AN UNDERGRADUATE THESIS

THE INFLUENCE OF USING QUESTION CARD IN RECOUNT TEXT ON WRITING SKILL AT THE EIGHTH GRADE OF SMP MUHAMMADIYAH 1 SEPUTIH BANYAK

BY:

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STATE ISLAMIC INSTITUTE (IAIN) METRO

1446 H/2025 M

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Presented as Partial Fulfillment of the Requirements For the Degree of Sarjana Pendidikan (S. Pd) in English Education Study Program

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APPROVAL PAGE

Title   : THE INFLUENCE OF USING QUESTION CARD TO TEACH RECOUNT TEXT IN WRITING SKILL AT THE EIGHTH GRADE OF SMP MUHAMMADIYAH 1 SEPUTIH BANYAK

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To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of Metro.

The Head of English Education Departement
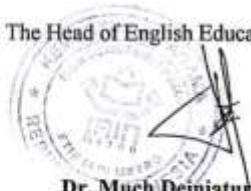
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Metro, June 11, 2025
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NOTIFICATION LETTER

Number   :
Appendix :
Matter   : **In order to hold the Munaqosyah
of Isna Putri Azizah**

To :
The Honorable of the Head of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   : Isna Putri Azizah
Student Number : 2101051018
Department   : English Education
Faculty   : Tarbiyah and Teaching Training
Title   : THE INFLUENCE OF USING QUESTION CARD TO TEACH
RECOUNT TEXT IN WRITING SKILL AT THE EIGHTH
GRADE OF SMP MUHAMMADIYAH 1 SEPUTIH BANYAK

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

The Head of English Education Departement

Dr. Much Deiniatur, M.Pd.B.I.
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Metro, June 11, 2025
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Eka Yuniasih, M.Pd.
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NOTA DINAS

Nomor   :

Lampiran : -

Perihal   : **Mohon Dimunaqosyahkan Skripsi Saudari Isna Putri Azizah**

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama   : Isna Putri Azizah

NPM   : 2101051018

Program Studi : Tadris Bahasa Inggris (TBI)

Fakultas   : Tarbiyah dan Ilmu Keguruan

Judul Skripsi : THE INFLUENCE OF USING QUESTION CARD TO TEACH RECOUNT TEXT IN WRITING SKILL AT THE EIGHTH GRADE OF SMP MUHAMMADIYAH 1 SEPUTIH BANYAK

Sudah kami setujui dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk dimunaqosyahkan.

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikumWr.Wb.

Mengetahui,
Ketua Program Studi TBI

Metro, 11 Juni 2025
Pembimbing

Dr. Much Deiniatur, M.Pd.B.I.
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RATIFICATION PAGE

No. B-2552 /In.23.1 / 0 / PP.00 9 / 07/2025

An undergraduate thesis entitled: THE INFLUENCE OF USING QUESTION CARD IN RECOUNT TEXT ON WRITING SKILL AT THE EIGHTH GRADE OF SMP MUHAMMADIYAH 1 SEPUTIH BANYAK, Written by Isna Putri Azizah, student number: 2101051018, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, June 25th, 2025 at 13.00 - 15.00 p.m.

BOARD OF EXAMINERS:

Chairperson : Eka Yuniasih , M.Pd.   (.............................)

Examiner I : Dr. Widhiya Ninsiana, M.Hum. (.............................)

Examiner II : Aisyah Sunarwan, M.Pd.   (.............................)

Secretary   : Rika Dartiara, M.Pd.   (.............................)

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ABSTRACT

THE INFLUENCE OF USING QUESTION CARD IN RECOUNT TEXT ON WRITING SKILL AT THE EIGHTH GRADE OF SMP MUHAMMADIYAH 1 SEPUTIH BANYAK

By:

ISNA PUTRI AZIZAH

This study aims to determine the effect of using question cards on the writing skills of students at SMP Muhammadiyah 1 Seputih Banyak. The researcher investigated whether there was a positive and significant effect of using question cards on the writing skills of students at SMP Muhammadiyah 1 Seputih Banyak.

The researcher used quantitative research with a pre-experimental research design using a one-group pre-test post-test design. The population in this study was eighth-grade students at SMP Muhammadiyah 1 Seputih Banyak. The sample in this study consisted of 17 students from eighth-grade at SMP Muhammadiyah 1 Seputih Banyak. In data collection, the researcher used tests (pre-test and post-test) and documentation.

The results of this study indicate that students' writing skill increase after receiving treatment. The average post-test score of students increased by 75.82 compared to the average pre-test score of 63.05. Based on the statistical test results obtained, it was found that the sig value (2-tailed) was 0.001, indicating that the value was <0.05, which means that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. Thus, the use of question cards was proven to have a positive and significant influence on the recount writing skills of eighth-grade students at SMP Muhammadiyah 1 Seputih Banyak.

Keywords: *Writing skills, Question Cards, Quantitative Research*

ABSTRAK

**PENGARUH PENGGUNAAN QUESTION CARD PADA TEKS RECOUNT
TERHADAP KEMAMPUAN MENULIS DIKELAS DELAPAN SMP
MUHAMMADIYAH 1 SEPUTIH BANYAK**

Oleh:

ISNA PUTRI AZIZAH

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan Question Card pada keterampilan menulis siswa di SMP Muhammadiyah 1 Seputih Banyak. Peneliti menyelidiki apakah ada pengaruh positif dan signifikan terhadap penggunaan question card pada keterampilan menulis siswa di SMP Muhammadiyah 1 Seputih Banyak.

Peneliti menggunakan penelitian kuantitatif dengan jenis penelitian pre-eksperimental dengan menggunakan one grup pre-test post-test design. Populasi pada penelitian ini adalah siswa kelas delapan SMP Muhammadiyah 1 Seputih Banyak. Sample dalam penelitian ini adalah 17 siswa dari kelas delapan SMP Muhammadiyah 1 Seputih Banyak. Dalam pengumpulan data, peneliti menggunakan test (Pre-Test dan Post-Test) dan dokumentasi.

Hasil penelitian ini menunjukkan bahwa kemampuan menulis siswa meningkat setelah diberikan treatment. Nilai rata-rata post-test siswa meningkat sebesar 75,82 dibandingkan dengan nilai rata-rata pre-test sebesar 63,05. Berdasarkan hasil uji statistik yang diperoleh, ditemukan bahwa nilai sig (2-Tailed) adalah 0,001, menunjukkan bahwa nilai tersebut $<0,05$, yang berarti hipotesis alternatif (Ha) diterima dan hipotesis nol (Ho) ditolak. Dengan demikian, penggunaan question card terbukti memiliki pengaruh positif dan signifikan terhadap keterampilan menulis recount siswa kelas delapan di SMP Muhammadiyah 1 Seputih Banyak.

Kata Kunci: *Keterampilan menulis, Question Card, Penelitian kuantitatif*

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini :

Nama : Isna Putri Azizah

NPM : 2101051018

Program Studi : Tadris Bahasa Inggris (TBI)

Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 08 Juli 2025
Yang Menyatakan,

Isna Putri Azizah
NPM. 2101051018

STATEMENT OF RESEARCH ORIGINALITY

This Undersigned :

Name	: Isna Putri Azizah
Student Number	: 2101051018
Department	: English Education Study Program
Faculty	: Tarbiyah and Teachers Training

States this undergraduate thesis is originally the result of research of writer in exception of certain parts which are excerpted from the bibliography mentioned.

Metro, July 08th 2025
The Researcher,

Isna Putri Azizah
NPM. 2101051018

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MOTTO

لَا يُكَلِّفُ ٱللَّهُ نَفْسًا إِلَّا وُسْعَهَا

Allah does not burden a person beyond their capacity.

(Q.S Al-Baqarah 2:286)

DEDICATION PAGE

This Undergraduate Thesis is Dedicated to:

1. My beloved parent Mr. Yarwoko and Mrs. Suparini, who always teach me to be good person, to be strong woman, always pray for me about anything. You are my motivation why I finished my thesis.

2. My younger brothers, Muhammad Ilham and Faisal Akbar, always motivate me to continue learning to become an older sister who can have a positive influence, both academically and non-academically, and strive to be their role model in the future.

3. My friends in college, Laras, Icha, and Eva, who accompanied me in completing my education in this department, thank you for the extraordinary adventure, the memories of laughter and fun that were so enjoyable and memorable for me.

4. All parties who cannot be mentioned one by one who have greatly helped in providing ideas for the smooth running and success of the preparation of this thesis.

ACKNOWLEDGEMENTS

In the name of Allah, the most gracious again the most merciful. The researchers wants to praise and thank God for the blessings of Allah SWT who has given his grace and guidance. Sholawat and salam may always be poured out to our lord, the Prophet Muhammad SAW who has led his people to a path full of blessings.

The researchers would like to express her gratitude and respect to:

1. Prof. Dr. Hj. Ida Umami, M.Pd. Kons, as the Rector of State Islamic Institute METRO Lampung.

2. Dr. Siti Annisah, M.Pd., as the Dean of Tarbiyah and Teacher Training Faculty.

3. Dr. Much Deiniatur, M.Pd. B.I., as the Head of the English Education Department.

4. Eka Yuniasih, M.Pd., as the advisor who guided researchers and provided motivation in the process of completing the results of this thesis.

5. Lecturers in the English Education Department for their learning and suggestions in the process of completing this research.

Finally, the researchers hopes that this research will be useful for the next researchers. The researchers admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Metro, Juny 2025
The Researchers

ISNA PUTRI AZIZAH
ID. 2101051018

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CHAPTER I

INTRODUCTION

A. Background of Study

Writing is one of the important skills after listening, speaking , and reading ,especially at junior high school level. Because in writing students must be master many things and some of them are vocabulary, grammar, and sentence structure[1]. So, writing is not just pouring ideas but also involves grammar, vocabulary, knowledge, punction, conjunctions, and prepositions. Writing can also help students to organize and convey ideas more clearly and structurally.

In addition, the ability to write can also improve critical thinking skills, because students are invited to analyze information and arrange it logically[2]. It also enriches vocabulary and language comprehension, which will be useful in other subject as well as in everyday communication. Writing also allows students to express their feelings and opinions more confidently[3]. Through writing, middle school students can learn to be more creative, develop their imagination and respond to academic challenges more effectively.

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[1] Wirda Jannatul jannah and Rivi Antoni, "*Students Writing Skill in Diary of the Eighth Semester Students English Study Program at University of Pasir Pengaraian*", Journal on Education, 5.2(2023), 3078-3086.
[2] Rizka Norsy Ramadhan et al, "*Triggering Students Critical Thinking Through Literacy Analysis*", International Seminar on Education, 1.2(2022), 31.
[3] jannah and Antoni, "*Improving the Students Writing Skill in Recount Text Through Collaborative Writing (Classroom Action Research at Tenth Grade of SMA MIftahul Manan Kalilangap Bumiayu in the Academy Year 2021/2022)*", Jurnal Dialektika, 11.1(2023) 82-94.

Among the various texts taught at the school, recount text also play an important role in helping students retell experiences in a structured and clear manner. However, although recount text are offen taught, many students still experience difficulties in composing the text well. This is caused by various factors, such as students lack of interest in writing, the lack of vocabulary owned by students, and students need interesting media to increase their writing skill. Therefore, a more interesting and effective learning media is needed to improve students writing skill in English.

On December 12, 2024, a pre survey was conducted in the eighth grade of SMP Muhammadiyah 1 Seputih Banyak. The result of the preliminary survey are presented in the following table :

Table 1.1
The Data Pre-Survey Result Writing skill
At The Eighth Grades of SMP Muhammadiyah 1 Seputih Banyak

No	Initial Name	Grade	Criteria
1.	AP	60	INCOMPLETE
2.	AOR	65	INCOMPLETE
3.	AO	75	COMPLETE
4.	CMS	55	INCOMPLETE
5.	GJ	65	INCOMPLETE
6.	KZ	60	INCOMPLETE
7.	LAP	60	INCOMPLETE
8.	MHA	60	INCOMPLETE
9.	NS	85	COMPLETE

10.	NSI	75	INCOMPLETE
11.	RA	55	INCOMPLETE
12.	RAE	60	INCOMPLETE
13.	RAN	60	INCOMPLETE
14.	RDP	65	INCOMPLETE
15.	SNL	80	COMPLETE
16.	SM	60	INCOMPLETE
17.	RV	90	COMPLETE

The results of categorizing the writing ability of SMP Muhammadiyah 1 Seputih Banyak Junior High School students can be seen in the table below:

TABLE 1.2

The Categorization of Pre-Survey Result Writing Skill

At The Eighth Grade of SMP Muhammadiyah 1 Seputih Banyak

NO	GRADE	FREQUENCY	PERSENTAGE	CRITERIA
1.	>70	4 Students	23,53%	Complete
2.	<70	13 Students	76,47%	Incomplete
Total		17 Students	100%	

Based on the results of the pre-survey, it was revealed that students experienced obstacles in learning English, especially in writing skills. This is due to the low ability of students in writing. The obstacles faced by students include the low vocabulary possessed by students so that students have difficulty when

working on expressing the meaning of the information that should be written correctly.

To overcome the problem of students' writing skill, teachers need to provide interesting teaching media. The use of media is very important in learning activities. The lack of media use by teachers so far needs to be changed little by little, this is intended so that students are not only high in theory but also high in practical quality. A teacher needs to have the skills to choose, utilize, and use learning media that are effective and able to stimulate students' interest in learning, especially in recount text writing skills.

Card Question Media is one of the media in the form of pieces of paper containing questions from the learning material. In this media, each student will be given a question card related to the material they are discussing, encouraging them to take action. Through this question card media, students will be given question cards to answer to train their memory about the learning material that has been learned as proof that students have correctly understood and remembered the material that has been given by the teacher. The teacher is only a facilitator, explaining what students do not understand, this card media not only gives energy to students, but also fosters the spirit of learning.

The questions on the card media are expected to motivate students so that the study can arouse students' interest in writing skills, especially in recount text teaching materials. The researcher chose Question Card media as a solution

because the researcher believes that teachers can create creative, active, effective, innovative learning, attract students' attention and help them improve their knowledge. Question Cards in this study are colourful cards measuring 10 x 10 cm that contain material related to recount text such as stories about personal experiences or legendary stories that must be done or completed individually within a specified time. The application of Question Cards media will affect not only the cognitive aspects of students but also the affective and psychomotor aspects of students, so that learning will take place more interesting, fun, provide different learning experiences and can make students understand the material more easily[4]. It can be concluded that learning media is a tool or method used in the teaching and learning process that can be used to overcome the problems that occur in junior high school students. Because with the question card media, students can do interesting assignments, especially in writing skills because the media can create creative learning where students will not feel bored with learning that is just that.

Based on the description above, the researcher intends to conduct a quantitative study using question card media to test whether the use of such media can have a positive and significant effect on writing skill. In this case the researcher takes the research title "The Influence of Using Question Card in

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[4] Nursani, et al, "*Effect of Media Assisted Recitation Method Question Cards on writing Skill 5 Grade Elementary School*",IJPE(Indonesian Journal of Primary Education), 6.2(2022), 2597-4866.

Recount Text on Writing Skill at the Eighth Grade of SMP Muhammadiyah 1 Seputih Banyak".

B. Problem Identification

In this study, the researcher had chosen a title "The Influence of Using Question Card in Recount Text on Writing Skill at the Eighth Grade of SMP Muhammadiyah 1 Seputih Banyak". There were some reasons which became the researcher concern while choosing the topic, they were as follows:

1. The students show a lack of interest in writing.

2. The students have limited vocabulary.

3. Students need interesting media to increase their writing skills.

C. Problem Limitation

Based on the identification of the problem, the researcher focused only on the third point, namely that students need interesting media to increase their writing skills. Therefore, the researcher used question cards as a learning aid for the writing skills of eighth-grade students at SMP Muhammadiyah 1 Seputih Banyak.

D. Problem Formulation

The researcher has outlined the problem formulation related to the problem limitation above. The problem limitation "Is there any positive and significant influence of using Question Card in recount text on writing skill at the eighth grade of SMP Muhammadiyah 1 Seputih Banyak?"

E. Objective and Benefit of the Study

1. Objective of the study

The objective of study is to know whether there is positive and significant influence of using question card in recount text on writing skill at the eighth grade of SMP Muhammadiyah 1 Seputih Banyak.

2. Benefit of the Study

a. For the Students

As a way to motivate students to learn English, especially writing skills in recount texts.

b. For the Teachers

The researcher hopes that this study can be a constructive source of inspiration and a valuable reference for educators involved in the teaching and learning process.

c. For the Researchers

This is as more knowledge about writing recount text and as information that can be used in further research with the time interest.

F. Prior Research

The first prior research by Humaira et al entitled "The use of Question Card to Improve Students' Speaking ability at Class VII of Muhammadiyah

Junior High School of Mataram"[5]. This study aims at determining the effectiveness of using "Question Cards" in improving students speaking ability at class VII of SMP Muhammadiyah Mataram. This study is part of a pre-experimental study known as a pre-test and post-test group design, in which the sample is given a pre-test before treatment and a post-test after treatment. There was no control group in this investigation; instead, only one experimental group was used. This study takes a quantitative approach to its findings. The participants in this study were seventh-graders from Muhammadiyah Mataram Junior High School, who were divided into only one class of 16 pupils. Purposive sampling is the approach used. The use of the "Question Cards" strategy in increasing the speaking skills of SMP Muhammadiyah seventh grade students can be concluded as "successful" in this study. This is demonstrated by the students' pre-test and post-test scores, namely, the t-test score is 5.313, the consultation on the t- table at 99 percent points to 2.60, and it can be concluded that the comparison of t-test and t-table is 2.60 5.313, or in other words, the student's test results exceed the minimum standard of achievement.

The second prior research by Elvi Fuspita Dila and Slamet Suyanto entitled "The Effect of Problem Based Learning Models with Question Card Environmental Pollution Materials on Problem Solving Ability, Scientific

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[5] Humaira et al," *The Use of Question Card to Improve Students' Speaking ability at Class VII of Muhammadiyah Junior High School of Mataram "*, Linguistics and English Language Teaching Journal, 9.1(2021), 7.

Atitudes, and Students Learning Outcomes"[6]. Problem solving ability (PSA) is one of the skills that is the focus of the 21st century, besides that scientific attitudes and learning outcomes are also important components that must be possessed by students. This research aims to determine the effect of problem based learing (PBL) with question cards on environmental pollution on PSA, scientific attitudes, and student learning outcomes. The type of research used a quasi-experimental study using a nonequivalent pretest-posttest control group design. Sampling used a cluster random sampling technique. Data collection used PSA description questions, scientific attitude questionnaires, and multiple-choice test to measure the learning outcomes. Data analysis techniques used descriptive analysis, multivariate analysis of variance (anova) test, and N-gain test. The average results of students in the experimental class were higher than those in the control class. The multivariate analysis of variance test results obtained a Sig. 0.000, and the N-gain test result in the experimental class obtained moderate criteria. Based on the results it is concluded that the PBL model with question cards have a significant effect

The third prior research by Ulfa Lutfianasari et al entitled "Implementation of Question Card Assisted Tapps on Student Learning Outcomes

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[6] Elvi Fuspita Dila and Slamet Suyanto, "*The Effect of Problem Based Learning Models with Question Card Environmental Pollution Materials on Problem Solving Ability, Scientific Atitudes, and Students Learning Outcomes*", Indonesian Journal of Science Education , 11. 4(2023), 884-896.

and Activity"[7]. This study aims to determine the effectiveness of the application of the TAPPS model assisted by Question Cards on student learning outcomes and activeness. The population in this study were students of class XI-IPA at SMA Negeri 1 Karanganyar, Demak. Determination of the sample using the purposive sampling system obtained two classes to be sampled, namely class XI-IPA2 as the experimental class which was treated using the TAPPS model assisted with Question Cards while XI-IPA1 as the control group which received treatment using the lecture method assisted by Question Cards. The research data were obtained by means of test and observation. Based on the results of the study, the average value for the experimental group was 83.16 while for the control group an average value of 77 was obtained. Based on the analysis based on the learning outcomes, the experimental group's results were better than the control group as indicated by the tcount (3.59)> ttable (1.98). As for student activeness, it was found that the experimental group was better than the control group with the results of data analysis tcount (4.23)> ttable (1.98). Solubility subject matter and solubility product, with the magnitude of the influence on student learning outcomes is 20.48% and the magnitude of the influence on student activeness is 27.04%.

Based on some of the previous studies above, researchers can find similarities and differences. The similarity is that all of the above studies used

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[7] Ulfa Lutfianasari et al, "*Implementation of Question Card Assisted Tapps on Student Learning Outcomes and Activity*", Journal Education and Development, 9. 4(2021), 533.

Question Cards and research methods. In addition, the difference between the three studies above is from the teaching material, research design, and data sampling technique.

CHAPTER II

THEORITICAL RIVIEW

A. The Concept of Writing Recount Text

1. Definition of Writing

Writing is one of four language skills (reading, speaking, listening, and writing) which have to be mastered in learning English. Writing activity involves the procedures of thinking process and making decision to produce written text used for communication in daily activity[1]. Therefore, in writing students must master many things and some of them are vocabulary, grammar, and sentence structure. In addition, writing is a language skill that is used to communicate indirectly by expressing ideas, thoughts, perceptions, feelings, and others in writing.

The written language producing skill as called writing it is the skill of a writer to communicate information to a reader or group of readers. Her/his skill is also realized by her/his ability to apply the rules of the language he/she is speaking to transfer the information he/she in his or her mind to his/her listener effectively[2]. On the other hand, in writing skills, writers need to determine the right choice of words to use in writing. An appropriate and

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[1] Dewi Kesuma Nasution, "*The Effect of Think Talk Write Strategy in Writing Procedure Text*", AIoESJ (Al'adzkiya International of Education and Social Journal), 4. 1(2023), 55.
[2] Sanggam Siahaan, "*The English Paragraph"*, (Yogyakarta: Graha Ilmu, 2020), 2.

varied vocabulary helps writers convey ideas more accurately and effectively. The use of words that are appropriate to the context and audience will enrich the writing and make it easier to understand.

As a productive language skill, writing also involves several linguistic aspects such as words, sentences, and large chunks to communicate. Dewi et al, argued that writing skills are needed because by writing students can express their feelings, and ideas in writing[3]. The statement shows that writing is an ability that must be mastered by students in learning a foreign language. In addition, terminologically, there are many different definitions of writing. But here the researcher will take some definitions according to experts as follows:

According to Yofita Cristy Isgiarno, writing is the discipline of expressing and exploring ideas in a creative manner. Before communicating his or her views, the writer must have reliable information, powerful arguments, and a thorough understanding of organization and mechanism[4]. In writing activity, the writer should have accurate information, strong arguments, and good knowledge of organization and mechanics before delivering their ideas.

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[3] Dewi Purnamasari, Didin Nuruddin Hidayat, and Lia Kurniawati, "*An Analysis of Student's Skill on English Descriptive Text*", Jurnal Tadris Bahasa Inggris, 14.1(2021), 101-114.

[4] Yofita Christy Isgiarno, "*Increasing EFL Studens' Writing Skill Using Jigsaw and Online Searching Strategy"*,(IJEN) Indonesian Journal of English Education, 7.1(2020), 95-108.

Yildirim, Ozge karakas, Ozdemir, and Mehmet identifies writing is the outcome of our need to convey our emotions, thoughts, dreams, and identities. With the integration of technology into our lives, what we express not only on paper but also on screen falls under the category of writing skills[5]. Writing is also a language skill that necessitates high-level mental abilities such as creating new products, questioning, evaluating, and analyzing.

According to the explanation above, writing is a whole-brain activity that involves formulating and organizing ideas in the correct terms in order to express and explain the objective to the reader and display it on paper. Writing, as one of the four language skills, is vital because it allows people to communicate their thoughts and emotions. This talent allows pupils to explore their own thoughts, feelings, and concepts on paper. The goal of writing is to convey information that is accurate, effective, and correct; in order to accomplish this goal, the writer must be able to explain his ideas or thoughts properly in written language so that the reader can understand them.

2. **The Kinds of Writing**

   a. Narative Text

      Narrative text is a text that tells a series of events in sequence and connected to each other. Narrative text aims to entertain and interest readers. Generally, narrative text presents a story with a problem that can

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[5] Yildirim, Ozge Karakas, and Ozdemir, "*A Study on the Comparative Analysis of Writing Skills Activities in Japanese and Turkish Textbooks*", African Educational Research Journal, 10.4(2022), 410-418 .

trigger conflict to attract readers' interest. Then, at the end, the writer will close it with a happy or sad ending.

b. Descriptive Text

Descriptive text is text that explains something. Whether it's a person, a group, an event, or a location. Descriptive writing provides concise explanations for readers to understand the information they want. Descriptive writing is used to describe, explain, or summarize someone or something, whether abstractly or specifically. In order for the descriptive text to be easily understood, it should be written in simple and clear language.

c. Procedure Text

Procedure text is a text that contains a way to explain something that contains steps. This text is usually taught in English lessons in the section on recognizing various texts. Its purpose is to explain how something is made, done, or used with clear and sequential steps.

d. Explanation Text

Explanation texts are texts that narrate processes related to the formation of natural, social, scientific and cultural phenomena. Explanation texts aim to state "why" and "how" the phenomenon occurs. This text will explain an event in sequence.

e. Recount Text

Recount text is a type of text that retells or describes events that have already happened. The purpose of recount text is to inform or entertain readers by presenting a sequence of events in chronological order.

3. The Steps of Writing

Writing is a skill that needs some process in order to make the writer deliver a good writing. There are several strages in the process of writing. These stages will be explained below:

a. Pre-Writing

The purpose of this step is it to generate ideas, make lists, and brainstorm an outline to generate ideas.

b. Drafting

Composing is the author's first attempt to capture the idea on paper. Composing is a method of organizing and developing writing and the ongoing steps to determine whether the information found in pre-writing can translate into wiring success.

c. Revising

The point in the writing procces is the revise. Revision is a way of reviewing and re-evaluating decisions that lead to a text that has been revised and refined repeatedly. In the process, the writer looks for plot and

structure. It would be better if the writer the paragraph and corrected it a bit.

d. Editing

Editing is a process that involves revising the content, organization, grammar, and presentation of a written work. The goal of editing is to ensure that your ideas are presented to the reader as clearly as possible. Final proofreading focuses on checking for accuracy in the small details of work. This is part of the overall editing process, and best done as the final stage of editing.

e. Publishing

In this step, students share their writing with the audience. At this stage, the text becomes real and alive. Publishing can include compiling class books, writing collections, school class newspapers, school magazines, and displaying writing deficiencies in community halls.

B. The Concept of Recount Text

1. Definition of Recount Text

Recount text is a type of text that retells or describes events that have already happened. The purpose of recount text is to inform or entertain readers by presenting a sequence of events in chronological order. Similarly, Zikra adzkya, and Hamzah say that Recount text is a text written to inform about an

experience from a sequence of related events[6]. Another definition comes from Yanti Rosalinah who says that recount text is a type of text that has a main function or communicative purpose to tell readers or listeners or viewers about past events or past experiences[7]. So, recount text is a text that tells the reader or listener about an experience that happened in the past through a sequence of related events.

2. **The Types of Recount Text**

According to John Barwick, these are different types of recount with varying levels of language and content according to the audience[8]:

a. Personal Recount

A personal recount retells an activity that the writer or speaker has experienced. It has personal and emotive comment and anecdotes added and may take the form of an oral story, a letter or a diary entry. It is written in the first person using personal pronouns, I and we. Details of what, when, who, where and sometimes why are included but the sequence of recounting may change.

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[6] Zikra Adzkya and Hamzah, *"Comparing Student Ability in Writing Recount Text of Grade X and Grade XI at SMA 1 Lubuk Alung*, Journal of Language Teaching, 9.1(2020), 23-30.

[7] Yanti Rosalinah, "*Teaching Recont Text Through Brainstorming (A Classromm Action Research at the 8th Grade Students of Madrasah Tsanawiyah Al- Husna Depok)*", Jurnal Bahasa dan Sastra, 12.1(2020),78-80.

[8] John Barwick, dkk., "*Targeting Text:Recount, Procedure, and Exposition"*, (Australia: Blake Education, 2002) 2.

b. Factual Recount Text

A factual recount documents a series of events sequentially and evaluates their significance. This can be presented as a historical recount, science experiment, traffic report, sport or in film, television, and video. At this stage recounts involves detailed research about unfamiliar topics for which students should be using print and technological resources. Appropriate techniq language, precise details of time, place, and manner and retelling with appropriate explanation and justification assists readers to accurately reconstruct what happened. The focus is on language that shows times sequence (before shifting, while they were, after the number) using evaluative language (importance, significance, influence, and achievement) and emphasizing assessment (amazing , successes influence, achievement). This recount is usually written in third personusing pronouns he, she, and they. It may be written in the passive voice.

c. Imaginary Recount

The imaginary details of a literary or story recount are placed in a realistic context. Character development is emphasized with the narrator responding emotively to the events. The sequence of the details may be changed but who, what, when, and where are still included. The literary recount is generally written in the first person using me or us, establishing a relationship between the writer and reader or speaker and listener, for example my diary as a child in space.

d. Procedural Recount

Procedural recounts record, in a oral or written form, the sequential steps needed to achive a result. This is written after the completion of procedure. Procedural recounts are found in information books, televisions, films, and books that explain how things were made. The focus is on the accurate order of sequence, the selection of the correct language for the topic and the use of time conjunction. Diagrams and drawings are often included to ssist with the classification of the stages.

e. Critical Recount

A critical recount looks at an issues, comments, ecaluate negative, and positive aspects. Selected details are included to suit the argument, but this recount may not be sequenced chronologically. It is generally written in the first or third person using me or we but may be written in the passive voice. For example, a recount of exploration in antartica may critically the damage caused to the environment and ecosystem by this exploration.

3. The Generic Structure of Recount Text

Recount text consists of three parts namely orientation, events, and reorientation.

a. Orientation

Orientation serves to provide background information about the events to be told. In orientation, the writer explains who is involved in the

event, when it happened, and where it took place. Orientation provides an initial overview that prepares the reader to understand the context of the events that will be described further.

b. Events

Events are the core of a recount text, where the writer recounts events or occurrences in order and detail. The series of events must be arranged chronologically (in order of time), so that readers can easily follow the story. Each event is described one by one with enough detail, so that readers can imagine the event as if they were also participating in the event.

c. Reorientation

Reorientation is the closing section that provides a reflection or conclusion of the events that have been told. The reorientation can contain the writer's feelings or thoughts after the event has occurred. Not all recount texts have a reorientation, especially if the story focuses more on describing the events that happened. However, if there is, the reorientation gives an idea of what the writer learned or felt after the event. The following is an example of Recount Text:

TABLE 2.1

Example of Recount Text

Orientation	I spent my summer holiday in Bali. I went there by myself.
Events	On the first day, I landed at I Gusti Ngurah Rai. The flight from Jakarta to Bali took 2 hours. Then, I went to Denpasar by online cab and checked in to the hotel I already booked. Because I was tired, I decided to take a nap at the hotel. In the afternoon, I strolled around streets in Denpasar. The night came and I came back to the hotel.

On the second day, I decided that it would be the "Beach Day". It meant that I would be visiting beaches. I went to Sanur Beach. The blue sea water and white sand refreshed my eyes. I also went to Sindhu Beach, in which there were so many small boats.

On the third day, I went to the Bali Museum. There were so many interesting stuff there, like ancient scripts, leather puppet paintings, and so on. I also went to Bajra Sandhi Monument. This monument depicted the struggle of Balinese in against the invaders. There were about 33 dioramas depicting the battles. Because this was the last day, I bought some souvenirs for my family and friends. |
| Reorientation | I had a fantastic experience in Bali and made wonderful memories. It was a nice trip |

4. **Language features**

   a. Using Simple Past Tense

      In English recount text, most of the stories are filled using simple past tense sentences to show activities in the past. The sentence pattern is divided into two, namely there is a verbal sentence with the formula **subject + verb 2 + complement** and a nominal sentence whose formula is **subject +be+complement.**

   b. Using Specific Participant

      Recount text is also closely related to specific participant, which is something that has a specific object, is not general, and is unique (there is only one). Examples include Istanbul Airport, Borobudur Temple, Muara Angke, Geusan Ulun Museum, etc.

   c. Using Personal Participant.

      Personal participant such as I, my group, my friends, my husband, etc. In recount texts, personal participant will usually appear in the orientation section as an introduction to the character or characters in the story.

   d. Using Action Verb

      Action verbs are verbs that refer to actions you do that can be seen by others. This verb is also known as a dynamic verb.

   e. Using Linking Verb

      A text that narrates a series of events cannot be separated from linking verbs, which are verbs that connect the subject and the description. What

needs to be underlined is that linking verbs are used to provide descriptive information and identity of the subject. So, it doesn't refer to the action performed by the subject. Some examples of linking verbs are be, become, seem, appear, grow. Be consists of is, am, and are for simple present tense. Meanwhile, what applies to recount text is the simple past tense form, which is was and were.

f. Using Chronologycal Connection or Sequence Connection.

Chronological connection, also known as chronological connector/connector of sequence, is a conjunction used to express the order in which events occur. Of course, this rule is in line with the definition of the recount text itself. Chronological connectors are useful for stating which activity happened first and which one happened next. This conjunction makes it easier for readers to understand the overall sequence of events.

g. Using Conjunction

Conjunction is a part of speech whose job is to connect two words, phrases, or sentences. Examples of conjunctions in recount text are and, or, until, although, while, but, and many more.

h. Using Adverbs.

In simple terms, adverbs are adverbs. They provide more information or describe more details than verbs, adjectives, and other words. Examples are extremely, carefully, slowly, etc. In a sentence.

i. Using Adverbial Phrase

An adverbial phrase is a phrase that is an adverb, aka a phrase whose function is to explain. An adverb is a part of a sentence that explains the whole sentence, verb, adjective, or another adverb. Well, an adverbial phrase is part of an adverb, but it's not always one word and is usually part of a clause or phrase. There are various types of adverbial phrases, but the most widely used in recount texts are adverb phrase of time and adverb phrase of place which function to explain the time and place of the event. example in sentence:

a) Adverb phrase of time: Camelia found her book in the classroom.

b) Adverb phrase of place: My team won the volleyball tournament last week.

j. Using Time Connectives and Sequence Connective

These connectives are words or phrases that connect parts of words, phrases, clauses or sentences. The time connectives are in the meantime, the next day, etc. In addition, there is also a sequence connective to order information based on its steps. Examples: before, after, then, first, second, third, finally, at last.

5. The Measurement Rubrics of Writing

According to Heaton, the criteria for writing are content (13-30), organization (7-20), vocabulary (7-20), language use (5-25), and

mechanics (2-5)[9]. So the total writing assessment is 100, the following is the measurment rubric according to Heaton:

TABLE 2.2

The Measurement Rubrics of Writing

Writing Performance	Score	Criteria	Details
Content	30-27	Excellent to very good.	Knowledgeable, substantive, etc.
	26-22	Good to average.	Some knowledge of subject, adequate range, etc.
	21-17	Fair to poor.	limited knowledge of subject, little substance, etc.
	16-13	Poor.	Does not show knowledge of subject, non substansive, etc.
Organization	20-18	Excellent to very good.	Fluent expression, ideas clearly stated, etc.
	17-14	Good to average.	Somewhat choopy, loosely organized but main idea stand out, etc.
	13-10	Fair to poor.	Non fluents, ideas confused or disconnected, etc.
	9-7	Poor.	Does not communicate, no organization, etc.
Vocabulary	20-18	Excellent to very good.	Sophisticated range, effective word/idiom form choice and usage, etc.

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[9] J. B. Heaton, *Writing English Language Test*, (New York: Longman, 1988), 135.

	17-14	Good to average.	Adequate range, occasional errors of word/idiom form, choise, usage but meaning not obscured, etc.
	13-10	Fair to poor.	Limited range, frequent errors of word/ idiom form, choice, usage, etc.
	9-7	Poor.	Essentially translation, little knowledge of English vocabulary, etc.
Language Use	25-22	Excellent to very good.	Effective complex construction, etc.
	21-19	Good to average.	Effective but simple constructions, etc.
	17-11	Fair to poor.	Major problems in simple/complex construction rules, etc.
	10-5	Poor.	Virtually no mastery of sentence constructions rules, etc.
Mechanics	5	Excellent to very good.	Demonstrates mastery of conventions, etc.
	4	Good to average.	Occasional errors of speeling, punctuations, etc.
	3	Fair to poor.	Frequents errors of spelling punctuation, capitalization, etc
	2	Poor.	No mastery of conventions, dominated by errors of spelling, punctuations, capitalization, paragraphing, etc.

C. The Concept of Question Card

1. The Definition of Question Card

Question cards are learning media in the form of cards where this visual media is in the form of paper which has a size of 10 x 10 cm. Question cards are cards that have 2 sides where on the outside there is a sign that says "Question card" and on the inside there is the contents of this card in the form of questions about the material being taught. Question cards are graphic media that contain symbols, text, and images that can convey information or messages from learning materials so that they can foster student interest when working on the questions contained in them. With question card media, students are talented in solving their own problems in finding ways to solve problems[10]. In addition, the use of question cards in learning is to improve communication between all educator components such as (teachers, students, and media) and promote student cooperation in the learning process.

The use of this card media is a means whose main function is as a tool to carry out learning activities. Students are assigned to answer the questions contained in the question cards to increase the value of knowledge related to the material being taught. Question card media allows students to learn more

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[10] Elvi Fuspita Dila and Slamet Suyanto, *" The Effect of Problem Based Learning Models With Question Cards on Environment Pollution Materials on Problem Solving Ability, Scientific Attitude, and Student Learning Outcomes"*, Jurnal Pendidikan Sains Indonesia, 11.4(2023), p.884-896.

relaxed by playing question cards[11]. The application of Question Cards media will affect not only the cognitive aspects of students but also the affective and psychomotor aspects of students, so that learning will take place more interesting, fun, provide different learning experiences and can make it easier for students to understand the material[12].   Below is an overview of the question card:

Card front   Card back

Figure 1. Cuestion Card

In conclusion, Question cards are a learning media that can be used in educational purposes as a tool to help the teaching and learning process become more enjoyable. besides that, with the use of question card media students can also help students be more active in learning and improve critical thinking skills. because with this learning media students can convey their writing ideas in a more creative way through cards.

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[11] Ulfa Lutfianasari, et al. "*Implementation of Question Card Assisted Tapps on Student Learning Outcomes and Activity*, Journal Education and Development, 9.4(2021), 533.

[12] Muhammad Arifin and Muhammad Labib Al Hakim, *"Cooperative Type Number Head Together (NHT) With Question Card Media in Learning Tenses"*, Jurnal Bidang Pendidikan, Pembelajaran, dan Pengembangan, 3.1(2021), 12.

2. Benefit of Question card

Question Cards have several benefits in the learning process. The benefit of Question Card in this study is to help students to concentrate or focus students' attention in learning activities. In addition, question cards can also train students' curiosity about the subject matter. Some of the benefits of question cards are as follows:

a. Helps to concentrate (focus attention) and better in reasoning a question.

b. Enhances visual intelligence and observation skill.

c. Train critical thinking and communication skill.

d. Train initiative and curiosity.

e. Take better notes and summarise lessons.

3. The Advantages and Disadvantages of Question card

a. The Advantages of Question Card

1. Question cards can create the same perception intudents who have different backgrounds so that it can reduce the occurrence of miscommunication.

2. Through the use of cards in lessons, it increases direct interaction with students, so that the message conveyed by the teacher can be received well.

3. Can increase student activeness and responsibility

4. Easy to use and can attract student interest.

5. easy to get.

b. The Disadvantages of q8estion Card

1. Responses can be different to the same question.

2. Not all learning materials are suitable for delivery via Question Card.

4. Teaching Writing Recount Text by Using Question Card

Teaching recount text writing using question cards can be considered as an effective strategy to help students develop their writing skills, especially in terms of organizing ideas and describing events in detail, where it serves as a tool that guides students to detail important elements in recount texts, such as time, place, character, and sequence of events. Question cards not only provide a series of in-depth and directed questions, but also stimulate students to reflect on their personal experiences and stories related to recount text, which in turn can improve their ability to tell stories with relevant and interesting details. Through the use of this medium, students are encouraged to think critically and creatively in planning their recount texts, as well as pay attention to proper text structure, including orientation, event sequence, and recall, all of which are essential in creating a clear, organized, and comprehensible text.

In addition, this media allows for more active interaction between teachers and students, as well as among students, through feedback based on the answers given on the question cards, which can enrich the learning experience of writing and can encourage the development of students' overall

writing competence, both in terms of clarity, depth, and cohesion of the texts they produce.

D. Hypothesis

1. Hypothesis Formulation

The research was formulate the hypothesis as follow:

Ha : There is any positive and significant influence of using question card in recount text on writing skill at the eighth grade of SMP Muhammadiyah 1 seputih banyak.

Ho : There is no positive and significant influence of using question card in recount text on writing skill at the eighth grade of SMP Muhammadiyah 1 seputih banyak.

2. Statistical Hypothesis

The researcher establishes statistical hypothesis in the following way to determine the level of statistical significance:

Ha : If Sig. (2-tailed) < 0,05 = Ha is accepted and Ho is rejected.

Ho : If Sig. (2-tailed) > 0,05 = Ha is rejected and Ho is accepted.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research the researchers used quantitative research methods. Quantitative research is the process of collecting and analyzing numerical data. Wayne et al, state that quantitative research is a scientific investigation that includes experiments and other systematic methods that emphasize control and measurable performance measures[1]. It can be concluded, in quantitative research we use and collecting numeric data to gather information.

This research design uses pre-experiments design with one group pre test and post test. Conducting research, the first step taken by the researcher is to provide a pre-test sheet before treatment. The second step is to provide treatment or apply the media used for the experiment, and the last step is to give a post-test to measure whether the media used can have a significant effect after treatment.

B. Operational Definition of Variable

1. Independent Variable

Independent variables is a variable that cause, influence, or can also be an effect. The independent variable can also be called the treatment variable. The independent variable in this study is Question Card.

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[1] Wahne K. Hoy and Curt M. Adams, *Quantitative Research in Education*, 2th Ed. (America: Sage Publication, 2016), 21.

a. Students are able to finish writing English recount text in question card media.

b. Students are able to express their idea in writing English recount text by using question card media.

2. Dependent Variable

The dependent variable is a variable that depends on the independent variable. This dependent variable is the result of the influence of the independent variable. The dependent variable in this study is recount text in writing skills. The indicators that students should achieve in writing recount text are as follows:

a. Students are able to write English recount text.

b. Students are to use content, organization, vocabulary, language use, and mechanics.

C. Population, Sample, and Sampling Technique

1. Population

Population is the subject of research which includes all elements that are relevant to the characteristics studied. The population in this study was eighth grade students of SMP Muhammadiyah 1 Seputih Banyak consisting of 1 class with 17 students.

2. Sample

A sample is a subgroup of the population[2]. Sample is part of the population that is the source of data in the study. In this study the research

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[2] Wahne K. Hoy and Curt M. Adams, 86.

sample consisted of 1 class. Researchers took all students from eighth class namely 17 students as a sample of the study.

3. Sampling Technique

In this study, the sampling technique used was Total sampling. total sampling is a sampling technique when all members of the population are used as samples[3]. Total sampling is often used when the population is relatively small less than 30 people. Researchers chose to use all VIII grade students totaling 17 students as samples.

D. Data Collecting Technique

The data collecting procedure, there are three steps that have to follow in this research.

1. Test

A test is a set of stimull presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned[4]. Which where the test consists of two parts:

a. Pre-Test

Before the researcher directs students to create and write recount tests using question card. Researchers was first give a test to students. In the initial test, the researcher gave the test without prior treatment.

b. Post-Test

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[3] Hardani, et. Al, Metode Penelitian Kualitatif & Kuantitatif, (Yogyakarta: CV Pustaka Ilmu, 2020), 361.

[4] Donald Ary, et. al, Introduction to Research in Education, (Wadsworth: Cengage Learning, 2010), 201.

The post test is given by researcher to students after being given treatment using question card. This test is given to determine whether or not there is a significant effect on students' writing skills, especially on recount text.

2. Documentation

Documentation is needed in this research to obtain information. This is because documentation helps researchers to obtain detailed information about documents in the form of writing (for example: books, lesson plans, photos, and others). The researcher used the documentation method to obtain detailed information about the writing test, number of teachers, students and the organizational structure of SMP Muhammadiyah 1 Seputih Banyak.

E. Research Instrument

1. Instrument Blueprint

a. Test guidance

1) Pre- Test

Pre-test was given to students before the experiment. This test was in the form of an essay test. The initial test was given to measure students' ability to write recount texts before they were given the experiment using question cards. The researcher tested the students by asking them to analyze the recount text provided on the pre-test sheet.

2) Post- Test

Post-test was given to students after the experiment was completed. Researchers administered the post-experiment test to measure students' ability to write recount texts using question cards. The researcher gives the question cards to the students, asking them to observe the images on the cards, then retell the events described based on the information in the images and questions on the cards. After that, the students can write their work using the answer cards. Creating a recount text using the previous topic with the question cards.

F. Data Analysis Technique

The researcher was conduct inferential statistics on the pre-test and post-test to find out whether there is a positive and significant influence of using question cards on the recount text writing skills of the eighth grade students of SMP Muhammadiyah 1 Seputih Banyak. Pre-experiment in the form of paired by using experiment one group pre-test and post-test design and here is the formulation t-test of from SPSS 27 version :

a. Normality Test

The Kolmogorov-Smirnov and Shapiro-Wilk tests compare sample scores with a normally distributed data set with similar means and standard deviations. Normality calculates the probability that the sample was taken from a normal population. The hypothesis for the normality test is as follows:

Alternatif Hypothesis (Ha) : The data called with a normal distribution if sig is a positive >0.05

Null HypoThesis (Ho) : The data was called with a non normal distribution if the value of sih <0.05

b. Hypothesis Test

To answer the question "Is there a positive and significant influence of using Question Cards in recount texts on writing skills in eighth grade at SMP Muhammadiyah 1 Seputih Banyak?", the researcher analyzed the data using a paired t-test.

CHAPTER IV

RESEARCH RESULT AND DISSCUSSION

A. Research Result

1. Description of Profil of SMP Muhammadiyah 1

a. The History of SMP Muhammadiyah 1

SMP Muhammadiyah 1 Seputih Banyak, located in Tanjung Harapan Village, Seputih Banyak Subdistrict, Central Lampung Regency, Lampung Province, is a private school that was established in 1977. The school has a fairly large land area, reaching 3,780 m^2. SMP Muhammadiyah 1 Seputih Banyak has been recognized for its quality by achieving the "B" accreditation issued on 30 November 2019.

In addition, as a school under the auspices of the Muhammadiyah Regional Leadership Foundation of Central Lampung Regency, SMP Muhammadiyah 1 Seputih Banyak upholds Islamic values in the education process. This is reflected in the curriculum designed by combining religious values and science. The school is committed to producing a young generation that is noble, knowledgeable, and ready to compete in the future. SMP Muhammadiyah 1 Seputih Banyak is also known as a school that is active in various extracurricular activities.

b. Vision and Mission of SMP Muhammadiyah 1

1) Vision

The vision of SMP Muhammadiyah 1 Seputih Banyak is "Realizing SMP Muhammadiyah 1 Seputih Banyak excels in academic achievement, religion, and skills based on faith and piety".

2) Mission

a) Increase faith and devotion to God through the cultivation of character and religious activity programs.

b) Realizing curriculum development that includes 8 education standards.

c) Realizing the implementation of Active, Innovative, Creative, Effective, and Fun learning with the Sciantifik approach.

d) Improve academic and non-academic achievements.

e) Improving the attitude of honesty, discipline, caring, polite, confident, in interacting with the social and natural environment.

f) Realizing the character of school citizens who are of good character, clean from drugs and care about the preservation of environmental functions.

g) Realizing a clean, beautiful and comfortable school environment to prevent pollution and environmental damage.

2. **Description of Result data Research**

a. **Result of The Student's Pre-Test**

The researcher conducted a preliminary test on May 5, 2025, by giving a narrative text to eighth-grade students at Muhammadiyah 1 Seputih Banyak Junior High School. In the preliminary test, the researcher asked the students to draw conclusions from the narrative text about the Titanic that had been given to them individually. The results of the preliminary test are illustrated in the following table:

Table 3.1

Pre-Test Score of Students Writing Skill

No	Name	Pre-test	Category
1.	AP	65	Incomplete
2.	AOR	71	Complete
3.	AO	60	Incomplete
4.	CMS	80	Complete
5.	GJ	53	Incomplete
6.	KZ	62	Incomplete
7.	LAP	55	Incomplete
8.	MHA	59	Incomplete
9.	NS	55	Incomplete
10.	NSI	60	Incomplete
11.	RA	63	Incomplete
12.	RAE	59	Incomplete
13.	RAN	75	Complete
14.	RDP	50	Incomplete
15.	SNL	90	Complete
16.	SM	65	Incomplete

17.	RV	50	Incomplete
Average of Students Grade			**63, 05**

The table above illustrates the results of a pre-test that assessed the recount writing skills of eighth grade students. It included 17 students identified by their initials, along with their scores and associated criteria that categorized their performance as "complete" and "incomplete". The results show that out of 17 students only 4 students were declared "complete" and 13 students were declared "incomplete" with a total average score for all students of 63,05. This indicates that most students did not meet the desired level of proficiency in writing based on the pre-test.

Table 3.2

Frequency distribution of pre-test results

No	Interval	Frequency	Persentage
1	55-57	5	29,41%
2	58-65	8	47, 06%
3	66-73	1	5,88%
4	74-81	2	11,76%
5	82-89	0	0%
6	90-97	1	5,88%
Total		**17**	**100%**

The data table above details the frequency distribution of pre-test scores into six intervals: 55-57, 58-65, 66-73, 74-81, 82-89, and 90-97. The majority of students scored below 66-73 range, indicating that their writing skills are still very low. (29.41%) between 55 and 57, (47.06%) between 58 and 65, (5.88%) between 66 and 73, (11.76%)

between 74 and 81, none were in the 82-89 range, and (5.88%) were in

the 90-97 range out of a total of 17 students assessed.
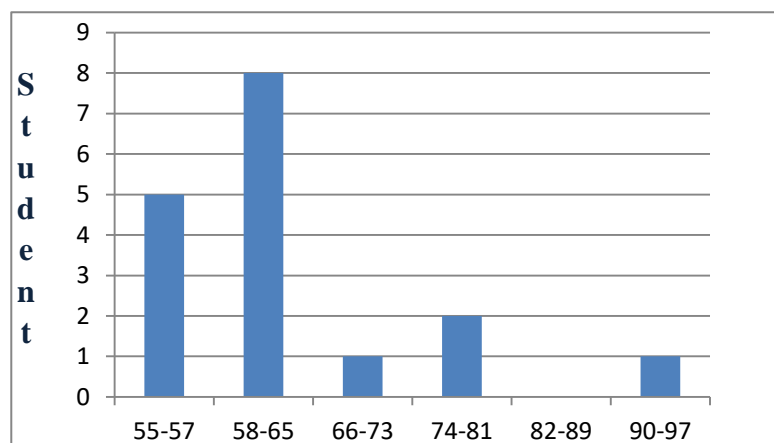
Figure 2. Pre-test Score Frequency Graph

The frequency distribution graph in the table above shows the results of the students' pre-test scores.5 students scored 55-57, 8 students scored 58-65, 1 student scored 66-73, no students scored 82-89, and 1 student scored 90-97. Based on the data above, it can be concluded that the students' ability to write recounts is unsatisfactory.

Based on the data above, it can be concluded that only 3 students scored above the minimum passing grade (70) and 14 students did not meet the criteria.

b. **Result of The Student's Post-Test**

Researchers conducted a post-test on May 8, 2025 by giving recount text writing assignments using question card media to students of class VIII SMP Muhammadiyah 1 Seputih Banyak. In the post-test process, researchers distributed question cards to each student and then asked students to create experience stories from recount texts by

adjusting the commands from the question cards given individually,

The results of the post-test are illustrated in the following table:

Table 3.3

Post-Test Score of Students Writing Skill

No	Name	Post-Test	Category
1.	AP	73	Complete
2.	AOR	82	Complete
3.	AO	72	Complete
4.	CMS	85	Complete
5.	GJ	70	Complete
6.	KZ	72	Complete
7.	LAP	69	Incomplete
8.	MHA	73	Complete
9.	NS	78	Complete
10.	NSI	60	Incomplete
11.	RA	83	Complete
12.	RAE	75	Complete
13.	RAN	90	Complete
14.	RDP	55	Inomplete
15.	SNL	92	Complete
16.	SM	85	Complete
17.	RV	75	Complete
Average of Student Grade			75, 82

The table above presents the results of the post-test that assessed the recount writing ability of eighth grade students. Out of 17 students, the majority obtained scores of 70 and 80, reaching the status of "complete"

with students who obtained scores of 60 or less and categorized as "did not pass". In particular, the average score increased to 75,82, reflecting a significant improvement compared to the results of the pre-test scores. This shows that students' recount writing skills improved after using question card media.

Table 3.4

Frequency distribution of post-test results

No	Interval	Frequency	Persentage
1	55-61	1	5,88%
2	62-68	2	11,76%
3	69-75	7	41,18%
4	76-82	2	11,76%
5	83-89	3	17,65%
6	90-96	2	11,76%
Total		17	100%

Based on the table above, the post-test frequency distribution is divided into 6 intervals: 55-61, 62-68, 69-75, 76-82, 83-89, and 90-96. In the post-test, the majority of students scored above the 69-75 range, indicating that after receiving treatment in the post-test, students showed improvement in their writing skills. 5,88% were in the 55-61 range, 11,76% were in the 62-68 range, 41,18% were in the 69-75, 11,76% we in the 76-82, 17,65% were in the 83-89 and 11,76% were in the range 90-96 of the total 17 students evaluated.
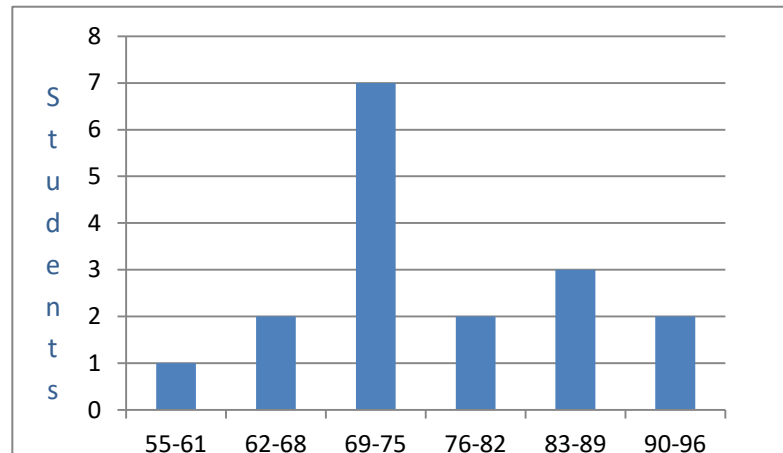
Figure 3. Post-Test Score Frequency Graph

The frequency distribution graph in the data above shows that the post-test scores of the students were as follows: 1 students scored in the 55-61 range, 2 students scored in the 62-68 range, 7 students scored in the 69-75 range, 2 students scored in the 76-82 range, 3 students scored in the 83-89 range, and 2 students scored in the 90-96 range. Based on the data above, it can be concluded that after receiving the treatment, the students' abilities became very satisfactory. As a result, 14 students achieved scores above the KKM (70), while 3 students did not meet the criteria.

3. **Normality Test**

Normality test is calculating the probability that the sample is drawn from the normal population. The result of normality test by using SPSS as follow:

Table 3.5

The Result of Normality Using SPSS

One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			17
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		6.38571616
Most Extreme Differences	Absolute		.139
	Positive		.100
	Negative		-.139
Test Statistic			.139
Asymp. Sig. (2-tailed)[c]			.200[d]
Monte Carlo Sig. (2-tailed)[e]	Sig.		.495
	99% Confidence Interval	Lower Bound	.482
		Upper Bound	.508

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

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

e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Based on the results of the normality test table, it is known that the sig. value obtained is (0.200). This means that the sig. value must be >0.05, this is because the data is normally distributed if the sig value. >0,05. Therefore, it can be concluded that the research data is normally distributed.

4. **Testing of Hypothesis**

After the researchers gave the treatment with the application of question cards, the researchers analyzed the data using paired sample t-test to prove whether or not there was a positive and significant effect of the

application of question card media on the recount writing skills of eighth grade students of SMP Muhammadiyah 1 Seputih Banyak as follows: (Ho) is accepted, if there is a positive and significant effect of the application of question cards on students' recount writing skills. And, (Ha) is rejected, if there is no positive and significant effect of the use of question card media application on students' recount text writing skills.

To determine whether there is a positive and significant effect of using question cards as learning media on the recount text writing skills of eighth grade students of SMP Muhammadiyah 1 Seputih Banyak, the researcher used a paired sample t-test using SPSS. The results of the paired sample T-test are as follows:

Table 3.6

The Result of Paired Sample T-Test

Paired Samples Test

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre test Post Test	-13.294	6.640	1.611	-16.708	-9.880	-8.254	16	.001

Based on the results of calculations using SPSS, the Sig. (2-tailed) value is 0.001, which means that the value is <0.05. Thus it can be concluded that there is an effect of using question card media on students recount writing skills in the eighth grade of SMP Muhammadiyah 1 Seputih Banyak.

B. Disscussion

This study involved the application of pre-tests, treatments, and post-tests to measure students' writing skills. The pre-test was conducted first on January 5, 2025. Next, the treatment was given to students on January 10, 2025. On the same day, after the treatment, a post-test was conducted to see the development of students' writing skills.

The researcher conducted the pre-test before administering the treatment to the students. The pre-test results showed that the average score of the students was 63,05. Subsequently, the researcher administered the treatment using question cards. After the treatment was administered, the researcher conducted the post-test to measure changes in learning outcomes. The post-test results showed an increase in the average score to 75,82.

The research results were obtained by calculating the pre-test and post-test results using SPSS through a paired t-test. Based on the SPSS calculation, it was found that the Sig. (2-tailed) value was 0.001. This indicates that the Sig. (2-tailed) value is less than 0.05. Therefore, the Alternative Hypothesis (Ha) is accepted, and the Null Hypothesis (Ho) is rejected. Thus, it can be concluded that this study shows that the use of question cards has a positive and significant influence on students' ability to retell stories in Grade VIII at SMP Muhammadiyah 1 Seputih Banyak.

This study is in line with research conducted by Humaira et al[1]. The study used a pre-experimental one-group pre-test and post-test design, just like the

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[1] Humaira et al, , 7.

design used in this study. The results showed that the use of question cards provided a significant improvement in students' speaking ability. This is similar to the results of this study which show that the use of question cards is also effective in improving students' recount text writing ability. Although the skills studied are different, namely speaking and writing, both prove that question cards have a positive influence on students' mastery of language skills.

This research is also in line with research conducted by Elvi Fuspita Dila and Slamet Suyanto who examined the effect of the Problem Based Learning (PBL) model with the help of question cards on problem solving skills, scientific attitudes, and student learning outcomes[2]. The results showed that the use of question cards in the context of PBL learning had a significant impact on improving student learning outcomes, with a significance value of 0.000. Although the main focus of the research is not on writing skills, the similarity lies in the use of question cards media which is proven to significantly improve students' cognitive abilities, so the results of the study support the findings in this study.

Meanwhile, the research of Ulfa Lutfianasari et al[3]. has a direction that is less in line with this study. The study used the TAPPS model which was also assisted by question cards, but the treatment was given to the experimental class and compared to the control class which used the lecture method. The results showed an increase in learning outcomes and student activeness in

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[2] Elvi Fuspita Dila and Slamet Suyanto, 884-896.
[3] Ulfa Lutfianasari et al, 533.

chemistry subjects, not in writing skills. The difference in skill focus and learning model approach makes this research not fully in line. Although both studies used question cards, the context, subjects, and variables measured were different, so they cannot be directly compared with the study that examined writing skills.

Based on the results of the study, it can be concluded that the use of Question Cards is effective in improving the recount writing skills of eighth-grade students at SMP Muhammadiyah 1 Seputih Banyak. Question Cards help students explore ideas, organize the sequence of events, and develop paragraphs in a structured manner. The use of Question Cards also makes students more active and motivated in the writing learning process. The students' written work shows improvement in terms of content, organization, and language use. Thus, the use of Question Cards has proven to enhance the writing skills of eighth-grade students at SMP Muhammadiyah 1 Seputih Banyak.

CHAPTER V
CONCLUSION AND SUGGESSTION

A. Conclusion

Based on the results of the study, it can be concluded that the use of question cards significantly improves students' recount writing skills. The average score for students' writing skills on the pre-test was 63,05. This indicates that students still face difficulties in organizing their ideas and expressing them in a coherent and structurally appropriate manner. After being exposed to instruction using question cards, the average post-test score increased to 75,82, indicating a significant improvement in writing ability.

The data was tested for normality using the Kolmogorov-Smirnov method, which produced a significance value of 0.200 > 0.05. This indicates that the data is normally distributed, thus meeting the requirements for parametric testing. Furthermore, the results of the paired sample t-test showed a significance value (Sig. 2-tailed) of 0.001 < 0.05. This means that the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted, indicating a significant difference between the pre-test and post-test writing skills of students after receiving the treatment.

The question card is a learning tool containing questions that help students identify important elements in a story. These questions include who is involved, when and where the event took place, why it happened, and what happened in sequence. With these questions, students find iteasier to come up with ideas and develop stories. Additionally, they can write them in an

organized manner according to the parts of a recount text, namely orientation, events, and re-orientation.

Thus, it can be concluded that the use of media question cards has a positive and significant influence on the recount text writing skills of eighth-grade students at SMP Muhammadiyah 1 Seputih Banyak. This medium is effective, engaging, and worthy of use as one of the English learning media at the junior high school level.

B. Suggestion

Based on the research finding, the researcher proposes several suggestion:

1. For the Teacher

Teachers are expected to be more creative in presenting material so that students are more motivated and interested in learning. One way to do this is by using question cards. These cards contain various questions designed to stimulate ideas and help students express their thoughts in writing. By answering these questions, students can more easily develop sentences and paragraphs in English. Additionally, question cards can be used to train students in critical thinking and expand their written language skills. It is hoped that through the use of this medium, the process of learning to write becomes more enjoyable, interactive, and meaningful for students.

2. For the Students

In English class, students are encouraged to get used to writing in English through regular practice. They can start by writing short

paragraphs, simple essays, or daily journals. By writing frequently, students was become more familiar with sentence structure, grammar rules, and vocabulary. Students are also advised to review their writing and seek feedback from their English teacher or classmates. Writing activities in class or through assignments can help students develop good writing habits and boost their confidence in using English.

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APPENDICES

MODUL AJAR

IDENTITAS MODUL

Nama   : Isna Putri Azizah

Satuan Pendidikan   : SMP Muhammadiyah 1 Seputih Banyak

Fase/Kelas   : D/VIII

Mata Pelajaran   : Bahasa Inggris

Alokasi Waktu   : 2x45 Menit JP/Minggu

A. TUJUAN PEMBELAJARAN

Setelah pembelajaran, diharapkan siswa mampu :

- Menjelaskan definisi, tujuan, struktur teks, ciri-ciri unsur kebahasaan dari teks recount.
- Membedakan dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan.
- Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount terkait peristiwa bersejarah.
- Menyusun teks recount pendek dan sederhana terkait pengalaman-pengalaman pribadi siswa, dengan memperhatikan fungsi sosial, struktur text, dan unsur kebahasaan, secara benar dan sesuai konteks.

B. MODEL PEMBELAJARAN

- Pembelajaran tatap muka
- Metode pembelajaran ceramah, diskusi, dan penugasan

C. MEDIA DAN SUMBER BELAJAR

- Media pembelajaran menggunakan *Question Card*
- Sumber belajar; buku *English for Nusantara* sebagai buku siswa mata pelajaran bahasa inggris kelas VIII.

D. KEGIATAN PEMBELAJARAN

Pertemuan 1 (Pengenalan Teks Recount)

Kegiatan Pendahuluan (10 menit)

- Guru memberi salam dan mengajak siswa untuk berdo'a sebelum pembelajaran dimulai.
- Guru memberikan motivasi kepada siswa dan menanyakan kondisi kesehatan.
- Guru memeriksa kehadiran siswa.

- Guru memberikan gambaran tentang materi yang akan dipelajari, serta menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini.

Kegiatan inti (75 menit)

Activity 1

- Siswa membaca contoh recount text tentang *Titanic.*
- Guru menjelaskan tentang definisi, jenis, struktur, serta ciri unsur kebahasaan (past tense, adverb, time connection dll) yang ada pada recount text

Activity 2

- Siswa menganalisis unsur kebahasaan dari contoh.
- Guru berkeliling memberikan dukungan apabila dibutuhkan.

Activity 3

- Siswa menuliskan rangkuman singkat dari kisah titanic menggunakan lembar kerja.
- bertahap guna menentukan 3 bagian struktur (orientation, event, dan re-orientation) dari cerita titanic.

Kegiatan Penutup (10 menit)

- Guru memberikan feedback tentang materi recount teks
- Guru menginfomasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya.
- Guru dan siswa berdo'a bersama untuk mengakhiri pembelajaran.

Pertemuan 2

Kegiatan Pendahuluan (10 menit)

- Guru memberi salam dan mengajak siswa untuk berdo'a sebelum pembelajaran dimulai.
- Guru memberikan motivasi kepada siswa dan menanyakan kondisi kesehatan.
- Guru mengecheck kehadiran siswa.
- Guru memberikan gambaran tentang materi yang akan dipelajari, serta menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini.

Kegiatan Inti (75 menit)

Activity 1

- Guru menjelaskan kembali tentang definisi, jenis, struktur, serta ciri unsur kebahasaan (past tense, adverb, time connection dll) yang ada pada recount text

Activity 2

- Guru membagikan media pengajaran berbentuk question card pada masing-masing siswa dengan pertanyaan yang berbeda pada setiap kartu yang dibagikan.
- Siswa mengerjakan tugas yang sesuai dengan perintah dalam kartu yang dibagikan dengan menggunakan unsur kebahasaan dan struktur yang sesuai dalam recount text.

Activity 3

- Guru meminta siswa membacakan hasil penugasan cerita singkat berdasarkan pengalaman pribadi secara bergantian didepan kelas.

Kegiatan Penutup (10 menit)

- Guru memberikan feedback tentang hasil kerja siswa.
- Guru menginfomasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya.
- Guru dan siswa berdo'a bersama untuk mengakhiri pembelajaran.
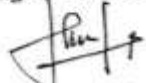
E. ASSESMEN / PENILAIAN
Scoring Rubric of Writing

Writing Performance	Score	Criteria	Details
Content	30-27	Excellent to very good.	Knowledgeable, substantive, etc.
	26-22	Good to average.	Some knowledge of subject, adequate range, etc.
	21-17	Fair to poor.	limited knowledge of subject, little substance, etc.
	16-13	Poor.	Does not show knowledge of subject, non substansive, etc.
Organization	20-18	Excellent to very good.	Fluent expression, ideas clearly stated, etc.
	17-14	Good to average.	Somewhat choopy, loosely organized but main idea stand out, etc.

	13-10	Fair to poor.	Non fluents, ideas confused or disconnected, etc.
	9-7	Poor.	Does not communicate, no organization, etc.
Vocabulary	20-18	Excellent to very good.	Sophisticated range, effective word/idiom form choice and usage, etc.
	17-14	Good to average.	Adequate range, occasional errors of word/idiom form, choise, usage but meaning not obscured, etc.
	13-10	Fair to poor.	Limited range, frequent errors of word/ idiom form, choice, usage, etc.
	9-7	Poor.	Essentially translation, little knowledge of English vocabulary, etc.
Language Use	25-22	Excellent to very good.	Effective complex construction, etc.
	21-19	Good to average.	Effective but simple constructions, etc.
	17-11	Fair to poor.	Major problems in simple/complex construction rules, etc.
	10-5	Poor.	Virtually no mastery of sentence constructions rules, etc.
Mechanics	5	Excellent to very good.	Demonstrates mastery of conventions, etc.
	4	Good to average.	Occasional errors of speeling, punctuations, etc.
	3	Fair to poor.	Frequents errors of spelling punctuation, capitalization, etc
	2	Poor.	No mastery of conventions, dominated by errors of spelling, punctuations, capitalization, paragraphing, etc.

Mengetahui,
English Teacher

Metro, April 22, 2025
Researcher

Sutomo, S. Pd.
NIP.

Isna Putri Azizah
NPM. 2101051018

Kepala Sekolah

Eko santoso, S.Pd.
NIP.

Bahan Ajar

Recount Text

a. **Definition**

A recount text is a type of text that recounts or describes events that have already occurred. The purpose of a recount text is to provide information or entertain readers by presenting events in chronological order.

b. **Purpose**

The purpose of recount text is to inform or entertain readers by presenting a sequence of events in chronological order

c. **The Generic Structure of Recount Text**

- **Orientation**

Orientation serves to provide background information about the events to be told. In orientation, the writer explains who is involved in the event, when it happened, and where it took place. Orientation provides an initial overview that prepares the reader to understand the context of the events that will be described further.

- **Events**

Events are the core of a recount text, where the writer recounts events or occurrences in order and detail. The series of events must be arranged chronologically (in order of time), so that readers can easily follow the story. Each event is described one by one with enough detail, so that readers can imagine the event as if they were also participating in the event.

- **Reorientation**

Reorientation is the closing section that provides a reflection or conclusion of the events that have been told. The reorientation can contain the writer's feelings or thoughts after the event has occurred. Not all recount texts have a reorientation, especially if the story focuses more on describing the events that happened. However, if there is the reorientation gives an idea of what the writer learned or felt after the event.

LKPD (Lembar Kerja Peserta Didik)

Pre Test

Name :

Class :

Direction :

1. **Write your name and class on the answer sheet**
2. **You may use an English dictionary**
3. **The time given to complete this test is 45 minutes**

Instruction

Please read the text below.

Titanic

Titanic was the largest and most luxurious passenger ship ever built in its time. It was built by the White Star Line company in England. Titanic set sail on April 10, 1912 from Southampton to New York. Many people consider this ship unsinkable due to the advanced technology used. Its passengers came from various social circles, from the upper class to the working class. The atmosphere on board was luxurious and comfortable, especially for first-class passengers. Everyone felt very enthusiastic and proud to be able to board the ship.

On the night of 14 April 1912, the Titanic struck a large iceberg in the North Atlantic Ocean. The collision ripped the bottom of the ship and caused water to enter the engine room and cabins. The crew soon realised that the Titanic would not survive for long. Passengers began to panic and the evacuation process was carried out as quickly as possible. Unfortunately, the number of lifeboats available was insufficient for all passengers. Many passengers, especially from the lower classes, did not make it to the lifeboats. A few hours later, the Titanic sank completely to the bottom of the sea.

More than 1,500 people died in this tragedy. Only about 700 passengers were rescued by rescue ships that arrived later. The incident shook the world and received widespread media attention. Many families lost their loved ones. After this tragedy, regulations on ship safety were tightened internationally. Ships were required to provide enough lifeboats for all passengers. Titanic is now remembered as one of the greatest maritime disasters in history.

1. Write a short summary of the story above using the structure and language features appropriate to a recount text.
2. Make sure you have written completely; what happened, when it happened, and where it happened in your summary.
3. Your text should consist of two paragraphs covering orientation, event, and reorientation.
4. Be sure to use correct capitalization, punctuation, and standard spelling.

Post Test

Name :

Class :

Direction :

     1. Write your name and class on the answer sheet
     2. You may use an English dictionary
     3. The time given to complete this test is 45 minutes

Instruction

1. After getting the question card, write about your experience by adjusting the questions and commands on the card.
2. Write your answer by adjusting the structure and linguistic elements according to the recount text.
3. Write completely by including information; what happened, when it happened, and where it happened in your writing.
4. Your text should consist of three paragraphs covering orientation, event, and reorientation.
5. Make sure you use correct capitalization, punctuation, and spelling.

     __Answer__

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Writing Score on the Pre-Test

No	Initial	Co	Or	Vo	LU	Me	Score
1.	AP	20	13	13	17	2	65
2.	AOR	20	15	16	17	3	71
3.	AO	18	12	11	17	2	60
4.	CMS	25	16	16	20	3	80
5.	GJ	16	11	10	13	3	53
6.	KZ	19	13	12	16	2	62
7.	LAP	17	11	11	14	2	55
8.	MHA	17	13	14	13	2	59
9.	NS	17	11	10	15	2	55
10.	NSI	18	12	11	17	2	60
11.	RA	19	13	12	17	2	63
12.	RAE	18	12	11	16	2	59
13.	RAN	23	15	15	19	3	75
14.	RDP	16	10	9	13	2	50
15.	SNL	27	18	17	24	4	90
16.	SM	20	13	12	17	3	65
17.	RV	16	10	10	12	2	50
Total		326	218	210	277	41	1072
The Highest Score							90
The Lowest Score							50
Average							63,05

Writing Score on the Post-Test

No	Initial	Co	Or	Vo	LU	Me	Score
1.	AP	21	15	13	20	4	73
2.	AOR	27	18	17	18	2	82
3.	AO	20	13	14	20	5	72
4.	CMS	30	17	18	19	1	85
5.	GJ	18	14	13	21	4	70
6.	KZ	22	13	13	20	4	72
7.	LAP	17	12	13	22	5	69
8.	MHA	24	15	14	17	3	73
9.	NS	26	16	17	16	3	78
10.	NSI	16	13	14	15	2	60
11.	RA	26	17	18	19	3	82
12.	RAE	27	16	15	14	3	75
13.	RAN	30	18	18	22	2	90
14.	RDP	17	11	12	13	2	55
15.	SNL	28	18	19	23	4	92
16.	SM	29	18	17	19	2	85
17.	RV	26	16	13	17	3	75
Total		404	260	258	315	52	1323
The Highest Score							92
The Lowest Score							55
Average							77,82

Pre- Test

M. Hafiz asifa
VIII

Answer

Recount text

~~(introduction)~~

Titanic merupakan kapal terbosar yang di bangun pada masanya, ~~■~~ berlayar pada 10 april 1912 (dari south hampton) monuju ~~■~~ new york. many people consider this ship unsinkable due to the advancend technology used.

pada malam 14 april 1912, the titanic struck a ieberg in the north atlan tic ocean. the collision tipped the bott om of the ship and caused water to enter the engine room and cabine. The crew soon realised that the titanic would nor survive for long, pasenger began to panic and the evacuation precess was carried out as quickiy as possible. the titanit Sank completely to the bottom of the sea.

Content   : 17
organization : 13
Vocabulary   : 14
Language use : 13
Mechanics   : 2

(59)

Post-Test

Post Test

Name : Salma nur laila

Class : VIII

Direction :

1. Write your name and class on the answer sheet
2. You may use an English dictionary
3. The time given to complete this test is 45 minutes

Instruction

1. After getting the question card, write about your experience by adjusting the questions and commands on the card.
2. Write your answer by adjusting the structure and linguistic elements according to the recount text.
3. Write completely by including information; what happened, when it happened, and where it happened in your writing.
4. Your text should consist of 3 paragraphs.
5. Make sure you use correct capitalization, punctuation, and spelling.

Answer

Holiday

During the last Vacation school, I spent time with my family at my grand mother's house in Yogyakarta. We went there by car for about eight hours. It was a fun trip because we brought lots of snacks and listened music together. I felt very excited because I hadn't seen my grandmother in a long time.

When we arrived at my grandmother's house, we were warmly welcomed by her and my uncle. The next day, we traveled to Prambanan temple and played around the temple garden. We also tasted various Yogyakarta specialties, such as gudeg and bakpia. Every night, my cousin and I played cards and told stories until late.

This school vacation was very memorable for me. Not only did I have fun, but I was also able to get closer to my extended family. I had a lot of fun memories while in Yogyakarta. I hope that next vacation I can go back to visit my grand mother.

Content : 28
Organization : 18
Vocabulary : 19
Language use : 23
Mechanics : 4

92

THE DOCUMENTATION OF RESEARCH

1. Pre-Test Activity

2. Treatment Activity

3. Post-Test Activity

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : 5613/In.28/J/TL.01/12/2024
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Kepala Sekolah SMP
MUHAMMADIYAH 1 SEPUTIH
BANYAK
di
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Bapak/Ibu Kepala Sekolah SMP MUHAMMADIYAH 1 SEPUTIH BANYAK berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	**ISNA PUTRI AZIZAH**
NPM	:	2101051018
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE INFLUENCE OF USING PADLET MEDIA TO TEACH RECOUNT TEXT IN WRITING SKILL AT THE EIGHTH GRADE OF SMP MUHAMMADIYAH 1 SEPUTIH BANYAK

untuk melakukan prasurvey di SMP MUHAMMADIYAH 1 SEPUTIH BANYAK, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu Kepala Sekolah SMP MUHAMMADIYAH 1 SEPUTIH BANYAK untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 10 Desember 2024
Ketua Jurusan,

Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
SMP MUHAMMADIYAH 1 SEPUTIH BANYAK
STATUS : TERAKREDITASI
NSS/NPSN : 202120206028/10801864

Alamat : Jl. KH. A Dahlan No. 2 Tanjung Harapan Kec. Seputih Banyak Lampung Tengah

---

Nomor : 060/SI/IV.4/A/2024

Perihal : Izin Pelaksanaan Pra Survey

Assalamualaikum Wr. Wb.

Salam silaturahmi kami sampaikan, semoga kita selalu dalam lindungan Allah SWT,

Amin.

Meindak lanjuti perihal surat permohonan izin survey dari fakultas Tarbiyah dan Ilmu Keguruan dari Institut Agama Islam negeri Metro

Nama   : Isna Putri Azizah

NPM   : 2101051018

Semester   : 7(Tujuh)

Jurusan   : Tadris Bahasa Inggris

Dengan ini kami mengizinkan, untuk melakukan survey di SMP MUHAMMADIYAH 1 SEPUTIH BANYAK dengan judul "THE INFLUENCE OF USING PADLET MEDIA TO TEACH RECOUNT TEXT IN WRITING SKILL AT THE EIGHTHGRADE OF SMP MUHAMMADIYAH 1 SEPUTIH BANYAK"

Dengan ini kami sampaikan, atas kerjasamanya kami ucapkan terima kasih.

Wassalamualaikum Wr. Wb.

Seputih Banyak, 12 Desember 2024

Kepala SMP MUHAMMADIYAH 1

Eko Santoso, S.Pd.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

RATIFICATION PAGE

The Research Proposal entitled: THE INFLUENCE OF USING QUESTION CARD TO TEACH RECOUNT TEXT IN WRITING SKILL AT THE EIGHTH GRADE OF SMP MUHAMMADIYAH 1 SEPUTIH BANYAK, written by: Isna Putri Azizah, Student Number: 2101051018, English study program, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Tuesday, February 25th 2025 at 09.30 - 11.00 a.m.

BOARD OF EXAMINERS

Chairperson	: Eka Yuniasih, M.Pd.	(.........................)
Examiner I	: Dr. Aria Septi Anggaira, M.Pd.	(.........................)
Examiner II	: Dr. Yuniarti, M.Pd.	(.........................)
Secretary	: Leny Setiyana, M.Pd.	(.........................)

Head of English Education Department

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 19880308 201503 1 006

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INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : 1253/In.28.1/J/TL.00/04/2025
Lampiran : -
Perihal : SURAT *BIMBINGAN SKRIPSI*

Kepada Yth.,
EKA YUNIASIH (Pembimbing 1)
(Pembimbing 2)
di-
    Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**ISNA PUTRI AZIZAH**
NPM	:	2101051018
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE INFLUENCE OF USING QUESTION CARD TO TEACH RECOUNT TEXT IN WRITING SKILL AT THE EIGHTH GRADE OF SMP MUHAMMADIYAH 1 SEPUTIH BANYAK

Dengan ketentuan sebagai berikut :
    1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan
    skripsi dengan ketentuan sebagai berikut :
        a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data
        (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
        b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data
        (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
    2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak
        ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
    3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi
        yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 24 April 2025
Ketua Jurusan,

Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS
Nomor: B-1331/In.28/D.1/TL.01/04/2025

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **ISNA PUTRI AZIZAH**
NPM : 2101051018
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Untuk :
1. Mengadakan observasi/survey di SMP MUHAMMADIYAH 1 SEPUTIH BANYAK, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING QUESTION CARD TO TEACH RECOUNT TEXT IN WRITING SKILL AT THE EIGHTH GRADE OF SMP MUHAMMADIYAH 1 SEPUTIH BANYAK".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 30 April 2025

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

CS Dipindai dengan CamScanner

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-1332/In.28/D.1/TL.00/04/2025
Lampiran : -
Perihal   : IZIN RESEARCH

Kepada Yth.,
KEPALA SMP MUHAMMADIYAH 1
SEPUTIH BANYAK
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1331/In.28/D.1/TL.01/04/2025, tanggal 30 April 2025 atas nama saudara:

Nama	: ISNA PUTRI AZIZAH
NPM	: 2101051018
Semester	: 8 (Delapan)
Jurusan	: Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMP MUHAMMADIYAH 1 SEPUTIH BANYAK bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP MUHAMMADIYAH 1 SEPUTIH BANYAK, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING QUESTION CARD TO TEACH RECOUNT TEXT IN WRITING SKILL AT THE EIGHTH GRADE OF SMP MUHAMMADIYAH 1 SEPUTIH BANYAK".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 30 April 2025
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
SMP MUHAMMADIYAH 1 SEPUTIH BANYAK
LAMPUNG TENGAH
STATUS : TERAKREDITASI "B"
Jl. KH Ahmad Dahlan No. 1 Tanjung Harapan Lampung Tengah 34156

Seputih Banyak , 17 Mei 2025

Nomor   : 420.015/C/Da.VI.01/2025
Lampiran   : 1 Lembar
Prihal   : Permohonan Izin Research

Assalamualaikum wr wb.

Salam silaturohmi kami sampaikan, semoga kita selalu dalam lindungan Allah SWT .

Menindak lanjuti prihal surat izin survey dari fakultas tarbiyah dan ilmu keguruan dari Instutut Agama Islam Negeri Metro .

Nama   : Isna Putri Azizah
NPM   : 2101051018
Semester   : 7 (tujuh)
Jurusan   : Tadris Bahasa Inggris

Dengan ini kami mengizinkan untuk Reasearh di SMP MUHAMMADIYAH 1 SEPUTIH BANYAK Dengan Judul

"THE INFLUENCE OF USING QUESTION CARD TO TEACH RECOUNT TEXT IN WRITING SKILL AT THE EIGHTH GRADE OF SMP MUHAMMADIYAH 1 SEPUTIH BANYAK "

Demikian ini kami sampaikan , atas kerjasanya kami ucapkan terima kasih.

Wasalamualaikum wr.wb.

Seputih Banyak ,17 mei 2025
Kepala SMP MUHAMMADIYAH 1 SEPUTIH BANYAK

EKO SANTOSO,S .Pd.I
NBM.1212668

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Isna Putri Azizah
NPM : 2101051018

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	4/1 2025	Reuise chapter I	
	6/1 2025	Revise Formulation " Objective " Chapter II Continue to chapter III	
	14/01 2025	Acc Chapter I Revise Chapter II Revise Chapter III	

Mengetahui
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Eka Yuniasih, M.Pd.
NIP. 198707102025212008

Dipindai dengan CamScanner

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INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiysh.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Isna Putri Azizah
NPM : 2101051018

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	20/01 2025	Revans T-test. Bibliography	
	21/01 2025	Dftr Isi First First.	
	23/1 2025	Revisi bibliography	
	24/1 2025	Acc proposal Seminar	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Eka Yuniasih, M.Pd.
NIDN. 0210078702
198707102025212008

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Isna Putri Azizah   Program Studi : TBI
NPM : 2101051018   Semester : VII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Rabu 23/05/4	Revise APP.	
	28/05/4	Rearrange the instruction	
	2/05/4	Acc APD.	

Mengetahui
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Eka Yuniasih, M.Pd.
NIDN. 0210078702
198707102025112008

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Isna Putri Azizah
NPM : 2101051018

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Rabu 2/205 6	Revisi Diskusi Revisi chapt V	
	Selasa 3/205 6	Acc Chapo 1-5 Acc For Munaqosyah	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Eka Yuniasih, M.Pd.
NIP. 198710202025212008

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan (FTIK), Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama   : Isna Putri Azizah
NPM   : 2101051018
Program Studi : Tadris Bahasa Inggris (TBI)

Tidak mempunyai peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.
Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 17 Juni 2025
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
NPP: 1807062F0000001
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; perpustakaan@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-484/In.28/S/U.1/OT.01/06/2025

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	:	ISNA PUTRI AZIZAH
NPM	:	2101051018
Fakultas / Jurusan	:	Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2024/2025 dengan nomor anggota 2101051018.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 16 Juni 2025
Kepala Perpustakaan,

Aan Gumoni, S.I.Pust.
NIP 19920428 201903 1 009

NEW Skripsi isna putri azizah_2101051018.docx

by Akun Mahasiswa

Submission date: 05-Jun-2025 06:44AM (UTC-0500)
Submission ID: 2601251298
File name: NEW_Skripsi_isna_putri_azizah_2101051018.docx (462.12K)
Word count: 11008
Character count: 67491

METRO, ...17. Juni 2025
KETUA PRODI TBI

Dr. NINO, ... JATUR, M.Pd.B.I.
NIP 09580308 201503 1 000

NEW Skripsi isna putri azizah_2101051018.docx

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CURRICULUM VITAE

Isna Putri Azizah was born on October 2, 2003. She was born in Rumbia, Central Lampung. She is the first child of Mr. Yarwoko and Mrs. Suparini. She lives in Rumbia, Central Lampung. She attended elementary school at SDN 4 Rukti Basuki and graduated in 2015.

After that, she continued her education at SMP Muhammadiyah Muhammadiyah 1 Seputih Banyak, Central Lampung, and graduated in 2018. After graduating from junior high school, she continued her education at SMA Muhammadiyah 1 Seputih Banyak, Central Lampung, and graduated in 2021. In 2021, she continued her education as a student in the S-1 English Education program English Education program at the State Islamic Institute of Metro (IAIN Metro).