I was Very close to her and we shared many happy memories together.

one of my favorite memories was when she took me to the beach for the first time. I was Just a little kid and I had never seen the ocean before. She held my hand and we walked along the shore feling the sand betwen our toes and the wind in our hair. She shoved me the different types of shells and rock that we could find and we spent hours colecting them.

Even thougt she is no longer with me, I still feel her Presence in my life. I Remember the way she smiled the way she laughed and the way she loved me unconditionaly I know that she is watching over me from above and that gives me the strength to keep going.

PRE-TEST

Name: Bilqis naurashafa

Class: XA

Time Allocation:

Instructions:

1. Write a recount text by choosing one of the topics from the list below:
   Topics:
   1. My Holiday
   2. My first day at my school
   3. Embarrassing Moment
   4. Bad Day Ever
   5. My family event

2. Recount text must consist of its generic structure as follows :
   a. Orientation; The background information needed to understand the text (i.e

      who was involved, where it happened, when it happened)

   b. Series of events; the recount unfolds with a series of events ordered

      chronologically

   c. Re-orientation; some personal comment on the incident (e.g. we had a

      wonderful time)

3. Recount text must consist of 250 words
4. Pay attention to the following aspects (Scoring Rubric) when you are writing your
   recount text :
   a. Content and structure

   b. Language Features

my First day at my School

The First time I entered high School, namely SMA 8 Rejang Lebong in the Upper Air Meles Area, I wanted to Find Friends but didn't Find any, even though the bell ran All the Students entered and lined up onto the Field to Start the Field to Start the Ceremony.

After the ceremony the new Students or First Class Students are ~~First~~ divided into Several groups by their Student Cocial to carry ~~it out~~ out the MPIS, Several groups were Formed and we went around to get to know the School corner by corner.

MPIS Is valid For a week In that week, we, new Female Student. are introduced to the School regulations by Several extracurricular activities at students, are introduced to new teaching. namely the ~~the~~ independent Curriculum. After MPIS ends, we Start going to our respective Classes which have been divided and get to know new Friends and guts

POST-TEST

Name: Bilqis naura Shafa

Class: X A

Time Allocation:

Instructions:

1. Write a recount text by choosing one of the topics from the list below:
   Topics:
   1. Travelling

   2. Visiting a beautiful place

   3. Unforgettable moment

   4. Dreams

   5. My first meeting with my Close friend

2. Recount text must consist of its generic structure as follows :
   d. Orientation; The background information needed to understand the text (i.e who was involved, where it happened, when it happened)

   e. Series of events; the recount unfolds with a series of events ordered chronologically

   f. Re-orientation; some personal comment on the incident (e.g. we had a wonderful time)

3. Recount text must consist of 250 words.

4. Pay attention to the following aspects (Scoring Rubric) when you are writing your recount text :
   c. Content and structure

   d. Language Features

Name: Bilqis Naura Shafa

Class: XA

Travelling

one day my friends and I wanted to go for a walk on a waterfall tour, namely Batu Behang waterfall we gathered at the designated place at 10 o'clock. After we all gathered at the designated place, we went to the waterfall using a car. our cars went to the location and took 1 hour 30 minute. After arriving at the tourist location, we walked to the waterfall. Halfway through our journey, we were hit by rain. we wore rain coats so we didn't get caught in the rain. we continued. The journey took 2 hours. After Arriving at our destination, we took photos and had fun even though it was raining for a long time. After a long time, we took photos and enjoyed the nature around us. when we got home, we took shelter and then cooked the logistics that we brought after enjoying the logistics that we brought after that. we want home to the car we brought at 5 pm and arrived at the place we had set at the start of departure at 7 pm. on the way we got caught in the rain

PRE-TEST

Name: Catur Canyono

Class: X A

Time Allocation:

Instructions:

1. Write a recount text by choosing one of the topics from the list below:
   Topics:

   1. My Holiday
   2. My first day at my school
   3. Embarrassing Moment
   4. Bad Day Ever
   5. My family event

2. Recount text must consist of its generic structure as follows :
   a. Orientation; The background information needed to understand the text (i.e

      who was involved, where it happened, when it happened)

   b. Series of events; the recount unfolds with a series of events ordered

      chronologically

   c. Re-orientation; some personal comment on the incident (e.g. we had a

      wonderful time)

3. Recount text must consist of 250 words
4. Pay attention to the following aspects (Scoring Rubric) when you are writing your
   recount text :
   a. Content and structure

   b. Language Features

NAME : Cator Cahyono

Class : X _____

my Frist day OF School
theere are no moments and Just going about Your day
as usual and ~~the~~ Introducing Your Friend to Your teachers

POST-TEST

Name: *Catur Cahyono*

Class: X A

Time Allocation:

Instructions:

1. Write a recount text by choosing one of the topics from the list below:
   Topics:
   1. Travelling

   2. Visiting a beautiful place

   3. Unforgettable moment

   4. Dreams

   5. My first meeting with my Close friend

2. Recount text must consist of its generic structure as follows :
   d. Orientation; The background information needed to understand the text (i.e who was involved, where it happened, when it happened)

   e. Series of events; the recount unfolds with a series of events ordered chronologically

   f. Re-orientation; some personal comment on the incident (e.g. we had a wonderful time)

3. Recount text must consist of 250 words.

4. Pay attention to the following aspects (Scoring Rubric) when you are writing your recount text :
   c. Content and structure

   d. Language Features

Name: Cator Catriono.

Class: X.A.

On tuesday, I went to school at 7:40 because I woke up late and was sure I would be late, but I still went to school. When I arrived at school, I was automatically punished by the teacher, who was on duty at that time. I was. ~~sure I would be late but I told~~ Run around the field 5 times, finally did it. When I had finished I went into the class when I wanted go into the class I was not allowed to enter the class because I was to late because of my stupid ~~att~~ attitude. I end up eating in the canteen.

PRE-TEST

Name: DEPID REFRDO

Class:

Time Allocation:

Instructions:

1. Write a recount text by choosing one of the topics from the list below:

   Topics:

   1. My Holiday
   2. My first day at my school
   3. Embarrassing Moment
   4. Bad Day Ever
   5. My family event

2. Recount text must consist of its generic structure as follows :

   a. Orientation; The background information needed to understand the text (i.e

   who was involved, where it happened, when it happened)

   b. Series of events; the recount unfolds with a series of events ordered

   chronologically

   c. Re-orientation; some personal comment on the incident (e.g. we had a

   wonderful time)

3. Recount text must consist of 250 words
4. Pay attention to the following aspects (Scoring Rubric) when you are writing your

   recount text :

   a. Content and structure

   b. Language Features

MY HOLIDAY

When I was on holiday from school I went on holiday to Kaba hill

I went to the hills with friends whose name does not need to be mentioned

We went to the hill 8 people and each of them carried a bag

there was one bag that contained a large gallon and it carried only three people and they took turns

We arrived at the top around six in the evening and those who brought the gallon arrived at half past seven

After arriving at the top, the three of me rested while watching the sunset in the afternoon

POST-TEST

Name: Dipin Refaldo

Class:

Time Allocation:

Instructions:

1. Write a recount text by choosing one of the topics from the list below:
   Topics:
   1. Travelling
   2. Visiting a beautiful place
   3. Unforgettable moment
   4. Dreams
   5. My first meeting with my Close friend

2. Recount text must consist of its generic structure as follows :
   d. Orientation; The background information needed to understand the text (i.e who was involved, where it happened, when it happened)
   e. Series of events; the recount unfolds with a series of events ordered chronologically
   f. Re-orientation; some personal comment on the incident (e.g. we had a wonderful time)

3. Recount text must consist of 250 words.

4. Pay attention to the following aspects (Scoring Rubric) when you are writing your recount text :
   c. Content and structure
   d. Language Features

Dreams

Last night, I dream that if I studied diligently and read a books, I would be successful. that's what my mother said. I want to create a bussiness so I can make money, such as building a gold that I also want to be president even thought that's impossible.

In my dream, one day my family and I got a lot of money, I was very happy, I wanted, right? I still remember very well in my dream that after I graduated from School. I started a business and the ran very smoothly, I dramed that in my business I got a lot of money and dreamed that I could build a beautiful mosque that could bee used by everyone I was very suirused that he would that's my dream.

PRE-TEST

Name: IQBAL Dio maulana

Class: X.A.

Time Allocation: 30 menit

Instructions:

1. Write a recount text by choosing one of the topics from the list below:
   Topics:

   1. My Holiday

   2. My first day at my school

   3. Embarrassing Moment

   4. Bad Day Ever

   5. My family event

2. Recount text must consist of its generic structure as follows :
   a. Orientation; The background information needed to understand the text (i.e

   who was involved, where it happened, when it happened)

   b. Series of events; the recount unfolds with a series of events ordered

   chronologically

   c. Re-orientation; some personal comment on the incident (e.g. we had a

   wonderful time)

3. Recount text must consist of 250 words
4. Pay attention to the following aspects (Scoring Rubric) when you are writing your
   recount text :
   a. Content and structure

   b. Language Features

1. One Afternoon my sister, my parents and I went to a place that was familiar to the pepie, namely (a field or garden).

wehen we arrived at the garden, the three of us immediatey got to work, in con trasnt tomy youneger brother who immediately played.

At that incident we were very happy and even happy because we could Always be together in the goys and sorrows we experienced.

POST-TEST

Name: Iqbal Dio maulana

Class:

Time Allocation:

Instructions:

1. Write a recount text by choosing one of the topics from the list below:
   Topics:
   1. Travelling

   2. Visiting a beautiful place

   3. Unforgettable moment

   4. Dreams

   5. My first meeting with my Close friend

2. Recount text must consist of its generic structure as follows :
   d. Orientation; The background information needed to understand the text (i.e who was involved, where it happened, when it happened)

   e. Series of events; the recount unfolds with a series of events ordered chronologically

   f. Re-orientation; some personal comment on the incident (e.g. we had a wonderful time)

3. Recount text must consist of 250 words.

4. Pay attention to the following aspects (Scoring Rubric) when you are writing your recount text :
   c. Content and structure

   d. Language Features

Yesterday was amazing, I went to the beach with my family. We left early in the morning and arrived at the beach around 10am, the sun was shing brightly and

the waves ware crashing againts the shore I puyed in the sand with mag little sister building sand castles and colecting seashells it was a perfect day, I diding want it to end.

I went shopping for some souvenrs after that I returned to makasar we arrived in makasar at 1900 I had a wonderfu experience in malino it was the best tril of ~~mag life~~ my life

MY HOLIDAY

On holiday yesterday. I went to my older sister's house. her house is quite far. I went with my mother. when I got there I invited my three nephews to play together.

That day I took my three nephews to the rabbit park near my older sister's house. There were lots of rabbits there. there were also orange trees. we fed the rabbits with carrots. It was really fun during las holiday

When we came home my older sister's husband Brought a lot of durians the he had brought From his field. we ate the durian with gusto. My three nephews also like durian. very Fun vacationing at my older sister's house.

after coming home from my older sister's house. my mother and I stopped at the cake shop and bought my favorite strawberry cake. I was very happy during last holiday. I got a lot of memories. I will never forget last holiday

PRE-TEST

Name: Zella leuma Enarett

Class: X A

Time Allocation:

Instructions:

1. Write a recount text by choosing one of the topics from the list below:
   Topics:

   1. My Holiday

   2. My first day at my school

   3. Embarrassing Moment

   4. Bad Day Ever

   5. My family event

2. Recount text must consist of its generic structure as follows :
   a. Orientation; The background information needed to understand the text (i.e

      who was involved, where it happened, when it happened)

   b. Series of events; the recount unfolds with a series of events ordered

      chronologically

   c. Re-orientation; some personal comment on the incident (e.g. we had a

      wonderful time)

3. Recount text must consist of 250 words
4. Pay attention to the following aspects (Scoring Rubric) when you are writing your
   recount text :
   a. Content and structure

   b. Language Features

My Family event

One day, to be precise tuesday, December 31 st. wich is the last day of 2024, my family and I planned to hold an even that evening

Everyone had their own tasks. In the afternoon, my family and I gathered at home an prepare food to eat together in the evening. Some are busy buying ingeredients. Some are busy making the food. we do it together so It can be finished quickly.

Arriving at 20:00 in the evening my family and I gathered together at my grand father's house because in the afternon and evening the mothers had Stored food So we gathered while enjoying the food that had been prepared ..

POST-TEST

Name: Zella Ievina Elvaretta

Class: X A

Time Allocation:

Instructions:

1. Write a recount text by choosing one of the topics from the list below:
   Topics:
   1. Travelling

   2. Visiting a beautiful place

   3. Unforgettable moment

   4. Dreams

   5. My first meeting with my Close friend

2. Recount text must consist of its generic structure as follows :
   d. Orientation; The background information needed to understand the text (i.e who was involved, where it happened, when it happened)

   e. Series of events; the recount unfolds with a series of events ordered chronologically

   f. Re-orientation; some personal comment on the incident (e.g. we had a wonderful time)

3. Recount text must consist of 250 words.

4. Pay attention to the following aspects (Scoring Rubric) when you are writing your recount text :
   c. Content and structure

   d. Language Features

Name : Zella lenna Elwaretta

Class : X A

orientations :

Last month, I visited my brother's home in yogyakarta previously, I had visited him three times. So at that time I decided to go alone by train.

Seris of events : Soon after I arrived at my brother's home, he invited me to join the dinner with his family. One of the things that I love about yogyakarta is its traditional cuisine, especially gudeg.

On the next day. I went to several historical places in yogyakarta including Taman Sari. Keraton ngayogyakarta Hadiningrat and wredeburg museum. I was very happy to have the opportunity to visit these places again.

On the third day which was my last day in yogyakarta, I went to malioboro to buy some souvenirs such as batik and some local handicrafts

Reorietation : It was always enjoyable to spend time in yogyakarta. I am sure it was not going to be my last visit.

APENDIX 13

DOCUMENTATION

Pertemuan ke 1
Pertemuan ke 2
Pertemuan ke 3

Pertemuan ke 4

Pertemuan ke 5

Pertemuan ke 6

APPENDIX 14

BIOGRAPHY

Isna Sukraina is the author this thesis. Was Born On Sumber Bening September 12^{thh} 2002. She Is The youngest child Daughter Mr.Sugirman And Mrs.Siti Samsiyah. She Has Sister Namely Is Nurlaili Septia Ningsih. She graduated from Elementary School of SDN 22 Rejang Lebong (2008-2014). Then She Continued Her Study At SMP 13 Rejang Lebong (2014-2017). After That She Continued At SMK N 7 Rejang Lebong(2017- 2020). After completing in Senior High School education, the author continued undergraduate education in the English Tadris study program Faculty of Tarbiyah in the State Islamic Religious Institute Curup. she graduated her study at IAIN Curup on 2025.